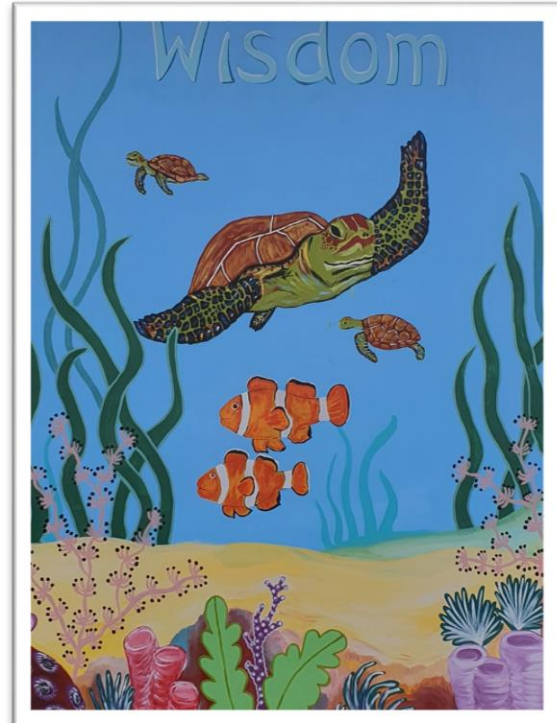
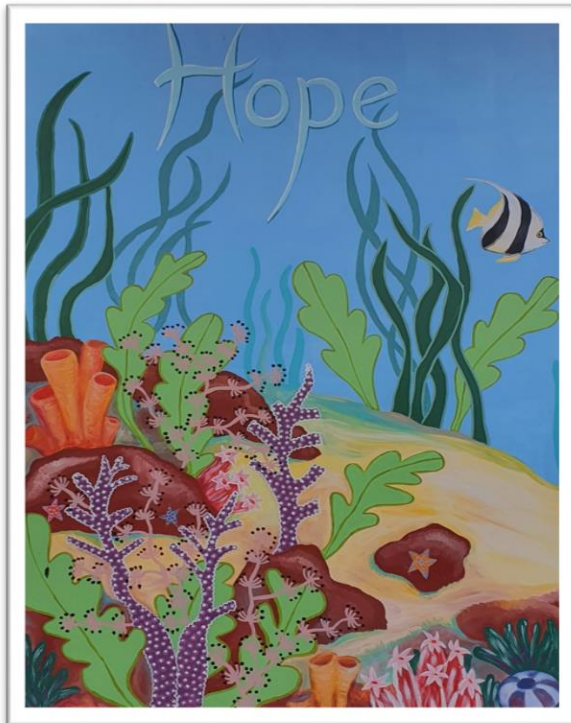




# 2020 Annual Report

## Crossways Lutheran School



# Contents

Introduction	3
School Contact Information	4
Mission and Vision Statement	5
Contextual Information	6
The Spiritual Life of the School	8
Classes	9
Our Students	10
Post School Destinations	13
Senior Secondary Outcomes / Staff	13
Our Parents	17
Curriculum	18
National Literacy and Numeracy Testing NAPLAN	20
Our Governing Body	20
Income/Conclusion	21

*\* The front cover depicts two images which come from a mural which was begun and completed during the 2020 school year. Three local artists and employees including two Indigenous people of Crossways Lutheran School developed an underwater theme based around the Core values for Lutheran Schools. They worked with Middle School students for a number of months. The Core Values are displayed on the mural as a reminder for the school community of who we are in a Lutheran School.*

## 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 2020 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

Address 4 Smith Road, PO Box 63, Ceduna SA 5690  
 Telephone (08) 8625 2873  
 Fax (08) 8625 2689  
 Email [admin@crossways.sa.edu.au](mailto:admin@crossways.sa.edu.au)  
 Website [www.crossways.sa.edu.au](http://www.crossways.sa.edu.au)

Principal	Mr. Tony Peters
Deputy Principal	Mrs Terena Evans
Literacy and Numeracy Coordinator	Miss Amy Norsworthy
Junior School Curriculum Coordinator	Mrs Georgia Lambeff
Finance Officer	Ms. Megan Gillespie
Governing Board Chairperson	Mrs Louisa Hissey

# 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”

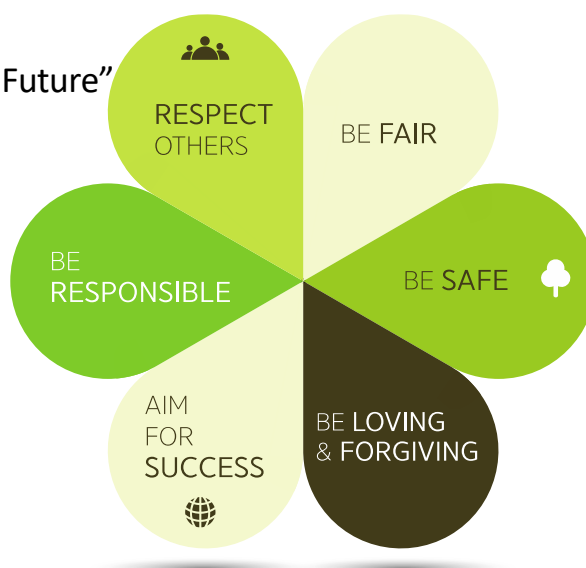
Our School Values:

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 F - 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 3 and 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

- Sealing of road for access of school bus
- Mural along the eastern Junior School play area depicting Values for Lutheran Schools (see front cover)
- Including a 3 year-old program for our Early Learning Centre
- ACARA Digital Technologies project which runs over 3 years
- UV filters on all drink fountains
- Camps and Sleepovers
- Internal Library refurbishments
- New STEM space
- Promotion of the school in the community through regular pamphlet drops, PIN evenings, open days, newsletters, radio and local newspaper articles.
- NAIDOC Day
- Reconciliation Day
- Continued Chaplaincy Program
- Staff 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 followed by a it to 3-year-old program 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.

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 Annual 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.



We have unique opportunities at Crossways in providing an education which is rich, vibrant and courageous. Above all, Crossways is a safe place for all children, no matter their background or demographic and it is the love of Christ which provides the hope for all.

## 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 Staff Devotional time 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 service. Though there were some restrictions due to the COVID pandemic, the school continued to deliver a service to the local community. The Junior and Middle School Choirs visited a number of organisations to entertain and provide a 'break' during a turbulent time.



Our School Chaplain, who works closely with the Principal, has a pivotal role in providing input into the spiritual and ministry program of the school. The Chaplain also 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 classes, the pastor, the chaplain and the principal who rostered on for the week. The Student Representative Council assist with leading Chapel services and 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.

With the services of a new full time Pastor at the Ceduna Lutheran Parish, who was installed early in the year, involvement at the school level is welcomed and cherished. The Pastor attends school functions and events as well as has We are also holding church services at school on the fifth Sunday of the month which is an opportunity for the Parish and the school to come together for worship and fellowship. Sunday school is offered for the younger people and a morning tea is shared.

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.

## Student attendance 2020

Student attendance in 2020 was on average 79%.

Student attendance per year level in 2020 year is listed below:

Foundation – 76%

Year 1 – 74%

Year 2 – 79%

Year 3 – 81%

Year 4 – 81%

Year 5 – 81%

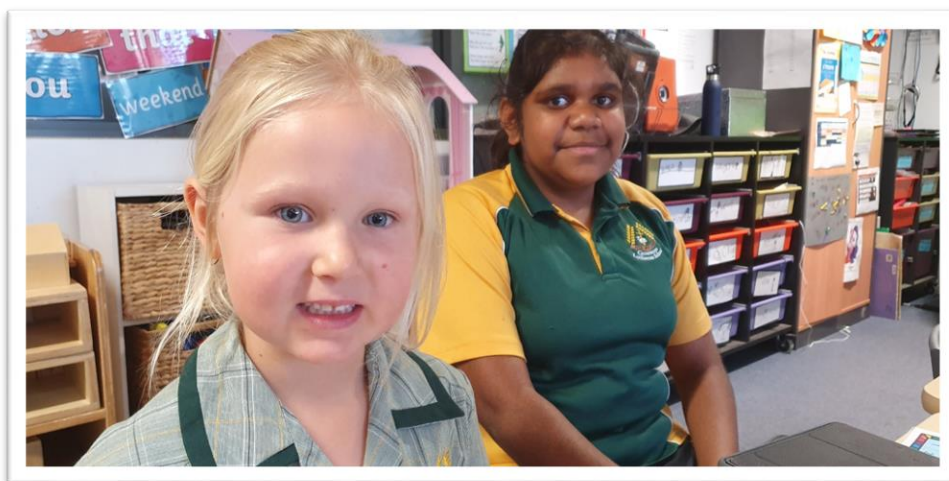
Year 6 – 74%

Year 7 – 87%

Year 8 – 75%

Year 9 – 62%

Year 10 – 99%



## 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.



## **Restorative Practices & behaviour management**

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).

Mid-way 2020, all staff completed a 2 day workshop in Restorative Practices and as we implemented particular strategies, Crossways has complimented their SBM with the Restorative process. In a nut-shell, the Crossways community invests time in building relationships rather than taking a punitive approach.



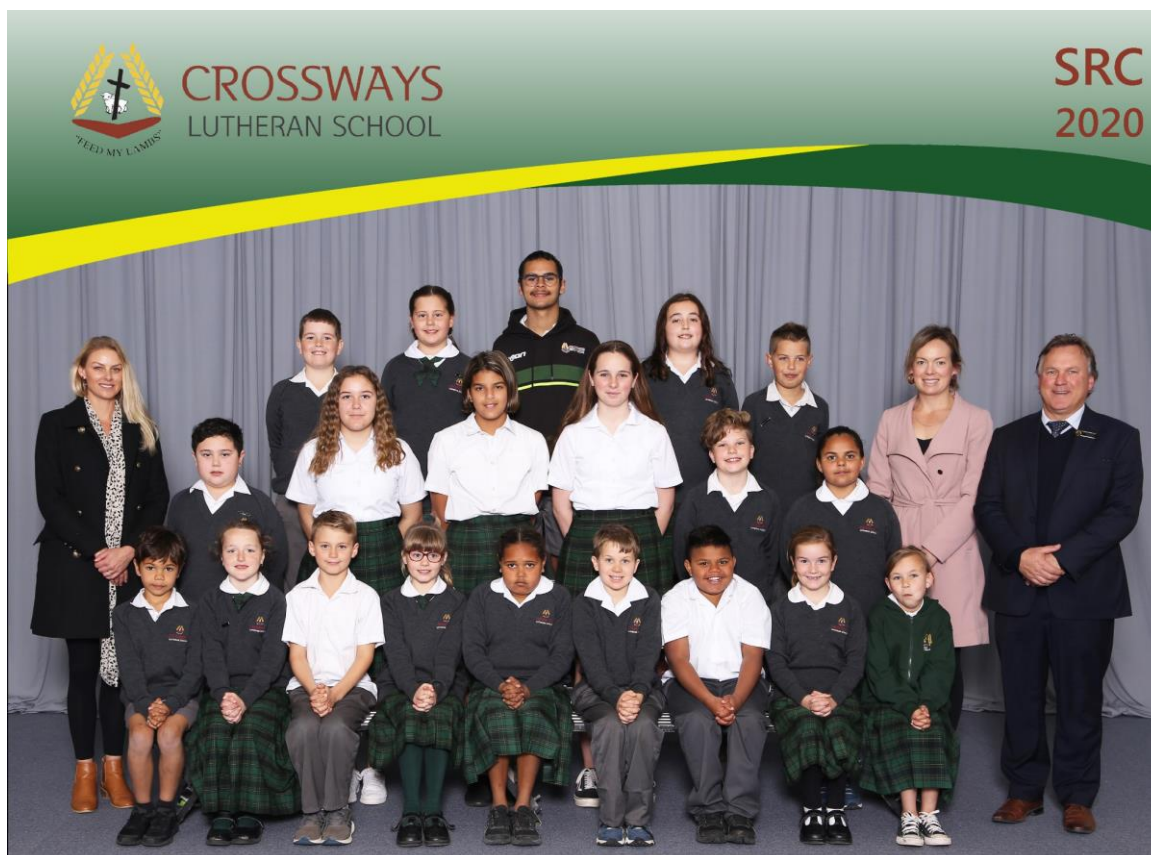
## Student Representative Council - 2020

The Student Representative Council is made up of students from the Junior (R - 5) and Middle School (6 - 10). 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 SRC organise 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 2020



## 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-

Mia Nicholls	IMMANUEL COLLEGE ADELAIDE
Kara Wild	IMMANUEL COLLEGE ADELAIDE
Kyle Freeman	CEDUNA AREA SCHOOL
Toby Jackson	CEDUNA AREA SCHOOL
Natharnia Scott	LORETTO COLLEGE ADELAIDE

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

An interim Principal was appointed for the 2019 school year due to the late departure of the previous principal. During the latter part of 2019, the School Board and LESNW advertised for a new Principal and secured my services. Having being part of the Crossways community (1994 – 2003), the transition in to the school community was smooth and rewarding.

We are a remote school and to secure good quality teachers is a challenge. We have been blessed with excellent teachers. They add to our exceptional mix, knowing that we appreciate their knowledge and skills. Currently we have 5 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 2020 the following staff members were employed by the school:

Principal		
<b>Tony Peters</b>	(Dip T Prim, B Ed, Dip Lutheran Ed, Grad Cert Ed Lead)	
Leadership		
<b>Terena Evans</b>	(B Ed JP/P)	Deputy Principal
<b>Amy Norsworthy</b>	(B Ed Primary)	Curriculum Coordinator
<b>Georgia Lambeff</b>	(B Ed JP/P)	Junior School Curriculum Coordinator
Teaching Staff : Junior School		
<b>Rebekah Ridley</b>	(B Ed Early Childhood)	Early Learning Centre
<b>Hayley Jeffs</b>	B Ed Early Childhood	Early Learning Centre

<b>Georgia Lambeff</b>	(B Ed JP/P)	Reception
<b>Donna Bahr</b>	(B Ed Early Childhood)	Year 1
<b>Rhiannon Cannard</b>	(B Ed Primary)	Year 2
<b>Paul Munday</b>	(B Ed Primary)	Year 3/4
<b>Aiden Champion</b>	(B Ed Primary/B Nat Res Mgmt)	Year 5
<b>Amy Norsworthy</b>	(B Ed Primary)	Year 3/4
<b>Lois Haynes</b>	(Dip T.Art, Ass Dip Ab St, Grad Dip Theology)	Art Teacher
<b>Tracey Hoffrichter</b>	(B Ed Primary)	Music Teacher / Special Needs Coordinator
<b>Cathryn Steeles</b>	(B Ed Primary)	NIT Teacher
<b>Stefanie Bergmann</b>	(B.A, M T Mid)	LOTE Teacher

### Teaching Staff : Middle School

<b>Haesil Kim</b>	(B.Sc in Biology, Grad.Dip Sc.Ed in Science and Math)	Year 6/7
<b>Woodward Carl</b>	(Grad Dip Ed, B Ed Arts Eng Media)	Year 9/10
<b>Terena Evans</b>	(B Ed JP/P)	Art Teacher
<b>Liti Nabukabuka</b>	(B Ed Prim, Grad Dip Edu, M Ed)	Food and Technology Teacher

### LSO Staff

<b>Megan Gillespie</b>	Finance Officer
<b>Charmane Fricker</b>	Administration Officer
<b>Anita Hoffrichter</b>	Administration Officer
<b>Kathy Kouvaris</b>	Administration Officer
<b>Andrew McIlwraith</b>	Learning Support/ Liaison Officer/WHS
<b>Cirena Coleman</b>	Learning Support Officer
<b>Kerry Taylor</b>	Learning Support Officer
<b>Eleanor Coleman</b>	Learning Support/ Liaison Officer
<b>Jacki-Lee Fawcett</b>	Learning Support Office (Rec)
<b>Annette Moyse</b>	Learning Support Officer/ Library
<b>Sonya Degner</b>	Learning Support Officer ELC
<b>Alita Champion</b>	Teacher ELC
<b>Ashleigh Wild</b>	Learning Support Officer
<b>Emily Webber</b>	Learning Support Officer
<b>Kirsty Lennell</b>	Learning Support Officer
<b>Kirsty Nielsen</b>	Learning Support Officer
<b>Tanya Nielsen</b>	Learning Support Officer
<b>Carmen Lambeff</b>	Learning Support Officer/Canteen Manager
<b>Jody Bergmann</b>	Grounds and Maintenance
<b>Andy Cox</b>	Grounds and Maintenance
<b>Sara Veerhuis</b>	Music Coach Tutor
<b>Patrick Cotton</b>	Woodwork Tutor
<b>Yukyoung Lee</b>	Graphic Designer
<b>Tim Steeles</b>	Chaplain

The average attendance rate for our staff (FTE) in 2020 was 96%

We welcomed new staff to Crossways for 2020:

Tony Peters	Principal
Tiarni Degner	ELC assistant
Ashleigh Wild	Learning Support
Tanya Nielsen	Learning Support
Reefe Fairclough	Learning Support

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

STAFF SUMMARY 2020					
Type	Gender	ALL STAFF		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1		
Teaching Staff	Male	5	3.7		
	Female	10	7.6		
Specialist Support	Male	2	1.2		
	Female	10	4.7	4	2
Building Operations Grounds	Male	2	0.9	1	0.7
	Female	2	0.6		
Administrative and Clerical	Female	6	3		
		<b>38</b>	<b>22.7</b>	<b>5</b>	<b>2.7</b>

In 2020, staff attended Professional Development in:

ACTIVITY	PRESENTERS
VCOP/Big Write	
Our Purpose in a Lutheran School	Tony Peters
Restorative Practices	Kerrie Sellen
Valuing Safe Communities	Online Training
Connect 4/Spiritual Pathways Workshop	Stuart Traeger
CompliSpace Training	Anita Hoffrichter/Terena Evans & online
Basic Counselling Skills for Teachers & Support Staff	Tim Dansie
Powering Up Inquiry Learning	Kath Murdoch
Strategic Planning	Tony Peters
Jolly Phonics – Sessions 1 & 2	
Beyou - Respond	
Child Protection (Complispace)	
Ceduna Arts Centre - Cultural session	Lynette Ackland
Staff Retreat – Purpose; Spiritual Growth; Team activities	Tony Peters/Andrew Vanderwal/Tim Steeles



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.

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.

## 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.

In 2020, VCOP and Big Write was implemented across the school. This methodology focusses on student's skills in writing together with the emphasis on Vocab, Connectives, Openers, and Punctuation. Students have allocated class time to develop their writing skills in the various genres, including Reports, Narratives, Expositions and Explanations. Because of the whole school approach, writing is a focus area of the curriculum.

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 Learning Support 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 2020 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.

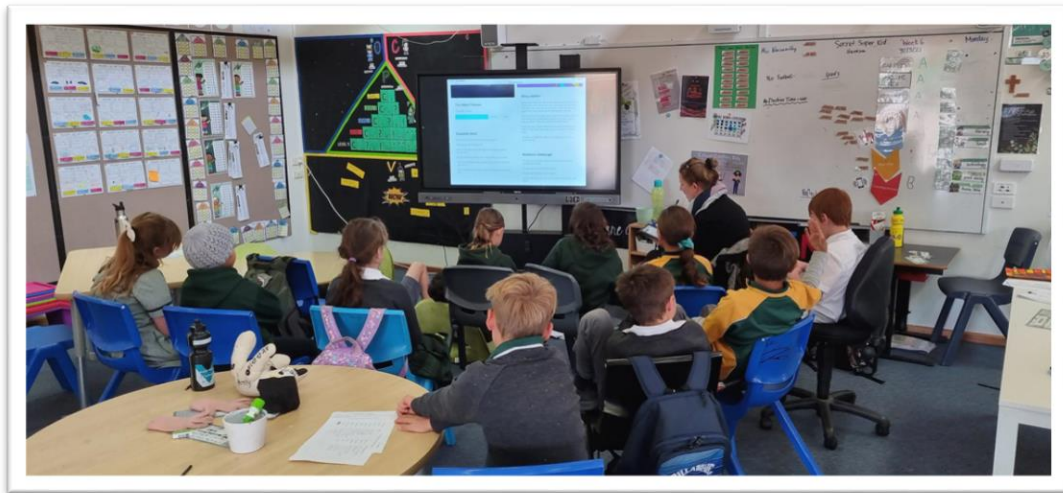
In 2020, the extracurricular program has consisted of a large number of extra opportunities provided for our students. Though COVID challenged when camps were held, teachers and students still managed to fit these important outdoor education events in.

- Weekly chapel
- Sports Day
- End of term and year celebration of learning events
- WILL Power program – Healthy Eating
- Year level camps and excursions
  - Reception - excursions
  - Year 1 and 2 - Sleepover
  - Year 3/4 – Streaky Bay
  - Year 5 – Penong/Pt Sinclair
  - Year 6/7 - Port Lincoln
  - Year 8/9/10 – Adelaide; Kangaroo Island
  
- Tcharkulda Rock run
- WCIAC
- Reconciliation Day - Cultural Day involving community members
- NAIDOC Week
- Harmony Day
- ANZAC Day - laying of the wreath
- Year 10 Work Experience
- ACER testing Literacy and Numeracy (R – 10)
- National Simultaneous Story Time
- Footsteps Dance Workshop (R-5)
- Science Week
- Book Week
- Swimming
- SAPSASA
- Year 8-9-10 visit to Immanuel College
- Have a go – Cricket clinics

# 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.

Unfortunately in 2020, we could not obtain any NAPLAN results. The Education Ministers decided that NAPLAN testing would not proceed during the 2020 school year due to the COVID-19 pandemic.



## Our Governing Body

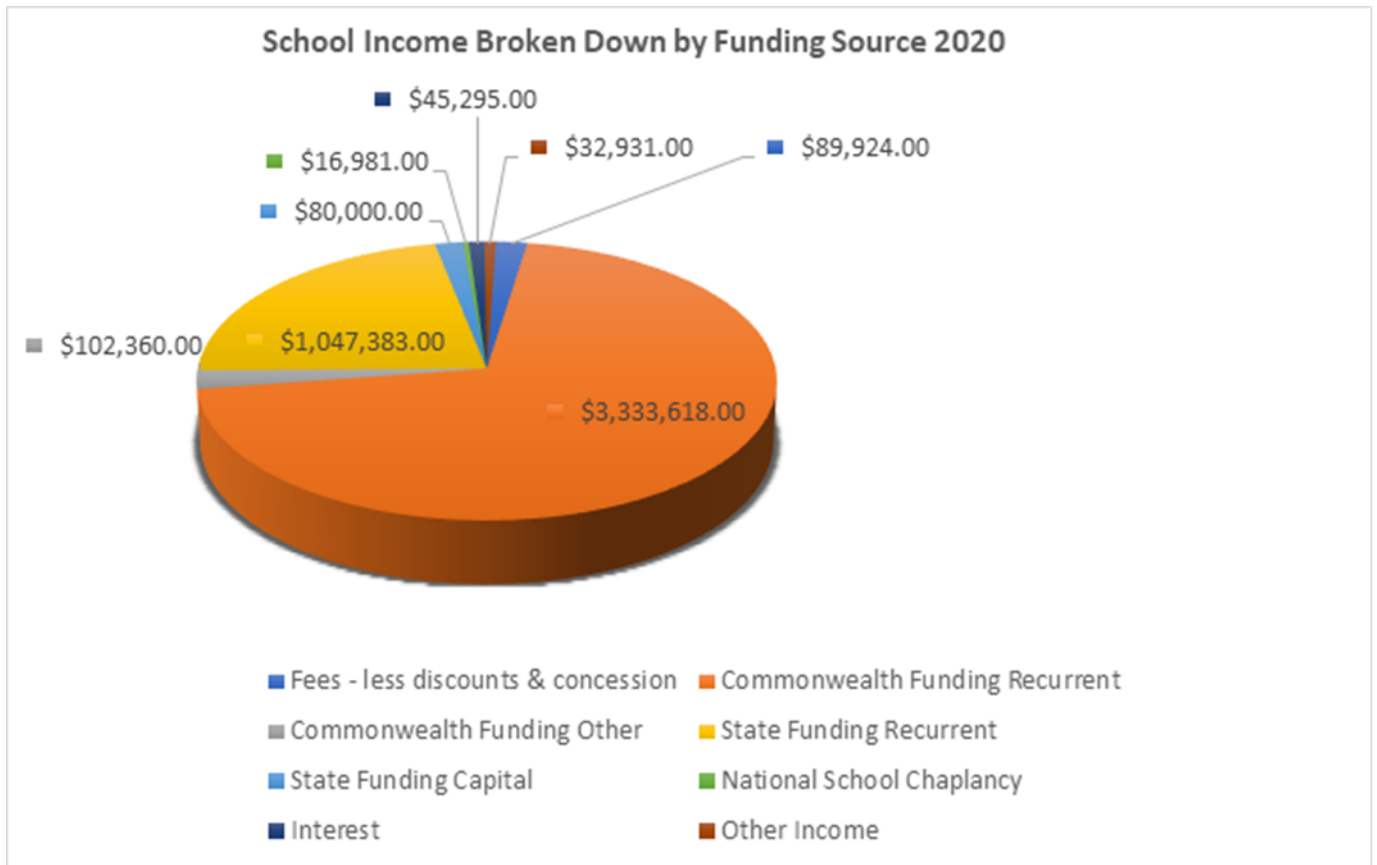
### SCHOOL BOARD MEMBERS

Chairperson	-	Louisa Hissey
Principal	-	Tony Peters
Secretary	-	Megan Gillespie
Members	-	Lisa Mullen
		Tracey Cox-Miller
		Heathe Champion
		Stephanie Genrich
		Kat Guidera
		Pastor Andrew Vanderwal

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 Board Chair, Mrs Louisa Hissey, this Board is providing a very valuable service to us all. We are thankful that each of these Board members supports our School in such a dedicated way.



# Income broken down by funding source



## In Conclusion

I present to you the Annual Report for 2020. 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