



Faith Lutheran College, Redlands

Faith in Christ ... prepared for life

Annual Report 2015 (Based on 2014 data)

School Sector:

Independent Lutheran College

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:

1072

Year Levels Offered:

Prep – Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

500 girls, 572 boys, 1 % Indigenous students

Distinctive Curriculum Offerings:

Faith Lutheran College is committed to providing quality learning opportunities while nurturing the development of all students in a Christ-centred community.

Lifelong Qualities

As central to their mission and ministry, Lutheran SCHOOLS seek to nurture integrated individuals, aware of their humanity and open to the influence of the Holy Spirit, who are growing in and living according to a cohesive worldview *while*:

Living in community, guided by core values and reflecting the characteristics of God especially love, justice, compassion, forgiveness, patience and service *and*:

Serving their communities by being:

- Self-directed, insightful investigators and learners;
- Discerning, resourceful problem solvers and implementers;
- Adept, creative producers and contributors;
- Open, responsive communicators and facilitators;
- Principled, resilient leaders and collaborators; and
- Caring, steadfast supporters and advocates.

Faith aims to develop the whole person by offering a broad range of educational experiences to develop the lifelong qualities identified here. These experiences include an extensive outdoor education program, a highlight of which is the 4 week camping experience at Mt Binga Outdoor Education Centre in the Blackbutt Ranges.

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</p> <p>Junior School Choirs</p> <ul style="list-style-type: none"> - Mini Mojo (Year 2) - Jazzy Juniors (Year 3-4) - The Leading Notes Choir (Year 5-6) - Bayside Boys Choir (Year 4-6) - Eisteddfod Choir (Year 4-6) <p>Middle/Senior School Choirs</p> <ul style="list-style-type: none"> - Bev Blokes (male vocal group) - Cantata - Faithettes (female vocal group) - Voices of Faith (mixed vocal group) <p>Bands and Ensembles</p> <ul style="list-style-type: none"> - Junior School Beginner Band - Junior School Concert Band - Junior School Poco Strings - Junior School Dolce Strings - Junior School Chamber String Ensemble - Junior School Percussion Ensemble - Middle/Senior School Wind Ensemble - Middle/Senior School Symphonic Band - Middle/Senior School Stage Band - Middle/Senior School Flute Choir - Middle/Senior School Clarinet Choir - Middle/Senior School Saxophone Choir - Middle/Senior School Brass Choir - Middle/Senior School Cantabile Strings - Middle/Senior School Percussion Ensemble - Middle/Senior School Rock Bands - Middle/Senior School Guitar Ensemble <p>Musicals</p> <ul style="list-style-type: none"> - Junior School Musical - Middle/Senior School Musical 	<p>TAS (The Associated Schools) Year 4 to 12 sport</p> <p>AFL</p> <p>Basketball</p> <p>Cricket</p> <p>Hockey</p> <p>Kanga Cricket</p> <p>Mini Basketball</p> <p>Netball</p> <p>Netta Netball</p> <p>Roo Ball</p> <p>Rugby Union</p> <p>Soccer</p> <p>Softball</p> <p>T Ball</p> <p>Tennis</p> <p>Touch Football</p> <p>Volleyball</p> <p>Walla Rugby</p> <p>Carnivals:</p> <p>Athletics Carnivals</p> <p>Cross Country Carnivals</p> <p>Swimming Carnivals</p>	<p>Chess Club</p> <p>Club PJs</p> <p>Craft Club</p> <p>Days of Excellence</p> <p>Extension Maths (Middle and Senior School)</p> <p>Environmental Club</p> <p>Extensive camping program</p> <p>Debating</p> <p>Duke of Edinburgh</p> <p>Homework Club</p> <p>JAM – Junior Youth Year 6 – 8</p> <p>Japanese Club</p> <p>Kaleidoscope</p> <p>Optiminds</p> <p>Public Speaking</p> <p>Robo-Cup</p> <p>Robotics</p> <p>Rostrum</p> <p>Science Club</p> <p>Scrapbooking Club</p> <p>Service Learning Tours</p> <p>Speech and Drama</p> <p>Strictly Dance Ballet Affiliation</p> <p>Student Council</p> <p>Writers Circle</p>

Social Climate:

A major emphasis at Faith 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;
- Opportunities to have input into the Strategic Planning processes; and
- Input into Whole College Evaluations through opportunities to input in the Lutheran Education Australia benchmarking Program for Faith, which included an appraisal process for the Principal.

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

- Survey – Satisfaction Strategic Planning;
- Strategic Planning Forums;
- Learning programs (listening to reading, assisting in Perceptual Motor Program, taking small groups);
- Attending and 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

Satisfaction Data – end 2014 survey to parents, students and staff:

In 2015, a raft of new and enhanced initiatives have been 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 2014. At a recent 'How to help Your Child Succeed' information session held for our Senior School, the students and parents alike have grasped the renewed vigour and enthusiasm around the learning program of the College and the reaction to this session and the most recent Master-class for Years 11 and 12 students on Wednesday afternoon are examples of this.

The new and enhanced strategies around our learning program include:

1. Master-classes for the students taking the Overall Position (OP) course and Queensland Core Skills (QCS) Test pathway. These sessions, held from 4pm to 6pm, 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. These strategies are being /will be explained further at the information evenings.
5. A structured and timetabled QSC preparation program based on the text 'Pathways to Success'. Not only will this help in QCS Tests but will also provide 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 will 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 2015, there is a 'raising of the bar' in terms of being effective and efficient learners, so that while students continue to make those strong values based choices, we work in partnership with parents to lead our students to make the most of all the great learning opportunities available to them.

Our community has already been very positive about the changes and we are really enthusiastic about working with the children on our learning program for 2015.

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 – 70
 Full-time equivalent teaching staff – 65.2
 Non-teaching staff – 73
 Full-time equivalent non-teaching staff – 41.3
 Indigenous staff - 1

Qualifications of all Teachers:

Qualification	Number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2
Masters	11
Bachelor Degree	80
Diploma	52
Certificate	25

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	
WH&S CPR 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
70.78	\$302,630	\$4,275
The total funds expended on teacher professional development in 2014		\$302,630
The proportion of the teaching staff involved in professional development activities during 2014		100%
The major professional development initiatives were as follows: instructor-led training sessions through large and small groups; small group discussions; computer based training sessions; online learning; hands-on training sessions; attending conferences & seminars; subscribing to PD resources; mentoring & peer learning.		

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 2014

Proportion of teaching staff retained from the previous year:

From the end of 2013 96 % of staff were retained for the entire 2014 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 2014 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.

NAPLAN results for Years 3, 5 and 7 and 9 in 2014

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	447	418	100%
Year 5 (2014)	518	501	100%
Year 7 (2014)	535	546	98.7%
Year 9 (2014)	579	580	95.9%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	421	402	98.5%
Year 5 (2014)	460	468	91.7%
Year 7 (2014)	500	512	96.1%
Year 9 (2014)	557	550	84.5%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	420	412	98.5%
Year 5 (2014)	477	498	98.3%
Year 7 (2014)	525	545	94.8%
Year 9 (2014)	573	582	93.9%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	468	426	100%
Year 5 (2014)	515	504	100%
Year 7 (2014)	540	543	96.1%
Year 9 (2014)	570	574	94.9%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	435	402	100%
Year 5 (2014)	479	488	97%
Year 7 (2014)	529	546	98.7%
Year 9 (2014)	586	588	98%

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 103.6%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	85
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	63
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	26
Number of students awarded a Queensland Certificate of Education at the end of Year 12	77
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	60%
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	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2014 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 2015

DESTINATIONS OF 2014 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 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, 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 *Next Step* survey will be available on the *Next Step* website in September 2015 at 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 2014.

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 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
80	85	94.1

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.

Summary of findings

In 2015, 75.0 per cent of young people who completed Year 12 at Faith Lutheran College - Redlands in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (41.3 per cent). The combined VET study destinations accounted for 33.8 per cent of respondents, including 25.0 per cent in campus-based VET programs, with 20.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

8.8 per cent commenced employment-based training, either as an apprentice (3.8 per cent) or trainee (5.0 per cent).

In addition to the above study destinations, a further 6.3 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

25.0 per cent did not enter post-school education or training, and were either employed (15.0 per cent), seeking work (6.3 per cent) or not in the labour force, education or training (3.8 per cent).

Figure 1: Main destination of Year 12 completers, Faith Lutheran College - Redlands 2015

