School Performance Measures 2015
St Jakobi Lutheran School Inc.

In accordance with receiving Australian Government funding, St Jakobi is required to provide information concerning the operations of the school and the outcomes achieved by our students for the 2014 calendar year.

Areas to be reported on are:
1. Contextual information about the school, including the characteristics of the student body.
2. Teacher standards and qualifications (as mandated in the relevant jurisdiction).
3. Workforce composition, including Indigenous composition.
4. Student attendance at school, including;
   (i) the rates of attendance for the whole school and for each year level; and
   (ii) a description of how non-attendance is managed by the school.
5. Senior secondary outcomes, including the percentage of year 12 students:
   (i) undertaking vocational training or training in a trade; and
   (ii) obtaining a year 12 certificate or equivalent vocational education and training qualification;
6. Student outcomes in standardised national literacy and numeracy testing;
7. Parent, student and teacher satisfaction with the school;
8. Post school destinations;
9. School income broken down by funding source.

Vision Statement
We are a forward thinking provider of Christ centered education for our community.

Mission Statement
Drawing strength from our Christian faith and support from our community, we will strive to equip our students to face the challenges of an ever changing world.

Education Structure
St Jakobi is a Foundation to Year 7 school for the community, set in the beautiful Southern Barossa, just out of Lyndoch. It is a school of the Lutheran education system, with an emphasis on gospel-centered Christian education. We aim to meet the needs of each student through quality academic programs and opportunities, teaching excellence and supportive pastoral care programs.

Relationships are central to our school. The partnership between parents and school is highly valued, along with their active participation in aspects of the school life. We strive to develop caring and supportive relationships between all members of our school community. Our senior students are buddied up with our junior students to form strong bonds and a sense of care and wellbeing.

Student leadership and participation is highly valued. St Jakobi has a Student Representative Council who collects and implements ideas that come from the student body.
St Jakobi has a strong emphasis on the foundational building blocks of learning, working to provide a solid grounding in literacy and numeracy. Alongside this runs our inquiry-based Integrated Studies curriculum, which explicitly teaches the life-skill oriented learning process. We encourage students to be active participants in their learning and understanding, with an awareness of their strengths, learning styles and areas requiring supported development. This is underpinned by the teaching of Christian Studies.

In 2015 we offered Japanese, Science, Library/Research, Music, Drama and Computer skills as specialist subjects. Learning occurs beyond the classroom through camps, excursions, whole school concert, sporting events and community involvement. We are a participant of the Eat Well Be Active initiative, with an emphasis on providing opportunities for frequent, consistent physical activity coupled with the adoption of healthy eating guidelines.

St Jakobi has a strong emphasis on inclusiveness. Students from all walks of life, abilities, gifts, backgrounds and needs form and are accepted in our community. We currently modify our classrooms, school environment and curriculum to meet needs such as learner type ie visual learners, ASD diagnosis, hearing impaired, dyslexia, those with a learning disability and gifted learners.

St Jakobi is run by an active and involved governing School Council, made up of parents/members of our parish, other Christian churches or who have a role in the school community. The School Council sets the strategic direction of the school and regularly reviews policies and innovations to the school and its curriculum.

St Jakobi has wonderful facilities, including bright and inviting classrooms with interactive whiteboards. The versatile Valley of Hope Centre is used, among other things, as a worship centre and multi-purpose facility. This building, added in 2011, includes a computer suite housing enough computers for one per student and library along with a Learning Support and OSHC general learning area. We offer before and after school care to assist parents.

Building community through pastoral care is central to all we do. St Jakobi has a part time pastoral support worker, who, among other programs, offers Seasons for Growth to students to support them during grief and Surfing the Waves of Life, a resilience program. Class Carers are also there to offer new families a warm welcome and provide physical support in times of need within our school community. This care was extended to encompass our next door neighbours, Southern Barossa Community Childcare Centre, with St Jakobi students going across to support SBCCC children in learning and play activities.

An exciting year of developments with:

- State of the art playground shade
- Establishment of a natural grassed student meeting area between the classrooms
- Renovated basketball court and surrounding grounds
- Installation of new leveled and refrigerated drinking fountains
- Security and LED lighting which completes stage 1 of the upgrade
School Statistics
Based on the Australian Government August Census 2015, St Jakobi was comprised of 179 students made up of 95 boys and 84 girls, of which none were identified as indigenous.

The students’ education was supported by 13 teachers, 6 non-teaching staff and 1 Pastoral Support Worker.

Opportunities for Student Development

In addition to the strong academic curriculum in place at St Jakobi, during 2013 there were also opportunities for students to grow in their strengths or challenge themselves through some of the following activities and events:

Social Justice: Support of local and national charities and help organisations such as Lutheran Community Care, Green Up Clean Up, World Vision, Australian Lutheran World Service, Class Carer System

Leadership: School Captains, Student Representative Council, House Captains, fitness leaders, sports captains, Young Environmental Leaders

Outdoor education: Various excursions, school camps including Canberra Camp, Green Up Clean Up Day, YELP

Music: Choir, individual music tuition, worship band, Glee Club and an external recording opportunity

Community Events: Grandparents and Special Friends Day, Lyndoch Christmas Street Party, Sports Day, Barossa Airshow, visits to Southern Barossa Community Childcare Centre, assemblies, hosting work experience students and teaching practicum students, social events hosted by P&F, display in Mt Pleasant Show, Williamstown Pantomime singing Aged care facilities and Lego Mindstorm.

Sport: Inter Lutheran Sports Day (Faith Lutheran Challenge), SAPSASA, House sports, Active After School Sports, swimming lessons, Aquatics Camp.

Teacher Standards and Qualifications

The following table highlights the academic qualifications of our 2015 teaching staff. All teachers are registered under the Teacher’s Registration Board of South Australia, which includes compulsory training in child protection together with mandatory notification and a national police check.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Year Level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Krieg</td>
<td>Principal</td>
<td>Dip T. Prim, Grad Dip Theo Ed, MEd</td>
</tr>
<tr>
<td>Ian Lange</td>
<td>Year 6/7</td>
<td>Dip T. Prim, Grad Dip Theo Ed, Grad Cert Ed Stud</td>
</tr>
<tr>
<td>Vivienne Ahrens</td>
<td>Year 6/7</td>
<td>B. Des Hum Env. B. Ed. Jnr Prim/Prim</td>
</tr>
<tr>
<td>Paul Adler</td>
<td>Year 6/7</td>
<td>Dip T. Prim, Grad Dip Theo Ed</td>
</tr>
<tr>
<td>Gabrielle Pisano</td>
<td>Year 4/5</td>
<td>B.A. Grad. Dip. T. Learn</td>
</tr>
<tr>
<td>Joanna Juers</td>
<td>Music/Drama specialist</td>
<td>B.ECE, Grad Dip Theo Ed</td>
</tr>
<tr>
<td>Megan Nappa</td>
<td>Year 2/3</td>
<td>B.Ed. (Jnr Prim./ Prim.) Dip T.Prim: Grad Dip Theo.ED</td>
</tr>
<tr>
<td>Jenna Schaefer</td>
<td>Year Foundation</td>
<td>B.Ed.R-7, B.Arts</td>
</tr>
<tr>
<td>Janina Schultz</td>
<td>Year 1</td>
<td>B.Ed. Jnr. Prim/Prim, Grad Cert Ed. B. Ed. Primary R - 7</td>
</tr>
<tr>
<td>Amanda Connor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eileen Patterson</td>
<td>Library specialist</td>
<td>B. Ed. Primary (R-7), B.A. Multimedia (Major)</td>
</tr>
<tr>
<td>Michelle Graetz</td>
<td>On leave</td>
<td>B. T. Prim, B. Ed. Jnr. Prim/Prim</td>
</tr>
<tr>
<td>Teena Nicholls</td>
<td>On leave</td>
<td>B.ECE, Grad Cert Rel. Ed</td>
</tr>
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The school Principal is actively involved in the ongoing support of independent schools through being a current board member of the Association of Independent Schools of South Australia.
Workforce Composition

St Jakobi’s workforce consisted of:

Principal
1 full-time female principal

Total Principal: 1.0 (FTE)

Teaching Staff
5 full-time female teachers
2 full-time male teachers
5 part-time female teachers
0 part-time male teachers

Totals Teaching Staff: 9.6 (FTE)

Non-Teaching Staff
0 full-time female staff
1 full-time male staff
5 part-time female staff
1 part-time male staff

Total Non-Teaching Staff: 4.5 (FTE)

The total number of principal and teaching staff absences for the year was 49.5 days. This represents a total of 1.945% absence per staff member, or 98.05% attendance.

The total number of non-teaching staff absences for the year was 35.63 days. This represents a total of 3.29% absence per staff member, or 96.70% attendance.

There were no indigenous staff employed at the school in 2015.

In 2016 we had three teachers on maternity leave. These positions were covered as contracts. 1 teacher resigned at the end of 2015 to take up new opportunities.
Student Attendance Information

There were 190 possible days of school attendance in 2015.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Boys</th>
<th>Girls</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92.68%</td>
<td>90.48%</td>
<td>91.58%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.20%</td>
<td>93.74%</td>
<td>92.97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.12%</td>
<td>92.67%</td>
<td>93.39%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.18%</td>
<td>90.75%</td>
<td>92.47%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.79%</td>
<td>93.48%</td>
<td>93.13%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.99%</td>
<td>94.53%</td>
<td>94.76%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.16%</td>
<td>94.66%</td>
<td>94.41%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.68%</td>
<td>95.18%</td>
<td>94.43%</td>
</tr>
<tr>
<td>Totals</td>
<td>93.60%</td>
<td>93.19%</td>
<td>93.39%</td>
</tr>
</tbody>
</table>

School Attendance is managed through the following process:

1. Parent/Caregiver Notification
   a) School is notified of the student’s absence by the parent/caregiver either to Reception or to the teacher in advance by note, telephone or in person
   b) Reception records the absence on data base
   c) Reception notifies the classroom teacher of the student’s absence
   d) Classroom teacher records on the online roll sheet student attendance

2. Teacher Notification
   a) Teacher notifies Reception via the online roll sheet by 9:30 am that a student is absent
   b) Reception cross checks with parent/caregiver notification of absence
   c) If there has been no notification by parent/caregiver Reception contacts parents/caregivers by SMS to ascertain the whereabouts of student
   d) Once clarification is received, class teacher is notified
   e) Administration staff records/adjusts on the term roll sheet of student attendance

As per St Jakobi’s Attendance Policy, if student absence is noted as being frequent it will be followed up by an appointment to see the Principal. If absences continue, Principal will follow up with student’s family again, putting further strategies in place to assist with attendance. If attendance remains an issue, the matter will be referred to DECD Student Attendance Officer.
NAPLAN Results

The following table shows the percentage of students who achieved at or above the benchmark in 2015 NAPLAN testing:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar/ Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Participation Rates
Year 3 96% participated (1 student absent for writing, spelling, grammar/ punctuation)
Year 5 94% participated (1 student absent for all tests)
Year 7 95% participated (2 students absent for 1 test)

Post School Destinations

In 2015, 20 Year 7 students exited St Jakobi. Their destinations were:

High Schools

- Faith Lutheran Collage, Tanunda
- Nuriootpa High School
- Xavier Collage
Parent, Student and Staff Satisfaction

Through the Better Schools survey, parents, students and staff were surveyed to find out their level of satisfaction in the school.

The parent satisfaction index is based on the parents’ assessment of the core elements of the school’s climate, of which the following areas came out as strengths:
* Approachability
* Focus on Learning
* Stimulating Learning
* Teacher Morale
* Classroom Behaviour
The overall result was supportive of the school, showing that parents are well satisfied with the choice of St Jakobi Lutheran School for their child(ren).

Areas that were identified as needing a renewed focus were:
* Extra Curricular opportunities
* Homework

The staff satisfaction index is based on the staff’s assessment of the core elements of the school’s climate, of which the following areas came out as strengths:
* student behaviour in both the classroom and in the playground
* focus on student wellbeing
* respect for students
* a feeling of confidence in them by the school and parents

Areas that were identified as needing a renewed focus were:
* Appraisal process and recognition
* Work demands

The student satisfaction index is based on the students’ assessment of the core elements of the school’s climate, of which the following areas came out as strengths:
* Motivation in learning
* Feeling of safety
* Connectedness to peers

Areas that were identified as needing a renewed focus were:
* Student motivation
* Teacher Empathy
School Income Broken Down by Funding Source

In 2015, school income was sourced in the following ways, ranked in value order as percent of total income:

<table>
<thead>
<tr>
<th>Net Recurrent Income 2015</th>
<th>Total</th>
<th>per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$1,239,509.00</td>
<td>55.61% $6,924.63</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$305,482.00</td>
<td>13.71% $1,706.60</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$513,803.00</td>
<td>23.05% $2,870.41</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$170,030.00</td>
<td>7.63% $949.89</td>
</tr>
</tbody>
</table>

Total gross income $2,228,824.00 $12,451.53
(excluding income from government capital grants)

Should you wish to discuss any matters arising from this report, you are invited to contact the Principal, Mrs Kathryn Krieg.