



# Faith Lutheran College, Redlands

*Faith in Christ ... prepared for life.*

## Annual Report 2017 (Based on 2016 data)

### School Sector:

Independent

### School's Address:

Faith Lutheran College, Redlands  
Junior School (P – 6): 132 Link Road, Victoria Point Queensland  
Middle/Senior School (7-12): 1 – 15 Beveridge Road, Thornlands Queensland

### Total Enrolments:

926

### Year Levels Offered:

Prep – Year 12

### Co-educational or Single Sex:

Co-educational

### Characteristics of the Student Body:

441 girls, 485 boys, 1% indigenous students

## Distinctive Curriculum Offerings:

Faith Lutheran College, Redlands is committed to providing quality learning opportunities while nurturing the development of each child in a Christ-centred community. The College, which offers Prep (Foundation) to Year 12 education on two well-developed campuses, is a school of the Lutheran Church of Australia, and as such has the core values of love, justice, compassion, forgiveness, service, humility, hope, quality, appreciation and courage. Age appropriate learning experiences are offered in the Junior School (Prep to Year 6), Middle School (Year 7 to 9) and Senior School (Year 10 to 12) where there is a focus on numeracy and literacy, information technology and pastoral care. The curriculum is based on the Australian Curriculum (ACARA) and the Queensland Curriculum and Assessment Authority (QCAA) curriculum, a structured learning program of Christian Studies and a comprehensive range of subjects in Year 11 and 12. The implementation of best practice for the integration of information technology in the learning program, vocational education options and wide ranging extra-curricular program with special emphasis on Sport and Music are also essential components of the College's curriculum. Faith places high importance on pastoral care, working with families, developing effective learning strategies and individual learning solutions for each student.

What skills competencies values and attitudes will the students who graduate from our College in the late 2020s need? This is one of the questions we constantly ask as we set our strategic direction for the next five years. The majority of the students at Faith will graduate in the 2020s and this must be foremost in our thinking as we consider the world at the moment and the rate of change, an exponential rate of change that is occurring.

Faith has the vision to be a dynamic Christian learning community embracing innovation, service, global thinking and excellence. This vision combined with our values provide our foundational direction moving into the future for our students and community. The vision statement has been very carefully crafted through many consultation sessions, engagement with our community, and feedback from our parent, student and staff groups in particular, with each word being full of meaning and purpose combined with a call to action.

Faith is proving to be a dynamic community, moving with purpose and innovation, responding to current and future needs while holding firm to the crucial values that our students must have.

Community has always been a huge strength of Faith and the added component of being a learning community is most important for our students. As a learning community the vital competencies of collaboration, cooperation, and team focus are added to the essential learnings that our students need. This is learning for all in the community. We understand that we all need to continue to grow and learn throughout our lives, especially as we deal with the nature of an ever changing world.

Service has always been a big part of Faith and we acknowledge this in our vision statement and make a determination to continue to build this into our programs and very fabric of who we are, and what we do. This meshes splendidly with being globally minded, and outward looking, but the global thinking aspects are more far reaching as well. The cliché of it being a shrinking world has never been more pronounced, with the opportunities that present themselves to our students while at the College and then as they move out into the world. Preparing our students to be global citizens is essential and the College will weave these learnings into our program and community.

## Extra-curricular Activities:

| Cultural including Music and Performing Arts  | Sports   | Extension and Enrichment Activities   |
|---|--|---|
| <p>Faith Arts and Music Evening<br/>Instrumental Music Tuition with Director of Bands and Music Tutors<br/>- Brass, Woodwind, Percussion, Keyboard, Guitar, Strings, Voice</p> <p><b>Choirs</b></p> <p><b>Junior School Choirs</b><br/>- Jazzy Juniors</p> <p><b>Middle/Senior School Choirs</b><br/>- Cantata<br/>- Voices of Faith (mixed vocal group)</p> <p><b>Bands and Ensembles</b><br/>- Junior School Poco Strings<br/>- Junior School Dolce Strings<br/>- Junior School Chamber String Ensemble<br/>- Junior School Percussion Ensemble<br/>- Junior/Middle/Senior School Concert Band<br/>- Junior/Middle/Senior School Symphony Band<br/>- Middle/Senior School Cantabile Strings<br/>- Middle/Senior School Guitar Ensemble<br/>- Middle/Senior School Flute Choir<br/>- Middle/Senior School Jazz Ensemble<br/>- Middle/Senior School Percussion Ensemble<br/>- Middle/Senior School Rock Bands</p> <p><b>Musicals</b><br/>- Junior School Musical<br/>- Middle/Senior School Musical</p> | <p><b>JTAS and GBC</b> (<i>The Associated Schools Greater Brisbane Conference</i>) Year 4 to 12 sport competition.</p> <p>Athletics<br/>AFL<br/>Basketball<br/>Cricket<br/>Cross Country<br/>Hockey<br/>Netball<br/>Rugby Union<br/>Soccer<br/>Swimming<br/>Tennis<br/>Touch Football<br/>Volleyball</p> <p><b>Carnivals:</b><br/>Athletics Carnivals<br/>Cross Country Carnivals<br/>Swimming Carnivals</p> <p><b>P-3 after-school program:</b><br/>- Hooked In 2 Hockey<br/>- Auskick<br/>- Milo Cricket<br/>- TFA Soccer<br/>- Aussie Hoops</p> | <p>Aerobics and Hip Hop Dance<br/>Before School Physical Activity<br/>Book Club<br/>Chess Club<br/>Connections Group<br/>Computer Club<br/>Extension Maths (Middle and Senior School)<br/>Extensive camping program<br/>Debating<br/>Duke of Edinburgh<br/>Film and TV<br/>High Performance Computing<br/>Homework Club (Middle/Senior School)<br/>ISC Lunchtime Activities<br/>Kaleidoscope<br/>Kite Flying<br/>Lego<br/>Lingo Club<br/>Master Classes (Year 11 &amp;12)<br/>Readers Cup<br/>Robotics Club<br/>QCS Master Classes<br/>Service Learning Tours<br/>Speech and Drama<br/>Strictly Dance Ballet Affiliation<br/>Student Council<br/>Swim Training<br/>Tournament of Minds<br/>Writers Circle</p> |

## Social Climate:

A major emphasis at Faith Lutheran College, Redlands (FLCR) is the Pastoral Care program. This involves an integrated program link between Pastoral care structures, Behaviour Management and the total ministry program to students' families and staff of the College.

The very structure of our College, being divided into discreet schools, is in place to facilitate the Pastoral Care to those particular groupings of students to enable the provision of age appropriate programs, environments and experiences for the students.

Integral to these are the associated policies including the Anti-harassment Policies, Child Protection Policies and the Pastoral Care Policies incorporating Behaviour Management in each of those schools.

While all staff undertake a pastoral role in their area of responsibility, specific staff are in place to direct and assist in this area including a College Pastor, Youth Ministry Co-ordinator, Counsellor and Dean of Students. Central to all of this is our commitment to ministry to families, students and staff which is outlined in the following vision statement:

### **Vision Statement: Christian Mission and Ministry**

#### **Christian Education Program**

Through both the formal Christian Education Program and the Christian environment and culture of the College, FLCR aims for students to gain a relevant knowledge of the world, the Christian faith and Jesus as Saviour to develop understandings and apply these to make wise and informed faith choices.

The Christian Education Program aims for students to develop an understanding of God's saving grace through faith in Jesus Christ, God the creator, fruits and gifts of the Holy Spirit and Word and Sacrament. FLCR will provide opportunities for staff to grow in their Christian knowledge, faith and personal relationship with Jesus. As well as the students, all who come into contact with the College community, College families in particular, will be challenged to grow in their relationship with Jesus Christ as Saviour.

#### **Worship Life**

FLCR will provide a worship program that is Christ-centred, relevant and meaningful, through a variety of forms that develops and nurtures excitement, enthusiasm and a sense of belonging to the Christian community, maximising the participation of all involved, through the Word of God. The College will provide worship opportunities primarily for the students and staff through its formal and informal program at the College.

#### **Ministry to College families**

FLCR is committed to quality pastoral care of students, their families and College staff, demonstrating care, and valuing each individual as a part of God's family. FLCR aims to provide, support, guidance, and affirmation in areas of spiritual, emotional and physical need, through the pastoral care and ministry programs, either directly through the College staff, structures and programs or by providing direction and referral to agencies beyond the College who can assist.

#### **Christian Service to the Community**

FLCR will challenge the school community to develop a compassionate understanding of active Christian service.

Armed with this understanding, FLCR aims for its community to develop a consciousness of the welfare needs and issues in our local, national and international communities with the purpose of practically serving Christ by actively responding through 'hands-on' ministry. This Christian service will include aspects of service pertaining to our environment and the gifts of God's wonderful creation.

### **Ministry Team**

All staff of FLCR are directly involved in striving towards the FLC,R Vision for Christian Mission and Ministry. There will be staff with specific responsibilities in this area. The core of the Ministry Team will be:

the Principal and Senior Administration of FLCR;

the FLCR College Pastor;

Christian Studies Curriculum Leaders;

the FLCR Youth Ministry Co-ordinator;

the FLCR Counsellor;

the Pastor of the Redlands Lutheran Parish; and

members of the College or Parish Communities, elected, or seconded from time to time, to form a Ministry Team to drive the vision forward and support the key personnel involved.

### **Parental Involvement:**

Parents are involved in Faith through numerous strategies and activities; these include:

- Membership on College Council;
- Membership on College Council sub-committees including Finance, Building and Grounds and Marketing, Ministry Team and Worship committees;
- Parents and Friends Association; and
- Opportunities to have input into the Strategic Planning processes.

Parents also participate in the College through providing valuable assistance with:

- Learning programs (listening to reading, assisting in Perceptual Motor Program, taking small groups);
- Attending camps and excursions;
- Assisting on special functions activities and sporting events;
- Assistance with the grounds and working bees, canteen assistance; and
- Assistance on Ministry and pastoral care programs.

### **Parent, Teacher and Student Satisfaction with the School**

In 2016, a raft of new and enhanced initiatives were put in place at Faith primarily to strengthen the teaching and learning program, particularly in the Senior School which were the implementation of three new learning pathways:

- OP Pathway designed for students requiring an OP of 1-10 or need to complete specialist subjects as prerequisites for university entry.
- Diploma Pathway designed for students as a general entry pathway requiring an OP of 9-20.
- Work Education Pathway designed for students who are looking at entering the workforce or VET related options after school.

Students and parents alike grasped the renewed vigour and enthusiasm around the learning program of the College. The College continues to:

1. Provide excellent learning opportunities for our students.
2. Structured program and support for Senior and Middle School student study groups and peer learning, together with workshops on independent study.
3. Information evenings for parents held across the College Prep to Year 12 on student learning, including understanding QCS Testing and new Senior School Pathways.
4. 'How to improve strategies' and 'goal setting' for students and classes.
5. A structured and timetabled QSC preparation program based on the text 'Pathways to Success'. Not only did this help in QCS Tests but also provided development in many skills and competencies needed in life.
6. A structured Queensland Curriculum and Assessment Authority (QCAA) Queensland Certificate of Education accredited 'Links to Life' program for those students not in the OP/tertiary education pathway.
7. Increased rigour in the SET (Senior Education Training) Plan process for our Year 10-12 students, including regular reviews and increased academic and learning commitment around what is needed to be successful.
8. A strengthening of our partnership with TAFE allowing students to be enrolled in TAFE which provide solid pathways and articulated links to Certificate, Diploma and tertiary courses. This includes working towards higher level Certificate III courses in some areas.
9. A review of our student progress reports to parents with a view to providing a clearer picture of student achievement for parents.
10. Undertaking a comprehensive set of diagnostic testing in the Middle School in area of Fundamental skills, and in the Senior School in the areas of Numeracy and Literacy skills in the Common Curriculum Elements. This student achievement data is assisting us to identify areas for improvement and inform curriculum directions both individually and collectively. Each test provides students and parents with a detailed and personalised report.
11. Introduction of High Performance Computing Club with links to University and the possibility of an Information Technology (IT) academy offering a certificate course through Microsoft.

Faith has always had a strong program in terms of values and choices for our students. In 2016, there was a 'raising of the bar' in terms of being effective and efficient learners, so that while students continued to make those strong values based choices, we worked in partnership with parents to lead our students to make the most of all the great learning opportunities available to them.

100% of 2016 students who made a QTAC (Queensland Tertiary Admissions Centre) application received a tertiary placement offer.

Presentation of Information: [www.faithlutheran.qld.edu.au](http://www.faithlutheran.qld.edu.au)

### **School Income Broken Down by Funding Source**

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Staffing Information

### Staff Composition, Including Indigenous Staff:

Teaching staff – 73  
 Full time equivalent teaching staff – 64.4  
 Non-teaching staff – 67  
 Full time equivalent non-teaching staff – 37.5

### Qualifications of all Teachers:

| Qualification       | Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|---|
| Doctorate or higher | 1   |
| Masters             | 10  |
| Bachelor Degree     | 82  |
| Diploma             | 65  |
| Certificate         | 39  |

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

| Description of PD activity  | Number of teachers participating in activity |
|---|--|
| WH&S<br>CPR and First Aid<br>ICT<br>Curriculum<br>Pastoral Care                     |  |
| Total number of teachers participating in at least one activity in the program year | 100%   |

#### b) Expenditure on Professional Development

| Total Number of Teachers   | Total expenditure on teacher PD (as recorded in Financial Questionnaire) | Average expenditure on PD per teacher |
|--|--|---------------------------------------|
| 73   | \$69171.00   | \$ 947.54                             |
| The total funds expended on teacher professional development in 2016   |  | \$302053.00                           |
| The proportion of the teaching staff involved in professional development activities during 2016   |  | 100%                                  |
| The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included] |  |                                       |

**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95% in 2016.

**Proportion of teaching staff retained from the previous year:**

From the end of 2016 is 93 % of staff were retained for the entire 2016 school year

## **Key Student Outcomes**

**Average student attendance rate (%) for the whole school:**

The average attendance rate for the whole school as a percentage in 2016 was 94%

**How non-attendance is managed by the College:**

Parents are required to contact the College and explanations are noted on data system and if no reason/notification for student absence is received then the parents are contacted and follow up is put in place. Absentee form can be found in the Student Organiser and parents are asked to confirm absent from the College.

## NAPLAN results for Years 3, 5 and 7 and 9 in 2016

### Benchmark Data for Year

| <b>Reading</b>                 |                        |                          |   |
|--------------------------------|------------------------|--------------------------|---|
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2016)                  | 445                    | 426                      | 100%                                    |
| Year 5 (2016)                  | 521                    | 502                      | 96.9%                                   |
| Year 7 (2016)                  | 551                    | 541                      | 98.3%                                   |
| Year 9 (2016)                  | 581                    | 581                      | 97%                                     |
| <b>Writing</b>                 |                        |                          |   |
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2016)                  | 428                    | 421                      | 98.5%                                   |
| Year 5 (2016)                  | 478                    | 476                      | 96.9%                                   |
| Year 7 (2016)                  | 511                    | 515                      | 90.2%                                   |
| Year 9 (2016)                  | 535                    | 549                      | 85.1%                                   |
| <b>Spelling</b>                |                        |                          |   |
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2016)                  | 417                    | 420                      | 98.5%                                   |
| Year 5 (2016)                  | 486                    | 493                      | 100%                                    |
| Year 7 (2016)                  | 532                    | 543                      | 96.7%                                   |
| Year 9 (2016)                  | 581                    | 580                      | 98.5%                                   |
| <b>Grammar and Punctuation</b> |                        |                          |   |
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2016)                  | 450                    | 436                      | 97.1%                                   |
| Year 5 (2016)                  | 524                    | 505                      | 98.4%                                   |
| Year 7 (2016)                  | 546                    | 540                      | 98.4%                                   |
| Year 9 (2016)                  | 571                    | 569                      | 95.5%                                   |
| <b>Numeracy</b>                |                        |                          |   |
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2016)                  | 413                    | 402                      | 100%                                    |
| Year 5 (2016)                  | 503                    | 493                      | 100%                                    |
| Year 7 (2016)                  | 557                    | 550                      | 100%                                    |
| Year 9 (2016)                  | 579                    | 589                      | 100%                                    |

### Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 87 %

### Year 12 Outcomes:

| Outcomes for our Year 12 cohort 2016   |     |
|--|-----|
| Number of students awarded a Senior Education Profile  | 72  |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 0   |
| Number of students who received an Overall Position (OP)   | 48  |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)   | 0   |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 23  |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 69  |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0   |
| Percentage of Year 12 students who received an OP1-15 or an IBD  | 67% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 97% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer   | TBC |

### \*\*\*Post-school Destination Information

At the time of publishing this School Annual Report in May, the results of the 2016 post-schools destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

# NEXT STEP 2017

## DESTINATIONS OF 2016 YEAR 12s

### Faith Lutheran College - Redlands



#### Introduction

This page presents a summary of results of the annual *Next Step* survey for Faith Lutheran College - Redlands. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

#### Response rate for Faith Lutheran College - Redlands

Table 1 below reports the response rate for Faith Lutheran College - Redlands. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Faith Lutheran College - Redlands in 2016.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

**Table 1: Survey response rate, Faith Lutheran College - Redlands 2017**

| Number of respondents | Number of students who completed Year 12 | Response rate (%) |
|-----------------------|--|-------------------|
| 59                    | 73                                       | 80.8              |

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

#### Summary of findings

In 2017, 74.6% of young people who completed Year 12 at Faith Lutheran College - Redlands in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (44.1%). The combined VET study destinations accounted for 30.5% of respondents, including 11.9% in campus-based VET programs, with 6.8% of Year 12 completers entering programs at Certificate IV level or higher.

18.6% commenced employment-based training, all as apprentices.

In addition to the above study destinations, a further 8.5% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

25.4% did not enter post-school education or training, and were either employed (22.0%), seeking work (1.7%) or not in the labour force, education or training (1.7%).

**Figure 1: Main destination of Year 12 completers, Faith Lutheran College - Redlands 2017**

