



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

Our Mission

To provide a quality education in a caring Christian environment



growing deep

Leadership & Formation Framework



2018 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, flexibuzz app, parent handbook, and 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 2018 school year and expands on the information provided on the Commonwealth Government’s “My School” website.

School Profile

Contextual Information about the School

On the 7th of July, 1977, the Nhill Lutheran School story began.

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 55 students at the Census in August of 2018.

At Census in 2018 - the composition of the student population was 28 female and 27 male. At this point in time, we do not have any indigenous students.

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	0
Master's Degree	1

The above table provides a summary of the qualifications of teachers. All teachers held tertiary qualifications. All Nhill Lutheran School teachers were appropriately qualified, and held registration with the Victorian Institute of Teaching. There were no indigenous employees.

At the conclusion of the 2018 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 2018, Professional Development focused on curriculum development and, in particular, Spelling using the SMART spelling program to complement our THRASS program.

Key Student Outcomes

Student Attendance

Student Attendance: Of a possible 186 student days, the average student attendance rate was 89.5 %. 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 2018:

Year Level	Average Absences per student	% Attendance
Foundation	20.3	89.1%
Year 1	27.8	85.1%
Year 2	18.0	90.3%
Year 3	16.9	90.9%
Year 4	13.6	92.7%
Year 5	14.2	92.4%
Year 6	18.3	90.2%
School	19.5	89.5%

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 2018 - Years 3 & 5

The National Assessment Program – Literacy and Numeracy tests, were administered to all students in Years 3 and 5. There were 5 students in the Year 5 cohort and 9 students in the Year 3 cohort. 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 2018 were strong in Writing, Reading and Spelling with 100% of students achieving above the national minimum standard. Of the Year 3 cohort, 88% achieved above the National minimum standard in Grammar and Punctuation, and 89% Numeracy.

Year 5 students performed well in 2018 with 100% of students achieving above the National minimum standard in Reading. Of the Year 5 cohort, 80% were above the National Minimum standard in Writing, Spelling, Grammar and Punctuation, and Numeracy.

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 and SMART spelling program. In 2018, students identified as needing extra assistance in reading participated 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
- Mini farm – caring for animals including pet lambs, chickens and goats
- Interschool competitions including cross country
- Swimming program
- Sporting clinics including Hockey
- Camping programs
- Student leadership responsibilities and programs e.g. National Young Leader's Day
- Buddy Program throughout the school for students and parents
- School concert and Choir
- 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
- Designing the second series of dual Karen/English books
- 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 continued to explore the LEA Growing Deep Leadership and Formation Framework and began to unpack the LEA Earthcare charter. The Lutheran Laypeople's League provided funding for the 'Dams and Diggers' earthcare project, which was finalized in 2018.

Our class teachers continued to be the main pastoral carers for each student and lead daily class devotions. Chapel services were held every Friday and were led by the Principal, staff, students and sometimes a visiting Pastor. Staff participated in Bible studies that were led by the Principal every month. Our Parents and Friends Association served the school community in a number of ways by providing meals to families in need. Our Buddy system offered support and welcomed new students and families to our school community.

The students 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 raised money by bagging and selling sheep manure in the local community, and all Chapel offerings were sent to Maw Per Koh. Students practised their Karen language by writing and receiving letters from the students in Myanmar. We continued to strengthen relationships with the Karen residents in the local community, and sold firewood to families raising 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. The senior students designed and illustrated the second series in the dual English/Karen picture story books, which were published and launched in 2018. 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. Positive and supportive relationships with all students, staff and parents are highly valued and encouraged. Through the use of a variety of tools such as diaries, parent – teacher meetings, IT applications, communication is given a high priority and developed throughout the school community. Students are represented by student leaders, provided feedback regularly to school staff.

In 2018 the school participated in the Quality Schools surveys organised by the Research Australia Development and Innovation Institute, which surveyed Parents, Staff and Years 5/6 students. Overall, the Quality Schools Report painted a favourable picture of our school, whilst also providing some valuable suggestions of how to improve.

School Council supported staff throughout the year and granted a week of pupil free time mid year to help with professional development and planning.

In 2018 a selection of parents, staff and students participated in a school survey. The survey focussed on the areas of: teaching quality; curriculum; wellbeing; school connectedness; improvement focus; religious identity, culture and ethos; Christian practices; supporting learning; developing strategic partnerships; recognising student diversity; identity; governance; and leadership.

Parent Perceptions

Strengths of the school, as identified by the parents, were wellbeing, improvement focus, religious identity, culture and ethos. Parents indicated that they appreciate the extracurricular programs that complement teaching and learning including the cooking and gardening program that encourages a high level of student engagement and hands on learning.

Student Experience: Strengths of the school, as identified by the Year 5 and 6 students, were wellbeing; improvement focus; religious identity; Christian practices and identity. The survey indicated that students appreciated opportunities such as camps, student leadership days, and excursions. The students enjoy the mini farm, gardening, cooking and appreciate special days such as the Swimming and Athletic carnivals and the Father's Footy Day match.

Staff:

Strengths of the school, as identified by the staff, were teaching quality; curriculum; wellbeing; school connectedness; and Christian practices. All staff regularly meet with the Principal to formulate professional learning plans and reflect on their practice. This also allows staff to indicate particular learning needs and areas needing growth.

Post School Destinations

At the end of 2018, 6 Year 6 students enrolled at Nhill College for Year 7, and 3 enrolled at Holy Trinity Lutheran School, Horsham.

STATEMENT OF INCOME

For Year Ended 31st December 2018

FINANCIAL PERFORMANCE

Income sources - 2018

Net Tuition Fees & student charges	\$	75,272	7.06%	
Operating Grants	\$	948,334	88.93%	
Capital Grants	\$	0	0.00%	
Donations - Capital & Other	\$	14,274	1.33%	
Interest & other Income	\$	28,531	2.68%	
Interest from Related Entities	\$	-	0.00%	
	\$	1,066,411		100.00%