

# 2016-Annual Report



# Lobethal

LUTHERAN SCHOOL

Historically Grounded, Future Minded



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## 1/ INTRODUCTION

### a/ Purpose of this report

All schools and system authorities must make publicly available, within six months of the end of each program year, a report that includes information about the school. The legislative instrument by which recurrent funding from the Commonwealth government is provided to independent schools is the Australian Education Act 2013 and the Australian Education Regulation 2013. One of the conditions for funding is the publication of information by schools. The purpose of the school annual report is to inform parents and the wider school community of the school's successes, activities and achievements throughout the year, and to meet Commonwealth and State legislative requirements.

### b/ How the report is distributed

This report is a culmination report of the activities as conducted by Lobethal Lutheran School in the year 2016. It is published on the school website [www.lobelu.sa.edu.au](http://www.lobelu.sa.edu.au). There are hard copies available at the school and the Lutheran congregations of Lobethal, Woodside and Birdwood. This report is also a summary of reporting that is provided to the School Council, Administration and Ministry Teams of the Lobethal Lutheran Church, Australian Independent Schools Association of SA (AISSA), Lutheran Schools Association of SA, NT and WA (LSA), Lutheran Education Australia (LEA) and the wider Lobethal Lutheran school and church community. Broader data and reports are available in other forms such as newsletters, school magazines and additional written, electronic and digital content made available to the wider community.

## 2/ CONTEXTUAL INFORMATION

### a/ School Contact Information 2016

NAME	Lobethal Lutheran School
SCHOOL SECTOR	Independent
TOTAL ENROLMENTS	79 (August DEEWR census)
YEAR LEVELS OFFERED	Prep to Year 7-Co Educational
ADDRESS	48 Main Street, Lobethal
PRINCIPAL	Mick Emmett
SCHOOL COUNCIL CHAIR	David Schwarz Marc Fox (appointed for 2017)
BUSINESS MANAGER	Debbie Green
TELEPHONE	08 8389 6131
EMAIL	<a href="mailto:admin@lls.sa.edu.au">admin@lls.sa.edu.au</a>
WEBSITE	<a href="http://www.lobelu.sa.edu.au">www.lobelu.sa.edu.au</a>

### b/ School Profile

Lobethal Lutheran School (LLS) is the longest continuous Lutheran school in South Australia. The first school consisted of 9 pupils, with lessons commencing on 5 September 1842. The school was conducted in the home of Mr Preiss who had built one of the first two houses in the new settlement of Lobethal. Marian Potter in her book 'The One Thing Needful' documents the importance of quickly establishing the school after the first migrants arrived in May 1842 so that the faith of the children could be nurtured. After being based in a number of different locations the school moved into a more permanent building, with the foundation stone laid in December 1899. This original building is incorporated into the current school. The school was closed as a result of the War Precautions act of 1914 resulting in all schooling being taken over by the Government as of July 1916. The school re-opened in 1930 and remains at its current site. LLS is the most significant school to the town of

Lobethal in both a historical and cultural sense. Our slogan of 'Historically Grounded, Future Minded' acknowledges our sense of the past but also reflects a determination to offer best practice education.

LLS is a school that nurtures and values each student as an individual, concerned for their growth and development in academic, spiritual, social and physical areas. We strive to encourage our students to be independent and confident learners and through our wide-ranging curriculum we assist them to grow, as well as building their skills and self-belief to become socially aware and responsible community members, both now and in the future. Our caring community, Christian values and dedicated staff combine to bring the best out in the children, whatever their abilities, and help them to reach their potential. Opportunities are provided to encourage the students to be involved in supporting the wider community, with local and national charities supported via fund-raising activities and events. These include Australian Lutheran World Service, RSPCA, World Vision and Operation Christmas Child. As children reach the senior classes (Year 6 & 7) they are enriched with leadership positions of responsibility as well as a service aspect for our school community. Despite students having local opportunities to access middle school environments, particularly at Cornerstone Lutheran College, LLS still offers a vibrant and rigorous program for Year 7. Classroom learning and activities are enhanced by excursions, guest performers, as well as concerts and camps and community events. Ministry support is also supplied by the Pastor of the Lobethal Lutheran congregation. LLS is part of the LEAH group of learning communities incorporating St Mark's Mount Barker, St Michael's Hahndorf and is a priority feeder to Cornerstone College and Faith Lutheran College. Open Arms Community Child Care Centre at Birdwood is also a member of this group.

### c/ Strategic Intent

Our council have completed a Strategic Planning exercise with Gary Clarke from Lifting Lids, generously funded by the LSA. The following is the one page public summary of the strategic direction of the school from 2017-2020.

Statement	Focus Areas
1. Maintaining a focus on authentic and personalised student learning: <i>"Provide an authentic and diverse learning environment that engages students and encourages them to develop a love for learning."</i>	Refurbishment of our learning spaces, utilization of achievement data, partnering with parents using technology, enhancing student management processes and leadership programs.
2. Developing a landscape of lifelong learning for all: <i>"Lobethal Lutheran School develops a strong reputation as supportive, professional, engaging and collaborative learning community."</i>	Staff review and professional development, building capacity of staff, enhancing ICT infrastructure, safety of church school campus
3. Providing a sustainable learning environment and facilities: <i>Provide a quality learning environment through effective management and planning practices."</i>	Making connections with local businesses, collaborating with stakeholders, ensuring that relevant fee models are in place, maintain and reporting on strategic objectives
4. Maintaining a strong and respectful relationship with community: <i>Engage authentically and respectfully with local</i>	Exploring potential growth strategies that target community need, partner with other Lutheran Learning communities, joint ministry and usage agreements with local congregation.

<i>community; building relationships and becoming a sphere of Godly influence."</i>	
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### 3/ STAFF INFORMATION

#### a/ Teacher Standards and Qualifications- Review

All teaching staff at LLS are appropriately qualified and hold registration with Teachers Registration Board of SA. Below is a summary of the qualifications held by teachers at the school.

Qualification	Number Held by Staff
Doctorate	0
Masters	0
Bachelor	7
Diploma	4
Certificate	3
TOTAL QUALIFICATIONS	14

#### b/ Participation in Professional Learning

During a series of meetings throughout the year staff are briefed on staff procedures and protocols, OH&S requirement, First Aid including Anaphylaxis Management and Asthma and Evacuation Procedures. These items are revisited regularly throughout the year and are often standing items on the agenda. Over the course of the year staff at LLS focussed on a number of other sessions to continue to shape the Teaching and Learning direction of the school. All staff were given personal Professional Development plans and were involved in a process that involved goal setting, targeted professional development, peer and principal observations and establishing goals for the 2017 academic year. Areas that staff targeted throughout 2016 were:

Science, Technology, Engineering and Maths (STEM) including coding

Differentiation of instruction, task, outcome and learning environment as facilitated by the LSA

Students with additional sensory and behavioural needs

Visits to other learning communities to initially explore agile learning environments.

Christian Studies curriculum.

#### c/ Workforce Composition

In 2016 LLS employed 9 teaching staff. While students received staff the majority of their instruction from a classroom teacher specialist lessons were provided in library and German/Indonesian. Additional student support is also provided via a qualified learning support teacher. Areas provided by non-teaching staff entail Learning Support, Administration, Business Management, Maintenance and Cleaning. The composition of the work force at LLS is summarised below.

	Number	% of workforce
Full time teaching	4	25
Part time teaching	3	20
Full time non-teaching	2	13
Part time non-teaching	5	34
Principal	1	8
TOTAL STAFF	15	100

The Pastoral Care of students continues to be supported by a Chaplain being part funded by the National Schools Chaplaincy Programme and the Woodside Lutheran Church congregation. This staff member is included in the staff breakdown.

Not included in this breakdown are:

The School Pastor who while contributing to the worship life of the school was employed directly by the Lobethal Lutheran congregation.

Temporary replacement teaching and ancillary staff.

There were no indigenous staff employed by LLS in 2016.

Out of 203 school days in 2016 the staff attendance rate was 94 %.

#### **4/ STUDENT INFORMATION**

##### **a/ Contextual characteristics of the student body**

At the DEEWR Census in August the school population was 79 students. The breakdown of this cohort was as follows:

YEAR	STUDENTS	% BOYS	% GIRLS
Foundation		62	38
Year 1	7	57	43
Year 2	8	13	87
Year 3	14	57	43
Year 4	13	69	31
Year 5	9	44	56
Year 6	14	36	64
Year 7	1	0	100
TOTAL	79	59	51

While the figure at census was 79 the addition of extra students resulted in LLS finishing the school year with 83.

##### **b/ Student attendance**

The breakdown of student attendance figures is as follows:

YEAR	Total Attendance %
Foundation	93.68%
Year 1	93.61%
Year 2	95.81%
Year 3	94.96%
Year 4	93.52%
Year 5	96.59%
Year 6	96.94%
Year 7	87.94%

Parents or caregivers are expected to inform the school of absences either by email or phone. This is to ensure that the school is aware at all times of the whereabouts of it's students. This also helps the school to ensure that each and every child has arrived at school. If a child is absent at the beginning of a school day and no advice has been received by the teacher the student absence is recorded.

If the school is not informed the school secretary of LLS will contact the child's parent or caregiver to ascertain the child's whereabouts and the reason of the absence. While LLS acknowledges the parent

as the primary educator of the child, and that there may be legitimate reasons for students to have an extended absence from attendance, families are required to formally apply for an exemption in these circumstances.

### **c/ Post School Destinations**

In 2016 15 students were enrolled in our senior 6-7 class.

Of the 14 Year 6 students 8 students transferred into the Middle School environment at Cornerstone College, Mount Barker at the end of 2016.

There was 1 Year 7 student who completed their primary studies at Lobethal Lutheran. They transferred to Faith Lutheran College, Tanunda.

### **d/ Student Learning Outcomes**

In May students from Year 3 and 5 participated in the National Assessment Program, Literacy and Numeracy Tests, known as NAPLAN. The students underwent tests in:

Reading: Responding to a variety of texts by answering multiple choice questions and providing short response.

Writing: Planning and writing a persuasive text.

Language

Conventions: Spelling, Grammar and Punctuation.

Numeracy: Number, Algebra, Function and Pattern, Measurement, Chance and Data and Space

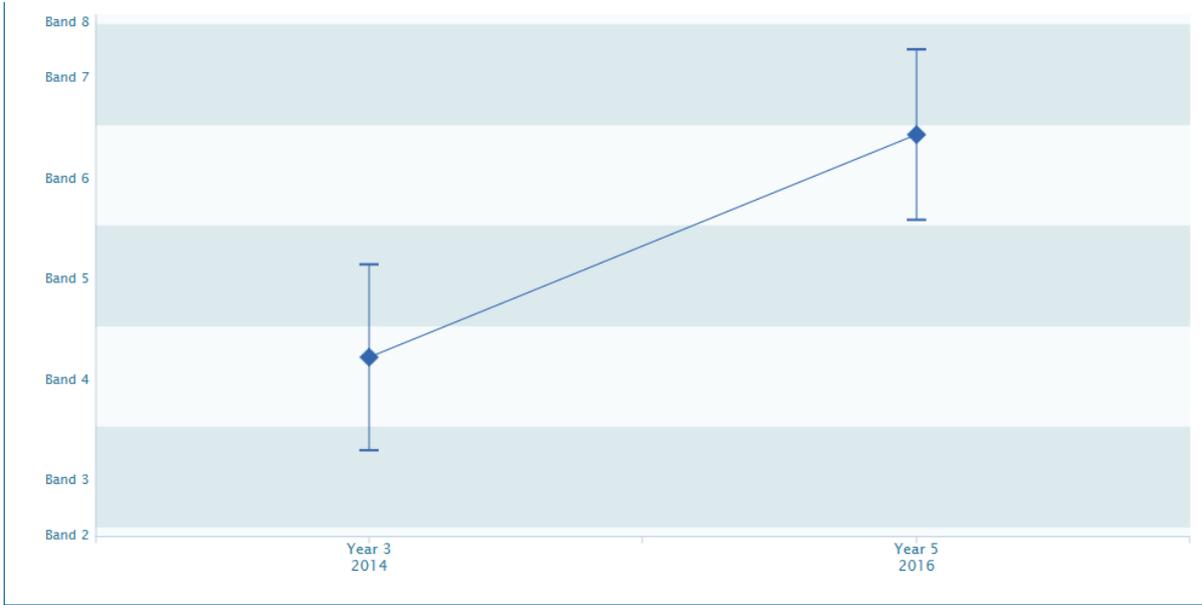
These tests establish the proportion of students achieving the national benchmarks. NAPLAN results show the result of each child's performance compared to other Australian students in their year level and the average score on the NAPLAN tests. From a school point of view these tests produce a large amount of data to allow us to review our teaching and learning. Not only can we identify individual student needs but we also receive feedback on the type of questions and skills that are student strengths and those that require further development. These tests are just one measure of student performance and in a small school overall results can be significantly cohort driven. Tests such as NAPLAN do not tell the full story of a school and should not be used to judge a school or a cohort of students. Instead, tests provide a snap shot of performance over time and are designed to assist teachers to help individual students improve their literacy and numeracy proficiency. They need to be read in the context of school reports, other teacher feedback and past observations from not only teaching staff but by individual families. LLS does not use a selective enrolment policy which accepts students on the basis of academic performance.

One of the meaningful areas to target when analysing NAPLAN is that of student growth, between Year 3 and Year 5 and Year 5 and Year 7.

The level of growth is displayed on the graphs on the following pages. These illustrate the growth of students from Year 3 to Year 5 and Year 5 to Year 7 in Reading, Persuasive Writing and Numeracy.

Note: in 2016 LLS had 1 year seven student was overseas at time of testing therefore no growth graph was available for 5 -7.

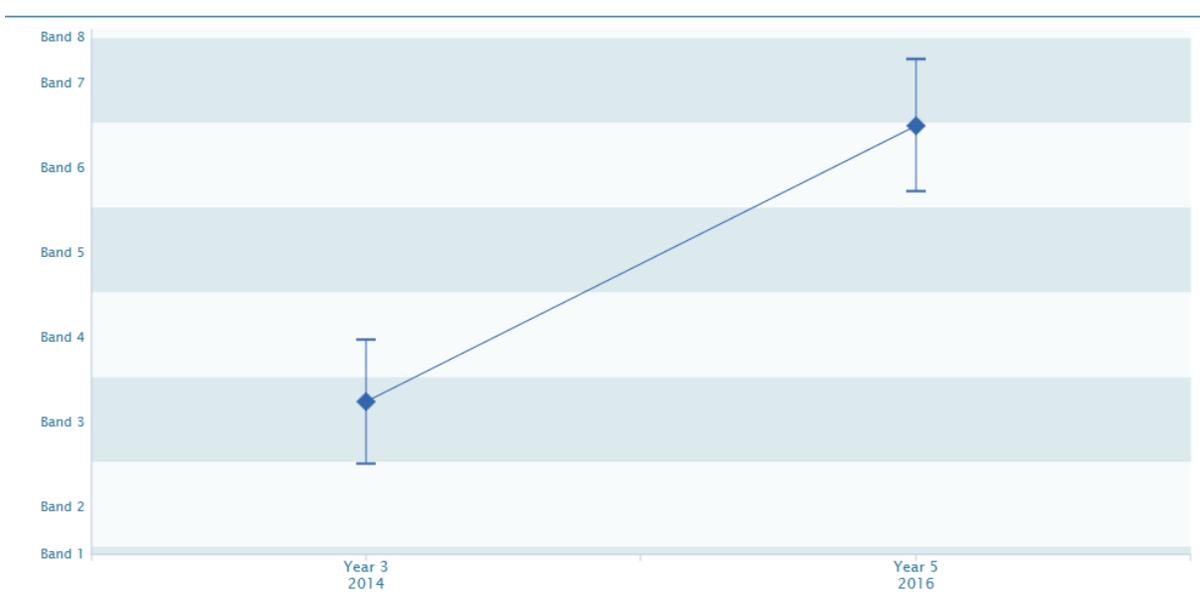
## YEAR 3-5 READING GROWTH



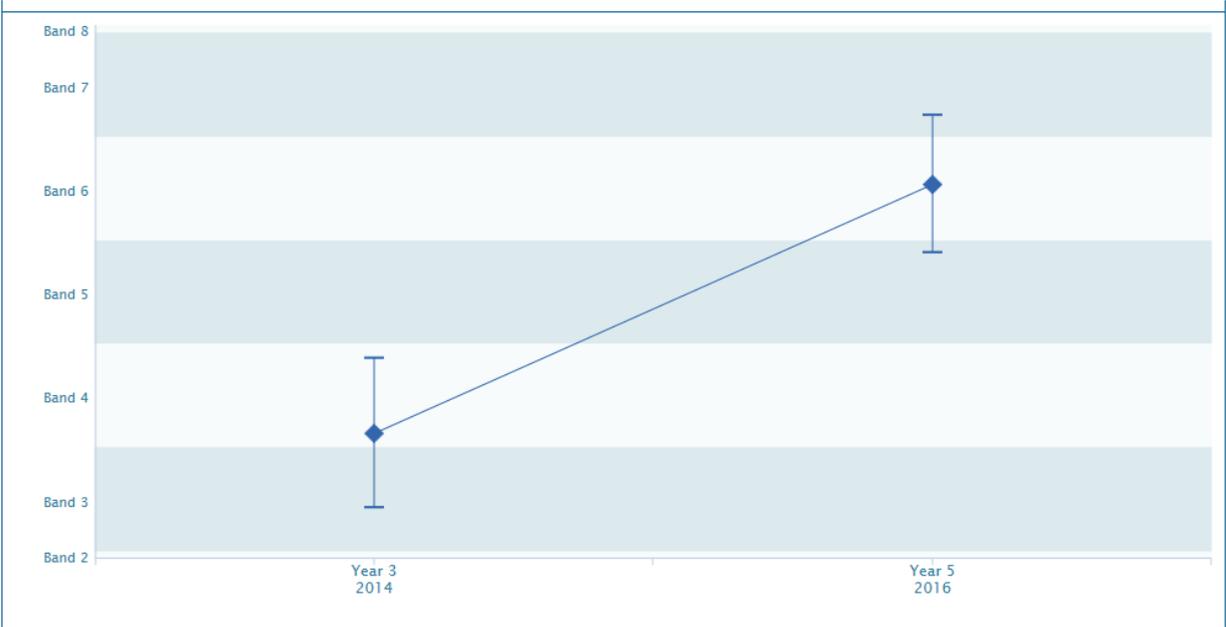
### How to interpret this chart

- ◆ Average achievement of students in the selected school
- | Margin of error at 90% level of confidence

## YEAR 3-5 WRITING GROWTH



### 3-5 NUMERACY GROWTH



**How to interpret this chart**

- ◆ Average achievement of students in the selected school
- I Margin of error at 90% level of confidence

## 5/ SCHOOL SATISFACTION

In 2016 all 84 Lutheran Schools undertook the Quality Schools Survey. These surveys were conducted by staff, parents and senior students and will cover the following Vocational Practices as identified by the LEA Growing Deep framework.

- **Excellence in Learning** (Learning, Curriculum, Well-Being, School Connectedness)
- **Ongoing Improvement and Innovation** (Improvement Focus, Financial Management, Professional Learning)
- **Strengthening Lutheran Identity** (Religious Identity and Culture, Christian Practices)
- **Community Building** (Supporting Learning, Developing Strategic Partnerships, Recognising Student Diversity)
- **Leading Effective Organisation and Management** (Identity, Governance, Leadership)

We received 29 survey responses here at LLS. 24 were completed by mothers, 2 by fathers, 2 by both parents and 1 by a guardian. With staff, council and the wider school community we analysed the data to identify the positives, surprises and opportunities from the data. This allowed us to look for themes consistent from all three surveys as well identifying the next steps. As part of the development of our Strategic Plan parent forums were conducted in order to reflect upon the Quality Schools Data and three basic questions namely:

- What do you like about LLS? What attracted you to LLS in the first instance?
- What is LLS doing well and should be promoted to the community?
- What would you add to the school to make it even better?

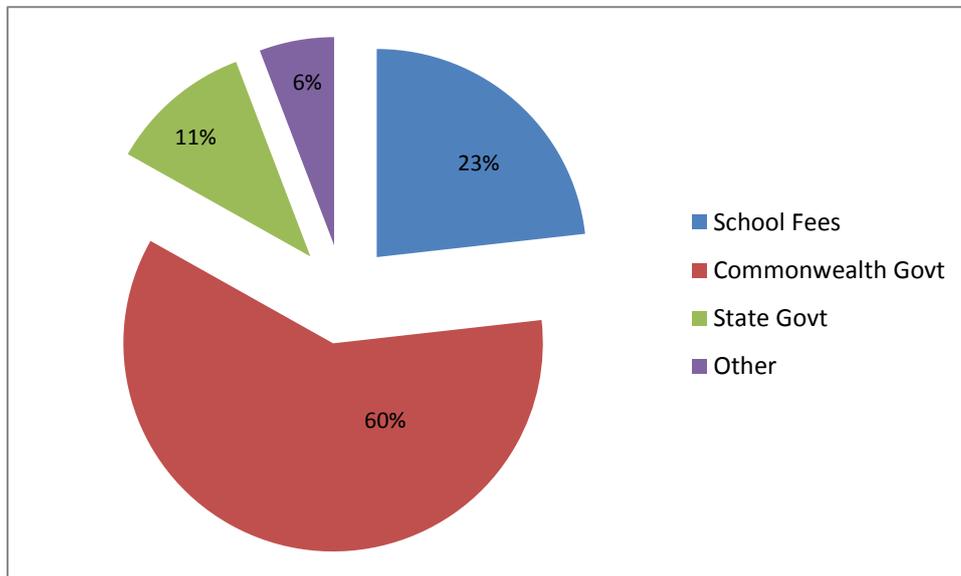
The collection of this school satisfaction data led to the identification of these key opportunities that were later crafted to form our Strategic Plan.

- Developing students that are inspired, self motivated and inspired.
- Developing students who can problem solve, work at pace, work as part of a team, understand ICT
- Differentiation of process, product, outcome and learning environment to give all students voice and choice.
- A true team of teachers approach incorporating a whole school time table, increased specialisation and consistency in areas such as STEM, The Arts and Nature Play.
- A staff that take an increased responsibility for supporting students with additional needs.
- Increased parent involvement and communication. This also involves Mission and Ministry from within our parent group.
- Developing student wide attitudes and common language.
- Reconfiguring our learning spaces

## 6/ SCHOOL FINANCIAL ACTIVITIES

### a/ Income broken down by funding source

The following chart is a summary of the income generated by LLS with the income broken down by funding source.



Income classified as 'other' includes:

- donations from Building Fund, Parents and Friends Association and the Lobethal Lutheran Church
- income from school bus, uniform shop and canteen.
- National Schools Chaplaincy Program. This also includes a contribution from the Woodside congregation

### b/ Break down of expenditure

The following chart is a summary of the expenditure made by LLS with the expenditure broken down by category.

