



2019 Annual Report

Crossways Lutheran School



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Introduction

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 2019 school year and expands on the information provided on the Commonwealth Government’s My School website.

- *Contextual information about the school, including the characteristics of the student body*
- *Teacher standards and qualifications as mandated in the relevant jurisdiction*
- *Workforce composition, including Indigenous composition*
- *Student attendance at school*
- *Student outcomes in standardized national literacy and numeracy testing*
- *Parent, student and teacher satisfaction with the school*
- *Post-school destinations*
- *Income broken down by funding source*

Government compliance is something that all schools are compelled to undertake, however it is also something we take great pride in as it enables us to seek better ways to improve our school. At Crossways Lutheran School we are committed to making sure we meet all the Government Compliance Standards and are continually searching for ways to improve our reporting to them, and more importantly, to improve our reporting to our parents and the community. We are exceptionally proud of the standards we strive to achieve and will always look for ways to improve on what is already an inspiring School that focuses on excellence in teaching and learning.

School Contact Information



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 Website www.crossways.sa.edu.au

Principal	Mr. Craig Kupke
Whole School Coordinator	Mrs Terena Evans
Literacy and Numeracy Coordinator	Miss Amy Norsworthy
Junior School Curriculum Coordinator	Mrs Georgia Lambeff
Finance Officer	Ms. Megan Gillespie
Governing Council Vice-Chairperson	Mr. Andrew Parkyn

Mission and Vision Statement

A Mission Statement is a statement of purpose. Crossways Lutheran School is a Christ - centred, culturally diverse learning community; empowering students to develop attitudes of respect, empathy and social awareness, and building skills for service and leadership. Our Vision Statement describes what we want the future to be like for our school and students. Crossways community accepts that for genuine Christian education to take place, reconciliation is necessary.

This is expressed in the School’s Vision Statement.

“Working Together Towards a Brighter Future”

Our School Values:

At all times, students, staff and parents abide by the simple code of conduct:

“Love one another
as I have loved you!”

(John 15:12)

Love is expressed as consideration, cooperation, courtesy, respect, forgiveness and acceptance.



Contextual Information about the School

Crossways is a systemic Lutheran School and is the only non-government school within a radius of 300kms of Ceduna. Situated on the Far West Coast of South Australia, Crossways offers quality educational programs, within a Christian setting, from an Early Learning Centre (ELC) to Year 10 (Junior and Middle Schools). The school is located within 2kms of the main business centre of the town. Facilities include modern air-conditioned classrooms, library, chapel, food technology room, music room, one to one technological devices (iPads R - year 6 and laptops Year 7 - 10), art room, new science lab facility, computer pods, outdoor learning space, art and cultural studies room, sports facilities inclusive of tennis, netball and basketball courts. The ELC was opened at the beginning of 2019, and provides an education to 4-year-old children. The school was established in 1983 originally with a commitment to provide excellence in education within a Christian setting. The school has a strong Indigenous enrolment but we are in the process of rigorous promotion to increase enrolments and attract more students (Indigenous and Non - Indigenous). We are here to serve the whole community of Ceduna (Multi Cultural School).

Intercultural understanding is a vital part of living and working with others in a school community. 21st Century Education requires us to do it well in order to reach our ultimate goals in life. “Working towards a Brighter Future” states that we need to support each other to become local and global Citizens.

Projects, developments and value-added

- Purchase of new school bus
- Sealing of road for access of school bus
- Fitness murals on pavement areas
- Opening of the ELC
- Junior School play area landscaping and fencing to extend areas
- ACARA Digital Technologies project which runs over 3 years
- UV filters on all drink fountains
- Camps and Sleepovers
- Library refurbishments
- Promotion of the school in the community through regular pamphlet drops, PIN evenings, open days, newsletters, radio and local newspaper articles.
- NAIDOC Week
- Reconciliation Day
- Continued Chaplaincy Program
- Christmas Carols at the school
- Teachers were able to do Professional Development which targeted the goals set in their personal Learning Plans
- Ongoing implementation of PC Schools, including training
- Continued developments with CompliSpace



The Early Learning Centre was opened at the beginning of 2019 offering a 4-year-old program with the view of offering it to 3-year-olds in 2020. The Crossways ELC provides a safe, warm environment for young children to embark on their education journey. The flexibility available in the early years allows educators to support children’s interests, build up their self-esteem and confidence, respond to spontaneous

events, as well as support the development of the skills in all cognitive areas in ways that are significant and relevant.

At Crossways we cater for all students at different levels of learning by:

- having LSO support in every class
- running tutoring programs in literature and numeracy.
- providing extended learning opportunities
- extra - curricular activities and holiday programs

We achieve successful outcomes for our Indigenous and Non - Indigenous students by having a supportive school culture with a shared whole school vision, and high expectations for students and staff. We have well established positive relationships with parents and community members.

At Crossways we demonstrate a strong commitment to success for all, we provide flexible 'in learning' opportunities and attention to individual needs of students. Staff provide a broad, inclusive curriculum, culturally appropriate methodologies and content expecting consistently high expectations blended with support to create an environment which fosters engagement, participation and success.

Our students raised the bar in their academic achievement and our overall R - 10 results improved. Our year 10 cohort successfully completed their PLP and Community Studies SACE subjects.

The School Council has again blessed our school in so many ways and supported all those who work within our school community. They have forged ahead with policy development and strategic intentions. Always bearing in mind the best interest of the School community.

The information contained in this Principal's Report is something for you to celebrate together with the staff and students, as together we make an exceptional team. With God's strength and courage supporting us along the way, we can all feel comforted knowing that His work within these walls is a great achievement and cause for celebration.

It is my prayer that the culture we portray here at Crossways Lutheran School is one that encourages our students to understand the many blessings that God gives us and for them to in turn bless others, as each day we all strive to "Work towards a Brighter Future"

The Spiritual Life of the School

Crossways Lutheran School is a place where “God abounds” in other words where we can do His work, knowing that He guides us in the relationships we build with the students, in the communication we develop with each other, and in the Ethos centered around God’s grace that we hold so dear. Crossways Lutheran School is a school under the banner of the Lutheran Education SA/NT/WA (LESNW), and through them we are guided in the way we develop and implement Christian life within our school. Beginning each day with staff devotion and students’ devotion (in the classroom), whilst incorporating Christian Studies, Chapel and regular Bible Study in our program, all contribute to a sense of purpose that sets the standard for a Lutheran School. We are proud of the Spiritual life of our School and believe it embeds the culture that we are known for in the community. The community members always remark when visiting the school that it feels different, welcoming, safe and friendly.

We continue to focus on community involvement. Our Junior School visited the Senior Citizens Village on a regular basis where they were part of the church service led by our Chaplain. Students spent some time with the elderly people in the community and strong relationships were built. We strive to reach out to and service the community which emphasises our Spirituality as a Lutheran School.

We have introduced a Christian holiday program during the Christmas break working with the local AOG church pastor. Youth workers from Adelaide and Sydney managed the activities children were involved in. An average of 240 children attended this program daily which ran over 5 days. Children did various activities as well as practicing for a performance for the community on the Saturday.



Our School Chaplain organises the rosters for Chapel and Bible theme for the Term, the Chapel band and the selection of songs for the Term. Our school community (including parents and community members) attend Friday morning Chapel services led by the pastor rostered on for the week or the Chaplain. A home group is also allocated each week to plan and lead the Chapel activities. This gives students the opportunity to step up as leaders and improve their confidence. It is very important for students to be actively involved in Spiritual activities in order to grow spiritually, or just to explore Christian practice within our school. As teachers, we plant the seed of faith in our students for the Holy Spirit to cultivate and grow it in time.

In the absence of a full time Pastor at the Ceduna Lutheran Parish we have relied upon Dean Heyne as well as Pastor Stuart from the Oasis Church. We are also holding church services at school on the fifth Sunday of the month that has five Sundays. After the service we take the parish members and visitors on a school tour and have morning tea together. We strive to build strong relations with the Parish and to involve them in events held at school.

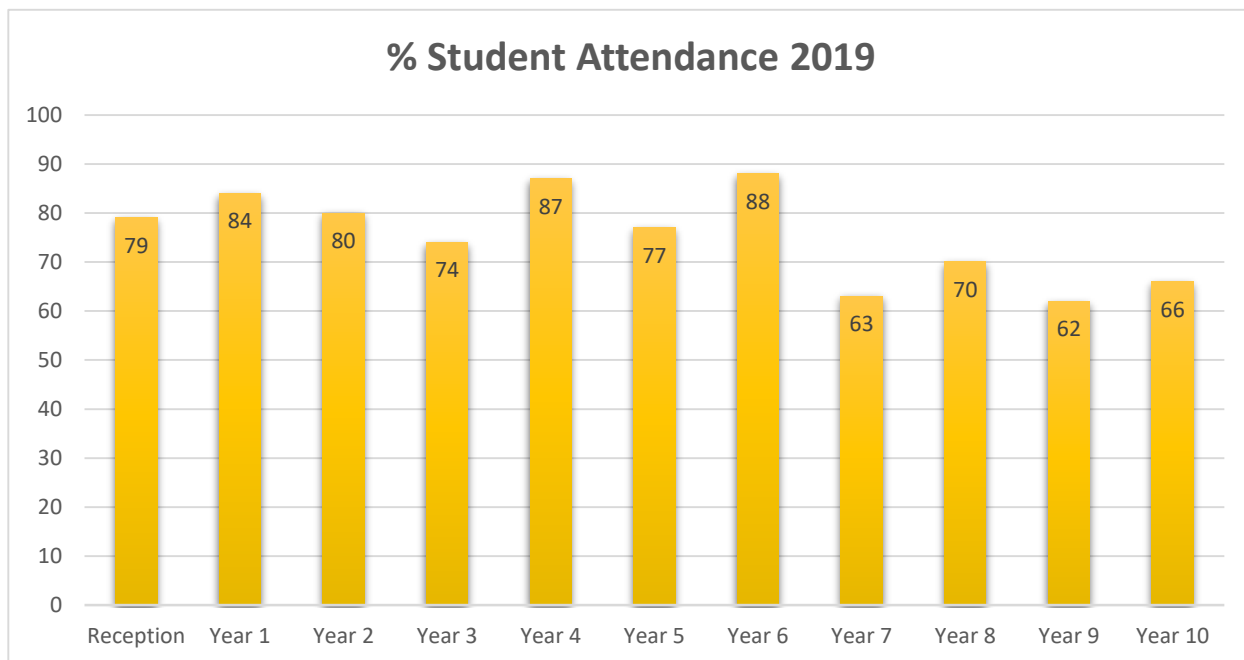


Our Students

Crossways has a high number of Indigenous students attending. Many of our students are from the local area and travel less than 40kms to school. We have students from various cultures, including African, Maori; which make our school a multicultural school community.

We work in partnership with parents, caregivers and families to help students to grow and develop life skills (developing students holistically), increase their literacy and numeracy levels, create opportunities to participate in various sporting codes, as well as learn God's love which forms part of our Lutheran Ethos at Crossways Lutheran School. We endeavour to work with students to foster a happy, safe and positive learning environment which is conducive to teaching and learning. Students are encouraged to achieve to the best of their abilities, which gives them a sense of achievement, pride, and confidence in themselves.

Students reflect the culture of Crossways Lutheran School in their dress, demeanor, and their attitude toward learning. Our SRC represented the school at ANZAC day and the Reconciliation service held in Ceduna. Being visible in the community and attending significant celebration days promotes Crossways Lutheran School within the community. Additionally, our student's presence in the wider community has been very positive and they have reflected our School's mission, vision and values exceptionally well. It makes us all proud to hear the many positive comments from the community about our students.



The average attendance rate across the school for the 2019 school year was 75%

MANAGING NON - ATTENDANCE

Because of economic and cultural reasons, family mobility and transiency, the rate of non-attendance for our students is comparatively higher than in other schools. This has some impact on the average attendance of students. Our School supports improved attendance through a number of strategies: an attendance cup where classes with the best weekly attendance are rewarded the Gold Cup at Chapel on Fridays; and the home group teachers working with our School Liaison LSO to follow up families and to support and encourage improvement in their children's attendance at school. Attendance is also a paramount discussion point during parent interview nights in both the Junior and Middle Schools. Under **the Truancy Act**, our School is directed to take continued absences seriously with follow up expected by way of conversation or formal letter to the parent or career.

Parents are encouraged to complete an exception document if their children won't be attending school for long periods of time because of family commitments etc.



ACTION TOWARDS BULLYING AT CROSSWAYS

Students at Crossways need to learn, interact and engage in school activities in an environment that is safe and secure. We ensure that bullying is a focus in our wellbeing programs throughout the year.

In our SBM policy we describe explicitly what it looks like and in which forms you might identify it within the school and community. Many issues roll into our school from outside (community) which impact on student relations and behaviour. Parent involvement is encouraged when dealing with these issues to ensure that students are safe and teaching and learning are not hampered.

We have a No - Tolerance Policy towards bullying. Levels of behaviour are described, steps and processes to follow are explained and consequences are outlined for certain behaviours. Teachers are implementing the SBM Policy and I am very pleased with their classroom management and the behaviour of our students (ELC - 10).

SRC - 2019

The Student Representative Council is made up of students from the Junior (R - 5) and Middle School (6 - 10) including the Principal School Leaders. It is their role to discuss issues pertinent to their sub school and the whole school that they feel need to be addressed. They meet regularly alongside the Middle School Coordinator, with the Principal Leaders chairing the meetings, in order to build collegiality as well as to be a support to students where necessary.

The Principal Leaders with the SRC as support, have organised many and varied events such as, cake sales (fundraising), dress up days, Shrove Tuesday (pancake day), lunch time sporting activities (between houses), and had input in the new school uniform. They have represented our School at the Anzac Day dawn service and Remembrance Day, being part of the processional at every chapel event; speaking to their sub schools during assemblies and meetings and greeting visitors during Open Days and sub school meetings. These students have also been called upon to represent our School to the media and I commend them for their excellent presence around the school as leaders. Regular meetings with SRC assists me in gauging the wellbeing of our student cohort. I know that our students are happy because the 'Voice' of our student cohort reports positively on student satisfaction and wellbeing during our regular meeting.

Another student representative group is the Student House Captains. These students are voted by their peers in each House team to be their leaders during House events. They demonstrate excellent sportsmanship and team building capabilities which is wonderful to witness.

At sporting events it is the House Captains who build collegiality and teamwork, encouraging others to represent their House group and to build team within their student peers.



The Student Representative Council for 2019

Post School Destinations

Crossways offers schooling from Reception to Year 10. Our vision is for students to succeed in wherever they choose to go after year 10, and to give them our full support in their choices.

After completing their schooling at Crossways they have a number of options. Students are encouraged to apply for scholarships to in order to continue their schooling at preferred Colleges in Adelaide. The following students went from Crossways to the following schools-

- Azarni Coleman (Yr9) - Concordia College
- Lakita Miller (Yr9) – Immanuel College
- Montana Scott (Yr9) – Scotch College
- Angel Betts-Cooke (Yr10) - CAS (Ceduna Area School)
- Alieria Sansbury-Smith (Yr10) - CAS
- Kevin Penny-Peel (Yr10) - CAS
- Jairone Miller (Yr10) - CAS
- Alicia Trowbridge Crisp (Yr10) - employment
- Lameeka Betts (Yr10) - CAS

The possibility of scholarships to Navigator in Port Lincoln was discussed and some parents wanted more information. This might be a start of a great relationship with our sister school in future. Some students transition to the Ceduna Area (DECS) School to complete their SACE. Other students opt for traineeships/apprenticeships locally or elsewhere.

Our school celebrates the fact that many students complete two units of SACE at Crossways before transitioning into other Schools/Colleges to successfully complete Year 12.

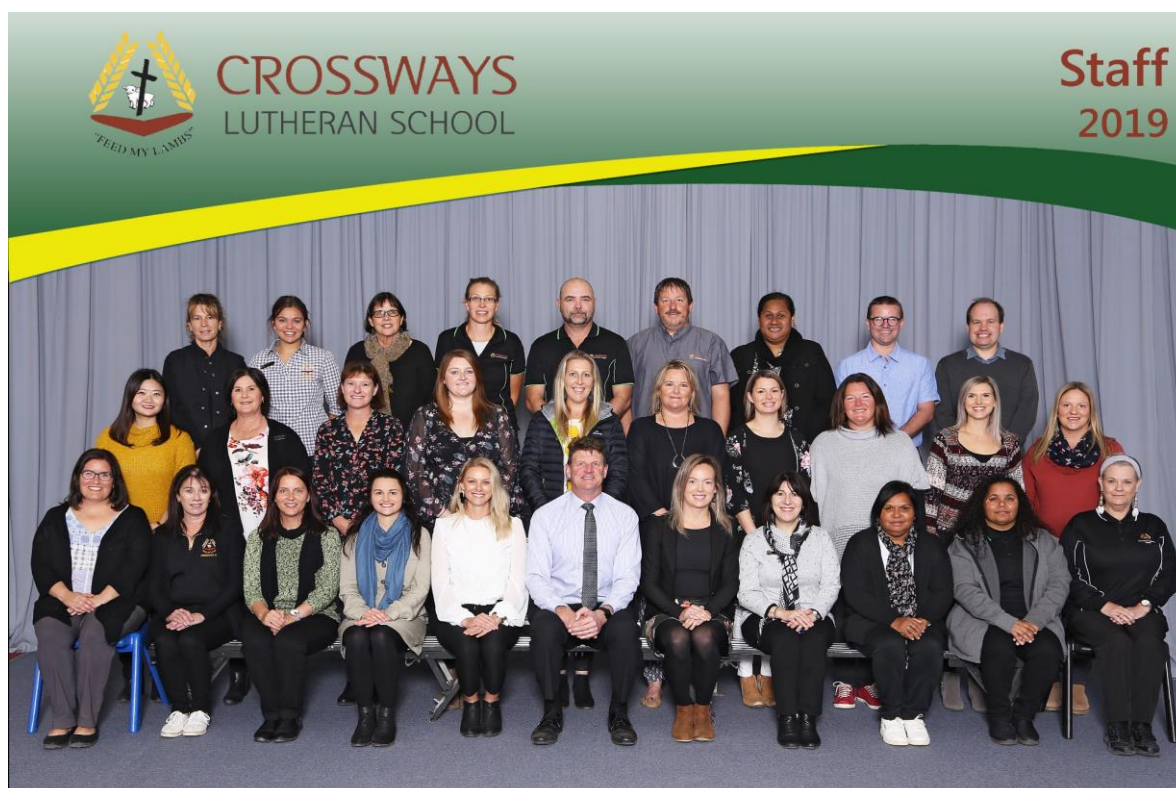
Senior Secondary Outcomes

Students are registered with SACE and they receive their SACE registration number which will be the same until the end of their SACE journey. PLP and Community Studies are their introduction to SACE at Crossways Lutheran School. Students who are involved in community projects and wish to present it as a Community Studies project in year 10 are encouraged to do so. Their portfolios for Community Studies need to be well organised and consist of: a journal, planning and evidence of the project being completed (recordings, videos, photos). Passing PLP and Community Studies will enable students to accumulate credits for SACE - PLP (10 credits) and Community Studies (10 credits).

Staff

This year we added to the incredible cohort of highly qualified educators and it is my pleasure to list these staff and their qualifications. Whilst some of our staff were going on maternity leave and new positions became available because of increased student numbers, we were blessed with new staff who have added an extra dimension to our current offering of subjects. Whilst we are a remote school we have been blessed with excellent teachers. They add to our exceptional mix, knowing that we appreciate their knowledge and skills. Currently we have six Indigenous staff members employed at Crossways (four LSO's, one grounds person and one teacher).

All of our staff go above and beyond what is expected to make sure that each student under their care is performing at the level that is optimum for their situation and learning. Our staff work incredibly hard and give their time in such a way to ensure success. Their volunteer hours are something they do naturally and is testimony to their commitment to the students and to our School. I am very thankful for their servant nature and the way they openly demonstrate their love of the students and our school in the way they openly support their students and each other.



In 2019 the following staff members were employed by the school:

Principal		
Craig Kupke	(Dip T Prim, Grad Cert Ed Lead)	
Leadership		
Terena Evans	(B Ed JP/P)	Whole School Coordinator
Amy Norsworthy	(B Ed Primary)	Middle School Curriculum Coordinator
Georgia Lambeff	(B Ed JP/P)	Junior School Curriculum Coordinator
Teaching Staff : Junior School		
Rebekah Rigley	(B Ed Early Childhood)	Early Learning Centre
Georgia Lambeff	(B Ed JP/P)	Reception
Donna Bahr	(B Ed Early Childhood)	Year 1
Sheridyn Giles	(B Ed Early Childhood)	Year 2 (Terms 1 & 2)
Rhiannon Cannard	(B Ed Primary)	Year 2 (Terms 3 & 4)
Paul Munday	(B Ed Primary)	Year 3/4
Aiden Champion	(B Ed Primary/B Nat Res Mgmt)	Year 5
Amy Norsworthy	(B Ed Primary)	Year 6
Lois Haynes	(Dip T.Art, Ass Dip Ab St, Grad Dip Theology)	Art Teacher
Tracey Hoffrichter	(B Ed Primary)	Music Teacher / Special Needs Coordinator
Cathryn Steeles	(B Ed Primary)	NIT Teacher
Bergmann Stefanie	(B.A, M T Mid)	LOTE Teacher
Teaching Staff : Middle School		
Haesil Kim	(B.Sc in Biology, Grad.Dip Sc.Ed in Science and Math)	Year 7/8
Woodward Carl	(Grad Dip Ed, B Ed Arts Eng Media)	Year 9/10
Terena Evans	(B Ed JP/P)	Art Teacher
Liti Nabukabuka	(B Ed Prim, Grad Dip Edu, M Ed)	Food and Technology Teacher
Teaching Staff : Junior School		
Megan Gillespie		Finance Officer
Charmane Fricker		Administration Officer
Anita Hoffrichter		Administration Officer
Kathy Kouvaris		Administration Officer
Andrew Mcllwraith		Learning Support/ Liaison Officer
Cirena Coleman		Learning Support Officer
Kerry Taylor		Learning Support Officer
Eleanor Coleman		Learning Support/ Liaison Officer
Jacki-Lee Fawcett		Learning Support Office (Rec)
Annette Moyse		Learning Support Officer/ Library
Sonya Degner		Learning Support Officer ELC
Emily Webber		Learning Support Officer
Kirsty Lennell		Learning Support Officer
Kirsty Nielsen		Learning Support Officer
Carmen Lambeff		Learning Support Officer/Canteen Manager
Jody Bergmann		Grounds and Maintenance
Andy Cox		Grounds and Maintenance

Sara Veerhuis	Music Coach Tutor
Patrick Cotton	Woodwork Tutor
Yukyoung Lee	Graphic Designer
Tim Steeles	Chaplain

The average attendance rate for our staff (FTE) in 2019 was 97%

We welcomed new staff to Crossways for 2019:

Craig Kupke	Principal
Rhiannon Cannard	Year 2 (Terms 3 & 4)
Paul Munday	Year 3/4
Aiden Champion	Year 5
Woodward Carl	Year 9/10
Liti Nabukabuka	Food and Technology Teacher
Sonya Degner	Learning Support Officer ELC
Kirsty Lennell	Learning Support Officer
Tim Steeles	Chaplain

The following table shows the workforce composition, including Indigenous composition:

STAFFING 2019			
TEACHING STAFF	FTE	Males	Females
Full Time Principal	1.0	1	
Full Time Teachers	9.0	3	6
Full Time Teachers Indigenous	1.0		1
Part Time Teachers	2.0	1	5
	13.0	5.0	12.0
NON TEACHING STAFF			
Part Time	7.1	1	14
Full Time	1.0		1
Part Time Indigenous	2.3	1	3
	10.4	2.0	18.0
Totals	23.4	7.0	30.0

In 2019, staff attended Professional Development in:

ACTIVITY	PRESENTERS
iPad Training for Classroom Use	Viano Jaksa
Teaching Digital Technology Workshop	Steve Grant
Spiritual Pathways Workshop	Stuart Traeger
Valuing Safe Communities	Online Training
First Aid Training	St Johns
CompliSpace Training	Anita Hoffrichter/Terena Evans
Australian Curriculum assessment	Georgia Lambeff, Amy Norsworthy & Terena Evans
Behaviour Management	Tim Dansie
Nature Play PD	Nature Play SA

Teaching and Learning is our core business and a priority in our school improvement plan. Teachers are also given the opportunity to attend approved Professional Development which aligns with our school's strategic plan and their AITSL goals identified.

Staff, Curriculum, and Spiritual Encouragement meetings are held on a three weekly rotation, on Tuesday afternoons from 3:30 - 5:00 pm where we are again able to support each other and our school in making sure everything is running smoothly and efficiently.

Our Parents

Many new parents to our School remark to me that the ‘feel’ of the School is one of welcome. That’s a huge compliment to us. We are proud that our School has a lovely ethos and I know that this in part is due to our parent group and the way they support us here. We are a team and we unite to bring about the best possible learning opportunity that we can provide for each child at Crossways. We are a community or as we like putting it “The Crossways Family” and we are proud of that.

Our School encourages parental involvement at all levels whether through parent interview nights, sports day (officials), cultural/ harmony day, and celebrating students’ learning in the school. Our School seeks to improve parental participation through the employment of a Home School Liaison person. The purpose of this position is to maximise communications, develop understandings, and provide a strong link for school / home support for students. School staff and school liaison officers work together in holding events such as parent breakfasts, home visits and facilitating parent/ teacher/ student meetings.

School newsletters, class newsletters, notices on the new sign board, phone and regular written communication are acknowledged as effective ways that information is disseminated. We introduced a wellbeing postcard system at our school. Teacher can randomly acknowledge positive behaviour, work ethic and service towards peers and staff by sending a postcard home to parents. It had a very positive impact on our school community and was valued by parents.

At Crossways the level of staff, student and parent satisfaction is gained through the Crossways newsletter, parent/teacher interviews, parent information sessions, assemblies, and worship services (Chapel), meetings, annual reviews, and student meetings. It is very important that we build an understanding of everything that goes on here and the above forms of communication do this well. This, I believe is due to the partnership between home and school and the support the parents provide to us at our School. Our reporting system, communication, and booking of Parent - teacher interviews, allow parents to determine their best time for meetings and interviews with the staff members they wish to see. Our School reports regularly on programs, events and activities and many of these have a strong impact on the wellbeing of all members of our community.

Curriculum

Crossways focuses on the National Curriculum in all learning areas in Junior and Middle School. We emphasise the importance of Literacy and Numeracy across all curricula which is a high priority. Our endeavour is that each student must be able to:

- Communicate effectively both orally and in writing
- Read with reasonable speed, accuracy and understanding
- Apply mathematical concepts and understandings to real life situations

Crossways implements the National Curriculum in planning, delivering, and engaging students in a variety of learning activities across key learning areas: English, Maths, Science, Technology & Design, Geography, History, Art, Languages, PE & Health and Christian Studies. We deliver the key learning areas using a combination of stand-alone subjects, as well as an integrated approach aiming to develop students' skills through, where applicable, hands on, inquiry - based contextualised learning activities.

Cross - Curricular learning is essential (linking learning areas) and enables us to ensure that all the National Curriculum Achievement Standards are met at all year levels. Students participate in dance, and music instruction, with film making workshops held annually.

Students receive extra support in their learning through extensive Lutheran School Officer Support (LSO's) program at all year levels. They work and plan programs together with teachers which is vital for student success in the classroom. LSO's work with individual students as well as with small groups of students on pre-prepared and structured programs which address the needs of the group they are working with.

Our Special Education Team, led by Tracey Hoffrichter is exceptional in the way it offers that little extra to those students who need educational support. The support in 2019 was offered in a variety of ways through LSO's (Lutheran Schools Officers) providing additional help in and out of the classroom with individuals or small groups of students, thus providing additional support during school hours. LSO's run programs supporting teachers by building their capacity to meet the individual and diverse needs of students, and to seek external professional support as necessary. Being able to provide the extra support to individuals' means maximizing a student's potential, resulting in enhanced progress, and improved results and self-esteem. The teachers appreciate the LSO support provided as it enables them to effectively differentiate curriculum and lowers the adult to student ratio.

This year the extracurricular program has consisted of a large number of extra opportunities provided for our students, such as:

- Weekly chapel
- Sports Day
- SACA Cricket clinic year 3 - 7
- End of term and year celebration of learning events
- WILL Power program – Healthy Eating
- Year level camps and excursions
 - Reception - Daily excursions
 - Year 1 and 2 - Sleepover
 - Year 3/4 - Scottesco
 - Year 5 – Errappa (Iron Knob)
 - Year 6/7 - Port Lincoln
 - Year 7/8 - Port Lincoln
 - Year 9/10 - Adelaide
 - Music students - Adelaide

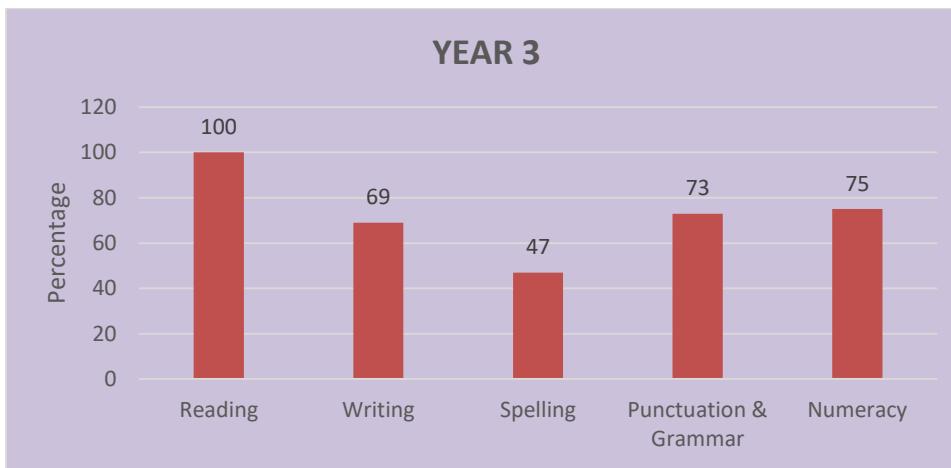
- Tcharkulda Rock run
- WCIAC
- Reconciliation Day - Cultural Day involving community members
- NAIDOC Week
- Harmony Day
- ANZAC Day - laying of the wreath
- Remembrance Day
- Year 10 Work Experience
- Art at the Arts and Culture Centre
- ACER testing Literacy and Numeracy (R – 10)
- National Simultaneous Story Time
- Footsteps Dance Workshop (R-5)
- Science Week
- Book Week
- Swimming
- Cricket Bash Competition (CAS)
- SAPSASA
- Year 9-10 visit to Concordia College
- Endless Praise
- 100 Days of School – Junior School
- Have a go – Cricket clinics
- Colour Fun Run

National Literacy and Numeracy Testing NAPLAN

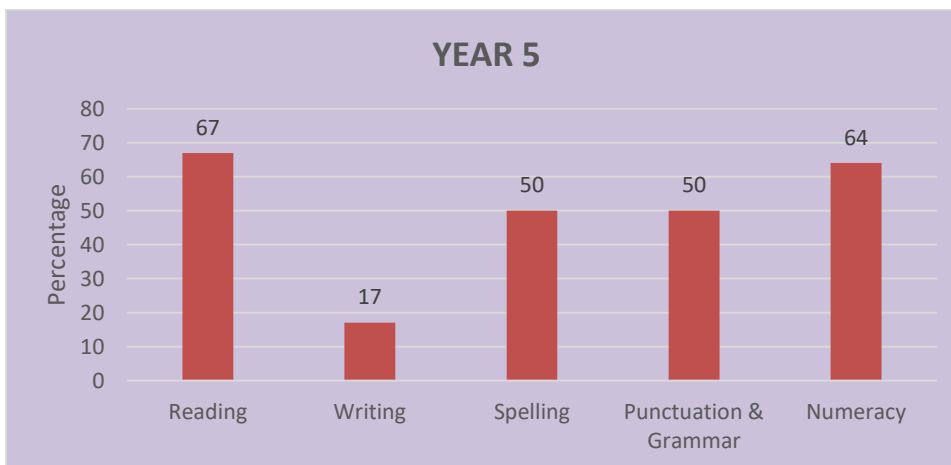
Each year in primary schools throughout Australia, students in years 3, 5, 7 and 9 participate in Literacy and Numeracy national testing.

In 2019, the results of Crossways students achieving the National Minimum Standard or above are as follows:

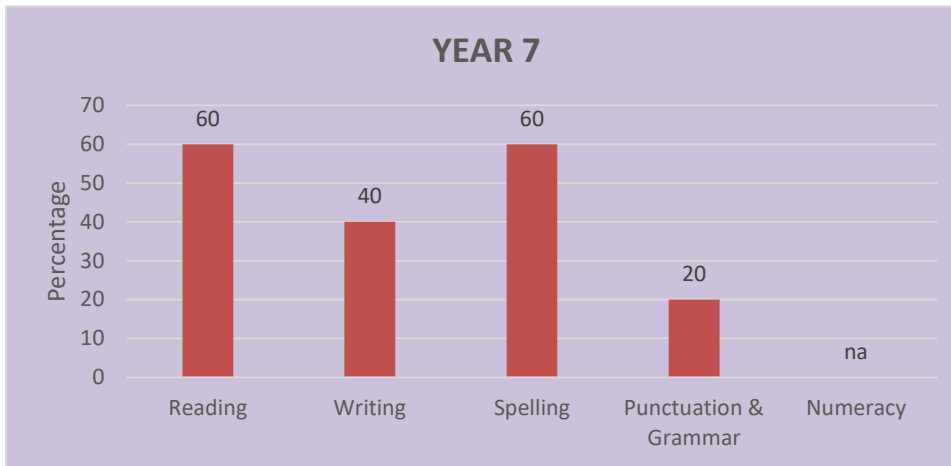
YEAR 3	% AT or ABOVE
Reading	100
Writing	69
Spelling	47
Grammar & punctuation	73
Numeracy	75



YEAR 5	% AT or ABOVE
Reading	57
Writing	50
Spelling	64
Grammar & punctuation	57
Numeracy	64



YEAR 7	% AT or ABOVE
Reading	60
Writing	40
Spelling	60
Grammar & punctuation	20
Numeracy	-



YEAR 9	% AT or ABOVE
Reading	83
Writing	-
Spelling	-
Grammar & punctuation	-
Numeracy	83



- Please note: This year these results INCLUDE those students who were exempted from the testing by their parents.
- % of Students who achieved the National Minimum Standards (Aggregate values were not reported, where less than 5 children contributed to aggregate of interest)

It is important to note that testing is merely a snapshot of student's learning in the two years since the last benchmark. Performance on the day and student's overall feelings regarding testing in exam situations may have a significant impact on the results. As we are a small school within each cohort (with one to two classes at each year level) one or two students can have a huge impact on the percentages reported. In addition, some of our students haven't been with us for many years and perhaps haven't had the early intervention that we as a school hold in high regard. Having said that, our school's results are due to the hard work and effort of all our staff and students. As reflective practitioners we have decided to focus on Literacy/Mathematics training in our Professional Development with our staff for the next two years in order to continue to build upon our results.

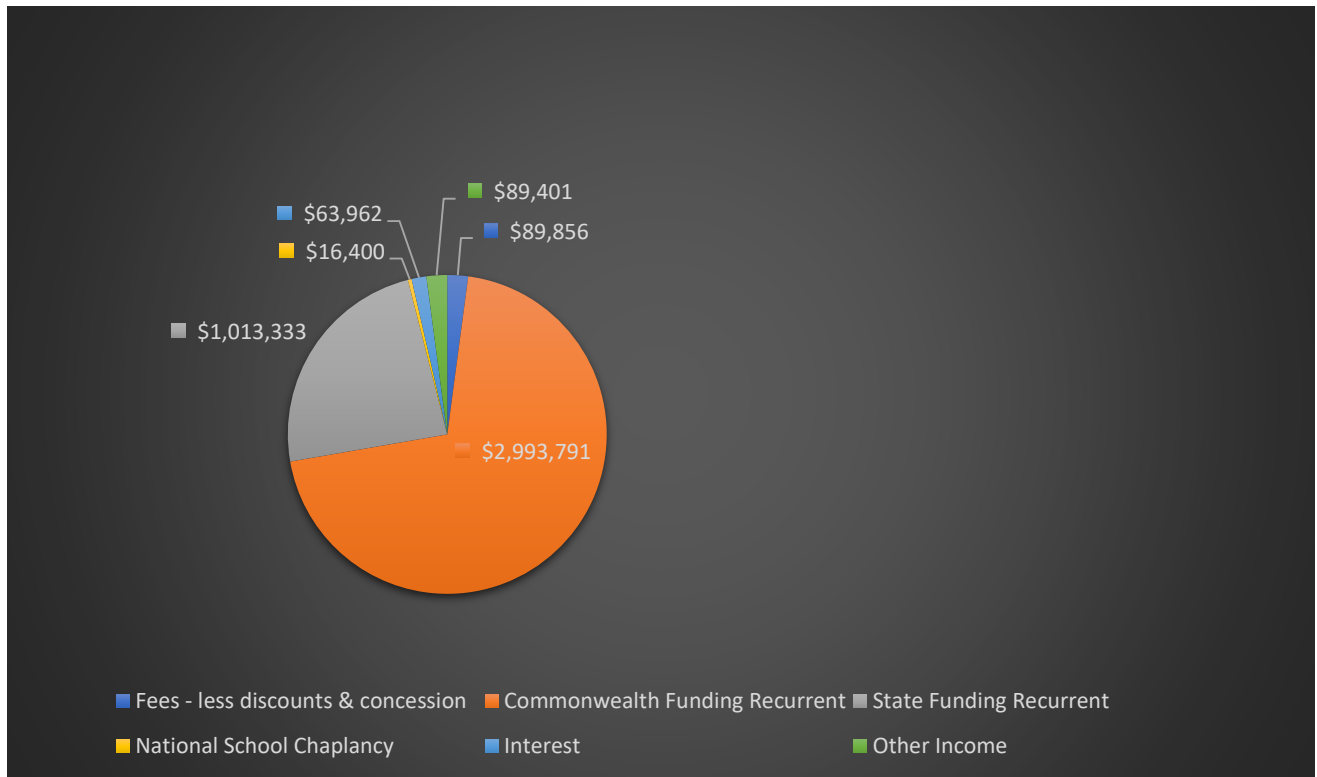
Our Governing Body

SCHOOL COUNCIL MEMBERS

Chairperson	-	Dean Heyne (resigned 22/05/2019)
	-	Andrew Parkyn (acting from 22/05/2019)
Principal	-	Craig Kupke
Secretary	-	Megan Gillespie
Members	-	Mark Driscoll
		Tracey Cox-Miller
		Heathe Champion
		Kerry Colbung
		Stephanie Genrich
		Louisa Hissey

A dedicated band of parents and congregation members support our School with such commitment, enthusiasm and dedication. They have our school at heart, which is very special. Headed by our Chairperson Mr Dean Heyne and then following his retirement, Mr Andrew Parkyn, this committee is providing a very valuable service to us all. We are thankful that each of these committee members supports our School in such a dedicated way.

Income broken down by funding source



In Conclusion

As the new Principal, I present to you the Annual Report for 2019. Having taught here at Crossways Lutheran School some time ago, is both an honor and a privilege to be back and serving the community in a different role. It is vital that we all work together including, school families, staff, school council members, church members, connecting and partnering so that students have the best possible learning opportunities and become positive and contributing members of their community, wherever that may be.

Yours in Christ,
Tony Peters / Principal