



Lutheran Schools exist to provide Christian education to their students and pastoral support for all members of each school community.

2016 Annual Report

NHILL LUTHERAN SCHOOL

School Number: 1754



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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 information has been provided to the school community throughout the year in other forms such as newsletters, tiqbiz app, parent handbook and on the school’s website.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2016 school year and expands on the information provided on the Commonwealth Government’s “My School” website.

School Profile

Contextual Information about the School

Nhill Lutheran School is a Foundation to Year 6 primary school. The ministry and mission of the school is to provide a quality education in a caring Christian environment. The school provides a positive and safe learning environment where student’s develop self-discipline and respect for others, and prepare for responsible living and service in society. Students are encouraged to recognise their God given gifts and develop a feeling of self-worth through a well developed Christian Studies and worship program.

A strong focus is on developing a love of learning and the skills needed for lifelong learning. Well-resourced, up to date learning facilities support the provision of a curriculum strongly based on Literacy and Numeracy skills. The curriculum areas all align with the requirements of the Victorian Curriculum and a varied program of learning is offered. A House system provides opportunities for student leadership and sporting activities which is enhanced by the Health and Physical Education program. A camping and excursion program develops relational and independent learning skills. The school offers an Arts program which includes a music program and both visual and performing arts. The language that is taught across all year levels is the Karen language.

Characteristics of the Student Body

The student population was 52 students at the Census in August of 2016.

At Census in 2016 - the composition of the student population was 26 female and 26 male.

Students with special needs have Individual Learning Plans to help focus learning on their specific needs.

Teacher Standards and Qualifications

Staff Qualifications

Qualification	Number
Diploma	0
Bachelor Degree	5
Post graduate certificate or diploma	1
Master's Degree	1

The above table provides a summary of the qualifications of teachers. All teachers hold tertiary qualifications. All Nhill Lutheran School teachers are appropriately qualified and hold registration with the Victorian Institute of Teaching.

At the conclusion of the 2016 school year the workforce composition at Nhill Lutheran School consisted of:

- 1 Principal
- 2 Full time teachers
- 2 Part time teachers
- 3 Non teaching staff

In addition to core teaching competency in English and Mathematics, the teaching staff at Nhill Lutheran School have specialist teaching skills in areas including Music, Visual Art, Library, Technology, Drama, Christian Studies, Science , Physical Education and Karen. A member of the Karen community assisted with teaching the Karen language.

All members of staff are trained in First Aid (including Anaphylaxis, Asthma and CPR), Mandatory Reporting, and the Lutheran Church of Australia's Valuing Safe Communities Policies and Procedures. Staff also completed Evacuation and Emergency Procedures, and Workplace, Health and Safety requirements, which are regularly revised throughout the year during staff meetings. Nhill Lutheran School staff, Council members and Direct Contact Volunteers receive child protection training when they first commence their role at the School, and complete ongoing training on child protection issues at least annually.

During 2016, Professional Development focused on curriculum development and, in particular, Mathematics. The staff also engaged in an online professional learning program in collaboration between Project Zero at the Harvard Graduate School of Education and Independent Schools Victoria.

Key Student Outcomes

Student Attendance

Student Attendance: Of a possible 187 student days, the average student attendance rate was 91.7 %. Absences from school include sickness, medical appointments and holidays taken outside of school holidays. Absences from school are required to be explained in writing. Absences for additional holidays within the school term are discouraged, however, the School does recognize that on special occasions this is unavoidable.

The following graph show average student absences per Year level during 2016:

Year Level	Average Absences per student	% Attendance
Prep	20	88.7%
Year 1	21	88.6%
Year 2	9.4	94.9%
Year 3	17	90.9%
Year 4	12.5	93.3%
Year 5	11.75	93.7%
Year 6	14.4	92.2%
School	15.2	91.7%

Management of Non Attendance

The school has a School Attendance Policy which outlines how student absenteeism is recorded. Each time a student is absent from school, the teacher records that the child is absent using a code which explains the reason for the child's absence. The policy states that the Principal is notified if any child demonstrates a pattern of absenteeism. The Principal is then responsible for following up the concerns of absenteeism with the child's parent/s.

NAPLAN Testing Report 2016 - Years 3 & 5

The National Assessment Program – Literacy and Numeracy tests, were administered to all students in Years 3 and 5. NAPLAN assesses student achievement in reading, writing, spelling, grammar and punctuation, and numeracy. NAPLAN reports show the result of each child's performance compared to other Australian students in their year level, and the average score on the NAPLAN tests. These tests form just a part of a range of assessment tools and procedures to inform of each child's performance and achievement. School summary reports are provided for Years 3 and 5 in Literacy and Numeracy.

Results for Year 3 students in 2016 were strong with 100% of students achieving above the national minimum standard in Writing, Spelling, Grammar and Punctuation, and Numeracy, whilst 50% achieved above the national minimum standard in Reading.

Year 5 students performed well in 2016 with 100% of students achieving the national minimum standard in Writing, Spelling, Grammar and Punctuation, and Numeracy. In addition, 75% of students achieved above the national minimum standard in Numeracy, and 63% achieved above the national minimum standard in Reading.

Our school continues to support students through Individual Learning Plans, when extra assistance is needed in particularly English and Mathematics. Students are identified through our comprehensive diagnostic assessment program or teacher referral. Literacy support in phonics and reading is closely aligned to our whole school approach of using THRASS. In 2017, students identified as needing extra assistance in reading will participate in the MultiLit program.

Extra- Curricular Activities

There are a number of opportunities for students to be involved in activities beyond the classroom. Students have participated in:

- Environmental activities including vegetable gardening, tree planting
- Mini farm – caring for animals including pet lambs, chickens and goats
- Interschool competitions including cross country
- Swimming program
- Sporting clinics including Hockey
- Camping programs
- Choir and recorder
- Student leadership responsibilities and programs e.g. National Young Leader's Day
- Buddy Program throughout the school for students and parents
- School concert
- A variety of incursions and excursions
- Community Based Projects including Anzac Day and Remembrance Day
- Meals on Wheels
- Year 6 Formal Graduation dinner
- Cooking
- Chapel participation
- Student Representative Council
- Service learning, such as bagging sheep manure for the Maw Per Koh orphanage school in Myanmar
- Publishing books that are dual Karen/English
- Karen Cultural Day
- PMP program
- Get 'em going program
- Pre-Foundation program

Integrated Pastoral Care Program

The values for Australian schooling, and those identified by Lutheran Education Australia, are at the core of pastoral care in our school. This year, our school welcomed the LEA Growing Deep Leadership and Formation Framework. Staff participated in the LEVNT conference at Portland, which clarified and developed an understanding of the document and use at school.

Our class teachers continue to be the main pastoral carers for each student and lead daily class devotions. Chapel services are held every Friday and are lead by Pastor Tim, staff and/or students. Pastor Tim continued to assist and serve the school in a number of ways throughout the year, including staff Bible studies, leading Chapel services, home visits, and being available to staff, students and parents for counseling. Our Buddy system offers support and welcomes new students and families to our school community.

The students have continued to strengthen the relationship with the Maw Per Koh orphanage school in Myanmar, and raised money throughout the year to buy clothes, resources, food, building materials and school books. The senior students sold over 400 bags of sheep manure in the local community raising approximately \$1200.00. Students are now writing and receiving letters from the students in Myanmar. We have continually looked for ways to also strengthen relationships with the Karen residents in the local community, and have sold firewood to families to raise money for our P&F. The students were invited by the local Karen community to sing a Karen song in traditional costume at the Karen New Year in January. All students visited the Karen Museum in Nhill and learned valuable insights about the Karen culture. All these activities were very worthwhile and important in building relationships with the local Karen community and abroad.

Opinion Surveys

Parent, Staff and Student Satisfaction

Surveys of our school community are important and valued.

In 2016 the school participated in the Quality Schools Project, which surveyed Parents, Staff and Years 5-6 students.

Overall, the Quality Schools Report painted a very favorable picture of our school whilst also providing some valuable suggestions of how to improve.

Parents - The parents were extremely positive about the quality of teaching, the curriculum, wellbeing, school connectedness, the academic needs of each student, digital portfolios as a form of reporting, student behavior, school climate, school-parent relations and the whole school appearance. Mention

was also made about the outdoor learning landscapes such as cubbyville, the mini farm, and vegetable garden.

Areas of strength noted by parents included; school is gospel centered, teaching is 100%, the happy and friendly atmosphere, strong and up to date IT, strong academic performance, professional appearance of school, safe environment, pastoral care, playground creativity, and exceptional teachers. There was a strong response that the school treats families and students from all backgrounds with respect, the school's mission and vision is clearly communicated, and the School Council works together to respond to current and future challenges. All parents agreed that the ongoing improvement of the school is achieved through effective management and leadership, and that school leaders behave ethically. Ninety five percent of parents were satisfied that overall, the school meets the learning needs of their child/ren and that they are making good progress at school.

Suggested areas to develop included disciplining disrespectful behaviours, homework, and increase parent involvement through the Parents and Friends Association.

Staff – Staff responded across the areas of the survey with 100% in all areas except for one, which was one staff member highlighting that the disruption of some students in their class impeded the learning of other students. Overall, all staff were satisfied with the school providing educational programs that ensure all students achieve their potential and make good progress as they proceed through their schooling. Staff morale was high due to great team work, excellent governance and leadership, great appearance of the school, engagement with parents, welcoming atmosphere, inclusion of all socio-cultural groups, community engagement, technology, and curriculum development.

Areas of concern for staff included the high work load, lack of parental involvement due to full time work commitments, number of individual students who need extra support, additional complexities and time pressures to achieve due to having a small staff.

Students- All students agreed that the teaching quality is excellent. They stated that they enjoy learning new things, that they learn from their mistakes, are being encouraged to ask questions, that teachers expect them to do their best, learn that school is interesting, that learning makes them think, they have friends, feel cared for, know how to stay safe on the internet, keep trying to work things out, participate in decision making, like school, they feel good about themselves, that there are religious symbols and art on display, they are encouraged to think about God, they take part in daily worship, they learn about God, that reports describe what they learn at school and all students are treated with respect.

One hundred percent of the students said that they are learning the best they can at school and are making good progress.

Student concerns included that they would like their parents to talk to them more about their learning and that some kids get bullied at school.

Our school improvement plan will be enhanced by the quantitative and qualitative data provided by the Quality Schools Project.

Post School Destinations

At the end of 2016, 2 Year 6 students enrolled at Nhill College for Year 7, 6 enrolled at Holy Trinity Lutheran School, Horsham and 1 student moved interstate.

STATEMENT OF INCOME

For Year Ended 31st December 2016

FINANCIAL PERFORMANCE

Income sources - 2015

Net Tuition Fees	\$ 61,779	7.05%
Operating Grants	\$ 770,083	87.89%
Capital Grants	\$ 0	0.00%
Donations - Capital & Other	\$ 12,506	1.42%
Interest & other Income	\$ 31,855	3.64%
Interest from Related Entities	\$ -	0.00%
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	\$ 876,223	100.00%