



2025 Annual Report

Crossways Lutheran School



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Introduction

As part of our funding agreement with the Australian Government, Crossways Lutheran School is required to make specific **School Performance Information** publicly available to our school community. Throughout the year, much of this information is shared through newsletters, the School Handbook, our website and other regular communications.

This report brings together that information in a single document under the headings specified by the Australian Government. It relates to the **2025 school year** and provides additional context to complement the information available on the Commonwealth Government's **My School** website.

This report includes information relating to:

- 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 standardised national literacy and numeracy testing
- Parent, student and teacher satisfaction with the school
- Post-school destinations
- Income broken down by funding source

While compliance with government reporting requirements is an important responsibility for all schools, at Crossways Lutheran School we view this process as an opportunity to reflect on our achievements, celebrate our progress, and identify areas for continued growth and improvement.

Throughout 2025, we remained committed to providing a high-quality Christian education that nurtures every learner academically, socially, emotionally and spiritually. As our school continued its exciting journey towards becoming a full ELC to Year 12 learning community, we focused on strengthening teaching and learning, enhancing student wellbeing, expanding educational opportunities, and building strong partnerships with families and the wider community.

We are proud of the progress our students, staff and community have made together during 2025. We remain committed to transparency, accountability and continuous improvement as we strive to provide an outstanding educational experience where every learner is known, valued and encouraged to flourish through Christ-centred learning.



School Contact Information

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Principal	Mr. Greg Miller
Business Manager	Mrs Melinda Vaughan
Deputy Principal	Mrs Terena Evans
Head of Teaching & Learning – Junior School	Mrs Georgia Lambeff
Head of Teaching & Learning – Middle School	Ms Haesil Kim
Head of Wellbeing	Ms Frew Halbert
Head of Learning Support	Ms Amber Drummond

Mission and Vision Statement

A Mission Statement is a statement of purpose.

Crossways Lutheran School is committed to providing its learning community with opportunities to grow and to be empowered by continuing to develop meaningful relationships with all stakeholders and strategically investing in facilities and resources.

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.

In an environment where everyone feels valued, we will empower our learning community to celebrate success, invest and contribute to their own learning.

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 Lutheran School is a Lutheran Education Australia school located in Ceduna on the Far West Coast of South Australia. As the only non-government school within a 300-kilometre radius, the school plays an important role in providing high-quality Christian education to students and families across the region.

Established in 1983, Crossways has continued to grow and develop to meet the changing needs of the community. In 2026, the College will commence Year 11, with Year 12 planned to commence in 2027, marking an exciting milestone in its journey towards becoming a complete Early Learning Centre (ELC) to Year 12 school.

The school provides a nurturing, Christ-centred learning environment for children from the Early Learning Centre (3 and 4-year-olds) through to Year 10. We are committed to developing the whole child by providing opportunities for academic excellence, personal growth, wellbeing, service and faith development.

Located less than two kilometres from Ceduna's town centre, the College offers contemporary learning facilities including:

- Modern, air-conditioned learning spaces
- Library and resource centre
- Chapel and worship facilities
- Science laboratory
- Food and Hospitality
- Music and Performing Arts facilities
- Visual Arts learning spaces
- One-to-one digital learning program (iPads in the Junior Primary and laptops from Year 3 onwards)
- Outdoor learning environments
- Sporting facilities including basketball, netball and tennis courts
- Multi-Purpose Centre (MPC)

Crossways Lutheran College has a strong Aboriginal and Torres Strait Islander student population and proudly celebrates the cultural diversity of its community. We are committed to fostering respect, inclusion and belonging, recognising that every learner is created in the image of God and brings unique gifts and experiences to our community.

Intercultural understanding remains a cornerstone of life at Crossways. Students are encouraged to appreciate diverse cultures, perspectives and experiences while developing the knowledge, skills and values required to become compassionate local and global citizens who contribute positively to their communities.

Projects, Developments and Value-Added Programs during 2025

- Preparation for the commencement of Year 11 in 2026 and Year 12 in 2027
- Completion and opening of the Multi Purpose Centre
- Comprehensive review of the school leadership structure to strengthen teaching, learning and wellbeing
- Upgrade of Junior and Middle School playgrounds
- Outdoor Education Program, including Camps and Sleepovers
- Elective Program aimed at Junior and Middle School
- Promotion of the School in the community through weekly newsletters, Parent information evenings, radio and local newspaper articles.
- NAIDOC Day
- Reconciliation Week
- Continued Chaplaincy Program
- Staff were able to complete Professional Development which aligned with the school's strategic intentions and their personal goals
- Ongoing implementation of FACTS School Management system, including training
- Continued developments with CompliSpace

Throughout 2025, Crossways Lutheran School continued to strengthen its commitment to excellence in teaching and learning, student wellbeing, Christian formation and community engagement. The school remains focused on providing an educational environment where every learner is known, valued and empowered to flourish through purposeful, Christ-centred learning while preparing for the exciting expansion to Year 11 in 2026 and Year 12 in 2027.



Crossways Early Learning Centre

The Crossways Early Learning Centre opened in 2019, initially offering a high-quality preschool program for four-year-old children, before expanding to include a three-year-old program in 2020. Since its establishment, the Early Learning Centre has provided a nurturing, safe and engaging environment where children begin their educational journey with confidence and curiosity.

Our play-based approach to learning recognises that each child is unique and learns at their own pace. Educators work closely with children to build positive relationships, foster a strong sense of identity and wellbeing, and respond to individual interests and strengths. Through intentional teaching and meaningful play experiences, children develop the knowledge, skills and dispositions that support lifelong learning across all areas of development.

The Early Learning Centre is committed to creating an inclusive environment where every child feels valued, supported and encouraged to explore, discover and grow within a caring Christian community.



Teaching & Learning

At Crossways Lutheran School, we are committed to ensuring that every student is known, valued and supported to achieve their personal best. We recognise that students learn in different ways and at different rates, and we provide a range of programs and support structures to meet their individual learning needs.

This is achieved by:

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

Our commitment to excellence extends to all students, including both Aboriginal and Torres Strait Islander students and non-Indigenous students. We foster a culture of high expectations, strong relationships and genuine care, where every learner is encouraged to thrive. Through positive partnerships with families, community members and local organisations, we continue to build an inclusive learning environment that celebrates diversity and values the unique strengths of every individual.

Teaching and learning at Crossways Lutheran School is underpinned by a broad and inclusive curriculum that is responsive to the needs of our students and our community. Staff utilise evidence-informed teaching practices, culturally responsive approaches and differentiated learning experiences to ensure students are engaged, challenged and supported throughout their educational journey.

By providing personalised learning opportunities and maintaining consistently high expectations, we empower students to develop confidence, resilience and a lifelong love of learning.

Crossways Lutheran School provides unique opportunities for every student to learn in an environment that is rich in opportunity, vibrant in community and courageous in its pursuit of excellence. Above all, we remain committed to being a safe, welcoming and inclusive school where every child, regardless of their background or circumstances, is valued and supported. It is through the love of Christ that we find hope, purpose and the foundation for all that we do.



Our students

Crossways Lutheran School is proud to serve a diverse and vibrant student community that reflects the rich cultural heritage of the Far West Coast of South Australia. Approximately **60% of our students identify as Aboriginal and Torres Strait Islander**, and we are privileged to work alongside families from a range of cultural backgrounds, including African, Māori and many other cultures. This diversity enriches our school community and provides valuable opportunities for students to learn from and celebrate one another.

The majority of our students live within the Ceduna region and travel less than 40 kilometres to attend school. As the only non-government school within a 300-kilometre radius, Crossways Lutheran School provides an important educational option for families seeking a high-quality Christian education in a caring and inclusive environment.

We recognise that parents and caregivers are the first educators of their children and value the strong partnerships we build with families. Working together, we seek to support every student's academic, social, emotional, physical and spiritual development. Our holistic approach to education ensures that students are encouraged to discover and develop their God-given gifts while building the knowledge, skills and character needed to flourish both at school and beyond.

Through high-quality teaching and targeted support, we strive to improve literacy and numeracy outcomes while providing a broad range of opportunities in sport, the arts, leadership, outdoor education and service. These experiences help students develop confidence, resilience and a sense of belonging within the school community.

Our Lutheran identity underpins everything we do. Students are encouraged to learn about God's love and grace through daily interactions, Christian Studies, worship and service opportunities, helping them to develop strong values, compassion and respect for others.

At Crossways Lutheran School, we are committed to providing a safe, welcoming and inclusive learning environment where every student is known, valued and challenged to achieve their personal best. By nurturing positive relationships, maintaining high expectations and celebrating individual success, we seek to equip every learner with the confidence and skills to become purposeful contributors to their communities.



The Spiritual Life of the School

At Crossways Lutheran School, our Christian faith is at the heart of everything we do. Guided by the Gospel message of God's love and grace, we seek to nurture a learning community where every person is known, valued and encouraged to flourish. Our faith shapes our relationships, our teaching and learning, and the way we care for one another, providing the foundation for a welcoming, safe and inclusive school culture.

As a member school of Lutheran Education South Australia, Northern Territory and Western Australia (LESNW), we are committed to providing an authentic Lutheran education that integrates faith with learning and life. Christian values are woven throughout the daily life of the school through classroom devotions, Christian Studies, regular chapel services, staff devotions and opportunities for worship and service. These experiences encourage students to explore their faith, develop strong values and understand their purpose as members of God's creation.

Throughout 2025, our School Chaplain continued to play a significant role in supporting the spiritual life of the school, working closely with the Principal and staff to lead and develop our ministry program. The Chaplain coordinated weekly chapel services, supported classroom worship, provided pastoral care to students and families, and encouraged opportunities for students to engage in service, reflection and faith formation.

Weekly Friday morning chapel services remained a central part of school life, with each class taking responsibility for leading worship throughout the year. Chapel services were led by students in partnership with staff, the Chaplain, the Principal and visiting speakers, providing meaningful opportunities for students to develop confidence, leadership and an understanding of Christian worship. Families and members of the wider community were warmly welcomed to join these services, strengthening the connection between the school, church and community.

We recognise that faith is nurtured through relationships and lived experiences. As educators, we strive to model Christ's love in our daily interactions, knowing that while we faithfully sow the seeds of faith, it is God who brings growth.

Although the Ceduna Lutheran Parish continued without a resident pastor during 2025, the strong partnership between the school and local churches remained an important part of our community. Worship services continued to be held at Crossways on fifth Sundays, bringing together members of the Lutheran, Anglican and Uniting Church communities for worship, fellowship and shared morning tea. These gatherings reflect our ongoing commitment to building strong relationships with our local churches and the wider Ceduna community.

The spiritual life of Crossways Lutheran School continues to be one of our greatest strengths. It provides hope, purpose and direction for our students and staff and underpins our commitment to developing young people of faith, character and compassion who are equipped to make a positive difference in their communities.



Governance

The School Board continues to provide outstanding leadership and governance, supporting the strategic direction of the School while ensuring decisions are made in the best interests of our students, families and the wider school community. Their dedication, wisdom and commitment have contributed significantly to the ongoing growth and success of Crossways Lutheran School.

The achievements highlighted throughout this Annual Report reflect the collective efforts of our students, staff, families, School Board and community. Together we celebrate another successful year of learning, growth and service. Guided by our Christian faith, we give thanks for God's blessings and acknowledge His presence in all that we do. His love, grace and guidance continue to inspire our community as we seek to nurture young people who will make a positive difference in the world.

Governance

Julian Denolm	Board Chair
Bradley McKay	Deputy Chair
Patrick Sharpe	Director
Stephen Jude	Director
Colleen Hoffrichter	Director
Anne Cooper	Director
Rachel Boyce	Director



Student attendance 2025

Student attendance in 2025 was on average 80%, which is a 4% increase from 2024

Student attendance per year level in 2025 year is listed below:

Foundation – 84%

Year 1 – 70%

Year 2 – 80%

Year 3 – 89%

Year 4 – 76%

Year 5 – 74%

Year 6 – 79%

Year 7 – 79%

Year 8 – 61%

Year 9 – 70%

Year 10 – 81%



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 is presented during our 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

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.

Student Wellbeing and Positive Behaviour

At Crossways Lutheran School, we believe that every student has the right to learn, grow and thrive in a safe, supportive and inclusive environment. Student wellbeing is fundamental to effective teaching and learning, and we are committed to fostering a school culture where positive relationships, respect and personal responsibility are valued by all members of our community.

Promoting respectful relationships and preventing bullying remain key priorities within our wellbeing programs. Students are explicitly taught the importance of kindness, empathy and responsible behaviour, while learning how to recognise, respond to and report bullying. Our Student Behaviour Management (SBM) Policy clearly defines bullying and other inappropriate behaviours, outlines expectations for students, and provides consistent processes for responding to incidents.

We recognise that some issues affecting student relationships originate beyond the school environment. For this reason, we work closely with parents and caregivers to address concerns collaboratively, ensuring that students feel safe, supported and able to engage fully in their learning.

Crossways Lutheran School maintains a zero-tolerance approach to bullying. Our Student Behaviour Management Policy outlines clear expectations, graduated responses and appropriate consequences, while also providing opportunities for students to reflect, learn and restore relationships. Throughout 2025, staff continued to implement these processes consistently, contributing to a positive learning environment where students demonstrated high standards of behaviour and respect for one another.

Our approach to behaviour management is further strengthened through the ongoing implementation of Restorative Practices. Rather than relying solely on punitive measures, Restorative Practices focus on building and repairing relationships, encouraging accountability, developing empathy and restoring trust when harm has occurred. This relational approach reflects our Christian values and supports the development of a caring, connected and respectful school community.

By combining clear expectations, consistent behaviour management, restorative approaches and strong partnerships with families, Crossways Lutheran School continues to provide an environment where students feel safe, valued and empowered to achieve their full potential.



Student Leadership – 2025

Student leadership continued to play an important role in the life of Crossways Lutheran School during 2025, providing students with meaningful opportunities to develop confidence, responsibility and servant leadership.

The Student Representative Council (SRC) comprised student leaders from Years 3 to 10 who represented the voices of their peers and contributed to the ongoing development of the school community. Through regular meetings, SRC members discussed matters relating to student wellbeing, learning and school life, providing valuable feedback and suggestions to school leadership.

Throughout the year, the SRC organised and supported a variety of initiatives including fundraising activities, themed dress-up days and community events. Student leaders proudly represented the school at significant commemorative services such as ANZAC Day and Remembrance Day, welcomed families and visitors during Open Days and other school events, and regularly addressed students during assemblies. Their leadership, commitment and willingness to serve others made a positive contribution to the culture of the school.

The SRC also provided an important forum for understanding student voice. Regular meetings enabled school leadership to gain valuable insights into student wellbeing, engagement and school satisfaction, ensuring that students continued to play an active role in shaping their learning environment.

In addition to the SRC, our Student House Captains demonstrated outstanding leadership throughout the year. Elected by their peers, House Captains encouraged participation, modelled excellent sportsmanship and fostered a strong sense of teamwork during sporting carnivals and House events. Their enthusiasm and leadership helped strengthen school spirit and encouraged students to actively support one another.

The leadership demonstrated by our student representatives reflects the values of Crossways Lutheran School and contributes to a positive, inclusive and caring school community. We congratulate all student leaders for their dedication, initiative and integrity they displayed throughout 2025.



Post School Destinations

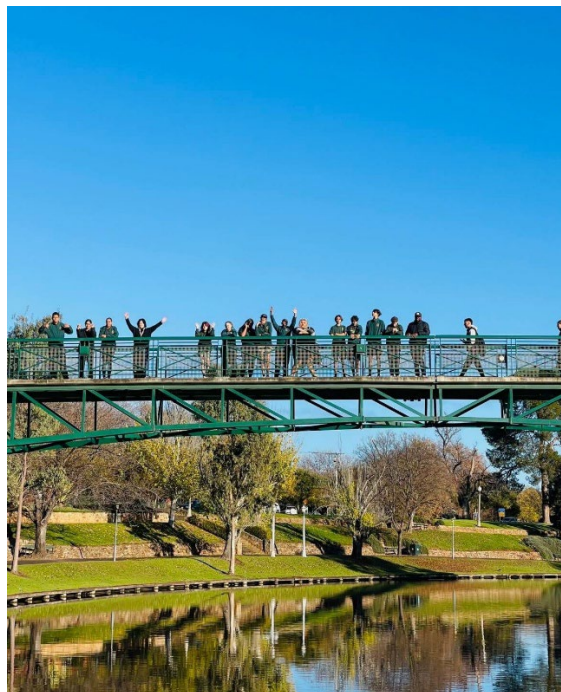
In 2025, Crossways Lutheran School provided education from Reception to Year 10, with the exciting addition of **Year 11 commencing in 2026** and **Year 12 planned for 2027**. This expansion reflects the school's commitment to providing students and families with greater opportunities to complete their secondary education within a Christ-centred learning environment.

Our vision is to equip every student with the knowledge, skills, values and confidence to pursue pathways that align with their individual strengths, interests and aspirations. We are committed to supporting students as they transition successfully into further education, training or employment.

Upon completing Year 10, students have traditionally followed a variety of pathways. Many have continued their senior secondary education through scholarships at independent colleges in Adelaide or Port Lincoln, while others have enrolled at Ceduna Area School to complete the South Australian Certificate of Education (SACE). Some students have chosen to pursue apprenticeships, traineeships or employment opportunities within the local community or elsewhere in South Australia.

From 2026, students will also have the opportunity to continue their senior secondary education at Crossways Lutheran School through our newly established Year 11 program, with Year 12 commencing in 2027. This significant milestone provides students with greater continuity in their learning while strengthening educational opportunities for young people and families across the Far West Coast.

Through comprehensive careers education, pathway planning and personalised guidance, Crossways Lutheran School continues to work in partnership with students and families to ensure every graduate is well prepared for their chosen future pathway and equipped to make a positive contribution to their community.



Senior Secondary Outcomes

During 2025, Crossways Lutheran School continued to strengthen its commitment to providing students with meaningful pathways into senior secondary education. In preparation for the commencement of **Year 11 in 2026**, students in the upper middle years were introduced to the requirements and expectations of the **South Australian Certificate of Education (SACE)**.

Eligible students were registered with the SACE Board and received their individual SACE registration numbers, which will remain with them throughout their senior secondary studies.

As part of this preparation, students undertook **Exploring Identities and Futures (EIF)**, a compulsory Stage 1 SACE subject that encourages students to explore their interests, strengths, aspirations and future pathways. Successful completion of EIF enables students to gain **10 Stage 1 SACE credits**.

Students also had the opportunity to participate in the **Bronze Duke of Edinburgh's International Award**, developing important life skills through service, physical recreation, skill development and adventurous journeys. Successful completion of the Bronze Award provides students with an additional **10 Stage 1 SACE credits**.

These early opportunities provide students with a strong foundation for senior secondary learning, while helping them develop the confidence, independence and skills required for success in their future education, training and career pathways. They also support the school's strategic vision of providing a seamless transition into the new Year 11 program commencing in 2026 and the introduction of Year 12 in 2027.



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 diverse 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 8 Indigenous staff members employed at Crossways (six LSOs, and two teachers). Our caring 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. The 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 2025

In 2025 the following staff members were employed by the school:

Leadership		
Greg Miller	Principal	(B Ed Secondary)
Melinda Vaughan	Business Manager	(B Acc)
Terena Evans	Deputy Principal	(B Ed JP/P)
Georgia Lambeff	Head of Teaching & Learning JS	(B Ed)
Haesil Kim	Head of Teaching & Learning MS	(B.Sc in Biology, Grad.Dip Sc.Ed)
Frew Halbert	Head of Wellbeing	(B Ed)
Nicola Williams	Head Teacher ELC	(B Ed)

Teaching Staff:	
Aiden Champion	(B Ed Primary/B Nat Res Mgmt)
Alison Ware	(B.Ed)
Amber Drummond	(B.Ed)
Carl Woodward	(Grad Dip Ed, B Ed Arts Eng Media)
Dakota Nicholls	(B Ed)
Derani Hoffrichter	(B Ed)
Frew Halbert	(B.Ed)
Georgia Lambeff	(B.Ed)
Haesil Kim	(B.Sc in Biology, Grad.Dip Sc.Ed)
Hannah-Lee Nicholls	(SAT)
Hayley Jeffs	(B Ed)
Janette Cook	(B Ed)
Kerri Reid	(B.Ed)
Kiara Uzzell	(SAT)
Kuziva Murambinda	(B Science Honours, PGCE)
Melissa Spann	(B.Ed Primary)
Michael Colbung	(B.Ed)
Mila Poltre	(SAT)
Narissa Bailey	(B Ed)
Nicola Williams	(B Ed)
Sheridyn Kowald	(B Ed)

LSO Staff	
Charmane Fricker	Administration Officer
Kathy Kouvaris	Administration Officer
Kirsty Lennell	Administration Officer
Meghann Warmington	Administration Officer
Melinda Vaughan	Business Manager
Jim Jordin	IT
Carmen Lambeff	Canteen Manager
Jodi Bergmann	Canteen
Marley Fairclough	Canteen

Josh Ruthenberg	Grounds and Maintenance
Troy Chandler	Grounds and Maintenance
Anita Hoffrichter	Learning Support Officer
Chelsea Ware	Learning Support Officer
Christine Mcllwraith	Learning Support Officer
Cirena Coleman	Learning Support Officer
Emilea Willis	Learning Support Officer
Jane McGuinness	Learning Support Officer
Jodi Johnson	Learning Support Officer
Josephine Rohl	Learning Support Officer
Kerry Taylor	Learning Support Officer
Layla Mears	Learning Support Officer
Lois Haynes	Learning Support Officer
Nicola Cotton	Learning Support Officer
Aimme Beattie	Learning Support Officer
Sharni Brown	Learning Support Officer
Sonya Degner	Learning Support Officer
Tanya Nielsen	Learning Support Officer
Sara Veerhuis	Learning Support Officer
Glenn De Lisen	Learning Support Officer
Alita Champion	Learning Support Officer ELC
Tiarni Degner .	Learning Support Officer ELC
Eleanor Coleman	Learning Support/ Liaison Officer
Andrew Mcllwraith	Liaison Officer/WHS/Chaplain

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

Summary 2024	All Staff			Indigenous	
	Gender	Headcount	FTE	Headcount	FTE
Principal	Male	1	1.0	-	-
Teaching Staff	Male	2	2	1	0.4
	Female	15	12.2	1	1
Specialist Support	Male	2	1.3	0	0
	Female	12	7.0	6	4
Building Operations	Male	2	1.8	-	-
	Female	3	1	-	-
Administrative and Clerical	Female	5	4	-	-
	Male	1	1		
TOTAL		43	31.3	8	5.4

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

In 2025, professional development included:

ACTIVITY	
Valuing Safe Communities	Online & Face to Face
Mental Health First Aid	Ceduna
Connect & Equip Training	Stuart Traeger
CompliSpace Training	Online
Visits to Concordia College (SACE)	In Person
Visits to Navigator College (SACE)	In Person
Macqlit Training	Online and in Adeliade
Minilit and InitialitTraining	Online and in Adeliade
CPI Train the trainer	Online & Face to Face
CPI	Online & Face to Face
ACLE 7 Conference	Face to Face
Leadership training LESNW	Face to Face
Child Protection (Complispace)	Online
Microsoft Sharepoint	Face to Face
First Aid CPR	Port Lincoln Training
Toddle	Online
Responding to Abuse and Neglect in Education and Care	Online
FACTS Training	Online
TODDLE training	Online
Christian Studies	Online & Face to Face

Staff and Hub meetings are held on a weekly rotation, Wednesday afternoons from 3:30 – 4:30 pm , and management meets each fortnight on a Tuesday.

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 and line manager, develop a professional development plan based on agreed goals.

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. 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, cultural/ harmony day, and celebrating students' learning in the school.. School staff and school liaison officers work together with 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 can be disseminated.

At Crossways the level of staff, student and parent satisfaction is gained through the Crossways newsletter, parent/teacher interviews, Seesaw, 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

At Crossways Lutheran School, we are committed to providing a high-quality, student-centred education that equips every learner with the knowledge, skills and dispositions required to flourish in an ever-changing world. Teaching and learning are guided by the **Australian Curriculum Version 9.0**, ensuring students receive a rich, engaging and contemporary education across all learning areas.

A strong emphasis is placed on the development of literacy and numeracy, recognising these as the foundation for success across all curriculum areas. We strive to ensure that every student develops the ability to:

- Communicate effectively both orally and in writing.
- Read with fluency, accuracy and understanding.
- Apply mathematical concepts and problem-solving skills in meaningful, real-world contexts.

Students engage in a broad and balanced curriculum that includes English, Mathematics, Science, Humanities and Social Sciences (HASS), Technologies, The Arts, Health and Physical Education, Languages and Christian Studies. Learning experiences are delivered through a combination of explicit teaching, inquiry-based learning, collaborative activities and authentic real-world experiences, enabling students to develop critical thinking, creativity and problem-solving skills.

Cross-curricular learning remains an important feature of teaching and learning at Crossways, allowing students to make meaningful connections across learning areas while ensuring the Australian Curriculum achievement standards are addressed at every year level.

Supporting every learner to achieve their personal best is a priority at Crossways Lutheran School. Students receive targeted learning support through our extensive **Lutheran School Officer (LSO)** program. LSOs work collaboratively with classroom teachers to plan and deliver differentiated learning experiences, providing support for individual students and small groups both within and beyond the classroom. Their contribution enables teachers to respond effectively to the diverse learning needs of students while creating learning environments where every student can experience success.

During 2025, one of the school's strategic priorities was to further strengthen literacy outcomes across all year levels. Staff undertook professional learning in the **MultiLit** suite of evidence-based literacy programs, and the successful implementation of these programs was expanded into the Middle School. This investment has strengthened our capacity to identify students requiring additional literacy support and to provide timely, targeted intervention that improves reading, comprehension and literacy achievement.

Our **Learning Support Team** continued to provide outstanding support for students requiring additional educational assistance. Through personalised intervention, in-class support, small group instruction and collaboration with external specialists where appropriate, the team worked closely with teachers and families to maximise each student's learning potential. This coordinated approach enables students to build

confidence, improve academic outcomes and develop the skills necessary for continued success.

The dedication and expertise of our teachers, Learning Support Team and Lutheran School Officers ensure that every student is known, supported and challenged. Together, they create a learning environment where high expectations are matched with genuine care, empowering every learner to grow academically, socially, emotionally and spiritually.

In 2025, the extracurricular program consisted of a range of opportunities for our students.

- Weekly chapel
- Weekly Whole School Assembly
- Sports Day
- End of term and year celebration of learning events
- Year level camps and excursions
- Year 10 Careers Camp
- Tcharkuldu Rock run
- WCIAC
- Reconciliation Week - Cultural Day involving community members
- NAIDOC Week
- Harmony Day
- ANZAC Day - laying of the wreath
- Year 10 Work Experience
- National Simultaneous Story Time
- Footsteps Dance Workshop (R-5)
- Science Week
- Book Week
- Swimming
- SAPSASA- Football & Netball
- Music Camp – Port Lincoln



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 2024, 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.

Previously reports for NAPLAN compared students against the National Minimal Standards. This changed in 2023 and Student achievement is now shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support. The proficiency level is shown as a mean for the entire cohort.

YEAR 3

	<i>Students present</i>	<i>Mean Score</i>	<i>Proficiency level</i>
<i>Reading</i>	13	379.8	<i>Strong</i>
<i>Writing</i>	13	383.2	<i>Strong</i>
<i>Spelling</i>	13	381.8	<i>Strong</i>
<i>Grammar & punctuation</i>	13	373.4	<i>Developing</i>
<i>Numeracy</i>	13	329.3	<i>Developing</i>

YEAR 5

	<i>Students present</i>	<i>Mean Score</i>	<i>Proficiency level</i>
<i>Reading</i>	20	410.5	<i>Developing</i>
<i>Writing</i>	20	392	<i>Developing</i>
<i>Spelling</i>	20	434.6	<i>Developing</i>
<i>Grammar & punctuation</i>	20	388.9	<i>Needs additional Support</i>
<i>Numeracy</i>	19	381.2	<i>Needs additional Support</i>

YEAR 7

	<i>Students present</i>	<i>Mean Score</i>	<i>Proficiency level</i>
<i>Reading</i>	11	415.4	<i>Needs additional Support</i>
<i>Writing</i>	12	420.2	<i>Needs additional Support</i>
<i>Spelling</i>	11	459.5	<i>Developing</i>
<i>Grammar & punctuation</i>	11	399.6	<i>Needs additional Support</i>
<i>Numeracy</i>	11	411.1	<i>Needs additional Support</i>

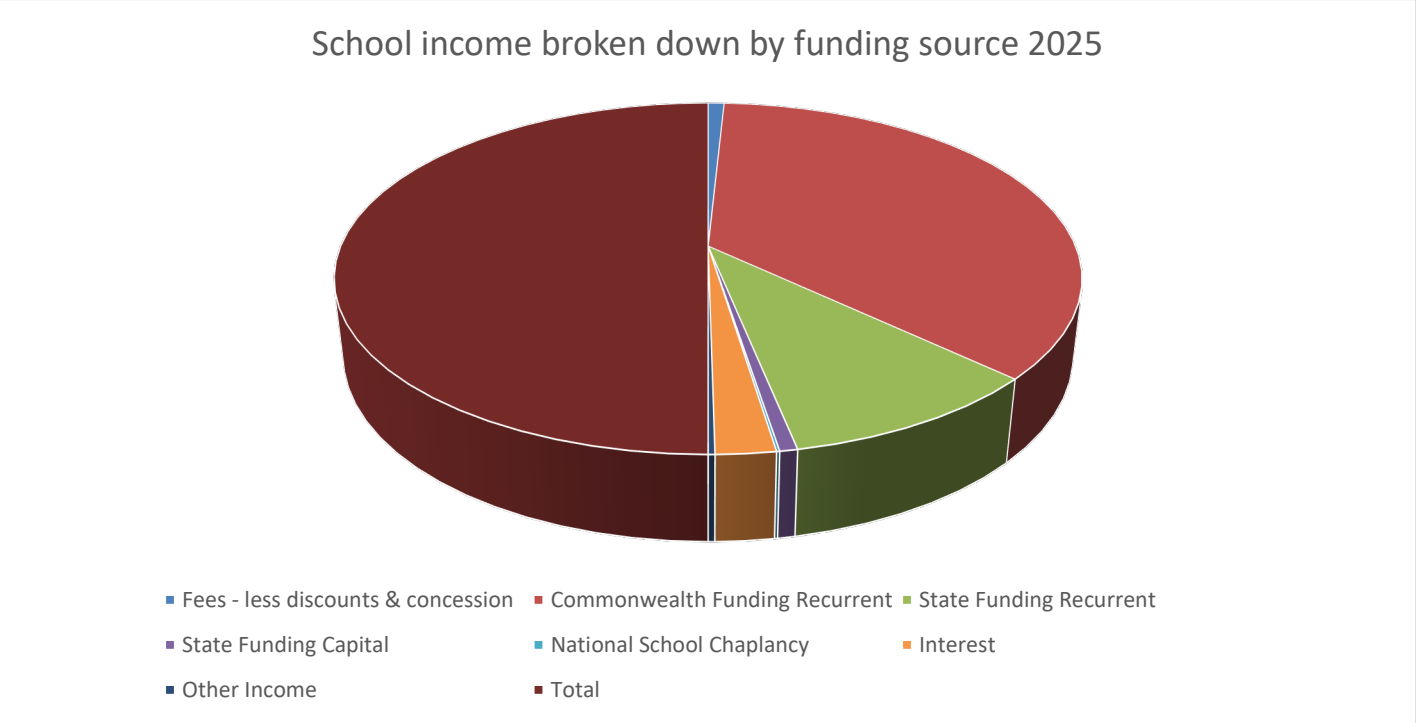
YEAR 9

	<i>Students present</i>	<i>Mean Score</i>	<i>Proficiency level</i>
<i>Reading</i>	8	509.1	<i>Developing</i>
<i>Writing</i>	8	492.4	<i>Developing</i>
<i>Spelling</i>	8	517.7	<i>Developing</i>
<i>Grammar & punctuation</i>	8	448.5	<i>Needs additional Support</i>
<i>Numeracy</i>	8	496.1	<i>Developing</i>



Income broken down by funding source 2025

Fees - less discounts & concession	\$110,554.00
Commonwealth Funding Recurrent	\$4,860,266.00
State Funding Recurrent	\$1,316,245.00
State Funding Capital	\$87,409.00
National School Chaplancy	\$15,150.00
Interest	\$293,616.00
Other Income	\$32,697.00
	\$6,715,937.00



In Conclusion

I present to you the Annual Report for 2025.

It is a blessing to work and lead at Crossways Lutheran School. The school continues to set itself up for the present and future, with a firm direction, vision and a hope which comes from God, and a commitment to achieving the best possible outcomes for our learning community.

Yours in Christ,
Greg Miller
Principal