



2021 Annual Report

Crossways Lutheran School



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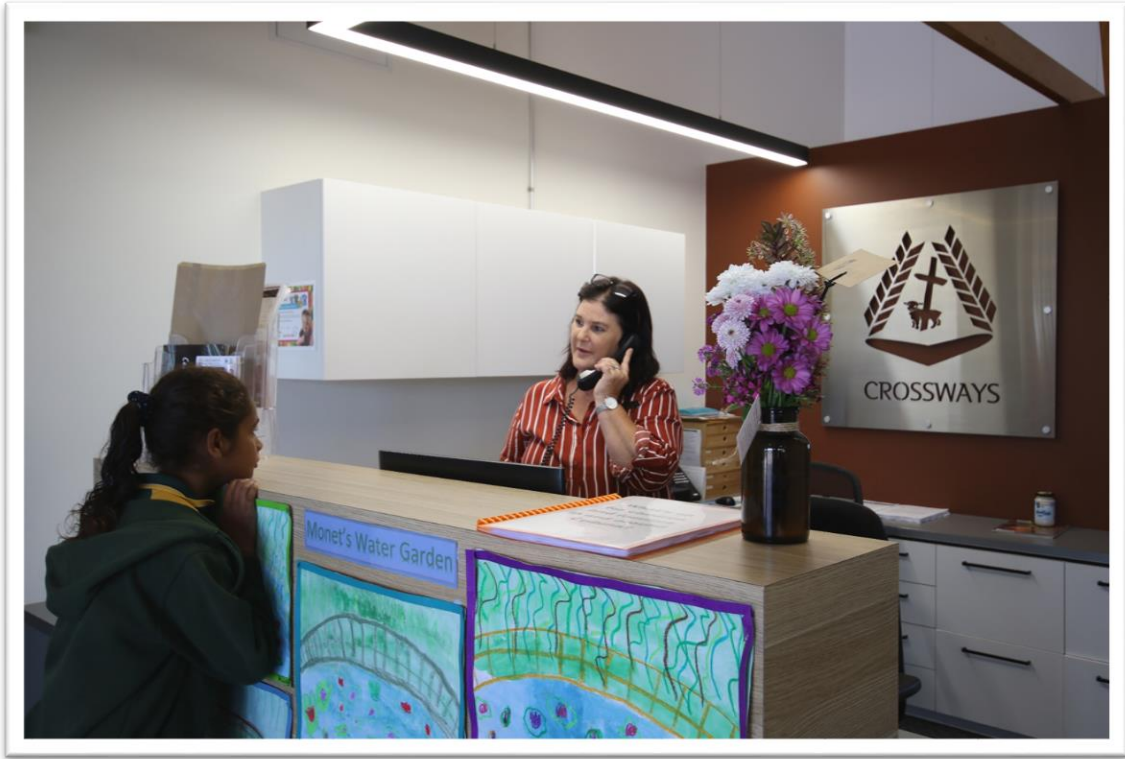
Introduction

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 2021 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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 Email admin@crossways.sa.edu.au
 Website www.crossways.sa.edu.au

Principal	Mr. Tony Peters
Deputy Principal	Mrs Terena Evans
Curriculum Coordinator	Miss Amy Norsworthy
Junior School Coordinator	Mrs Rebekah Ridley
Middle School Coordinator	Mr Anthony Caretti
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.



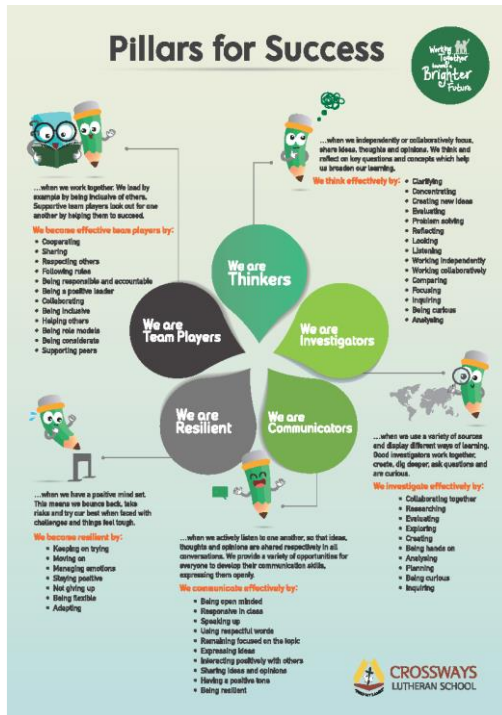
Contextual Information about the School

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 with a commitment to provide excellence in education within a Christian setting. The school has a strong Indigenous enrolment but we are a Multi-Cultural School serving the whole community of Ceduna.

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

- Training and implementation of the Berry Street Education Model across the School
- Development of a School Teaching & Learning Philosophy- Pillars for Success
- Strategic Planning workshops
- Master Planning workshops
- Installation of a 35Kw solar system
- Outdoor Education Program, including Camps and Sleepovers
- Elective Program aimed at Middle School
- Promotion of the School in the community through regular pamphlet drops, PIN evenings, newsletters, radio and local newspaper articles.
- NAIDOC Day
- Reconciliation Week
- 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 Pillars for Success was developed in collaboration with the Teaching Staff during 2021. It is a whole school teaching and learning philosophy which focuses on 5 key pillars. On a weekly basis, students are encouraged to strive for success using strategies outlined in the placard.

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

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

The Gospel is at the heart of all that exists and at Crossways Lutheran School. It 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 total enrolments comprise approximately 70% Indigenous students. 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 (Student Representative Council) 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 2021

Student attendance in 2021 was on average 82%.

Student attendance per year level in 2021 year is listed below:

Foundation – 74%

Year 1 – 85%

Year 2 – 77%

Year 3 – 83%

Year 4 – 82%

Year 5 – 83%

Year 6 – 84%

Year 7 – 82%

Year 8 – 74%

Year 9 – 98%

Year 10 – 88%



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 Attendance Cup during Whole School Assembly 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. We also work in partnership with the Remote Schools Attendance Strategy (RSAS) who come under the umbrella of the Ceduna Aboriginal Corporation.

The School and RSAS have a Memorandum of Understanding to ensure the processes of attendance/non-attendance is clearly articulated and in place. The School together with RSAS have constructed a step by step process when there is a case of student non-attendance

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.

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).

With all staff completing training in Restorative Practices during the last couple of years, 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 - 2021

The Student Representative Council is made up of selected students from students from Year 2 through to Year 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 2021

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-

Larquitta Graham
Shontayah McIlraith

Loretto College
Loretto College

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

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.

The value of both indigenous and non-Indigenous employed at the School is important due to the multi-cultural enrolments we have. 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.



Staff 2021

In 2021 the following staff members were employed by the school:

Principal

Tony Peters (Dip T Prim, B Ed, Dip Lutheran Ed, Grad Cert Ed Lead)

Leadership

Terena Evans	(B Ed JP/P)	Deputy Principal
Amy Norsworthy	(B Ed Primary)	Curriculum Coordinator
Anthony Caretti	(B Ed Primary)	Middle School Coordinator
Rebekah Ridley	(B Ed Early Childhood)	Junior School Coordinator
Georgia Lambeff	(B Ed JP/P)	Student Voice Coordinator

Teaching Staff : Junior School

Sheridyn Lovell	(B Ed Early Childhood)	ELC Head Teacher
Rebekah Ridley	(B Ed Early Childhood)	Foundation
Donna Bahr	(B Ed Early Childhood)	Year 1
Emily McWaters		Year 2
Amy Norsworthy	(B Ed Primary)	Year 3
Aiden Champion	(B Ed Primary/B Nat Res Mgmt)	Year 4
Georgia Lambeff	(B Ed JP/P)	Year 5
James Vincent	(B Ed)	PE (Yrs F-4)
Lois Haynes	(Dip T.Art, Ass Dip Ab St, Grad Dip Theology)	Art Teacher
Tracey Hoffrichter	(B Ed Primary)	Learning Support Coordinator
Stefanie Bergmann	(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 6/7
Woodward Carl	(Grad Dip Ed, B Ed Arts Eng Media)	PE (Yrs 5-10)
Terena Evans	(B Ed JP/P)	Visual Art Teacher
Liti Nabukabuka	(B Ed Prim, Grad Dip Edu, M Ed)	Food and Technology Teacher

LSO Staff

Megan Gillespie	Finance Officer
Charmane Fricker	Administration Officer
Anita Hoffrichter	Administration Officer
Kathy Kouvaris	Administration Officer
Andrew McIlwraith	Liaison Officer/WHS/Chaplain
Cirena Coleman	Learning Support Officer
Kerry Taylor	Learning Support Officer
Eleanor Coleman	Learning Support/ Liaison Officer
Ria Sleep	Learning Support Officer
Annette Moyse	Learning Support Officer/ Library
Sonya Degner	Learning Support Officer ELC
Alita Champion	Teacher ELC
Ashleigh Wild	Learning Support Officer

Emily Webber	Learning Support Officer
Kirsty Lennell	Learning Support Officer
Kerri Syrianos	Learning Support Officer
Tanya 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

The average attendance rate for our staff (FTE) in 2021 was 97%

We welcomed new staff to Crossways for 2021:

Anthony	Caretti	20/1/2021
Emily	McWaters	21/1/2021
James	Vincent	21/1/2021
Kiriaki	Syrianos	21/1/2021
Ria	Sleep	21/1/2021
Christine	Mcllwraith	1/3/2021
Emma	Hoffrichter	27/4/2021
Jennifer	Guidera	27/4/2021
Andrew	Bergmann	3/5/2021
Hannah	Nicholls	19/7/2021
Michael	Colbung	1/9/2021
Winston	Hubert	2/9/2021

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

Summary 2021	All Staff			Indigenous	
Type	Gender	Headcount	FTE	Headcount	FTE
Principal	Male	1	1.0	-	-
Teaching Staff	Male	6	3.6	-	-
	Female	11	9.3	1	1.0
Specialist Support	Male	1	0.4	-	-
	Female	14	7.0	3	1.5
Building Operations	Male	1	0.6	1	0.6
	Female	4	1.8	-	-
Administrative and Clerical	Female	5	2.7	-	-
TOTAL		43	26.4	5	3.1

In 2021, staff attended Professional Development in:

ACTIVITY	PRESENTERS
BSEM (Berry Street Education Model) Day 1 & 2	Cheree Taylor
Our Purpose in a Lutheran School	Tony Peters
Valuing Safe Communities	Online Training
Cultural Awareness	Basil & Ross Coleman
Connect 4/Spiritual Pathways Workshop	Stuart Traeger
CompliSpace Training	Anita Hoffrichter/Terena Evans & online
Basic Counselling Skills for Teachers & Support Staff	Tim Dansie
Strategic Planning	Gary Clarke
Master Planning	Tony Peters
Clickview	Online
Child Protection (Complispace)	Online
BenQ	Online
First Aid CPR	TAFE
Restorative Practices Refresher	Kerrie Sullen
Aboriginal Cultural Awareness	Basil & Ros Coleman
Good to Great Schools - Maths	Duncan
Responding to Abuse and Neglect in Education and Care	Online

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 & Carers

When parents and carers, as well as visitors come into Crossways Lutheran School, it is often noted that they feel and notice a caring and supportive environment. Crossways is a Lutheran School and its foundation is based on Christian beliefs and values. The gospel, the good news of the risen Lord, is at the heart of all that belong to the Crossways community. This belief is held in high priority by its staff members and is expressed through word and action. Building positive relationships with one another, knowing what Christ has done, is who we are at Crossways.

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. During 2021, this priority has been challenged somewhat with restrictions of visitors due to COVID19. 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 E-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.

During the latter part of 2021, the School embarked on a new Strategic Plan and the first stage in the process was to seek feedback from the key stakeholders in the form of a Health Survey. This was done strategically to obtain as many responses as possible. These responses were collated,

analysed and provided a starting point in determining the strategic priorities for the School. It is envisaged that the Strategic Plan is completed at some stage in 2022. During the process, the School community were updated with current

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 2021, GGSA - Maths was carefully investigated as an option to implement as a whole school program. Good to Great Schools Australia is a Government funded initiative, aimed at improving academic results with a strong directed teaching methodology. During 2021, students were assessed for grouping purposes and staff, including LSOs received training as for instruction. It is hoped that the program will be rolled out in 2022.

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 2021 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 2021, 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
- Weekly Whole School Assembly
- Sports Day
- End of term and year celebration of learning events
- 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 – Flinders Ranges

- Tcharkuldu 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- Football & Netball

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.

Below are the results of NAPLAN 2021 (last year it didn't take place due to COVID) for the Year 3, 5, 7 and 9 students at our school. The results of the tests provide diagnostic information for parents/carers and teachers about a child's performance in Literacy and Numeracy. This information can be used to support teaching and learning programs and improve student achievement.

It shows percentage of students at the National Minimum Standards in literacy and numeracy. As a staff will work through the results along with other data, such as whole school assessment and other forms of individual assessment, to identify key areas of success and for improvement.

It is worthy to note that this year was the first time that Year 5, 7 and 9 students were required to use a device for the Writing component of NAPLAN. In other words, the students needed to type their text rather than writing it by hand. The Year 3 students continued with the writing on a hard copy for their writing.

YEAR 3

2021

	<i>AT NMS</i>	<i>Students present</i>
<i>Reading</i>	71	14
<i>Writing</i>	80	15
<i>Spelling</i>	79	14
<i>Grammar & punctuation</i>	79	14
<i>Numeracy</i>	83	12

YEAR 5

2021

	<i>AT NMS</i>	<i>Students present</i>
<i>Reading</i>	53	15
<i>Writing</i>	47	15
<i>Spelling</i>	53	15
<i>Grammar & punctuation</i>	40	15
<i>Numeracy</i>	53	15

YEAR 7

2021

	<i>AT NMS</i>	<i>Students present</i>
<i>Reading</i>	57	7
<i>Writing</i>	17	6
<i>Spelling</i>	67	6
<i>Grammar & punctuation</i>	50	6
<i>Numeracy</i>	83	6

YEAR 9

2021

	<i>AT NMS</i>	<i>Students present</i>
<i>Reading</i>	17	6
<i>Writing</i>	20	5
<i>Spelling</i>	60	5
<i>Grammar & punctuation</i>	40	5
<i>Numeracy</i>	-	4

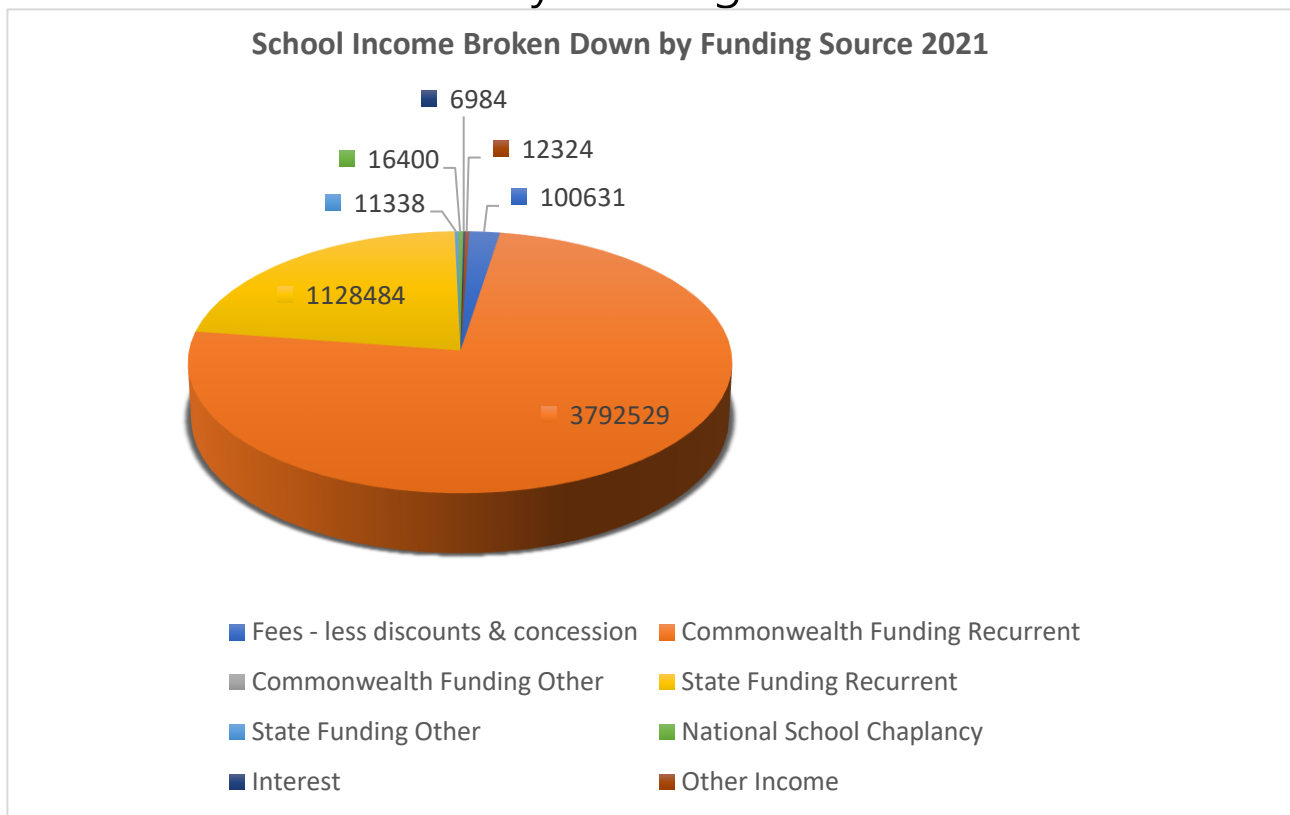
Our Governing Body

SCHOOL BOARD MEMBERS

Chairperson	-	Louisa Hissey
Principal	-	Tony Peters
Secretary	-	Megan Gillespie
Members	-	Kerasia Kouvaris Tiffany Mahoney Tracey Miller Heathe Champion Stephanie Genrich Kat Guidera Pastor Andrew Vanderwal

A dedicated band of parents and congregation member support our School with commitment, enthusiasm and dedication. They have our school at heart, which is of paramount importance. 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 2021.

It is a blessing to work and lead at Crossways Lutheran School. The pandemic during the last 2 years has created many challenges, however, the community has rallied together, supporting one another through this turbulent time. Crossways Lutheran School continues to set itself up for the present and future, with a firm direction, vision and a hope which comes from God, the focal point of all that is accomplished at this School.

Yours in Christ,

Tony Peters
Principal