



2018 School Report

Based on 2017 Data

Pacific Lutheran College School Report 2018

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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 18th 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 the 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.

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 support a rich learning environment for students. Flexible access to virtual and physical space support an increasingly personalised approach to learning.

29% of our 2017 Graduates achieved an OP 1-5, placing Pacific in the top 50 schools for this OP range in Queensland.



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.

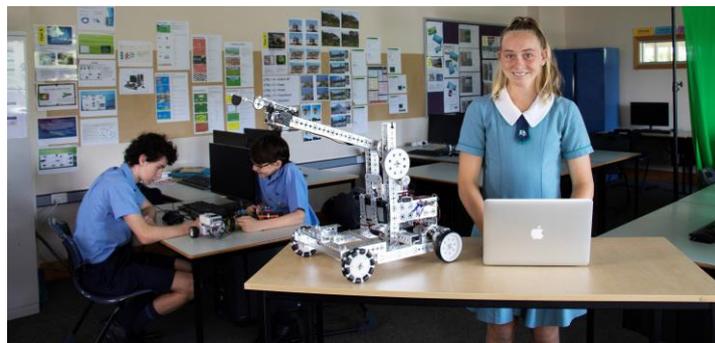
Reading the Report

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.

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	948 (August 2016 P-12 Census)
Year Levels	Kindergarten to Year 12



Characteristics of Student Population

Boys	470	50%
Girls	478	50%
Total	948	100%

Indigenous	13	1%
Non-Indigenous	935	99%
Total	948	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.

Distinctive offerings within the curriculum include:

- 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.
- STEM 1 and STEM 2, Philosophy and Reasoning: Specialist Year 9 elective offerings which provide opportunities for extension.
- STEM and Literature as Year 10 electives 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 from 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.

Co-curricular Offerings

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

- The da Vinci Decathlon and Futures Problem Solving: 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 Years 4-12.
- Swimming, Cross Country and Athletics.
- 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, 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 3-8 on a biennial rotation. The K-2 students perform a nativity play each year. The 2017 productions included Sideshow (Years 8-12) and The Lion, the Witch and the Wardrobe (Years 3-7).
- 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', 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 'Respect, Care and Dignity' 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, 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 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 'Respect, Care and Dignity' 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 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 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. 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.
- 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	62	7.4
Non-teaching	20.0	24.8
Head Count		
Teaching	62	13
Non-Teaching	20	40
Total	82	53

Qualifications	Percentage of Classroom Teachers
Doctorate	3.0%
Masters	10.0%
Bachelor Degree	81%
Diploma	5 %
Certificate	Nil

Committee Membership

National Level

- Lutheran Education Australia Leadership Working Party (2015): **Dr Bronwyn Dolling**
- 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 Visual Art: **Mrs Denise McMahon**
- 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 Japanese: **Mrs Joanne Bailey**
- QCAA District Panel Japanese: **Ms Melissa Pietrala**
- QCAA District Panel Legal Studies: **Ms Kim Stone**
- 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 Physics: **Mr Jeevan Soorya Dhas**
- QCAA District Panel Physics: **Mrs Claire Richards**
- QCAA District Panel Chair Information Processing and Technology: **Mrs Janine Stone**
- QCAA District Panel Physical Education: **Mr Gary Graves**

Staff Attendance

Staff Attendance: 98%

Teaching Staff Retention

Teaching Staff Retention: 92%

Professional Development 2017



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.
- 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.
- 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.



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

Expenditure on Teacher Professional Development in 2014 excluding TRS costs: **\$119 945**

Average Expenditure per teacher excluding TRS: **\$1599**

Student Performance Data

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.

Student Attendance

Student attendance was at 92%.

Average Student Attendance Per Year Level:

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

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.

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 2017, Year 12 student enrolment as a percentage of the Year 10 cohort in 2014 was 91%.

Year 12 Data

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.

In 2017, 77.5% of Pacific students were OP eligible and of these, 29% achieved an OP 1-5 placing Pacific in the top 50 schools for this OP range in Queensland. Through extensive career support, 98% of students who applied for tertiary places received offers.

Characteristic	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total number of Senior Certificates	61	63	70	59	53	59	63	71	75	80
Percentage of students who were OP eligible (Number 2012)	89%	86%	84%	94%	81% (43)	83% (49)	79% (50)	86% (61)	76% (57)	77.5% (62)
Number of students awarded a Queensland Certificate of Individual Achievement	0	0	0	0	0	1	1	0	0	0
Percentage of Overall Position (OP) eligible students with OP 1-15	65%	72%	71% (42)	80% (45)	81% (35)	80% (39)	78% (39)	69% (42)	72% (41)	84% (52)
Percentage of Year 12 students who received an OP 1-15 (new 2016)			60%	76%	66%	66%	62%	59%	55%	65%
Number of Yr 12 students who are or have completed a school-based traineeship or apprenticeship	11	5	7	3	6	0	8	7	9	6
Percentage of students awarded a QCE at the end of Yr 12 (Number for 2012)	85%	89%	90%	93%	94% (50)	92% (54)	87% (55)	96% (68)	92% (69)	99% (79)
Percentage of Yr 12 students awarded an International Baccalaureate Diploma (IBO)	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	92%	92%	93%	93%	96%	98%	94%	96%	96%	99%
Number of students awarded one or more Vocational Education and Training (VET) qualifications	21	20	25	25	19	24	25	28	42	46
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving an offer	94%	98%	98%	98%	100%	100%	98%	93%	100%	98%

NR: Not required for reporting program.

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

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 2016 destination data please [click here](#). The data for 2017 will replace the 2016 data once released by the government in August 2018.

Community Satisfaction Data

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 2016, 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 as part of the Lutheran Education Australia Quality Schools Survey. The feedback from the survey was very positive in all dimensions with Pacific's results comparing very favourably to other Lutheran schools. The details of the outcomes of this can be found in the **2017 School Report**.

In the alternate year the College conducts its own review process where families are asked to provide feedback on each of the following domains using a five-point scale for each of their children with strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). The averaged results of the 2017 survey are shown below

- The College is supporting the academic achievement of my child/children well. 4.1
- I am satisfied with the communication processes in regard to my child/children's academic learning. 4.0
- The College is providing good pastoral care for my child/children. 4.1
- The College is providing good opportunity for my child/children to develop socially and emotionally. 4.1
- The College is providing good opportunity for my child/children to grow in their understanding of the Christian faith. 4.2
- The sporting program is catering for my child's/children's needs. 4.0
- The cultural program of the College is catering for my child's/children's needs. 4.0

Families were invited to identify five areas of strength and five areas for development.

The caring, friendly, dedicated and motivated teachers and support staff were identified as strengths of the College.

The quality of the academic program, the balance between academic, social emotional, sport, spiritual and cultural development and opportunities for academic extension were also valued. Extra-curricular opportunities with special mention of sport, outdoor education and cultural experiences were seen to contribute well to the development of the whole child. Facilities that support the pedagogical approach of the College were seen to enhance the student learning experience. Communication, the community feel, and the pastoral care program built upon Christian values were also seen as strengths.

There was encouragement to continue to enhance the car park, grounds and facilities as well as opportunities in the arts, sport, academic pursuits and the social and emotional development of children.

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 flourish.

Dr Bronwyn Dolling

Principal