



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



2019 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, Seesaw 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 2019 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 students 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 63 students at the Census in August of 2019.

At Census in 2019 - the composition of the student population was 31 female and 32 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. Some students are supported by visiting specialist, in particular speech therapy and occupational therapy.

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 2019 school year, the workforce composition at Nhill Lutheran School consisted of:

- 1 Principal
- 4 Full time teachers
- 1 Part time teacher
- 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 2019 all teaching staff completed their Victorian Institute of Teaching (VIT) registration process in transitioning from provisional to full registration.

During 2019, Professional Development focused on numerous areas, depending on the need for individual staff. Staff participated in a range of professional learning opportunities including THRASS, Multilit, behaviour support, curriculum development, gaining a bus license and more. The whole staff participated in a contemporary learning tour to Brisbane organised with the assistance of Lutheran Education Victoria, New South Wales, Tasmania (LEVNT) and Lutheran Education Queensland (LEQ). Staff visited four Lutheran schools and other institutions to grow their understanding of contemporary learning spaces and how they benefit student learning.

Key Student Outcomes

Student Attendance

Student Attendance: Of a possible 187 student days, the average student attendance rate was 90.2 %. 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 2019:

| Year Level | Average Absences per student | % Attendance |
|------------|------------------------------|--------------|
| Foundation | 14.8 | 92.7% |
| Year 1 | 25.1 | 86.8% |
| Year 2 | 31.0 | 87.1% |
| Year 3 | 15.2 | 92.7% |
| Year 4 | 12.3 | 93.8% |
| Year 5 | 16.2 | 92.4% |
| Year 6 | 9.6 | 94.8% |
| School | 19.1 | 90.2% |

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 2019 - Years 3 & 5

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests, were administered to students in Years 3 and 5. There were 6 students in the Year 5 cohort and 3 students in the Year 3 cohort who partook in the tests. 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 2019 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 2019 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, particularly English and Mathematics. Students are identified through a 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 2019, students identified as needing extra assistance in reading participated in the MultiLit program. Two Integration Aides received training in MiniLit and the Reading Tutor Program to assist in student learning support.

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 lambs, chickens, budgies and goats
- Interschool competitions including cross country
- Swimming program culminating in a Swimming Carnival
- Sporting clinics including Hockey and Golf
- Camping programs for Year 3-6 students
- Student leadership responsibilities and programs e.g. Lutheran Schools Primary Leadership Day
- Buddy Program throughout the school for students
- School concert and Choir
- A variety of incursions and excursions, including seeing the Melbourne Symphony Orchestra, a whole school excursion to the Wimmera Field Days, F-2 excursion to Naracoorte Caves, and more.
- Community Based events including Anzac Day and Nhill Show
- Year 6 Formal Graduation dinner

- Cooking
- Chapel participation
- Student Representative Council
- Service learning
- PMP program
- Get 'em going program
- Pre-Foundation program

Pastoral Care

The values for Australian schooling, and those identified by Lutheran Education Australia, are at the core of pastoral care in our school. The 10 Values of Lutheran Schools are love, justice, compassion, forgiveness, service, courage, humility, hope, quality and appreciation.

Teachers continue 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, Parish Pastor, staff and students. Staff participated in 'Breathing Space' once a term, a time for staff to nurture their spirituality and faith, and to connect with God. Staff begin each day with a devotion.

The Parents and Friends Association served the school community in a number of ways by providing meals to families and providing firewood to families in the community.

The Buddy system offered support, welcomed new students and connected individuals within our school community.

The students continued to raise funds for 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 through Chapel offerings and through SRC fundraising initiatives. Students practised their Karen language through weekly Karen lessons.

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. The school will again participate in the Quality Schools Survey in 2020.

School Council supported staff throughout the year and granted a week of pupil free time mid year to help with professional development and planning. Staff and the School Council Chair travelled to Brisbane on a Learning Tour to see various schools and other institutions, in particular focussing on agile learning environments and how they benefit student learning. On return from this tour the school was able to transform some learning areas of the school to be more in line with agile, contemporary learning pedagogy.

Post School Destinations

At the end of 2019, 2 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 2019

FINANCIAL PERFORMANCE Income sources – 2019

| | | |
|------------------------------------|--------------|---------|
| Net Tuition Fees & student charges | \$ 85,350 | 7.43% |
| Operating Grants | \$ 1,021,596 | 88.90% |
| Capital Grants | \$ - | 0.00% |
| Donations - Capital & Other | \$ 13,698 | 1.19% |
| Interest & other Income | \$ 28,531 | 2.48% |
| Interest from Related Entities | \$ - | 0.00% |
| | \$ 1,149,175 | 100.00% |