In a caring environment, we offer quality education informed by Jesus Christ, as we prepare young people for a life of service to their community in a spirit of harmony.

Lutheran Schools exist to provide Christian education to their students and pastoral support for all members of each school community.
As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This information has been provided to the school community throughout the year in other forms such as the College newsletters.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2014 school year and expands on the information provided on the Commonwealth Government’s My School website.

| Contextual information about the school, including the characteristics of the student body |
| Teacher standards and qualifications as mandated in the relevant jurisdiction |
| Workforce composition, including Indigenous composition |
| Student attendance at school, including: |
| Senior secondary outcomes, including the percentage of year 12 students |
| Student outcomes in standardized national literacy and numeracy testing |
| Parent, student and teacher satisfaction with the school |
| Post-school destinations |
| Income broken down by funding source |
In a caring environment we offer quality education informed by Jesus Christ, as we prepare young people for a life of service to their community in a spirit of harmony. Established in 2004, Ocean Forest Lutheran College is a K to 10 co-educational Christian college which is part of a broad network of Lutheran Schools across Australia. The current enrolment is approaching 250 and enrolment is open to all who are willing to support the school’s Christian ethos. The College has modern facilities set on spacious grounds and the master plan encompasses the construction of further buildings in response to grow. The college has strong links with the wider community and its 5 hectares of sports fields are regularly used by the local sporting associations. There is a committed team of teaching and non-teaching staff who view education as a shared partnership with parents and students. All students are encouraged to identify their God given talents, be they academic, social or physical and to use those to the best of their ability. Students are provided with a range of extra and co-curricular opportunities such as sporting events, camps, excursions and competitions to enhance their educational experience. The curriculum offerings at secondary school provide pathways to the workforce, TAFE or University, through partnership with surrounding schools including Manea College, with a vast range of senior pathways.

Mission:
Ocean Forest exists to provide a vibrant and challenging education for all students within a caring, supportive community and seeks to foster in them a living relationship with Jesus Christ.

Vision:
Ocean Forest Lutheran College will provide a caring Christian Environment in which education is seen a shared partnership between the College, its students and its families.

The College will offer a broad range of educational experiences in well-equipped facilities so that students may pursue their own areas of academic or vocational interest to a high level of excellence.

At Ocean Forest Lutheran College, people will be valued as individuals each created with unique God given gifts and talents and there will be a spirit of harmony as people work together in an atmosphere of collaboration and mutual respect.

Ocean Forest Lutheran College will prepare students to serve their communities as self-directed learners, principled leaders and collaborators.

To be a leader in Christian Education Ocean Forest will:
- Strive to become known as a ‘learning school’ and as such, engender a passion for continuous research, reflection and development
- Emphasize the vital importance of personal relationships in all aspects of life and therefore maintain a vital pastoral care program
- Provide a safe, supportive environment within which the well-being of students will flourish
- Provide opportunities to encounter the key elements of the Christian faith
- Value, nurture and extend the unique abilities of all students
- Reach out to students and their families in a Christian manner
- Work in a spirit of open cooperation with all our community partners to build unity and trust to achieve positive outcomes
- Empower students to be caring, resilient individuals who value social justice and who seek to improve the world.
Ocean Forest Lutheran College seeks to enhance and enrich student outcomes by offering a spectrum of experiences.

Primary:

**Curriculum**

In accordance with the *School Curriculum and Standards Authority Act, 1997*, the Early Childhood and Primary Sector academic curriculum align with the Early Years Learning Framework and the Western Australian School Curriculum.

The Curriculum and Assessment outline is used to plan student learning programs, assess student progress and report to parents. Key Learning Areas of English, Mathematics, Science, Technologies, The Arts, Languages (Japanese), Health and Physical Education, Geography and History are provided to support students' education in preparing them for the future. General Capabilities and Cross Curriculum Priorities are integrated transversely with other learning areas.

The Lutheran Education Lifelong Qualities for Learners are entwined with the Curriculum to provide students with the opportunity to nurture core values such as compassion, forgiveness and service, along with developing aspirational attributes and abilities, for example being self-directed and insightful.

Christian Studies at Ocean Forest (Primary) is delivered in accordance with The Christian Studies Curriculum Framework (CSCF) as part of Lutheran Education Australia’s (LEA) ongoing provision of resources for the teaching of Christian Studies in Lutheran schools.

Learning support (consolidation and extension) is carried out through facilitating, guiding, liaising, planning and monitoring curriculum adjustments, this occurs as a result of collaboration between classroom teachers, the Learning Support Coordinator and relevant stakeholders. Individual Education and Student Support Plans are developed to assist identified students’ learning needs.

Young Explorers (3 year old program) is a play based program which uses a variety of activity types to enhance fine and gross motor skill development, as well as skills in taking turns, sharing with peers, alphabet recognition and recall, sentence and word appreciation and number concepts, in preparing children for Kindergarten.

**Special Programs**

Student Leadership Program

The Student Leadership Program provides students from Years 3-6 with opportunities to develop collaborative leadership skills. Key leadership roles include school captains, house leaders, service team, technical team and student voice representatives.

Expanding Horizons

Expanding Horizons offers students the opportunity to broaden their horizons, understanding and learning; furthering their skills in enjoyable and purposeful ways with real-life relevance. Students select and participate in activities of their own interest/or strength, such as dance, orienteering, sewing and construction. Expanding Horizons also offers the opportunity to have a go at something new – take a risk without threat or any pressure, gaining enjoyment out of new experiences. Students become involved at a hands-on level, learning from others.
Co-curricular Activities

Students are encouraged to be involved with sporting and community activities, such as rowing, netball, music concerts and dance. Teachers and parents volunteer for a variety of coaching and support roles.

Secondary

Curriculum:

Christian Studies, a Key Learning Area at Ocean Forest Lutheran College, Chapel and Care Group devotions are experienced by all Secondary School students. It is through these programs that students formally encounter God and have opportunities to explore their spirituality. Eleven LEA core values were included in the Chapel program.

Years 7-10

The new Western Australian Curriculum and Assessment Outline K-10 (WACAO) has been the source for developing the teaching, learning and assessment programs in Years 7-10 across the 8 Key Learning areas. The WACAO includes the Australian Curriculum (AC) ‘Phase 1’ subjects - English, Mathematics, Science and History. At OFLC these four revised curricula have been fully implemented, assessed and reported against the new Achievement Standards for Years 7-10 students.

Rotational Subjects, Years 7-9, or Choice Subjects, Year 10, offered in 2014 were:

The Arts - Visual Art, Drama, Music, Photography and Media
Technologies – Food, Wood, Metal, Robotics and ICT

Various educational and curriculum based excursions were integrated into the teaching and learning program for the students across Years 7-10.

Special Programs:

Sporting carnivals:
- Inter-house and inter-school Swimming, Cross Country and Athletics
- Inter-school Winter sports
- Student Leadership Conference for Secondary School leaders
- Year 6 transition to Secondary School
- Year 9 Rite Journey
- Year 8 and Year 10 Camps

Co-curricular Activities:

- Swimming Club
- Rowing
- Robocup
- Music Instrumental Program and the College Concert Band
- Japan Trip
- Country Week Sporting competition
- Curriculum based competitions eg Japanese, English and Mathematics
- Fund raising events for various charities throughout the year
Teacher standards

Teaching staff qualifications:

The following is a summary of the highest qualifications held by teaching staff at the College.

Bachelor of Education – 5
Bachelor of Arts: - (History, Education, Social Science)
Masters Occupational Environment, Health and Safety.
Diploma of Teaching
Bachelor of Science - 2
Post Graduate Certificate in Education
Graduate Diploma – Early Childhood
Bachelor of Business (Major in Accounting)
Graduate Diploma of Business (Marketing)
Graduate Diploma of Education (Primary) - 2
Bachelor of Science (computer science)
Grad dip education (secondary) - 2
Bachelor of Arts (Asian Studies)
Graduate Diploma in Linguistics (Japanese)
Bachelor of Education - Mathematics Education

In addition to these formal qualifications all teachers hold the necessary qualifications for teacher’s registration in Western Australia. This includes registration, working with children’s checks as well as ongoing training and professional development such as:

- Valuing Safe communities
- Mandatory notification training
- First aid training, including Anaphylaxis
- OHS

Non-teaching staff are all required to have a Police check and Working with Children check as well as Mandatory Notification and First Aid training.

Teaching staff in Lutheran schools also participate in a program that allows them to understand Lutheran theology/education involving some theological and spiritual elements. It is called Pathways and Equip.
Workforce composition - including Indigenous
FTE

Teaching: 18.4
Specialist Support: 0.6
Admin: 6.7 (includes aides and assistants)
Maintenance: 1

There are 0 indigenous employees

Of the teaching staff the balance of gender is 34% male, 66% female.

To endeavour to help all students reach their full potential, OFLC has a number of staff with particular specialist training.

Student Welfare:
- Pastoral care coordinators
- Care group teachers

Curriculum:

- Leaders of sub schools - primary and secondary
- Adaptive and gifted support coordinator
Student attendance

The percentage figure for the average student attendance rate show the proportion of days that each student, on average, attended school over the whole year. In 2013 the average student attendance rate was 95%.

Year Group

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>95%</td>
</tr>
<tr>
<td>PP</td>
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</tr>
<tr>
<td>Y01</td>
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<tr>
<td>Y09</td>
<td>96%</td>
</tr>
<tr>
<td>Y10</td>
<td>97%</td>
</tr>
</tbody>
</table>

Totals: 97%

Student outcomes in standardized national literacy and numeracy testing.

“Each year, all students in Years 3, 5, 7 and 9 are required to sit the NAPLAN (National Assessment Program in Literacy and Numeracy) in reading, Language Conventions - Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion of students achieving the national benchmarks. The following table is taken from the NAPLAN results and represents the OFLC results against the Australian national mean score.”
The results are outstanding with over 90% of students achieving at or above the National minimum standard in all areas of the NAPLAN measure. Of particular significance is the growth of our students throughout their years at Ocean Forest. The following graphs display that our year 9 students (green line) have achieved a rate of growth in each of the NAPLAN measures, higher than the Australian average (red line).
Parent, student and teacher satisfaction with the school

During 2014, Ocean Forest Lutheran College celebrated its 10th anniversary. The theme of the day was to look at the past and present but to build for a bright future. We are thankful for where we have come from and progressed to, but look forward with anticipation to a bright future.

More regular feedback from students is sought as supplied by students through the SRC and Care Groups. For parents this is done through P and F as well as directly to staff in positions of responsibility.

The College has a supportive parent body which works tirelessly through the P and F. The most positive example of their support was at the 10th Anniversary celebration, with the unveiling of the Primary School Nature Playground. The expansive playground, which is loved and well-used by the students, was developed and built at a minimal cost due to the generous support of many parents who donated their time in construction. A magnificent playground was provided for the benefit of the students for material cost only and is a tribute to the support of the parents of the College community.

The P and F provide invaluable support for the College and are often quiet and discreet supporters through their efforts. The P and F run a regular canteen-on-line, twice a week, and provide support and catering for a number of College functions. Through their fundraising, the P and F were able to provide resources which would not be possible through regular budgetary means.

To be more closely attuned to parent and student attitudes, a Strategic Plan has been developed and concluded at the end of 2014. In 2015, plans are underway to engage the College Community in a process to develop a Strategic Plan to take the College into the future.
### Income broken down by funding source

<table>
<thead>
<tr>
<th>Income Source</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees, Levies</td>
<td>27</td>
</tr>
<tr>
<td>Federal Government Funding</td>
<td>50</td>
</tr>
<tr>
<td>State Government Funding</td>
<td>18</td>
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<tr>
<td>Targeted Programs</td>
<td>1</td>
</tr>
<tr>
<td>Excursions and Camps</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
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</table>