

# Maitland Lutheran School

Enriching Education – Embracing Community



"Feed My Lambs" John 21:15

## School Performance Report (of 2021)

June 2022



## Contextual Information about the School

The Maitland Lutheran School is a F-10 co-educational school of the Lutheran Church of Australia with 338 students, 30 of which are Indigenous. The school is in its first year of Senior Schooling. 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. This year the Davis Dyslexia learning program was incorporated across all year levels following whole staff training in the January school holidays.

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 Primary and Secondary Athletics Carnivals. There is extra support for students with a Student Support Officer in every class.

Maitland Lutheran was successful in gaining approval to extend into year 10 in 2021 with year 11 to follow in 2022 and year 12 in 2023. Plans for a new senior school are nearing completion.

## Staff Qualifications as of December 31<sup>st</sup> 2021

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	Jo Whenan	B.Ed. Upper primary/Lower primary
LOTE (Auslan)	Jess Brown	B.Ed JP/Primary,Diploma of Lutheran Theology
Perf Arts - Music	Nathan Wright	B.Ed Music Education
HASS/Digital Tech	Peter Gaisford	B. Ed. Secondary
Middle School (Maths/PE,Health/Tech)	Ben Davey	B. Ed. Secondary
Middle School (English/History/Geog)	Rebecca Raskovic	Bachelor of Arts – English & History
Middle School / Careers	Scott Carson	B.Ed. Primary. Cert 4 Career Development Cert 4 Training & Assessment
Middle School Teachers	Matthew Howarth	B.Ed. Secondary (Science & Maths minor)
	Matthew Carey	Bachelor of Science/Education

PE/Health	Joanne Davey	B.Ed. Middle School Bachelor of Health Sciences
	Jessica Schulz	B.App.Sc.Hum.Mov B.Ed. Secondary
Primary Art	Paula Wegener	B.Ed. Junior Primary/Primary
Yr 8	Nicole Hooper	B.Ed Secondary
Yr 7	Joe Murdock	B.Ed Primary/Middle Masters of Education (Wellbeing)
Yr 7	Annalyce Baird	B.Ed. Middle/Secondary Bachelor of Arts
Yr 6	Ashleigh Redding	B.Ed. Primary/Middle
Yr 5/6	Amelia Honner	B.Ed. Primary
Yr 5	Joel Emery	B.Ed. Primary
Yr 4	Laura Anders	B.Ed. Primary
Yr 3	Darren Sanderson	B.Ed. Junior Primary/Primary
Yr 2	Seth Matson	B.Ed Primary
Yr 1/2	Olivia Clifford	B.Ed. Junior Primary/Primary
Yr 1	Danielle Mangano	Bachelor of Arts (Psychology) Masters of Teaching (Primary)
Foundation	Rebecca Davey	B.Ed Junior Primary/Primary

## Workforce Composition

We currently have 2 Indigenous staff working as groundsman 3 days a week and one other groundsman/bus driver 5 days a week. In addition to the teaching staff listed we have:

LSO	Sarah Muir Sally-Anne Heinrich Danni McInerney Karen Launer Vicki Whittaker Cathy Hibbard Naomi Simmons Bronwyn Sanderson
Office Staff	Daniel Griffin Carolyn Field Narelle Koch Jenny Carey Loren Mills Mandy Amey Tania Stock

School Chaplains	Benjamin Braund Tenille Chambers
Cleaners	Royal Cleaning Company
Bus Drivers	Darren Borghouts Lachlan Cook Dean Schlink Fred Johnson
Groundsmen	Tony Rankine Henry Humes Anthony Brand

## School Council Composition and Skills

Introducing below the 11 members of our community who support our school by serving on School Council along with some of the skills and service experience from other committees they bring to our school. We have been richly blessed by the guidance of highly skilled and committed members of School Council over a long period of time.

- **Dylan Schulz** – Chairperson  
Chair of YP Alkaline Soils Group (5 years)  
Kilkerran AG Bureau Secretary (3 years)  
St Johns Lutheran Church Councillor (5 years)
- **Elden Oster** – Vice Chairperson  
Chair St Pauls Lutheran Church (4 years)  
Church Council Member (12 years)  
Inter-Church Council Member (8 years)  
CEO YP Shed Men (15 years)
- **Lauren Kakoschke** – Secretary  
Bachelor of Applied Science (Speech Pathology)  
Certified Practising Speech Pathologist  
Secretary of YP Regional Cricket Committee  
Treasurer Maitland Cricket Club
- **Lyll Schulz**  
Chair of Australian Fodder Association (3 years), Board Member (10 years)  
Board Member Australian Export Company (15 years)  
Executive Officer & Chair Australian Field Crop Association (5 years)
- **Karen Launer**  
Former School Council Chair (10 years)  
Maitland Show Secretary (25 years)  
St John's Lutheran Church Worship Committee (8 years)
- **Stephen Mattschoss**  
Alkaline Soil Committee (10 years)  
Chair Kilkerran AG Bureau (5 years)  
YP Shed Men Secretary (10 years)
- **Lou Dutschke**  
Certificate 3 in Aged Care  
Secretary St Pauls Congregation (2 years)  
St Pauls Congregation Council (8 years)  
Finance Officer Armac Welding (10 years)

- **Andrew Dayman**  
Walleroo Rifle Club Committee - ongoing
- **Joel Whittaker**  
Eternity Chapel Board Member (8 years)
- **Kirsty Heysen**  
BA University of Adelaide  
Honors English – University of Adelaide  
Masters of Creative Writing English Department - University of Adelaide  
Chair of Maitland Music & Arts Club (3 years)
- **Steve Hibbard**  
Bachelor of Theology  
Bachelor of Ministry

## Student Attendance at School

The whole school attendance figures for 2021 were 90%. Below is a breakdown of attendance by year level:-

Foundation	93%	Year 4	93%	Year 8	90%
Year 1	86%	Year 5	92%	Year 9	87%
Year 2	90%	Year 6	90%	Year 10	90%
Year 3	91%	Year 7	93%		

## 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

Not applicable for Maitland Lutheran School.

## 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 2021. 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 2021

Yr level	Reading	Writing	Punctuation & Grammar	Spelling	Numeracy
Yr 3	96%	100%	93%	100%	97%
Yr 5	96%	92%	100%	100%	100%
Yr 7	93%	93%	92%	95%	97%
Yr 9	92%	92%	88%	88%	91%

## Student, Parent & Staff Satisfaction

Maitland Lutheran School has a very high reputation for providing quality care and excellence in the 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 in May 2019. The results from this give the school a clear indication of the satisfaction levels of each of the above mentioned groups.

### Parent Satisfaction:

Every family with an email address was given opportunity to complete a survey as part of the Lutheran School System Quality Schools Surveys in May 2019. The data and feedback enabled the school to gauge the levels of parent satisfaction with the school.

The feedback received was extremely positive. Below is a selection of questions that the school scored over 90% with across the cohort of parents surveyed. The survey will be repeated again in late 2022 as we prepare for our first Year 12 cohort.

- If my child doesn't learn something the first time it is taught, they get a second chance.
- I can see my child continuously growing in their capacity to learn.
- My child is very engaged in his/her learning at school.
- Teachers have high expectations of my child to do their best.
- Teachers use computers to improve my child's learning.
- The school is consistent in applying its behaviour management procedures.
- I feel confident that my child's wellbeing is important to the school.
- My child knows how they are expected to behave at school.
- The school teaches my child to respect other students at my school.
- My child feels physically and emotionally safe at school.
- The school provides information and advice on how to support my child's learning.
- The schools management of student behaviour is based on Christian values.
- The school has a clear program for improving student learning.

## **Student Satisfaction:**

The Quality Schools Survey indicated very strong student satisfaction with the school and highlighted the strong relationships between staff and students, and the students with each other. It also clearly indicated the students believed they are given every opportunity to achieve their best. Below are a range of survey questions that received a 90% or higher affirmation by the students in the cohort surveyed.

- The school teaches me the skills I need to become an independent learner.
- Teachers encourage me to be curious, creative and innovative.
- My teachers encourage me to do my best.
- My teachers encourage me to think about my learning.
- I can take part in a range of co-curricular programs.
- I am taught how to behave well at school.
- I am encouraged to recognise and respect the views of all students in my class.
- I have many good friends at the school.
- I use computers at school to improve my learning.
- The school's curriculum reflects Christian Values and teachings.

## **Staff Satisfaction:**

Staff were surveyed on their perceptions of the school performance. Following are a list of indicators that the 25 staff surveyed scored 100% in the affirmative, presenting a clear picture of staff engagement, satisfaction and view of the schools performance.

- Meeting the specific learning needs of students is central to the schools teaching practices.
- Before teaching a Unit, I explicitly evaluate the prior knowledge of the students I will be teaching.
- I develop assessment tasks that are directly aligned with what I am teaching.
- In my teaching I develop learning environments that actively engage students.
- I make it clear to every student that I expect them to achieve their potential.
- I use data from my assessments of each student to adapt my teaching to their learning needs.
- I teach my students to collaborate together as they learn to become more self-directed learners.
- I create a classroom culture in which students experience a sense of positive wellbeing.
- Our school implements effective evidence informed student behaviour management procedures.
- Students at this school behave in a responsible and self-disciplined way that respects the values of others.

It is fair to comment that overall satisfaction of the key stakeholders of parents, teachers and students in Maitland Lutheran School is very high. School Council have reviewed this data and used it to plan the school's future directions and in the Master Planning currently being conducted.

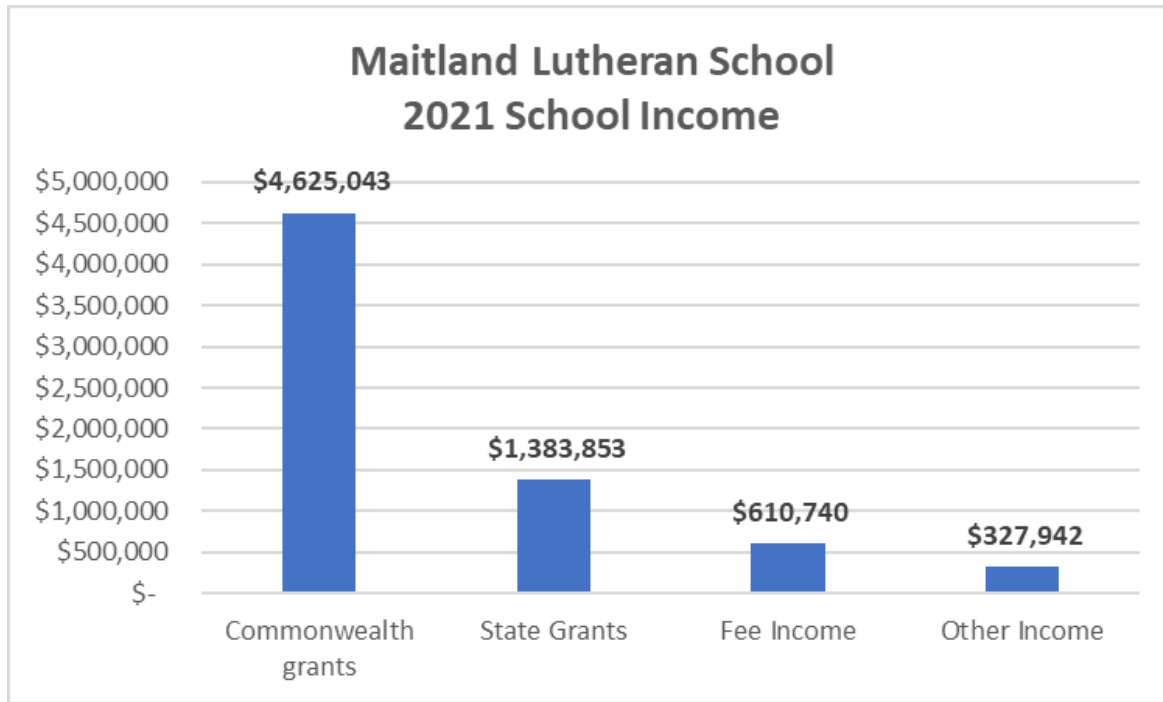
## **Post School Destinations**

This will only become applicable from the end of 2023 when our first Year 12 cohort graduate.



## School Income

The school income is broken down in the following graph.



This concludes the School Performance Report for 2021.