



# Annual Report 2018



# CONTENTS

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## **INTRODUCTION**

Purpose of this report

How the report is distributed

## **CONTEXTUAL INFORMATION**

School Contact Information

School Profile

Strategic Intent

## **STAFF INFORMATION**

Teacher Standards and Qualifications

Participation in Professional Learning

Workforce Composition

## **STUDENT INFORMATION**

Contextual characteristics of the student body

Student attendance

Student Learning Outcomes- NAPLAN relative growth.

## **SCHOOL SATISFACTION**

Summary of surveys conducted in 2018

## **SCHOOL FINANCIAL ACTIVITIES**

Income broken down by funding source

Breakdown of expenditure

# INTRODUCTION

## 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.

## HOW THE REPORT IS DISTRIBUTED

This report is a culmination report of the activities conducted by St John's Lutheran School in the year 2018. It is published on the school website [www.stjohnsportland.com.au](http://www.stjohnsportland.com.au) and on the Victorian Regulation and Qualification Authority (VRQA) state register. There are hard copies available at the school and the office of the Portland-Heywood Lutheran congregation. This report is also a summary of reporting that is provided to the School Council, Board of Congregational Life (BCL), Portland-Heywood Lutheran Congregation, Independent Schools Victoria (ISV), VRQA, LEVNT, Lutheran Education Australia (LEA) and the wider St John's school 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.

# CONTEXTUAL INFORMATION

## SCHOOL CONTACT INFORMATION 2018

<b>NAME</b>	St John's Lutheran Primary School
<b>SCHOOL SECTOR</b>	Independent
<b>TOTAL ENROLMENTS</b>	80 (August DEEWR census)
<b>YEAR LEVELS OFFERED</b>	Foundation to Year 6
<b>CO-EDUCATIONAL OR SINGLE SEX</b>	Co Educational
<b>ADDRESS</b>	43-55 Trangmar Street, Portland, Victoria, 3305
<b>PRINCIPAL</b>	Brad Moss 2018
<b>SCHOOL COUNCIL CHAIR</b>	Brigita Keiller
<b>BUSINESS MANAGER</b>	Hayley Bristow
<b>TELEPHONE</b>	03 5523 3833
<b>EMAIL</b>	admin@stjohnsportland.vic.edu.au
<b>WEBSITE</b>	www.stjohnsportland.com.au

## SCHOOL PROFILE

In the early 1950's Pastor Ben Schwarz, a relieving minister at the Portland Lutheran church, spoke of the importance of 'Feeding God's lambs' through a Christian School. It was 20 years later when Pastor Schwarz again spoke of the idea of establishing a Lutheran School in Portland, this time the dream took hold.

The congregation appointed a committee and in late 1974, the congregation purchased land in Must Street.

In 1975 St John's Church established the 'Feed My Lambs Fund'. In 1977, Mr Bert Porte passed away and donated a substantial contribution that enabled the congregation to proceed establishing a school debt-free.

In 1978, the land in Must Street was deemed unsuitable to develop a school. Through the generosity of Mr Vic Mibus, the congregation was offered 10 acres of prime land in Trangmar Street. The Must Street block was sold as the reality of a school created excitement within the church.

In 1978, a selected congregational committee agreed that a Lutheran School will commence in 1980. This decision ignited a lot of activity and many hours were devoted to fundraising, clearing the land, building plans and preparing the site for the first demountable classroom.

Since that first day of operation in 1980, St John's has continued to be a small community based school where the needs of each child drive the decisions made by the teachers and Principal.

The school places significant focus on developing the whole child - intellectually, spiritually, socially, physically, emotionally and creatively. This is supported by spacious classrooms, outdoor learning areas and specialist areas for Japanese, STEM (Science Technology Engineering Mathematics) and Physical Education.

The Pastoral Care of students continues to be supported by a Chaplain being funded by the National Schools Chaplaincy Programme.

All staff work together as a team to support the well-being of our students and their families. St John's staff pride themselves in building positive relationships with our school community and most importantly, developing confident, resilient and positive students in a caring, Christian environment.

*In all that we do we aim to Praise, Love and Serve.*



## STRATEGIC INTENT

The Strategic direction of St John's Lutheran Primary School is endorsed by council after recommendations from the Principal, Business Manager, LEVNT, wider consultation with staff and representatives from the parent body and Portland-Heywood Lutheran congregation. When establishing this direction, the school mission statement and motto of Praise, Love, Serve remain as a focus. A summary of the Strategic Areas and key statements identified throughout 2018 were as follows:

<b>STRATEGIC AREA</b>	<b>KEY STATEMENTS</b>
<b>Aims and Core Values</b>	Examine what it means to be a Lutheran School in the 21 <sup>st</sup> century. Build community by tapping into the church and wider community.
<b>Administrative</b>	Review council operations including training opportunities and provision of feedback to families. Further develop consultative and collaboration processes to enhance the operations of the school.
<b>Mission and Ministry</b>	Review the way we go about/do our mission, ministry and worship in and through the School, congregation and wider community. Create alternative worship communities for the school and community.
<b>Facilities</b>	Put in place a schedule for ongoing alterations, additions, maintenance and refurbishment including exploring alternative uses of existing facilities.
<b>Enrolments and Staffing</b>	Critically examine enrolment trends, projections and staffing/staff development. Creatively consider ways of making curriculum delivery more efficient, effective and exciting.
<b>Finances</b>	Work proactively at achieving financial KPIs such as ongoing operating surplus including depreciation, maintaining working capital position, building reserves and reducing debt level. Develop strategy for increasing amount of fee sensitivity in existing and potential enrolments.

# STAFF INFORMATION

## TEACHER STANDARDS AND QUALIFICATIONS- REVIEW

All teaching staff at St John's Lutheran Primary School are appropriately qualified and hold registration with the Victorian Institute of Teaching. Below is a summary of the qualifications held by teachers at the school.

Qualification	Number Held by Staff
Doctorate	0
Masters	0
Bachelor	4
Diploma	3
Certificate	0
<b>TOTAL QUALIFICATIONS</b>	<b>7</b>

## PARTICIPATION IN PROFESSIONAL LEARNING

During a series of meetings throughout the year, staff discuss and work on procedures and protocols, OH&S requirement, First Aid including Anaphylaxis Management, Asthma and Evacuation Procedures. These items are revisited regularly throughout the year and are often standing items on the staff meeting agenda.

The main professional development providers for staff continue to be ISV and LEVNT. The school received school improvement funding through ISV. We participated in many Professional Development opportunities that focused on *Visible Thinking*. Individual staff meetings also had a focus on Professional Development with external trainers used when necessary, particularly in areas of student welfare.

## WORKFORCE COMPOSITION

In 2018, St John's Lutheran Primary School employed 6 teaching staff, of which four were full time. While teaching staff delivered the majority of their instruction in a specific year level all teaching staff were given a subject to teach across all year levels. Students at St John's received specialist instruction in STEM, Physical Education and Japanese. Two specialist teachers were contracted for the provision of Physical Education and Japanese.

Student learning is also supported by a series of non-teaching staff. Areas provided by non-teaching staff entailed Learning Support, Administration, Business Management, Maintenance and Cleaning.

The composition of the work force at St John's Lutheran School is summarised below.

	<b>Number</b>	<b>% of workforce</b>
<b>Full time teaching</b>	4	42
<b>Part time teaching</b>	0.4	4
<b>Part time non-teaching</b>	4.08	43
<b>Principal</b>	1	11
<b>TOTAL STAFF</b>	<b>9.48</b>	<b>100%</b>

Not included in this breakdown are:

1. Temporary replacement teaching and ancillary staff.

There were no indigenous staff at St John's in 2018.

## STUDENT INFORMATION

### CONTEXTUAL CHARACTERISTICS OF THE STUDENT BODY

At the DEEWR Census in August, the school population of 80 students was comprised of:

<b>YEAR</b>	<b>STUDENTS</b>	<b>% BOYS</b>	<b>% GIRLS</b>
<b>Foundation</b>	13	54%	46%
<b>Year 1</b>	12	67%	33%
<b>Year 2</b>	10	60%	40%
<b>Year 3</b>	12	50%	50%
<b>Year 4</b>	8	25%	75%
<b>Year 5</b>	17	53%	43%
<b>Year 6</b>	8	38%	62%
<b>Total</b>	80		

## STUDENT ATTENDANCE

The whole school student attendance figures for 2018:

<b>Foundation</b>	N/A
<b>Year 1</b>	92%
<b>Year 2</b>	88%
<b>Year 3</b>	90%
<b>Year 4</b>	81%
<b>Year 5</b>	88%
<b>Year 6</b>	88%

Parents or caregivers are expected to inform the school of absences either by email or phone by 10:00am on day of absence. This is to ensure that the school is aware at all times of the whereabouts of children. This also helps the school to ensure that each and every child has arrived at school. The Receptionist will make a telephone call to the child's parent or caregiver to ascertain the child's whereabouts and the reason of the absence.

If a pattern of extended or unexplained periods of absence occur, teachers will notify the parents or caregivers to determine an appropriate course of action to ensure learning is not compromised.

## STUDENT LEARNING OUTCOMES

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

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

**Writing:** Planning and writing a persuasive text.

**Language Conventions:** Spelling, Grammar and Punctuation.

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

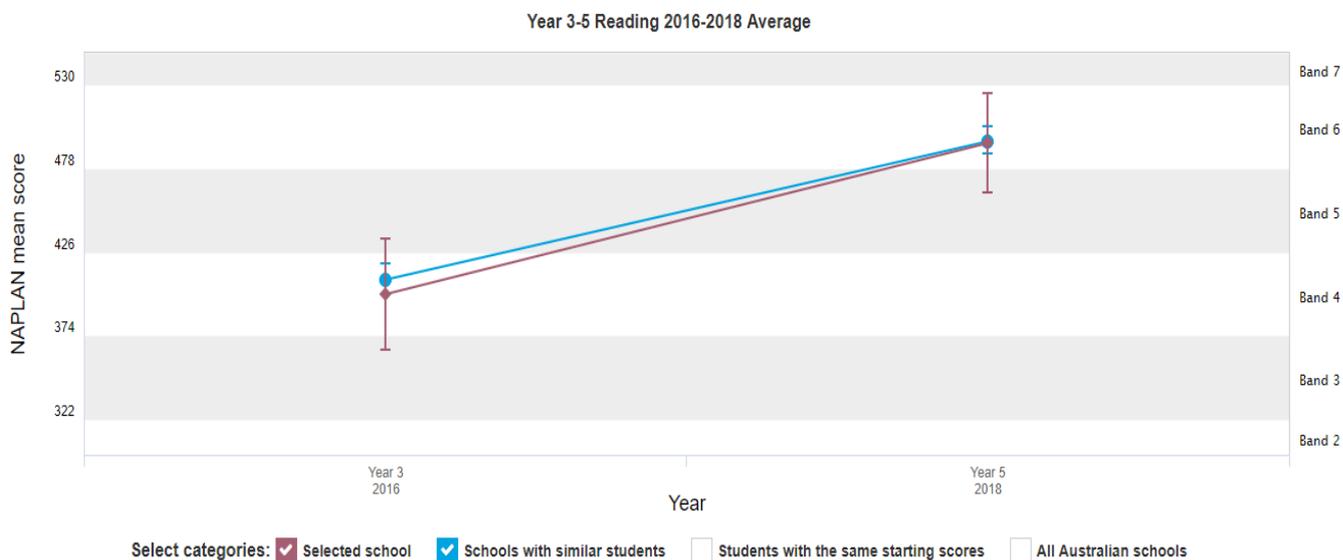
These tests establish the proportion of students achieving the national benchmarks. NAPLAN results show each child's performance compared to other Australian students in their year level and the average score on the NAPLAN tests.

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.

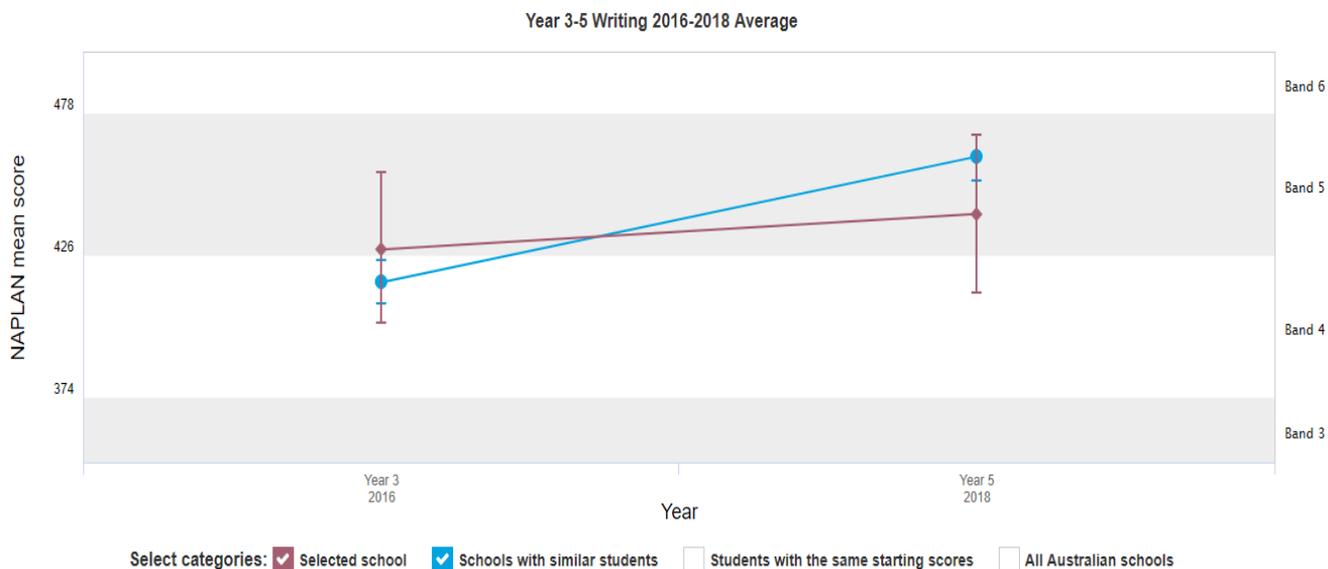
From a school perspective these tests reinforce our desire to improve the way we teach to the individual literacy and numeracy needs of our students.

As a staff we placed significant focus in analysing our Year 5 cohort, to analyse the level of growth they had experienced since they last sat the testing in 2016. This relative growth was compared to 2018 figures. The graphs that outline these relative growth comparisons are below.

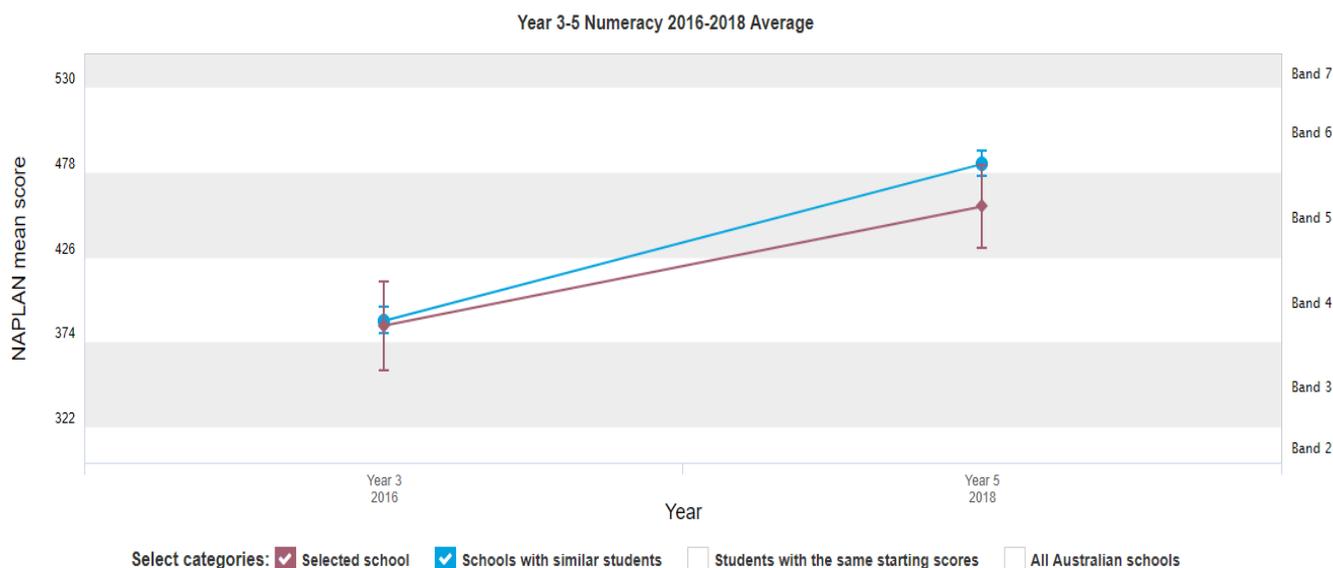
### YEAR 3-5 Reading 2016-2018 Average



### YEAR 3-5 Writing 2016-2018 Average



## YEAR 3-5 Numeracy 2016-2018 Average



Tests such as NAPLAN do not tell the full story of a school or indeed its performance and should not be used to judge a school or a cohort of students. Instead, tests provide a snapshot of performance over time and are designed to assist teachers to help individual students improve their literacy and numeracy proficiency. When reading these reports it is important to recognise that they are just one 'snapshot' of a child's achievement here at St John's. 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.

### SCHOOL SATISFACTION

Over the course of 2018 a variety of surveys were conducted involving staff, students, parents and selected members of school council and the congregation. The surveys covered school performance.

#### Parent Perceptions

Parents indicated that they appreciate the extracurricular programs that complement teaching and learning. Such activities included Fun Food Fridays, school camps and the Parents and Friends Fete. They also commented on the Arts program and the focus of encouraging positive play, work and behaviour.

#### Student Experience:

The survey indicated that students appreciated opportunities such as camps and excursions. They commented very positively about the school concert and enjoyed the opportunities to join other schools in sporting events and activities in the shire.

#### Staff:

All staff regularly meet with the Principal to formulate professional learning plans and reflect on their practice. This also allows staff to indicate learning needs and areas needing growth.

The strength of the community continues to be a significant positive area. Areas that were identified as needing attention included; an updated website, prospectus and marketing resources, strengthening the relationship with the Portland-Heywood Lutheran congregation, and updating playground facilities.

## STATEMENT OF INCOME

**For Year Ended 31st December 2018**

### FINANCIAL PERFORMANCE

Income sources -

Net Tuition Fees	\$ 112,490	8.19%
Operating Grants	\$ 1,239,816	90.25%
Capital Grants	\$ 0	0.00%
Donations - Capital & Other	\$ 7,756	0.57%
Interest & other Income	\$ 13,651	0.99%
Interest from Related Entities	\$ -	0.00%
	<b>\$ 1,373,713</b>	<b>100.00%</b>