



"Feed My Lambs" John 21:15

Maitland

Lutheran School



2016 SCHOOL PERFORMANCE REPORT

Contextual Information about the School

The Maitland Lutheran School is a R-9 co-educational school of the Lutheran Church of Australia with 236 students, 30 of which are Indigenous. The school had its first Yr 9 class in 2014. Situated in the heart of Yorke Peninsula, the school has an excellent reputation in the community for providing vibrant Christ Centred education in a safe and caring environment where each member is valued and supported. This closely reflects the school's mission statement.

The school has a "Reading Recovery" program and designated teacher as well as a strong emphasis on literacy and numeracy with students given opportunity to learn in ability levelled groupings. Other subjects are taught with an integrated curriculum which is permeated by the gospel and that strives to recognise the learning needs of each student. The school is well equipped and resourced with interactive whiteboards and phonic sound systems in every classroom. The school plant includes a Home Economics room, full sized gymnasium, LAP room, two fully resourced IT rooms, a Music room, a Science Lab and a Technical Studies building equipped for plastics, metalwork, woodwork, laminating and 3D printing, and a performing arts stage. Individual lessons for guitar and piano are available within the school and students are welcome to be part of the school choir or school bands which are active in our local community. The school competes in many events including SAPSASA sports, cross country and Athletics.

Staff Qualifications as of December 31st 2016

All teaching staff at Maitland Lutheran School hold a current SA Teacher Registration which includes a criminal history check. All staff have undergone Child Protection training and have been involved in a 12 monthly review of the Lutheran Systems Child Protection Policies. Below are current teacher's qualifications:-

Principal	David Field	Dip.T. Prim, Grad.Dip. th (ed)
Home Ec/Library	Jo Whenan	B.Ed. Upper primary/Lower primary
German (Prim)	Diana Williams	Teachers Cert & Infant Teachers Cert. (Adel Teachers College)
German & Visual Arts	Bronwyn Karger	B. Teaching Early childhood
Perf Arts - Music	Rebecca Davey	B.Ed Junior Primary/Primary
Yr 8 & 9 (Maths/PE,Health/Tech)	Ben Davey	B. Ed. Secondary
Yr 8 & 9 (English/History/Geog)	Maureen Webber	Bachelor of Arts – Grad Dip Ed
Yr 8	Nicole Hooper	B.Ed Secondary
Yr 7	Sam Diassinias	B.Ed. Junior Primary/Primary
Yr 6	Sarah Weckert	B.Ed. Primary/Middle
Yr 5	Joel Emery	B.Ed. Primary
Yr 4	Scott Carson	B.Ed. Primary/Cert 4 Career Development/ Cert 4 Training & Assessment
Yr 3	Darren Sanderson	B.Ed. Junior Primary/Primary
Yr 2	Lauren Barnett	B.Ed. Junior Primary/Primary
Yr 1	Charmain Kakoschke	B.Ed Junior Primary/Primary
Reception	Jacki Schulz	B.Ed Junior Primary/Primary

Workforce Composition

We currently have 2 Indigenous staff working as groundsmen 3 days per week In addition to the teaching staff listed we have:

LSO	Peter Gaisford
	Sarah Hollams
	Karen Launer
	Susie Waters
	Vicki Whittaker
Office Staff	Jenny Carey
	Merri Ferguson
	Carolyn Field
	Narelle Koch
	Loren Mills
Cleaners	Toni Buck
	Jarred Johnson
	Kevin Prior
Bus Drivers	Jeff Cook
	Darren Borghouts
Groundsmen	Tony Rankine
	Henry Humes

Student Attendance at School

The whole school attendance figures for 2016 were 91 %. Below is a breakdown of attendance by year level:-

Reception	92.4%	Year 5	88.9%
Year 1	90.5%	Year 6	93.0%
Year 2	92.5%	Year 7	91.7%
Year 3	90.2%	Year 8	89.7%
Year 4	90.9%	Year 9	88.6%

Management of Student Attendance

Parents or care givers are expected to inform the school of absences either by a written note or phone. This is to ensure that the school is aware at all times of the whereabouts of children. This also helps the school to ensure that each and every child has safely arrived at school. If a child is absent at the beginning of a school day and no advice has been received by the teacher, the teacher documents the child's name on an 'Absentee Notice' that is delivered to the front office. The Receptionist will make a telephone call to the child's home to ascertain the child's whereabouts and the reason for the absence after 9:30am if no message has been received.

If a pattern of extended or unexplained periods of absence occur, teachers will notify the Principal who will meet the parents/caregivers to determine an appropriate course of action to ensure learning is not compromised. Resolution of attendance difficulties may require a range of additional school based strategies included; student and parent interviews; reviewing the appropriateness of the students educational program; development of a school based attendance improvement plan; referral to school chaplain or outside support agency; support from school based personnel.

Senior Secondary Outcomes

N/A

Student Outcomes in Standardised National Literacy & Numeracy Testing

All students in Years 3, 5, 7 & 9 were offered the opportunity to participate in the NAPLAN testing. The results of each individual child were reported to parents against the National Minimum Standards for Literacy and Numeracy. Our students and teachers are to be congratulated on the results achieved in the NAPLAN tests conducted in 2016. The following benchmark results were attained (percentage of students reaching the benchmark).

Percentages of students at or above National minimum standard at Maitland Lutheran School 2016

Yr level	Reading	Writing	Punctuation & Grammar	Spelling	Numeracy
Yr 3	96%	96%	87%	92%	87%
Yr 5	92%	71%	96%	87%	83%
Yr 7	91%	91%	91%	95%	91%
Yr 9	84%	70%	80%	80%	80%

Student, Parent & Staff Satisfaction

Maitland Lutheran School has a very high reputation for providing quality care and excellence in the Southern Yorke Peninsula community. The school is welcoming to all and encourages parental involvement in a wide range of curriculum areas. Students, staff and parents were invited to take part in a survey conducted as part of a national initiative by Lutheran Schools. The results from this give the school a clear indication of the satisfaction levels of each of the above mentioned groups.

Parent Satisfaction:

Following are some samples of parent responses to questions in the survey and the percentage of parents who responded in the affirmative.

1. I feel confident that my child's wellbeing is important to the school 100%
2. Staff at the school care about my child 96%
3. My child feels physically and emotionally safe at school 98%
4. The school has an expectation for students to behave at school 98%
5. The school teaches my child to respect others 98%
6. Teachers encourage my child to be curious, creative and innovative 100%
7. My child's teachers have high expectations of him/her to do their best 100%
8. The school curriculum is shaped by Christian Values and Teaching 100%
9. The school works effectively with the wider community 100%
10. The school has a clear vision for its future 98%

Student Satisfaction:

Following are some samples of student responses to questions in the survey and the percentage of students who responded in the affirmative.

- | | |
|---|------|
| 1. My teachers care about me | 100% |
| 2. I have a good network of friends at school | 100% |
| 3. I am encouraged to recognise and respect the views of all students in my class | 100% |
| 4. Learning at my school is interesting | 100% |
| 5. My teachers expect me to do my best | 100% |
| 6. Teachers encourage me to be curious, creative and innovative | 100% |
| 7. Teachers tap into my interests to engage me in my learning | 100% |
| 8. My school encourages me to reflect on my faith | 100% |
| 9. I am satisfied with my educational progress at this school | 100% |

Staff Satisfaction:

Following are some samples of staff responses to questions in the survey and the percentage of staff who responded in the affirmative.

- | | |
|--|------|
| 1. Our school has clearly defined structures to support the wellbeing of students | 100% |
| 2. I create a classroom culture in which students experience positive wellbeing | 100% |
| 3. Our school implements effective evidence informed student management procedures | 100% |
| 4. I care for and know each of my students as an individual person | 100% |
| 5. Meeting the specific learning needs of students is central to my teaching practise | 100% |
| 6. I engage my students in making decisions about what and how to learn | 100% |
| 7. The development of each student as an independent learner is a key focus of my teaching | 100% |
| 8. Christian values and teachings are at the core of our schools teaching and curriculum | 100% |
| 9. Behaviour management is guided by Christian Love in the context of forgiveness and reconciliation | 100% |
| 10. Effective management and leadership supports ongoing improvement at this school | 100% |

It is fair to comment that overall satisfaction of the key stakeholders of parents, teachers and students in Maitland Lutheran School is very high. The data that was collected is currently being reviewed and analysed this year to give the school future direction.

Post School Destinations

N/A



School Income

The school income is broken down in the following graph.

