

INDEX

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 Banner.

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

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 are that as it is a small school with small classes and a low teacher pupil ratio. Because of its size, there is a sense that the school is a family with a personal caring approach. The school is well resourced with updated computers, and interactive TV’s and one to one iPad’s in each class.

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 Words Their Way, Phonograms, and Literacy Café/guided reading school wide during our literacy blocks. The older students use IT programs/Apps on iPad’s and laptops like Mathletics, Targeting Math’s and Literacy Planet. Daily exercise time and Brain Gym are also used to enhance and maintain student focus and physical health.

Our co-curricular activities include annual sport’s day, swimming carnivals, cross country and athletics. Book fairs, camps and concerts. There are also many incursions and excursions, performances and annual sporting events involving other Wimmera schools.

Characteristics of the student body

At Census in 2018 the composition of the student population was 46% female and 54% male.

We have 1 indigenous student.

Our student body was made up of:

	Prep-2	3-4	5-6
Number	13	6	7

St Peter's had one special needs student 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 many volunteers who listened to reading or worked 1:1 with individuals.

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), BA Primary Education, Grad Dip Theological Ed, Master of Education (ALC)

In addition to these formal qualifications all teachers hold the necessary qualifications for teacher's registration in Victoria.

Other compulsory requirements for our schools are: Valuing Safe Communities, Lutheran Accreditation, First Aid, Child Protection and Mandatory Reporting 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. This had positive benefits for the students in our care.

Workforce composition

There were no indigenous employees.

Teaching Staff were:

1 full time male

1 full time female

1 part time female (FTE 0.6)

Non-teaching staff Administration and clerical

1 females (FTE 0.8)

Non-Teaching staff teacher assistants

1 females (FTE 0.5)

Building operations maintenance & other

1 female (FTE 0.2)

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 2018 the average student attendance rate was 88%.

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 2018 all Year 3 students sat the NAPLAN and 85% of these students achieved the Benchmark in all areas.

We had no Year 5 students sit NAPLAN.

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.

Post –school destinations

All but two of our Year 6 students have enrolled at the Dimboola Memorial Secondary College. One of our Year 6 students now attends Nhill College and one attends Holy Trinity College.

Financial Performance

Income sources

Net Tuition Fees	\$42,374	7.3%
Operating Grants	\$513,939	88%
Capital Grants	NIL	0%
Donations – Capital & Other	\$3803	0.7%
Interest & Other Income	\$23,295	4.0%
Interest from Related Entities	NIL	0%