



**ST PAUL  
LUTHERAN SCHOOL**  
*Living and Learning Together in Christ*

## **2016 School Performance Report**

### **School Context**

#### *Our Mission and Values*

*Mission:* We are committed to excellence in Christ-centred education within a safe and caring community.

*Values:*

|            |            |
|------------|------------|
| God's Word | Acceptance |
| Respect    | Compassion |
| Hope       | Excellence |
| Love       | Community  |

*Vision:* Connected. Innovative. Grounded in Christ.

St Paul Lutheran School is a coeducational facility of the Lutheran Church of Australia. St Paul Lutheran School serves families in Adelaide's inner north with low fee, inclusive Christian co-education from Reception – Year 6. The student population census indicated that 321 students were enrolled at St Paul in August 2016. Students attending St Paul come from a range of cultural and religious backgrounds, including Christian, Jewish, Hindu, Buddhist, Sikh, Muslim, and non-religious. In addition to Australia, countries of origin include a diverse community of students from all continents.

Through a priority enrolment agreement St Paul students can access middle school and secondary education at Endeavour College, Mawson Lakes, allowing students to have a Lutheran education from Reception to Year 12. Endeavour College's Middle School provides education for Year 7 students previously attending St Paul, with St Paul having transitioned to an R-6 school to align more fully with the Australian Curriculum and to support best practice in middle schooling pedagogy at Endeavour College.

St Paul adopts a holistic approach to learning where individual student needs are developed through quality educational and pastoral programs. Educationally, there is a strong emphasis on literacy and numeracy, however, development of 'soft' skills is also highly valued as each student strives to maximise their potential. St Paul's Pedagogical Framework focuses on the importance of four pillars in teaching and learning: Collaboration, Creativity, Engagement and Relevance. Pastorally, the school offers a range of support networks for the students, staff and parents as the ongoing well-being

of the school community is a priority. The school Community Chaplain plays a significant part in this area.

Recognition and celebration of student achievement and service, both in school and outside of school, is valued and significant support is given to those students who may be challenged by aspects of the school's overall learning program.

Ongoing professional learning opportunities are provided to teachers and support staff, as they work towards enhancing the academic and pastoral outcomes for all students. This goal is in partnership with the parent community who are committed to the high expectations of St Paul as a Christian school.

The beginning of 2016 saw the completion of a major building redevelopment which transformed the physical spaces of St Paul to align with current research on learning spaces and to complement the development of teaching and learning through the new pedagogical framework. This redevelopment included flexible learning spaces for all year levels, a new art space, and a 'Creative Space' to allow collaborative learning, with current touch screen and sound technology, flexible furniture and additional provisions for large-scale meetings.

## **Curriculum**

St Paul delivers a high quality learning program based on the Australian Curriculum across all year levels. Students from Years 3 to 6 use 1:1 iPads in class and technology is a focus throughout the curriculum.

St Paul Lutheran School, in looking to the future, has developed a vision for learning for all students and teachers. The pedagogical pillars form the foundation for skills, understandings and practices that are required for successful learning. These pillars are: collaboration, creativity, engagement and relevance. Our pedagogical framework can be viewed on our website at [www.stpaulba.sa.edu.au/learning/curriculum](http://www.stpaulba.sa.edu.au/learning/curriculum).

St Paul Lutheran School is committed to delivering an innovative inquiry-based learning program which recognises the inherent qualities and uniqueness of all students and teachers, including differences in how they each learn. Our school's learning program is based on a culture of high expectations for all learners as they strive for personal excellence, and in so doing utilise their God given talents and abilities. Along with teachers, students are viewed as active contributors to their learning with the aim of creating a culture where difference of perspective is welcomed and learnt from.

Developing capacity in our students and teachers is vital to their growth, characterised by highly effective relationships and a true love of learning. Ultimately the holistic development of every student and teacher is essential as in partnership they maximise their potential.

St Paul is developing a student wellbeing program based on the PERMA model of positive psychology, linking well with both curriculum and classroom activities. Trial activities were used in the classroom throughout 2016, with a view to further development in 2017. This is highly influenced by the SA Government's acknowledgement of wellbeing as significant through SAHMRI's Wellbeing and Resilience Centre, <http://www.wellbeingandresilience.com>.

To assist students and teachers there is genuine focus on learning support through the use of early intervention programmes and needs-based support in class. The specialist teaching program includes German, Digital Technologies, Physical Education and Performing Arts.

### **Extra-Curricular Activities**

Students at St Paul have the opportunity to participate in our sport program which includes football, cricket, netball, basketball and volleyball. The generous support of volunteers is vital to make this possible for the students. Athletics programs in the form of school and interschool sports days as well as involvement in SAPSASA competitions provide further opportunities for students to participate. Yearly swimming and gymnastics programs are also provided to all students.

Many students receive individual music tuition in instruments such as piano, violin, percussion and flute during the school day. Musical talent is further developed through the school choir and Chapel band, and all students have the opportunity to embrace the performing arts through our annual school concert. In 2016, our Year 5 and 6 students participated for the first time in the Wakakirri Primary School Challenge – to tell stories through dance. As a first-time entrant in the competition, St Paul secured a state award for Best Mental Health Story, and was nominated in the national awards for Story of the Year: The Health Major Category.

School activities and events in 2016 provided students with a range of learning experiences including Book Week, Reconciliation Week, visiting performances, Remembrance Day, and Australian Lutheran World Service Awareness Day, hosted at St Paul. Excursions and School Camps also provided valuable learning experiences outside of the classroom, with school camps to Mylor (canoeing and challenge activities), Murray Bridge (boating and water skiing) and Aldinga Beach (surfing, hiking and challenge activities).

## **NAPLAN (National Assessment Program: Literacy and Numeracy)**

NAPLAN results are one part of the school's assessment regime to guide our understanding of student progress and inform areas for further development in teaching and learning.

The following table shows the percentage of St Paul Lutheran School students who met the national minimum achievement standard in 2016. Contextually, 97% in a category means that just one student at St Paul received a score below the standard for that year level.

|        | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Year 3 | 100%    | 100%    | 97%      | 100%                  | 97%      |
| Year 5 | 100%    | 100%    | 100%     | 97%                   | 100%     |

In celebrating the achievements of our students and teachers, the following table identifies the percentage of students who received the highest possible Band for their year level in 2016.

|        | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Year 3 | 25.6%   | 12.8%   | 23.1%    | 30.8%                 | 12.8%    |
| Year 5 | 19.4%   | 3.4%    | 12.9%    | 6.5%                  | 9.7%     |

## **St Paul Community**

The fostering of student service is one defining feature of St Paul being a caring community. Through the actions of the Student Representative Council (SRC) and the effort of Sport House Captains, a number of senior students gladly lived out this responsibility in 2016. They worked behind the scenes on many initiatives including serving the parent community refreshments at each school Chapel and hosting school assemblies. The SRC also took a leading role in raising money for refugees through Australian Lutheran World Service.

Through the Australian Government School Chaplaincy Program, St Paul is enriched by the actions of the Community Chaplain and the appointed class carers across the year levels of the school community. Their dedicated work coupled with the actions of staff to live out daily its mission statement truly makes St Paul a 'safe and caring community'.

St Paul continues to attract an enthusiastic commitment from the families and other volunteers of the school community. Areas in which they serve selflessly include: School

Council; supporting teachers on camps and excursions; classroom assistance; supporting the projects of the Parents and Friends group; being part of the Shed Men movement including the annual camp; being a class carer; volunteering in the school canteen; gardening with students in our sensory garden and vegetable gardens; and supporting students through learning support programs.

A couple of community highlights in 2016 were the highly supported student disco, and the Picnic in the Park where the school community came together to celebrate their connection to the school.

## **Professional Learning**

Professional learning at St Paul is based on current research in education and links closely to the strategic foci identified through our strategic plan, and to the teaching and learning program as outlined through the *Curriculum* section of this report.

All teaching staff work closely with the Educational Leadership Team at St Paul to set continual goals for improvement, including a school-wide goal of full implementation of the Pedagogical Framework across all year levels.

A significant focus for professional learning in 2106 was upon positive psychology and the PERMA model, both for students and staff members. An external consultant was used to ensure academic rigour and experienced implementation of learning.

Differentiation, inquiry learning, and student engagement continued to be a focus for teaching and learning teams in order to support the continued implementation of our Pedagogical Framework, written and supported by the teachers of St Paul Lutheran school under the leadership of the Director of Learning.

## **Additional Key Data**

### *Parent, Teacher and Student Satisfaction*

In 2016 St Paul conducted the LEA Quality Schools Survey with parents, teachers and students. Whilst there were many positives identified, areas for future focus were also identified. These were proactively developed into the St Paul School Improvement Plan for 2016 and will also inform strategic planning through 2017.

The following is a list of positive areas from the results of parent opinion about the school.

- Technology
- Engagement of students, encouraging students to be curious, creative, innovative, risk-takers, have respect for others
- Wellbeing is important to the school

- Consistent behaviour management
- Staff care about children, children feel physically and emotionally safe, cyber safety
- Students have friends at school
- Vision and goals for future direction of the school
- Improvements to student learning and wellbeing
- School is meeting learning needs of students and students are making good progress
- Christian values, teachings, worship, Christian Studies program

Whilst the following areas also had positive scores, they are identified by parents as being lower than other areas of focus in the parent survey:

- Feedback on student progress and our interview and reporting periods
- Information to track my child's learning
- Information upon how to support my child's learning

The following is a list of positive areas from the results of student opinion about the school.

- 100% of students enjoy learning new things
- Teachers expect students to do their best
- Teachers care about students
- Have friends
- Feel safe
- Cyber safe
- Religious symbols, think and learn about God

The following is a list of positive areas from the results of staff opinion about the school.

- All teaching areas were rated very highly
- Financial sustainability of the school
- Religious identity, culture and ethos

Whilst the following areas also scored positive results, they are identified by staff members as being lower than other areas of focus in the survey:

- Time and opportunity to develop in my service role
- Regular feedback about my performance
- English as a second language support
- Role and responsibility statements

## *Teacher Standards and Qualifications*

The following table highlights the academic qualifications of the teaching staff. In addition, all teachers are registered through the Teachers Registration Board of SA which includes adherence to the child protection requirements.

| <b>Staff Member</b> | <b>Qualifications</b>   |
|---------------------|---|
| Emma Arnold         | B.Ed, B.VisualArts  |
| Jen Aquino          | B.Ed.JPP  |
| Stacey Baldock      | B.Ed.JPP, ALC Educational Ministry Program                                      |
| Tania Burgan        | B.Ed.JPP, Grad.Cert.Ed  |
| Gretchen Byrne      | B.Ed, Grad.Cert.RE  |
| Jan Daly            | B.SpEd, Dip.T.Prim  |
| Jess Denko          | B.Ed.JPP  |
| Jason Fay           | B.Ed.UPLS, Master of Education  |
| Claire Fisher       | B.Ed. JPP   |
| Yvonne Folland      | Dip.T.Prim, Grad.Dip.Th.Ed  |
| Megan Fyffe         | B.A. Hons, Grad Cert Tesol, B.Ed. JPP   |
| Rebecca Heinjus     | Grad.Dip.T.Librarian, Dip.Th.Ed, Dip Luth Ed.<br>Post Grad Cert. Ed. Leadership |
| Claire Kelly        | B.Ed  |
| Jennifer Krieg      | B.Ed.JPP, Grad.Cert.Ed  |
| Bec Mattner         | B.Ed.JPP, Grad.Cert.Ed  |
| Leila Mattner       | B.Ed.JPP, ALC Educational Ministry Program                                      |
| Armin Mayer         | B.A., B.A.Honours, Grad.Dip.Ed, Grad.Cert.Th.Ed                                 |
| Andrew Messenger    | Dip.T.Pr, B.Ed, Master of Educational Studies                                   |
| Kym Mickan          | Dip.T.Pr, B.Ed, Grad.Dip.Th.Ed  |
| Bec Mueller         | B.Ed.JPP  |
| Georgie Schuster    | Dip.T.ECE, Grad.Dip.Th.Ed   |
| Nicole Tew          | B.Ed.JPP, Grad.Dip.Th.Ed  |
| Karly Voigt         | B.Ed.JPP, Grad.Dip.Th.Ed  |
| Cheryl Ziegeler     | B.Spec.Ed, Dip.Th.Ed  |

### *Staff Composition 2016*

#### Teaching Staff: Full Time Equivalent

|        |      |
|--------|------|
| Male   | 2.8  |
| Female | 16.9 |

#### Non-Teaching Staff: Full Time Equivalent

|        |     |
|--------|-----|
| Male   | 2.0 |
| Female | 7.2 |

In 2016 one Indigenous staff member was employed at the school.

### *Student Attendance*

The process for monitoring student attendance is for the student's parent or legal guardian is to contact the school via email or a telephone call to indicate the absence. Should communication not be received by the school from the parents or legal guardian by 9:30am, the school will initiate contact. Information pertaining to the student's attendance is recorded by the classroom teacher and the administration staff. Through our focus on pastoral care, families are supported to increase student attendance where need is identified through counselling and highly effective positive support programs for students.

Student attendance in 2016 was:

| <b>Year Level</b> | <b>Attendance</b> |
|-------------------|-------------------|
| Year 1            | 94.1%             |
| Year 2            | 95.7%             |
| Year 3            | 95.2%             |
| Year 4            | 95.3%             |
| Year 5            | 95.2%             |
| Year 6            | 94.8%             |
| <b>Total</b>      | <b>95.05%</b>     |

### *School Income Sources:*

| <b>Source</b>             | <b>Amount</b>      | <b>Percentage</b> |
|---------------------------|--------------------|-------------------|
| Fees from parents         | \$978,602          | 25.9%             |
| State Government Grants   | \$531,061          | 14.1%             |
| Federal Government Grants | \$2,094,578        | 55.4%             |
| Other Income              | \$173,554          | 4.6%              |
| <b>TOTAL</b>              | <b>\$3,777,795</b> | <b>100%</b>       |

This report is available on our website at [www.stpaulba.sa.edu.au](http://www.stpaulba.sa.edu.au) and is available upon request at the school office.

Leila Mattner  
Principal