



# St Paul Lutheran School

## 2018 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 391 students were enrolled at St Paul in August 2018. 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. Due to high demand for places, 2018 saw an enrolment of three Reception classes for the second year running.

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.

In November 2018, St Paul released our Strategic Directions: 2019-2023. This was a collaborative process to create a document representing the need for St Paul to continue to be a high quality place of learning and school of choice in its 50<sup>th</sup> year: 2023.

#### *Living and Learning Together in Christ*

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A Christ-Centred Community of K-12 Lutheran Schools

St Paul's Strategic Directions are:

- Student-centred learning
- Community wellbeing
- Future-focused education
- Identity and community connection
- Sustainable future

Detailed information regarding our Strategic Directions can be accessed at:

<http://www.stpaulba.sa.edu.au/about/strategic-directions/>.

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 Inclusive Education program.

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.

Research shows that professional and intellectual partnerships between teachers create better outcomes for students. St Paul places emphasis wherever possible on collaborative teaching and classroom spaces where walls can be moved primarily to enable team teaching to occur more regularly. 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, stronger moderation, 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](http://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 interpersonal skills, critical thinking 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 highly values student wellbeing, using the PERMA model of positive psychology to link 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.

To assist students and teachers there is genuine focus on inclusive education 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. All Year 1 to Year 4 students have the opportunity to embrace the performing arts through our annual school concert, with Reception students also experiencing performance through a Christmas presentation each year. Our Year 5 and 6 students participate in the Wakakirri Primary School Challenge – to tell stories through dance.

School activities and events in 2018 provided students with a range of learning experiences including Book Week, Reconciliation Week, Harmony Day 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 Woodhouse Activity Centre (outdoor challenge and team-building activities), Mylor (canoeing and challenge activities), Murray Bridge (boating and water skiing) and Aldinga Beach (surfing, hiking and challenge activities).

## **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 2018 was literacy development. Through external consultants, engagement in current research, and the development of Professional Learning Communities, teachers worked together to develop meaningful and contemporary pedagogies for deep literacy learning. This important work will continue into 2019.

## 2018 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 2018. Contextually, 91% in a category means that just three students at St Paul received a score below the standard for that year level.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	100%	100%	100%	96%	100%
Year 5	97%	91%	96%	90%	98%

In celebrating the achievements of our students and teachers, the following table identifies the percentage of students who received scores in the top two bands (beyond year level expectations) for their year level in 2018.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	50%	39%	55%	47%	30%
Year 5	42%	7%	27%	29%	19%

## 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 2018. 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 charities through such events as 'Coins for Care' and casual days.

2018 saw the important additions of an EAL (English as an Additional Language) Community Support worker and an EAL Teacher, both the equivalent of one day per week, to support the growing number of family with varied cultural and language backgrounds. The inclusive nature of St Paul Lutheran School extends beyond allowing families to attend. We strive to ensure that all families are welcomed and feel a part of the community.

In 2018 we also appointed our inaugural Wellbeing and Administration Leader role. This role supports the continued need for an administrative leader in the school with the importance of the wellbeing of our community. The Wellbeing and Administration Leader supports the development of wellbeing in our student, parent and staff community in a myriad of ways including through promotion of Positive Education, personal connection and relationship-building, parenting support training and other special events. The Wellbeing and Administration Leader works closely with the Principal and Deputy Principal, the Community Chaplain and the School Ministry Worker.

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'. Through the support of a grant from the Lutheran Church of Australia, SA/NT District, St Paul Lutheran Church and St Paul Lutheran School were able to appoint a School Ministry Worker through 2017 and 2018. This jointly funded role supports ministry in the school and has revitalised our program and the partnership between school and church.

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; camps and excursions; classroom assistance; community events; being a class carer; volunteering in the school canteen; gardening with students in our sensory garden and vegetable gardens; and supporting students through our Inclusive Education program.

Community highlights in 2018 were the highly supported student disco, the Mother's Day and Father's Day Stalls, and a wine and cheese night for the adults, where the school parents 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 Reception to Year 2 students thriving in their school environment.

## **Additional Key Data**

### *Student, Parent and Staff Satisfaction*

In 2018 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
- LEA Quality Schools Survey with parents, teachers and students.

Through the LEA Quality Schools Survey, many positives were identified, areas for future focus were also identified.

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

- Student decision-making
- Teaching and learning, as well as alignment with the pedagogical framework
- Use of technology, including a balanced use
- Student engagement, expectations, curiosity, creativity, innovation
- Curriculum – academic and other
- Accurate assessment of ability
- Wellbeing (including caring for their child, physical and emotional safety, cyber safety, respect, behaviour, expectations, resilience) - all areas 94% or above.
- School connectedness (friends, decision-making, community building)
- Improvement focus (vision, improvement to learning, improving wellbeing)
- Religious identity, Christian practices all 95% or above
- Supporting learning including reports and how to help at home
- Recognising diversity and school identity
- Leadership (working with community to achieve strategic plan, effective management and leadership, worship, ethics)

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:

- Behaviour of other students in the class causing distraction
- Feedback on student progress – note that this has been a focus, and perhaps could indicate that parents' attention has been focused on this.

- School council informing parents of goals and direction– note our belief is this will improve with the November 2018 launch of our Strategic Directions.

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

- Quality of learning and curriculum scored highly. This included interest in learning, questions, and learning from mistakes.
- Cyber safety education was rated very highly by students (99% claimed to know how to stay safe on the internet and social media).
- School connectedness, school improvement and religious identity/Christian practices were all rated very highly, as did overall satisfaction.
- 100% of students said that they use iPads and computers at the right times but not all day (a new addition to our survey this year).

There were some areas that scored lower in our student results.

- The teacher doesn't ask them how they want to learn. In reading the comments, they are opposites of one another: "they never ask us or give us a choice", versus "they give us different ways to work and we get to choose".
- Behaviour of others in the class was a low level issue
- As in our 2016 report, bullying was identified as an issue, both for other students and themselves. In 2016, 48% of students felt that other kids got bullied at school, and 77% indicated that they were bullied. In 2018, 35% felt that other kids got bullied, while 73% we bullied themselves. This is a slight improvement but still significant. It is worth noting too, that our data on this was on a par in 2016 with all schools completing the survey. At the time of writing, comparative data with other schools is not yet available for 2018.
- Students noted the importance of respect for student diversity and rated themselves as a low score in this. In a way, this could be viewed as a positive step toward education and reflection from St Paul students.

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

- All teaching areas were rated very highly (most areas 100%, lowest 90%) This includes teaching practice, meeting specific needs of students, prior knowledge, student engagement, student decision making, differentiation, assessment, self-assessment, success for each student, individual needs, use of IT, giving feedback, extension or stretching students, use of data, inquiry, creativity, innovation, high expectations, self-directed learning, self-reflection, curriculum planning, reporting to parents, meeting benchmarks, alignment to the pedagogical framework. Most of these areas were rated at 100% positive for teachers, by teachers.
- Safety – physical, emotional, cyber-safety (between 95% to 100%)

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:

- Professional learning for service role
- Community partnerships including community service and partnerships with community groups
- Day to day management separate from the governance of the school
- Opportunities to develop leadership skills

### *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
Carly Bergen	B.Ed.JPP, ALC Educational Ministry Program, Post Grad Cert. Ed. Leadership
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
Jason Fay	B.Ed.UPLS, Master of Education
Claire Fisher	B.Ed. JPP, Grad Cert. R. Ed
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
Katy Javor	B.Ed. Early Childhood, B.Arts
Claire Kelly	B.Ed
Jennifer Krieg	B.Ed.JPP, Grad.Cert.Ed

Jess Lampshire	B.Ed.JPP
Angelisa Marino	B.Ed.PrimMid
Bec Mattner	B.Ed.JPP, Grad.Cert.Ed
Leila Mattner	B.Ed.JPP, ALC Educational Ministry Program, Post Grad Cert. Ed. Leadership
Armin Mayer	B.A., B.A.Honours, Grad.Dip.Ed, Grad.Cert.Th.Ed
Amber McMachon	B.Ed.Prim
Kym Mickan	Dip.T.Pr, B.Ed, Grad.Dip.Th.Ed
Bec Mueller	B.Ed.JPP
Jessica Robinson	B.Ed.Prim
Georgie Schuster	Dip.T.ECE, Grad.Dip.Th.Ed
Henry Sheedy	B.Ed. Early Childhood
Nicole Tew	B.Ed.JPP, Grad.Dip.Th.Ed
Karly Voigt	B.Ed.JPP, Grad.Dip.Th.Ed
Elise Von Stanke	B.Ed.Prim
Sarah Williams	Dip.Teaching, B.Arts
Cheryl Ziegeler	B.Spec.Ed, Dip.Th.Ed

### *Staff Composition 2018*

#### Teaching Staff: Full Time Equivalent

Male	3.4
Female	19.2

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

Male	1.0
Female	11.6

In 2018 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 2018 was:

<b>Year Level</b>	<b>Attendance</b>
Year 1	94.1%
Year 2	92.9%
Year 3	92.9%
Year 4	94.0%
Year 5	94.2%
Year 6	94.0%
<b>Total</b>	<b>93.7%</b>

*2018 School Income Sources:*

<b>Source</b>	<b>Amount</b>	<b>Percentage</b>
Fees from parents	\$1,244,792	23.9%
State Government Grants	\$852,688	16.4%
Federal Government Grants	\$2,853,522	54.8%
Other Income	\$256,755	4.9%
<b>TOTAL</b>	<b>\$5,207,757</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