Loxton Lutheran School

2015 School Performance Information Report
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As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This collated information which relates to the 2015 school year, appears in this report under the headings specified by the Australian Government.

If you have any questions regarding this information please feel free to contact the Loxton Lutheran School Office to make an appointment to see Principal Terry Sawade.

Contextual Information about the School Including Characteristics of the Student Body.

It is the mission of Loxton Lutheran School 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.

Our school vision is:

“Educational Excellence ~ Together in Christ.”

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.

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.

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

A member school of the Lutheran Schools’ Association of South Australia, the strength of Loxton Lutheran School has been 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, as well as focussing upon the core values of - Love, Justice, Compassion, Forgiveness, Service, Courage, Humility, Hope, Quality and Appreciation.
The foundation to success is knowing where you are and where you want to be. The staff, parents and students of Loxton Lutheran School are clear about what and where they want their school to be – the best at providing educational opportunities and instruction – academic, social and spiritual - enabling all children who attend, to grow into valued, caring and law-abiding adult citizens.

Located in the township of Loxton, in the Riverland of South Australia, 250 km from Adelaide, Loxton Lutheran School is highly regarded within the community for providing an extensive range of educational opportunities for its children that both directly and indirectly improve student outcomes. Examples of these are what could be termed ‘Value Added.’ Loxton Lutheran School adds value to the education experience of its students and the experience of the wider school community by its ethos, culture and environment, and by the opportunities provided. Listed below are a range of examples of activities undertaken during 2015 that added value to the educational experience at Loxton Lutheran School.

- **Spiritual Development**
  - Daily Staff Devotion
  - Weekly Staff Prayer Circle
  - Staff Bible Study (each term)
  - Staff Spiritual Retreat
  - Daily Class Devotions
  - Weekly School Chapel services (hosted by classes on a rotational basis and involving local Lutheran Pastors)
  - Class / School involvement in Sunday Church Services at local Lutheran Congregations
  - School Chaplaincy / Pastoral Care program

- **Curriculum Related Activities**
  - LAP (Learning Assistance Program – which involves parents, grand-parents and friends of the school working with groups and individual students on a range of activities)
  - Reading Recovery
  - Mini-Lit Literacy Intervention Program
  - Multi-Lit Literacy Intervention Program
  - GMG Co-ordination Program (Reception classes)
  - Standardised Diagnostic Testing (2 X per year – across all year levels)
  - Extended Learning Program
  - Specialist PE / Health Lessons
- Specialist Technology / Visual Arts Programs
- Weekly Library lessons with a Teacher Librarian
- Weekly German lessons
- Scholastic Book Fair & Book Club
- On-line Reading Eggs 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
- Growth & Development Lessons (Year 6 & 7 students) via Families SA prepared materials
- Transition Programs
  - Pre-school to School – School to Pre-school visits
  - Year 7/8
- Tournament of Minds participation – 2015 Sectional Winner (representing South Australia at the Australasian Championships)
- Year 7 Gardens
- School Parliament – providing structured student decision making processes
- One to one iPads for all children in Years 3 to 7 to enrich teaching programs

- **Community**
  - Buddy Classes / weekly buddy activities
  - Conducting monthly Chapel services for residents of the Riverview Rest Home
  - Tidy Towns Clean-up
  - Clean Up Australia Day
  - Involvement in Loxton Mardi Gras Pageant
  - School involvement in “Operation Christmas Child”
    - 100+ Christmas Boxes prepared and donated by the school community
  - School involvement in annual local Christmas Tree Display
  - Annual School Continental (major fund-raiser)
  - Student involvement in Anzac Day & Remembrance Day Ceremonies at the Cross of Sacrifice with the laying of a wreath
  - Fund-raising for Charity - Monetary support for local, national & international charity organisations via donations accumulated through weekly Chapel offerings
  - School Parliament organised Casual Days raising money for charity
  - School involvement in Loxton Show (School Art Display and promotional stall)
- Recycling waste materials by classes
- Healthy Eating Canteen (Monday, Wednesday & Friday)
- Making the LIFE Centre available to community organisations (sporting & non-sporting) for hire at no or minimal cost.
- Provision of school facilities (eg School Buses & LIFE Centre) at no cost to community organisations.
- Student involvement in community service.

- **Sporting / Cultural**
  - Involvement in Riverland SAPSASA with student participation in:-
    - All sports including tennis, cricket, hockey, football, netball, swimming, athletics, touch-football, soccer
  - Specialist sports coaching
    - Soccer SA
    - AFL
    - South Australian Cricket Association
    - Riverland Golf Association
  - School Student Band
  - School Choir participation in the Riverland Festival of Music at Chaffey Theatre
  - School Concert / Musical held in the School’s LIFE Centre
  - Annual School Sports Day
  - Annual Riverland Athletics Day
  - Various visiting performances
  - Fortnightly Assemblies – Whole School
  - Sporting Schools Program
  - Involvement in the Pedal Prix Program with the school competing in 3 events during the year (Loxton, Adelaide & Murray Bridge)

- **Camps / Excursions**
  - Reception – Stay-back
  - Year 1 – Sleep-over and day local excursion
  - Year 2 – Overnight stay at Mylor
  - Years 3, 4 & 5 – 2 nights & 3 days Camp to Nanu Farm
  - Year 6 adventure aquatics camp – 2 nights – 3 days (Scott’s Creek - Morgan)
  - Year 7 - 5 nights & 6 Days – to Canberra – as a part of the Loxton Schools Combined Year 7 Trip (Late November / Early December)
- Swimming lessons – Reception to year 5
- Year 7 Aquatics Day (Barmera) in Term 1

**Student Leadership**

- Election of School Captains and Vice Captains (announcement of leaders for the following year made at the previous year’s end of year service) by the student body.
- Election of Sports House Captains & Vice Captains (by the students year 3 & above)
- School Parliament (in place of SRC) with all year 7s involved in decision making and reporting on behalf of the student body in an organised parliamentary forum.
- Opportunities for student leaders to attend training and motivational forums such as ‘Young Leaders Day’ and Lutheran Education’s Young Leader’s Day

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

**Teaching Staff Changes/Additions**

In 2015 Loxton Lutheran School’s Staff changes at the commencement of the year and during the year were as follows.

- A male contract teacher (1.0 FTE) was appointed for 12 months to fill a vacancy to teach in a Year 6/7 class resulting from the previously appointed contract teacher continuing maternity leave and the ‘top-up’ contract teacher not seeking to be re-appointed.
- During term 2 (whole term) the Principal was away on long service leave. The Reception was appointed to the position of Acting Principal for that period and her position was backfilled by an experienced female teacher on a one term’s contract.
- At the conclusion of Term 1, a permanent 1.0 FTE female Year 6/7 teacher undertook maternity leave for the remainder of the school year. A 1.0 FTE female graduate teacher was appointed to fill that position.
- The Adaptive-Education teacher had her FTE increased from 0.6 FTE to 0.9 FTE (0.6 permanent + 0.3 contract) so we as a school could better cater for the special needs of the students.

**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 staff members have more than one tertiary qualification.

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

- Advanced Diploma In Teaching 2
- Diploma in Teaching (inc. Grad.Dip T) 3
- Associate Diploma in Applied Science 1
- Bachelor of Applied Science 1
- Bachelor of Education / Teaching (inc Grad B Ed) 6
- Bachelor of Teaching (and Learning) 2
- Bachelor of early Childhood 1
- Bachelor of Arts 1
- Bachelor of Health Services 1
- Graduate Diploma (Education / Teaching) 2
- Graduate Diploma in Educational Administration 1
- Diploma / Certificate in Lutheran Education 2
- Master in Education 1

**Non Teaching Staff Changes / Additions**

- The Business Manager (0.6FTE) returned from maternity leave at the beginning of the year.
- The 2 Indigenous trainees completed their trainee-ships at the end of Semester 1 and were each employed by the school for 2 days a week
- At the start of the year, the position of Groundsman was amalgamated with the Maintenance worker position to form a new position which also included the maintenance of our school buses. The incumbent Groundsman was subsequently employed to fill that position as a permanent casual.
- The School Chaplain, funded under the Commonwealth Government’s National Chaplaincy program, resigned at the of semester 1, due to her the family re-locating over-seas in early semester 2.
  - A suitable replacement was appointed after the normal advertisement and interview processes had been completed in term 2.
Staff Training / 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)
- Valuing Safe Communities
- Epi-Pen Use (anaphylaxis)
- Asthma Management

The training in the above mentioned areas is not annual, but cyclic. In 2015 all staff, teaching and non-teaching, participated in the following training activities:

- Basic 1st Aid (BELS)
- Responding to Neglect & Abuse (Mandatory reporting)

All teaching staff members 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.

While associated costs can be identified for most of these 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 2015 all professional development was funded through school resources.
It should also be noted that the aforementioned does not include the privately funded professional learning activities undertaken by teachers who are engaged in post graduate studies and other courses. Nor does it include travel and accommodation costs incurred by staff in order to attend work-shops or conferences.

Staff Attendance
The average attendance rate is an indicator of the time required to be at work that is actually spent at work. The larger the percentage figure the less time is spent away from work due to illness, carers 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 etc, where a replacement employee has been contracted to fulfil a person’s duties.

The average attendance rate of staff (teaching and non-teaching) at Loxton Lutheran during 2015 was 97.48%. This figure is 0.2% higher than the figure recorded in 2014.

Workforce Composition, Including Indigenous Composition.
Loxton Lutheran’s school teaching 2015 staff comprised the following:

- **Teachers**
  - Principal 1.0 (FTE)
  - Classroom teachers 7.0 (total FTE)
  - Librarian 0.6 (FTE)
  - Special Education 0.9 (FTE)
  - Language (German) 0.3 (FTE)
  - Technologies / Visual Arts (NIT) 0.4 (FTE)
  - Specialist PE / Health (NIT) 0.4 (FTE)
  - ELC Director 0.4 (FTE)
  - Counsellor / Pastoral Carer 0.4 (FTE)
    (Under the Commonwealth Government’s National Chaplaincy program.)

- **Non Teaching Staff**
  - Business Manager
  - Executive assistant (Front Office)
  - 4 X Classroom School Assistants (various hours)
  - Canteen Manager
  - Uniform Shop Manager
  - Groundsman
- Promotions Officer
- Indigenous
  - 2 X Trainee Classroom School Assistants
  - Trainee Groundsman / Maintenance Worker

**Student attendance at school**

1) *The rates of attendance for the whole school and for each year level; and*

2) *A description of how non-attendance is managed by the school.*

During the 2015 school year, the average total attendance for students enrolled at Loxton Lutheran School was 93.58%. Breaking this down for each year level, the following rates were achieved (figures are calculated to the nearest one hundredth of a whole percent)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Maximum Days Possible</th>
<th>Actual Attendance</th>
<th>Percentage of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>3882</td>
<td>3586</td>
<td>92.37%</td>
</tr>
<tr>
<td>Year 1</td>
<td>2420</td>
<td>2248</td>
<td>92.89%</td>
</tr>
<tr>
<td>Year 2</td>
<td>4414</td>
<td>4185.5</td>
<td>94.82%</td>
</tr>
<tr>
<td>Year 3</td>
<td>4798</td>
<td>4518</td>
<td>94.16%</td>
</tr>
<tr>
<td>Year 4</td>
<td>3230</td>
<td>3023</td>
<td>93.59%</td>
</tr>
<tr>
<td>Year 5</td>
<td>3610</td>
<td>3383</td>
<td>93.71%</td>
</tr>
<tr>
<td>Year 6</td>
<td>4467</td>
<td>4171</td>
<td>93.37%</td>
</tr>
<tr>
<td>Year 7</td>
<td>5364</td>
<td>5006.5</td>
<td>93.33%</td>
</tr>
</tbody>
</table>

The over-all average attendance figure of 93.58% is 0.21 of a percentage point greater than the average for the 2014 school year (93.37%) and continues to indicate a stable rate of student attendance at Loxton Lutheran school which has only fluctuated (+ or -) by a percentage point over the last 8 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 (e.g. text message or an App. such as Dojo or SeeSaw which teachers used for home to school communication) by 9.30am on the morning of the absence. A written note, upon the child’s return after the absence, is also acceptable.

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

**Student Outcomes in Standardised National Literacy and Numeracy Testing**

2015 marked the 8th 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 2015 at each year level was:-

- Year 3 26 children (all assessments)
- Year 5 16 children (all assessments)
- Year 7 25 children (all assessments)

The bottom number in each box within the brackets, indicates the actual number of students who were unable to achieve the bench-mark 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 2015 -

- With Year 7, there were no children withdrawn from the assessments although three (3) children were absent during the testing period
- With Year 5, two (2) children were withdrawn from all assessments and one (1) child was absent during the testing period
- With Year 3, one (1) child was absent during the testing period.
<table>
<thead>
<tr>
<th>Year</th>
<th>Writing</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>100 (0)</td>
</tr>
<tr>
<td>Year 5</td>
<td>94 (1)</td>
<td>81 (3)</td>
<td>94 (1)</td>
<td>100 (0)</td>
<td>94 (1)</td>
</tr>
<tr>
<td>Year 7</td>
<td>84 (4)</td>
<td>100 (0)</td>
<td>92 (2)</td>
<td>96 (1)</td>
<td>96 (1)</td>
</tr>
</tbody>
</table>

It needs to be stated that, while the 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, they never-the-less remain a snapshot in time.

Reporting student progress is an ongoing process at Loxton Lutheran School. Formal reporting occurs three times a year:

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

Since the School’s 2012 investment in the ‘Accelerus’ student reporting program the reporting structure and format have continued to be modified and ‘tweaked.’ This continued in 2015, and through this process, it is anticipated that more accurate and succinct reporting of student progress will eventuate.

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.
In addition to the abovementioned 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 books.

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

Loxton Lutheran School is acutely aware of taking every opportunity to improve its performance which it does by providing its 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 can then be planning and implemented to improve the performance of overall curriculum delivery.

**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, contributions by focus groups; comments through school community groups such as the Parents and Friends and various parent support groups; and specific feedback to teachers, senior staff and the Principal. Such feedback is always welcome.

In 2015, it was decided to continue to use an externally formulated, conducted and collated parent satisfaction survey (to protect against the possibility of internally conducted surveys being designed to achieve an intended result. The ‘Survey My School’ (a school improvement instrument) was chosen and undertaken in December. Invitations containing a link to the online survey instrument were sent to all parents. The survey remained open for 14 days. Parents who had not completed the survey were sent a reminder three days before the survey closed. Parent responses to questions appear below.

<table>
<thead>
<tr>
<th>Question/Area</th>
<th>Agree/Strongly Agree</th>
<th>Not Sure</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a good school</td>
<td>94</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Question</td>
<td>Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is happy going to this school</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school is a safe place for my child</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is getting a good education at this school</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The staff at this school take an interest in my child</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between the home and school is good</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what is happening at the school and coming events</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make contact with my child’s teacher or other staff easily</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school responds quickly to my concerns</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child’s teacher is approachable</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school Principal and other leaders in the school are approachable</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school Principal and other leaders in the school are committed to the best possible education for my child</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent – teacher conferences are helpful</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school report card keeps me informed about my child’s progress at school</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy with the quality of teaching my child receives</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I support the introduction of an intervention Maths program to assist with children experiencing difficulty in Maths</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school takes a balanced approach in providing an all-round education</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school offers a wide range of extra-curricular activities (eg Pedal Prix, Choir, Tournament Of Minds)</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate camps / excursions as a part of the education program</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school’s expectations of students are clear</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff at the school make me feel welcome</td>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When asked ‘**The BEST thing about this school is…….**’ parents highlighted the

- Quality of teaching & reporting progress
- Quality education environment
- Helpful and listen to concerns which then generally get resolved the teachers ts are amazing
- The Lutheran faith, Christian education / Christian studies and chapel at school
- Facilities and extra curricular activities
- Impressive look of the school.

While the continuing message or parent feedback is positive, supportive and appreciative of the opportunities and facilities the school provides for its students, concerns are also expressed, and these provide school Management, teaching staff and School Council with the opportunity to enquire further to address the matters where improved performance is both perceived and required.

By enlarge, attempts by Management and staff to address these, are outlined in the via the future planning, review processes conducted, and the innovation undertaken - much of which is outlined below.

During 2015 all school families were also given the opportunity to attend a ‘Meet the Principal’ meeting, at which the only agenda was to thank parents for sending their children to Loxton Lutheran School and any issues/parents would like to discuss about their child(ren)’s schooling at Loxton Lutheran. This exercise proved very successful with 98% of all school families attending such a meeting.

**Strategic Planning**

Early in the year the School’s Strategic Plan was completed, and launched at the school’s Annual General Meeting in March.
As mentioned in the 2014 report, with the assistance of AISSA (Association of Independent Schools of South Australia) consultants/advisors, a consultative information gathering process was put in place and conducted via parent and senior student forums. This information was subsequently collated under 5 identified key strategic areas: -

- Resources & Sustainability
- Teaching & Learning
- Community & Well-being
- Governance & Leadership
- Faith Life

Key goals for each area were then established – once again with input from interested parent representatives.

This plan is now intended to provide the focus for Loxton Lutheran School from 2015 to 2018.

An operational plan which identifies to ‘who, when and how’ development, within the key priority areas, is being developed to sit ‘under the Strategic Plan.

**Improvement to School Facilities**

The school’s Grounds and Maintenance Committee continued to plan and co-ordinate development of the grounds and facilities through the work carried out by planning and conducting monthly parent working bees. In 2015, like 2014, no major works were undertaken. Never-the-less 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.

Works & upgrading carried out in 2015 included:-

- Refurbishment of Rooms 11 & 12:
  - Repairing the floor to stop excessive squeaking (re-attachment/re-screwing) &
  - Repainting walls
  - Installation of retractable doors between the room to create a flexible learning space
  - Installation of new carpet
- Installation of new outdoor chess / checkers boards to accommodate large outdoor chess and checkers pieces
  - Made from outdoor pavers
- Repainting of sections of the interior of the LIFE Centre
- Continued development of the Early Learning Centre Playground
  - installation of a dried creek-bed
  - paving
• Replacement of the shade-cloth for the shade structures in the Upper primary and Junior primary play-grounds.
• Commencement of the re-roofing and refurbishment of the Administration building late in December

Grounds & Maintenance projects which are already planned for 2016 are:
• Completion of the Administration building refurbishment
• Refurbishment of the Library
• Purchase and erection of a ‘Kids Shed’ to accommodate the needs of children who do not necessarily fit into the normal class-room environment.
• Completion of the ELC play area
• Painting of the ‘annex’ areas in Rooms 7 & 8

Once again the school acknowledges the wonderful support of the many parents who donate their time, expertise and equipment attending monthly working bees, ensuring that many of the projects become a reality. Such contributions not only save considerably on costs, but also perpetuate and foster a sense of camaraderie, community and ownership among those who participate in such activities.

Innovation
School / communication

In 2014 we saw the introduction of the school App ‘Skoolbag’ as a tool for parents to receive information about school events and happenings. In 2015 teachers further embraced the digital technology to improve school to home communication by trialling applications such as ‘See-saw’ and ‘Dojo’ with the parents of their children. Using these Apps parents were/are able to ‘instantly’ receive from, and send information directly to the class teacher(s). Such information included
• work samples
• notes about attendance
• notes about forth-coming events
• behaviour issues

Complete changeover to this digital approach is reliant on all parents having the resources to be a part of this ‘platform’ of communication. As this has not yet happened, traditional methods of communication will continue to be utilised alongside the digital partner.
Curriculum – Teaching & Learning

In 2015 Management and staff continued to review develop and improve curriculum and teaching practice and documentation. Based primarily on a need identified in the key strategic planning area of *Teaching and Learning* of improving student engagement, the focus for whole staff development during the year became an investigation into ‘Inquiry’ as a way to improve

- curriculum delivery
- learning outcomes for all students
- overall engagement in the learning process by students

Through the continued support of the Lutheran Schools Association (LSA) advisory team of Rod Wearn & Tori Weiss, staff were able to be released to investigate, discuss, identify and plan ‘Units of Inquiry.’ While this had varying degrees of success and, at times proved to be frustrating, positives were becoming more evident, particularly in the latter part of the school year. It is envisaged that 2016 will see this focus continue with greater refinement and success across all year levels.

Student Well-being

As highlighted earlier, in 2015 the FTE for the Adaptive Education teacher was increased from 0.6 to 0.9. The increased resourcing in this area was primarily designed to better cater for the needs of individual children who were struggling not only academically, but socially and in some cases in a socially compliant way. Working jointly, the School Chaplain (funded under the Commonwealth School Chaplaincy Program) and the Adaptive Education teacher were able to more efficiently service the overall well-being of the student body.

Added support was also provided by the

- continuation of the *KidsMatter* program and the joint parent/teacher team responsible for the in-service of staff in the modules, working in conjunction with teachers and their classes
- introduction in term 4 of the *Growing with Gratitude* program throughout the school

Students

In 2015 senior students 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*
<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Okay</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities (Buildings, equipment, computers, IWBs etc)</td>
<td>90</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extra Curricula Activities (eg Concerts, SAPSASA, assemblies, performances etc)</td>
<td>60</td>
<td>30</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Student Leadership Opportunities (Student Parliament etc)</td>
<td>85</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Student Involvement (decision making about own learning etc)</td>
<td>75</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Camps &amp; Excursions</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quality of Teaching / Helpfulness of teachers</td>
<td>68</td>
<td>24</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Examples of comments made by these students were:

- The school is a good and safe place to be and learn
- The teachers are caring and they care about learning
- The facilities, teachers and the work are excellent
- I enjoy the new technology and the good and nice teachers and staff
- Everyone is welcome at our school and the teachers are nice
- I like the nice teachers and the awesome facilities
- Our teachers respect our ideas and working styles and also cater to our working needs.
  Students help others in situations of need

**Staff**

Well-being and well-being of all staff members continues to be a priority as schools and teaching become increasingly more complex and demanding. Feedback is received both formally and informally at a one to one / group / whole staff level and continues to indicate a positive work environment where staff members enjoy what they do. Loxton Lutheran School is fortunate to have a very hard working and committed staff it has – people who in their respective roles continue to value add in what they do.

Systemic, government and school requirements mean that the challenges associated with time and its management, are an ongoing focus. Initiatives specifically introduced early in 2015 to facilitate the smarter – not harder theme, were the focus on:

- collegiality and teamwork
- entering into ‘professional conversations.’
- sharing of ideas and professional readings
- an ongoing longitudinal professional development exercise into inquiry, and involving all teaching staff.
- the search for better ways to engage all children in their learning.

Greater emphasis was also placed upon whole staff training and development, rather than a fragmented approach of sending one or two people to a work-shop/conference. The collegiate model, which still caters for individual training and development, appears to have been well received by staff members.

Lack of time to accomplish all that needs to be done, continues to be the single biggest issue for the staff, especially the teachers in classrooms and we continue (as a staff) to pursue ways of relieving this constant pressure.

**School Income Broken Down By Funding Source**

<table>
<thead>
<tr>
<th>2015 School Funding Sources</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent Funding</td>
<td>$1,370,414.00</td>
<td>$8,206.07</td>
</tr>
<tr>
<td>State / Territory Recurrent Funding</td>
<td>$309,797.00</td>
<td>$1,855.07</td>
</tr>
<tr>
<td>Fees, Charges and Parent Contributions</td>
<td>$365,532.00</td>
<td>$2,188.81</td>
</tr>
<tr>
<td>Other Private Sources</td>
<td>$107,208.00</td>
<td>$641.96</td>
</tr>
<tr>
<td><strong>Total Gross Income</strong></td>
<td><strong>$2,152,951.00</strong></td>
<td><strong>$12,891.92</strong></td>
</tr>
</tbody>
</table>

**ACHIEVEMENTS IN EXCELLENCE**

Although there are numerous highlights in any one school year, three achievements during 2015, of which our school community, its parents, teachers and students, can be justifiably proud, are:

- *State Champions in the Primary Maths & Engineering Category of Tournament Of Minds*
  - This was the 1st occasion in the 23 year history of the competition that a country school had achieved such an honour. The team went on to represent the State at the Australasian finals in Sydney.

- *Year 3 NAPLAN Results*
  - In the top 100 schools in the state.

- *Pedal Prix*
  - Continued outstanding performance over the three events entered in 2015 – finishing in the top 20 teams in the primary school division.

The school Community also celebrates the fact that five of the top six achieving year 12 SACE students in the Riverland for 2015, were students who received their primary education at Loxton Lutheran School.