

Pacific Lutheran College

School Report 2019

Based on 2018 Data



Pacific Lutheran College is a coeducational Kindergarten to Year 12 independent private school of the Lutheran Church of Australia, serving the Caloundra, Kawana and Hinterland communities on the Sunshine Coast.

DISCOVER MORE ABOUT OUR COLLEGE COMMUNITY

Principal Dr Bronwyn Dolling | **Council Chair** Mrs Ruth Zerner

Our College



Drawing on the traditions of excellence of Lutheran education, Pacific provides a high quality education where people are encouraged to grow and learn across all dimensions of life and to develop whole-of-life attributes as set down in the [Four Pillars of Learning](#).

Pacific Lutheran College is a dynamic learning community serving the Caloundra, Kawana and Hinterland communities on the Sunshine Coast. In its 19th year of operation, the College has established itself as an innovative place of high quality learning.

Pacific has a strong focus on developing deep understandings and a love of learning through immersion in a culture of thinking. To this end, the College uses the Harvard Teaching for Understanding and Visible Thinking Frameworks to inform its teaching and learning practices and integrates this with the learnings associated with Positive Schools research to enhance the wellbeing and learning capacity of both staff and students. These programs support the development of the skills of innovation, entrepreneurialism, life-long learning, critical thinking, creative thinking, communication, collaboration and teamwork, digital technology and social and emotional capacities essential for young people to thrive in the 21st century.

Through involvement with a broad range of committees, staff have contributed to education at a local, state, and within a Lutheran school context, at a national level.

As part of this whole-of-life approach to learning, students are also challenged to develop and explore their beliefs and values from a Christian perspective.

Pacific is distinctive in being a genuine K-12 College, with student and administration structures that support a seamless transition for students from Kindergarten to Year 12. Staff and students across K-12 place high value on the regular, natural interactions they experience in both formal and informal contexts. Staff, students and parents greatly enjoy the strong community feel of the College, which is the primary support network for many Pacific families.

Pacific provides a differentiated approach to learning that supports children to take responsibility for their learning journey. A broad range of enrichment and extension activities support a rich learning environment for students. Flexible access to virtual and physical space support an increasingly personalised approach to learning.

Pacific Lutheran College has been highly successful in supporting students to reach the highest levels in academic, sporting and cultural pursuits. Personal excellence, whether it results in national recognition or a personal goal, is equally celebrated.

While we celebrate these successes, we are most proud of the young men and women our students have become. These are qualities that cannot be measured or reported but they are most important. These are the qualities that are regularly commented on by those outside the community as they interact with our students.

What follows is a list of key summary points to enable you to gain a snapshot of Pacific Lutheran College. More detailed information can be gained by following the links to our website and even more, by visiting us in person. For further information, contact the College Registrar on admin@pacluth.qld.edu.au.

For details of funding broken down by income source you are invited to visit the MySchool website at: <http://www.myschool.edu.au/>.

Curriculum Offerings



Distinctive Curriculum Offerings

Pacific has a strong focus on developing deep understandings through immersion in a culture of thinking. Harvard's Teaching for Understanding and Visible Thinking Frameworks inform all teaching and learning that occurs across Prep - Year 12.

- + YACHTS (Young Achievers Creatively Honing Thinking Skills) Program: A gifted and talented enrichment program with a focus on Literature, Mathematics, Science, Engineering and IT across Years 3-5.
- + Strings Program: Years 3 and 4.
- + Concert Band Program: Years 5 and 6.
- + STEM 1 and STEM 2, Philosophy and Reasoning: Specialist Year 9 elective offerings that provide opportunities for extension.
- + STEM and Literature: Year 10 electives that enable students to extend their understandings and interests in these areas.
- + Personal Development program across P-12 that encompasses the You Can Do It program from Prep to Year 5 and the Rite Journey at Year 9.
- + An extensive developmental Outdoor Education program across Years 3-12 that links with the Personal Development, Christian Studies and Pastoral Care programs.
- + Flexible senior pathways that include partnerships with universities, TAFE, training organisations and employers.
- + Extensive career education and advice across Years 9-12.
- + Vertical pastoral care groups across Years 6-12 where mutual responsibility for caring for each other is fostered and encouraged under the motto of 'Pacific as a Peace Place'.
- + A formal Christian Studies program that engages students in the academic study of Christianity, other world religions, ethics and decision-making. This supports students in their growth of an expanded world view and facilitates the development of a personal belief and values system.
- + A challenging and supportive middle years program that supports the growth of students as they progress through the phase of pre-adolescence in Years 6 and 7 and then mature into early adolescence in Years 8 and 9.

Academic Programs



- + YACHTS (Young Achievers Creatively Honing Thinking Skills)
- + Specialist Middle and Senior College electives including STEM

Music



- + Strings Program: Years 3 and 4
- + Concert Band Program: Years 5 and 6

Outdoor Education



- + Extensive, developmental Outdoor Education program across Years 3-12

Co-Curricular Offerings



An extensive range of co-curricular offerings enhance students' growth.

Enrichment



- + da Vinci Decathlon and Future Problem Solving competitions
- + Robotics and Coding
- + Chess
- + Debating and Public Speaking

Sport



- + Sunshine Coast Independent School Sports Association (SCISSA)
- + Inter-house Swimming, Cross Country and Athletics Carnivals
- + Kayaking Excellence Program

Co-Curricular Offerings

- + The da Vinci Decathlon and Future Problem Solving competitions: Academic competitions designed to challenge and extend students' thinking across a range of disciplines.
- + Enrichment: Robotics and Coding, Chess, Debating and Public Speaking.
- + Extension opportunities through visiting authors and artists and a range of academic performance-based competitions.
- + Duke of Edinburgh Award Scheme.
- + Kayaking Excellence Program across Years 4-12.
- + Swimming, Cross Country and Athletics Carnivals.
- + SCISSA Sport:
 - Boys - Rugby Union, AFL, Soccer, Basketball, Softball, Touch Football, Water Polo, Volleyball, Cricket and Tennis.
 - Girls - Netball, Soccer, Basketball, Softball, Touch Football, Water Polo, Volleyball, Rugby 7s and Tennis.
- + Community Sport: Netball, Churches Soccer, Rugby Union, Basketball, Touch Football, Futsal and Water Polo.
- + Dance.
- + Music Groups: Senior Voices Choir, Junior Voices, Year 2-3 Choir, Junior and Senior String Ensembles, Wind Ensemble, Year 5 Concert Band, Year 6 Concert Band, Junior Concert Band, Senior Concert Band, Junior Chapel Band, Middle College Chapel Band, Senior Chapel Band, Percussion Ensemble, Guitar Ensembles, Jazz Ensemble and Pacific Orchestra.
- + Major student productions for Years 8-12 and Years 3-7 on a biennial rotation. The K-3 students perform a nativity play each year. The 2018 productions included The Three Musketeers (Years 8-12) and Shrek, the Musical (Years 4-8).
- + Foundation Cup Activities: Cultural, Sporting and Academic.
- + Book Club.
- + Visual Arts Evening.
- + PLC Blake Prize for Art.

Social Climate



The highly connected nature of the community is described as ‘warm and welcoming’ ... All members of the community are challenged to embody ‘Care, Dignity and Respect’.

The social climate of Pacific Lutheran College is seen to be a strength of the College. This strength comes from its foundation on the values of Lutheran education. The highly connected nature of the community is described as ‘warm and welcoming’. Children are ‘known and feel important’, as strong relationships exist between staff, students and parents and the personal growth of each child is supported by a unique integration of the Personal Development, Christian Studies, Pastoral Care and Outdoor Education programs. All members of the community are challenged to embody ‘Care, Dignity and Respect’ as individuals and as a community. The College has integrated the positive psychology research of Dr Martin Seligman to further enhance the wellbeing of staff and students.

The integration of Personal Development, Pastoral Care, Christian Studies and Outdoor Education programs across K-12 provides a unique student experience for growth. Programs are proactive in supporting a culture of respect for self, each other and the physical environment.

The Outdoor Education program developmentally supports the growth of self-confidence, initiative, teamwork, self-efficacy and resilience whilst supporting the growth of an appreciation of the environment and outdoor pursuits. The Personal Development program for Prep - Year 5 students incorporates the You Can Do It program, while across Years 6-12, the program draws from a range of resources to prepare young people for changes in their academic learning and relationships, enhances wellbeing and examines important issues in the areas of sex and drug education. Learning to be a respectful and effective digital citizen is also an important part of personal development. In Christian Studies, young people are challenged to examine their beliefs and values. The Rite Journey in Year 9 supports young people to make the transition to young adulthood in partnership with parents. This program has been described by Steve Biddulph as one of the best of its kind. Vertical Pastoral Care Groups across Years 6-12, where students stay in the same groupings with the same teacher for the duration of their time in the Middle and Senior College, provide a unique and strong connection between older and younger students and the staff member of the group.

Proactive programs aim to develop a culture where ‘Care, Dignity and Respect’ are the core values influencing all interactions at the College. Behaviour support has a restorative approach with a focus on repairing relationships. Pacific as a Peace Place is a proactive strategy to educate young people about harassment and bullying in a preventative way. Through this program, students are educated about the types of inappropriate behaviour and what to do if bullying or harassment occurs. Middle and Senior College students also examine issues around cyber-safety and cyberbullying through the Personal Development program. After Term 1 each year, students complete an anonymous audit of how safe they are feeling and are also given the opportunity to identify people and spaces associated with harassment and bullying. These audits have always reflected very positively on the culture of the College. Where issues arise, students report these to teachers and a restorative approach is taken, which follows a formal process of support including communication with parents of all children involved. The College Counsellor is another important support person for students.

Informing this action are the 10 values for Lutheran Education of hope, compassion, love, justice, forgiveness, acceptance, tolerance, quality, humility and service. Staff, students and parents are expected to live these values for each other.

Parents as Partners



Parents are genuine partners in the learning process and in the building of community. Parents contribute to the Pacific community in a variety of ways.

- + Regular discussions with staff about the progress of their children.
- + Membership of the Friends of Pacific.
- + Formation of the Pacific Together group as a support group within the College.
- + Year level community representatives.
- + Members of the College Council.
- + Coaching debating and sport teams.
- + Assisting with the staging of major productions.
- + Support a Reader program.
- + Classroom helpers for literacy and numeracy across P-5.
- + Tuckshop.
- + Library.
- + Supporting and encouraging children by attending culminating presentations, sport, cultural and community events.
- + Supporting College families in need.
- + Local and global charities supported by Pacific Lutheran College.
- + Affirming and encouraging staff.
- + Completing annual reviews and providing electronic feedback on initiatives as they arise.
- + Being part of strategic planning activities.



Our Staff

A key strength of Pacific Lutheran College is the quality of its staff. Parent reviews regularly describe the dedication and commitment of staff as a strength of the College.

FTE	Full time	Part time
Teaching	64	7.3
Non-teaching	22	24.7

Head Count	Full time	Part time
Teaching	64	13
Non-teaching	22	41
TOTAL	86	54

98%

***2018 STAFF ATTENDANCE**

*Average staff attendance for permanent and temporary classroom teachers and school leaders. The average staff attendance overall in 2018 was 96%

92%

TEACHING STAFF RETENTION RATE

Qualifications	% of Staff
Doctorate	4%
Masters	10%
Bachelor Degree	83%
Diploma	3%
Certificate	Nil

Committee Membership

National Level

- + Lutheran Education Australia Growing Principals Group (2018): **Dr Bronwyn Dolling**
- + Lutheran Education Australia Secondment for Pathways (staff formation) (2017-2018): **Pastor Tim Jarick**
- + Lutheran Education Australia Labyrinth Resource Person: **Pastor Tim Jarick**

State Level

- + Lutheran Education Queensland Finance Committee: **Mr Mike Healy**
- + Independent Schools Queensland Education Committee (June 2015-): **Dr Bronwyn Dolling**
- + Queensland Lutheran Early Childhood Services Council: **Mrs Sue Zweck**

District Level

- + University of the Sunshine Education Advisory Committee: **Dr Bronwyn Dolling**
- + QCAA District Panel Biology: **Mrs Gisela Hohls**
- + QCAA District Panel Chemistry: **Miss Rebecca Ross**
- + QCAA District Panel English: **Mrs Tina Cox**

- + QCAA District Panel English Extension: **Mrs Tina Cox**
- + QCAA District Panel Geography: **Mr Brett Jones**
- + QCAA District Panel Chair Information Processing and Technology: **Mrs Janine Stone**
- + QCAA District Panel Japanese: **Mrs Joanne Bailey**
- + QCAA District Panel Japanese: **Ms Melissa Pietrala**
- + QCAA District Panel Mathematics B: **Mrs Jasmin Steven**
- + QCAA District Panel Mathematics C: **Mr Jeff Goodwin**
- + QCAA District Panel Modern History: **Mrs Elley Wood**
- + QCAA District Panel Music: **Mr Steven Lake**
- + QCAA District Panel Music Extension: **Mr Steven Lake**
- + QCAA District Panel Physical Education: **Mr Gary Graves**
- + QCAA District Panel Physics: **Mr Jeevan Soorya Dhas**
- + QCAA District Panel Physics: **Mrs Claire Richards**
- + QCAA District Panel Visual Art: **Mrs Denise McMahon**

Our Staff



100%

TEACHER
PARTICIPATION

\$1 113

AVERAGE
EXPENDITURE
PER TEACHER

\$85 713

TOTAL
EXPENDITURE



Professional Development

Professional development activities have had a focus on the improvement of student learning and wellbeing and the implementation of the new senior certification process. This has included the focus on the development of higher order thinking and high levels of engagement through the immersion in a culture of thinking informed by the Harvard Teaching for Understanding and Visible Thinking Frameworks.

Research associated with Positive Psychology has underpinned the professional development of staff in the area of staff and student wellbeing. The College has also engaged in a differentiation project with Independent Schools Queensland.

Whole of staff professional development has included:

- + Teaching for Understanding, Visible Thinking and Culture of Thinking: Harvard Graduate School of Education.
- + Positive Psychology and Wellbeing.
- + Differentiation.
- + Restorative Practices.
- + Literacy Development (Daily 5).
- + Child Protection.
- + Theological Development Spiritual Pathways program.
- + Equip: Christian Studies Framework.
- + Implementing the new Queensland Senior Curriculum.

As well as these whole school activities, staff at Pacific have engaged in a large range of professional development in their specialist areas.



Our Students



Pacific constantly strives to improve the quality of education offered to young people. To this end, a range of data is used to monitor and track student learning.

Characteristics



Students	Number	%
Indigenous	15	2%
Non-Indigenous	944	98%
TOTAL	959	100%



Average Attendance by Year Level

Prep – Year 6

94%	92%	94%	93%	94%	93%	95%
PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Year 7 – Year 12

94%	94%	93%	92%	92%	88%	92%
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	OVERALL

*Student absences are monitored on a daily basis and student reception makes contact with parents where absences are unexplained on that day. Extended absences are followed up by the Heads of House or Heads of Sections of the College.

Apparent Student Retention Rates

In 2018, Year 12 student enrolment as a percentage of the Year 10 cohort in 2015 was 87%.



Student Outcomes

NAPLAN Testing

Pacific students have consistently performed particularly well on the national NAPLAN testing. From year to year there will be variations depending on the composition of particular cohorts. Following is a summary of the 2018 benchmark data. For full details, visit: <http://www.myschool.edu.au/>.

Reading			
	Average Score (Pacific Lutheran College)	Average Score (National)	% at or Above National Minimal Standard
Year 3	454	433.8	100%
Year 5	522	509	98.5%
Year 7	566	541.5	98.3%
Year 9	605	583.8	97.5%
Writing			
	Average Score (Pacific Lutheran College)	Average Score (National)	% at or Above National Minimal Standard
Year 3	444	407.2	100%
Year 5	484	464.6	96.8%
Year 7	521	505.3	94.5%
Year 9	579	542.3	93.7%
Spelling			
	Average Score (Pacific Lutheran College)	Average Score (National)	% at or Above National Minimal Standard
Year 3	432	417.8	96.6%
Year 5	513	502.5	100%
Year 7	552	545.2	96.4%
Year 9	607	583.3	95%
Grammar and Punctuation			
	Average Score (Pacific Lutheran College)	Average Score (National)	% at or Above National Minimal Standard
Year 3	463	431.7	98.4%
Year 5	514	503.6	98.4%
Year 7	562	543.9	98.1%
Year 9	597	580.1	96.2%
Numeracy			
	Average Score (Pacific Lutheran College)	Average Score (National)	% at or Above National Minimal Standard
Year 3	429	407.7	100%
Year 5	521	494.2	100%
Year 7	571	548.2	99%
Year 9	631	595.6	98.7%

Our Graduates

84%
OP ELIGIBLE

28%
OP 1-5

100%
TERTIARY
OFFERS

Pacific has a strong focus on preparing students to thrive in a rapidly changing world. Senior schooling pathways, in partnership with TAFE, universities and local industry, support students to gain OPs, VET qualifications and industry skills.

Characteristic	2014	2015	2016	2017	2018
Total Senior Certificates	63	71	75	80	76
% OP Eligible Students	79%	86%	76%	77.5%	84%
QLD Certificate of Individual Achievement	1	0	0	0	0
% OP Eligible Students with OP 1-15	78%	69%	72%	84%	81%
% Year 12 Students with OP 1-15	62%	59%	55%	65%	68%
School-based Traineeship or Apprenticeship	8	7	9	6	3
% Students Awarded QCE	87%	96%	92%	99%	99%
% Students Awarded International Baccalaureate Diploma (IBD)	NA*	NA*	NA*	NA*	NA*
% Students Completed / Completing SAT or Awarded QCE, IBD, VET Qualification	94%	96%	96%	99%	100%
Students Awarded Vocational Education and Training (VET) Qualifications	25	28	42	46	23
% QTAC Offers	98%	93%	100%	98%	100%



NA* - Not Applicable. Pacific Lutheran College does not offer the International Baccalaureate Diploma.

In comparing OP 1-15 ranks, a useful statistic is the proportion of students in the cohort who are OP eligible. Pacific is one of very few schools on the Sunshine Coast that has constantly had a high proportion of students with OP eligibility at or above 75% of the cohort. Pacific encourages all students to gain qualifications that will stand them in good stead in the future.



Year 12 Destination Data

We have been very pleased with student post school destinations. Each year in March, the Federal Government collects data to determine the destination of Year 12 students from the previous year. For more details of the 2018 destination data, please [click here](#).

Community Satisfaction



Quality Schools Survey

Every two years, staff, students and parents in Lutheran schools across Australia are invited to provide feedback via the Lutheran Education Quality Schools survey.

In May of 2018, all staff, a random selection of one third of families and one third of students across Years 6-12 were invited to provide feedback about the College in the areas of teaching and learning, student wellbeing and connectedness, Christian identity, improvement and innovation and the leadership, management and governance of the College. The feedback from the survey was very positive in all dimensions. Following is a selection of feedback in each of these areas from parents.

Teaching and Learning

My child's teachers have high expectations of her / him to do their best	92%
Teachers encourage my child to be curious, creative and innovative	89%
I am confident that teachers are accurate in their assessment of my child's learning	92%
My child is able to engage in a range of activities outside the academic curriculum at school	91%
My child's reports are easy to read and understand	95%
My child's reports describe what she / he has learned in both academic and non-academic areas	93%

Wellbeing

My child knows how he / she is expected to conduct themselves at school	100%
Staff at school care about my child	97%
The school teaches my child to respect other students	97%
The school actively encourages my child to keep trying when things are difficult	96%
My child feels physically and emotionally safe at school	94%
I feel confident that my child's wellbeing is important to the school	93%
The school helps teach my child how to be cyber-safe	92%
My child has made good friends at school	94%
My child has opportunities to participate in decision-making at school	87%
The school treats families and students from all backgrounds with respect	97%

Partnerships

The school works effectively with the wider community	98%
The school has developed supportive partnerships with community groups	97%
The school provides opportunities for my child to be involved in community service	94%
Parents / carers are encouraged to be actively involved in their child's learning	93%

Community Satisfaction



Religious Identity, Culture and Ethos

I am aware of religious symbols and art works when I visit the school	96%
The school teaches my child to think about social and ethical issues from a Christian perspective	98%
My child is encouraged to think about his / her faith	97%

Strategic Improvement, Leadership and Governance

The school has a clear vision for its future	97%
The school implements initiatives to improve student learning	96%
The school implements initiatives to support student wellbeing	92%
The school has a clear program for improving student learning	92%
The school clearly communicates its mission / vision to parents	93%
The school involves parents in developing the school's mission / vision	89%
The College Council and school's leaders work together to respond to current and future challenges	95%
Groups across the school community work together to achieve the school's strategic plan	98%
School leaders behave ethically	97%
The ongoing improvement of the school is achieved through effective management and leadership	95%

We thank all parents, staff and students for taking the time to provide feedback in this survey and look forward to working together to continue to grow a rich culture of learning for all students and staff.

It is a privilege to be part of a learning community that values and fosters partnerships to grow young people's capacity to develop a strong sense of engagement and purpose.

Dr Bronwyn Dolling
Principal