

Loxton Lutheran School



2022 School Performance Information Report

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The following “School Performance Information” for the 2022 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.

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1. Contextual information, including student body characteristics

Located in the township of Loxton, approximately 260 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 6 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 2022, at census date, were 204. These figures included students from Loxton, Loxton North

and surrounding districts, as well students 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 Statement is, "Individual and corporate wellbeing underpin the inspired learning journey of all students in the school. This will be achieved through adopting informed practices that complement our welcoming and encouraging learning environment. Our staff resources and facilities will be developed to ensure that student learning is interesting, challenging and fulfilling. Guided by a strong Lutheran identity and a culture that is Christ-centred, we are committed to developing our connectivity, inclusivity and influence in the school and wider community". Our school values are Hope, Mercy and Grace.

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.

The faith life and development of the school's staff was also fostered through daily devotion, including Bible Study each Wednesday morning.

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
- Harmony Day, Odds Socks Day, Book Week, Walk my Way event, Ping-Pong-athon, Walk Safely to School Day were all events we participated in
- Specialist Arts, Physical Education and STEM lessons
- Scholastic Book Fair & Book Club
- Premier's Reading Challenge
- Book-week activities – group sharing across the school.
- Growth & Development Lessons
- Choir
- Riverland Music Festival
- Cubby house building
- Year 6 Gardens
- Access to a iPad's and laptops to enhance learning
- Science Week activities

- School Sport events
- Art and craft activities at lunch times with the Pastoral Support Worker

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 explicit teaching of **Zones of Regulation** and **Program Achieve**.
- the **School Pastoral Support Worker** (funded under the Commonwealth School Pastoral Support Program), providing support to students and coordinated lunch-time activities
- a **Student Support Leader**
- **intervention programs**
- 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 all classes, including the ELC.
- **Transition programs** - transition sessions for our ELC pre-school students and 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 6 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. Despite COVID restrictions, we still managed to find ways to continue building on this relationship.

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 2022, Loxton Lutheran School gave back to our community through participation in annual events of the town including Loxton Show, Clean Up Australia Day, 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

There was strong Involvement in Riverland SA School Sport, with student participation in sports including tennis, basketball, cricket, hockey, football, netball, swimming, athletics, cross-country and soccer.

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.

The School also hosts various visiting performances or provides opportunities for students to attend performances locally or in Adelaide.

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.

Student Voice and Leadership

Loxton Lutheran School has a strong emphasis on student voice and student leadership. This is reflected in:

- 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.

2022 Student Comparison Composition

Reception – 35 (1 indigenous student)

Year 1 – 34 (1 indigenous student)

Year 2 – 27

Year 3 – 30 (1 indigenous student)

Year 4 – 26

Year 5 – 26

Year 6 – 26 (2 indigenous students)

Students with Disability Summary

QDTP – 15

Supplementary – 26

Substantial – 8

Extensive – 0

Boarding Students - 0

Distance Education Students - 0

Students on a Visa - 7

Overseas Students - 0

2. Workforce Composition, including Indigenous representation

In 2022 Loxton Lutheran School employed a staff of 41 (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, Pastoral Support Worker, bus drivers and grounds and maintenance staff.

Loxton Lutheran school had a nine-class structure in 2022 and the teaching staff comprised the following:

Teaching Staff FTE = 14.4 (including Principal)

Non-teaching FTE = 11.4

Non-teaching Indigenous FTE = 0

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

3.1 Teaching Staff Structure

- Loxton Lutheran School had a 9-class structure in 2022. This included two Reception classes, Year 1, Year 1/2, Year 2/3, Year 3, Year 4, Year 5, Year 6 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	1
Bachelor of Applied Science	2
Master of Education (Special Education)	1
Bachelor of Education/Teaching	13
Bachelor of Early Childhood	4
Bachelor of Health Science	1
Bachelor of Arts	4
Diploma/Certificate in Lutheran Education	2
Graduate Certificate Catholic Education	3
Graduate Certificate in Religious Education	3
Diploma of Children's Services	3

3.3 Non-Teaching Staff Changes / Additions

- We have employed additional LSO staff to support the learning and wellbeing needs of students.

4. Staff Training and Professional Development

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

- RHHAN
- 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 2022 all staff, teaching and non-teaching, participated in the following training activities:

- CPR
- Child Protection

A focus on Literacy commenced in 2018 and continued in 2022. All staff engaged in professional learning in the area of phonics/spelling, writing, guided reading, cognitive load theory, schema theory and Morning Routine.

In 2022, teaching staff also participated in professional learning around these key areas:

- Christian Studies
- AUSLAN
- PAT Maths
- Neurodiversity
- Behaviour Improvement

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 professional learning in 2022. Literacy, ASD, Dyslexia and Christian Studies were topics explored by LSO staff.

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, Workload Consultative Committee, as well as joint parent/teacher committees such as Continental. (It is an expectation that all teaching staff are involved in at least one committee)

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 2022 was 96.39%.

6. Student attendance

6.1 Student attendance across the school and by year level

During the 2022 school year, the average total attendance for students enrolled at Loxton Lutheran School was 89.7%. Separating this for each year level, the following rates were achieved;

Year Level	Maximum Days Possible	Actual Attendance	Percentage of attendance
Reception	6641	6039	91%
Year 1	6426	5693	89%
Year 2	5103	4708	92%
Year 3	5665	5106	90%
Year 4	4848	4303	89%
Year 5	4712	4204	89%
Year 6	4816	4250	88%

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 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

The table below represents Loxton Lutheran School's overall results of children at or above the minimum national benchmarks for their year level. The percentage figures (top) provide an indication as to the results achieved across the school. 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. It is the policy at Loxton Lutheran School that every child sits the NAPLAN tests, unless parents request their child to be withdrawn.

Percentage of Students At or Above the National Minimum Standard					
Year	Writing	Reading	Spelling	Grammar & Punctuation	Numeracy

Year 3	100 (0)	100 (0)	100 (0)	100 (0)	100 (0)
Year 5	100 (0)	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

Parents of children in years 3 and 5 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

In 2022, we did not conduct formal parent satisfaction surveys. Feedback from parents occurs through several sources, some formal and some informal. It includes responses to surveys, comments through sub-committees or groups, and specific feedback to teachers, senior staff, and the principal. Such feedback is always welcome.

9. Improvement to School Facilities

8.1 In the 2022 year

In 2022, work commenced on the building of three new classrooms and a STEM room. This is slated to be completed in 2023. A number of minor capital projects were completed to improve learning areas across the school.

8.2 Projected 2022 Projects for School Facilities Improvement

A number of works are proposed for the 2023 school year. These include the following:

- development of the Student Support Centre
- expanded car park
- new playground

10. School income by funding source

In 2022, the funding for the school was provided by the following sources.

2022 School Funding Sources	Total	Per Student
Australian Government recurrent Funding	\$2,395,799	\$12,774
State / Territory Recurrent Funding	\$664,100	\$3,532
Fees, Charges and Parent Contributions	\$366,157	\$1,948
Other Private Sources	\$95,698	\$510
Total Gross Income	\$3,522,024	\$18,734

11. 2022 Highlights

Literacy Partnership

In 2022, the school continued the partnership with a literacy coach, Ms JoAnne Dooner, to oversee the construction of our literacy curriculum.

School Concert

Always a special night. To have parents and family members back on site to view it was amazing.

Sports Day

Our annual Sports Day was a fantastic event, held here at LLS.

Transition Program

Our transition program for incoming Receptions was outstanding. Our Ready for Reception night, as part of this program, was highly valued.

Schools 75th Anniversary

We celebrated our 75th anniversary with functions at school and at the Precinct.

BGA Grant

We received a substantial BGA grant to assist in building the Student Support Centre.

Introduction of AUSLAN and STEM

These programs/resources were introduced into our learning and teaching programs as we continue to support the learning and wellbeing needs of students.

Maths Approach

We commenced the journey into developing a consistent approach to the teaching of maths in our school.

Completed Strategic Plan

We completed the Strategic Plan.

Partnership with Real Schools

We began a three-year partnership with Real Schools Australia, who will work with us around school culture and restorative practices.

Commenced Kindy Service in our ELC

2022 was the first year we offered 4-year preschool as part of our services in the ELC.

NAPLAN Achievement

We were recognised as one of the top 10 performing private primary schools in the state for NAPLAN.

Student Service Teams

We introduced student service teams, with all year 6 students being part of a team.