



Luther
College

Annual Report

2016





2016 Luther College School Captains

Principal

Mr Michael Kleidon

**Deputy Principal/
Director of Staff**

Mr Greg Houghton

Business Manager

Mr Lester Kerber

School Pastors

Pastor Simon Cooper
& Pastor Mark Tuffin

Head of Senior School

Mr Tim Martin

Head of Middle School

Mr Richard Malone

Director of Wellbeing

Mr Ian Hall

Registrar

Mrs Janet Ridgwell

Executive Assistant to the Principal

Mrs Helen Presser



Staff Qualifications

All teaching staff are registered with the Victorian Institute of Teaching and hold qualifications in accordance with registration requirements.



Cover photograph

2017 Year 12 students acknowledged for their outstanding results for VCE Unit 3 & 4 subjects completed in 2016.



From the Principal

Luther College Principal, Mr Michael Kleidon, and School Dux 2016.

Luther College is passionate about our students learning in, and through, a rich diversity of experiences.

Learning at Luther is relational; it is targeted to the student so that it is both relevant and rigorous and we are deliberate in providing opportunities for students to reflect on their learning to foster growth and independence. We know that through this type of learning, and being focussed on preparing our students for future opportunities, we are preparing them to be tomorrow's leaders.

At Luther we invest in the formation of strong relationships within the College. We acknowledge that positive relationships within a community, students, staff and parents, are precursors for positive communities, safe learning and effective leading. We are committed to fostering a culture of care, collaboration and service, within our local and our global community.

We know that there is a deliberate shift in the nature of learning as it moves from traditional teacher-focussed instruction to active, competency-based, student-centred learning approaches. This shift is required if students are going to be prepared with the skills required to be successful contributors and leaders into the future. To achieve this type of learning there is a need for schools to reconsider their pedagogical approaches and to design learning environments that support this pedagogy.

At Luther, learning is moving beyond just content to focus more significantly on skills such as communication, collaboration, critical and creative thinking and self-management. Learning is moving beyond our local environment to include more global perspectives and understandings. Learning is moving beyond isolated subject disciplines to a more integrated interdisciplinary learning that focuses on real-world problems requiring

content knowledge from a variety of disciplines to come up with new ways of thinking. These are the skills that Luther students will need to be successful in the future and as a College we have a responsibility to provide opportunities for them to develop these skills.

Further, as learning evolves, there is also a requirement to think about the way we empower students to have greater choice and control of their learning and importantly how as parents, teachers and schools we support them.

It is truly an exciting time for learning at Luther.

Mr Michael Kleidon Principal

Details

School type: Non-government

Range: 7-12 secondary

Location: Metropolitan

Enrolment: 1178

Gender: Male 568
Female 610

Teaching staff: 138 (FTE 106.6)

Total operational staff: 58 (FTE 44.9)

Indigenous: Staff 0
Students 0



Teaching and Learning 2016

As a rich community of learning, Luther College clearly places the pursuit of high quality teaching and learning as absolutely “front and centre” in all its overall thinking, planning and decision making. In 2016, the College particularly focussed on initiatives to further encourage depth in learning, for both teachers and students.

We began to build a common understanding of the key components involved in embedding a culture of critical thinking in teaching and learning, so that Luther College ultimately becomes a place where thinking is visible, valued and actively promoted. A crucial stimulus to the achievement of this goal is the College's involvement in a two year (2017-2018) related research project, “Leading the Learning that Matters”, under the auspices of Independent Schools Victoria and Harvard University's “Project Zero”. This project, which the Harvard Graduate School of Education has been engaged in for a number of years, is arguably the most significant work undertaken anywhere in the world, in to how schools can build a deep culture of thinking for both students and teachers.

The careful investigation for an appropriate Learning Management System for Luther College resulted in a decision to implement a new system in 2017. This change will assist in the College providing a more collaborative channel of communication and community engagement between students, teachers and parents.

The College continued and expanded implementation across all Year 7 and 8 English and Mathematics classes and Year 7 Science and Humanities classes of an assessment and learning project, in which the teachers involved learn how to target their teaching more effectively to better meet the learning needs of every student in their class.

In addition to the system and processes we already have in place to really know our students as learners, students in Years 7-10 are now undertaking standardised testing, providing teachers with additional information to further understand their students as individual learners.



In 2016, Luther College presented the musical "Hairspray"

Student Attendance

Victorian Certificate of Education (VCE)

Student attendance is recorded electronically during each period of the day. Unexplained absences are followed up by the College using both personal and electronic methods. The average student attendance rate was 97% for 2016.

Attendance by Year

Year 7	97%
Year 8	96%
Year 9	97%
Year 10	96%
Overall	97%

The Luther College Class of 2016 collectively achieved outstanding results. We celebrate the abilities of all of our Year 12 students and congratulate every student on their achievement and their dedication. All members of the Class of 2016 successfully completed the VCE, achieving a 100% pass rate.

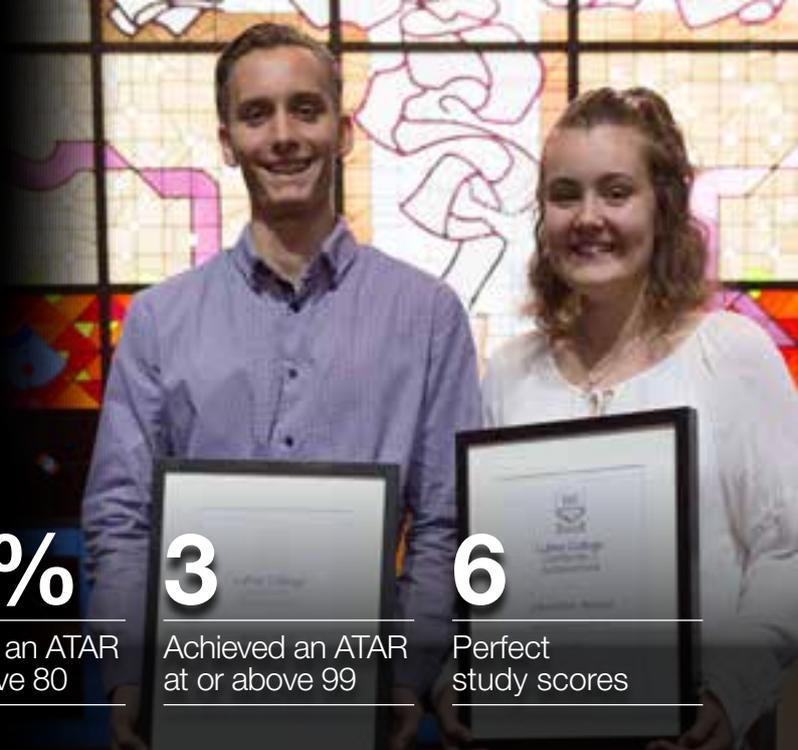
An ATAR of 90 or above was achieved by 19% of students and 45% of the 2016 cohort achieved an ATAR above 80, placing them in the top 20 per cent of the State. There were six perfect study scores of 50 achieved across a variety of subjects: Food and Technology (2), Health and Human Development, Outdoor and Environmental Studies (2) and Psychology. This places these six students in the top 0.3% of the State for these subjects. Four of these students also received a Premier's VCE Award for academic excellence.

The Class of 2016 was focused on gaining tertiary positions, with 99% of the class who applied for tertiary positions receiving a first round offer of a place. Overall, 89% of the cohort received an offer to study at a tertiary level. Students entered a variety of post-secondary university disciplines such as: Science, Arts and Law, Engineering, Commerce and Nursing and Emergency Health. In 2016, 28 students were awarded a VET qualification.

Throughout their final year, the Year 12 students continued to actively contribute to the community life of the College: including participation in the school musical, House and EISM athletics, swimming and cross country carnivals, the House Drama festival, service programs within the local community and general day-to-day school life activities.

We congratulate our Class of 2016 on their VCE results, thank them for their contribution to the Luther community and wish them every blessing as they continue on their life-long learning journey.

VCE Student Achievements 2016



Right: 2016 Proxime Accessits – Ryan Mati and Charlotte Moran

100%

VCE Pass Rate

19%

Achieved an ATAR at or above 90

45%

Achieved an ATAR at or above 80

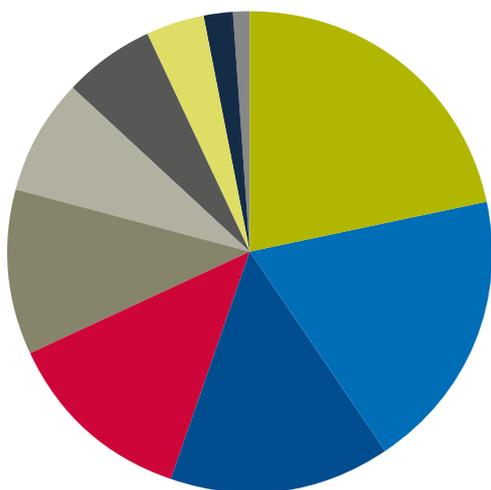
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Achieved an ATAR at or above 99

6

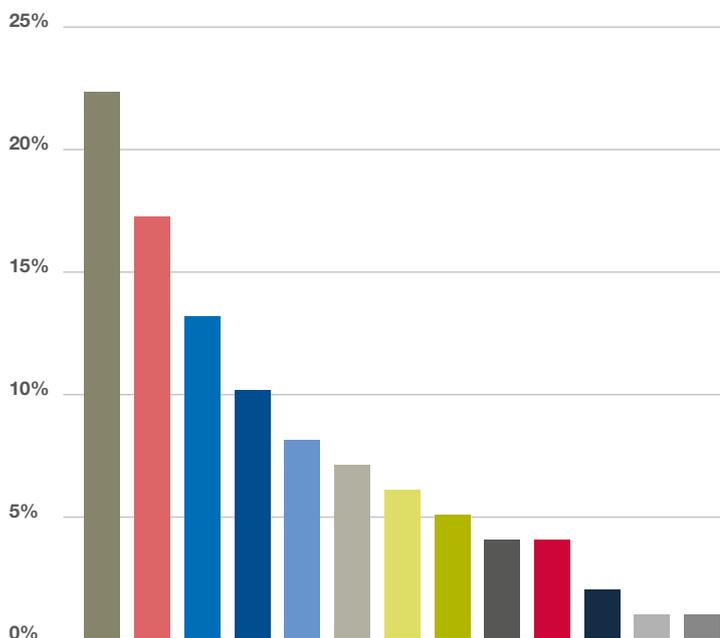
Perfect study scores

Tertiary Placements



Deakin University	21%
Monash University	23%
Australian Catholic University	5%
RMIT University	18%
La Trobe University	14%
Swinburne University	8%
The University of Melbourne	5%
Victoria University	3%
Other Tertiary	3%

Career Pathways



Arts (incl. Law and Justice)	16%
Commerce (incl. Economics, Accounting and Business)	16%
Science (incl. Veterinary and Psychology)	11%
Engineering (incl. Project Management)	10%
Nursing and Emergency Health	9%
Medical (incl. Biomedicine and Physiotherapy)	9%
Education	8%
Sport Science (incl. Recreation and Exercise Science)	6%
Creative Arts	4%
Other courses	4%
Information Technology	3%
Health (incl. Food and Nutrition)	3%





NAPLAN Results

NAPLAN results for Year 7 students. The table shows the percentage of students who met the national benchmarks.

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2016	99%	98%	98%	98%	99%
2015	100%	99%	99%	100%	100%
2014	99%	100%	99%	99%	99%
2013	99%	99%	97%	99%	99%

NAPLAN results for Year 9 students. The table shows the percentage of students who met the national benchmarks.

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2016	99%	97%	95%	99%	99%
2015	99%	92%	97%	94%	100%
2014	99%	97%	97%	99%	100%
2013	98%	95%	95%	95%	97%

The Year 9 NAPLAN results follow the trends from previous years in most categories. The Year 7 results were, once again, very pleasing.



2016 Luther College EISM Athletics Champions

Satisfaction

A Strong and Connected Community

As a school where Christ is central, the heart of the Luther community is summarised by the Christian values that permeate throughout the College: Service, Community, Excellence and Integrity. Supporting these values are the four overarching themes of the Luther College Strategic Design: Learning and Leading, Connecting and Collaborating.

At Luther, we know that by providing a rich diversity of experiences, our students will learn and grow and be prepared to successfully contribute to society. As such, the College's educational and co-curricular program is designed to ensure that the four overarching themes are interwoven and embedded into the daily offerings for our students, creating a vibrant, engaging and safe learning community.

Students at Luther develop connections in many ways, commencing with the transition program into Year 7 and the House vertical care system, year level camps, and a variety of co-curricular activities that continue to extend the students' learning beyond the classroom. These opportunities include, but are not limited to: the Building Bridges program, the Culture and Service Learning trip to the Northern Territory, the Art, History and Culture Tour to Europe, German exchange programs and the fostering of partnerships with schools in Beijing and Nanjing in China.

Our students also learn and grow from participating in whole school and House performing arts opportunities, including the school musical, House Performing Arts and Drama festivals and Public Speaking. In 2016, the musical Hairspray was a highlight on the Performing Arts calendar and provided many students with the opportunity to share in a major collaborative process, involving a diverse range of people over an extended period of time.

Sport adds another dimension, with student participation in a variety of competitions and programs, including Eastern Independent Schools of Melbourne (EISM) weekly

competitions and major carnivals and a variety of state and national tournaments for basketball, netball, volleyball and touch rugby.

Service learning is a key component of development for our students and, with strong voluntary involvement in local community activities, our students have clearly demonstrated their interest and passion in helping and supporting others.

As a learning community, the College fosters an environment of continual improvement and regularly collects data on community satisfaction (students, parents and staff) and learning through a variety of surveys, forms and assessments. The data overwhelmingly indicates positivity about the College and the learning that occurs within it and also provides further opportunities for enhancing the learning environment.

The provision of effective pastoral care and wellbeing programs is important to all within the College community. Luther takes our level of student care seriously and in 2016, the College engaged the services of an experienced consultant to review our current pastoral care practises. This review included feedback from staff, students and parents.

Feedback from the review confirms that the College is deeply committed to pastoral care in both word and action and that this high level of care is a significant reason in families choosing to partner with the College in the education of their children.

The review also confirms the value of our Chapel and service learning programs as ways of offering pastoral care and in providing opportunities for students to grow in maturity of thought and action.

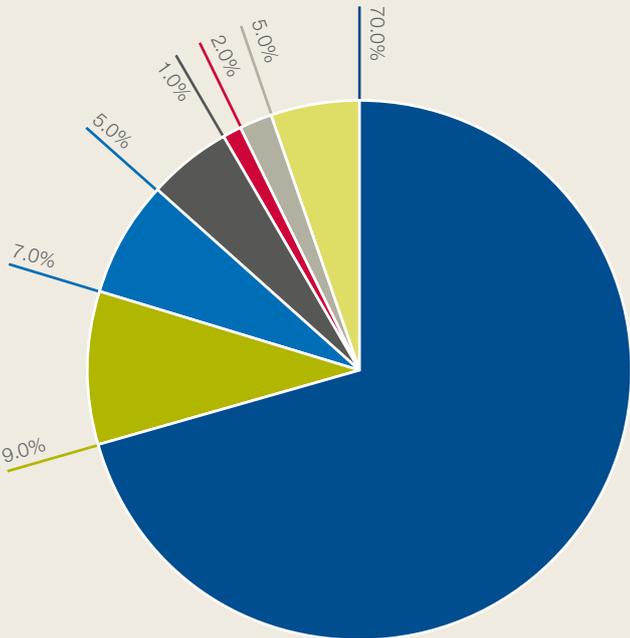
The recommendations from the research will be used to consider the next steps forward as the College seeks to strive for continual improvement in the pastoral care it offers students.



Finances

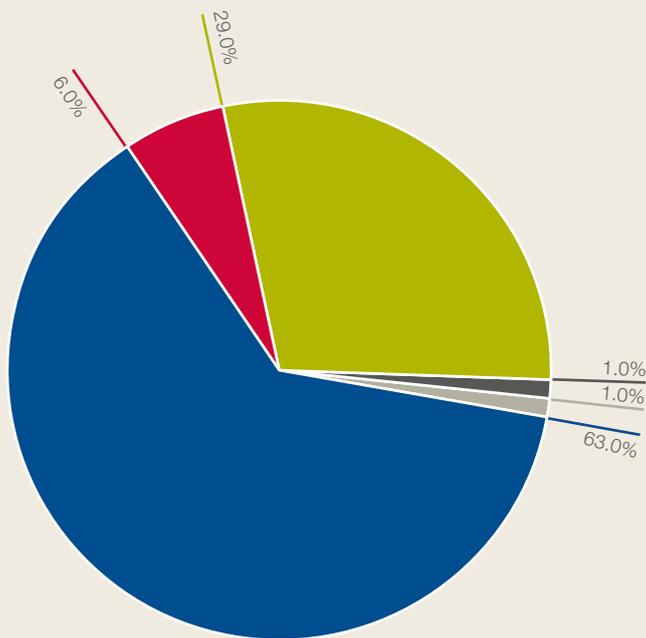
Sources of Income and Expenditure

Areas of Expenditure



■	Salaries and On Costs
■	Tuition Expenses
■	Property Expenses
■	Administration Expenses
■	Interest on Capital Loans
■	Loan Principal Repayments
■	Capital

Sources of Income



■	Tuition Income
■	State Grants
■	Commonwealth Grants
■	Sundry Income
■	Capital Income



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