

SCHOOL PERFORMANCE REPORT (2019)

1. *Introduction*

St Martins Lutheran College is a coeducational Foundation to Year 12 College situated in Mt Gambier, South Australia. St Martins is a member of the Lutheran Schools Association and was established in 1982 as a Lutheran Primary School. In 2004 the first secondary students were educated at the College, a process of growth that continued with the addition of Year 12 in 2008 for the first time. During 2019 enrolment numbers increased to 717.4 students.

The College has strong links with the St Martins Lutheran Church congregation and the St Martins Kindergarten in Edward St, Mt Gambier, and provides an education designed to assist the development of students academically, spiritually, socially and physically.

St Martins' students are drawn from a wide area, with buses operating from Mil-Lel, Port MacDonnell, Naracoorte, Penola and Millicent. St Martins also welcomes exchange students.

Students with special needs are supported to access the school curriculum and English as a Second Language is an option for humanitarian refugees.

St Martins offers a wide variety of programs to students as part of a holistic approach to education. Such programs include Human Powered Vehicle, Musicals and Music Bands, Kindy and Boandik Buddies, a Golf program and a wide range of other sports. Multi Lit supports early intervention in literacy and Quicksmart supports maths development. What's the Buzz supports students emotionally and socially.

In 2018 the College branded the school's values as the 'St Martins Spirit' and has since made significant efforts to promote and develop them within the College community. The values of Hope, Faith, Encouragement, Compassion, Growth and Respect form the 'St Martins Spirit', inform school worship and are applied in daily interactions within the College.

During 2019 the College conducted a major review of its leadership structure. As a consequence, the College decided to implement a new leadership structure from January 2020. The new structure will see the creation of three sub-schools, a Junior School (Foundation to Year 6), Middle School (Year 7 to 9) and a Senior School (Year 10 to 12). Each sub-school will be led by a Head of School who works closely with a Whole College Head of Teaching and Learning. These changes reflect the Colleges strategic goals to further improve student engagement, accountability, achievement and wellbeing, through the provision of excellent teaching and learning, and pastoral care.

2. Value Added Programs

Sister school programs with schools in China and Germany are a key part of St Martins. Intercultural exchanges take place each year, alternating between Germany and China. In 2019 students and staff visited the College's sister school in China and in 2020 a visit is planned to the College's sister school in Germany.

Ongoing programs include Vetamorphus, a leadership training program for students interested in developing leadership skills in a Christian context. This program continues to be popular, with students completing a Certificate 3.

Service learning continues to be an important part of the College's program. Year 9 students volunteer at Meals on Wheels; students donate funds to support our Compassion students, Emmanuel and Suraya. Primary school students visit the elderly in Boandik Home, where they enjoy interacting with those who live there. In 2013 this program was awarded an emerging partnership award from the Mt Gambier School Industry Partnership program. Separately, three times a term, students volunteer their time to visit St Martins Kindergarten to build relationships with the pre-schoolers.

In 2019 St Martins continued a service-learning partnership with the Permantangsiantar School in Indonesia, which saw both a student and a staff team visit the school. This involved students and staff traveling to Medan in Sumatra, to share their learning and culture with the students and staff at the school. Then in November, three teachers from Permantangsiantar were sponsored to visit Mt Gambier and spend some time at St Martins visiting classes and sharing their culture with our students.

At the College a wide range of extra and co-curricular opportunities exist for students to take their learning beyond the classroom. The annual Year 6 Musical continues to deliver an entertaining and high-quality performance and is a highlight of the school year. A Secondary School musical is performed every two years and the Senior Jazz Choir participates in the Generations in Jazz competition held annually in Mt Gambier in May of each year. It is wonderful that they can be involved in such a high-profile event.

All students have opportunities to enjoy a range of school camps, excursions and trips. House competitions in the performing arts, athletics, swimming and lunchtime sport, along with special House days add another dimension to student learning. Weekend sport and a Sporting Schools program all encourage participation in healthy lifestyle activities.

A particularly successful program for students in Years 5 to 12 is the Human Powered Vehicle (HPV) competition. This is held in Mt Gambier, Murray Bridge, Adelaide and Loxton each year. The HPV program continues to expand with the help of a very supportive group of parents and has led to increasing success with up to five carts competing regularly.

A one to one device program is in place within the College for students in Years 5 to 12. Students use Chromebooks or laptops to produce innovative and creative work. In addition, students in Foundation to Year 4 have access to shared class sets of iPads, while students across the school engage in coding tasks with a variety of robots.

3. Teacher Standards and Qualifications

Staff members at St Martins contribute greatly to the education of students, both in the classrooms and in extra curricula activities. All teaching staff at St Martins are registered teachers. In our school we are fortunate to have a number of teachers with two or more qualifications in education. The following summarises teaching staff qualifications 12% Masters Degrees, 28% Post Graduate Diploma/Certificates, 100% Bachelor Degrees, and 41% accredited to teach Christian Studies in Lutheran Schools. Staff regularly update their First Aid Training and Child Protection Training as required by the Teacher's

Registration Board and St Martins' employment policies. Further training for accreditation to teach Christian Studies in Lutheran schools is ongoing. Staff members are supported in furthering their professional learning and are encouraged to upgrade their qualifications through ongoing study. A number of teachers have also been involved in mentoring student teachers.

Workforce composition

In 2019, the College had 104 staff members, 61 (52.44 full time equivalent) teaching staff and 43 (28.9 full time equivalent) non-teaching staff. The increase in staff reflects the increased enrolment in the College. Other support staff include a School Counsellor, Indigenous Education Coordinator and learning support staff to assist with students who have additional needs. This includes gifted students and those with barriers to their learning. Six trainees were also employed to work in education support, music & drama, and marketing & events in 2019.

The St Martins out of school hours care program permanently employs two Diploma qualified childcare workers bringing innovation and continuity to the after-school care program.

There are currently no staff that identify as indigenous.

4. Student Attendance in 2019

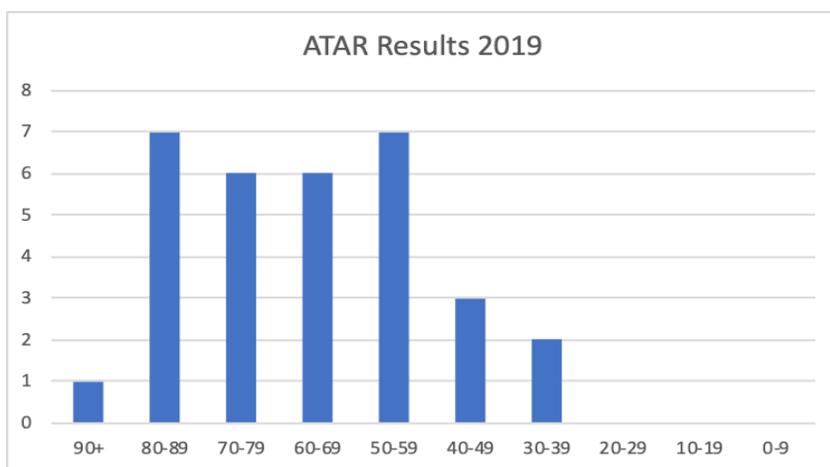
St Martins recognizes that regular school attendance is essential for students to learn and develop. Parents are encouraged to inform the school if their child will be absent via the Student Management System, SEQTA, or a phone call to the school. If this information has not been supplied absences are followed up with a text message, phone call from the school, or if necessary, a home visit.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total Average
93.6	91.6	93.3	94.9	91.2	94.6	91.3	91	90.5	90.4	92.2

5. Senior Secondary Outcomes

Year 12 Results, 2019

There were 43 students in the Year 12 cohort in 2019. In addition, there were five Year 11 students who studied a subject at Year 12. Of the Year 12 students, 32 were eligible for an ATAR. All but three Year 12 students completed their SACE. Eight students received an ATAR of 80 or above.



6. Student Outcomes in NAPLAN, 2019

Percentage achieving the national benchmark in:					
2019	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100%	100%	95%	95%	100%
Year 5	100%	98%	100%	98%	96%
Year 7	94%	93%	92%	96%	97%
Year 9	96%	92%	100%	93%	100%

Overall, St Martins' students achieved very high participation rates in NAPLAN with 95 to 100 percent of students in Years 3, 5, 7 and 9 taking part. In terms of the data, some direct comparisons can be made with the same cohort of students who sat the NAPLAN tests two years previously, providing data for teachers to inform their planning. Teaching staff use the data specifically to identify areas for student improvement. The Learning Enrichment team provides assistance to those students with identified learning needs.

7. Parent, Student and Teacher Satisfaction

Every second-year parents, staff and students are surveyed as part of an initiative of Lutheran Education Australia. This provides opportunities for feedback. The Quality Schools survey was undertaken in 2018. The College uses the results of the survey to help inform its strategic plan. Students are also able to provide feedback through regular SRC meetings and meetings with the Principal and Heads of School. The Parents and Friends group meet regularly each month providing excellent communication opportunities between families and staff. Additionally, staff provide feedback regularly throughout the year via staff meetings.

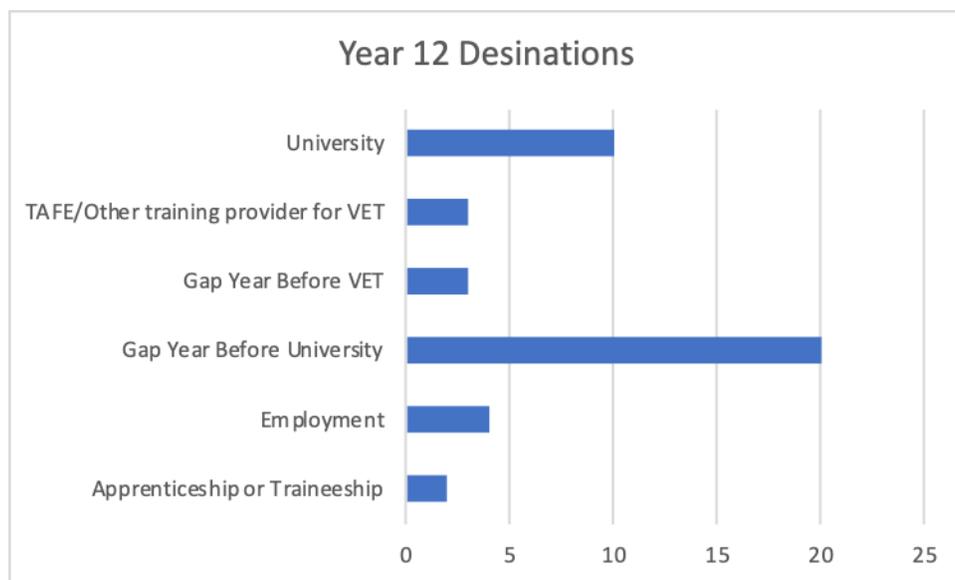
Areas that are identified as strengths through these means include:

Students	Parents	Staff
Teachers care for students	Sense of community	Supportive and positive team culture
Friendly and inclusive environment	Supportive and caring staff	Beautiful environment, good buildings and resources
Great extracurricular opportunities	Smaller classes and individual needs of students considered	Strong sense of community

Areas for improvement include:

Students	Parents	Staff
Class behaviour management	More information on student progress	Increased consultation
Assignment stress	Increased parent involvement	Consistency in behaviour management
Student interaction with each other	Behaviour management	Consistent pedagogy

8. *Post School Destinations: Class of 2019*



9. School Income 2019

Income broken down by percentage:

Tuition Fees	19
Commonwealth Grant	62
State Grant	18
Other Income	1

