2014 Annual Report

St Peter’s Lutheran School
6-26 Dimboola Road
Dimboola
School Number: 1577

Grow in Grace

Lutheran Schools...exist to provide Christian education to their students and pastoral support for all members of each school community.
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, the School Handbook and The Eagle.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2014 school year and expands on the information provided on the Commonwealth Government’s My School website.

**SCHOOL PROFILE**

**Contextual information about the school**

**School sector:** Independent

**School’s address:** 6-26 Horsham road, Dimboola

**Total enrolments:** 27

**Year levels offered:** Foundation to Year 6

**School type:** Co-educational

St Peter’s Lutheran School was established as a P-6 Primary School in Dimboola in 1958. It is situated approximately half way between Nhill and Horsham on the Wimmera plains.

Unique features of the school include: a rural setting, small classes with a low teacher pupil ratio and a strong sense of family and community with a personal, caring approach. The school is well resourced with laptop computers, data projectors and interactive whiteboards in each class, and class sets of iPads.

St Peter’s offers a safe Christian environment that endeavours to provide a diverse learning environment that nurtures mutual respect, love and care.

We have a back to basics approach and use THRASS and a guided reading programme in a school-wide approach to improving the literacy outcomes. The older students use programs like Mathletics, Spellodrome and Smart Kiddies to maintain their skill level.

In term 4 of 2014 all students attended weekly lessons in Art, Music, P/E and German. A teacher aide worked with students and classroom teachers to reinforce classroom learning assist in developing social skills.
All students had the opportunity to be involved in music and drama performances during the year including items for the annual concert, weekly chapel services and other special occasions.

Our co-curricular activities include annual sport’s day, swimming carnivals, book fairs, camps and concerts. There are also excursions, performances and sporting events involving other Wimmera schools and our Active After Schools program.

**Characteristics of the student body**

At Census in 2014 the composition of the student population was 55% female and 45% male.

We have no indigenous students.

Our student body was made up of:

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<thead>
<tr>
<th></th>
<th>F</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
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St Peter’s had two special needs students who received funding from the Commonwealth Government.

To assist those students we had an Integration Aide who worked 16 hours a week as well as the assistance of many volunteers. They listened to reading, worked 1:1 with individuals and assisted with our hands on maths sessions by working with small groups of students.

We used modified learning programs, Individual Learning Plans, a differentiated curriculum and hands on resources as some of our strategies to support these students.

**TEACHER STANDARDS AND QUALIFICATIONS**

**Teacher standards**

All teachers hold recognized tertiary qualifications.

E.g.- Diploma of Teaching (Bedford Park Teacher’s College) Graduate Diploma in Educational Practice (University of SA) Master of Education (ALC)
In addition to these formal qualifications all teachers hold the necessary qualifications for teacher registration in Victoria.

Other compulsory requirements for our schools that have been met are: Valuing Safe Communities, Lutheran, Accreditation to teach Christian Studies, First Aid, Mandatory Reporting Procedures and OHS.

The staff also attended various professional developmental sessions throughout the year. These sessions were mainly literacy or numeracy based and were a source of motivation for staff as well as increasing knowledge. A major focus has also been in using technology within the classroom, especially the use of iPads. This had positive benefits for the students in our care.

A total of $3,552 was expended on Professional Development with the average expenditure per staff member being $1,421.

**Workforce composition**

There were no indigenous employees.

**Teaching Staff were:**

2 full time females

1 part time male (FTE0.5)

**Non-teaching staff** Administration and clerical

2 Female (FTE 0.7)

Building operations maintenance & other

1 female (FTE0.1)

Out of 191 School Days in 2014, the average staff attendance rate was 97.5%

**KEY STUDENT OUTCOMES**

**Student attendance**

The percentage figure for the average student attendance rate shows the proportion of days each student, on average, attended school over the whole year. In 2014 the average student attendance rate was 91%.
Management of Non-Attendance

In accordance with the School Attendance Policy (6.01), non-attendance must be explained by parents. If the parent has not contacted the school to explain the reason for the absence, the Principal will contact parents to investigate unexplained absences.

Meetings with parents to negotiate ways to minimize the impact on learning and to facilitate a return to school will take place when the absence is prolonged. If a return to school could not be negotiated, a report is made to the Department of Human Services.

Student Outcomes in Standardized National Literacy and Numeracy testing

Each year, all students in Year 3, 5, 7 and 9 are required to sit the NAPLAN test in Reading, Language Conventions, Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion for students achieving the national benchmarks.

Proportion of Year 3 & 5 students meeting the National Reading, Spelling, Writing and Numeracy Benchmarks.

In 2014 all Year 3 students sat the NAPLAN and 66% of these students achieved the Benchmark in all areas. One student failed to achieve benchmark standard in Grammar and Punctuation.

All Year 5 student achieved the Benchmark in all areas tested.

Changes in Benchmark results from the previous year.

Due to the small sample of students we cannot report on changes to national benchmarks from one year to the next.
Parent, Student and Teacher Satisfaction with the school

In 2014, school parents and staff took part in a Strategic Planning session where ideas to improve the school were shared. Levels of parent and staff satisfaction were satisfactory. Parents were most happy with the promotion of Christian values, the care shown for their child, meeting each child’s educational learning needs and the approachability of the teaching staff. Areas that showed the highest levels of dissatisfaction include the level of communication between the school and home and concern with some educational programmes.

Post –school destinations

One of our Year 6 students enrolled at the Dimboola Memorial Secondary College while the other two enrolled at Holy Trinity Lutheran School in Horsham.

Financial Performance
Income sources - 2014

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<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Net Tuition Fees</td>
<td>$48,831</td>
<td>9.1%</td>
</tr>
<tr>
<td>Operating grants</td>
<td>$463,075</td>
<td>86.0%</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>Nil</td>
<td>0.0%</td>
</tr>
<tr>
<td>Donations - Capital &amp;</td>
<td>$8,210</td>
<td>1.5%</td>
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<tr>
<td>Other</td>
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<tr>
<td>Interest &amp; other income</td>
<td>$18,371</td>
<td>3.4%</td>
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<tr>
<td>Interest from related</td>
<td>Nil</td>
<td>0.0%</td>
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<tr>
<td>entities</td>
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<tr>
<td></td>
<td>$538,487</td>
<td>100.0%</td>
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