

GOOD SHEPHERD
LUTHERAN COLLEGE

Identity Service Respect



PERFORMANCE REPORT 2021



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FROM THE PRINCIPAL

It was wonderful to return to some sense of normality for our staff and students in 2021 after what was a very different year in 2020 with the outbreak of COVID-19 across the globe.

We were able to again hold the annual sporting events such as Athletic Days, Swimming Carnival, Cross-Country and PARRS inter-school sport days. We had a number of parents volunteer at these events and we are extremely thankful for the support we receive from our community. After a year of having these put on hold, our students and staff were very appreciative that once again they could spend time together outside of the classroom celebrating the diversity of talents within the College.

We were also very privileged, after a stay of 12 months, to finally witness the 'Back to the 80's' musical. What a performance it was from some of our very talented young people. For those who are old enough to remember the 80's and its fluoro fashion, ra-ra skirts and awesome music, it was an absolute pleasure to watch a new audience appreciate the quirks that the 80's brought. **A huge thanks to our staff and dedicated parents who stuck with us over 18 months to see it eventually come to life.**

The Howard Springs Campus was treated to an experience of a very different kind with a very large convoy of army vehicles calling in at the end of the 'Back to the Track' event. Enthusiasts from all over Australia came together to recreate the journey from Alice Springs through to Darwin to commemorate the Battle for Australia, the 76th anniversary of VJ Day and the end of the Second World War in the Pacific. This was greatly appreciated by the students who were able to experience the vehicles close up and spend time talking with motor enthusiasts and experts.

The community of staff, parents and students had a very full year at Palmerston Campus holding a fairy-tale ball, family camp, trivia night, building the prayer garden, rejuvenating the garden plots and painting murals to brighten up the campus. One of the murals painted was by a student in Year 3 to say thank you to her school community before leaving to attend school interstate. **It is this outpouring of service which can be seen across all our campuses which makes being part of the Good Shepherd community such a blessing.**

A highlight of the year were the family fun days held at all campuses. There were fair rides, fairy floss, food stalls, animal petting zoos and open classrooms for others in the community to come and be part of. This day, across three campuses, is testament to the hard work of our class carers, volunteers and junior school staff who worked tirelessly to ensure our College looked the very best it could for all those who visited us.

Our approach to STEM at the College is to ensure it is embedded in our students' learning where it gives most value. Both Leanyer and Palmerston campuses were able to partner with engineers and a Chemist at CSIRO to provide our students with hands on rich learning experiences in the areas of Science, Technology and Mathematics. In the Middle / Senior campus, our invested mathematics and science teachers provided opportunities for students to take part in a number of competitions. **Our students performed extremely well, taking out highly commended and award categories in a number of the competitions entered.**

Service is a key pillar in the College's motto of Identity, Service, Respect. There are so many ways our students embrace this in authentic ways, some in 2021 included a Middle School student taking part in Shave for a Cure – fundraising a sizable contribution for this cause. Our Year 12 students took part in a very early morning 20 km walk / bike ride raising money for Walk My Way for Australian Lutheran World Service, the Colour Run at the Howard Springs Junior School, and late in the year a number of our students attended the Charlie King 'No More' campaign in Darwin. Service that comes from the heart is what we as a Christian school are called to provide to those we interact with.

Matthew 25:40, "Whenever you did one of these things to someone overlooked or ignored, that was me—you did it to me," governs our approach to what we learn, why we learn it and how we go about making a difference in the lives of others. This was definitely there for all to see at the Year 5 PYPX (exhibition) with our Year 5 students impressing us with their knowledge (building an enigma machine), curiosity and creativity (reflecting on fashions of the past and creating their own), and boldness to make a difference by taking proactive action (sustainability of our water supply) across all the transdisciplinary themes of the PYP.

Two notable visitors we hosted in 2021 where the German Ambassador to Australia who visited the College to speak to our students learning German and their involvement in the 'Schools: Partners for the Future (Pasch) program; and the Northern Territory Administrator who attended an assembly and visited the classroom of our ELC students. We also had a number of parents visit the College and read to our students in their mother tongue as an extension to our Harmony Week activities in a program coordinated by our Teacher Librarian at the Howard Springs Campus.

We again celebrated a major milestone in our Year 12 students' lives upon their successful completion of the NTCET. With over 30 students' grades of A or above in Stage 2 subjects, and with **Tianna James being awarded NT Top Aboriginal Student we are proud to reflect back over a successful year for our students.** This is testament to the efforts the students made to their studies, the commitment of the teachers and staff who supported them, and their parents who over the course of the year encouraged and supported their efforts. **We thank everyone involved in the lives of these young people, for allowing us to be part of the journey.**

The year ended on a very celebratory note with our first 10 year reunion. **It was an absolute blessing to reconnect with our first group of Year 12 students,** although many are still regular visitors and some even work with us! Many had children of their own, or are very close to at this stage of their lives. It was lovely to see our students together, reminiscing and sharing memories of good times. I love my school!

Rachel Boyce
Principal
MEd, BEd, GradDip Theol.



About Good Shepherd Lutheran College

Good Shepherd Lutheran College is a leading Northern Territory school with campuses in Leanyer, Palmerston and Howard Springs. The College provides exceptional learning experiences and opportunities for students from Early Learning Centres (ELC) to Year 12.

The College is the only Northern Territory school to offer the International Baccalaureate, with the Primary Years Programme for students in ELC-Year 5 and the International Baccalaureate Middle Years Programme for students in Years 6-10. These pathways establish strong foundations for both academic and personal success in the Northern Territory Certificate of Education Training for students in Years 11-12. The flexibility, internationalism and rigor of these programs provides students with a breadth and depth of learning which equips them for a life of learning and work, whichever pathway they choose.

Alongside the unique curriculum opportunities, the College has also implemented the highly acclaimed Visible Wellbeing program developed by Professor Lea Waters from Melbourne University. This international program combines the science of wellbeing with the science of learning to develop students' and staff ability to more clearly 'see' their own and others' wellbeing. The program uses wellbeing practices to 'build' wellbeing using the SEARCH framework; with staff implementing these through their classroom processes.

Our Mission

'With Christ at our centre, we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart'.

Our Values

Identity Service Respect

Our values are our guide to how we interact, show love and compassion to all within our community, and defines how we learn.



A Lutheran School Community

Lutheran schools provide caring environments for the students who attend them and embrace high standards of teaching and learning.

As a Lutheran school:

- We believe that all positive knowledge and learning is a great gift of God for the growth and welfare of human beings. We consider it important to develop a spirit of service in our students so that their lives, studies, relationships, ambitions, values and attitudes reflect a commitment to living useful lives for the good of others.
- We believe that knowledge and learning is a gift of God for the wellbeing of human beings.
- We aspire to provide a culture and ethos permeated by the core values of love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.
- We cater for a wide range of abilities, including gifted and talented students and those with learning difficulties. The teaching program emphasises thinking skills and collaboration. We strive to provide a quality learning experience for all students.
- We have developed a Christian Studies curriculum to provide students with a knowledge of Christian beliefs and teachings. Our College and Early Learning Centres intentionally employs teachers who are able and active in supporting students in a Christian approach to life.
- We believe that God has given parents and caregivers the prime responsibility for the education of their children. Our College assists parents in promoting their child's educational and spiritual growth. We believe it is vital that home and school work together for the wellbeing of students on the basis of shared aims and values.

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview; living in community and reflecting characteristics of God through core Christian values.



College Leadership

Under the leadership of the Principal, the Senior Leadership Team is responsible for the development and implementation of the educational policies and procedures of the College.



Rachel Boyce

College Principal
MEd, BEd, GradDipTheo



Elsabe Bott

Deputy Principal
MAEdStudies, BEd



Rita Rose

Director of Business
Operations
Masters Prof Acc, B Info Tech
(Bus), GIA(Cert)



Darren Boyce

Head of Positive Education

MAPP, MEd, BEd,
GradCertTheol



Vicki Trathen

Head of Junior School
Palmerston Campus

BEd



Cheryl Gunn

Head of Junior School
Leanyer Campus

MEdLead, BEd, DipTeach,
GradDipEdLead



Dean Cummins

Head of Senior Years
Howard Springs Campus
MEd, BEc, GradDipEd(Sec)



James Faraone

Head of Middle Years
Howard Springs Campus
MEd, BA, GradDipEd



Lynne Pokela

Head of Junior School
Palmerston Campus
MEdStud, DipT,
GradDipEdStud



Tara Errity

Director of Development
BEd, GradDipEdAdmin

Governance

Good Shepherd Lutheran College NT Incorporated is an education institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District).

The Board is comprised of seven voting members endorsed by the Lutheran Education South Australia, Northern Territory, Western Australia (LESNW), two non-voting executive staff and the Top End Lutheran Parish Pastor. Board members come from the St Andrew and Good Shepherd Lutheran Church congregations and the wider community. The College Principal and Director of Business Operations are non-voting members of the Board. The College Board acknowledges the Principal as the College's educational and spiritual leader. The Board's role is to ensure planning is strategic and linked to the College's vision and mission.

The Board met on 12 occasions in 2021 focussing primarily on supporting the Principal in navigating the ongoing challenges resulting from the COVID-19 pandemic, managing the succession of key roles in the College, onboarding new Board and Standing Committee members and further refining our strategic engagement focus.

Members

Maja Van Bruggen (Chair)

Sam Bakara (Vice Chair)

David Alm

Helen Taylor

Sheeba David

Joel Norton

Beverley Ratahi

Non-Voting Members

Rachel Boyce (Principal)

Rita Rose (Director of Business Operations)



OUR STUDENTS

Students travel from across Darwin and the rural area to attend the three campuses of the College. Students range in age from 3 years at the ELC to 18 years in Year 12. The student population at the College reflects the multicultural diversity of Darwin with close to 20 languages other than English being spoken by students at the College.

Good Shepherd strives to support all students, including those with a variety of specific needs including physical, emotional, behavioural and intellectual. The school has an excellent reputation for supporting students and their families in both the educational and wellbeing programs offered at the College.

Student Enrolment and Attendance

Enrolment

| Year Level | Total |
|------------|-------|
| Transition | 58 |
| Year 1 | 71 |
| Year 2 | 64 |
| Year 3 | 76 |
| Year 4 | 81 |
| Year 5 | 80 |
| Year 6 | 76 |
| Year 7 | 122 |
| Year 8 | 94 |
| Year 9 | 103 |
| Year 10 | 77 |
| Year 11 | 64 |
| Year 12 | 51 |

Figures as at Census Date 27 August 2021. These numbers include 71 Indigenous students. The male to female ratio is approximately 1:1 for the Junior, Middle and Senior Schools.

Attendance

Attendance is taken twice a day in the Junior Schools and each lesson in the Middle and Senior School is electronically recorded. An automated SMS message is sent to parents to notify of an absence and follow up phone contact is made if there is no response.

Meetings are arranged with parents if there is prolonged or a pattern of absences to negotiate a supported return to school, in order to minimise the impact of a student's absence on their learning.

| Student Attendance Rate | |
|-------------------------|-------|
| All students | 92.7% |
| Indigenous Students | 86.5% |
| Non-Indigenous Students | 93.3% |

Collection 5 Validation & Age Grade Census 2021 – Non Government Schools. 27 August 2021.

The College Curriculum

Through the International Baccalaureate (IB) Primary Years Programme and Middle Years Programme a rigorous academic program with international benchmarks is offered to all students in the ELC through to Year 10. Students in Year 11-12 transition into the Northern Territory Certificate of Education (NTCET) with some students opting to complete the Career Acceleration Pathway program which incorporates both the NTCET and work-based learning, as well as Certificate II and III courses.

The IB Primary and Middle Years Programmes are recognised by the Australian Curriculum Assessment Reporting Authority (ACARA) as approved international frameworks.

These are used alongside the Australian Curriculum, to ensure students at the College are receiving an international standard of education in line with the curriculum put in place by the Australian Government.

Academic Outcomes

Northern Territory Certificate of Education and Training (NTCET)

| | |
|---|-----|
| Number of Year 12 students completing the NTCET | 50 |
| % of eligible students completing the NTCET | 98% |
| % of NTCET grades in the A band | 19% |
| % of NTCET grades in the B band | 39% |

Students' results in the upper grades are consistent with results achieved by students across Northern Territory.

Comparative data for the same cohort in Stage 1 demonstrates an increase in the percentage of A and B grades achieved in Stage 2 results.

Vocational Education and Training (VET)

| | |
|---|----|
| Students with completed VET Qualifications | 31 |
| Students who completed the NTCET and would not have without VET | 21 |
| Students with a school-based apprenticeship or traineeship | 6 |
| Students who completed the NTCET and studied VET | 42 |

In addition, one Year 11 student completed the NTCET using a Certificate II Auto at Taminmin College, which met the Stage 2 compulsory elements.

In 2021 Years 3, 5, 7 and 9 students completed NAPLAN Online, with the exception of the Year 3 Writing test taking place in a hard copy test booklet. Students from Years 3 to 10 completed the ACER PAT Reading, Grammar and Mathematics tests at a school level.

Post College Destinations

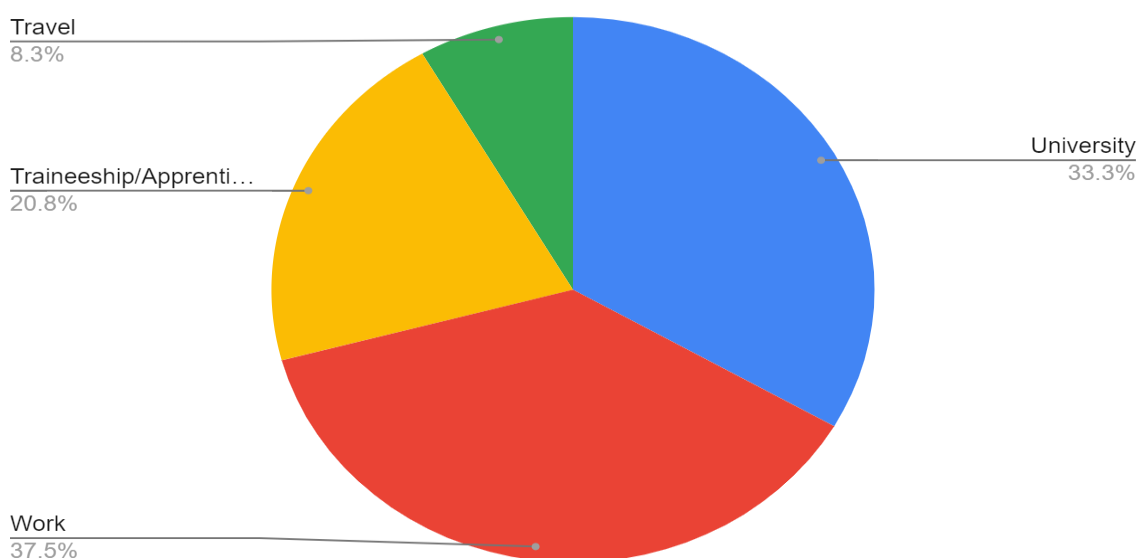
In 2021 there were 51 students in the Year 12 cohort, 50 of whom completed their NTCET. This was achieved through the College's Pre-Tertiary Pathway, Career Acceleration Pathway, and alternate subjects.

STEM related fields were popular destinations for College graduates, with 25% working or studying in this area in 2022. There has been a steady contingent (10%) in creative industries which can be attributed to our Art / Design experiences College-wide.

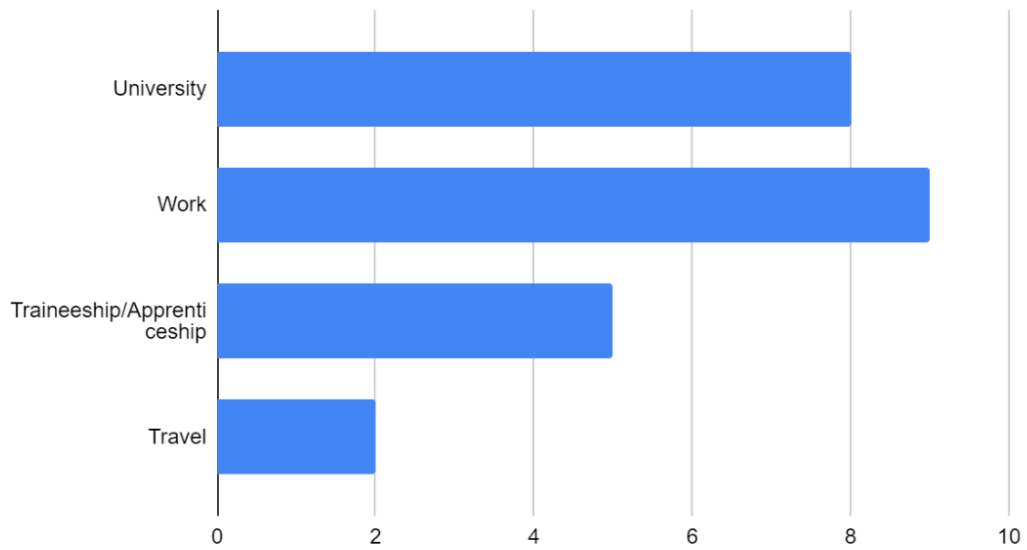
Testament to a VET in Schools strong focus, more than 25% of graduates selected a trade pathway across many sectors. The service industry (hospitality making up the bulk) is also strong with 25% in that area.

The Senior Years program offers students a holistic approach with the potential to specialise, which these destination results illustrate clearly. If students have an interest or passion in an area, they can find the support and the pathway at Good Shepherd. Staff are diligent in assisting students identify their passion area, and aiding development of the necessary attributes like resilience and self-regulation to be successful in their chosen field.

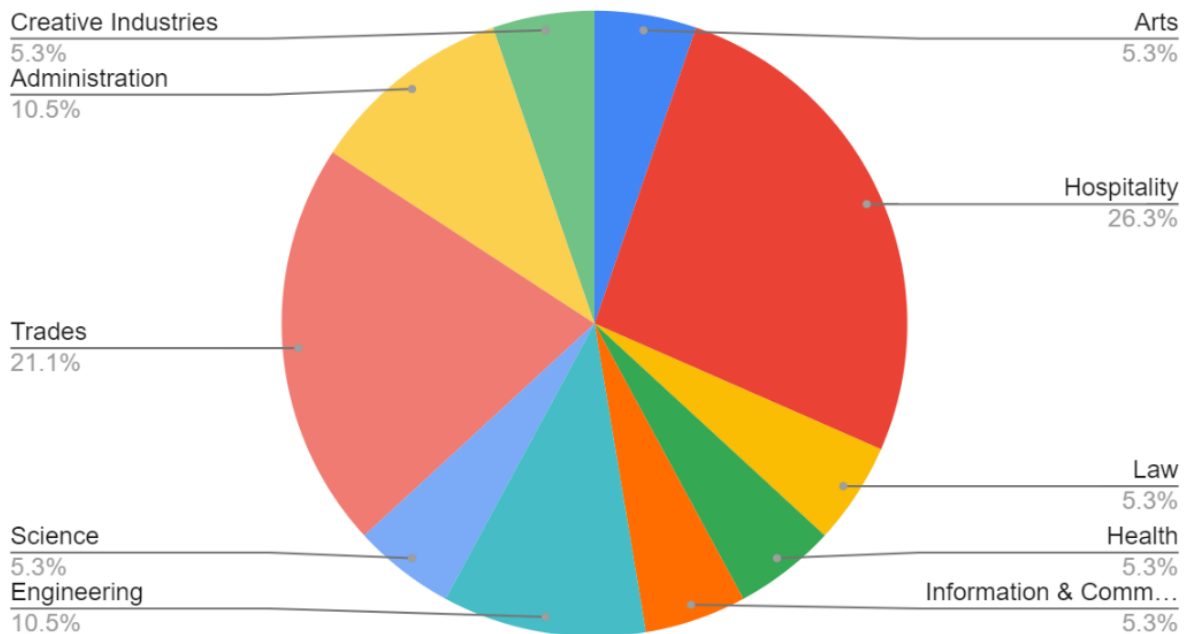
Class of 2021 - Post-School Destination



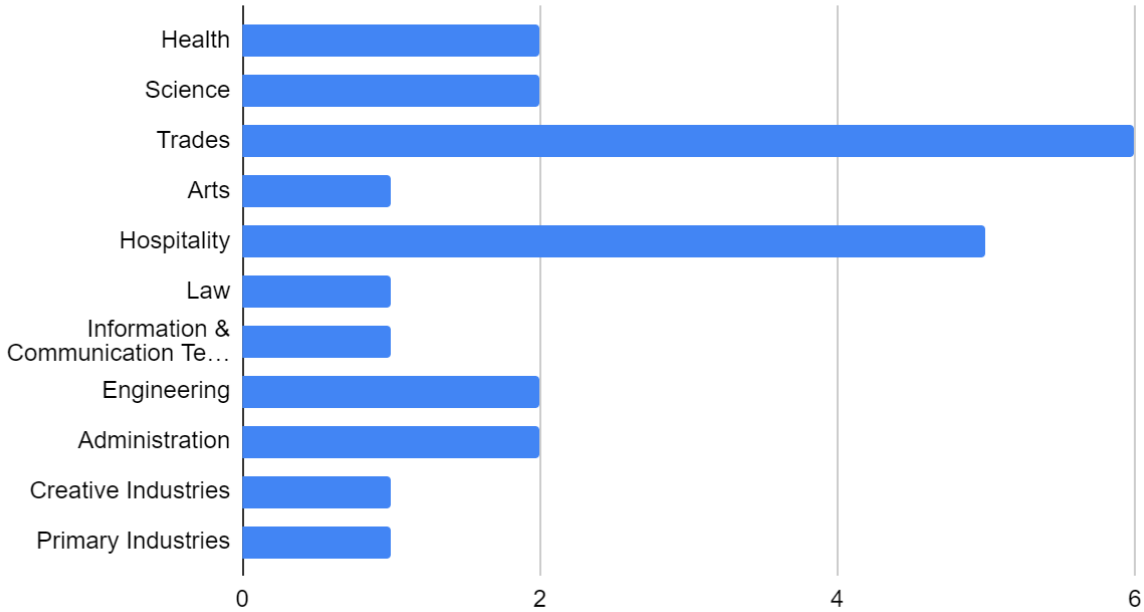
Class of 2021 - Post-School Destination



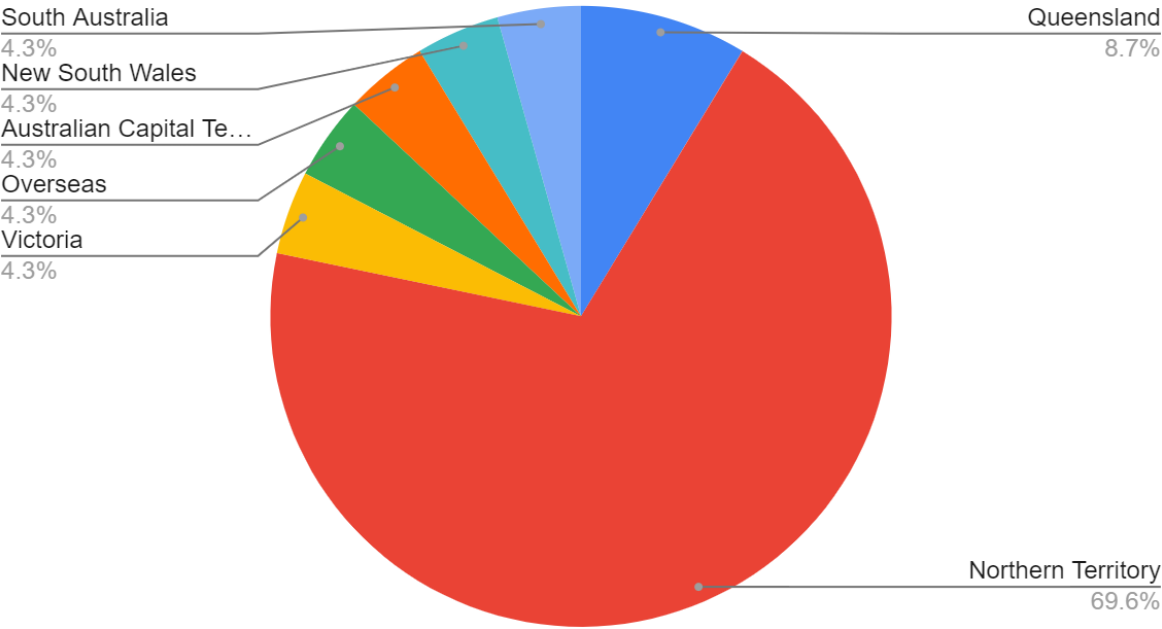
Class of 2021 - Industry Destination



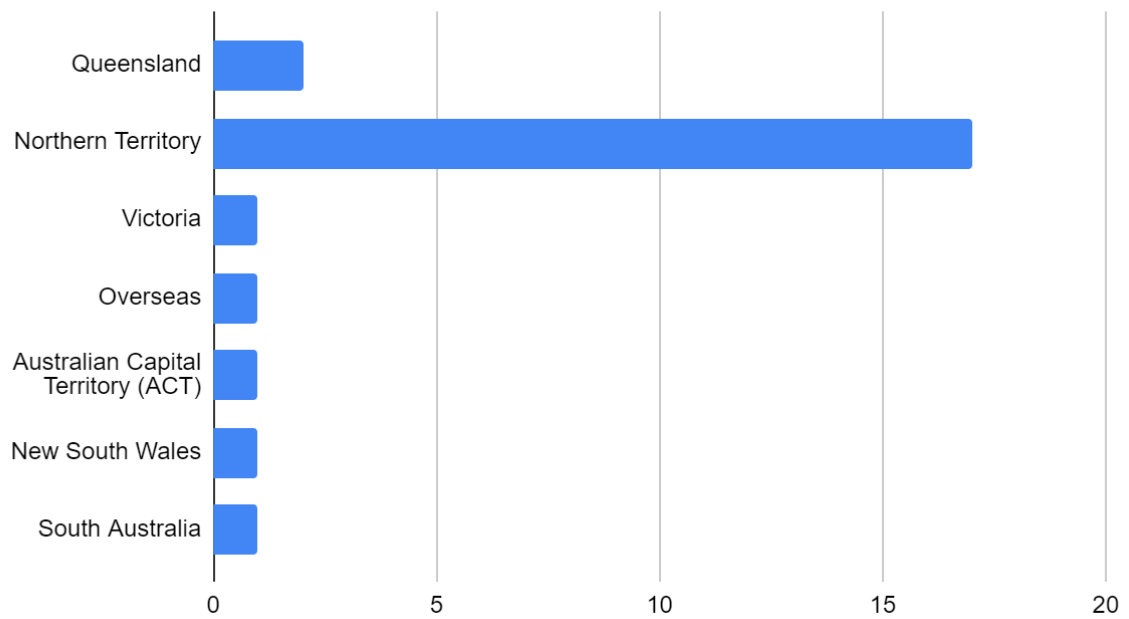
Class of 2021 - Industry Destination



Class of 2021 - Post-School Residing



Class of 2021 - Post-School Residing



OUR STAFF

The College Senior Leadership Team includes the College Principal, Deputy Principal, Head of Positive Education, five Heads of School, Director of Business Operations and Director of Development. Curriculum and Wellbeing Coordinators support the delivery of the IB PYP/MYP and NTCET curriculum and Visible Wellbeing program at the College. In total the College has 158 staff: 96.5 full time equivalent teachers and 51.7 full time equivalent administrative and support positions. In 2021 there was one Indigenous staff member employed at the College.

All teaching staff have the necessary qualifications for teacher registration in the Northern Territory with many staff holding additional professional qualifications far above the standard required. In addition to this, all College staff have participated in Lutheran Education Australia Valuing Safe Communities training, hold a Northern Territory Ochre Card and have completed a Criminal History Check. Staff undertake regular professional development within their fields to develop and maintain contemporary skills and knowledge to provide high quality education to the students at the College. All teaching staff have been trained in the Visible Wellbeing program and the IB PYP/ MYP programmes and NTCET subjects in which they teach.

Professional Learning Summary

At Good Shepherd we see the continuous professional development of all staff as pivotal to the learning and wellbeing of our students. Professional development in 2021 focused on the strategic priorities of delivering academic and wellbeing programs. Staff completed courses in inclusive teaching practices, training in the PYP, MYP, NCTET and Visible Wellbeing.



Early Career teachers engaged in learning that focussed on exploring teaching best practice and developing a deeper range and sophistication of skills to achieve quality outcomes for their students. This program increased their understanding of their responsibilities as teachers while developing skills that promote emotional wellbeing and connections with other professionals leading to ongoing learning, resilience and work satisfaction.

Throughout the year there was a focus on data informed decision making. One area was on whole school literacy. Teachers developed an approach, the Writing Revolution, in which literacy opportunities were identified across all disciplines. Each campus set up professional book clubs, continued professional development and all teaching staff completed Professional Learning Plans reflecting individual goals and priorities in their teaching development.

Alongside this, Leadership focused on developing capacity as leaders in a Lutheran school by attending *Leadership for the emerging future: Unleashing Collective Creativity for Innovation and Improvement in Schools* and Growing Deep workshops that explored awareness-based systems and leadership and challenged them to reflect on how they serve, lead and grow the Good Shepherd community.

Professional Learning Summary

| | |
|------------------------|-------|
| FTE* Teachers | 96.5 |
| FTE Non-Teaching Staff | 51.77 |
| Total No of Staff | 158 |
| Total FTE | 98 |
| Non-teaching Staff | 58 |

*Full Time Equivalent

High Quality Teaching Staff

| | |
|--|----|
| Number of Academic Staff with PhD's | 1 |
| Number of Academic Staff with Masters | 27 |
| Number of Academic Staff with Post Graduate qualifications (not including Masters) | 4 |
| Number of Academic Staff with Degrees | 42 |
| Number of Academic Staff with Diploma in Education | 17 |
| Number of Highly Accomplished or Lead Teachers | 2 |

(Staff with more than one qualification are listed in the section of the highest qualification).

Extra and Co-Curricular Programs

Although affected slightly by COVID-19 interruptions, we were fortunate to operate many of our normal, diverse programs. Students represented Good Shepherd at Palmerston and Rural / Region School Sport (PARRS); Basketball, Netball, Table Tennis, Cross Country, Volleyball, Track and Field, Orienteering, Soccer and AFL. The Physical and Health Education Department hosted the College's Athletic and Swimming carnivals, as well as Cross Country.

The College ran several camps for various years levels across the Northern Territory which incorporated the Duke of Edinburgh Program involving many students who achieved their Silver and Bronze accreditations.

The Mathematics department ran 'Maths Help' afternoons and evening sessions. They facilitated student involvement in the Australian Mathematics competition as well as the Computational and Algorithmic Thinking Competition which have seen our young mathematicians excel and receive various awards and commendations.

The Arts and Design faculty organised the College's recycling program and maintained their productive vegetable garden and chicken coop. Music staff initiated music ensembles; Choir, Concert Band, small contemporary groups and a rock band. The College musical, 'Back



to the 80's' was an incredible success, held at Brown's Mart, Darwin. There were Year 11 and 12 Saturday Arts and Design classes, Exit Art Exhibition, Arts Club sessions, Sea Breeze Festival input, Fred's Pass and Royal Darwin Show Exhibit, Arts Club sessions, STEAM Club, Browns Mart Performances, Parent Arts and Design workshops, Music / Drama / Art Soirees in the Chapel and the highly anticipated ARTiculate evening.

Language and Literature and Individuals and Societies students were busy with annual College Writing, Australian Geography and College Debating competitions.

In the Sciences, students were involved in the NT Science Competition, the Big Science Competition, the Australian Science Olympiad, Australian Science Olympiad Training Squad, the Sally Bruyen Competition as well as National Science Week. Students were involved in

'Curious Minds', a four-day workshop plus six months of Science Mentoring. The students achieved great success with prizes and commendations across year levels.



Community Satisfaction

The College is committed to the mental health and wellbeing of staff, students and community as the foundation for individual and organisational performance and growth. Integral to our approach to Positive Education is the Visible Wellbeing approach (VWB) which integrates psychological research evidence with best practices in education to inform all activities at the College, both within and outside the classroom.

As part of our evidence-based Positive Education practices, the College has continued to collect wellbeing data from staff and students in May and October 2021, which is used to inform our strategic improvement efforts.

The staff data collected includes a range of wellbeing indicators based on Seligman's PERMA model as well as data indicating factors influencing staff motivation and their use of the VWB SEARCH framework to improve their own wellbeing and that of their students.

Student wellbeing data includes similar wellbeing indicators and also measures of student connectedness to the College and peers, their readiness to learn and their own understanding and use of the VWB SEARCH framework to nurture their own wellbeing.

In 2021 Good Shepherd had a high retention rate of staff, both teachers and support staff.

The neighbouring Manigurr-ma Village, continued to be used as a quarantine and isolation facility for returning Australian citizens and others who had contracted COVID-19. Strong community relationships between the College, local council, local Members of Parliament, the National Critical Care and Trauma Response Centre, the Northern Territory Government and even the Commonwealth Government were evident during this period.

The College welcomes feedback in a variety of forms, both through direct contact with Heads of School and other leadership positions. A 'College Feedback' element was added to the College website, enabling community members to provide information pertaining to 'Community Affirmations' and 'Community Concerns'.

Some of the COVID-modified events which parents and the wider community were involved with at the College in 2021 include:

- Student-led / Three-way and Parent Teacher Conferences
- Curriculum Information Sessions / Evenings
- Careers and Work, University Pathway sessions
- Live-streamed Chapel and Assemblies
- College Graduation and Awards Services
- PYP/MYP Exhibitions and Presentation evenings
- Online Performing and Visual Arts Exhibitions - ARTiculate
- Class Carers
- College Open Day



Annual Self-Assessment

The College Board, Principal and staff have worked together to determine the College's strengths (where levels of performance need to be maintained) and areas for development or extra investment. In deciding on these priorities, the College has considered:

- areas identified from the Lutheran Education Australia (LEA) Quality Schools Survey data;
- national and local data such as NAPLAN and Australian Council for Educational Research (ACER) testing; and
- areas of particular interest to College families based on parent surveys.

The College has implemented a cyclic approach to School Improvement which occurs continuously over four years and is underpinned by careful monitoring and rigorous inquiry.

In 2021 the focus areas of strategic development as published in the College Strategic Plan were Strengthening Student Culture and Wellbeing, and Enhancing Professional Practice and Wellbeing.

Much of the staff development which occurred in 2021 was around supporting staff with implementing online learning; should it have been needed, and continuing to implement Visible Wellbeing, the International Baccalaureate programme and the NTCET Capabilities into their pedagogy.



College Facilities

The College continues to invest in the upkeep and upgrades of buildings and grounds to create a rich learning environment inside and outside of the classrooms.

Palmerston Campus received great support from many people in the development of a prayer garden and huge cement cross. Humes Darwin created the original design and Rapid Engineering created the engineering plans. The form work for the cross was built by Bevon Trathen, with Humes providing its reinforcements. Humes donated their time and concrete to pour the cross. Millers Crane Haulage delivered and installed the cross. HB Concrete donated the concrete, foundation for the cross.

Palmerston Campus raised funds through discos and food days for their sport's shed mural. They also received funding from Mrs Eva Lawler MLA, Member for Drysdale. The mural was painted by Indigenous artist Trent Lee and his brother. It was designed with a particular focus on their bush tucker garden.



Good Shepherd is extremely grateful to Bunnings for donating paint and staff time to enhance playground equipment at the Palmerston Campus and toilet cubicles at the Leanyer Campus.



Two new playgrounds were finally installed at the Howard Springs Middle / Senior Campus. There had been many delays due to the pandemic and resulting delivery issues. They were wonderful additions to the campus, with students delighting in their use on the very first day. Students from Years 6 – 8 have use of one of the playgrounds, while the other, which has a focus on strength training and conditioning, is for students in Year 9 and up.



Good Shepherd Lutheran College is conscious of reducing its impact on the environment and continues to invest in partnerships to reduce global carbon emissions. This is assisted by student initiatives in recycling and sustainability practices, including food gardens at the Howard Springs and Palmerston Campuses. One of the food gardens at the Howard Springs Campus is based on Aquaponics, which has provided many herbs for Food Design classes.

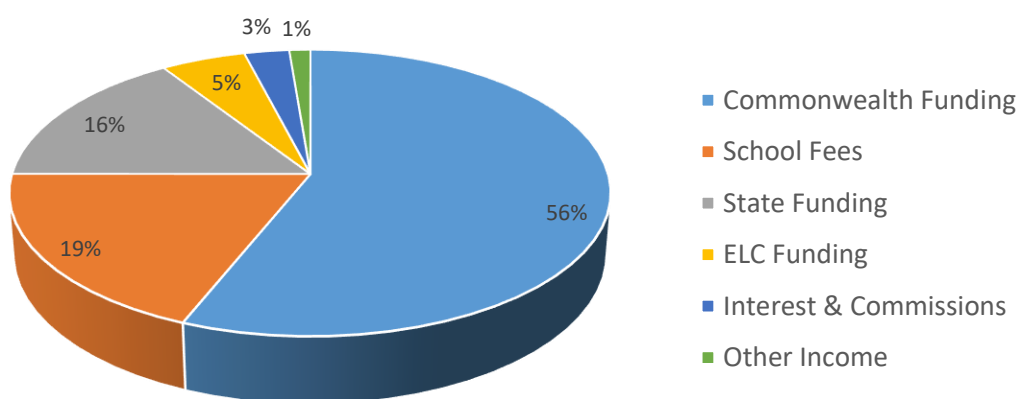


COLLEGE INCOME/EXPENDITURE

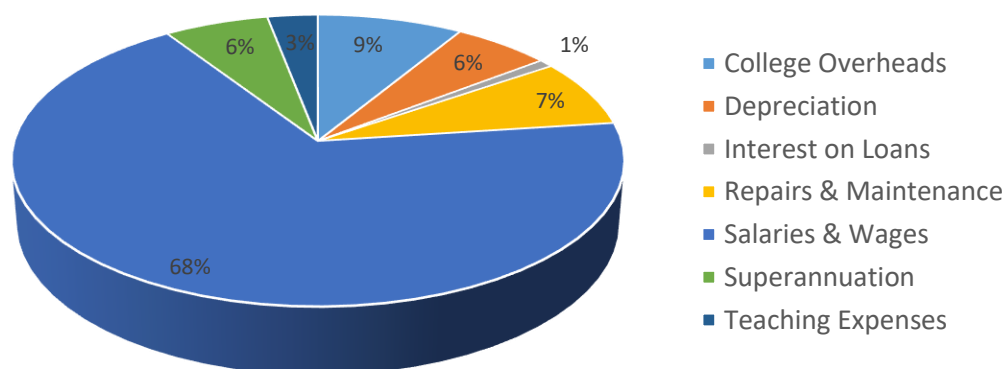
The College is incorporated as the Good Shepherd Lutheran College NT Inc, and is managed under the auspices of the Good Shepherd Lutheran Church, (Palmerston) congregation. Good Shepherd Lutheran Church is a member congregation of the parish of the Top End Lutheran Church, which is itself part of the Lutheran Church of Australia.

The College income, broken down by funding source, and College expenditure is presented below:

Income 2021



Expenditure 2021



APPENDIX 1: 2021 Staff List

| | | | |
|------------|------------|--------------|----------------|
| Virginia | Abercromby | Trisha | Dowling |
| Paulo | Abrantes | Kath | Dunlop |
| Nikkita | Adair | Lee | Dunham |
| Jana | Adamovska | Jane | Edwards |
| Karen | Archibald | Tara | Errity |
| Olga | Aryan | Patricia | Espinoza |
| Carolyn | Atkinson | Dianne | Everett |
| Jessica | Aylett | Andrea | Ewers |
| Alicia | Ballantyne | James | Faraone |
| Kaitlin | Battel | Naomi | Favell |
| Melanie | Baxter | Rebecca | Fletcher |
| Brooke | Bethune | Aurore | Floury |
| Angela | Beukes | Shona | Ford |
| Sophie | Blake | Sara | Forde |
| Maria | Blomeley | Susannah | Freer |
| Debra | Boakes | Imelda | George |
| Glenda | Bortoli | Stephanie | Ghislain |
| Elsabe | Bott | Lochlan | Godber |
| Darren | Boyce | Belinda | Gray |
| Rachel | Boyce | Carrie | Griffiths |
| Benjamin | Bradtke | Cheryl | Gunn |
| Luke | Bray | Kylie | Hanton |
| Monique | Brown | Julie | Hearnden |
| Nicola | Buglass | Anna | Hind |
| Kyle | Cantrill | Ian | Hixson |
| Margaret | Carroll | Bernard | Holland |
| Rebecca | Carpenter | Cassandra | Holland |
| Matthew | Cavanagh | Megan | Hughes |
| Jasmine | Cendo | Blessing | Izuchukwu |
| Lisa | Clark | William | Janssen |
| Tynan | Corless | Marie-France | Jenkins-Cooney |
| Tori | Cronin | Alexa | Johnson |
| Rachael | Cross | Nancy | Juan |
| Dean | Cummins | Rowena | Kalikajaros |
| Kathryn | Cummins | Nicole | Kanyilmaz |
| Gemma | Cusack | Lauraine | Kelly |
| Michelle | Dancis | Jessica | Keogh |
| Rebecca | Davis | Barry | Kirkham |
| Sarah | Davis | Irene | Kitsos |
| Tara | Davis | Megan | Kitely |
| Sandie | Dean | Kate | Koppen |
| Jose | De Castro | Avgi | Koutzi |
| Peta-Marie | De Castro | Minu | Kurian |
| Kathrin | Dixon | Dianne | Lamech |
| Trisha | Dowling | Rebekah | Langridge |

| | | | |
|-----------|-----------|-----------|---------------|
| Kristine | Laube | Hailey | Reddy |
| Jarrad | Lawrence | Bethany | Rennes |
| Suzanne | Livett | Sean | Rimmer |
| Laura | Llewellyn | Marie | Robertson |
| Rhys | Longfield | Melanie | Rodda |
| Nathan | Loughran | Rita | Rose |
| Hannah | Loveday | Todd | Ruutz |
| Jacinta | Martins | Catherine | Sansom |
| Michelle | Marshall | Edwin | Sayer |
| Sara | Martin | Fleur | Sharp |
| Laura | Mau | Vivonne | Short |
| Christina | McCarthy | Frances | Simpson |
| Yvonne | McDonnell | Lola | Sleep |
| Sonya | Melhop | Holly | Smith |
| Alexis | Miller | Gregory | St Vincent |
| Sarah | Mott | Donna | Sudana |
| Monica | Moura | Dana | Swaffin-Smith |
| Emma | Murphy | Anita | Synnott |
| Jessica | Neilsen | Sean | Synnott |
| Andrea | Nichols | Chelsey | Tolhurst |
| Daniel | O'Connor | Sue | Tomes |
| Kylie | O'Keefe | Peta | Trahair |
| Elizabeth | Opie | Vicki | Trathan |
| Madison | Otto | Phoebe | Tran |
| Suzanne | Otto | Peter | Vella |
| June | Owili | Jalal | Volker |
| Shiann | Paterson | Elizabeth | Walker |
| Megan | Pearn | Rachel | Walker |
| Roslyn | Peters | Riley | Wauchope |
| Lynne | Pokela | Karen | Weier |
| Balin | Powardy | Leanne | Williams |
| Carmel | Pyne | Melinda | Williams |
| Hailey | Szamosi | Melissa | Woodland |
| Donna | Raymond | Rachel | Wood |

