Loxton Lutheran School

2013 School Performance Information Report
As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This collated information which relates to the 2013 school year, appears in this report under the headings specified by the Australian Government.

If you have any questions regarding this information please feel free to contact the Loxton Lutheran School Office to make an appointment to see Principal Terry Sawade.

**Contextual Information about the School Including Characteristics of the Student Body.**

It is the mission of Loxton Lutheran School to be a Christ-centred caring community, providing quality education where individuals are challenged to achieve their potential and empowered to be responsible citizens and leaders in the community.

**In essence our mission is:**

**“Educational Excellence ~ Together in Christ.”**

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.

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.

Through the continued support of government, and an active and committed parent community, the school has grown into a modern facility with well-equipped classrooms and facilities.

A member school of the Lutheran Schools’ Association of South Australia, the strength of Loxton Lutheran School has been 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, as well as focussing upon the core values of **Love, Justice, Compassion, Forgiveness, Service, Courage, Humility, Hope, Quality and Appreciation.**
The foundation to success is knowing where you are and where you want to be. The staff, parents and students of Loxton Lutheran School are clear about what and where they want their school to be – the best at providing educational opportunities and instruction – academic, social and spiritual - enabling all children who attend, to grow into valued, caring and law-abiding adult citizens.

Located in the township of Loxton, in the Riverland of South Australia, 250 km from Adelaide, Loxton Lutheran School is highly regarded within the community for providing an extensive range of educational opportunities for its children that both directly and indirectly improve student outcomes. Examples of these are what could be termed ‘Value Added.’ Loxton Lutheran School adds value to the education experience of its students and the experience of the wider school community by its ethos, culture and environment, and by the opportunities provided. Listed below are a range of examples of activities undertaken during 2013 that added value to the educational experience at Loxton Lutheran School.

**Spiritual Development**
- Daily Staff Devotion
- Weekly Staff Prayer Circle
- Staff Bible Study (term by term program)
- Staff Conference / Retreat
- Daily Class Devotions
- Weekly School Chapel services (hosted by classes on a rotational basis and involving local Lutheran Pastors )
- Class / School involvement in Sunday Church Services at local Lutheran Congregations
- School Chaplaincy / Pastoral Care program

**Curriculum Related Activities**
- LAP (Learning Assistance Program – which involves parents, grand-parents and friends of the school working with groups and individual students on a range of activities)
- Reading Recovery
- Mini-Lit Literacy Intervention Program
- Multi-Lit Literacy Intervention Program
- GMG Co-ordination Programme (Reception classes)
- Standardised Diagnostic Testing (2 X per year –across all year levels)
- Extended Learning Programme
- Specialist PE / Health Lessons (all Classes)
o Specialist Classroom Music / Visual Arts Programmes (all classes)
o Weekly Library lessons with a Teacher Librarian
o Weekly German lessons
o Scholastic Book Fair & Book Club
o On-line Mathletics Computer program
o On-line Reading Eggs program
o Premier’s Reading Challenge (100% participation & achievement level)
o University of NSW Competitions – Science, Maths, English, Spelling, Computing
o Book-week activities – group sharing across the school
o Life Education Van – all year levels
o Growth & Development Lessons (Year 6 & 7 students) via Families SA prepared materials
o Involvement in extensive Transition Programs
  ▪ Pre-school to School – School to Pre-school visits
  ▪ Year 7/8
o Walk to School Day initiative
o Tournament of Minds participation
o Year 7 Gardens
o School Parliament – providing structured student decision making processes
o One to one iPads for all children in Years 3 to 7 to enrich teaching programs

• Community
  o Buddy Classes / weekly buddy activities
  o Conducting monthly Chapel services for residents of the Riverview Rest Home
  o Tidy Towns Clean-up
  o Clean Up Australia Day
  o Involvement in Loxton Mardi Gras Pageant
  o School involvement in “Operation Christmas Child”
    ▪ 100+ Christmas Boxes prepared and donated by the school community
  o School involvement in annual Christmas Tree Display
  o Annual School Continental (major fund-raiser)
  o Student involvement in Anzac Day & Remembrance Day Ceremonies at the Cross of Sacrifice with the laying of a wreath
  o Fund-raising for Charity - Monetary support for local, national & international charity organisations via donations accumulated through weekly Chapel offerings
  o School Parliament organised Casual Days raising money for charity
o School involvement in Loxton Show (School Art Display) & Riverland Field Days
o Recycling waste materials by classes
o Healthy Eating Canteen (Monday, Wednesday & Friday)
o Making the LIFE Centre available to community organisations (sporting & non-sporting) for hire at low cost.
o Provision of school facilities (eg School Buses & LIFE Centre) at no cost to community organisations at no cost.
 o Student involvement in community tree planting.

● Sporting / Cultural
   o Involvement in Riverland SAPSASA with student participation in:-
     ▪ All sports including tennis, cricket, hockey, football, netball, swimming, athletics, touch-football, soccer
   o Specialist sports coaching
     ▪ Soccer SA
     ▪ SANFL
     ▪ South Australian Cricket Association
     ▪ Riverland Golf Association
   o School Student Band
   o School Choir participation in the Riverland Festival of Music at Chaffey Theatre
   o School Concert and Musical held in the School’s LIFE Centre
   o Annual School Sports Day
   o Annual Riverland Athletics Day
   o Various visiting performances
   o Fortnightly Assemblies – Whole School
   o Active After School Program (7 weeks each term – 3.15pm to 4pm 2 days/week)

● Camps / Excursions
   o Reception – Stay-back
   o Reception/Year 1 – Stay-back and a day excursion to Monarto Zoo
   o Year 1/2 – Sleep-over & a day excursion to Monarto Zoo
   o Year 3 – 2 Day & 1 Night camp to Adelaide
   o Years 4 & 5 – 2 nights & 3 days to Nanu Farm
   o Year 6  adventure aquatics camp – 2 nights – 3 days (Morgan)
   o Year 7 - 5 nights & 6 Days – to Canberra – as a part of the Loxton Schools Combined Year 7 Trip (Late November / Early December)
Swimming lessons – Reception to year 5
Year 7 Aquatics Day (Barmera) in Term 1

**Student Leadership**

- Election of School Captains and Vice Captains (announcement of leaders for the following year made at the previous year’s end of year service) by the student body.
- Election of Sports House Captains & Vice Captains (by the students year 3 & above)
- School Parliament (in place of SRC) with all year 7s involved in decision making and reporting on behalf of the student body in an organised parliamentary forum.
- Opportunities for student leaders to attend training and motivational forums such as ‘Young Leaders Day’ and Lutheran Education’s Young Leader’s Day

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

**Teaching Staff Changes/Additions**

In 2013 Loxton Lutheran School’s Staff remained relatively stable in relation to 2012 personnel. Changes at the commencement of the year and during the year were as follows.

- Due to the substantive Reception teacher continuing her Parenting Leave, the ELC Director (0.4FTE) was appointed to share the class with a Graduate teacher (0.6FTE) contract teacher. Both appointments were for the entire 2013 school year.
- A permanent (1.0FTE) teacher, who was returning from Parenting Leave, reduced her FTE status to 0.4 permanent at the commencement of the year and took up a position of PE/Health Specialist NIT Teacher.
- A permanent 0.3FTE specialist Class-room Music NIT teacher took Leave Without Pay for semester 2 and was replaced by a 0.3FTE contract Visual Arts teacher for that period of time.
- The Principal took two weeks of Long service Leave at the end of term 1 and was replaced internally by the School’s Librarian for that period of time.
- The Year 1/2 teacher took a term’s Long Service Leave for the entirety of term 2. The position was back-filled by two contract teachers, one working an FTE of 0.4 and the other an FTE of 0.6.

**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.
Some of our more experienced teachers hold a Diploma in Teaching (Dip T – 3 years study) and an Advanced Diploma in Teaching (Adv. Dip T – 4 years study). A number of these people have then completed further study in the form of Post Graduate Diplomas etc. Most younger teachers on staff began their teaching careers after a 4 year Bachelor degree in teaching. Most teaching staff members have more than one tertiary qualification.

Below is a listing of teaching qualifications held by our teaching staff:

- Advanced Diploma In Teaching 1
- Diploma in Teaching (inc. Grad.Dip T) 4
- Associate diploma in Applied Science 1
- Bachelor of Education (inc Grad B Ed) 10
- Bachelor of Arts 3
- Bachelor of Health Services 1
- Graduate Diploma (Education / Teaching) 3

Non Teaching Staff Changes / Additions

- Re-structuring of the Front Office Executive Assistant position, from a shared role (with two LSOs each working a 5 day fortnight) was necessary after one of the LSOs left on maternity Leave at the end of Term 1. For efficiency purposes it was decided to change the position back to a one person role, with another LSO increasing her time to 5 days a week to take on the role at front office & the LSO previously working part time at front office reverting to a more direct student/classroom role.
  - The LSO who took maternity leave, returned to staff (in a class-room support capacity for the start of term 4 at an FTE of 0.2)
- At the end of Term 1, the two Indigenous Trainee staff, funded under the Federal Government’s Indigenous Trainee Program and employed as class-room based LSOs, completed their traineeships.
  - These two trainees were later re-employed (one at the commencement of term 3 and one at the commencement of term 4) due to a continuation of the Federal Government’s Indigenous Trainee Program.
  - The Indigenous Trainee Groundsman was also re-employed at the beginning of term 3 under the abovementioned program.
- At the conclusion of the 2012 school year, the School Groundsman tended his resignation due to health reasons. The position was subsequently advertised and, after an interview process, a new person was appointed for commencement at the start of the school year.
- A trainee groundsman, completing a Certificate 2, was also employed for 2 days/week. This trainee working under the direct supervision of the school’s Groundsman and the Maintenance worker.
- The school Pastoral Care Worker, employed under the Federal Government’s National Chaplaincy Program, resigned her position at the end of term 2 due to having a baby. Her replacement, who commenced duties at the beginning of term 3, was also employed for 2 days a week.

**Staff Training / Professional Development**

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

- Mandatory Notification
- Basic 1st Aid (BELS)
- Valuing Safe Communities
- Epi-Pen Use
- Asthma Management

The training in the above mentioned areas is not annual, but cyclic. In 2013 all staff, teaching and non-teaching participated in the following training activities:

- Epi-pen use
- Valuing Safe Communities
- Asthma Management
- Epilepsy awareness

All teaching staff members 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.

While associated costs can be identified for most of these 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, Personnel Consultative Committee, as well as joint parent/teacher committees such as Continental and Nutrition.

(It is an expectation that all teaching staff are involved in at least one committee)

In 2013 the average Loxton Lutheran School expenditure per teacher on professional development was $2957. This figure is based on the number of recorded days where teachers were absent from teaching duties/school due to attendance/participation in professional development activities, multiplied by the cost of employing a replacement teacher and divided by the number of full time equivalent teachers on staff.

The cost of providing this support to staff is shared between the school and the Commonwealth Government, primarily through its ‘Targeted Programs’ funding to the school.

It should also be noted that the aforementioned does not include the privately funded professional learning activities undertaken by teachers who are engaged in post graduate studies and other courses. Nor does it include travel and accommodation costs incurred by staff in order to attend work-shops or conferences.

Staff Attendance
The average attendance rate is an indicator of the time required to be at work that is actually spent at work. The larger the percentage figure the less time is spent away from work due to illness, carers 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 etc, where a replacement employee has been contracted to fulfil a person’s duties.

The average attendance rate of staff (teaching and non-teaching) at Loxton Lutheran during 2013 was 94.62%. This figure is 2% less than the figure recorded in 2012 and can mainly be attributed to a severe illness suffered by a non-teaching member of staff which accounted for approximately 48% of the sick leave days used by all staff during the year.
Workforce Composition, Including Indigenous Composition.

Loxton Lutheran’s school teaching 2013 staff comprised the following:

- **Teachers**
  - Principal 1.0 (FTE)
  - Classroom teachers 8.0 (total FTE)
  - Librarian 0.8 (FTE)
  - Special Education 0.6 (FTE)
  - Language (German) 0.3 (FTE)
  - Class Room Music / Visual Arts (NIT) 0.3 (FTE)
  - Specialist PE / Health (NIT) 0.2 (FTE)
  - Extended Learning/Relief/ 0.4 (FTE)
  - Counsellor / Pastoral Carer 0.4 (FTE)

  (Under the Commonwealth Government’s National Chaplaincy program.)

- **Non Teaching Staff**
  - Business Manager
  - Executive assistant
  - 4 X Classroom School Assistants (various hours)
  - Canteen Manager
  - Uniform Manager
  - Grounds-man
  - Maintenance Worker
  - Promotions Officer
  - Indigenous
    - 2 X Trainee Classroom School Assistants
    - Trainee Groundsman / Maintenance Worker
  - Trainee Groundsman / Maintenance Worker (10 Hrs/week)

**Student attendance at school**

1) The rates of attendance for the whole school and for each year level; and
2) A description of how non-attendance is managed by the school.

During the 2013 school year, the average total attendance for students enrolled at Loxton Lutheran School was 93.70% Breaking this down for each year level, the following rates were achieved (figures are calculated to the nearest one hundredth of a whole percent)
<table>
<thead>
<tr>
<th>Year Level</th>
<th>Maximum Days Possible</th>
<th>Actual Attendance</th>
<th>Percentage of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>4772</td>
<td>4456</td>
<td>93.38%</td>
</tr>
<tr>
<td>Year 1</td>
<td>4293</td>
<td>4006</td>
<td>93.31%</td>
</tr>
<tr>
<td>Year 2</td>
<td>2342</td>
<td>2181</td>
<td>93.13%</td>
</tr>
<tr>
<td>Year 3</td>
<td>3870</td>
<td>3622</td>
<td>93.59%</td>
</tr>
<tr>
<td>Year 4</td>
<td>3297</td>
<td>3127</td>
<td>94.84%</td>
</tr>
<tr>
<td>Year 5</td>
<td>4340</td>
<td>4054.5</td>
<td>93.42%</td>
</tr>
<tr>
<td>Year 6</td>
<td>4678</td>
<td>4419.5</td>
<td>94.47%</td>
</tr>
<tr>
<td>Year 7</td>
<td>4540</td>
<td>4242</td>
<td>93.44%</td>
</tr>
</tbody>
</table>

The over-all average attendance figure of 93.70% is approximately 0.4 of a percentage point greater than the average for the 2012 school year (93.29%) and continues to indicate a stable rate of student attendance at Loxton Lutheran school which has only fluctuated (+ or -) by a percentage point over the last 6 years.

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 by 9.30am on the morning of the absence. A written note, upon the child’s return after the absence, is also acceptable. Students arriving late or leaving early are required to do so via the school office to be signed in/out by parents/guardians.

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, with written reports made.

**Student Outcomes in Standardised National Literacy and Numeracy Testing**

2013 marked the 6th year of the National Assessment Program for Literacy and Numeracy (NAPLAN) which is conducted in early May in all schools across all education systems in Australia.
The table below represents Loxton Lutheran School’s overall results of children at or above the minimum national bench-marks for their year level. While the percentage figures (top) given provide a useful indication as to the results achieved across the school, further information regarding the number of students sitting the assessments does provide greater perspective to the actual percentages achieved.

For example, the smaller the cohort (number) of children taking the test at a year level, the greater the percentage for every child not achieving bench-mark status. In Loxton Lutheran School’s situation, the numbers of children involved in the testing at each year level was:-

- Year 3 17 children (all assessments)
- Year 5 20 children (all assessments)
- Year 7 20 children (Reading, Writing, Spelling & Grammar & Punctuation)
  21 children (Numeracy)

The bottom number in each box within the brackets, indicates the actual number of students who were unable to achieve the bench-mark for that area in that year.

Loxton Lutheran School’s policy is that all children school sit the NAPLAN tests, unless parents insist on their child’s withdrawal for specific educational reasons. In 2013 -

- With Year 7, 3 children were withdrawn from Reading, Writing, Spelling & Grammar and Punctuation while 2 children were withdrawn from all assessments.
- With Year 5, 1 child was withdrawn from all assessments.
- With Year 3, 2 students were withdrawn from all assessments.

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing</td>
<td>Reading</td>
<td>Spelling</td>
</tr>
<tr>
<td>Year 3</td>
<td>100 (0)</td>
<td>94 (1)</td>
<td>94 (1)</td>
</tr>
<tr>
<td>Year 5</td>
<td>75 (5)</td>
<td>100 (0)</td>
<td>95 (1)</td>
</tr>
<tr>
<td>Year 7</td>
<td>100 (0)</td>
<td>95 (1)</td>
<td>100 (0)</td>
</tr>
</tbody>
</table>
It needs to be stated that, while the 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, they never-the-less remain a snapshot in time.

Reporting student progress is an ongoing process at Loxton Lutheran School. Formal reporting occurs three times a year:

- Term 1 – Parent Interviews
- Term 2 – Plain English Written Reports
- Term 4 – Plain English Written Reports

In 2012, the school invested considerable resources into the purchase and implementation of the ‘Accelerus’ student reporting program. This program continued to be modified and ‘tweaked’ during 2013 and, through this process, it is anticipated that more accurate and succinct reporting regarding student progress will eventuate.

Parents of children in years 3, 5 & 7 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.

In addition to the abovementioned 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 books.

Standardised testing in Numeracy and Literacy occurs two times a year – mid-term 2 and early to mid-term 4. These results are recorded in each child’s personal information folder housed in the administration building.

Loxton Lutheran School is acutely aware of taking every opportunity to improve its performance which it does by providing its 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 can then be planning and implemented to improve the performance of overall curriculum delivery.
Parent, Student and Teacher Satisfaction with the School

Feedback from parents occurs through a number of sources, some formal and some informal. It includes responses to surveys, contributions by focus groups; comments through school community groups such as the Parents and Friends and various parent support groups; and specific feedback to teachers, senior staff and the Principal. Such feedback is always welcome.

The continuing message in this feedback is positive, supportive and appreciative of the opportunities and facilities the school provides for its students. Concerns are also expressed, and these provide school Management, teaching staff and School Council with the opportunity to enquire further to address the matters where improved performance is both perceived and required.

During 2013 very positive parent feedback was received about
- The social and well-being needs of students and Parents
- the school meeting educational needs of students
- the overall educational program
- the school catering for the spiritual development of students.

(Tables 1 & 2 (below) provide evidence of this.)

While it is very pleasing that parents also continue to rate school grounds and facilities very highly, and that members of the school community value the extra-curricular opportunities available to children, the focus for feedback sought in 2013 was in the area of social and emotional well-being of students, parents and staff.

During the 2nd Semester of 2013 moves were made for the school to become involved in the KidsMatter Primary Program. Interested staff and parents, who were to form the School Action Team, attended a 2 day training seminar in readiness for a 2014 start to the program. It is proposed that all staff members will in turn be trained by this committee on stage 1 of the KidsMatter Program.

Table 1

<table>
<thead>
<tr>
<th>Percentage of Parent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Student Needs with...</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>The overall Educational Program</td>
</tr>
<tr>
<td>Ministry &amp; Care (spiritual &amp; personal needs)</td>
</tr>
<tr>
<td>Reporting on Academic Progress (written &amp; verbal)</td>
</tr>
<tr>
<td>Behaviour Management (consistency of application)</td>
</tr>
<tr>
<td>Question/Area</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The school respects and values my family's beliefs and wishes</td>
</tr>
<tr>
<td>The school provides a safe and caring environment for my child</td>
</tr>
<tr>
<td>I feel that I can participate in decisions that affect my child at school</td>
</tr>
<tr>
<td>I am satisfied with the way the school communicates with me</td>
</tr>
<tr>
<td>I feel welcome when visiting my child’s school</td>
</tr>
<tr>
<td>I feel that my child's teacher cares about my child</td>
</tr>
<tr>
<td>I am comfortable talking to my child's teacher about my child</td>
</tr>
<tr>
<td>I am satisfied with how my child is progressing socially, emotionally and behaviourally</td>
</tr>
<tr>
<td>The school sets clear, high expectations for student behaviour</td>
</tr>
<tr>
<td>I feel comfortable asking staff about parenting and child development</td>
</tr>
<tr>
<td>School staff are supportive of parents who may be experiencing particular challenges in their life</td>
</tr>
<tr>
<td>Children at the school have someone they can talk to if they need help or advice</td>
</tr>
<tr>
<td>The school makes use of outside support services to assist children who are experiencing difficulties</td>
</tr>
</tbody>
</table>
When asked a simple open ended question to comment on the specific strengths of the School the following feedback was received from parents:-

- Sense of community
- Professional staff – smiling & happy students
- Caring environment / community
- Happy kids
- Sense of caring – catering for the spiritual, social and emotional
- Great teachers
- Approachable staff members / Principal
- Christian family environment
- Community feel
- Learning and sharing the Christian Faith
- Safe environment
- Committed staff who go above and beyond
- Staff/student Christian ethos
- Friendly & happy staff and students
- Lutheran school values
- Supportive programs
- Wide range of activities and opportunities for children.

In summary, Loxton Lutheran School continues to be viewed very positively by its parents as having a strong Christian ethos and sense of community, a very good educational program, caring staff, and a school which caters for the education of the whole child as well as the needs of individuals.

**Improvement to School Facilities**

The school’s Grounds and Maintenance Committee continued to plan and co-ordinate development of the grounds and facilities through the work carried out by planning and conducting monthly parent working bees. In 2013, like 2012, no major works were undertaken. Never-the-less the grounds’ appearance certainly has been maintained at a very high standard, with compliments frequently received by visitors and members of the school and wider Loxton Communities.

Grounds works carried out in 2013 included:-

- Paving near the Room 12 (Year 7 Class) ramp to improve wheel-chair access.
- Refinement of the Year 7 Student Gardens into Raised gardens with concrete sleeper borders.
- Major repair and refurbishment of the irrigation pump
- Introduction of waste management processes (bin system)
- Construction and installation of outdoor seating arrangements in the grasses area bordered by Rooms 11, 12 9 &10 and the school house.
- Reinstatement of the walking path at the eastern end of the school oval.
- Construction and installation of permanent seating adjacent to the outdoor courts.
- Painting of the exterior of the Sports Shed

Other facilities to be upgraded in 2013 included:
- The purchase of a new 27 seat bus to replace the existing 14 seat bus
- Replacement of existing data projectors in classrooms with new machines to better cater for the introduction of iPad technology
- Upgrading of the school’s WiFi systems to better cater for the introduction of iPads
- Upgrading of the Administration computer server
- Repairs to the interior ceilings of the Administration building and the Resource centre due to water damage

Grounds projects which are already planned for 2014 are:
- Further upgrading of the fencing adjacent to the parents’ car park and beach volley ball area.
- Painting of the school house exterior
- Painting of a mural on the ELC exterior wall.
- Extension of the ELC Playground

Once again the school acknowledges the wonderful support of the many parents who donate their time, expertise and equipment attending monthly working bees, ensuring that many of the projects become a reality. Such contributions not only save considerably on costs, but also perpetuate and foster a sense of camaraderie and ownership among those who participate in such activities.

Innovations

Introduction of School Face Book Page

Although the dangers of social media are well documented, Management during the year decided that the positives out-weighed the negatives with regards setting up a School Face Book Page as a
means of improving communication between the school, home and the wider community. Hence, such a page became a reality in early term 3. The decision was also made in response to the feedback received by parents in 2012 about such a facility.

**Introduction of iPads**

In Term 4 2012, after an extensive consultative process with the school community and subsequent parent survey regarding the introduction of iPads as a one to one device, School Council made the decision that these would be introduced as a one to one device for all children in Years 3 to 7. Roll out of this program was timed to take place at the commencement of Term 2, 2013. The decision by Council was based on the results of the survey which very strongly supported the introduction of iPads as a one to one device.

Although there were extensive opportunities throughout Term 1 2013, for consultation regarding this introduction of one to one devices, robust debate and questioning about the School Council’s decision to proceed the stated time line continued from certain quarters of the school community. Opportunities for one to one meetings with the Principal to discuss the program were provided and, in the majority of cases, taken up. This resulted in greater understanding and acceptance of the iPad program. Continued support for parents via printed information / articles, as well as further information sessions meant that by the end of the year 103 of 105 students in years 3 to 7 had access to their own iPad.

Continued teacher in-service / support with using the iPad as a device for enriching current teaching practice and learning experiences will be a continued focus in 2014.

**Curriculum / Policy**

While parent satisfaction with current school curriculum continues to appear strong, we continue to review develop and improve our practice and documentation.

During 2013, with the continuation of the Commonwealth Government’s National Partnerships (Literacy) program the school was able to again employ a 0.4FTE staff member to work with targeted cohorts of students (and their teachers) to raise awareness and skill levels of Reading and Comprehension. This continues to have a significant positive benefit to the school’s over-all Literacy program.

The Maths Program ‘Back to Front Maths,’ for which several staff members attended professional development at the end of the 2012 school year, was trialled at one year level during the year. All
teaching staff also received training in the program during the year. Response was such that the decision was made during term 4 to purchase the program for all year levels in readiness for the 2014 school year.

In summary, Loxton Lutheran School is viewed as a school with a strong Christian ethos and sense of community – a school with a very good educational program and quality caring staff – a school which caters for the education of the whole child and also the needs of individuals.

Students
In 2013 senior students were surveyed about their impressions of the school. The following table displays their feelings about the areas identified in the left hand column. Clearly, their responses were positive in all areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Okay</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities (Buildings, equipment, computers, IWBs etc)</td>
<td>80</td>
<td>16</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Extra Curricula Activities (eg Concerts, SAPSASA, assemblies, performances etc)</td>
<td>60</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Leadership Opportunities (Student Parliament etc)</td>
<td>72</td>
<td>38</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Involvement (decision making about own learning etc)</td>
<td>68</td>
<td>28</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Camps &amp; Excursions</td>
<td>60</td>
<td>30</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Quality of Teaching / Helpfulness of teachers</td>
<td>64</td>
<td>32</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Staff
Loxton Lutheran school is fortunate to have a very hard working and committed staff – both teaching and non-teaching. Feedback received indicates a positive environment where staff members enjoy their work. Of concern however, is the recurrent theme where a number continue to indicate that many are feeling time poor.

As a result, structures have been put in place for 2014, whereby whole and sectional staff discussions will address this issue in an attempt to create a better balance of systemic, government and school requirements. The aim is to facilitate ways where we as a school can work smarter – not harder.

All staff certainly appreciated the opportunity of ongoing professional development on both a school wide and individual basis.
**School Income Broken Down By Funding Source**

<table>
<thead>
<tr>
<th>2013 School Funding Sources</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent Funding</td>
<td>$1,214,845</td>
<td>$7,318</td>
</tr>
<tr>
<td>State / Territory Recurrent Funding</td>
<td>$283,239</td>
<td>$1,706</td>
</tr>
<tr>
<td>Fees, Charges and Parent Contributions</td>
<td>$327,956</td>
<td>$1,975</td>
</tr>
<tr>
<td>Other Private Sources</td>
<td>$178,238</td>
<td>$1,073</td>
</tr>
<tr>
<td><strong>Total Gross Income</strong></td>
<td><strong>$2,004,278</strong></td>
<td><strong>$12,073</strong></td>
</tr>
</tbody>
</table>

**THE FUTURE**

Loxton Lutheran School continues to well placed, and continues to be highly regarded as an educational institution within the district. Student numbers for the moment are relatively stable with projected student numbers for 2014, matching those of 2013. However, maintaining, and indeed growing the student population will continue to remain a challenge.

The continued growth of the Early Learning Centre which, in 2014, will open for 4 days a week (increased from 3 days this year) is a positive indicator and hopefully will underpin future growth of the school.