

# Loxton Lutheran School



## 2017 School Performance Information Report

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The following “School Performance Information” for the 2017 year, is made publicly available to the school Community as a requirement of the Australian Government funding agreement for Loxton Lutheran School.

If you have any questions regarding this information, please feel free to contact the Loxton Lutheran School Office on 08 8584 7496 to make an appointment to see the Principal; Mr Brad Williams. *(Please note: Mr Williams commenced tenure in 2018, replacing Mr Terry Sawade who was the School’s Principal throughout 2017).*

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### 1. Contextual information, including student body characteristics

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Located in the township of Loxton, approximately 240 kilometres east of Adelaide, in the Riverland region of South Australia, Loxton Lutheran School is highly regarded within the community for providing an extensive range of educational opportunities for its students.

From its inception in 1947 (1954 at its present site), Loxton Lutheran School has been an independent Christ-centred co-educational primary school catering for children from Reception to Year 7.

Loxton Lutheran School is a Reception (with two intakes) to Year 7 co-educational school of the Lutheran Church of Australia and offers a high quality education for families seeking a Christian education for their children.

Through the continued support of government, the congregations of the Loxton Lutheran Parish, and an active and committed parent community, the school has grown into a modern facility with well-equipped classrooms and facilities.

Enrolments in 2017, at census date were 143, representing 99 families. These figures included students and families of Loxton, Loxton North and surrounding districts, as well as approximately a third residing in the greater Riverland area, where private buses are run to service towns such as Lyrup, Renmark, Berri, Moorook and Glossop.

The School's mission is "**Educational Excellence – Together in Christ**", lived out in the ten core values of *love, justice, compassion, forgiveness, service, courage, humility, hope, quality and appreciation*. Loxton Lutheran School aims to be a Christ-centred caring community, providing quality education where individuals are challenged to achieve their potential and empowered to be responsible citizens and leaders in the community.

The School makes a concerted effort to foster a sense of community, inclusion and belonging for every individual. Education, by its very nature is dynamic – forever changing and evolving. For schools to be successful they too must be dynamic by continually evaluating, modifying and providing a challenging, safe and caring learning environment for their students.

The strength of Loxton Lutheran School is its ability to continually improve its offerings to children via the provision of a quality, well rounded academic, spiritual and socially inclusive education program. Committed teaching and support staff continually provide a range of multi-disciplinary learning opportunities which embrace best practice educational theory and methodology.

The Australian Curriculum and Lutheran Education Australia's Christian Studies Curriculum Framework (CSCF) are used to define the key learning areas with essential elements that provide specific learning outcomes and content for each year level. As part of this curriculum and additional to it, the School offers a full program of enriched learning experiences:

### **Spiritual Development**

Open Worship services are conducted on a regular basis, officiated by staff and students, and when possible, by a Pastor from the Loxton, Berri Parish or Renmark/Paringa Parish. Class groups take turns in presenting items such as drama or songs and reading their own prayers, fostering an active involvement in the development of their faith and beliefs.

Classes took part in regular devotions and each week staff would respond to written prayer requests from students, from one of the classes, which was done on a rotational basis. Some classes also engaged in writing and responding to prayer requests within the class. Displays of student artwork, especially from units they have explored in Christian Studies are often showcased in the foyer of the LIFE Centre. Additionally, students often take part in various parts of the service, when special Church Services are held with Lutheran Congregations, such as the 500<sup>th</sup> Anniversary of the Reformation for example.

The faith life and development of the School's staff was also fostered through regular devotions, Bible Study and the annual Spiritual Retreat.

### **Curriculum Related Activities**

The School offers a range of opportunities and initiatives related to key curriculum areas including:

- Reading Recovery
- Mini-Lit Literacy Intervention Program
- Multi-Lit Literacy Intervention Program
- GMG Co-ordination Program (Reception classes)
- Extended Learning Program
- Specialist PE, Health, Technology and Science Lessons
- Weekly German lessons
- Scholastic Book Fair & Book Club
- On-line Reading Eggs program
- On-line Mathematics program
- Premier's Reading Challenge (100% participation & achievement level)

- ICAS Competitions – Science, Maths, English, Spelling, Writing, Digital Technologies
- Book-week activities – group sharing across the school. In 2017, an invitation was also extended to staff and residents of the Riverview Rest Home, who attended the Costume Parade.
- Growth & Development Lessons (Year 5, 6 & 7 students) via Families SA prepared materials
- Year 7 Gardens
- One to one iPads for all children in Years 3 to 7 to enrich teaching programs
- Science Week activities
- Visits by Questacon Science, St Johns First Aid and RAA Street smart

### **Student Well-being**

In this fast moving and ever more complex world, student well-being is assuming a much higher profile as a part of what 'we do' in schools. Loxton Lutheran School staff continue to strive towards providing students with the support structures they need to engage with learning and develop themselves personally. Such support, apart from the ongoing counselling provided by the teachers to their students, takes place in various forms, some of which are:-

- the **School Chaplain** (funded under the Commonwealth School Chaplaincy Program), providing support to students and coordinated lunch-time activities
- an **Adaptive Education** program and various intervention programs provided
- implementation of the **KidsMatter** principles
- the **Growing with Gratitude** program, utilised by some classes
- a weekly **Breakfast club**, coordinated by the School Chaplain and supported financially by one of the Church congregations
- a **Friendship bench**, where students looking for someone to play with, are able to go at break times. Other students are encouraged to connect with them and invite them to join in an activity.
- a **Buddy Class** program, with coordination of regular activities to encourage friendships and connections between junior primary and middle -upper primary classes
- **Transition programs** - transition sessions for Loxton pre-school students. Loxton Lutheran School continues to offer two Reception intakes per year (Term 1 and 3).
- The Loxton Lutheran School is one of a number of feeder schools for the Loxton High School and also coordinates with them, to provide a transition program for Year 7 students before moving on to High School.
- a **Healthy Eating Canteen**, which was open three days a week.

### **Community**

The **Riverview Lutheran Rest Home** is situated directly opposite the School and all year levels visit regularly each year, to share a range of interactions including, singing, performances, crafts and students occasionally present gifts they have made to the residents. In a much-anticipated annual service, Bibles are presented by the residents of Riverview, to all Year 3 students and to those students new to the school since the previous presentation.

School Captains again represented the school at ceremonies to commemorate Anzac Day & Remembrance Day and laid a wreath at the town's Cross of Sacrifice on behalf of the School Community to acknowledge the sacrifice of Australian service men and women for the benefit of all Australians.

In 2017 Loxton Lutheran School gave back to our community through participation in annual events of the town including Loxton Show, the annual 'Mardi Gras' Pageant and the Christmas Tree Display.

The School supported several charity organisations via weekly offerings at worship services and through casual days raising money for charity, coordinated by the Student Parliament. These included Australian Lutheran World Service, Royal Flying Doctors Service, McGrath Foundation, Loxcare, MND Australia and Foodbank.

We also continued to offer the use of the LIFE Centre to community organisations (sporting & non-sporting) at minimal hire costs and assisted a number of organisations and other schools through periodic use of the school buses at no cost.

### **Sporting**

The School held its annual School Sports Day and also a school Athletics Day for students in Years 4 to 7. Students who were successful in events at the School Athletics day then participated in the Riverland Athletics Day. There was strong Involvement in Riverland SAPSASA again, with student participation in sports including tennis, cricket, hockey, football, netball, swimming, athletics, rugby, cross country and soccer. In addition, specialist sports coaching was offered through clinics run by AFL, Milo Cricket, Soccer SA, Riverland Golf Association and Tennis SA.

Since 2014 the School has been involved in the UniSA HPV Super Series 'Pedal Prix' Program, competing in two 6 hour events in Loxton and Adelaide, as well as in the 24 hour event in Murray Bridge. The 2017 team consisted of 23 students from Years 5, 6 and 7 and finished 22<sup>nd</sup> of 54 teams in the Primary school category and 143<sup>rd</sup> of 206 teams overall.

### **Cultural**

Gatherings in the LIFE Centre open with an Acknowledgement of Traditional Ownership and Aboriginal cultural values. Some class teachers have also engaged with guest speakers, for example, local members of the Aboriginal community or other cultures.

The School has for many years convened a Choir to participate in the Primary Schools Music Festival at Chaffey Theatre, which involves many hours of rehearsals, including with other schools in the 'Cluster'.

An annual school Concert is held in the School's LIFE Centre, with upwards of 300 families and visitors attending. This is a significant event in the school calendar. In addition, a group of Year 7s produced, directed and performed a Musical Production of Phil Cummings' "Arlie Abstock", which included auditions for students in a number of classes, regular rehearsals and a suite of technical effects. The performance was held on a weeknight and was attended by family and friends of the Year 7s and participating students from other classes.

The School also hosts various visiting performances or provides opportunities for students to attend performances locally or in Adelaide. These included Musica Viva, attendance at a matinee performance of the Loxton High School Musical and a performance by Chris Jaensch. A group of interested Year 7 students also attended a performance of "Matilda the Musical" (based on the story by Roald Dahl) at the Adelaide Festival Centre.

For a number of students, there was an opportunity to study music during school time, by arrangement with private tutors.

### **Camps / Excursions**

The School has a sequential approach to camps and excursions through the year levels, with Reception students staying back of an afternoon for activities and a shared tea. Year 1 students progress to an overnight stay and a day-long excursion to a local area. Overnight stays away from home commence in Year 2, with the length of the stays increasing throughout the year levels. Year 6 students are involved in an adventure aquatics camp and Year 7 students stay away for 5 nights in Canberra as part of the annual Loxton Schools Combined Year 7 Trip.

Swimming lessons are programmed at the Loxton Swimming Pool, for Reception to Year 5 classes and Year 7s participate in a day-long Aquatics program in the nearby township of Barmera.

## Student Voice and Leadership

Loxton Lutheran School has a strong emphasis on student voice and student leadership. Year 7s learn about the Westminster style of Government and a School Parliament (in place of SRC) involves all year 7s in decision making and reporting on behalf of the student body in an organised parliamentary forum. In addition:

- Students make speeches as part of an election of School Captains and Vice Captains, made by the student body each year. Leaders for the following year are announced and installed at the end of year service.
- Election of Sports House Captains & Vice Captains for the year (by the students year 3 & above)
- Opportunities for student leaders to attend training and motivational forums such as 'Young Leaders Day' and Lutheran Education's Young Leader's Day
- Students have input to some decisions such as the themes for casual day and at times are consulted as a focus group.
- In 2017 the Year 7s also worked in groups on three projects; to produce a Musical, develop designs and costings for a revitalised school quadrangle and design a refurbishment of the School's original Pedal Prix bike to make it compliant with new regulations and competition-ready.

## 2. Workforce Composition, including Indigenous representation

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In 2017 Loxton Lutheran School employed a staff of just under 30 (including teaching and various non-teaching roles). Broadly, this included the Principal, ELC Director, teaching staff and learning support officers, together with a Business Manager, Chaplain, bus drivers and grounds and maintenance staff.

Loxton Lutheran school maintained a seven class structure in 2017 and the teaching staff comprised the following:

### • Teachers

- |                                      |                  |
|--------------------------------------|------------------|
| ○ Principal                          | 1.0 (FTE)        |
| ○ Classroom teachers                 | 7.0 (FTE)*       |
| ○ Language (German)                  | 0.3 (FTE)        |
| ○ Specialist PE/Health/Science (NIT) | <u>0.8 (FTE)</u> |
|                                      | <b>9.1 FTE</b>   |

\*Three classes with tandem teaching arrangements involving part-time staff members

- |                |           |
|----------------|-----------|
| ○ ELC Director | 0.6 (FTE) |
|----------------|-----------|

### • Non-Teaching Staff

- |   |           |
|---|-----------|
| ○ Librarian (administrative role in 2017)   | 0.2 (FTE) |
| ○ Counsellor / Pastoral Carer   | 0.4 (FTE) |
| (Under the Commonwealth Government's National Chaplaincy program.)  |           |
| ○ Business Manager  | 0.6 (FTE) |
| ○ Executive assistant (Front Office) – role shared by two staff members   |           |
| ○ 6 x Classroom School Assistants (various hours). 2 of these staff members identify as Aboriginal or Torres Strait Islander and each worked for 2 days per week. |           |
| ○ Canteen Manager   |           |
| ○ Groundsman / Maintenance Workers  |           |
| ○ Promotions Officer (part year)  |           |
| ○ Uniform Shop Manager (part year)  |           |

### 3. Teacher Standards and Qualifications (as mandated in the relevant jurisdiction)

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#### 3.1 Teaching Staff Structure (as compared to 2016)

Due to low projected enrolment numbers for the following year, School Council made a decision late in 2016 that significant changes would be required in the structure of the staffing for 2017. These were considered necessary for the continued financial viability of the School.

- One permanent staff member granted twelve months leave without pay, to focus on raising a young family and to adjust to changes in family circumstance, where their partner was working away from home for significant periods at a time.
- The difficult decision was made to end a full time teaching role, at the end of a contract, thereby reducing the teaching staff by 1 FTE from the previous year.
- A contract teacher (0.8 FTE) was appointed to be the specialist PE/Health/Science teacher for a 12 month period.
- Rather than maintain a dedicated Adaptive Education (Special Education) teacher at 0.6FTE, this role was shared amongst three staff.
- Rather than maintain a role for Teacher librarian over 3 days a week, this staff member was required to become a designated classroom teacher and a result, was no longer able to offer weekly Library lessons for all classes.
- Two teaching staff took long service leave and these vacancies in the Year ½ class for a term and the role of Principal for five weeks, were filled from within internal staff resources (including additional hours for one staff member and an existing staff member returning from leave without pay).

#### 3.2 Teacher Qualifications

All teachers at Loxton Lutheran School meet full accreditation requirements for the Teacher's Registration Board of South Australia. Many are well qualified in their field and hold two or more tertiary qualifications.

Some of our more experienced teachers hold a Diploma in Teaching (Dip T – 3 years study) and an Advanced Diploma in Teaching (Adv. Dip T – 4 years study). A number of these people have then completed further study in the form of Post Graduate Diplomas etc. Most younger teachers on staff began their teaching careers after a 4 year Bachelor degree in teaching. A number of teaching staff have more than one tertiary qualification.

Below is a listing of teaching qualifications held by our teaching staff:

1	Advanced Diploma in Teaching	1	Graduate Diploma in Educational Administration
3	Graduate Diploma in Teaching	2	Diploma / Certificate in Lutheran Education
1	Diploma in Teaching	1	Bachelor of Library Studies
1	Associate Diploma in Applied Science	1	Bachelor of Health Services
2	Bachelor of Applied Science	1	Master in Education
1	Bachelor of Primary & Junior Primary Education	1	Bachelor of Psychology
7	Bachelor of Education / Teaching (inc. Grad B Ed)	1	Graduate Certificate in Catholic Education
2	Bachelor of Teaching (and Learning)	1	Diploma in Lutheran Education
2	Bachelor of Early Childhood Education		
1	Bachelor of Arts		

### 3.3 Non-Teaching Staff Changes / Additions

- Where in 2016 two LSOs were each initially only appointed at 0.4 FTE for a semester in 2016, which was reviewed and the contract terms extended for a further semester based on the school's financial standing, both staff members were offered a full 12 month contract in 2017, working in the area of classroom support.
- Part-way through the year, the School Promotions Officer resigned to pursue other employment opportunities. The decision was made to cease this role as a paid position.
- The Uniform Shop Manager also resigned for personal reasons and since moves had previously been made to administer some functions of the Uniform Shop differently, this was also ceased as a non-teaching staff role. Coordination of the Uniform Shop was then undertaken by the Business Manager, whose role was increased by 0.1 FTE to accommodate this and other expanding business functions.

## 4. Staff Training and Professional Development

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All staff members at Loxton Lutheran School are required to undertake training and have current accreditation in:-

- Mandatory Notification
- Basic 1<sup>st</sup> Aid (BELS)
- Valuing Safe Communities
- Epi-Pen Use (anaphylaxis)
- Asthma Management (Whole staff training – February 16<sup>th</sup>)
- Fire Safety & Training

The training in the above mentioned areas is not annual, but cyclic. In 2017 all staff, teaching and non-teaching, participated in the following training activities:-

- Asthma Management

A focus on Digital Technologies was pursued in 2017 with multiple opportunities being offered to staff as in-service throughout the year. Some of these were delivered in workshop settings and others as pairs or one-on-one groups:

- Steph Kriewaldt a Digital Technologies specialist teacher visited the school on three occasions to assist teachers with planning, teaching and reporting of Digital Technologies
- Andrew Del Mastro, an Apple accredited consultant worked with staff in one 6 hour workshops; "Everyone can code" and "The Apple Teacher" focusing on iPad use in the classroom.
- Ben Juicius, a Digital technologies specialist teacher for 3 days a week @ Victor Harbor Primary and employed by the University of Adelaide for 2 days a week to work with schools and teachers helping them to develop their Digital Tech skills and understanding of the curriculum worked with teachers over two days.

All teaching staff at Loxton Lutheran School are required to be involved in professional learning activities. These take a variety of forms:-

- whole staff professional development
- specific in school curriculum focus activities for teaching staff
- attendance at workshops, seminars and conferences for individuals or small groups of teachers.
- Individually focussed Professional Development, initiated by individual staff members, and tailored to their own Personal Development Plans

Learning Support Officers also attended training in 2017, including one participant at a conference on 'speech' and one participants at a workshop on **MacqLit**, an explicit and systematic reading intervention program for small groups of low-progress readers in later year levels.

While associated costs can be identified for most professional development activities, there are many for which it is not possible to allocate a cost. Teacher professional development activities that are not costed include:-

- the staff appraisal process
- teachers acting as mentors to new staff
- induction processes for new staff
- mentoring student teachers
- out of hours meetings to review curriculum, assessment etc
- participation on advisory committees such as the Ministry & Care, Personnel Consultative Committee, as well as joint parent/teacher committees such as Continental and Nutrition. (It is an expectation that all teaching staff are involved in at least one committee)

In 2017 low-cost options were sought for professional development, with a number attracting little to no charge. The events that did incur a cost were funded through school resources, though this excludes any individual and privately funded professional learning activities undertaken by teachers who are engaged in post-graduate studies and other courses. Neither does it include travel and accommodation costs incurred by staff to attend workshops or conferences, which are 'out of pocket'.

In 2017 the Business Manager was also successful in obtaining a scholarship to attend the Association of School Business Administrators conference in Sydney. 'Office Everything' also supported the school, offering the services of the Apple consultant to conduct in-service for staff at no cost.

## 5. Staff Attendance

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The average attendance rate is an indicator of the proportion of time staff are required to be at work, that is actually spent at work. The larger the percentage, the less time is spent away from work due to illness, carer's leave, bereavement leave, short term parenting leave and the like. It does not account for staff on long term leave for reasons such as extended illness, maternity leave, long service leave and so on, where a replacement employee has been contracted to fulfil an absent person's duties.

The average attendance rate of staff (teaching and non-teaching) at Loxton Lutheran during 2017 was 97.52%. This was slightly lower than for 2016 (98.04%), but on par with 2015 (97.48% and indicates a reasonably high and steady rate of staff attendance at Loxton Lutheran School over time.

## 6. Student attendance

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### 6.1 Student attendance across the school and by year level

During the 2017 school year, the average total attendance for students enrolled at Loxton Lutheran School was 93.77%. Separating this for each year level, the following rates were achieved

Year Level	Maximum Days Possible	Actual Attendance	Percentage of attendance
Reception	3155	2921.0	92.58%
Year 1	2781	2575.5	92.61%
Year 2	3648	3431.5	94.07%
Year 3	2304	2212.5	96.03%
Year 4	4608	4282.0	92.93%
Year 5	4652	4436.5	95.37%
Year 6	2739	2598.5	94.87%
Year 7	4083	3770.0	92.33%

The overall average attendance figure is slightly lower than the average for 2016 (93.86%) but a little higher than the average for the 2015 school year (93.58%). This continues to indicate a stable rate of student

attendance at Loxton Lutheran School which has only fluctuated by less than one percentage point over the last 10 years.

In the day to day recording of student absence, parents are required to contact the school to inform the administration of their child(ren)'s absence. School policy states that, in normal circumstances, this notification should be made via telephone or electronically (eg text message or an App. such as Dojo or SeeSaw which teachers use for home to school communication) by 9.30am on the morning of the absence.

Students arriving late or leaving early are required to do so via the school office to be signed in/out by parents/guardians.

### **6.2 Managing non-attendance**

Phone contact is made with parents of children not at school by 9.30am on any given day without notification, to ascertain the reason for the absence.

In dealing with any issues of consistent ongoing or extended unexplained non-attendance, all reasonable efforts are made to firstly contact and speak with the parents /guardians. Failing a satisfactory result or explanation, appropriate government agencies are contacted and involved, including through written reports.

## **7. Student Outcomes in Standardised National Literacy and Numeracy Testing**

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2017 marked the 10<sup>th</sup> year of the **National Assessment Program for Literacy and Numeracy (NAPLAN)** which is conducted in early May in all schools across all education systems in Australia.

The table below represents Loxton Lutheran School's overall results of children at or above the minimum national bench-marks for their year level. While the percentage figures (top) given provide a useful indication as to the results achieved across the school, further information regarding the number of students sitting the assessments does provide greater perspective to the actual percentages achieved.

For example, the smaller the cohort (number) of children taking the test at a year level, the greater the percentage for every child not achieving bench-mark status. In Loxton Lutheran School's situation, the numbers of children involved in the testing in 2017 at each year level was:-

- Year 3                12 children
- Year 5                24 children
- Year 7                21 children

The bottom number in each box within the brackets, indicates the actual number of students who were unable to achieve the benchmark for that area in that year.

Loxton Lutheran School's policy is that all children school sit the NAPLAN tests, unless parents insist on their child's withdrawal for specific educational reasons. In 2017 -

- Within Year 7, there was
  - 1 child withdrawn from the Numeracy, Reading, Spelling, Writing and Grammar & Punctuation assessments
  - 1 child absent from the Grammar & Punctuation, Numeracy, Spelling and Writing assessments
  - 2 children absent from the Reading assessments.
- Within Year 5, there was
  - 1 child absent for all assessments
- With Year 3, there was
  - 2 children withdrawn from the Reading, Writing, Spelling and Grammar and Punctuation assessments.
  - 1 Child absent for the writing assessment

<b>Percentage of Students At or Above the National Minimum Standard</b>					
<b>Year</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
Year 3	100 (0)	90 (1)	100 (0)	100 (0)	100 (0)
Year 5	96 (1)	100 (0)	96 (1)	100 (0)	100 (0)
Year 7	89 (2)	100 (0)	100 (0)	95 (1)	100 (0)

While NAPLAN testing results do provide a good indication as to a child's progress at school – and then (by default) a guide to the school's overall performance in its teaching in these core areas of the curriculum, it should be stated, that they are nevertheless only one measure of student and school performance.

Formal avenues of school-based reporting on student progress occur three times a year:

- Term 1 – Parent Interviews
- Term 2 –Written Reports
- Term 4 – Written Reports

The school began using the 'Accelerus' student reporting program in 2012 and has continued doing so, with some modifications over time, to keep striving towards ever more meaningful and succinct reporting of student progress.

Parents of children in years 3, 5 & 7 also receive their child's NAPLAN results in Term 3 and are invited to contact the school and arrange a meeting to speak to their child's teacher about matters pertaining to the tests and the results.

Standardised testing in Numeracy and Literacy occurs two times a year in mid-term 2 and early to mid-term 4. These results for individual students are currently recorded in each child's personal information folder housed in the administration building.

In addition to the above-mentioned formal processes, teachers continually update parents about their child's progress through individually arranged interviews/meetings, test/assessment results and written comments via school/home communication channels, including SeeSaw and Dojo.

Loxton Lutheran School is committed to improving its performance, which it does by providing teachers with the opportunity (through release time) to analyse the results using such instruments such as the 'SMART DATA TOOL,' a software program specifically written to analyse NAPLAN data – from an individual student's perspective, a year level perspective and a school wide perspective. Utilising this information, teachers are able to identify strengths and weaknesses that occur in teaching – within a year level and across the school. Measures may then be reflected in planning and implemented to improve the performance of overall curriculum delivery.

## 8. Parent, Student and Teacher Satisfaction with the School

Feedback from parents occurs through a number of sources, some formal and some informal. It includes responses to surveys, comments through sub-committees or groups such as the Parents and Friends; and specific feedback to teachers, senior staff and the Principal. Such feedback is always welcome.

In December 2017 the School again utilised the externally formulated and analysed parent satisfaction survey, *'Survey My School'* to protect against the possibility of internal bias in survey design and collection. Invitations containing a link to the online survey instrument were emailed to all parents, with a window of 14 days to respond. Reminders to parents who had not completed the survey were sent three days before the survey closed. Parent responses to questions appear below.

Percentage of Parent Responses				
Question/Area	Agree/ Strongly Agree	Neither agree or disagree	Disagree/ Strongly Disagree	Response count
This is a good school	96.2	2.6	1.3	78
My child is happy going to this school	93.6	2.6	3.9	78
The school is a safe place for my child	89.7	9.1	1.3	77
My child is getting a good education at this school	88.4	10.3	1.3	78
The staff at this school take an interest in my child	89.7	9.0	1.3	78
Communication between the home and school is good	85.9	9.0	5.1	78
I know what is happening at the school and coming events	92.3	6.4	1.3	78
I can make contact with my child's teacher or other staff easily	94.9	5.1	0	78
The school responds quickly to my concerns	84.5	13.0	2.6	77
My child's teacher is approachable	92.2	6.5	1.3	77
The school Principal and other leaders in the school are approachable	88.4	11.7	0	77
The school Principal and other leaders in the school are committed to the best possible education for my child	88.3	9.1	2.6	77
Parent – teacher conferences are helpful	79.3	15.6	5.2	77
The school report card keeps me informed about my child's progress at school	80.5	13.0	6.5	77
I am happy with the quality of teaching my child receives	86.88	7.9	5.2	76

This school takes a balanced approach in providing an all-round education	82.9	13.2	3.9	76
The school's expectations of students are clear	90.8	7.9	1.3	76
Staff at the school make me feel welcome	96.1	2.6	1.3	76
My child's teacher makes me feel welcome	88.1	10.5	1.3	76
This school is well equipped	93.4	6.6	0	76
I am happy with the school's facilities	94.8	3.9	1.3	76
I am happy with my child's access to computers and other technologies available through the school	96.1	3.9	0	76

Responses to the statement **'The BEST thing about this school is.....'** included several themes:

Praise for the staff in words such as 'awesome', 'enthusiastic', 'approachable' and 'caring'. Other descriptions included "the way teachers strive to connect positively with each child", "care for the 'whole child'", "make my child and I feel welcome", "genuine love and care teachers show to students", "caring for each students physical and emotional needs", "contribute to building my child's confidence and achievement". (14)

The strength of a positive school community was mentioned many times (15) using descriptions such as "welcoming", "family-oriented", "caring" and "mateship". Other comments included that "the relationship between students, staff and parents is excellent" and "the families help each other in crisis".

Facilities including the classrooms, resources, new kitchen and LIFE centre. Related to these comments, another mentioned that the schools is "always clean and tidy". (13)

A number of responses indicated that parents appreciated that their children were "happy" (5) with some going on to elaborate, saying their children "enjoy going to the school", that they "have great friendships" or "that all the children appear to enjoy learning".

The School's Lutheran foundations, formal and informal faith development opportunities, active expressions of God's love through personal interactions and connection to the Church were mentioned by a number of parents (6) as being the best thing about Loxton Lutheran School.

Several parents (4) commented about progress in learning and additional help for children who need learning assistance.

Smaller size of the school and small class sizes (3)

Overall communication between staff and parents. (3)

A good "balance of academic and extra curricular activities"

"Strong value and focus on IT"

"They give homework and expect it done"

"The Principal's leadership, consistent support of the school, and the number of long-term staff."

While the overall message of parent feedback continues to be positive, supportive and appreciative of the opportunities and facilities the school provides for its students, a range of concerns are often also expressed. These provide Management, teaching staff and School Council an opportunity to reflect, enquire further if required and address the matters where improved performance and service to students or the school community is the goal.

By and large, attempts by management and staff to address these, are outlined via future planning and review processes undertaken by School Council or its various sub-committees. Often these give rise to innovation, with a number of examples of how the School has responded to feedback outlined in Section 10.

## Students

In 2016 students in years 5, 6 & 7 were surveyed about their impressions of the school. The following table displays their feelings about the areas identified in the left hand column. Clearly, their responses were positive in all areas.

**Percentage of Student Responses**

Area	Excellent	Good	Okay	Poor
Facilities ( Buildings, equipment, computers, IWBs etc)	58	36	6	0
Extra Curricula Activities (eg Concerts, SAPSASA, assemblies, performances etc)	50	44	6	0
Student Leadership Opportunities (Student Parliament etc)	44	50	6	0
Student Involvement (decision making about own learning etc)	39	39	22	0
Camps & Excursions	58	39	3	0
Quality of Teaching / Helpfulness of teachers	42	47	11	0

Examples of comments made by these students were:

- The school is a good and safe place to be and learn
- I like the concerts
- Pedal Prix is great.
- I like the space and the use of space
- The new technology, computers and iPads are awesome
- Camps and excursions are great
- I like the sports and fitness – especially when the teachers do it.
- The LIFE Centre is fantastic
- I like it the way Students help others in situations of need
- Mostly everybody is nice and I like the people here
- I really like the helpfulness and care of the teachers
- The food in the canteen is great
- I have many friends to play with
- I like the camps and excursions

## 9. Improvement to School Facilities

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### 8.1 In the 2017 year

#### School house refurbishment

With the assistance of a BGA (Block Grant Authority) grant, the school was able to undertake an internal refurbishment of the School House (former Principal's residence).

This refurbishment involved;

- the installation of a new kitchen facility specifically designed for teachers to use in cooking lessons with their classes
- re-configuration and repairing of some internal walls
- repair of flooring
- complete internal repainting
- re-configuration of bathroom and toilet facilities
- new floor coverings throughout the building

The refurbishment has provided a more flexible and useable space, including a teaching kitchen for classes, modernised facilities with mobility access and better facilities for staff working from this space.

#### Extension of Junior Primary Playground

This project included;

- landscaping
- establishment of a sensory garden in what is now the front yard of the school house
- installation of 1500mm high fencing around the playground extension perimeter.

#### Furthering Digital technology and STEM

Two projects to provide new hardware to complement the use of Information Technology:

- a new suite of 25 computers (through bequested funds)
- purchase of a 3D printer

#### Parent resource area

An initiative of the Ministry and Care committee involved creating a welcoming, informal meeting space in the LIFE Centre foyer, with the area being furnished with lounges, a coffee table and basket of toys for young children. This area is utilised by parents on Friday mornings when tea and coffee are available before and after the Worship service and is also a space to display student work and provide information and resources for parents.

On occasions, throughout the week, small groups of students are also able to use the space during recess and lunch breaks, provided the area is left neat and tidy and there are no food and drinks consumed there.

The school's Grounds and Maintenance Committee continued to co-ordinate development of the grounds and facilities through the work carried out by planning and conducting a range parent working bees throughout the year. Throughout 2017 the appearance of the school grounds has been maintained at a very high standard, with compliments frequently received by visitors and members of the school and wider Loxton Communities.

The School was again blessed to have the wonderful support of many parents who donated their time, expertise and equipment, attending monthly working bees and ensuring that many of the projects became a reality. Such contributions not only saved considerably on costs, but also perpetuated and fostered a sense of camaraderie, community and ownership among those who participated in such activities.

Equally, the School thanks and acknowledges the parents who worked together to raise funds through a cake bake stall at Sports Day and contributed to the funds held by the Parents and Friends to support projects such as purchase of resources and upgrade of facilities.

## 8.2 Projected 2018 Projects for School Facilities Improvement

As is understandable in the transition from a retiring Principal and a new Principal starting, the 'time wasn't right' for committing to plans around facilities improvement projects for 2018.

Some minor modifications and upgrades are anticipated for the Art Room however, with new benches and cupboards being installed. A request has also been made to the Parents and Friends group to consider the use of funds raised by parents, to purchase an Apple TV to enable greater use of technology in Visual Arts.

A Lutheran Laypeople's League of Australia (LLL) Landcare grant was also obtained to establish an outdoor classroom and learning area, which would occur with input from the school community in 2018.

## 10. School income by funding source

In 2017, the funding for the school was provided by the following sources.

2017 School Funding Sources	Total	Per Student
Australian Government recurrent Funding	\$1,305,003	\$9,126
State / Territory Recurrent Funding	\$286,514	\$2,004
Fees, Charges and Parent Contributions	\$309,944	\$2,167
Other Private Sources	\$72,925	\$510
<b>Total Gross Income</b>	<b>\$1,976,386</b>	<b>\$13,807</b>

## 11. 2017 Highlights

### 500<sup>th</sup> Anniversary of the Reformation

The School helped to organise and played host to an Ecumenical Service commemorating the 500<sup>th</sup> Anniversary of the Reformation in the LIFE Centre on November 5<sup>th</sup>. School students participated in a choir, produced a video of a short drama screened during the service and assisted as stewards. The service was very well attended, by members of the various Lutheran and Catholic congregations and whilst acknowledging the significance of the Reformation as a seminal point in the life of both Churches, celebrated and focused on commonality and unity.

### German Day / Luther 500th Celebrations

Reformation Day Celebrations were held at school on Tuesday October 31<sup>st</sup>, with families and visitors invited to attend. The program included;

- an Assembly with an animated presentation of who Luther was and the Reformation
- a worship service officiated by Ps Darrin Kohrt
- activities in the classrooms
- tasting samples of German fare
- planting of an apple tree to honour a famous quote by Martin Luther *"Even if I knew that tomorrow the world would go to pieces, I would still plant my apple tree"*
- students talking about and showing what they had each been doing as a Reformation Day Activity (to the rest of the school)
- concluding with a Longest Lutheran Lunch where students and visitors sat together in a long line to eat lunch they had brought with them for the day.

### Pedal Prix

As a community building exercise, none proves to be better than our annual commitment to the Pedal Prix. The way participation in this activity involves and engages both parents and students from diverse backgrounds into working towards a common goal, is simply outstanding. But perhaps most importantly, for most students, this is a challenging and empowering step in their personal development and in working as part of a team. Involvement in the Pedal Prix will no doubt be a time that many look back on as a formative moment.

### Parents in Education grant

Two parent information seminars were supported by a PIE grant obtained by the Parents & Friends. These were on the topics of;

- new directions in education, through the award-winning film "Most Likely to Succeed"
- what every parent should know about cyber-safety, from the personal experience of Sonya Ryan, who as a result of her daughter's tragic death stemming from dangers online, founded the Carly Ryan foundation.

### Continental

The School again hosted its annual School Continental (major fundraiser) with this year proving to be particularly eventful due to the onset of strong winds and heavy rain just as the night was commencing. Weeks' worth of planning and many hours of set up were undone in a matter of minutes but despite this, the school community, parents and students, staff and visitors banded together to firstly hold down marquees and subsequently move food, drinks, tables, chairs, auction items into the LIFE centre (where a basketball competition was halted and moved to an alternative venue).

The show of community spirit was moving, and the event continued on, as a success. This year proved that the Continental is in many ways, for our school community, so much more than just a Fundraiser.

### Principal selection process

Following the announcement of Terry Sawade's intention to retire at the end of the 2017 year, School Council, with the support of Lutheran Education, undertook a process over several months to appoint the new Principal, Mr Brad Williams.