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 2014 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 Program
  - Specialist PE / Health Lessons
- Technology / Visual Arts Programs
- Weekly Library lessons with a Teacher Librarian
- Weekly German lessons
- Scholastic Book Fair & Book Club
- On-line Mathletics Computer program
- On-line Reading Eggs program
- Premier’s Reading Challenge (100% participation & achievement level)
- University of NSW Competitions – Science, Maths, English, Spelling, Computing
- Book-week activities – group sharing across the school
- Growth & Development Lessons (Year 6 & 7 students) via Families SA prepared materials
- Involvement in extensive Transition Programs
  - Pre-school to School – School to Pre-school visits
  - Year 7/8
- Walk to School Day initiative
- Tournament of Minds participation
- Year 7 Gardens
- School Parliament – providing structured student decision making processes
- One to one iPads for all children in Years 3 to 7 to enrich teaching programs

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

- **Sporting / Cultural**
  - Involvement in Riverland SAPSASA with student participation in:
    - All sports including tennis, cricket, hockey, football, netball, swimming, athletics, touch-football, soccer
  - Specialist sports coaching
    - Soccer SA
    - AFL
    - South Australian Cricket Association
    - Riverland Golf Association
  - School Student Band
  - School Choir participation in the Riverland Festival of Music at Chaffey Theatre
  - School Concert and Musical held in the School’s LIFE Centre
  - Annual School Sports Day
  - Annual Riverland Athletics Day
  - Various visiting performances
  - Fortnightly Assemblies – Whole School
  - Active After School Program (7 weeks each term – 3.15pm to 4pm 2 days/week)
  - Involvement in the Pedal Prix Program with the school competing in 3 events during the year

- **Camps / Excursions**
  - Reception – Stay-back
  - Year 1 – Sleep-over and day local excursion
  - Year 2 – Overnight stay at the Adelaide Zoo
  - Years 3, 4 & 5 – 2 nights & 3 days Camp to El Shaddia near Wellington
  - Year 6 adventure aquatics camp – 2 nights – 3 days (Morgan)
  - 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 2014 Loxton Lutheran School’s Staff changes at the commencement of the year and during the year were as follows.

- Due to the retirement of the School Librarian at the conclusion of the 2013 school year, a part-time class-room teacher, who trained as a Librarian, moved into that position.
- At the conclusion of Term 1, a specialist subject teacher in a Non Instruction Teaching (NIT) role, resigned. This teacher was not replaced, with her position as a NIT teacher taken up by an existing staff member who transferred from a part time class-room teaching role.
- At the conclusion of the 2014 school year, the Special Ed./Adaptive Ed teacher applied for and was granted 12 months Leave Without Pay. She later resigned at the end of term 3. A contract was originally appointed as a replacement (0.6FTE). Upon the resignation of the substantive teacher being received, the contract teacher was offered and accepted the position on a permanent basis.
- Teacher ELC Director (0.4FTE) relinquished her position to become the Reception Class teacher on a full time basis. This was facilitated when the contract teacher (0.6FTE) with whom she had shared the class in 2013, left to have a baby.
- The previous Reception teacher (away on Parenting Leave in 2013), reduced her FTE from 1.0 to 0.4 to take up the position of ELC Director.
- The Year 6 Contract Teacher (1.0FTE) took 12 months Maternity Leave, commencing Terms 3 & 4, and was replaced by a Contract teacher for the remainder of the 2014 school year.
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. A number of 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) 2
- Associate Diploma in Applied Science 1
- Bachelor of Education / Teaching (inc Grad B Ed) 10
- Bachelor of Arts 1
- Bachelor of Health Services 1
- Graduate Diploma (Education / Teaching) 2
- Graduate Diploma in Educational Administration 1

Non Teaching Staff Changes / Additions
- The Maintenance Worker retired at the conclusion of term 1 after 13 year of service.
- The Business Manager (0.6FTE) took maternity leave for the latter half of Term 2 until the end of the year, and was replaced by a contract for that period.

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 (anaphylaxis)
- 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 (anaphylaxis)
- Asthma Management

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 previous years the cost of professional development was significantly funded through the Commonwealth Government, ‘Targeted Programs’ program which ceased at the conclusion of the 2013 school year. In 2014 all professional development was funded through school resources.

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 workshops 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 2014 was 97.28%. This figure is 2.66% higher than the figure recorded in 2013.

Workforce Composition, Including Indigenous Composition.

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

- **Teachers**
  - Principal 1.0 (FTE)
  - Classroom teachers 7.0 (total FTE)
  - Librarian 0.6 (FTE)
  - Special Education 0.6 (FTE)
  - Language (German) 0.3 (FTE)
  - Technologies / Visual Arts (NIT) 0.4 (FTE)
  - Specialist PE / Health (NIT) 0.4 (FTE)
  - ELC Director 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 (to the end of Term 1)
  - Promotions Officer
  - Indigenous
    - 2 X Trainee Classroom School Assistants
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 2014 school year, the average total attendance for students enrolled at Loxton Lutheran School was 93.37%. 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>2807</td>
<td>2583</td>
<td>92.02%</td>
</tr>
<tr>
<td>Year 1</td>
<td>4416</td>
<td>4096</td>
<td>92.75%</td>
</tr>
<tr>
<td>Year 2</td>
<td>4660</td>
<td>4395.5</td>
<td>94.32%</td>
</tr>
<tr>
<td>Year 3</td>
<td>2540</td>
<td>2368.5</td>
<td>93.25%</td>
</tr>
<tr>
<td>Year 4</td>
<td>4032</td>
<td>3786.5</td>
<td>93.91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>4032</td>
<td>3783.5</td>
<td>93.84%</td>
</tr>
<tr>
<td>Year 6</td>
<td>5178</td>
<td>4823.5</td>
<td>93.15%</td>
</tr>
<tr>
<td>Year 7</td>
<td>4992</td>
<td>4679</td>
<td>93.73%</td>
</tr>
</tbody>
</table>

The over-all average attendance figure of 93.37% is 0.33 of a percentage point less than the average for the 2013 school year (93.70%) 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 7 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**

2014 marked the 7th 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: 11 children (all assessments)
- Year 5: 18 children (all assessments)
- Year 7: 25 children (all assessments)

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 2014 -

- With Year 7, there were no children withdrawn from the assessments
- With Year 5, 1 child was withdrawn from all assessments.
- With Year 3, 1 child was withdrawn from all assessments.
<table>
<thead>
<tr>
<th>Year</th>
<th>Writing</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>83 (3)</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>92 (1)</td>
<td>100 (0)</td>
</tr>
<tr>
<td>Year 5</td>
<td>95 (1)</td>
<td>84 (3)</td>
<td>89 (2)</td>
<td>100 (0)</td>
<td>100 (0)</td>
</tr>
<tr>
<td>Year 7</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>100 (0)</td>
<td>100 (0)</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

Since the School’s 2012 investment in the ‘Accelerus’ student reporting program the reporting structure and format have continued to be modified and ‘tweaked.’ This continued in 2014, and through this process, it is anticipated that more accurate and succinct reporting of 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 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.

In the years prior to 2014, an internally developed annual parent survey had been conducted by the school to gauge satisfaction levels, as well as to identify issues that may be concerning parents. In 2014, it was decided to use an externally formulated, conducted and collated parent satisfaction survey (to protect against the possibility of internally conducted surveys being designed to achieve an intended result. The ‘Survey My School’ (….a school improvement instrument) was chosen and undertaken in December. Invitations containing a link to the online survey instrument were sent to all parents. The survey remained open for 14 days. Parents who had not completed the survey were sent a reminder three days before the survey closed. Parent responses to questions appear below.

<table>
<thead>
<tr>
<th>Percentage of Parent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question/Area</strong></td>
</tr>
<tr>
<td>This is a good school</td>
</tr>
<tr>
<td>My child is happy going to this school</td>
</tr>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The school is a safe place for my child</td>
</tr>
<tr>
<td>My child is getting a good education at this school</td>
</tr>
<tr>
<td>The staff at this school take an interest in my child</td>
</tr>
<tr>
<td>Communication between the home and school is good</td>
</tr>
<tr>
<td>I know what is happening at the school and coming events</td>
</tr>
<tr>
<td>I can make contact with my child’s teacher or other staff easily</td>
</tr>
<tr>
<td>The school responds quickly to my concerns</td>
</tr>
<tr>
<td>My child’s teacher is approachable</td>
</tr>
<tr>
<td>The school Principal and other leaders in the school are approachable</td>
</tr>
<tr>
<td>The school Principal and other leaders in the school are committed to the best possible education for my child</td>
</tr>
<tr>
<td>Parent – teacher conferences are helpful</td>
</tr>
<tr>
<td>The school report card keeps me informed about my child’s progress at school</td>
</tr>
<tr>
<td>I am happy with the quality of teaching my child receives</td>
</tr>
<tr>
<td>This school takes a balanced approach in providing an all-round education</td>
</tr>
<tr>
<td>The school’s expectations of students are clear</td>
</tr>
<tr>
<td>Staff at the school make me feel welcome</td>
</tr>
<tr>
<td>My child’s teacher makes me feel welcome</td>
</tr>
<tr>
<td>This school is well equipped</td>
</tr>
<tr>
<td>I am happy with the school’s facilities</td>
</tr>
<tr>
<td>I am happy with my child’s access to computers and other technologies available through the school</td>
</tr>
</tbody>
</table>
When asked ‘The BEST thing about this school is……’ parents highlighted the

- faith based Christian environment
- sense of community
- school as a warm safe place with a caring atmosphere
- friendly and committed staff
- curriculum is being taught with a Christian aspect, equipping our students with tools to be successful in the future.

While the continuing message or parent 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.

By enlarge, attempts by Management and staff to address these, are outlined in the via the future planning, review processes conducted, and the innovation undertaken - much of which is outlined below.

**Strategic Planning**

During to second half of the school year, School Council commissioned a sub-committee, comprised of Councillors and school management, to ‘drive’ the process of formulating a new Strategic Plan to carry the Loxton Lutheran School forward for the next 4 years.

Together with the expertise of two AISSA (Association of Independent Schools of South Australia) consultants/advisors, a consultative information gathering process was put in place and conducted via parent and senior student forums. This information was subsequently collated under 5 identified strategic headings :-

- Resources & Sustainability
- Teaching & Learning
- Community & Well-being
- Governance & Leadership
- Faith Life

Key goals for each area were then established – once again with input from interested parent representatives.

The plan is scheduled for completion early in Term 1 2015, and, as stated above, will provide the focus for Loxton Lutheran School from 2015 to 2018.

An operational plan which identifies to ‘who, when and how’ development, within the key priority areas, will also be developed and sit under the Strategic Plan.
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 2014, like 2013, no major works were undertaken. Never-the-less the appearance of the school grounds 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 2014 included:-

- upgrading of the fencing adjacent to the parents’ car park and beach volley-ball area.
- Painting of the school house exterior
- Internal and external repainting of the Junior Primary boys’, girls’ and disabled toilets.
- Extension of the ELC Playground
- Lifting of the Carport of bus parking to accommodate the new bus.

Other facilities to be upgraded in 2014 included:

- The purchase of a 37 seat bus to replace the existing 24 seat Mitsubishi Rosa bus to cater for the increased number of children accessing school buses to travel to and from school
- Completion of the data projector replacement program for classrooms
- Installation of Apple TVs into all classroom areas to facilitate iPad projection onto classroom white-boards.
- Upgrade of the Administration Computer server
- New computers for Business Manager, Principal and Executive assistant.
- Purchase and configuration of the ‘Skoolbag’ App for parents to access school information on their Smart Phones and iPads.

Grounds & Maintenance projects which are already planned for 2015 are:

- Repair and refurbishment of Rooms 11 & 12
- Repainting of the interior of the Early Learning Centre
- Replacement of the shade-cloth over the Junior Primary play-ground

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.

**Innovation**

**Introduction of the ‘Skoolbag’**

In an effort to make the information flow more readily and easily accessible to school families, during term 1 it was decided to trial subsequently purchase the ‘Skoolbag’ App. Parents with mobile devices (smart phones and iPads/tablets) are now able to receive and respond to school/class information more quickly than previously. With this addition, together with existing modes of communication (printed newsletters/notes, information on Face-book and the school’s website), Loxton Lutheran school now provides a suite of ways by which parents can easily access information from the school.

**School Involvement with Pedal Prix (community building)**

Prior to 2014, Loxton Lutheran School had not been involved in Pedal Prix, but with the announcement in late 2013 that Loxton was to host a round of the 2014 Pedal Prix program, it was decided to investigate participation. After a decision was made to proceed, budgetary funding was provided for 2014. This was supplemented by a local Council grant of $2000.

Three events were entered over the course of the year (Loxton 6 hour, Adelaide 6 hour & Murray Bridge 24 hour)

The experience proved to be an excellent community being activity, one which saw families working together on a number of levels with staff and senior students on a collective goal.

**Curriculum / Policy**

In 2014 Management and staff continued to review develop and improve curriculum and teaching practice and documentation. Examples are

- The Accelerus reporting program is constantly under review by staff in an effort to improve the accuracy and clarity of information on student progress to parents.

- The Maths Program ‘Back to Front Maths,’ was rolled out across all year levels after being trialled with one class in 2013. It is hoped this will eventuate in a more consistent school-wide approach to the teaching of maths.
  - As is often the situation with the introduction on new programs, there were some issues with the program delivery.
  - This will require further teacher in-service and collegiate discussion.
In 2014 the Australian School Curriculum continued to be rolled out, necessitating school policy areas to be reviewed to reflect the requirements of these KLAs (Key Learning Areas).

Well-being of Students
In 2013 a joint school staff and parent committee was formed to lead the Loxton Lutheran School’s involvement in the Commonwealth Funded ‘KidsMatter’ program, which primarily focuses on the mental well-being of students.

During 2014 This Action Team continued to train and, in turn, train staff in the various modules of the program. Working closely with the school’s Pastoral Carer, funded under the Commonwealth School Chaplaincy Program, strategies, special activities and special days were organised by the team to hopefully enhance students’ daily school experience.

Teaching staff were encouraged to discuss and utilise the activities and strategies in the day to day operation of their classrooms.

Consensus was that the program was extremely worthwhile and it is planned to continue the rollout through the remaining modules in 2015 & 2016.

Students
In 2014 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>85</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Extra Curricula Activities (eg Concerts, SAPSASA, assemblies, performances etc)</td>
<td>60</td>
<td>30</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Student Leadership Opportunities (Student Parliament etc)</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Involvement (decision making about own learning etc)</td>
<td>75</td>
<td>25</td>
<td>0</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>70</td>
<td>25</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Staff
Wellness and well-being of all staff members continues to be a priority as schools and teaching become increasingly more complex and demanding. Feedback is received both formally and informally at a one to one/group level and continues to indicate a positive work environment where staff members enjoy what they do. Loxton Lutheran School is fortunate to have a very hard working and committed staff it has – people who in their respective roles continue to value add what they do.

Systemic, government and school requirements mean that the challenges associated with time and its management, are an ongoing focus. Initiatives specifically introduced early in 2014 to facilitate the smarter – not harder theme, were:-

- the establishment of a Leadership Team
- streamlined staff meeting structure balanced between whole staff and sectional needs

Greater emphasis was also placed upon whole staff training and development, rather than a fragmented approach of sending one or two people to a work-shop/conference. The collegiate model, which still caters for individual training and development, appears to have been well received by staff members.

School Income Broken Down By Funding Source

<table>
<thead>
<tr>
<th>2014 School Funding Sources</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent Funding</td>
<td>$1,302,862.00</td>
<td>$7,848.57</td>
</tr>
<tr>
<td>State / Territory Recurrent Funding</td>
<td>$299,952.00</td>
<td>$1,806.94</td>
</tr>
<tr>
<td>Fees, Charges and Parent Contributions</td>
<td>$361,649.00</td>
<td>$2178.55</td>
</tr>
<tr>
<td>Other Private Sources</td>
<td>$105503.00</td>
<td>$635.56</td>
</tr>
<tr>
<td><strong>Total Gross Income</strong></td>
<td><strong>$2,069,957.00</strong></td>
<td><strong>$12,469.62</strong></td>
</tr>
</tbody>
</table>

THE FUTURE
Loxton Lutheran School continues to be well placed, and highly regarded as an educational institution within the district. Student numbers for the moment are relatively stable with projected student numbers for 2015, matching those of 2014. Maintaining the status quo will continue to be a challenge, particularly in a region where population growth is marginal and the viability of a number of rural industries is under severe stress.

The continued refining of the operations and the operational hours of the Early Learning Centre planned for 2015, hopefully, will continue to underpin future growth of the school.