



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

2017 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 school of the Lutheran Church of Australia serving families in Adelaide's inner north with low fee, inclusive Christian co-education from Reception – Year 6. The student population census indicated that 338 students were enrolled at St Paul in August 2017. 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 and secondary education at Endeavour College, Mawson Lakes, providing students with a pathway for 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'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 through a strong learning support system.

Ongoing professional learning opportunities are provided to teachers and support staff, as they work towards enhancing the academic and social-emotional 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 delivering quality education.

Due to high demand for places, 2017 saw the enrolment of three Reception classes for the first time at St Paul, which meant the appointment of additional teaching and Lutheran School Officer staff. In addition, a 'Year 4 Centre' was introduced to trial a team-teaching environment in a large learning space for two classes. Research shows that professional and intellectual partnerships between teachers create better outcomes for students. St Paul has invested heavily into creating classroom spaces where walls can be moved primarily to enable team teaching to occur more regularly in all classrooms. Team teaching has significant benefits both for the students and teachers in a classroom. It creates a more dynamic and interactive learning environment, with flexibility in how teachers work with students. Teachers work closely together to assess student work, and team teaching highlights the importance of collaboration to students. Different teaching styles create more engagement for students, and varied skills and interests in teaching teams provides opportunity for enrichment and differentiation of teaching programs.

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 the use of technology as a tool for learning 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. This approach includes play-based learning, inquiry and project-based learning throughout the school. St Paul maintains a strong educational emphasis on literacy and numeracy, however, development of 'soft' skills and attention to student voice are also highly valued as each student strives to maximise their potential.

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 has developed a student wellbeing program based on the PERMA model of positive psychology, linking well with both curriculum and classroom activities. 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>. A flexible program based on relevance for students in each classroom, teachers have strong autonomy to plan and embed strategies from within the framework. Successful trials throughout 2016 and 2017 will lead to further refinement in 2018.

To assist students and teachers there is genuine focus on learning support through the use of early intervention programs 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 aquatics and gymnastics programs are also provided to all students.

Many students receive individual music tuition in instruments such as piano, violin, guitar, voice and percussion 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. Our Year 5 and 6 students participate in the Wakakirri Primary School Challenge – to tell stories through dance. In 2017, St Paul secured a state award for Best Comedy Story, and was nominated in the national awards for Story of the Year.

School activities and events in 2017 provided students with a range of learning experiences including Book Week, Reconciliation Week, visiting performances 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 Shiloh Hills (outdoor and team-building activities), 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 2017.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	96%	98%	98%	93%	98%
Year 5	98%	96%	98%	94%	98%

In celebrating the achievements of our students and teachers, the following table identifies the percentage of students who received the scores in the top two bands (beyond year level expectations) for their year level in 2017.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	30%	57%	58%	50%	34%
Year 5	39%	14%	32%	41%	23%

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 School House Captains, many senior students gladly took on this responsibility in 2017. They worked behind the scenes on many initiatives including representing the school at external events and celebrations, serving the parent community refreshments at weekly school Chapels 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.

Community highlights in 2017 were the highly supported student disco, the Mother's Day and Father's Day Stalls hosted by the Parents and Friends, and the St Paul Lutheran School Quiz Night, where the school community came together to raise funds to support the school. Grandfriends' Day provided an opportunity for our students' grandparents and other elderly friends to see the Years 3 to 6 students thriving in their school environment.

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 2017 was upon project-based learning and contemporary pedagogies. An update of positive psychology and the PERMA model, was also provided by an external consultant. The Australian Conference for Lutheran Education continued the foci of both contemporary pedagogies and positive psychology, with presenters including Sir John Jones, Greg Whitby and Michelle Quaid. Staff were also engaged in Keeping Safe training (Child Protection Curriculum), autism strategies for the classroom and inquiry teaching and learning lead by AISSA representatives.

Additional Key Data

Parent, Teacher and Student Satisfaction

In 2017 St Paul Lutheran School used a number of sources to gather parent, teacher and student data.

- Student Wellbeing Survey for Year 5 and 6 students.
- Community conversations
- Parent, teacher and student workshops for Strategic Planning
- Feedback through surveys and open questioning for Sports Day, Strategic planning, classroom structures, and the delivery of the worship program

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.

Staff Member	Qualifications
Emma Arnold	B.Ed, B.VisualArts
Jen Aquino	B.Ed.JPP
Stacey Baldock	B.Ed.JPP, ALC Educational Ministry Program
Karen Brodie	B.Ed.JPP Hons
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. 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
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
Helen Vonow	Dip.T.Prim, Grad.Dip.Th.Ed, Master of Theology in Education
Cheryl Ziegeler	B.Spec.Ed, Dip.Th.Ed

Staff Composition 2017

Teaching Staff: Full Time Equivalent

Male	2.8
Female	17.3

Non-Teaching Staff: Full Time Equivalent

Male	2.0
Female	7.6

In 2017 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 2017 was:

Year Level	Attendance
Year 1	92.9%
Year 2	92.7%
Year 3	93.1%
Year 4	94.9%
Year 5	94.1%
Year 6	92.9%
Total	93.4%

2017 School Income Sources:

Source	Amount	Percentage
Fees from parents	\$1,063,913	25.6%
State Government Grants	\$577,897	13.9%
Federal Government Grants	\$2,305,672	55.6%
Other Income	\$201,626	4.9%
TOTAL	\$4,149,108	100%

This report is available on our website at www.stpaulba.sa.edu.au and is available upon request at the school office.

Leila Mattner
Principal