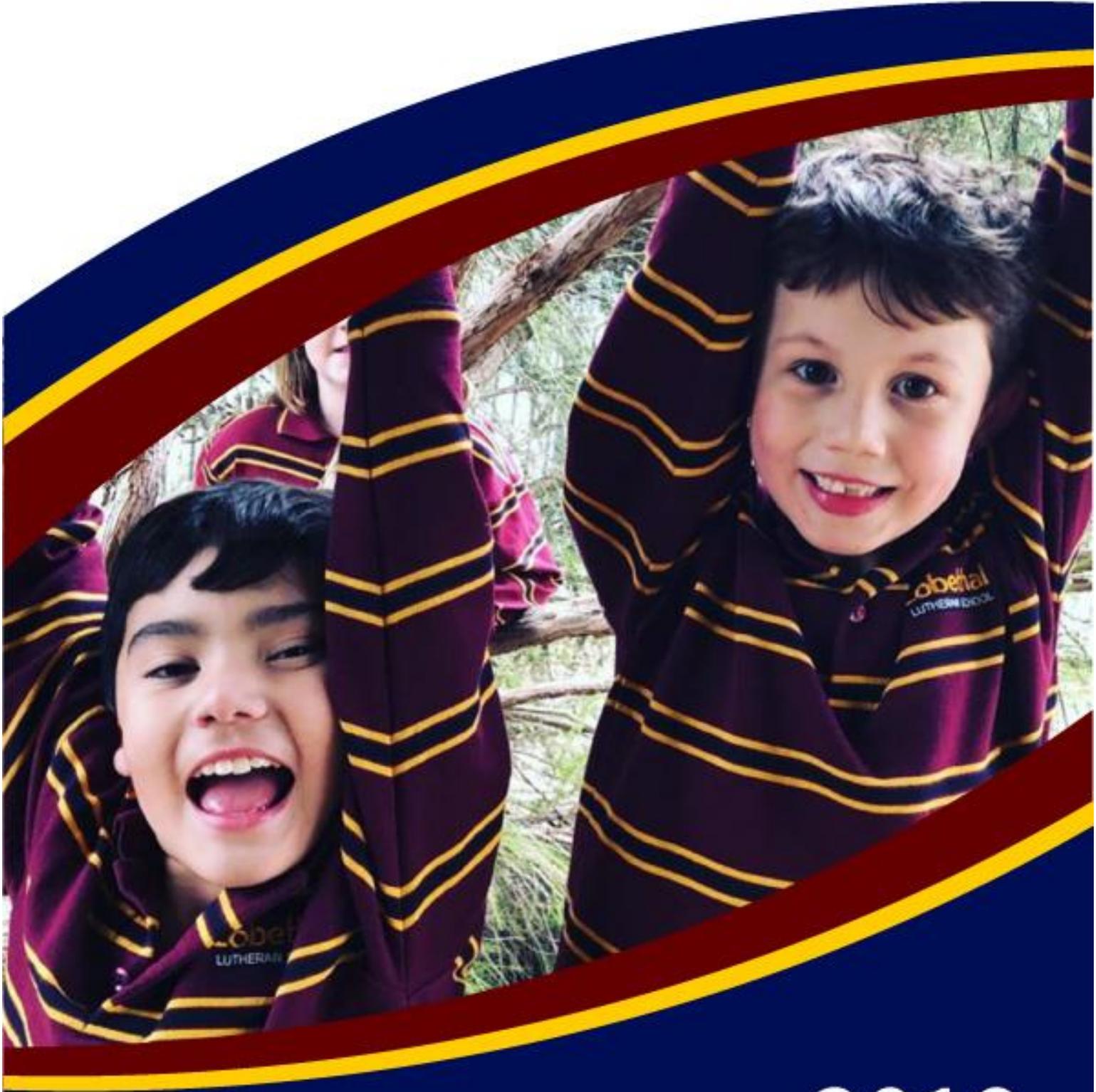




Lobethal
LUTHERAN SCHOOL
Historically Grounded, Future Minded



Lutheran
Education
AUSTRALIA



2019

ANNUAL REPORT

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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 activities conducted by Lobethal Lutheran School in the year 2019. It is published on the school website 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 Education SA, NT and WA (LESNW), 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 2019

NAME	Lobethal Lutheran School
SCHOOL SECTOR	Independent
TOTAL ENROLMENTS	84
YEAR LEVELS OFFERED	Foundation to Year 7
ADDRESS	48 Main Street, Lobethal
PRINICIPAL	Cassandra Kopias
SCHOOL COUNCIL CHAIR	Marc Fox
BUSINESS MANAGER	Tessa Priori (Jan-July); Leanne Gardner (Aug-Nov); Jodie Tasker (Finance Officer Nov, Dec)
TELEPHONE	08 83896131
EMAIL	admin@lls.sa.edu.au
WEBSITE	www.lobelu.sa.edu.au

b/ School Profile

Lobethal Lutheran School (LLS) is the longest continuous Lutheran school in South Australia. It was established on the land of the Peramangk People (the original custodians of the land). 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 and World Vision. 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, 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

Below is a one-page public summary of our strategic direction of the school from 2017-2020.

Statement	Focus Areas
<p>1. LLS fosters a learning environment that encourages our students to reach their full potential. We want our students at LLS to be successful and happy and to learn in safe and secure learning environment. Our aim is to have our students at LLS contribute positively to the community by participating in 21st century teaching and learning practices with an emphasis on critical thinking, communication, collaboration and creativity. <i>“Provide an authentic and diverse learning environment that engages students and encourages them to develop a love for learning.”</i></p>	<ul style="list-style-type: none"> • Development of learning spaces. • Early intervention testing and support • Implementing differentiated curriculum to meet individual needs of students. • Foster life-long learning • Celebration of successes • Supporting the emotional wellbeing of all of students. • Analysing and achievement data. • Enhancing student leadership programs.
<p>2. Excellence in teaching and learning which can provide a platform of lifelong learning for all. LLS will continue to support and build on staff expertise for teaching excellence. At LLS we have a culture of collaboration and trust, feedback and reflection to strengthen staff capacity. Strong staff performance and development with continued self-improvement is vital in meeting the needs of our students in the 21st century. <i>“Lobethal Lutheran School develops a strong reputation as supportive, professional, engaging and collaborative learning community.”</i></p>	<ul style="list-style-type: none"> • Staff review and professional development • Establishment of Learning Principles • Building capacity of staff • Enhancing ICT • Infrastructure, safety of church school campus • Support and develop staff leadership • Use the Australian Professional Standards for Teachers to assist teachers their practice inside and outside of the classroom.
<p>3. LLS will continue to provide a safe, healthy and supportive environment for all members of the school community. We use the Lutheran School Values to support behaviours within our school. We actively encourage all members of the LLS community to actively care for, and nurture a sustainable environment for all. We value and support our students to succeed. At LLS we encourage respectful and inclusive relationships and our hope is that each student experiences a sense of belonging. <i>“Provide a quality learning environment through effective management and planning practices.”</i></p>	<ul style="list-style-type: none"> • Making connections with local businesses, • Collaborating with stakeholders, ensuring that relevant fee models are in place. • Maintain and report on strategic objectives • Provide a safe and supportive learning environment. • Integrate the Lutheran School Values • Support sustainable and social and environmental practices. • Work with the church to manage the future needs of the school’s buildings and grounds.

<p>4. LLS will continue to develop and maintain strong and sustainable community relationships. This includes members of our wider community. These strong partnerships with all stakeholders encourages in the development of a more engaging learning environment for all of our students at LLS. At LLS we believe that strong parent/carer and community partnerships support our students. <i>“Engage authentically and respectfully with local community; building relationships and becoming a sphere of Godly influence.”</i></p>	<ul style="list-style-type: none"> • Foster relationships learning opportunities by nurturing external relationships. • Engage with the wider Lobethal Community. • Value the gifts and talents of the members in our community. • Apply for grants and funding. • Work with other Lutheran Learning communities. • Complete the yearly Quality Schools Survey
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3/ STAFF INFORMATION

a/ Teacher Standards and Qualifications

All teaching staff at LLS are appropriately qualified and hold registration with Teachers Registration Board of SA. Below is a list of teaching staff and a summary of their qualifications.

	Role	Qualification
Cassie Kopias	Principal	B Ed; B T(JP)
Abbie Kemp	Foundation Teacher	B Ed; Grad Cert Ed
Kayla Dametto	Year 1/2	M T(Primary)
Jack Pick	Year 3/4	M T(Primary)
Jo Vorstenbosch	Year 4/5	B T; M Ed
Meredith Muster	Year 6/7; PAR	B Ed; Grad Dip Ed(Theol)
Karen Bampton	Learning Support; PE	B Ed(JP/P); Cert Women’s Ed
Michelle Jones	Teaching and Learning Coordinator	B Ed; Grad Dip Ed(Theol)
Sarah White	STEM	B Ed(JP/P)
Helen Westermann	German	B A; Grad Dip Ed(Sec)

We welcomed to the school the following new staff in 2019:

- Kayla Dametto – Year 1/2 Teacher
- Michelle Jones – Teaching and Learning
- John Kleemann – Caretaker / Bus Driver (LSL Replacement)
- Jack Pick – Year 3/4 Teacher
- Tessa Priori – Finance Manager
- Jo Vorstenbosch – Year 4/5 Teacher

b/ Participation in Professional Learning

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.

During 2019, staff undertook a range of professional learning opportunities to further develop their capacity in their vocation and roles. These are outlined below.

ACTIVITY	PRESENTERS
Learning Principles	Mary Pickett (AISSA)
STEM – A Transdisciplinary Approach	Rod Wearn (LESNW)
Complispace Training	Complispace
Lutheran Principals Australia – Travelling Scholar	Dr Adam Fraser
Executive Functioning	Kerry Burke
STEM – Technologies Focus	Selena Woodward
LEAH Retreat – Spiritual Development	Hosted – Cornerstone College
Diabetes Training	Diabetes SA

c/ Workforce Composition

There were 17 staff employed during 2019 to cater for the cohort of students. Of these 5 were full time classroom teachers, one full time Principal, 4-part time teachers (Learning Support, Music, PE and LOTE), 2 fulltime Learning Support Officers (LSOs - Admin, Chaplaincy) 5 part time LSOs (Learning Support, Bus, Maintenance). No indigenous staff were employed during this time.

All teaching staff have relevant SA Teachers Registration Board qualifications. With many renewing their registration under the guidelines of 60 hours professional development. All support staff, except for one, are either qualified or undertaking formal study in the area of education.

In 2019 specialist lessons were provided in PE, STEM, Performing Arts and German. Additional student support was 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	5	29.4
Part time teaching	4	23.5
Full time non-teaching	2	11.8
Part time non-teaching	5	29.4
Principal	1	5.9
TOTAL STAFF	17	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 2019.

Out of 195 school days in 2019 the staff attendance rate was 95%.

4/ STUDENT INFORMATION

a/ Contextual characteristics of the student body

At the DEEWR Census in August the school population was 84 students. The breakdown of this cohort was as follows:

YEAR	STUDENTS
Foundation	15
Year 1	5
Year 2	6
Year 3	8
Year 4	15
Year 5	9
Year 6	20
Year 7	6
TOTAL	84

b/ Student attendance

Attendance rates are recorded below and take into account the actual student attendance days for the year (190) 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.

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. Most parents and carers inform the school of an absence by email or phone. This ensures the school knows the whereabouts of all its students. 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.

The breakdown of student attendance figures is as follows:

YEAR	Total Attendance %
Foundation	87.37%
Year 1	91.55%
Year 2	91.44%
Year 3	93.08%
Year 4	93.63%
Year 5	93.00%
Year 6	91.27%
Year 7	93.15%

c/ Post School Destinations

In 2019, 23 students were enrolled in our senior 6-7 class.

Of the 20 Year 6 students 4 have remained at the school to complete Year 7. 16 students went onto F-12 schools. These were Oakbank Area School, Trinity-Gawler, Faith Lutheran, Cornerstone and Birdwood

There were 5 Year 7 student/s who completed their primary studies at Lobethal Lutheran. These students went on to Urrbrae High School, Birdwood High School, Oakbank Area School and Heathfield High School.

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 a 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.

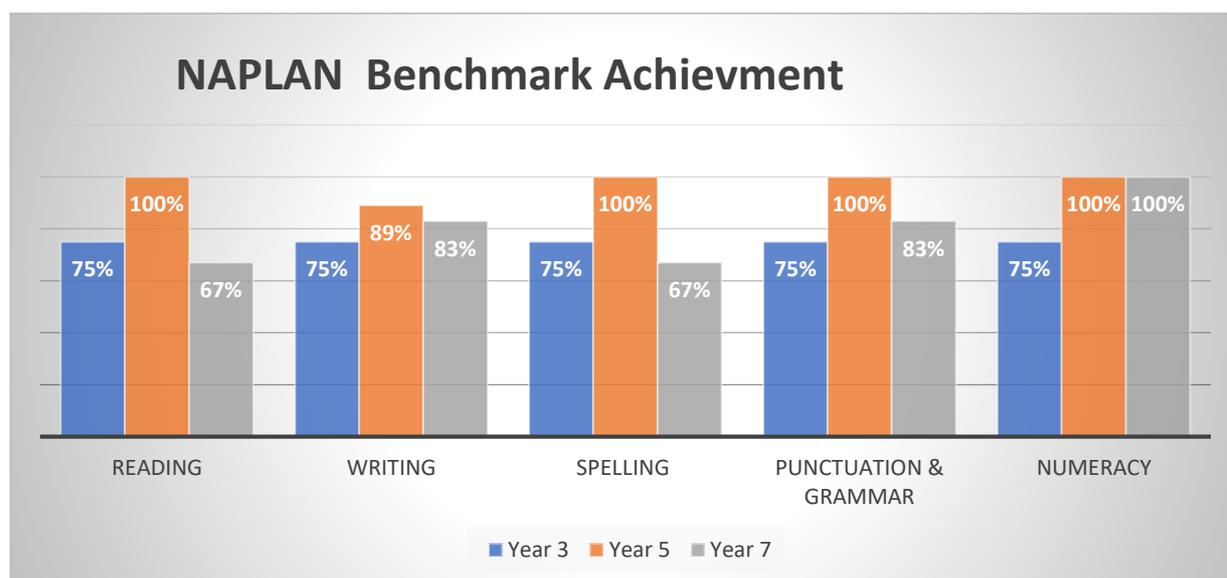
These tests establish the proportion of students achieving the national benchmarks. NAPLAN results show the result of each child's performance compared to other Australian students in their year level and the average score on the NAPLAN tests. From a school point of view these tests produce a large amount 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.

Participation results are in table form below:

	Reading	Writing	Spelling	Grammar/Punctuation	Numeracy
Year 3	67%	67%	67%	67%	67%
Year 5	100%	100%	100%	100%	100%
Year 7	100%	100%	100%	100%	100%

Please note: Staff analyse these results, in conjunction with their own observations, Progressive Achievement Tests and class based assessments, to ensure that the curriculum content, implementation and differentiation needs are being met for each individual student. All of this data also informs our teaching and learning programs. It must also be noted that because of relatively low class numbers 1 or 2 children can mean a large percentage swing.

The graph below depicts the percentage of students who reached the benchmark.



It must also be noted that because of relatively low class numbers 1 or 2 children can mean a large percentage swing.

5/ SCHOOL SATISFACTION

In 2018 all 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)

Parents

We received 45 parent survey responses here at LLS. 31 were completed by mothers, 10 by fathers, and 4 by both parents.

Staff

We received 11 survey responses from staff. 10 responses were female and 1 was male.

Students

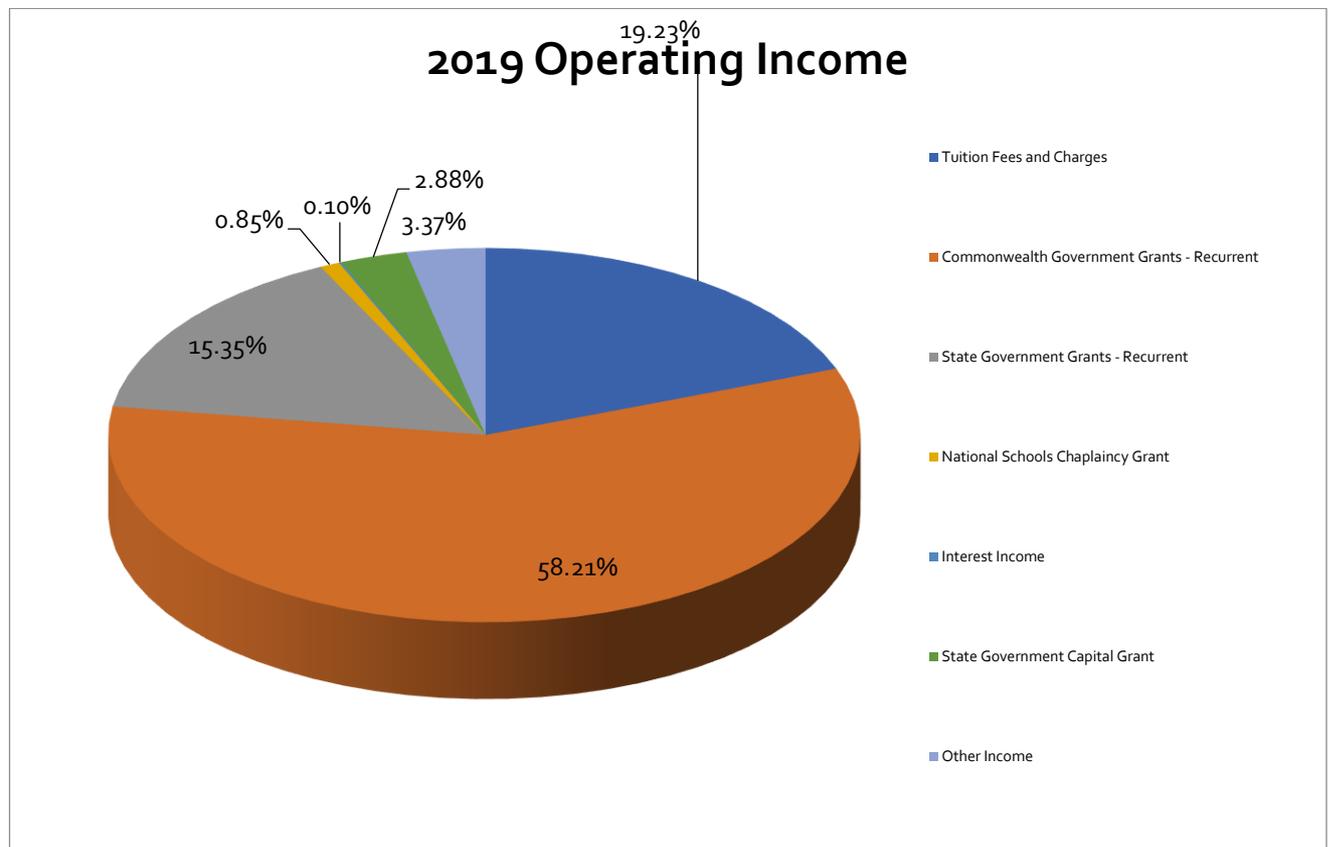
We received 43 survey responses from our senior students. 28 of these responses were male and 15 were female. In year level of respondent we had 20 Year 5 students, 13 Year 6 students and 10 Year 7 students.

Discussions stimulated through analysis of the survey results will be used as the basis to continue to accurately inform our whole-school strategic direction plan and policies 2018-2020.

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.

2019 Operating Expenditure

