

# Faith Lutheran College Annual Report 2015



Faith Lutheran College

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# 1. Contextual information about the College

Faith Lutheran College is a co-educational secondary school located in Tanunda, set at the foot of the Barossa Ranges in South Australia.

In 2015, the student population consisted of 673 students; 333 female and 340 male students. Faith Lutheran College is a school of the Lutheran Church of Australia and has the vision to...

***...develop creative, responsible, inspired young people who are well prepared for the challenges and rewards of their world.***

Faith Lutheran College has a clearly articulated Strategic Plan which guides the ongoing development of the College, particularly with a focus on providing a personalised educational pathway for each student.

Faith provides an outstanding learning environment, with curriculum and teaching methodologies designed to suit the needs of each developmental stage of students. The College approach to education encourages students to love and value learning and strive to achieve their best. Through an extensive co-curricular program; balance, teamwork and a sense of belonging are created. Pastoral care programs ensure that the social, emotional and psychological wellbeing of students is monitored and supported. Community service programs provide students with opportunities to develop compassion and a sense of responsibility for others in both a local and global sense.

Curriculum at Faith Lutheran College incorporates a comprehensive range of subjects. Subject and career counselling services are provided to help students identify and successfully pursue career goals. Curriculum is continually monitored and refined to ensure the needs of students are being met. In Year 8, students experience a broad range of subjects. As students progress through their secondary journey, they are afforded the opportunity to specialise in the subjects of their choice.

Faith educators understand the holistic nature of teaching and learning in the 21<sup>st</sup> Century and emphasise innovation and creativity to develop conceptual understandings that connect subject disciplines.

Global exchange programs assist the College to develop knowledgeable 'world ready' and 'internationally minded' students. Faith is focussed on ensuring every Faith graduate possesses what are commonly known as 21<sup>st</sup> Century or 'deeper thinking' skills.

Faith Lutheran College recognises that each child's learning needs are unique. Our enrichment and inclusion program involves withdrawal for students who require additional support or extension. All students undergo a comprehensive online testing program at the commencement of Year 8 and this together with family information identifies students eligible for additional support. Subject teachers provide modified or enrichment opportunities in their classes as part of tailored personalised learning plans.

In Year 10, students are involved in a number of work induction sessions and participate in 'Work Experience'. As part of SACE (Stage 1) students develop a 'Personal Learning Plan' which involves a comprehensive assessment of their learning strengths and weaknesses and allows for the subsequent establishment of learning and career goals for the future. In addition to this, career counselling sessions are provided for each student.

Faith Lutheran College offers a diverse range of Year 11 and 12 subjects which provide pathways into University, TAFE, Vocational Education and Training and the work force. This allows students to capitalise on their individual strengths and maximise their results. Faith maintains a commitment to a flexible timetable to cater for student subject choice. Historically, Year 12 students achieve outstanding ATAR scores (Australian Tertiary Admissions Rank) with the majority gaining their first choice preference for further education.

Students at Faith Lutheran College are encouraged to develop leadership qualities and to have a 'voice' in their education. Opportunities include (but are not limited to) school captains, sport captains, performing arts leaders, junior and senior SRV, social committee, music captains, spiritual life leaders, peer support and mentoring leaders, pastoral care and community service positions.

Faith Lutheran College is well regarded for its agricultural program which includes wine making and reflects much of the industry in the local region. Grapes are crushed and processed by students in the Wine Education course and wine is sold under the Mengler View Wines label. Other agricultural learning programs focus on enterprises run in the local district and range from cropping, animal and viticulture units. Practical work occurs through direct experience on the College farm and is complimented by regional excursions. There are a range of co-curricular animal clubs which focus on developing student passion, handling and general husbandry skills.

Food and Hospitality, Visual Arts, Design and Technology and Business courses cater for students with a wide variety of practical interests and passions.

Performing Arts are integral to the life of the College. A full scale musical production is undertaken every two years with additional music, drama, dance and arts performances throughout the year. In 2016, the musical production 'Seussical' (based on the book by Lynn Ahrens and Stephen Flaherty) will be performed to an excess of 3000 people. The musical production provides students a unique opportunity to perform at a semi-professional level. In addition, it provides a positive shared community experience that connects people.

Year level camps are held throughout the year extending students beyond the classroom and offering personal challenges and experiences.

The framework for Pastoral Care and Wellbeing at Faith is based on Village Care Groups (VCG), a vertically streamed home-group structure with students from all year levels, 8-12. The VCG provides a small community environment where students can feel safe, valued and accepted. Faith Lutheran College's Student Counsellor, Chaplain and Year Level Coordinators actively support the personal, emotional and spiritual development of students.

Service Learning at Faith Lutheran College is experiential with students and staff participating in care programmes in the local area, overseas construction exercises under the banner of Habitat for Humanity and local, national and international charitable programs.

The College strives to build strong, respectful relationships and produce confident young people who are prepared for life post-secondary school. Targeted workshops assist students to build resilience and to support their journey through adolescence. Year 11 students mentor Year 8 students in a successful Peer Support program. Year 9 students are involved in gender specific workshops to explore self-esteem and body image issues. Year 11 students have a wellbeing focus day to discuss mental health issues and strategies to live a balanced and fruitful life. Year 12 students are involved in a variety of wellbeing workshops to prepare them for life beyond the college.

The College recognises the importance of cyber safety and subsequently run regular seminars for both students and parents. Informal 'coffee and chat' mornings with guest speakers focusing on mental health, positive psychology, cyber safety and technology tools are provided for parents at regular times during the year.

A restorative approach to behaviour management is used at Faith Lutheran College.

The following are examples of activities the College offered in 2015 to enrich the educational experience of students...

### **Global Connections and Community Service**

- Community Service programs in Year 11

- Fundraising initiatives such as: 40 Hour Famine, Camp Quality, Lutheran Community Care, Barossa Mental Health, Barossa Enterprises, Salvation Army.
- Short and long term student exchanges with schools in Germany, Japan, Thailand and USA
- Supporting communities in Cambodia by building houses through Habitat for Humanity – a mission with students and teachers from other Lutheran Colleges
- Supporting communities in Sumatra and Indonesia through Australian Lutheran World Service
- Visiting Japanese/German teachers providing added value in the classroom

### **Student support structures and programs**

- Director of Wellbeing
- College Pastor & Student Counsellor
- Vertically structured Home Groups Years 8 -12
- Peer Support
- Year Level Coordinators

### **Leadership Opportunities**

- Bus leaders
- Junior and Senior SRV
- Leadership in Chapel worship
- Music Leaders
- Peer Support Leaders
- College Captains
- Sport Captains

### **Faculty Based Activities**

- Australian History Competition
- Australian Human Powered Vehicle Super Series (Pedal Prix)
- Australian Mathematics Competition
- Australian Schools Wine Show
- Cattle Club
- Choir and Band events and competitions
- Concert Band/Concert Choir
- Faculty focused excursions
- Faculty Weeks activities
- Faith Moves Dance Group
- Geographic Channel Australian Geography Competition
- Goat Club
- Jazz Ensemble Regular music performances by students in the Community
- MASA Quiz Night
- RACI National Chemistry Quiz
- Science and Engineering Challenge
- Science Investigation Awards
- Share Market Game
- Sheep Club
- Short Film Festival
- Sporting teams (e.g. Athletics, Swimming, Basketball, Cricket, Soccer, Table Tennis, Gymkhana, Tennis, Football, Touch, Cross Country and Hockey)
- String Orchestra
- Swing Band
- Wine Making Course
- Year 9 Design & Technology Showcase
- Year 9 Local Area Study
- Year 10 Work Experience
- Year 10, 11 and 12 Drama performances
- Year 10 Mock Interviews
- Year 12 Art Show

## Learning Support and Gifted and Talented programs

- Cosmic Cluster Camp
- Duke of Edinburgh
- Specialised Learning Support Faculty
- Subject Acceleration
- Year 12 Tutoring

## VET in SACE - Access to Future Pathways

- Faith offers students access to a variety of future pathways within the SACE framework. Vocational Education & Training program fall into 4 categories:
  1. **VISA programs:** (VET in Schools Agreement) arranged with TAFE SA, this auspiced arrangement allows industry recognised Faith Lutheran College staff to deliver qualifications from national Training Packages in Hospitality, Live Production and Services, Agrifood Operations, Community Activities and Construction.
  2. **VET Qualifications:** enrolment in a program with a Registered Training Organisation (RTO) external to the college. In 2015 this training came from a variety of occupation areas: Aged Care, Agriculture, Automotive, Animal Studies, Beauty Services, Business, Carpentry, Children's Services, Christian Ministry, Community Services, Electro-technology, Engineering, Fitness, Information Technology, General Construction, Hairdressing, Hospitality, Live Production and Plumbing.
  3. **SBAT:** School Based Apprenticeships and Traineeships - Students who are completing an SBAT are enrolled in SACE and are involved in part-time work. Essentially students are both full time students, part-time employees and are completing training which will enable them to gain an AQF (Australian Qualifications Framework) Certificate.
  4. **TGSS:** Training Guarantee for SACE students - The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway: they receive vocational education and training (VET) while they're at school and continue it after they leave
- Structured Workplace Learning: arranged to enhance delivery of many VET programs and supported by Future Pathways staff. TGSS has 140 hours of work placement linked to the program. Students have the opportunity to develop entry level industry skills assists them make decisions on further work and training opportunities. Faith Lutheran College acknowledges the significant contribution local employers make to our VET program.

## Celebratory Assemblies / Worship Services

- Award Presentations
- Easter Service
- Induction Services
- Opening Service
- Principal's Assembly
- Valedictory Services
- Year 12 Final Service

## College Community Events

- Concerts
- Family focused evening seminars
- Friends of Faith forums
- Grandparent's Day
- Magnolia Fare
- Musical & Drama Performances
- Old Scholar Reunion
- Open Day
- Parent/Teacher Interview evenings
- Parents as Careers Partners

## 2. Teacher Standards and Qualifications

Teaching staff at Faith Lutheran College are highly qualified. All staff have the necessary qualifications for teacher registration in South Australia, 11 hold a Masters level degree and 23 have three or more tertiary qualifications.

In addition to these formal qualifications, all staff are required to undergo training in Responding to Abuse and Neglect and First Aid.

Teaching staff are continually involved in professional development to enhance knowledge and pedagogy. All staff develop, maintain and review a personal professional development plan on an ongoing basis.

### 3. Workforce Composition

The workforce at Faith Lutheran College consists of:

- Teaching Staff 65 staff with a 55.5 Full Time Equivalent
- Administrative Staff 32 staff with a 21.43 Full Time Equivalent  
(including Admin, Canteen, Uniform Staff)
- General Maintenance 5 staff with a 3.77 Full Time Equivalent  
(including Grounds, Maintenance, Bus Drivers)
- There are no indigenous employees.

## 4. Student Attendance at College

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended College over the whole year. In summary; the larger the percentage, the smaller number of days that students were absent from College.

In 2015 the average student attendance rate was 93.75%.

The rates of attendance at each Year Level were:

- Year 8           93.95%
- Year 9           92.22%
- Year 10         94.52%
- Year 11         93.47%
- Year 12         94.61%

The College has an attendance database with comprehensive reporting and messaging integration. Parents/Caregivers must explain non-attendance. An automated text (SMS) message is sent to a nominated number and follow up phone contact is made if the College is not contacted.

Tracking of student absences is a continuous process, with weekly analysis of absentee patterns. Meetings with Parents/ Caregivers, to negotiate ways to minimise the impact on learning and to facilitate a return to the College, take place in situations where the absence is prolonged or a regular pattern of absences occur.

The Student Counsellor and Village Care Group teachers provide ongoing support in these circumstances. In rare situations, where a return to the College cannot be negotiated, a report and follow up is made with the area 'Attendance Officer' (DECD). Days of absence are indicated on a student's semester report. Lesson attendance rates are reported for each subject at Year 12.



## 5. Senior Secondary Outcomes

### Year 12 results for 2015 indicate that:

The average Faith student ATAR score was 74.68 (compared to 79.57 in 2014);

- The median Faith student ATAR score was 76.00 (compared to 81.78 in 2014);
- 19 students achieved an ATAR of 90+ (representing 18% of ATAR eligible students);
- 42 students achieved a TER of 80+ (representing 41% of ATAR eligible students);
- 13 merit awards were achieved by 10 students.

Of all grades awarded in 2015:

- 27.6% were A grades
- 74.4 % were A or B grades
- 98.8% were C or better

Of the initial cohort of 127 students, 120 (94.481%) gained a SACE certificate and 102 (79.9%) were eligible for an ATAR.

### Vocational Education and Training (VET) in Schools Delivery 2015

- 223 students (Yr 10 – 12) undertook at least 1 VET program (many students 2 – 3 programs)  
Female x 123 and Male x 100.
- 65 students completed a full VET qualification
- Outsourced VET Training came from a variety of occupation areas:  
Aged Care, Agriculture, Automotive, Animal Studies, Business, Cabinet making, Children's Services, Electrotechnology, Engineering, Fitness, Hair and Beauty, Hospitality, Information Technology and Live Production Theatre and Events, Plumbing and Sport and Recreation.
- 6 VET offerings (VISA programs) offered through Faith include:  
Cert I in Hospitality, Cert I in Agrifoods, Cert II in Live Production Theatre and Events, Cert II in Construction, Cert II in Community Activities (Fitness) and Cert III in Christian Ministry.
- Several short courses were arranged for students with external Registered Training Organisations (RTOs) to support students' VET studies or their future pathways including:  
White card (safety on a construction site), Yellow card (working at heights), First Aid, Barista, Bar and Service of Drinks and Wine Industry Operations.
- All Faith students are guided into VET courses that contribute towards their SACE in accordance with the SACE Board VET Recognition Register.

### A snapshot of VET in 2015

- 13 students were engaged in a School-based Apprenticeship or Traineeship (SBAT) as follows:  
5 x Year 12 students, 6 x Year 11 students and 2 x Year 10 students.
- 30 students attended a VET program with an RTO such as TAFESA one day per week (known as outsourced Industry Training) as follows. 12 x Year 12 students and 18 x Year 11 students.

As these students are studying with an RTO out of school, these students are mentored by the VET Coordinator and are met with regularly to make sure they are on task to finish.

- 5 students completed their Cert III in Christian Ministry through Faith.

## Outcomes

- Full industry qualifications achieved by 65 students:  
Certificate I – 30 students  
Certificate II - 16 students  
Certificate III – 19 students
- 5 SBAT students rolled into full time apprenticeships.
- 8 SBATS are continuing from 2015 into 2016
- 9 have commenced (or deferred) full time study at University or TAFE
- 7 commenced full time work or have obtained new apprenticeships in 2016

## 6. Student Outcomes in Standardised Literacy and Numeracy Testing

Each year, all students in Year 9 are required to sit Australia wide tests (NAPLAN). Data for Year 9 students for 2014 are shown in the table below.

Percentage of Year 9 Students Achieving Benchmarks			
	2013	2014	2015
Reading	97	98	99.2
Writing	89	95	92
Spelling	95	94	95.5
Grammar and Punctuation	96	95	96
Numeracy	96	98	100

## 7. Parent, Students and Teacher Satisfaction with the College

Throughout 2015, Faith Lutheran College has continued to be seen as a safe and caring learning environment with a strong sense of community. Staff pedagogy is continuing to evolve in line with the latest international research and collaboration is encouraged in both a local and global context. This includes the establishment of teams developing curriculum.

Staff consultation is regular through both formal and informal channels and decisions only occur with input from all stakeholders. Staff are learning from and with each other and full staff professional development sessions have been approached with enthusiasm as staff transfer knowledge back to their classrooms. There has been acknowledgement that staff need to break down classroom walls and share resources, pedagogy, professional reading and professional development courses with each other and this is happening both formally (staff meeting demonstrations, discussions and sharing at faculty level) and informally.

Diagnostics of student achievement occur regularly and measures are put in place to address any areas where improvement can be made. Gender imbalance is a focus for the senior years and all teachers have discussed strategies to improve boys' outcomes particularly in Year 12 subjects. Teachers understand the need for scaffolding, clear expectations and deadlines for all students so that they can achieve their potential. Year 12 results in 2015 again demonstrate the excellent support and teaching that Faith staff provide.

Parents have commended the College on its innovative and proactive approach to 21<sup>st</sup> Century learning and the focus on developing middle school methodologies.

Students continue to receive a holistic education and appreciate the support of their teachers and the diverse extra-curricular programs that encourages leadership qualities and lifelong learning. Students appreciate that teachers provide personalised learning plans and that they are able to provide evidence of their learning in a myriad of ways that connect with their own learning journey.

In 2015 parents and students were extensively surveyed on a range of issues. It was parent and student opinion that informed many College decisions including the development of the Strategic Plan, changes to uniform, the development of a Year 12 study space, changes to the start of year (with all students commencing on the same day), a new Village Tea night for new families, the closure of the book room and changes from iPads to Laptops for Year 8 students. Student surveys and conversation has also resulted in changes to weekly worship times, the current planning of new teaching spaces and deliberate endeavours to give students more 'voice and choice' in their learning.

Faith Lutheran College values the feedback received from families and students. Feedback will always be a key driver in the ongoing development of the College.

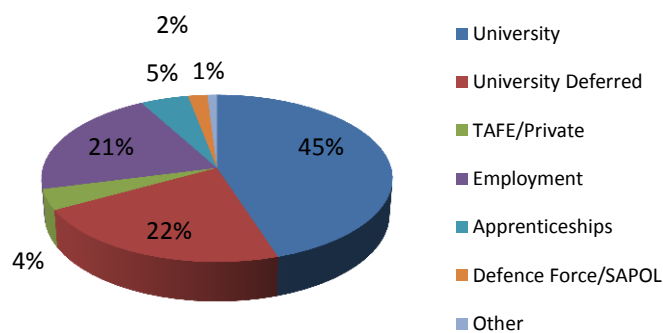
## 8. Post-College Destinations

The following information is a breakdown of the destination of Year 12 students for 2015:

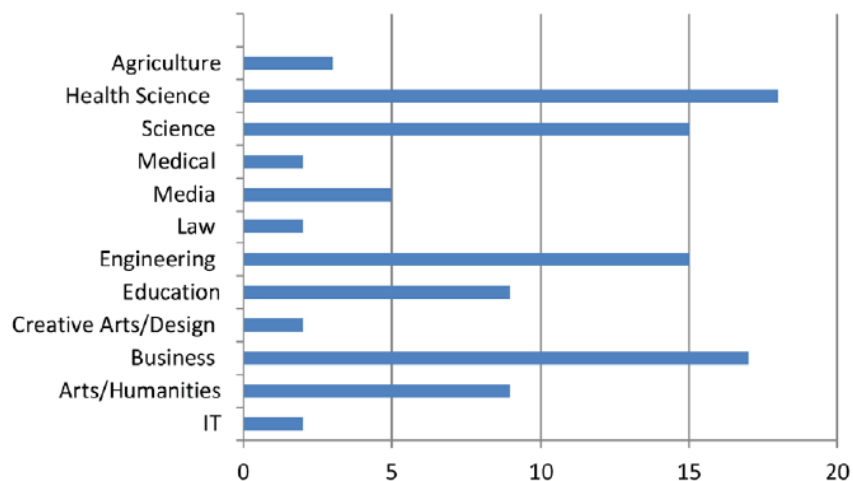
**Student Number: 127**

University	45%
University Deferred	22%
TAFE/Private	4%
Employment	21%
Apprenticeship	5%
Defence Force/SAPOL	2%
Other	1%

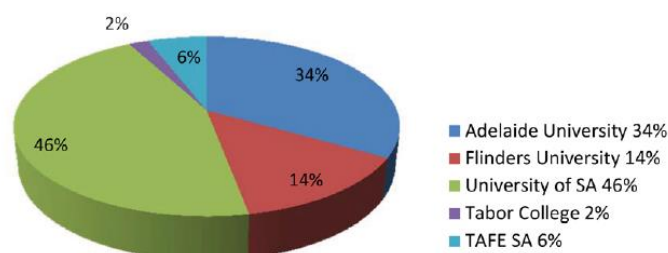
### Post College Pathways



### University Study Areas (%)



### Tertiary Placements



## 9. College Income

At Faith Lutheran College an Auditor's Report is generated. Faith Lutheran College receives income through a number of sources and these are represented below in order of value for 2015:

▪ Fees:	\$5,468,955
▪ Commonwealth Grants:	\$5,388,782
▪ Other Income:	\$1,608,059
▪ State Grants:	\$1,229,092
▪ Other Grants:	\$23,150
▪ Building Fund Donations:	\$1,297
▪ Total Income:	\$13,719,335