2014 has come and gone and I am able to reflect in this report for the A.G.M. once again on the activities, performance and direction of our school over the past 12 months. It is indeed a privilege to be involved as a leader in this organisation as day after day I can see the positive effect we are having on all who are part of our community - students, families and staff. What is more stirring though is opportunity to observe and interact with past students and noticing their life journey as they have passed through Lobethal Lutheran School knowing that in some way we have been a positive influence on their lives.

School Context

Our enrolment numbers were fairly stable through the year, maintaining an average of 112 through the year. These children were catered for in 5 teaching classes through the school. There was one indigenous student enrolled at our school in 2014. We have again continued to maintain our R-7 offering even with a smaller number of Year 7 students due to Cornerstone College catering for Year 7s in their Middle School at Mt Barker.

Children again participated in a varied teaching program through the year with a balance of academic, social, spiritual and physical activities, some of which I will enumerate below.

Education within the classroom again followed the Australian Curriculum as it has been developed, and is still developing. Opportunities outside the classrooms have included excursions by all classes as they have dovetailed into the learning programs, an outdoor learning day on the school campus, school vegetable garden maintenance, camps for all classes (overnight and two night experiences), sporting events for House, inter-Lutheran school and SAPSASA competitions, and Trees for Life tree planting to name a few.

A number of visiting performers/educators supported the learning program of the school - Chris Jaensch (Christian songwriter/performer), Deadly Australians (native animal educator), Little Bad Wolf performance (self-esteem and bullying) and FYI Health program (Healthy decision making).

Our Kids Matter team again in-serviced staff and took on initiatives during the year to promote our 3rd year of the Kid’s Matter framework. The component was working with parents and carers and we were particularly focussing on ensuring parents and our own community members were included in many activities but also our school being a part of our local community. These activities included a Father’s Day breakfast, Mother’s and Father’s Day stalls, Grandparents Morning, a whole school thankyou/celebratory morning tea at the end of Term 2, and a parent information evening regarding our teaching learning program and IT direction. Community events took the form of Harmony Day and Clean Up Day participation, local Anzac Day representation and Remembrance Day ceremony at
school, and visits to and with the Lobethal Kindergarten and the Valley of Praise Retirement Village. Again we took part in the Lobethal Christmas Pageant and were asked to present an item at the Carols in the Valley service to begin the Lights of Lobethal celebrations.

Special worship times were taken by classes through the year, both at our regular Friday Worship time or on a Sunday morning at Lobethal Lutheran church. Our Junior Primary classes again presented their Nativity Worship to the school community, and the wider community was invited to attend the Easter Worship we hold on the Church frontage area.

Staff

Staff remain the backbone to our effectiveness as a school. Their commitment to their roles, whether they be classroom or administration based, is to be commended. Together with the focus on the children and unity of our faith we remain a very cohesive, collaborative and caring staff.

There were 15 staff employed during 2014 to cater for the cohort of students. Of these 5 were full time classroom teachers, one full time Principal, 3 part time teachers (Learning Support, Library, and LOTE), 2 part time aides, a part time Chaplain and three Admin and Grounds. No indigenous staff were employed during this time.

All teaching staff have relevant SA Teachers Registration Board qualifications. With the introduction of new criteria for registration in the past 18 months all teaching staff are working towards the appropriate hours required for Professional Development. This is satisfied by both in-school Professional Development activities or by attending various PD offerings by other bodies.

During 2014 skills were updated in Asthmas Education and First Aid with separate training sessions. With the introduction of Nationally Consistent Data Collection for children with Disabilities we were also trained in the Disability Discrimination Act, Data Collection procedures, and the reworking of our student Individual Learning Programs (ILPs). Australian Curriculum subject areas were again incorporated into our programs as they became available.

2014 saw our third year working with the USQ on our School Improvement program in teaching and learning. During the year our staff developed our vision for teaching and learning, summarised by the ‘5cs - Curiosity, Challenge, Collaboration, Creativity and Confidence’. More in-depth statements are being developed but we believe that by adopting this vision, and incorporating these principles into our teaching and learning programs in a deliberate manner, will further enhance our effectiveness as a school in developing the students as learners into the future, as we state in our school vision - Historically Grounded, Future Minded.
Part of our future mindedness also includes the much researched decision, endorsed by School Council, to purchase 30 iPads for 2015 to incorporate into classroom learning activities. This was also outlined to parents at the end of the year and was positively received.

Student attendance

Attendance rates are recorded below and take into account the actual student attendance days for the year (191) and the absences of students due to illness, family commitments, family holidays taken outside of school times and representative sporting (SAPSASA) commitment by some students. Reception - 95.8%; Yr. 1 - 96.3%; Yr. 2 - 94.9%; Yr. 3 - 96.4%; Yr. 4 - 95.8%; Yr. 5 - 94.9%; Yr. 6 - 96.6%; Yr. 7 - 96.4%. School average is 95.9%.

In some cases advance notice of absences are given by parents, however most absences are advised on the day (sickness) with those with no advice being followed up with a phone call to parents of the morning of their absence.

Student Outcomes in National testing

Students once again took part in the NAPLAN (National assessment Program Literacy and Numeracy) testing program in Term 2. Results are in table form below.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar/ Punctuation</th>
<th>Numeracy</th>
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<tr>
<td>Yr. 3</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
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<tr>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Yr. 7</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
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These results are comparable to 2013 with improvements in some areas. Staff analyse these results, in conjunction with our own observations and assessments, to ensure that our curriculum content and implementation is meeting the needs of the children. It must also be noted that because of relatively low class numbers 1 or 2 children can mean a large percentage swing.

Parent/Student/Staff Satisfaction

Whilst no formal whole school survey apparatus was used during 2014 a number of informal opportunities were utilised by parents and staff. These included informal discussions at our regular school community activities (morning teas, sports days, and worship) as well as our morning and afternoon drop off and pickups. Structured and deliberate feedback was gained from teacher interviews, conducted at the end of Term 1, a parent/student feedback form completed during the first weeks of term 1 and a concerted effort by staff to contact all parents (formally or informally) at various intervals during the year. An end of year survey will be conducted at the end of 2015, as well as another
formal feedback opportunity for students, staff and parents as we complete the Implementation stage of School Improvement in teaching and learning.

All feedback is appreciated as it allows us to re-evaluate our current structures and procedures, gives insights into children’s needs and ensures we all work together to create a more effective learning environment.

It is indeed difficult to summarise a whole school year into one report. Schools are dynamic, busy, rewarding and stimulating communities that are never the same two days in a row. With that though comes the challenge of changing or adapting at short notice, as well as working hard to plan for the future - long and short term. Our supportive School Council and parent community continue to strive, with the staff, to make this learning centre a positive educational facility that is able to give the children a well-rounded experience in a caring, Christian environment. Even with the added demographic and economic challenges that sometimes impacts on our ability to do everything we want to, we are grateful to God for his many blessings that we see every day in the lives of the students, parents and staff at our school.

We look forward to serving this community in 2015 and beyond.

Respectfully submitted
Craig Lieschke
Principal

<table>
<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td>Tuition Fees</td>
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<tr>
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</tr>
<tr>
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