



Faith Lutheran College, Redlands

Faith in Christ ... prepared for life.

Annual Report 2016 (Based on 2015 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:

1002

Year Levels Offered:

Prep – Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

488 girls, 514 boys, 0.9% 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 Instrumental Music Tuition with Director of Bands and Music Tutors - Brass, Woodwind, Percussion, Keyboard, Guitar, Strings, Voice</p> <p>Choirs Junior School Choirs - Jazzy Juniors</p> <p>Middle/Senior School Choirs - Cantata - Voices of Faith (mixed vocal group)</p> <p>Bands and Ensembles - Junior School Poco Strings - Junior School Dolce Strings - Junior School Chamber String Ensemble - Junior School Percussion Ensemble - Junior/Middle/Senior School Concert Band - Junior/Middle/Senior School Symphony Band - Middle/Senior School Cantabile Strings - Middle/Senior School Guitar Ensemble - Middle/Senior School Flute Choir - Middle/Senior School Jazz Ensemble - Middle/Senior School Percussion Ensemble - Middle/Senior School Rock Bands</p> <p>Musicals - Junior School Musical - Middle/Senior School Musical</p>	<p>JTAS and TAS (<i>The Associated Schools</i>) <i>Year 4 to 12 sport competition.</i></p> <p>Athletics AFL Basketball Cricket Cross Country Hockey Netball Rugby Union Soccer Swimming Tennis Touch Football Volleyball</p> <p>Carnivals: Athletics Carnivals Cross Country Carnivals Swimming Carnivals</p> <p>P-3 after-school program: - Hooked In 2 Hockey - Auskick - Milo Cricket - TFA Soccer - Aussie Hoops</p>	<p>Aerobics and Hip Hop Dance Before School Physical Activity Book Club Chess Club Computer Club Extension Maths (Middle and Senior School) Extensive camping program Debating High Performance Computing Homework Club (Middle/Senior School) ISC Lunchtime Activities Kaleidoscope Kite Flying Lego Master Classes (Year 11 &12) Radio Control Club Readers Cup Robotics Club QCS Master Classes Service Learning Tours Speech and Drama Strictly Dance Ballet Affiliation Student Council Swim Training Tournament of Minds Writers Circle</p>

Social Climate:

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

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, FLC,R 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. FLC,R 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

FLC,R 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

FLC,R 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. FLC,R 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

FLC,R will challenge the school community to develop a compassionate understanding of active Christian service.

Armed with this understanding, FLC,R 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 FLC,R 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 FLC,R;
the FLC,R College Pastor;
Christian Studies Curriculum Leaders;
the FLC,R Youth Ministry Co-ordinator;
the FLC,R 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 school 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 2015, a raft of new and enhanced initiatives were put in place at Faith primarily to strengthen the teaching and learning program as a result of positive feedback received from parents, students and staff at the end of 2015. 'How to help Your Child Succeed' information session held for our Senior School, the students and parents alike grasped the renewed vigour and enthusiasm around the learning program of the College and the reaction to this session and the implementation of Master Class for Year 11 and 12 students are examples of this.

The new and enhanced strategies around our learning program included:

1. Master-classes for the students taking the Overall Position (OP) course and Queensland Core Skills (QCS) Test pathway. These sessions, include strategies for a rigorous approach to learning, creating a balance in study and work life, effective essay and assignment writing, and efficient exam and study strategies. All the strategies have a proven track record and provide excellent learning opportunities for our students.
2. Structured program support for Senior School student study groups and peer learning, together with workshops on independent study.

3. Information evenings for parents on student learning and 'How To Help Your Child Succeed', held across the College Prep to Year 12.
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.
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.
7. 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.
8. A review of our student progress reports to parents with a view to providing a clearer picture of student achievement for parents.
9. 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.
10. 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 2015, 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 2015 students who made a QTAC (Queensland Tertiary Admissions Centre) application received a tertiary placement offer.

Presentation of Information: 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 – 80
 Full time equivalent teaching staff – 69.5
 Non-teaching staff – 67
 Full time equivalent non-teaching staff – 36.6

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	2
Masters	12
Bachelor Degree	86
Diploma	56
Certificate	32

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 CPR and First Aid ICT Curriculum 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
80	\$342,928	\$4,286
The total funds expended on teacher professional development in 2015		\$342,928
The proportion of the teaching staff involved in professional development activities during 2015		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 97% in 2015.

Proportion of teaching staff retained from the previous year:

From the end of 2014 is 90 % of staff were retained for the entire 2015 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 2015 was 93%

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 2015

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	459	426	100%
Year 5 (2015)	504	499	100%
Year 7 (2015)	551	546	98.7%
Year 9 (2015)	565	580	98.5%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	445	416	100%
Year 5 (2015)	501	478	98.6%
Year 7 (2015)	509	511	92.5%
Year 9 (2015)	547	547	88.4%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	424	409	100%
Year 5 (2015)	498	498	98.6%
Year 7 (2015)	534	547	91.2%
Year 9 (2015)	563	583	89.9%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	481	433	100%
Year 5 (2015)	516	503	97.2%
Year 7 (2015)	537	541	92.5%
Year 9 (2015)	553	568	87%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	414	398	95.5%
Year 5 (2015)	491	493	98.6%
Year 7 (2015)	538	543	100%
Year 9 (2015)	584	592	100%

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 100%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	79
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	51
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	34
Number of students awarded a Queensland Certificate of Education at the end of Year 12	75
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	%
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	100%

***Post-school Destination Information

At the time of publishing this School Annual Report in May, the results of the 2015 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.

Other Information of Interest – Next Steps is not available until September.

Schools are encouraged to include any other information that may be of interest to parents and the community.

*****Post-school Destination Information - Mandatory Information to be published by 30 September each year**

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information:

School Response Rate to the Survey

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		

To calculate percentage of students in each category:

$$\frac{\text{Number of students in each category}}{\text{Total number of Year 12 students}} \times 100 = \text{Percentage in each category}$$

Chart showing main destinations of students. School may choose to show a bar or pie graph.