

School Performance Measures 2017

A decorative graphic at the bottom of the page consists of two overlapping semi-circles. The front semi-circle is red, and the back semi-circle is yellow.

A caring school for the future

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 2017 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.

Educational Structure

St Jakobi is a Foundation to Year 7 school, available to the whole 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. St Jakobi aims 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 for those just starting out on their educational journey.

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, and who take a leadership role in the running of various events, for instance school assemblies.

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, where we explore the Word of God and the relationship Gods wants with each one of us.

In 2017 we offered Japanese, Science, Music, Drama and Computer skills as specialist subjects. Learning occurs beyond the classroom through camps, excursions, whole school concert, sporting events and community involvement. 2017 was camp year, and all Year levels went on a camp during the year, ranging from a sleep-over at school for our youngest students through to an aquatics camp for our oldest students which was linked to their PE curriculum.

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 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 along with its educational curriculum.

St Jakobi has wonderful facilities, including bright and inviting classrooms with interactive televisions. 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.

2017 saw a formalised relationship with Southern Barossa Community Childcare Centre, an outstanding facility catering for children from 6 weeks to school entry. The school and childcare commenced the process to become a Birth to Year 6 Campus, with a shared constitution and governance, offering the ?? of a smooth transition for children who attend both sites.

Part of this coming together was the joint creation of an Early Learning Centre. This facility is run out of a purpose-built building and caters for children who are within 12 months of beginning school. The curriculum and setting are based on Regio Emilia principles and allows children to learn through directed play, growing the kinds of skills they need to successfully transition to a school setting. The ELC's Kindy program is funded through Universal Access. The Australian Early Development Census shows that all Australian children who attend preschool benefit greatly from this initiative, and that involvement in a quality preschool program can significantly increase positive education and life outcomes for children.

An exciting year of developments with:

- Completion of the Science/Art and LOTE/Arts wing including verandah
- Completion of the Early Learning Centre, a joint project with SBCCC

School Statistics

Based on the Australian Government August Census 2017, St Jakobi was comprised of 182 students made up of 97 boys and 85 girls, of which none were identified as indigenous.

The students' education was supported by 12 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 2017 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, 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, Glee Club
Community Events:	Barossa Airshow, Grandparents and Special Friends Day, Lyndoch Christmas Street Party, Sports Day, 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 and Brick Barossa.

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

Related Curricula: UniNSW Maths, English, Writing, Science and Computing Competitions, Premiers Reading Challenge, Resilience program, pet responsibility education, financial education and Surfing the Waves of Life.

Teacher Standards and Qualifications

The following table highlights the academic qualifications of our 2017 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.

Teacher	Year Level	Qualification
Kathryn Krieg	Principal	Dip T. Prim, Grad Dip Theo Ed, MEd
Ian Lange	Year 6/7 ICT specialist	Dip T. Prim, Grad Dip Theo Ed, Grad Cert Ed Stud
Vivienne Ahrens	Year 6/7 Science Specialist	B. Des Hum Env. B. Ed. Jnr Prim/Prim
Paul Adler	Year 6/7	Dip T. Prim, Grad Dip Theo Ed
Gabrielle Pisano	Year 4/5	B.A. Grad. Dip. T. Learn
Joanna Juers	Music/Drama specialist	B.ECE, Grad Dip Theo Ed
Megan Nappa	Year 2/3	B.Ed. Jnr. Prim./ Prim
Caitlin Robinson	Year 1	B.Ed. Jnr. Prim./Prim B.A.
Courtney Wood	Year 2/3	B.Ed. Prim. B.A.
Michailey McDonald	LOTE specialist - Japanese	B.Ed. Jnr. Prim/Prim Dip. T. Jnr. Prim
Amanda Connor	Year 1	Bachelor of Education Primary R - 7
James Priebbenow	Year 4/5	B. Ed. Major Physical Ed ALC Theol. strand
Teena Nicholls	Year 2/3	B.ECE, Grad Cert Rel. Ed
Sarah Lowke	On Leave	B. Ed. Jnr. Prim./ Prim
Jenna Schaefer	On Leave	B. Ed. R – 7, B. Arts
Heidi Schultz	On leave	B.Ed.JP/Prim. Hon.
Janina Berzins	On leave	B.Ed.Jnr.Prim/Prim

Workforce Composition

St Jakobi's workforce 2017 consisted of:

Principal

1 full-time female principal

Total Principal: 1.0 (FTE)

Teaching Staff

4 full-time female teachers

3 full-time male teachers

5 part-time female teachers

0 part-time male teachers

Totals Teaching Staff 9.2 (FTE)

Non-Teaching Staff

0 full-time female staff

0 full-time male staff

5 part-time female staff

3 part-time male staff

Total Non-Teaching Staff: 4.7 (FTE)

1 Chaplain – male staff

0.2 (FTE)

The total number of principal and teaching staff absences for the year was 54.5 days. This represents a total of 1.74% absence per staff member, or 98.26 % attendance.

The total number of non-teaching staff absences for the year was 32.2 days. This represents a total of 2.19% absence per staff member, or 97.81% attendance.

There were no indigenous staff employed at the school in 2017.

In 2017 we had four teachers on maternity leave. These positions were covered as contracts.

Student Attendance Information

There were 190 possible days of school attendance in 2017.

Year level	Boys	Girls	Attendance %
Reception	92.73%	94.03%	93.27%
Year 1	92.02%	93.98%	92.96%
Year 2	89.3%	92.14%	90.83%
Year 3	93.82%	93.77%	93.79%
Year 4	92.75%	92.82%	92.78%
Year 5	93.22%	92.41%	92.88%
Year 6	92.58%	95.47%	93.95%
Year 7	94.29%	95.33%	94.75%
Totals	92.59%	93.74%	93.16%

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 re 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 2017 NAPLAN testing:

Year Level	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
Year 3	100%	100%	100%	91%	100%
Year 5	97%	93%	97%	97%	93%
Year 7	100%	88%	94%	100%	100%

Participation Rates

Year 3 92% participated

Year 5 100% participated

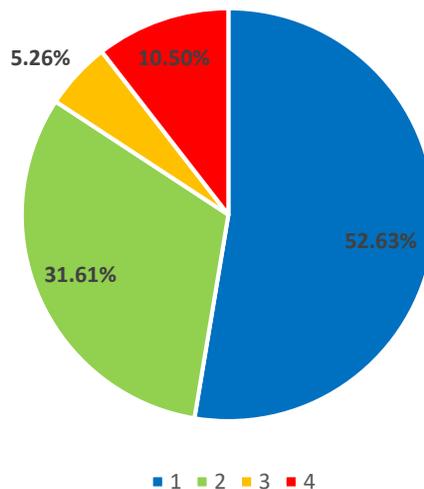
Year 7 94% participated

Post School Destinations

In 2017, 19 Year 7 students exited St Jakobi. Their destinations were:

FAITH	10	52.63%
Xavier	6	31.61%
Nuriootpa High School	1	5.26%
Others	2	10.50%

High Schools



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

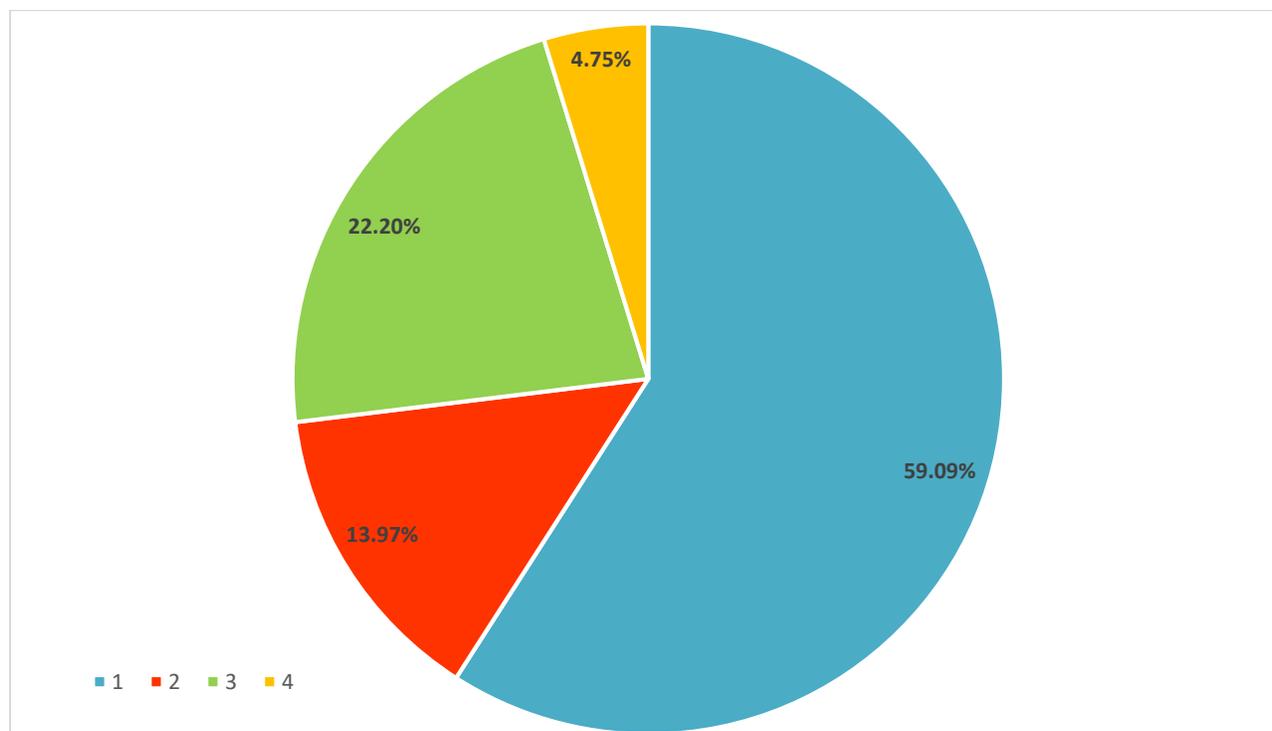
School Income Broken Down by Funding Source

In 2017, school income was sourced in the following ways, ranked in value order as percent of total income:

School Income Broken Down by Funding Source

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Net Recurrent Income 2017	Total		per student
Australian Government recurrent funding	\$1,393,449.00	59.09%	\$7,656.31
State/Territory Government recurrent funding	\$329,413.00	13.97%	\$1,809.96
Fees, charges and parent contributions	\$523,574.00	22.20%	\$2,876.78
Other private sources	\$111,907.00	4.75%	\$614.87
Total gross income (excluding income from government capital grants)	\$2,358,343.00		\$12,957.93



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