



Annual Report 2019



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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 2019. It is published on the school website 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 2019

| | |
|---|--|
| NAME | St John's Lutheran Primary School |
| SCHOOL SECTOR | Independent |
| TOTAL ENROLMENTS | 81 (August DESE census) |
| YEAR LEVELS OFFERED | Foundation to Year 6 |
| CO-EDUCATIONAL OR SINGLE SEX | Co Educational |
| ADDRESS | 43-55 Trangmar Street, Portland, Victoria, 3305 |
| PRINCIPAL | Tara Pritchard 2019 |
| SCHOOL COUNCIL CHAIR | Brigita Keiller |
| BUSINESS MANAGER | Hayley Bristow |
| TELEPHONE | 03 5523 3833 |
| EMAIL | admin@stjohnsportland.vic.edu.au |
| WEBSITE | 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 2019 were as follows:

| STRATEGIC AREA | KEY STATEMENTS |
|--------------------------------|---|
| Aims and Core Values | Examine what it means to be a Lutheran School in the 21 st century. Build community by tapping into the church and wider community. |
| Administrative | 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. |
| Mission and Ministry | 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. |
| Facilities | Put in place a schedule for ongoing alterations, additions, maintenance and refurbishment including exploring alternative uses of existing facilities. |
| Enrolments and Staffing | Critically examine enrolment trends, projections and staffing/staff development. Creatively consider ways of making curriculum delivery more efficient, effective and exciting. |
| Finances | 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. |

SCHOOL COUNCIL

St John's Lutheran Primary School has a governing council of elected representatives from the local Lutheran church. The School Council consists of 6 members and 4 representatives who act as consultants. The key role of the School Council is governance, ensuring the ongoing viability of the school and maintaining the strategic direction of the school. This year our School Chair, Mrs Brigita Keiller, has continued to lead a very professional and committed Council who have worked tirelessly throughout the year to govern with integrity and expertise.

SCHOOL IMPROVEMENT

Throughout the 2019 year, several notable developments took place including:

- Completion of resurfacing sporting courts.
- Establishment of 'Up & Going' Playgroup and 'Bubs Club'.
- Introduction of transition program to support children and families transitioning from Kindergarten to School.
- Update website.

CURRICULUM

Our school environment encourages students to make good choices about their curriculum endeavours and social interactions. We provide a place where, when students don't always get it right, they are encouraged to make positive changes. At the heart of every learning journey is the relationship between a teacher and student. This single factor has an incredible impact on the quality of teaching and learning that occurs at our school.

EARLY LEARNING

The Early Learning Program provides a nurturing environment that makes the transition from home to school safe, exciting and enjoyable. Our carefully structured curriculum builds a solid foundation that is essential for children in their learning journey.

In 2019, St John's Lutheran Primary School offered a Playgroup, two sessions per week which catered for pre-school children and provided opportunities in a Perceptual Motor Program, Music, Art and Language. This year a Bub Club was also established which provided an opportunity for parents with young children aged 0-1 to meet on a weekly basis. The Playgroup has exceeded all expectations this year under the expertise of our Playgroup Co-ordinator, Mrs Tanya Harders. We also offered a transition program for Kindergarten students so that our youngest learners were engaged in inquiry-based learning and wondering, alongside the development of key skills in literacy and numeracy. Students developed understandings through exploring their environment, creating and communicating. This program also assisted with the students transitioning from Kindergarten to School.

PRIMARY YEARS

We provide a Christian education to students from Foundation to Year 6 and strive to nurture each student for a life of faith and service, through their intellectual, spiritual, physical, emotional and social growth. Through relevant and meaningful learning opportunities, collaborative work skills are developed, and the effort of each child is applauded. We strive for excellence in our quest to equip students for life in the 21st century.

The teaching and learning align to the Victorian Curriculum. Emphasis is placed on teaching core literacy and numeracy skills, to equip students with the competence to succeed across the curriculum.

This year, our Performing Arts program included a School Concert, Art Alive evening and participation in the local Music Festival. We celebrated individuality and creativity and encouraged students to engage in developing their skills and talents. Students were given the opportunity to develop creative works in Art, Drama and Music. Our weekly Chapel services allowed students to practise their performance skills, develop stage confidence and discover the joys of being part of a team.

All students participated in the Inter-House Athletic Carnival, Swimming Carnival and Cross-Country. In addition, students had the option of engaging in various Inter-school competitions with the possibility of competing at District, Division, Regional and State levels.

STEM is important because a solid grounding in STEM fields in the early years of schooling can massively advantage students as they progress through secondary and tertiary education. It is becoming increasingly apparent that STEM fields are where many future career paths will lie, so it is imperative that our students have the foundation knowledge and skills now, that will see them become technological natives as they progress through their education. Throughout the year, students had a variety of opportunities including programming robotics, learning how to code, and problem-solve using construction.

LEARNING SUPPORT

Learning Support and enrichment programs were provided to assist and extend students in their individual learning journey. Students were provided with a range of opportunities to develop leadership skills in preparation for secondary school including the GRIP Leadership Program and representing their class cohort on the Student Representative Council (SRC).

OUTDOOR FACILITIES

This year we continued to make the most of our vast and spacious playground which allows for a variety of learning landscapes that foster creativity. Examples included cubby building, a chicken coop, vegetable garden and pet lambs. Members from our Portland-Heywood congregation helped build a shelter and enclosure for the pet lambs. A major project that was completed this year was the re-surfacing of the Basketball court, Netball court and Tennis court. In addition, the senior class designed and built a mini golf course as part of their STEM inquiry unit.

PASTORAL CARE AND WELLBEING

A Christ-centred approach underpins the foundational values which the pastoral care program is based on at St John's Lutheran Primary School. Everyone in our school community is responsible for fostering and developing positive and respectful relationships that is integral in every aspect of school culture. Wellbeing is fundamental to learning and enables every student to flourish.

We are committed to providing a child safe environment where children are protected and feel safe. The safety and wellbeing of all students is the primary focus of care and underpins all decisions and plans. The school wellbeing program is supported by our School Chaplain, Mr Jurgen Wiesner, and Pastor Stan, our Lutheran Church Pastor. All staff assist in supporting the social and emotional wellbeing of our students and the school has a wide variety of resources to provide specific programs.

This year, three staff members attended the Positive Education Professional Development Program. The project was delivered by a team from the Institute of Positive Education, Geelong Grammar School. We were able to work with several schools in our district to learn all about the science of wellbeing and the practical exercises and research related to human 'flourishing'. The project goes for two years and is dedicated to enhancing the wellbeing of students, staff and school communities. The overarching project title is ***Harnessing Positive Education in the Western District*** and has been made possible through the generous donation of the Handbury family. In our newsletters we featured something about Positive Education because it is something that will have a positive impact on our relationships with family, friendships, colleagues and students.

WORSHIP PROGRAM

Worship is an important component at St John's Lutheran Primary School and throughout 2019, the whole school gathered every Friday for worship which was often led by our students. Along with daily devotions held in classrooms and by staff, we also had School-Church services once a term at the local Lutheran Church. This provided a wonderful opportunity to connect with our local congregation and celebrate God's love for us through His Son Jesus.

STUDENT INFORMATION

CONTEXTUAL CHARACTERISTICS OF THE STUDENT BODY

At the DESE Census in August, the school population of 81 students was comprised of:

| YEAR | STUDENTS | % BOYS | % GIRLS |
|-------------------|-----------------|-------------------|--------------------|
| Foundation | 15 | 27% | 73% |
| Year 1 | 11 | 64% | 36% |
| Year 2 | 14 | 71% | 29% |
| Year 3 | 11 | 55% | 45% |
| Year 4 | 9 | 67% | 33% |
| Year 5 | 7 | 14% | 86% |
| Year 6 | 14 | 64% | 36% |
| Total | 81 | | |

STUDENT ATTENDANCE

The whole school student attendance figures for 2019:

| | |
|-------------------|-----|
| Foundation | 92% |
| Year 1 | 84% |
| Year 2 | 92% |
| Year 3 | 84% |
| Year 4 | 90% |
| Year 5 | 85% |
| Year 6 | 86% |

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 always of the whereabouts of children. This also helps the school to ensure that each 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). 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.

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.

These tests support a range of assessment tools that, when combined with teacher observations and other assessment tasks, help to inform each child's performance and achievement. The tests also produce a large amount of data which allow us to review our teaching and learning.

Results from the Year 3 and Year 5 Student Group Summaries show most students performing above or at the minimum standards expected with a small percentage in Year 3 performing below the minimum standards in Writing and Spelling. Below is a summary of the 2019 NAPLAN results:

| Learning Area | Year 3 | | | Year 5 | | |
|--------------------------------------|--|---|--|--|---|--|
| | Above the National Minimum Standard | At the National Minimum Standard | Below the National Minimum Standard | Above the National Minimum Standard | At the National Minimum Standard | Below the National Minimum Standard |
| READING | 100% | 0% | 0% | 100% | 0% | 0% |
| WRITING | 82% | 9% | 9% | 100% | 0% | 0% |
| SPELLING | 80% | 10% | 10% | 100% | 0% | 0% |
| GRAMMAR & PUNCTUATION | 90% | 10% | 0% | 100% | 0% | 0% |
| NUMERACY | 91% | 9% | 0% | 80% | 20% | 0% |

STAFF INFORMATION

TEACHER STANDARDS AND QUALIFICATIONS- REVIEW

This year we welcomed Mrs Tara Pritchard, Mr Quentin Pritchard and Miss Ebony Stiles to staff. 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 | 1 |
| Bachelor | 4 |
| Diploma/Master of Teaching | 1 |
| Diploma | 2 |
| Certificate | 0 |
| TOTAL QUALIFICATIONS | 8 |

PARTICIPATION IN PROFESSIONAL LEARNING

As members of a professional learning community, all staff at St John's Lutheran Primary School are encouraged to access professional learning opportunities throughout the year. During a series of meetings throughout the year, staff discuss and work on procedures and protocols, OH&S requirements, First Aid including Anaphylaxis Management, Asthma and Evacuation Procedures through Dynamiq. These items are revisited regularly throughout the year and are often standing items on the staff meeting agenda. Staff also engaged in the LEA's Valuing Safe Communities course to ensure compliance with the Lutheran Church of Australia (LCA) requirements for workers within the church. In addition, staff completed the Mandatory Reporting modules on child safety.

During 2019, whole school professional learning focused on Child Safety, First Aid, Positive Education and our regional Lutheran teachers' conference in Tarrington.

All teachers are registered with the Victorian Institute of Teaching. One of our staff members started further study in Christian Studies through the Connect program to learn and grow knowledge and understanding of the Christian Studies curriculum.

WORKFORCE COMPOSITION

In 2019, St John's Lutheran Primary School employed 7 teaching staff, of which four were full time. Students at St John's received specialist instruction in STEM, Physical Education and Japanese. Three specialist teachers were contracted for the provision of Physical Education, STEM 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.

One Indigenous staff member is employed at the school.

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

| | Number | % of workforce |
|-------------------------------|---------------|-----------------------|
| Full time teaching | 4 | 43 |
| Part time teaching | 0.9 | 9 |
| Part time non-teaching | 3.5 | 37 |
| Principal | 1 | 11 |
| TOTAL STAFF | 9.4 | 100% |

Not included in this breakdown are:

1. Temporary replacement teaching and ancillary staff.

PARENT AND FRIENDS ASSOCIATION (PFA)

The P&F have worked very hard throughout the year to raise money that has been spent on resources for learning and the school grounds. P&F contributed significantly to the project of re-surfacing the sport courts, camps and excursions. The major fundraiser for this year included the School Fete. The P&F also provide pastoral care support to our school families and organise events such as the Welcome BBQ and stalls for Mother's Day and Father's Day.

SCHOOL SATISFACTION

In 2019, a Parent Opinion Survey was used to assess nine key areas in our school and measured against the National School Surveys benchmarks. These included: Guidance and Support, School Environment, Teacher Quality, School Curriculum, Learning Opportunities, Personal Development, Parent Communication, Technology and Resources, Leadership and Management.

Our school scores were higher than the benchmark as shown in the table below:

| Key Area | National Benchmark | St John's Lutheran College Mean | Difference between St John's Lutheran College Mean and Benchmark |
|------------------------------|--------------------|---------------------------------|--|
| 1. Guidance and Support | 72.3% | 85.7% | +13.4% |
| 2. School Environment | 73.3% | 87.0% | +13.7% |
| 3. Teacher Quality | 68.4% | 83.3% | +14.9% |
| 4. School Curriculum | 70.3% | 80.9% | +10.6% |
| 5. Learning Opportunities | 71.7% | 86.5% | +14.8% |
| 6. Personal Development | 70.6% | 87.5% | +16.9% |
| 7. Parent Communication | 67.6% | 80.9% | +13.3% |
| 8. Technology and Resources | 74.3% | 87.9% | +13.6% |
| 9. Leadership and Management | 69.3% | 86.1% | +16.8% |
| OVERALL | 70.9% | 85.1% | +14.2% |

Compared to our school and the Independent Schools mean, our scores are also higher as shown:

| Key Area | Independent Schools Mean | St John's Lutheran College Mean | Difference between St John's Lutheran College Mean and Independent Schools Mean |
|------------------------------|--------------------------|---------------------------------|---|
| 1. Guidance and Support | 76.7% | 85.7% | +9.0% |
| 2. School Environment | 75.0% | 87.0% | +12.0% |
| 3. Teacher Quality | 74.2% | 83.3% | +9.1% |
| 4. School Curriculum | 73.2% | 80.9% | +7.7% |
| 5. Learning Opportunities | 75.4% | 86.5% | +11.1% |
| 6. Personal Development | 76.9% | 87.5% | +10.6% |
| 7. Parent Communication | 73.5% | 80.9% | +7.4% |
| 8. Technology and Resources | 77.6% | 87.9% | +10.3% |
| 9. Leadership and Management | 74.1% | 86.1% | +12.0% |
| OVERALL | 75.2% | 85.1% | +9.9% |

Parents showed the highest levels of satisfaction with the areas of Technology and Resources and Personal Development, and the lowest levels with the areas of School Curriculum and Parent Communication. Compared with the overall benchmark which consisted of a representative sample across Australia of 10,000 responses, our school was higher than the overall benchmark for each of the key areas and overall, was 14.2% higher than the national benchmark. Compared with specific benchmarks which consisted of a representative sample of 5,000 parent responses who had children attending Independent Schools in Australia, our school was higher than the selected benchmark for each of the key areas and overall, was 9.9% higher than the selected benchmark of Independent Schools in Australia.

Our School's top ten strengths (compared to benchmarks) are:

| | | | |
|-----|---------------------------|--|--------|
| 1. | Learning Opportunities | My child is motivated to learn at this school. | +27.1% |
| 2. | Personal Development | Students have equal opportunities to hold leadership positions | +23.8% |
| 3. | Teacher Quality | Teachers communicate with me regularly about my child's progress. | +23.4% |
| 4. | Leadership and Management | There is effective leadership in the school. | +23.4% |
| 5. | Leadership and Management | This school is well managed. | +21.5% |
| 6. | Parent Communication | I feel well-informed about school matters. | +21.4% |
| 7. | School Environment | Students present themselves with pride. | +21.1% |
| 8. | Learning Opportunities | My child's interests are developed at this school. | +18.9% |
| 9. | Guidance and Support | This school is doing a good job in preparing my child for the future. | +18.4% |
| 10. | Parent Communication | The staff who work in the front office are friendly and helpful towards parents. | +18.4% |

Our area for improvement was identified as being:

Your school's Top 10 Areas for Improvement (compared with benchmark)

The information below are suggestions by National School Surveys. Your school was lower than the benchmark for *only one* item.

| | | | |
|----|------------------------|---|-------|
| 1. | Learning Opportunities | My child is encouraged to achieve high results. | -1.0% |
|----|------------------------|---|-------|

SCHOOL FINANCIAL ACTIVITIES

STATEMENT OF INCOME

For Year Ended 31st December 2019

FINANCIAL PERFORMANCE

Income sources -

| | | | |
|--------------------------------|----|------------------|----------------|
| Net Tuition Fees | \$ | 127,516 | 9.1% |
| Operating Grants | \$ | 1,256,349 | 89.4% |
| Capital Grants | \$ | 0 | 0.00% |
| Donations - Capital & Other | \$ | 7,550 | 0.54% |
| Interest & other Income | \$ | 13,528 | 0.96% |
| Interest from Related Entities | \$ | - | 0.00% |
| | \$ | 1,404,943 | 100.00% |