



# Annual Report 2022



St John's Lutheran Primary School Ltd  
43-55 Trangmar Street, Portland, Victoria, 3305

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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 Primary School Ltd in the year 2022. 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 Portland-Heywood Lutheran congregation. This report is also a summary of reporting that is provided to the School Board, Portland-Heywood Lutheran Congregation, Independent Schools Victoria (ISV), VRQA, Lutheran Education VIC, NSW, TAS & ACT Ltd (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 2022

<b>NAME</b>	St John's Lutheran Primary School Ltd
<b>SCHOOL SECTOR</b>	Independent
<b>TOTAL ENROLMENTS</b>	79 (August DESE 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>	Tara Pritchard
<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**

Pastor Ben Schwarz helped inspire Portland Heywood Lutheran Church to establish the “Feed my Lambs Fund” in 1975. Through the extreme generosity of members Mr Bert Porte and Mr Vic Mibus, a 10-acre block of land on Trangmar St was earmarked as the future site of a primary school. In 1978, a selected congregational committee agreed that the Lutheran school would commence in 1980. This decision ignited a lot of activity, and many hours were devoted to fundraising, clearing the land of pine plantations, landscaping the oval, and drawing up building plans. St John’s Lutheran Primary School did indeed open in 1980 with 36 students. God has grown and blessed this school ever since, enabling it to ‘feed God’s lambs’ and provide a wonderful Christian education to the children of the Portland district.

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, Music, 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 work hard to build 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 Ltd is endorsed by the Board 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. Lutheran schools are an integral part of the mission of the LCA and are supported by three Lutheran Education Regions and Lutheran Education Australia as described in the LEVNT Governance Charter (as amended from time to time). Through its schools the LCA deliberately and intentionally bears Christian witness to students, parents, teachers, friends and all who comprise the world of the school. In 2022, the School Board updated the School Strategic Plan.

## **SCHOOL BOARD**

St John’s Lutheran Primary School Ltd has a governing board of elected representatives. The School Board consists of 5 Directors and 3 representatives who act as consultants. The key role of the School Board is governance, ensuring the ongoing viability of the school and maintaining the strategic direction of the school. Our School Chair, Mrs Brigita Keiller, has continued to lead a very professional and committed Board who have worked tirelessly throughout the year to govern with integrity and expertise.

## **SCHOOL IMPROVEMENT**

Throughout the 2022 year, several notable developments took place including:

- Victorian Registration & Qualifications Authority (VRQA) review completed.
- New Strategic Plan adopted.
- Upgrade of carpets in Unity Centre, main passage areas and classroom.
- Unity Centre repainted.
- Renovation of front office area.
- Renovation of Year 3/4 classroom started.
- Upgrade of staff toilets.
- Completion of Junior playground bike track.
- Tutoring Learning Initiative.
- Strengthening of our school Playgroup.
- Portable buildings restumped.
- Our 'Getting Ready for School' Transition program for students enrolled in Foundation 2023 was facilitated in Term 4.
- Service-learning fundraiser to the hospital in Vanuatu.

## **CURRICULUM**

Our school recognises that a student-centred environment that supports diverse experiences and background knowledge best meets the needs of all students. Staff work hard to provide learning opportunities for students so that learning is relevant and purposeful.

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 2022, our Playgroup co-ordinator, Mrs Jess Cook, continued to provide a rich learning environment with a music component included in the playgroup sessions. Playgroup operated every Wednesday and Thursday mornings with an average of 50 children attending per week.

In Term 4, we proceeded with the 'Getting Ready For School' transition program for kindergarten students who were enrolled in Foundation 2023. This enabled our youngest learners to engage in inquiry-based learning and wondering, alongside the development of key skills in literacy and numeracy. Students also became familiar with the school environment and towards the very end of the term were able to meet their senior buddy. We were very fortunate to have Mrs Olivia Coates, an Early Childhood trained educator, assist in facilitating our program.

## **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, creative, 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.

Teaching and learning align with 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 we were able to resume all curricular activities prior to COVID-19 interruptions including our swimming program, Performing Arts excursions and incursions, the annual school concert, sport days, fundraisers, and service learning such as supporting the Vanuatu hospital and schools through *The Melanie Jewson Foundation*, by bagging and selling sheep manure.

## **LEARNING SUPPORT**

Learning Support and enrichment programs were provided to assist and extend students in their individual learning journey. This included implementing the Victorian Government Tutoring Program, CASEA (CAMHS and Schools Early Action) program to support children with their social, emotional, and behavioural development, therapy dogs, specialist support including Speech Pathologists, Occupational Therapists / Physiotherapists.

## **OUTDOOR FACILITIES**

In 2022 we upgraded our junior playground to include a sealed bike track, purchased new bikes for the junior and senior bike tracks, purchased new sandpit play equipment, provided pet lambs during Term 3, and involved the students in tree planting on our school grounds.

## **PASTORAL CARE AND WELLBEING**

We used a variety of resources to meet specific needs and were thankful to receive funding through Independent Schools Victoria (ISV). We implemented a number of initiatives that focused on addressing the social and emotional wellbeing of each student. This approach that focuses on each individual student, embeds qualities of respectful relationships, a strong sense of community and individual responsibility. Pastoral care is underpinned by an ethos of care and respect for all.

## **WORSHIP PROGRAM**

Worship is an important component of St John's Lutheran Primary School Ltd. Throughout 2022, we continued to provide Chapel services every Friday morning which were led by the students and our senior leaders. Students began each day with a classroom devotion and staff also started the day with a devotion.

# STUDENT INFORMATION

## CONTEXTUAL CHARACTERISTICS OF THE STUDENT BODY

At the DESE Census in August, the school population of 79 students was comprised of:

<b>YEAR</b>	<b>STUDENTS</b>	<b>% BOYS</b>	<b>% GIRLS</b>
<b>Foundation</b>	16	50%	50%
<b>Year 1</b>	9	44%	56%
<b>Year 2</b>	9	33%	67%
<b>Year 3</b>	15	56%	44%
<b>Year 4</b>	10	20%	80%
<b>Year 5</b>	12	70%	30%
<b>Year 6</b>	8	67%	33%
<b>Total</b>	<b>79</b>	<b>47%</b>	<b>53%</b>

## STUDENT ATTENDANCE

The whole school student attendance figures for 2022:

<b>Foundation</b>	87%
<b>Year 1</b>	89%
<b>Year 2</b>	89%
<b>Year 3</b>	88%
<b>Year 4</b>	89%
<b>Year 5</b>	88%
<b>Year 6</b>	80%

Parents or caregivers are expected to inform the school of absences either by email or phone by 10:00am on day of absence. This ensures that the school is aware of the whereabouts of children. If a pattern of extended or unexplained periods of absence occurs, teachers contact the parents or caregivers to determine an appropriate course of action to ensure learning is not compromised.

## STUDENT LEARNING OUTCOMES

Students in Years 3 and 5 participated in The National Assessment Program – Literacy and Numeracy (NAPLAN) tests in 2022.

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 results, 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 the minimum standards expected. Below is a summary of the 2022 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
<b>READING</b>	87%	7%	7%	82%	18%	0%
<b>WRITING</b>	93%	7%	0%	91%	9%	0%
<b>SPELLING</b>	53%	33%	13%	73%	18%	9%
<b>GRAMMAR &amp; PUNCTUATION</b>	87%	7%	7%	82%	18%	0%
<b>NUMERACY</b>	87%	7%	7%	100%	0%	0%



# STAFF INFORMATION

## TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at St John's Lutheran Primary School Ltd 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.

<b>Qualification</b>	<b>Number Held by Staff</b>
<b>Doctorate</b>	0
<b>Masters</b>	1
<b>Bachelor</b>	4
<b>Diploma</b>	2
<b>Certificate</b>	0
<b>TOTAL QUALIFICATIONS</b>	<b>7</b>

## PARTICIPATION IN PROFESSIONAL LEARNING

As members of a professional learning community, all staff at St John's Lutheran Primary School Ltd are encouraged to access professional learning opportunities throughout the year. This year, many Professional Development opportunities were delivered including OH&S, First Aid including Anaphylaxis Management and Asthma, Child Safety, as well as Evacuation Procedures through Dynamiq.

All teachers are registered with the Victorian Institute of Teaching.

## WORKFORCE COMPOSITION

In 2022, St John's Lutheran Primary School Ltd employed 7 teaching staff, of which three of whom were full time. Students at St John's received specialist instruction in Physical Education, Music, and Japanese. STEM (Science Technology Engineering and Mathematics) was facilitated by the classroom teacher.

Student learning was also supported by non-teaching staff. Areas provided by non-teaching staff included Learning Support, Administration, Business Management, Maintenance and Cleaning.

No Indigenous staff member is employed at the school.

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

	<b>Number</b>	<b>% of workforce</b>
<b>Full time teaching</b>	3	32
<b>Part time teaching</b>	1.6	17
<b>Part time non-teaching</b>	3.5	37
<b>Chaplain</b>	0.4	4
<b>Principal</b>	1	10
<b>TOTAL STAFF</b>	<b>9.5</b>	<b>100%</b>

Not included in this breakdown are:

1. Temporary replacement teaching and ancillary staff.

## **PARENT AND FRIENDS ASSOCIATION (P&F)**

It was wonderful to have our P&F involved in fundraising and building community in our school again after COVID-19. They did such a great job in providing special activities for students such as Fun Food Fridays, icy pole days, and hot milos over winter.

## **SCHOOL SATISFACTION**

In 2022, a School Culture Survey Report was conducted by LEVNT. The Survey used the 'Growing Deep - Leadership and Formation Framework' as the foundation; the five key Vocational Practices providing the structure for the grouping of questions:

- Lutheran Identity
- Excellence in Learning
- Community Building
- Improvement and Innovation
- Organisation and Management.

A suite of questions assisted our school in acquiring an understanding of our learning and leadership culture based around these practices. The resulting data enabled us to identify strengths, challenges and opportunities for priority attention and guide future development.

The key internal stakeholder groups identified to provide feedback were Teachers, School Officers, Governance and Leadership, Students and Parents.

The report was a high-level analysis of the results, commencing with a summary of all survey group responses.

In preparing the report, the following rules were applied:

- The included data described results obtained totalling the following per survey group:
  - School Officers (2), Teaching Staff (9), Governance & Leadership (2), Students (36) and Parents (17)

The report was outstanding and there were many areas of celebration. In the table below which summarises the results, a score of 6 or below is considered to be a growth point. The highest scores were from the areas of Lutheran Identity, Organisation and Management and Excellence in Learning. The School Board used the data and feedback responses to help develop the school Strategic Plan.

Table: Overview - average response by survey group

Vocational Practice	School Officers	Teaching Staff	Governance & Leadership	Primary Students	Parents	Average of all respondents
Community Building	8.2	8.7	7.0	7.8	7.7	7.9
Excellence in Learning	8.7	8.6	6.5	8.3	7.5	8.1
Organisation and Management	8.4	8.6	6.9	8.6	8.1	8.3
Ongoing Improvement and Innovation	8.3	7.9	6.6	7.7	7.8	7.8
Lutheran Identity	8.9	8.9	8.3	8.3	8.6	8.5

# SCHOOL FINANCIAL ACTIVITIES

## STATEMENT OF INCOME

For Year Ended 31st December 2022

### FINANCIAL PERFORMANCE

Income sources -

Net Tuition Fees	\$ 139,656	8.74%
Operating Grants	\$ 1,331,021	83.31%
Capital Grants	\$ 0	0.00%
Donations - Capital & Other	\$ 126,636	7.93%
Interest & other Income	\$ 397	0.02%
Interest from Related Entities	\$ -	0.00%
	<hr/>	
	<b>\$ 1,597,710</b>	<b>100.00%</b>