



2016 School Report

Based on 2015 Data

Pacific Lutheran College School Report 2016

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Descriptive Information

Pacific Lutheran College is a dynamic learning community serving the Caloundra, Kawana and Hinterland communities on the Sunshine Coast. In its 16th 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. Currently, the College is working towards implementing learnings associated with the Positive Schools research to further enhance the wellbeing of both staff and students.

Through involvement with a broad range of committees, staff have made a contribution to education at a local, state and, within a Lutheran school context, at a national level. 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](#). 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 is non-selective in its enrolment policy and provides a differentiated approach to learning that supports children to take responsibility for their learning journey. A broad range of enrichment and extension activities supports a rich learning environment for students. Flexible access to virtual and physical space complement an increasingly personalised approach to learning.



Senior schooling pathways, in partnership with TAFE, universities, and local industry, support students to gain OPs, VET qualifications and industry skills. In 2014, 86% of Pacific students were OP eligible and of these, 69% achieved an OP 1-15. Through extensive career support, 93% of students who applied for tertiary places received offers. In 2015, a Year 11 student was recognised as the Sunshine Coast's Student of the Year at the SCTTTC Regional Awards Night. The 2015 College Dux was recognised as one of the top 37 achieving students in the state and was awarded a Queensland Certificate of Education Achievement Award.

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 is 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 qualities that are regularly commented on by those outside the community as they interact with our students.



Students with their awards.

Reading The Report

What follows is a list of key summary points to enable you to gain a quick 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.

Summary of School Characteristics

Pacific Lutheran College's characteristics are as outlined below.

Type	Independent Co-educational
Address	Woodlands Blvd, Meridan Plains PO Box 991, Caloundra 4551
Total Enrolment	936 (August 2015 P-12 Census)
Year Levels	Kindergarten to Year 12

Characteristics of Student Population

Boys	481	51%
Girls	454	49%
Total	936	100%

Indigenous	10	1%
Non-Indigenous	926	99%
Total	936	100%

Distinctive Curriculum Offerings

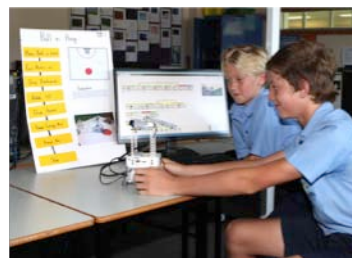
Pacific has a strong focus on developing deep understandings through immersion in a culture of thinking. Harvard's Teaching for Understanding and Visible Thinking Frameworks inform all teaching and learning that occurs across P-12.

- PACE (Pacific Academic Challenge and Enrichment) Program: A gifted and talented enrichment program with a focus on Literature, Mathematics, Science, Engineering and IT across Years 6-9.
- 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: Year 5 and Year 6.
- 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 - 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 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 at Years 8 and 9.



Co-curricular Offerings

- Enrichment: Robotics and coding, Chess, Debating, Public Speaking, Extension opportunities through PACE and YACHTS programs in the areas of Mathematics, Technology, Literature and Science, competitions include the UNSW Mathematics and Science and the Mathematics Challenge and visiting authors and artists.
- Duke of Edinburgh Award Scheme.
- Kayaking Excellence Program Years 4-12.
- Swimming, Cross Country and Athletics.
- SCISSA Sport
 - Boys: Rugby Union, AFL, Soccer, Basketball, Softball, Touch Football, Water Polo, Volleyball and Tennis.
 - Girls: Netball, Soccer, Basketball, Softball, Touch Football, Water Polo, Volleyball 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, Senior Concert Band, Junior Chapel Band, Middle College Chapel Band, Senior Chapel Band, Percussion Ensemble, Guitar Ensembles, Jazz Ensemble and Orchestra.
- Major student productions for Years 8-12 and Years 3-7 on a bi-annual rotation of a musical followed by plays. The K-2 students perform a nativity play each year. The 2015 productions included The Addams Family (Years 8-12), Origami (Years 3-7) and Wombat Divine (K-2 nativity play).
- Foundation Cup Activities: Cultural, Sporting and Academic.
- Book Club.
- Visual Arts Evening.
- PLC Blake Prize for Art.



Social Climate of Pacific Lutheran College



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', 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 'Respect, Care and Dignity' as individuals and as community. The College has commenced the process of incorporating 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, team work, 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, relationships and examines important issues in the areas of sex and drug education. In Christian Studies, young people are challenged to examine their beliefs and values. The Rite Journey at 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 and staff stay in the same groupings with the same teacher for the duration of their time in the Middle and Senior Colleges, 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 'Respect, Care and Dignity' inform 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 cybersafety 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 no blame 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 all of this action are the 10 values for Lutheran Education of hope, compassion, love, justice, forgiveness, acceptance, tolerance, quality, humility and service. On a daily basis staff, students and parents are expected to live these values for each other.

Parents As Partners

Parents are seen as genuine partners in the learning process and in the building of community. Ways in which parents contribute to community include:

- 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.
- Supporting 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.



School Funding Broken Down By Income Source

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

Staffing Information

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.

Staff Composition

	Full Time	Part-time
FTE		
Teaching	59	5.6
Non-teaching	15.0	23.0
Head Count		
Teaching	59	9.0
Non-Teaching	15.0	40.0
Total	74	49.0

Qualifications	Percentage of Classroom Teachers
Doctorate	3.0%
Masters	13.0%
Bachelor Degree	80%
Diploma	4 %
Certificate	Nil

Committee Membership

National Level

- Lutheran Education Australia Leadership Working Party (2015): **Dr Bronwyn Dolling**

State Level

- Lutheran Education Queensland Finance Committee: **Mr Mike Healy**
- Independent Schools Queensland Education Committee (June 2015-): **Dr Bronwyn Dolling**

District Level

- QCAA District Panel Visual Art: **Mrs Denise McMahon**
- QCAA District Panel Biology: **Mrs Gisela Hohls**
- QCAA District Panel Chemistry: **Ms 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 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 Physics: **Mr Jeevan Soorya Dhas**
- QCAA District District Panel Chair Information Processing and Technology: **Mrs Janine Stone**
- QCAA District Panel Physical Education: **Mr Gary Graves**
- QCAA District Panel Legal Studies: **Miss Kim Stone**

Staff Attendance

Staff Attendance: 97%

Teaching Staff Retention

Teaching Staff Retention: 93%

Professional Development 2015

Professional development activities have had a focus on the improvement of student learning and wellbeing. 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.



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.
- Australian Curriculum.
- Use of ICT.
- Literacy Development (Daily 5).
- Child Protection.
- Theological Development Spiritual Pathways program.
- Equip: Christian Studies Framework.
- High quality assessment.
- Mentoring and Coaching as Leaders and Peers.

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

Teaching Staff involved in Professional Development: **100%**

Expenditure on Teacher Professional Development in 2014 excluding TRS costs: **\$52 504**

Average Expenditure per teacher excluding TRS: **\$772**

Student Performance Data

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

Student Attendance

Student attendance was at 93%.

Average Student Attendance Per Year Level:

Year	% Attendance
P	94%
1	93%
2	92%
3	94%
4	94%
5	94%
6	94%
7	94%
8	92%
9	92%
10	93%
11	91%
12	92%

Student absences are monitored on a daily basis and student reception makes contact with parents where absences are unexplained on that day.

Year 3, 5, 7 and 9 Test Data

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.

For details of year level performances, please visit the MySchool website at: <http://www.myschool.edu.au/>.

Apparent Student Retention Rates

In 2015, Year 12 student enrolment as a percentage of the Year 10 cohort in 2013 was 92%.

Year 12 Data

Characteristic	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total number of Senior Certificates	36	45	50	61	63	70	59	53	59	63	71
Percentage of students who were OP eligible (Number 2012)	81%	91%	91%	89%	86%	84%	94%	81% (43)	83% (49)	79% (50)	86% (61)
Number of students awarded a Queensland Certificate of Individual Achievement	0	0	0	0	0	0	0	0	1	1	0
Percentage of Overall Position OP eligible students with OP 1-15	79%	66%	73%	65%	72%	71%	80%	81%	80%	78%	69%
Number of Yr 12 students who are or have completed a school based traineeship or apprenticeship	0	8	4	11	5	7	3	6	0	8	7
Percentage of students awarded a QCE at the end of Yr 12 (Number for 2012)	NR*	NR*	NR*	85%	89%	90%	93%	94% (50)	92% (54)	87% (55)	96% (68)
Percentage of Yr 12 students awarded an International Baccalaureate Diploma (IBO)	NA*	NA*	NA*	NA*	NA*	NA*	NA*	NA*	NA*	NA*	NA
Percentage of Yr 12 students who are completing or have completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	NA*	NA*	NA*	92%	92%	93%	93%	96%	98%	94%	96%
Number of students awarded one or more Vocational Education and Training (VET) qualifications	10	13	15	21	20	25	25	19	24	25	28
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving an offer	100%	100%	100%	94%	98%	98%	98%	100%	100%	98%	93%

NR: Not required for reporting program.

NA*: Not applicable. Pacific does not offer the IB

The 2015 College Dux was recognised as one of the top 37 achieving students in the state and was awarded a Queensland Certificate of Education Achievement Award.

In comparing OP 1-15 ranks, a useful statistic is the proportion of students in the cohort who are OP eligible. For the first time in 2010, this became a reporting requirement. 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 79% 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 2014 destination data please [click here](#). The data for 2015 will replace the 2014 data once released by the government in August 2016.

Community Satisfaction Data

In the middle of each year, parents are asked to complete a survey, which includes the following questions and space for reflecting on five strengths of the College and five areas for improvement. Using a five point scale of 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree, parents and students have responded to the following questions. As indicated, parents and students have reported high levels of satisfaction with the College.

Pacific Lutheran College is supporting the academic achievement of my child well. 4.2

Pacific Lutheran College is providing good pastoral care for my child. 4.4

The sporting program is catering for my child's needs. 4.0

I am satisfied with Pacific Lutheran College's behaviour management process and expectations. 4.3

The cultural program is catering for my child's needs. 4.4

Survey comments reflected appreciation of the capability and commitment of school leaders, teachers and support staff including their approachability, accessibility and caring and encouraging nature. The strong relationships between staff and students, the quality of the academic program and the approach to teaching and learning were also described as strengths. Families valued the breadth and quality of the co-curricular program including the performing arts, sport and outdoor education. The College's focus on the nurturing of the social and emotional and spiritual wellbeing of students through its Christian ethos, values and education programs, pastoral care programs and groups, the Rite Journey and emphasis on relationships were also highlighted as strengths. Communication was described as effective in building a feeling of connection and inclusion for parents. The quality of facilities, the College's physical environment, the care for grounds and the ongoing planning and actioning of future developments were also highly regarded.

It is a privilege to be part of the nurturing of the growth of our young people. We have deeply valued the partnership with parents, governments, educational organisations and business in creating a culture that has provided the encouragement, space and opportunity for deep growth across all dimensions of young people's lives. We give thanks to God for the many blessing He has brought into this community through these partnerships.

Dr Bronwyn Dolling

Principal

