

Loxton Lutheran School



2019 School Performance Information Report

Loxton Lutheran School

2019 School Performance Information Report

The following “School Performance Information” for the 2019 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.

Contents

1. Contextual information, including student body characteristics
2. Workforce Composition, including Indigenous representation
3. Teacher Standards and Qualifications
 - 3.1 Teaching Staff Structure
 - 3.2 Teacher Qualifications
 - 3.3 Non-teaching staff changes
4. Staff training and Professional Development
5. Staff Attendance
6. Student Attendance
 - 6.1 Student attendance across the school and by year level
 - 6.2 Managing non-attendance
7. Student outcomes in standardised national Literacy and Numeracy testing
8. Parent, teacher and student satisfaction
9. Improvement to School facilities
10. School income by funding source
11. Significant highlights in 2018

1. Contextual information, including student body characteristics

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 2019, at census date were 172, representing 116 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 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.

The faith life and development of the School's staff was also fostered through regular devotions.

Curriculum Related Activities

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

- Mini-Lit Literacy Intervention Program
- Multi-Lit Literacy Intervention Program
- GMG Co-ordination Program (Reception classes)
- Specialist Arts, Physical Education and German lessons
- Scholastic Book Fair & Book Club
- Premier's Reading Challenge
- Book-week activities – group sharing across the school. In 2019, we took our parade over to the Riverview Rest Home
- Growth & Development Lessons (Year 5, 6 & 7 students) via Families SA prepared materials
- Choir
- Riverland Music Festival
- Cubby house building
- Year 7 Gardens
- One to one iPads for all children in Years 3 to 7 to enrich teaching programs

- Science Week activities
- Pedal Prix events
- School Sport events

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
- a **Student Support Leader**
- **intervention programs**
- 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 two 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 2019, 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 South 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, 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.

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 400 families and visitors attending. This is a significant event in the school calendar.

The School also hosts various visiting performances or provides opportunities for students to attend performances locally or in Adelaide. In 2019, we had visiting performances from Faith College and other visiting music groups.

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 and Year 1 students staying back of an afternoon for activities and a shared tea. Year 2 students progress to an overnight stay. 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 6 classes and Year 7's 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.

2. Workforce Composition, including Indigenous representation

In 2019 Loxton Lutheran School employed a staff of 29 (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 had an eight-class structure in 2019 and the teaching staff comprised the following:

Teaching Staff FTE = 11.3 (including Principal)

Non-teaching FTE = 4.8

Non-teaching Indigenous FTE = 0.3

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

3.1 Teaching Staff Structure

- Loxton Lutheran School had an 8-class structure in 2019. This included two Reception classes, Year 1, Year 2, Year 3/4, Year 4/5 (Loxton), Year 5/6 (Taylor) and Year 7 class.

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.

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

Diploma in Teaching	3
Bachelor of Applied Science	1
Bachelor of Education/Teaching	11
Bachelor of Teaching (and Learning)	2
Bachelor of Early Childhood	2
Bachelor of Arts	2
Diploma/Certificate in Lutheran Education	3
Graduate Certificate Catholic Education	2
Graduate Certificate in Religious Education	1
Bachelor of Library Studies	1

3.3 Non-Teaching Staff Changes / Additions

- Two LSO staff left their positions during the year to seek greater employment opportunities. One of these was not replaced. The hours attached to other position were distributed amongst 2 LSO staff.

4. Staff Training and Professional Development

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

- Mandatory Notification
- Basic 1st Aid (BELS)/Full First Aid
- Valuing Safe Communities
- Epi-Pen Use (anaphylaxis)
- Asthma Management
- Fire Safety & Training

The training in the above mentioned areas is not annual, but cyclic. In 2019 all staff, teaching and non-teaching, participated in the following training activities:-

- Asthma Management
- First Aid Training
- Fire Safety and Training
- Child Protection

A focus on Literacy commenced in 2018 and continued in 2019. All staff engaged in professional learning in the area of phonics/spelling, writing, cognitive load theory, schema theory and Morning Routine.

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 2019, including one participant at a conference on 'speech' and one participants at a workshop on **MiniLit**, 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) attributable

5. Staff Attendance

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 2019 was 96.67%.

6. Student attendance

6.1 Student attendance across the school and by year level

During the 2019 school year, the average total attendance for students enrolled at Loxton Lutheran School was 93.95%. Separating this for each year level, the following rates were achieved;

Year Level	Maximum Days Possible	Actual Attendance	Percentage of attendance
Reception	5368	5011	93.3%
Year 1	3840	3649.5	95.0%
Year 2	3456	3319	96.0%
Year 3	3836	3561.5	92.8%
Year 4	3934	3663.5	93.1%
Year 5	3021	2883.5	95.4%
Year 6	4028	3738	92.8%
Year 7	4804	4479	93.2%

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

2019 marked the 12th 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 2019 at each year level was:-

- Year 3 18 children
- Year 5 16 children
- Year 7 25 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 2019 -

- Within Year 7, there was
 - no child was withdrawn from an assessment
- Within Year 5, there was
 - no child was withdrawn from an assessment
- With Year 3, there was
 - 1 child withdrawn from all assessments

Percentage of Students At or Above the National Minimum Standard					
Year	Writing	Reading	Spelling	Grammar & Punctuation	Numeracy
Year 3	94 (1)	100 (0)	100 (0)	100 (0)	100 (0)
Year 5	94 (1)	100 (0)	100 (0)	100 (0)	100 (0)
Year 7	96 (1)	100 (0)	100 (0)	100 (0)	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/Teacher 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.

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 2019 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

The results below were based on 47 responses being received from the parent community.

Question/Area	Agree	Strongly Agree	Disagree	Strongly Disagree
My child is involved in making decisions about what and how they learn	22	67	2	8
If my child does not learn something the first time it is taught, they get a second chance to learn it	11	84	5	0
I can see my child continuously growing in their capacity to learn	11	87	0	2
Teachers use computers to improve my child's learning	12	86	2	0

My child's learning in class is disrupted by the behaviour of other students	8	22	24	46
My child's teachers provide frequent feedback about how to improve their learning	9	74	9	8
My child is very engaged in their learning at school	16	79	3	2
Teachers encourage my child to be curious, creative and innovative	7	91	2	0
My teachers have high expectations of my child to do their best	9	89	2	0
The education programs at the school are suitable for my child	14	79	5	2
My child is able to engage in a range of activities outside the academic curriculum at school	28	65	5	2
I am confident that teachers are accurate in their assessment of my child's learning	9	89	2	0
The school provides me with the information I need to track my child's learning	14	79	5	2
I feel confident that my child's wellbeing is important to the school	3	95	0	2
The school is consistent in applying its behaviour management procedures	29	69	0	2
Staff at the school care about my child	3	95	2	0
My child feels physically and emotionally safe at school	9	89	0	2
The school helps teach my child how to be cyber-safe	16	81	3	0
My child knows how they are expected to behave at school	2	98	0	0
The school teaches my child to respect other students at the school	2	98	0	0
The school actively encourages my child to keep trying when things are difficult	5	93	0	2
My child has made good friends at school	9	89	2	0
My child has opportunities to participate in decision-making at school	20	78	0	2
The school provides advice and information about how to support my child's learning	28	67	2	3
The school has a clear vision for its future	20	80	0	0
The school implements initiatives to improve student learning	20	78	2	0

The school implements initiatives to support student wellbeing	15	83	0	5
The school has a clear program for improving student learning	17	76	7	0
The school curriculum is shaped by Christian values and teachings	4	96	0	0
I am aware of religious symbols and art works when I visit the school	49	51	0	0
My child has opportunities to learn Gospel values	2	96	2	0
The school works with local Lutheran congregations to present a message about the love of Jesus	5	95	0	0
My child is encouraged to think about their faith	2	98	0	0
My child takes part in worship at school	3	97	0	0
The school teaches my child to think about social and ethical issues from a Christian perspective	0	100	0	0
The school provides a stimulating Christian Studies program	10	90	0	0
The school's management of student behaviour is based on Christian values	5	93	0	2
Teachers at the school help me to support my child's learning at home	24	76	0	0
My child's reports describe what they have learned in both academic and non-academic areas	8	87	5	0
My child's reports are easy to read and understand	12	81	7	0
My child's reports tell me about their progress against standards	18	77	3	2
The school works with parents and the community on programs to support student learning	22	75	0	3
The school has developed supportive partnerships with community groups	30	70	0	0
Parents/carers are encouraged to be actively involved in their child's learning	7	91	0	2
The school works effectively with the wider community	21	79	0	0
The school provides opportunities for my child to be involved in community service	21	74	2	3
The school treats families and students from all backgrounds with respect	2	98	0	0

The school provides opportunities for parents to learn about pastoral care and wellbeing	20	80	0	0
The school involves parents in developing the school's mission/vision	22	75	3	0
The school clearly communicates its mission/vision to parents	38	57	5	0
The school council and school's leaders work together to respond to current and future challenges	11	89	0	0
The school council informs parents about the school's goals and direction	33	53	8	6
Groups across the school community work together to achieve the school's strategic plan	19	81	0	0
The ongoing improvement of the school is achieved through effective management and leadership	12	88	0	0
Worship is an integral part of our school's program	7	93	0	0
School leaders behave ethically	7	93	0	0
The school meets the learning needs of my child	10	95	4	1
My child is making good progress at school	12	83	2	3

SCHOOL COMMENDATIONS

The following comments were received from parents:

- The staff and principal go out of their way to get to know parents and students
- Welcoming atmosphere. Supportive. Friendliness. Helpfulness
- Caring Christian environment. The staff are friendly. The Principal is visible. The grounds are well kept
- Teachers care about my child's progress and excitedly share her triumphs. I love how students know students across year levels.
- Fantastic facilities and grounds that are well maintained. Welcoming staff. My children are happy to come to school!
- Our school and classes are small in size and I feel that means the unique needs to my child are noticed and he won't get lost in the crowd. The teachers know our family members by name and we feel very much welcome and a part of the school community, even though we attend a different denomination church than Lutheran. I was delighted that the school employed a specialty arts and music teacher this year which is a wonderful point of difference in a very sports-centric town. My child is in his element!
- Great facilities, dedicated teaching staff and all staff in general. Progressive use of new technologies. Celebrating achievements of students, encouraging a 'have-a-go' attitude.
- We enjoy the community aspect of the school. All staff are welcoming and take an active interest in the student's wellbeing. We are very happy with how our children have adapted and are progressing.

- It complements our efforts to teach our son Christian values. It provides a supportive learning environment. My son's teachers are very approachable and care about his progress.
- The school makes you feel welcome and has a lovely environment for the children.
- Great facilities, good class sizes, great community atmosphere and welcoming.
- This is an amazing school producing variable learning opportunities. They take very good care of my kids.
- Buddies – big kids helping little kids.
- The strong Christian focus is fantastic.
- The school is a friendly place and parents feel welcome.

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 2019, Year 3-7 students were surveyed to find out more about what students valued about the school and what changes could be considered to help meet the needs of students.

Below is a sample of the comments made by these students in response to questions around what is great about Loxton Lutheran School:

- 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

8.1 In the 2019 year

A number of minor capital projects were completed to improve learning areas across the school. This included new carpet, air conditioners, furniture, window tinting, painting etc. in a range of rooms. A new server and network cabling were installed throughout the school. New smart boards were also installed in each of the classrooms.

8.2 Projected 2020 Projects for School Facilities Improvement

A number of works are proposed for the 2020 school year. These include the following:

- continued minor capital improvements to learning areas and other parts of the school
- costing of a workshop and sensory room

10. School income by funding source

In 2019, the funding for the school was provided by the following sources.

2019 School Funding Sources	Total	Per Student
Australian Government recurrent Funding	\$1,813,675	\$10,545
State / Territory Recurrent Funding	\$525,751	\$3,051
Fees, Charges and Parent Contributions	\$366,853	\$2,133
Other Private Sources	\$109,170	\$635
Total Gross Income	\$2,737,826	\$15,918

11. 2019 Highlights

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.

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.

Literacy Partnership

In 2019, the school continued the partnership with a literacy coach, Ms JoAnne Dooner, to oversee the construction of our literacy curriculum.

Future Directions Action Plan

After a long period of consultation and collaboration with key stakeholders, a new Future Directions Action Plan was produced, to provide strategic direction. This was reviewed and updated in 2019.

MND Fundraiser

A Big Freeze event was held, raising money for the Motor Neurone Disease Association of South Australia. This event brought hundreds of community and parish members to the school, with thousands of dollars raised.