1. Contextual information about the College

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

For 2014, the student population consisted of 671 students of which there were 343 girls and 328 boys. We are a school of the Lutheran Church of Australia and our College ethos is built on the foundations of faith, caring for others, making connections, creativity, resilience and achievement. Worship and Christian Studies are central to the nature of our College. We have a strong emphasis upon individual personal development and a committed staff who focus on empowering students to achieve their potential in a range of pathways.

We aim to provide an outstanding learning environment, with curriculum and teaching methodologies to suit the needs of each developmental stage of our students. We want our students to love and value learning and strive to be their best. Through an extensive co-curricular program we encourage balance, teamwork and a sense of belonging and provide diverse opportunities for leadership. Our pastoral care program teaches resilience and integrity and helps to build self-esteem. Through community service students learn compassion and a sense of responsibility for others in both a local and global sense.

Our curriculum incorporates a comprehensive range of subjects and counselling services designed to help students identify and successfully pursue their career goals. It is continually monitored and refined to allow for new initiatives and to realise the strengths and passions of our students. In Year 8 we aim to allow students to experience as many learning areas as possible. As they progress they are able to explore different pathways and gradually specialise in the subjects of their choice.

Our teachers understand the holistic nature of learning for the 21st Century and emphasize innovation and creativity to develop conceptual understandings that connect disciplines rather than information gathering and stand-alone activity. Our learning culture in the middle years embraces choice, open dialogue and questioning as we create personalised learning plans for our students that empower them to demonstrate their knowledge in a variety of modes and utilising a variety of technological tools; podcast, video, essay, report, blog, Wiki, Ning, Google Doc etc. We integrate an inquiry based approach in Years 8 – 10 where we emphasise the need for students to question, seek, research and reflect. They learn to think critically, analyse, synthesise, utilise a range of research processes and validate all sources of information.

As we move to a more global context our students learn how to work collaboratively at both a local and global level using a variety of synchronous and asynchronous tools. In Year 8 our students are involved in an innovative ‘Open Learning’ program which has an inquiry based learning focus. Students are explicitly taught research skills such as interviewing, surveying, data analysis, skimming information and note taking, validating information and the architecture of the web. We are conscious of our students understanding their rights and responsibilities as a global citizen and that the workplace of the future will require these skills. Our global exchange program for students further enhances our students understanding of different cultures and enhances our Foreign Language program.

Faith Lutheran College recognises that each child’s learning needs are unique. Our enrichment and inclusion program involves withdrawal for students who require learning support or enrichment and extension to their learning. All students within our College undergo a comprehensive online testing program at the commencement of Year 8 and this together with family communication helps us to identify those students who require extra support. Identification of students continues with teacher feedback throughout our student’s secondary schooling as a student’s particular talents or learning needs become evident. Subject teachers also provide modified or enrichment opportunities in their classes as part of tailored personalised learning plans.

As Years 8 and Year 9 provide a foundation of skills and exposure to a wide variety of subjects our students are ready to consolidate and define their direction for further pathways in Year 10. They are involved in a number of work induction sessions and participate in a week’s work experience. As part of their study for the SACE Stage 1 subject ‘Personal Learning Plan’ students undergo a comprehensive assessment of their learning strengths and weaknesses and subsequent establishment of learning and career goals for the future. In addition to this our Careers Counsellor meets individually with all students to map their goals and a face to face meeting with parents and students ensures that subject choices for Year 11 and Year 12 best suit the needs and abilities of the individual student and their goals for the future.

We offer a diverse range of Year 11 and Year 12 subjects which provide pathways into University, TAFE, Vocational Education and Training and the world of work. This allows our students to capitalise on their individual strengths and maximise their results. Our College maintains a commitment to a flexible timetable to cater to our students preferred subjects. Our Year 12 students achieve outstanding ATAR (Australian Tertiary Admissions Rank) scores with the majority gaining their first choice preference for further education.
Students are encouraged to develop leadership qualities in all areas of their life and we enforce this in the class level by emphasizing their need to ‘own their learning’. There are many opportunities for leadership; sport, performing arts, tours, school leadership positions (Junior SRV, Senior SRV), Social Committee in Year 12, peer support and mentoring, pastoral care and community service. We regard the entire Year 12 cohort as leaders of the school and encourage all students to use their gifts and talents for their personal growth and the benefit of others.

We have a practical, hands-on Agriculture course at all year levels, aimed at introducing farming in a sustainable and safe manner. Grapes are crushed and processed by students in the Wine Education course and wine is sold under the Mengler View label.

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

Performing Arts are integral in the life of our College. A full-scale musical production is undertaken every two years with additional music, drama, dance and arts performances throughout the year. These take place in our state of the art Barossa Arts and Convention Centre which includes a 1000 seat theatre as well as a studio theatre. In 2014, the musical production was “13 – a New Musical” based on the book by Dan Elish and Robert Horn with music/lyrics by Jason Robert Brown. The performance included over 100 students – cast, chorus, dancers, orchestra, technical, set painting and makeup - and there were four performances with an audience totalling more than 2000 people. The musical production provides students in our region a unique opportunity to perform at a semi-professional level.

In addition, it provides a positive shared community experience that connects people to each other regardless of their circumstances. This production also provided schools in our region, both primary and secondary an affordable and quality performing arts experience. “13 – a New Musical” was not only an opportunity to showcase students and staff talents, it was also an occasion to build relationships and to promote the Arts to an appreciative community. It gave our immediate College community a special opportunity to celebrate.

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 Welfare at Faith is based on Village Care Groups, a vertically streamed home-group structure with students from all year levels, 8-12. The VCG provides a small community environment where students feel safe, valued and accepted. Our Student Counsellor, Pastor and Year Level Coordinators actively support the personal, emotional and spiritual development of students.

Service Learning in our 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 and for the many issues, joys and challenges confronting them as they become effective global citizens in the 21st Century. We run targeted workshops for our students to build their resilience and to help them navigate their way through their adolescence and into the future. Our Year 11 students mentor our Year 8 students in a successful peer support program. Our Year 9 students are involved in gender specific workshops where they focus on self-esteem and body image issues. Our Year 11 students have a wellbeing focus day where they learn about mental health issues and strategies to live a balanced and fruitful life. Our Year 12s are involved in a variety of wellbeing workshops to prepare them for life beyond the college.

Whilst we embrace the value of technology in academic, social and emotional learning we also recognize 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.

We emphasise a restorative approach to behaviour management as part of a safe and supportive environment that promotes student wellbeing and connectedness to our College. Accountability for behaviour is complemented by care and support for all members of our College community.

Listed below is a range of examples of activities the College has offered in 2014 to enrich the education experience and learning of its community:

**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 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 Welfare
• 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

New Curriculum Initiatives
• Middle Years
• Open Learning Curriculum
• Thinking & Learning Curriculum
• Year 9 ‘The Quest’ personal and spiritual development program

Orientation Days and Camp Program
• Year 8 Orientation Day and Camp
• Year 9 Orientation Day and Camp
• Year 10 Orientation Day, Bushwalking and Retreat
• Year 11 Orientation Day and Recreational Camp
• Year 12 Leadership Camp and Retreat Days

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 FLC 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 2014 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, 10 hold a Masters level degree and 21 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.

The 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: 66 staff with a 57.1 Full Time Equivalent.
- Administrative Staff (including Admin, Canteen, Uniform Staff): 37 staff with a 22.21 Full Time Equivalent.
- General Maintenance (including Grounds, Maintenance, Bus Drivers): 9 staff with a 6.82 Full Time Equivalent.
- 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. The larger the percentage, the smaller number of days that students are absent from College.

In 2014 the average student attendance rate was 93.93%.

The rates of attendance at each Year Level were:
- Year 8  93.68%
- Year 9  93.15%
- Year 10 93.97%
- Year 11 93.51%
- Year 12 95.54%

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 Government’s School Truancy Officer. 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 2014 indicate that:

The average Faith student ATAR score was 79.57 (compared to 72.85 in 2013);
- The median Faith student ATAR score was 81.78 76.18 (compared to 76.18 in 2013);
- 33 students achieved an ATAR of 90+ (representing 32% of ATAR eligible students);
- 54 students achieved a TER of 80+ (representing 52% of ATAR eligible students);
- 20 merit awards were achieved by 14 students.

Of all grades awarded in 2014:
- 38.93% were A grades (compared with 21.04% for the state);
- 84.55% were A or B grades (compared with 64.34% for the state);
- 99.47% were C or better (compared with 94.54% for the state).

Of the initial cohort of 120 students, 119 (99.1%) gained a SACE certificate and 102 (85.0%) were eligible for an ATAR.

VET in Schools Delivery
- 282 students (Year 10-12) undertook at least 1 VET program
- 91 students completed a full VET qualification at either a Certificate I, II or III level
- 39 students were classified as needing extra learning support
- Outsourced VET Training came from a variety of occupation areas: Aged Care, Agriculture, Automotive, Animal Studies, Business, Children’s Services, Electrotechnology, Engineering, Fitness, Hair and Beauty, Hospitality, Information Technology and Live Production.
- VET offerings within the school curriculum included Hospitality, Agrifood Operations, Live Production, Theatre and Events, Community Activities and Vetamorphus (Christian Ministry).
- Several short courses where delivered to students to support employment pathways: Senior First Aid, Bar & Drinks program, Barista, Cellar Operations, Forklift Licence, Vertical Lifter (Yellow Card) and Construction Induction (White Card).
- All students are encouraged to undertake full qualification training as part of their SACE.
- All VET contributes toward achievement of SACE accordance with the VET Recognition Register.

A Snapshot of VET in 2014
- 30 SACE students elected to undertake outsourced industry training (14 from Year 12, 15 from Year 11 and 1 from Year 10)
- 14 students were engaged in an SBAT program (7 in Year 12 and 6 in Year 11 and 1 in Year 10)

Outcomes
Full industry qualifications achieved (by 91 students):
- Certificate I – 41 students
- Certificate II – 25 students
- Certificate III – 25 students

2014 School-based Apprenticeships or Traineeships (SBATs)
- 5 SBATs rolled into full-time apprenticeships
- 5 traineeships were completed
- 0 SBATs were terminated
- 3 Year 11 SBATs have continued in 2015
- 1 Year 10 SBAT has continued in 2015

Year 12 VET Student Outcomes:
- 9 Year 12 students were enrolled in a TGSS (Training Guarantee for SACE Students)
- 2 secured FT Apprenticeship after studying a TGSS
- 6 moved into FT study at Uni or TAFE
- 4 gained Full Time work
- 2 students are employed with vintage work
- 1 deferred TAFE due to Medical reasons
Of the **14 Year 11 outsourced VET Students:**

- 5 have continued to undertake Year 12 with VET industry training under a TGSS (Training Guarantee for SACE Students)
- 0 have secured SBATs (2-3 days at school, 2-3 days apprenticeship)
- 7 have returned to undertake Year 12 studies, with no VET
- 0 gained full time apprenticeships
- 0 gained employment
- 2 students changed schools

The **1 Year 10 outsourced VET student has continued his TGSS Pathway**
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.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
<td>97</td>
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</tr>
<tr>
<td>Writing</td>
<td>88</td>
<td>89</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
<td>98</td>
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</tbody>
</table>
7. Parent, Students and Teacher Satisfaction with the College

Throughout 2014, 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 with the establishment of teams working on curriculum and the use of social media tools such as blogging and Twitter. There is now a common understanding that subjects are not disparate and that teachers working together own the learning of all of the students at the College. A sense of shared goals has occurred through strategic planning and development of a learning vision highlighting focus areas that encompass technology (1:1 iPads for Years 8/9/10), middle school methodologies, restorative practices and the teacher’s individual focus that matches their particular talents and passion.

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 (water cooler discussions in the staffroom) and being tracked through a formal process.

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 2014 again demonstrate the excellent support and teaching that our staff provide.

Parents have commended the College on its innovative and proactive approach to 21st Century learning and the focus on developing middle school methodologies. The move to 1:1 iPads involved consultation with all stakeholders; parents, students and staff and information sessions were appreciated by parents who were able to see the value of students having a tablet device as a tool to improve student learning.

Students continue to receive a holistic education and appreciate the support of their teachers and the wide extra-curricular program 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.
8. Post-College Destinations

The following information is a breakdown of the destination of Year 12 students for 2013:

**Student Number: 120**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>University</td>
<td>43%</td>
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<tr>
<td>University Deferred</td>
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<tr>
<td>TAFE/Private</td>
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<td>Employment</td>
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<td>Apprenticeship</td>
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<tr>
<td>Defence Force/SAPOL</td>
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<tr>
<td>Other</td>
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9. College Income

The definition of funding source has not yet been prescribed in the regulations. MCEECDYA has advised that the definition is currently being considered by its Finance Officers Subgroup. In the meantime, schools will not be required to report this item in their Performance Reporting. At Faith Lutheran College, an Auditor’s Report is conducted each year and presented to the College community at the Annual General Meeting in May. This report is available upon request for those who did not attend the Annual General Meeting. Faith Lutheran College receives income through a number of sources and these are represented below in order of value for 2014:

- Commonwealth Grants: $5,136,431
- Fees: $5,035,708
- State Grants: $1,201,674
- Other Income: $2,107,979
- Other Grants: $42,191
- Building Fund Donations: $19,388
- Total Income: $13,543,371