



Lobethal

LUTHERAN SCHOOL

Historically Grounded, Future Minded



Lutheran
Education
AUSTRALIA



2022

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 2022. It is published on the school website www.lls.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 2022

NAME	Lobethal Lutheran School
SCHOOL SECTOR	Independent
TOTAL ENROLMENTS	69
YEAR LEVELS OFFERED	Foundation to Year 6
ADDRESS	48 Main Street, Lobethal
PRINICPAL	Steph Kriewaldt
SCHOOL COUNCIL CHAIR	Marc Fox
BUSINESS MANAGER	Kerryn Simpfendorfer
TELEPHONE	08 83896131
EMAIL	admin@lls.sa.edu.au
WEBSITE	www.lls.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 public summary of our strategic direction of the school from 2021 - 2024.

STRATEGIC PRIORITIES			
LEARNING & INNOVATION	STUDENT DEVELOPMENT	COMMUNITY	GROUPS & FACILITIES
REQUIRED OUTCOMES			
<ul style="list-style-type: none"> Innovative, personalised best-practice learning. Improved achievement and growth across all domains and year levels. A learning culture based on research, collaboration and best practice. A leader in academic excellence and innovation. 	<ul style="list-style-type: none"> Students, staff and community flourish. A system is in place to regularly measure and monitor progress in student, staff and parent perceptions of wellbeing and belonging. Students and staff enjoy high levels of wellbeing. 	<ul style="list-style-type: none"> Our values are visible. A school known for nurturing students, staff and families. Everyone feels engaged and valued at Lobethal Lutheran. Lobethal Lutheran is recognised for innovation and vibrancy in the local community and beyond. We are known for our values, community and innovation. 	<ul style="list-style-type: none"> Taking learning beyond the classroom. A World class, contemporary learning environment. Improved street presence, access and security. Facilities are shared with the wider community. A learning environment that inspires and enables flexible, contemporary approaches to teaching and learning.
STRATEGIES			
<ol style="list-style-type: none"> Raise standards in Literacy. Raise standards in Numeracy. Personalised learning. Innovative learning. Christian Studies. Expand opportunities in Sport. 	<ol style="list-style-type: none"> Promote whole school wellbeing. A systematic approach to behaviour management. Infuse the values. 	<ol style="list-style-type: none"> Investigate options for OSHC and long day care services. Marketing and communications. 	<ol style="list-style-type: none"> Enhance classroom design. Develop a site master plan. Site improvement. Alternate front entry.

Lobethal Lutheran School–Strategic Plan Summary 2021 to 2024

A community in which learning is exciting and students thrive.

VALUES		
<p>Explore together</p> <p>We are curious and welcome challenges as opportunities to develop new skills, knowledge and wisdom.</p>	<p>Thrive together</p> <p>We set high standards and continually strive to improve.</p>	<p>Serve together</p> <p>We are a caring community. We use our God-given talents to help others.</p>

VISION

Our learning community is known for its caring attitudes and responsible actions, inspired by Christian values.

Students learn and grow through innovative programs and experiences that take learning beyond the classroom.

Our indoor and outdoor learning environments are used flexibly and encourage students to explore, learn and thrive.

MISSION

At Lobethal Lutheran we support each child to thrive.

We strive for each student to achieve their best academically, socially and spiritually while caring for others and our global community. We help each student to develop social skills, behaviours and positive relationships based on Christian values.

At Lobethal Lutheran we encourage students and staff to explore.

Staff continually research and share knowledge, to maintain awareness of best practices in teaching and give students the best possible opportunities to learn and develop.

At Lobethal Lutheran we serve our students, staff and community.

We use best practice pedagogy to create interest, challenge and engage each student in their learning. We continually search for and embrace opportunities for our students to learn in new and interesting ways. We care for ourselves, others and the world.

We plan for and continually update learning and social spaces.

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 staff at LLS.

Qualification	Number Held by Staff
Doctorate	0
Masters	0
Bachelor	8
Diploma	0
Certificate	0
TOTAL QUALIFICATIONS	8

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 2022 skills were updated for staff around registration and school compliance, curriculum documentation, Christian Studies, First Aid, Reporting Abuse and Neglect, Literacy, Wellbeing, Science, Technology, Engineering and Maths (STEM) iPads Artificial Intelligence, dyslexia, dysgraphia, dyspraxia, Nature play, technology and updates for the National Consistent Data Collection for children with Disabilities.

c/ Workforce Composition

There were 11 staff employed during 2022 to cater for the cohort of students. Of these 3 were full time classroom teachers, 4 part time classroom teachers, one full time Principal,, 1 part time aide, 1 part time administration and a part time Chaplain. One indigenous staff member was 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 2022 specialist lessons were provided in PE, Music, Gardening and German. Additional student support is also provided via a 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.

	Male		Female		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Principal	0	0.00	1	1.00	1	1.00
Full time Teaching	2	2.00	1	1.00	3	3.00
Part time Teaching	1	0.40	3	1.20	4	1.60
Full time Non-Teaching	0	0.00	0	0.00	0	0.00
Part time Non-Teaching	1	0.80	2	1.30	3	2.10
TOTAL	4	3.20	7	4.50	11	7.70

The Pastoral Care of students continues to be supported by a Chaplain being part funded by the National Schools Chaplaincy Program. 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 is one indigenous staff employed by LLS in 2022. During 2022, the staff attendance rate was 95.98%.

4/ STUDENT INFORMATION

a/ Contextual characteristics of the student body

At the DEEWR Census in August the school population was 69 students. The breakdown of this cohort was as follows:

CENSUS DETAILS	
YEAR	STUDENTS
Foundation	13
Year 1	10
Year 2	7.2
Year 3	14
Year 4	9
Year 5	6
Year 6	9
TOTAL	68.2

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	94.1%
Year 1	95.9%
Year 2	96.8%
Year 3	97%
Year 4	90.3%
Year 5	92.2%
Year 6	94.7%
Year 7	92.6%

c/ Post School Destinations

In 2022 15 students were enrolled in our senior 5-6 class, 9 in year 6 and 6 in year 5.

2 students went on to Oakbank School, 1 to Heathfield High. 1 of our year 6 students went on to Faith College. 1 of our year 6 students went on to Concordia College and 2 of our year 6 students went on to Hills Christian School, with 2 attending Cornerstone College

The National Assessment Program, Literacy and Numeracy Tests, were administered to students in Year 3 and Year 5. The students underwent tests in: Reading, Writing, Language Conventions and Numeracy.

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. 76.92 % of our Year 3 students took part in NAPLAN, with 100% of Year 5 student participation.

5/ SCHOOL SATISFACTION

In 2022 staff and the community took part in a school health check survey.

Community Building:

The health of the internal community was strong across all survey groups.

Excellence in Learning:

The aspirational standards for Lutheran Identity attracted the high responses across the vocational practices, particularly from the Parents.

Organisation and Management:

The parents and students have collectively responded positively to this vocational practice.

Ongoing Improvement and Innovation:

Lutheran Identity

The aspirational standards for Lutheran Identity attracted the highest of responses across the vocational practices, particularly from the Parents.

The school mission and values are identifiable and evident in the school community.

The most important factors for parents choosing Lobethal Lutheran for their child:

1. Innovative education
- 2 Good teachers
- 3 Caring community

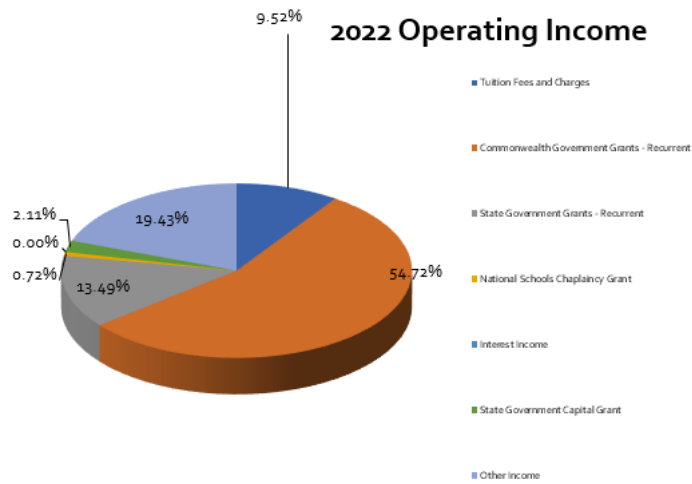
The three elements most valued about Lobethal Lutheran by parents once at the school:

- 1 Caring community
- 2 Innovative education
- 3 Outdoor play

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 and the Parents and Friends Association
- income from school bus, uniform shop and canteen operations

b/ Break down of expenditure

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

2022 Operating Expenditure

