Working and growing together in an engaging Christian environment, we provide a quality education with a commitment to learning from each other, developing respect, confidence, strength and resilience, so that we actively contribute to building safer communities.

Lutheran Schools exist to provide Christian education to their students and pastoral support for all members of each school community.
INDEX

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 2015 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 |
| Student outcomes in standardized national literacy and numeracy testing |
| Parent, student and teacher satisfaction with the school |
| Income broken down by funding source |
Contextual Information about the School, including Characteristics of the Student Body

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 200 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:

Working and growing together in an engaging Christian environment, we provide a quality education with a commitment to learning from each other, developing respect, confidence, strength and resilience, so that we actively contribute to building safer communities.

Core Elements of the Vision statement:

- Engaging Christian environment.
- Working and growing together.
- Quality education and commitment to learning from each other.
- Developing respect, confidence, strength and resilience.
- Contributing to building safer communities.

Vision:

We provide a quality education with a commitment to learning from each other, developing confidence, strength and resilience, so that we actively contribute to building safer communities through:

- Participating in an engaging Christian environment that fosters mutual respect.
- Ensuring the environment at Ocean Forest Lutheran College consistently reflects professionalism through its presentation, the way in which the College operates, and the personal conduct of the College community.
- Actively initiating and engaging in a range of local community events.
- Having a commitment to teaching, learning and communicating effectively and positively with each other.
- Delivering curriculum that is relevant and engaging, utilising pedagogy that is creative and innovative.
- Delivering quality education that meets the requirements of regulatory bodies and follows the Curriculum strategies of Ocean Forest Lutheran College.
- Ensuring that the Christian education delivered is relevant and reflects the message of the Gospel and the teachings of Christ.
- Providing a sustainable support network within the student and wider College community.
- Preparing students with life skills that help them to imagine a positive future.
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. 40 ‘assets’ identified as key building blocks for healthy development of young people into both competent and caring adults (research was done through Search Institute) were included in the Chapel program.

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 7-8, or Choice Subjects, Year 9 and 10, offered in 2015 were:
- The Arts - Visual Art, Drama, Music, Photography and Media
- Technologies – Food, Wood, 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
- Secondary Camps program
- Participation in Regional Country Week

Co-curricular Activities:
- Swimming Club
- Rowing
- Music Instrumental Program and the College Concert Band
- Ski 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 - 1
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

During 2015, $11,374 was allocated for staff professional development, supporting staff to continue their personal education and development.
## 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 2014 the average student attendance rate was 97%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>KG</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>PP</td>
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</tr>
<tr>
<td>Y10</td>
<td></td>
<td>96%</td>
</tr>
</tbody>
</table>

**Totals:** 96%
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 results for Ocean Forest are outstanding with over 90% of students achieving at or above the National minimum standard in all areas of the NAPLAN measure. Of greater value is to understand that our students perform as well or better than students in schools which are statistically similar to Ocean Forest Lutheran College, which is a measure on the My School website. Similar schools have students who have similar levels of educational advantage as our own students, even though schools in their group can be located in other parts of Australia and may have different facilities and resources. It is a comparative measure of what we would expect our students to achieve in the NAPLAN tests. Of further 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). The graphs are a representation of the overall result but is based on individual progress. All students at whatever level of achievement have improved noticeably. This is a reflection of our commitment to students and their individual needs, and to use individual student achievement data to differentiate learning.
**Parent, student and teacher satisfaction with the school**

During 2015, Ocean Forest Lutheran College undertook a process to develop a strategic vision for the future development of the College. As part of the process, all members of the community, students, parents and staff, were asked to rate and comment on their satisfaction and what expectations they have for their children. The feedback and follow-up parent forums, indicated that the parent body were very satisfied with the education their child was receiving at Ocean Forest. The overwhelming response to what they believed that Ocean Forest was doing well was:

“Providing a kind, nurturing, caring, inclusive environment, emotional support, pastoral care, sense of belonging, community feel, nice families.”

More regular feedback from students is sought and 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. P and F provide wonderful support for the College. Together with the Class carer program they assist in creating a welcoming community. The support the College regularly through the on-line canteen, providing a service where students and families can order lunches on three days per week. They also plan and a variety of school activities, such as the school discos and fun run. They also work with the College to support the extra –curricular activities such as the Science Spectacular and Spectrum. The P and F provide invaluable support for the College and are often quiet and discreet supporters through their efforts. Through their fundraising, the P and F were able to provide resources which would not be possible through regular budgetary means.

A major component of our Strategic Plan is to regularly engage the College Community in specific and comprehensive feedback, which is open to all. This ensures that we are getting a clear picture from all the community and not just particular sections. In 2016, the College will undertake a Quality Schools survey in term 2, which has been supported by Lutheran Education Australia.
Income broken down by funding source

<table>
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<tr>
<th>Income Source</th>
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<td>Excursions and Camps</td>
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<tr>
<td>Other</td>
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