



FAITH

LUTHERAN COLLEGE

Faith Lutheran College Annual Report 2018

Name of School Principal: Steven Wilksch

Name of Board Chair: Paul Brown

Date of Endorsement:



Contents	Page
1. Contextual Information about the College	2
2. Teacher Standards and Qualifications	7
3. Workforce Composition	8
4. Student Attendance at College	9
5. Senior Secondary Outcomes	10
6. Student Outcomes in Standardised Literacy and Numeracy Testing	12
7. Post College Destinations	13
8. College Income	14

Faith Lutheran College & Tanunda Lutheran School merged in 2018 offering education from Early Learning Centre (3 years of age) to Year 12, enabling us to share resources across both campuses.

1. Contextual information about the College

During 2018, the Faith College Board and staff have remained committed to what it is that we believe God is calling us to be as a College. While we have spent much time reviewing the College curriculum, preparing for the arrival of our inaugural Year 7 students in the Middle School environment and reviewing our Pastoral Care programs, our most significant and important focus has been on ensuring that we faithfully serve our students and families through the provision of quality and caring Christian education.

For the first time in 175 years, we now have the opportunity for our children to be nurtured, inspired and educated in the same Lutheran School from the Early Learning Centre to Year 12. When the Board began investigating the merger some years ago, the number one condition was 'what is best for our students'?

In 2018, the student population consisted of 616 students: 314 female and 302 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 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.

At the Junior Campus, our curriculum, based on the ACARA Australian Curriculum and the Lutheran Education Australia Christian Studies Curriculum Framework, has been developed in each of the following Key Learning Areas: Christian Studies, English, Mathematics, Science, HASS (Humanities and Social Sciences), Design and Technology, Health and Physical Education, Global Studies, Business and Economics (Years 5-6) and The Arts. The cross-curriculum priorities of Sustainability, Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's engagement with Asia are integrated into the curriculum with a particular focus on sustainability through our SOLE (Sustainable Outdoor Learning Environments) program including nature play and our adoption of the key principles of the Reggio Emilia Philosophy.

Faith Lutheran College is highly regarded throughout the Independent Schools Association of South Australia as a leader in innovative primary and early childhood education. Adopting a play-based approach to junior primary classrooms, students are engaged in their learning environments and develop independence and a deep love of learning. Transition between the school's Early Learning Centre and the junior primary classrooms is smooth and seamless, allowing children to immerse themselves immediately into learning without high levels of anxiety often encountered when children enter a school classroom for the first time.

SOLE (Sustainable Outdoor Learning Environments) is another exciting and innovative initiative developed by Faith Lutheran College's ELC & Junior Campus. With a focus on sustainability, outdoor learning and nature play, an outdoor Master Plan has been developed that provides children with a wide variety of opportunities to immerse themselves in the great outdoors. Features include; many garden beds that grow seasonal produce, a nature play inspired playground and fruit orchards. At the rear of the school we are blessed to have over one hectare of redeveloped bushland, named the 'Bush Block' that provides endless learning and play opportunities for the students of Tanunda Lutheran School and Early Learning Centre. Features of the Bush Block include; a fire pit, viewing platforms, bird hides, frog ponds and a sheltered area. A 2014 KESAB award for excellence in sustainable education confirms the school's focus and quality in this area.

At the Senior Campus, the curriculum 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 Years 7 & 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 21st 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 College is focused on ensuring every Faith graduate possesses what are commonly known as 21st Century or 'deeper thinking' skills.

Faith Lutheran College recognises that each child's learning needs are unique. Our enrichment and inclusion program in the Middle & Senior School involves withdrawal for students who require additional support or extension. All students entering the Senior Campus undergo a comprehensive online testing program at the commencement 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) Year Level Leaders, College Leaders, Student Parliament positions, sporting captains, music leaders, worship leaders, peer support and mentoring, 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 2018, the musical production 'CATS' (based on 'Old Possums book of Practical Cats' by TS Eliot) was performed to in excess of 3000 people. The musical production provides students with a unique learning opportunity to perform at a semi-professional level in one of SA's largest regional theatres located on site at the College. The production draws together staff in genuine collaboration, whilst extending and exploring the possibilities of what a Performing Arts programme can achieve in an outstanding venue. The venue itself provides learning opportunities that few other schools could match. Creative Arts students connect performance or offstage roles with their course work; VET Live Production students work on the set and as technical crew; Music staff, students and parents play in the orchestra; a scenic crew works with local artist Alison Halliday. The production provides a positive shared experience that connects the College with other schools, parents, families and the wider community.

Commencing in Year 2, 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 Faiths' Senior Campus is based on Village Care Groups (VCG), a vertically streamed home-group structure with students from all year levels, 7-12. 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 Wellbeing Leaders 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.

Faith Lutheran College uses a restorative approach to behaviour management.

The following are examples of activities the College offered in 2018 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

- Wellbeing coordinator (Junior Campus)
- College Chaplain and Student Counsellor (Senior Campus)
- Vertically structured Home Groups Years 7 – 12 with Village Teachers
- Peer Support
- Year Level Wellbeing Leaders

Leadership Opportunities

- Bus leaders
- School Parliament (Junior Campus)
- House Captains
- Year Level Leaders
- Worship Leaders
- Worship Team
- Music Leaders
- Peer Support Leaders
- College Leaders
- Sport & House 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
- Learning Area focused excursions
- Learning Area focus-week 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

Enrichment Learning (Learning Support and Gifted and Talented programs)

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

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
- Twilight on Magnolia
- Musical & Drama Performances
- Old Scholar Reunion
- Open Days
- 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, 7 hold a Masters level degree and 29 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:

STAFF	NUMBER	FULL TIME EQUIVALENT
TEACHING	71	60.2FTE
ADMINISTRATIVE (Including admin / IT, support)	31	19.5FTE
BUILDING, GROUNDS, ANCILLIARY (Including grounds, maintenance, bus drivers, canteen, uniform)	23	13.1FTE

In 2018, no staff at Faith College identified as Indigenous.

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 2018 the average student attendance rate was 87%.

Year Level	Attendance
Foundation	97
Year 1	95
Year 2	96
Year 3	98
Year 4	97
Year 5	97
Year 6	97
Year 7	97
Year 8	93
Year 9	90
Year 10	87
Year 11	88
Year 12	80

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 2018 indicate that:

The average Faith student ATAR score was 72.2 (compared to 76.25 in 2017)

- 10 students achieved an ATAR of 95+ (representing 8% of ATAR eligible students)
- 17 students achieved an ATAR of 90+ (representing 14% of ATAR eligible students)
- 40 students achieved an ATAR of 80+ (representing 32% of ATAR eligible students)
- 3 merit awards were achieved
- 36 students achieved a Certificate III or IV as part of their SACE
- 1 student completed a Diploma in Aquaculture

Of all grades awarded in 2018:

- 30 % of results were A- and above
- 98 % of all subject scores were either A, B or C

Of our cohort of 124 students, 98.4% gained a SACE certificate and 108 (87.1%) were eligible for an ATAR.

Vocational Education and Training (VET) in SACE

Faith offers students access to a variety of Vocational Education and Training. All students are guided into VET courses that contribute towards their SACE in accordance with the SACE Board VET Recognition Register.

Certificate III qualifications are also used when calculating student ATARs (Australian Tertiary Admission Rank).

The VET program falls into four categories:

1. **VISA programs:** (VET in Schools Agreement). This auspiced arrangement allows qualified Faith Lutheran College staff to deliver qualifications from National Training Packages.

In 2018 there were five VET offerings (Vet In Schools Agreement - VISA programs) offered through Faith:

- Certificate I Hospitality
- Certificate II Creative Industries (Theatre Tech)
- Certificate II Construction (partial)
- Certificate III Fitness and
- Certificate III Christian Ministry

NB. Four non-Faith students (from Clare and Trinity) also participated in the Theatre Tech program.

2. **VET Qualifications:** Students who are enrolled in a program with a Registered Training Organisation (RTO) external to the College.

1. **TGSS:** Training Guarantee for SACE students - The TGSS is for students who know they want to start a planned vocational pathway. They are completing Vocational Education and Training (VET) while they are at school and continue on with further training after they leave school.

VET and TGSS Qualifications include:

Aged Care, Agriculture, Aquaculture, Automotive, Animal Studies, Beauty, Creative Industries (Digital Media), Early Childhood Education, Electronics, Engineering, Fabrication, Make Up, Hospitality, Information Technology, Wine Industry Operations, Commercial Cookery and Tourism.

2. **SBAT:** School Based Apprenticeships and Traineeships - Students who are completing an SBAT are enrolled in SACE while completing an apprenticeship/traineeship. 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.

SBAT Industry areas include Agriculture, Electrical, Engineering Fabrication, Early Childhood Education and Care, and Carpentry.

Short Courses

Several short courses were arranged for students with external Registered Training Organisations (RTOs) to support students' VET studies or their future pathways:

- White Card (Safety on a Construction Site)
- Yellow Card (Elevated Work Platform Operation)
- Provide First Aid
- Barista Training
- Bar and Service of Drinks and
- Vintage Cellar Hand (preparing for Vintage)

Structured Workplace Learning was arranged between students and employers to enhance the delivery of many VET programs and was supported by Future Pathways staff. TGSS students must complete 140 hours of work placement linked to their program. All students have the opportunity to go on Work placement to assist them in making decisions for future work and training opportunities. 42 VET students undertook Work placement in 2018. The College acknowledges the significant contribution local employers make to our VET program.

Outcomes

In total 222 students (Years 10-12) undertook at least one VET program (many students 2-3 programs). Female x 100 and Male x 122.

VET students undertook courses with the following Registered Training Organisations:

(TAFESA, Regional Skills Training, PEER, AIE, ATEC, Regional Transport Training Services, St John Ambulance).

8 students were engaged in a School Based Apprenticeships or Traineeships (SBAT):

- 3 x Year 12 students
- 4 x Year 11 students and
- 1 x Year 10 student

3 SBAT students completed school and rolled into full time apprenticeships or work. 5 students will continue their SBATs into 2019.

78 full VET qualifications were completed (Certificates I, II, III or Diploma). 58 VISA students, 18 VET/TGSS students and 2 SBATs. A number of other 2018 VET/TGSS/SBAT students will continue into 2019.

The total full industry qualifications achieved are:

- Certificate I 17 Students
- Certificate II 18 students
- Certificate III 42 students
- Diploma 1 student

6. Student Outcomes in Standardised Literacy and Numeracy Testing

Each year, all students in Years 3, 5, 7 and 9 are required to sit Australia wide tests (NAPLAN). NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy.

NAPLAN tests are one aspect of the schools' assessment and reporting process and do not replace the extensive, ongoing assessments made by teachers about each student's performance.

% of Year 9 Students Achieving Benchmarks			
	2016	2017	2018
Reading	96	96	95
Writing	90	88	85
Spelling	92	98	90
Grammar and Punctuation	94	98	90
Numeracy	99	100	98

% of Year 3 students achieving benchmarks

	2016	2017	2018
Reading	100	100	95
Writing	100	96	92
Spelling	100	100	92
Grammar and Punctuation	100	85	98
Numeracy	100	96	100

% of Year 5 students achieving benchmarks

	2016	2017	2018
Reading	100	100	97
Writing	96	100	83
Spelling	96	100	93
Grammar and Punctuation	100	100	93
Numeracy	100	97	97

% of Year 7 students achieving benchmarks

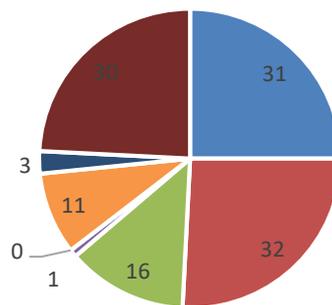
	2016	2017	2018
Reading	100	96	100
Writing	100	77	92
Spelling	100	96	85
Grammar and Punctuation	100	88	96
Numeracy	100	100	100

7. Post-College Destinations

Destination of Year 12 students from 2018

Number of Year 12 students		~	124
Number of students accepted into tertiary courses. NB: some students may have taken a gap year			94
Educational Institutions			
Adelaide University		31	
University of South Australia		32	
Flinders University		16	
Charles Darwin University		1	
Tabor College		0	
TAFESA		11	
Interstate		3	
Labour Force			
Apprenticeships/work/other			30
TOTAL			124

Post College Destinations



- Adelaide University 31 students
- University of SA 32 students
- Flinders University 16 students
- Charles Darwin University 1 student
- Tabor College 0 students
- TAFESA 11 students
- Interstate 3 students
- Workforce / Apprenticeships / Other 30 students

Post school destinations for graduating Year 6 and Year 7 Junior Campus students

In 2018, 28 students graduated from Year 7. Graduating students usually enrol at either Faith Lutheran College or Nuriootpa High school to commence their Year 8 studies.

This year, our Year 6 students graduated and moved to Faith campus to commence as the inaugural group of Year 7 students at the Faith Campus in 2019.

Breakdown as follows:

Faith Lutheran College 51 (Year 6 and Year 7)

Nuriootpa High School 2

Other 2

8. College Income

At Faith Lutheran College, an Auditor's Report is generated. Faith Lutheran College receives income through a number of sources represented below for 2018:

Fees	\$ 5,760,959
Commonwealth Grants	\$ 6,624,878
Other Income	\$ 179,295
State Grants	\$ 1,886,499
Other Grants	\$ 306,116
Building Fund Donations	\$ 200,034
TOTAL INCOME	\$14,957,781