



2017 Annual Report

Tarrington Lutheran School



School Number: 196

'Learning and Growing Together'

Lutheran Schools exist to provide Christian education to their students and pastoral support for all members of each school community.

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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 and the School Handbook.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2017 school year and expands on the information provided on the Commonwealth Government’s My School website.

- 1. Contextual information about the school, including the characteristics of the student body*
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1.

Contextual information about the school, including the characteristics of the student body

Tarrington Lutheran School is a small, vibrant school in the Western Districts of Victoria, where quality teaching and learning is enhanced by the family atmosphere, created by a caring community. The school is nestled in a rural atmosphere, celebrating 165 years of continuous education in 2017.

Our high quality Christian education is an education in the broadest sense, for we are committed to providing the best opportunities possible for children to learn, to grow and mature into fine citizens. The school is a place of support for families as they seek to bring up their children in a changing and challenging society. The school recognises the importance of this partnership between home and school and supports this belief with effective open communication.



Because we believe in the importance of building foundations to assist students develop within their potential, as individual, lifelong learners, while nurturing each precious child's potential within a safe and caring environment, we therefore promote, excellence in education, preparing the next generation teaching the Christian faith, working with families, being accessible to the diversity that is Australia and operating from a coherent world view that is based upon belief in God.

At Tarrington Lutheran School, students learn in an ideal environment - a rural atmosphere with well developed grounds and facilities. The delightful setting assists students experience the joys of learning, while they build a strong foundation for lifelong learning. Enrolments are at 111 students at the end of

the 2017 school year and with 7 learning areas operating, the school operates as a single-streamed education. With the assistance of Commonwealth funding, a multipurpose building was constructed in 2010 which houses an ICT room, an assembly area, a sports stadium, a learning support room, kitchen and change room/toilet facilities. In 2013, two new learning areas were constructed and the administration area redeveloped to cater for the growing needs of the school. These new areas were fully utilised in 2014. Towards the end of 2015, the school was successful in obtaining some Federal funding towards 2 additional learning areas, toilets and an emergency fire water serviced from the Block Grant Authority. This recent building project was completed towards the end of 2016 and was fully utilised at the beginning of 2017.

Along with our very strong focus on literacy and numeracy, we also provide specialist subjects including, Music; Information and Communication Technology; Physical Education & Languages (German). The student body participates in a daily fitness program which enables students to further their physical activity, 15 minutes per school day.



The school has its own bus service, transporting children to and from school from the Hamilton and outlying areas as well as excursions to local organisations as part of the learning beyond the classroom program. Towards the end of 2017, the current school bus was replaced with a newer model with additional safety features.

2.

Teacher Standards and Qualifications

Principal

Diploma of Teaching (Primary)
Bachelor of Education (Primary)
Diploma of Lutheran Education
Graduate Certificate in Educational Leadership

Foundation Teacher

Bachelor of Education (Primary)
Accredited as a Christian Studies teacher

Year 1/2 Teacher

Bachelor of Education (Primary)

Year 3 Teacher

Bachelor of Education (Primary)
Certificate in Lutheran Theology

Year 4 Teacher

Bachelor of Education (Primary)
Certificate in Lutheran Theology

Year 5 Teacher

Bachelor of Education (Primary)
Diploma of Lutheran Education

Year 6 Teacher

Bachelor of Education (Primary), Lutheran Strand

In addition to these formal qualifications, all teachers hold the necessary qualifications for teachers' registration in (NSW, Victoria, Tasmania) and all teaching staff are fully accredited and registered with the Victorian Registration and Qualifications Authority.

All our staff, including ancillary, have current qualifications in-

- First Aid
- Anaphylaxis
- OHS
- Asthma

3.

Workforce composition, including Indigenous composition

Staff Summary Details for 2017

Non-Indigenous Full-Time Staff 2017	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
Teaching Staff 2017						
Principal	1	0	0	0	0	0
Teaching Staff (including librarians)	2	4	0	0	0	0
Total Teaching Staff	3	4	0	0.0	0	0.0
Non-teaching Staff 2017						
Specialist Support	0	0	0	0.0	1	0.3
Administrative and Clerical (including aides & assistants)	0	0	0	0.0	5	2.4
Building Operations Maintenance & Other Staff	0	0	1	0.7	1	0.3
Total Non-teaching Staff	0	0	1	0.7	7	3.0

➤ There were no Indigenous staff employed at the school during 2017

4.

Student attendance at school

Full-time Students for 2017

Full Time Students 2017		2017		
Education Level	Year	Male	Female	Total
Primary	Pre-Year 1	11	8	19
	Year 1	8	5	13
	Year 2	7	9	16
	Year 3	12	9	21
	Year 4	6	10	16
	Year 5	8	7	15
	Year 6	9	9	18
Primary Total		61	57	118

Census Status: Finalised Last updated Monday 14 August 2017

Legend:
 Students : SWD = Student with Disability
 DE = Distance Education Student

Staff: HC = Head Count
 FTE = Full Time Equivalent

Census Status: Initial = Questionnaire has commenced, user has confirmed their details.
 Incomplete = Employee and/or enrolment figures have been saved to the system.
 Confirmed = Warning edits have been answered and saved to the system.
 Declared = The online declaration has been produced.
 Finalised = The online declaration has been received and verified by the Department.

Full-time Students by Year and Age for 2017

Primary	Pre-Yr		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Age																
5	4	4	0	0	0	0	0	0	0	0	0	0	0	0	4	4
6	7	4	4	4	0	0	0	0	0	0	0	0	0	0	11	8
7	0	0	4	1	1	7	0	0	0	0	0	0	0	0	5	8
8	0	0	0	0	6	2	9	7	0	0	0	0	0	0	15	9
9	0	0	0	0	0	0	3	2	2	3	0	0	0	0	5	5
10	0	0	0	0	0	0	0	0	4	7	5	4	0	0	9	11
11	0	0	0	0	0	0	0	0	0	0	3	3	6	6	9	9
12	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3
Total	11	8	8	5	7	9	12	9	6	10	8	7	9	9	61	57

Total Students by Grade 2017

Total Students By Grade	Full-Time Student	Part-Time Student
	HC	FTE
Primary		
Pre-Year 1	19	0.0
Year 1	13	0.0
Year 2	16	0.0
Year 3	21	0.0
Year 4	16	0.0
Year 5	15	0.0
Year 6	18	0.0
Primary Total	118	0.0

On the whole, students attend school regularly. Because our students arrive early with first bus at 7:55am, particularly in winter and when tiredness sets in with daylight saving, students tend to catch colds or viruses, which necessitated some students being absent for a day or even a week. Owing to the nature of work for parents, some students too were absent for personal family holidays.

Student attendance 2017

Student attendance per year level in 2017 year is listed below: Student attendance in 2017 was above 90%.

- Foundation – 95%
- Year 1 – 97%
- Year 2 – 94%
- Year 3 – 93%
- Year 4 – 95%
- Year 5 – 96%
- Year 6 – 94%



5.

Student outcomes in standardized national literacy and numeracy testing

Each year, all students in Years 3, 5, 7 and 9 are required to sit the NAPLAN (National Assessment Program in Literacy and Numeracy) in reading, Language Conventions – Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion of students achieving the national benchmarks.

Below is a summary of the results taken from NAPLAN Assessment in Years 2013-17. The tables show the percentage of students who are above; at or below the National Minimum Standards.

- Please note that caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e. less than 10). Some of the data shown is taken from small cohorts from our school.

Percentage of students falling above, at or below the **National Minimum Standards** in literacy and numeracy are shown in the tables on the following pages:

YEAR 3

2013

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	87	13	-
<i>Writing</i>	100	-	-
<i>Spelling</i>	93	7	-
<i>Grammar & punctuation</i>	87	7	7
<i>Numeracy</i>	93	7	-

2014

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	94	6	-
<i>Writing</i>	94	6	-
<i>Spelling</i>	88	12	-
<i>Grammar & punctuation</i>	88	12	-
<i>Numeracy</i>	100	-	-

2015

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	100	-	-
<i>Writing</i>	94	6	-
<i>Spelling</i>	94	6	-
<i>Grammar & punctuation</i>	78	16	6
<i>Numeracy</i>	89	11	-

2016

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	85	15	-
<i>Writing</i>	100	-	-
<i>Spelling</i>	85	15	-
<i>Grammar & punctuation</i>	92	-	8
<i>Numeracy</i>	100	-	-

2017

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	100	-	-
<i>Writing</i>	100	-	-
<i>Spelling</i>	95	5	-
<i>Grammar & punctuation</i>	100	-	-
<i>Numeracy</i>	100	-	-

YEAR 5

2013

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	89	11	-
<i>Writing</i>	89	11	-
<i>Spelling</i>	89	11	-
<i>Grammar & punctuation</i>	100	-	-
<i>Numeracy</i>	100	-	-

2014

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	86	7	7
<i>Writing</i>	86	7	7
<i>Spelling</i>	86	14	-
<i>Grammar & punctuation</i>	79	21	-
<i>Numeracy</i>	79	21	-

2015

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	93	7	-
<i>Writing</i>	80	7	13
<i>Spelling</i>	87	7	7
<i>Grammar & punctuation</i>	80	20	-
<i>Numeracy</i>	87	13	-

2016

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	71	19	10
<i>Writing</i>	91	9	-
<i>Spelling</i>	77	18	5
<i>Grammar & punctuation</i>	68	18	14
<i>Numeracy</i>	62	38	-

2017

	<i>ABOVE</i>	<i>AT</i>	<i>BELOW</i>
<i>Reading</i>	67	33	-
<i>Writing</i>	80	7	13
<i>Spelling</i>	67	27	7
<i>Grammar & punctuation</i>	100	-	-
<i>Numeracy</i>	80	20	-

The school continues to spend considerable time and resources in developing strong literacy and numeracy programs. There is a very strong emphasis on Spelling and Writing with teaching staff receiving considerable professional development in these areas. Professional development in Literacy will remain a high priority. Students' progresses are carefully monitored and those at risk are receiving additional support e.g. one on one assistance. During the 2017 school year, whole school testing was closely monitored with results collated and data available for discussion.

A new Strategic Plan was undertaken in 2017 to re-evaluate the direction of the school and one of the targets under 'Student Learning' was that all students achieve minimum national benchmark.



The school continues to be committed in achieving this target. The current Strategic Plan (2017-19) is a working document where staff and school council members constantly reviewing its various intent. At the conclusion of each school year, the one year targets are reviewed.

6.

Parent, student and staff satisfaction with the school

Parent Satisfaction

Parents were given the opportunity to respond to a survey towards the end of the 2017 school year which covered key areas of the school.

Notes:

- 39 families completed the survey
- Responses were tallied by the admin staff and a total given for each question
- Where there are fewer than 39 tallied for a question, there was no response given

When thinking of the school in general, how satisfied are you

Education	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
.... with the standard of education provided	22	17		
.... with what your child is learning at this school	20	19		
.... with the spiritual development of your child	24	15		
.... that the school is developing your child's skills in literacy and numeracy	19	19	1	
.... that your child is working to their best of their ability	17	22		
.... with the interest the teachers take in your child	30	8	1	
.... with the quality of teaching your child receives	25	13	1	
.... with the pastoral care given to your child	20	16	1	
.... that staff members are approachable when you wish to discuss matters concerning your child	32	7		
.... that the school keeps you well informed about your child	18	10	1	
.... that your child is happy at school	22	17		
.... with the educational programmes provided to enhance your child's learning	22	16	1	
.... that the teachers are aware of the educational needs of your child	23	15	1	
.... that your child is challenged to do their best	18	19	2	
.... that there is an orderly productive school environment	23	16		
.... that the school prepares your child for the future	24	15		
.... that there is a good range of extra-curricular activities available eg camps, Active After School, Wednesday Football/Cricket, Eisteddfod etc.	20	16	2	1

Behaviour

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
.... that your child is treated fairly at school	19	20		
.... with the behaviour of students at this school	11	26	1	
.... with the discipline at the school	13	25		1
.... that your child feels safe at school	24	15		
.... that your child is aware of the school's expectations	23	15	1	

Resources and grounds

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
.... that this is a well resourced school	19	20		
.... with the school buildings	23	16		
.... with the level of educational resources in the classrooms	23	16		
.... with how technology is used in the school	22	15	2	
.... with the landscaping of the grounds	22	17		

Other

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
.... that the school makes you feel welcome and accepted	27	12		
.... that parents are encouraged to be involved in the school	28	11		
.... that the Administration staff are approachable and deal with issues promptly, effectively and courteously	32	7		
.... that the Principal provides effective leadership	34	5		

Would you recommend this school to others: **100%** responded with **Yes**

STUDENT SATISFACTION

Students in Year 3 (20 responses), Year 4 (17 responses), Year 5 (14 responses) and 6 (15 responses) were given the opportunity to respond to a number of topics which summarises their satisfaction of their school experiences.

The percentage figure given for each section shows the percentage of students who agree or strongly agree to the statements.

OVERALL **78%**

I look forward to going to school.

GUIDANCE AND SUPPORT **87%**

- My school is doing a good job in preparing me for further education.
- I feel like I belong in this school.

SCHOOL ENVIRONMENT **78%**

- My school is welcoming to my family.
- Students at this school present themselves with pride.
- I feel safe at school.
- My school is kept clean and tidy.

TEACHER QUALITY **88%**

- My teachers take control when students misbehave
- My teachers are of a very high standard.
- My teachers are positive and enthusiastic about their teaching.
- My teachers provide me with useful feedback about my schoolwork.

SCHOOL CURRICULUM **87%**

- My subjects are interesting and challenging.
- I am satisfied with the subject choices available at my school.

LEARNING OPPORTUNITIES **88%**

- I am happy with the learning opportunities that I have at school.
- I feel that I am motivated to learn at school.
- I am encouraged to achieve high results.

PERSONAL DEVELOPMENT **88%**

- I am challenged in different areas at school.
- Students have equal opportunities to hold leadership positions.

STUDENT BEHAVIOURAL VALUES **82%**

- I am taught to respect individual differences.
- I understand what is expected of me at school.

TECHNOLOGY & RESOURCES **91%**

The resources in this school are of high quality.

The computer resources at this school are up-to date.

STUDENT RELATIONSHIPS **77%**

Students show respect for each other.

Bullying is not a problem at my school.

STAFF SATISFACTION

Staff were given the opportunity to comment in a staff satisfaction survey based on the following areas-

- Quality of Teaching & Learning
- Support of Learning
- Relationships & Communication
- Leadership & Communication

A total of 10 staff responded to the survey and the results indicate the following-

- Majority of staff agree or strongly agree that the school provides quality teaching and learning programs
- Majority of staff agree or strongly agree that students are supported in their learning and that the school provides a safe and secure environment
- Majority of staff agree or strongly agree that there is good communication between the school and home and that there are positive relationships between students and teachers
- Most staff say they have appropriate opportunities to contribute to decision making and some say they do not.
- Most staff say they are receiving quality feedback on their performance.

The staff are well supported by the school in regard to ongoing appraisals. This comes in various forms, including the more formal approach of 1-1 meetings with the teaching staff and principal where professional dialogue is exchanged in regard to areas of strength and areas for development. Staff are encouraged

to self-appraise and together with the principal, develop a professional development plan based on agreed goals. This meeting between the teacher and principal takes place at least twice a term, allowing for meaningful and purposeful discussion to take place.

7.

Post-school destinations

18 students completed Year Six at Tarrington Lutheran School in 2017 and of these, 17 students went on to Secondary Schooling in Hamilton-

Good Shepherd College: 3

Monivae College: 7

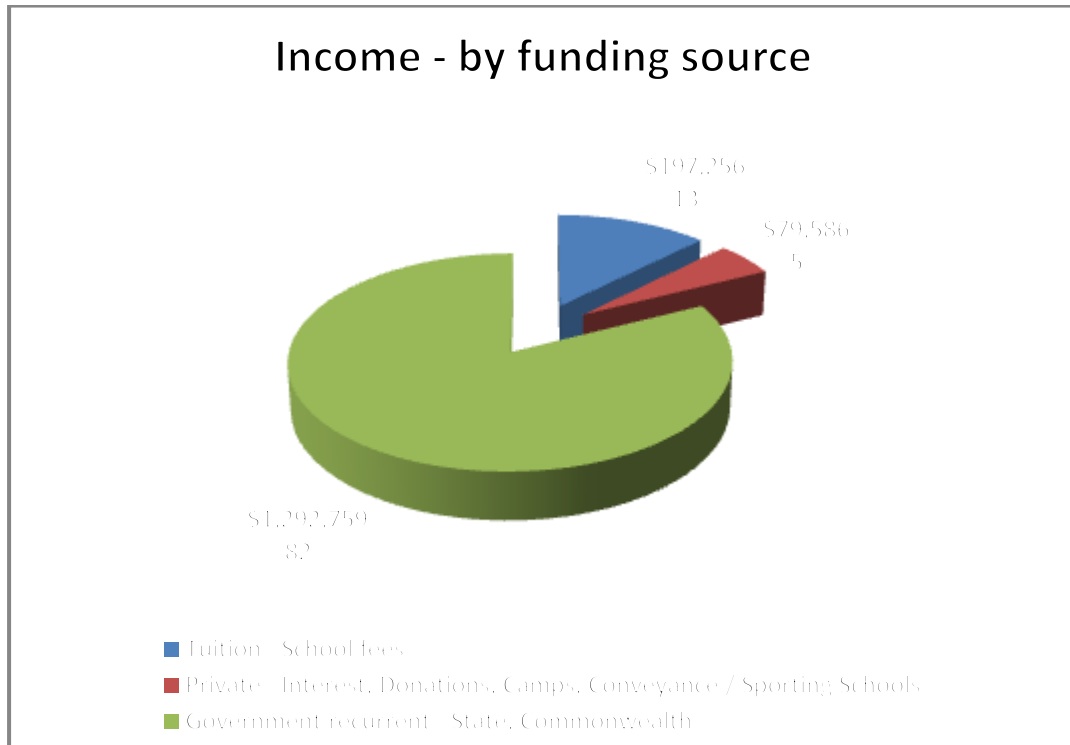
Baimbridge College: 5

Hamilton & Alexandra College: 2

1 student went on to Secondary schooling in Toowoomba, QLD.

8.

Income broken down by funding source



1. Tuition

- School fees

2. Private

- Congregational support
- Bank interest
- Recurrent donations
- PFA recurrent donations
- Sporting Schools
- Bus income
- Camps
- Swimming
- Excursions

3. Government recurrent

- State
- Commonwealth