



St Paul Lutheran School

2019 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 395 students were enrolled at St Paul in August 2019. 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 Strategic Directions are:

Student-centred learning
Future-focused education
Sustainable future

Community wellbeing
Identity and community connection

Living and Learning Together in Christ

44 Audrey Avenue, Blair Athol, South Australia 5084

T 08 8260 2655 **E** admin@stpaulba.sa.edu.au

W stpaulba.sa.edu.au / ABN 84 648 346 828



A Christ-Centred Community of K-12 Lutheran Schools

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 one-to-one 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 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 soccer. 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 2019 provided students with a range of learning experiences during school hours including Book Week, Reconciliation Week, and Harmony Day. Outside of school hours, a student disco was held at school, as well as an after school welcome event for new families and a community picnic in November. 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 2109 was a teacher study tour to schools in the United States. This study tour was an exciting opportunity to develop global networks and spur us on to the next stage of our own development at St Paul, under the strategic goals of *Student-centred learning* and *Future-focused education*. In addition to WIDE School in Missouri City, Texas, the St Paul Leadership Team toured two schools in San Diego, California: Design 39 Campus and High Tech Elementary.

The goals of the tour were to:

- tour and engage in professional learning with WIDE School
- view successful student agency in a junior primary setting
- view successful play-based learning in an upper primary/middle school setting

- see how a purpose-built school transitions students from one stage of learning into the next (eg from ELC to JP to UP)
- create networks for a continued partnership with WIDE School and its educators
- bring back encouragement, practical ideas, a shared sense of the journey into contemporary education with another learning community
- bring back a sense of achievement in what St Paul has already accomplished
- share professional learning with the rest of the St Paul staff team upon return
- inspire ideas and motivation for next steps in our pedagogical development and learning spaces including purpose-built spaces for inquiry

Following the tour, teachers and Leadership Team members reported to Council members, giving multiple perspectives on this tour. This, in turn, has prompted further work towards pedagogical innovation in teachers' Professional Learning Communities, development of Community groups for students, a review of St Paul's Pedagogical Framework, and the decision to engage an educational consultant for the 2019-2020 period. Tom Barrett, from Dialogic Learning, was engaged to work with Leadership Team members through the latter half of 2019, and throughout 2020 with St Paul teachers.

2019 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	91%	100%	91%	91%	100%
Year 5	100%	91%	100%	98%	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 2019.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	46%	30%	55%	42%	44%
Year 5	22%	12%	23%	37%	26%

St Paul Community Wellbeing

In 2019, the St Paul Leadership Team asked our Year 6 students to present ideas on how St Paul can improve the wellbeing of all students, through a greater sense of belonging to our community. A significant part of the work was to explore and examine the history of St Paul. Students created a timeline that now spans the corridors of St Paul. This timeline recognises the work of so many, in creating the school that St Paul is today. Whilst acknowledging the importance of this history, our students also identified a need for change. In looking forward, these students identified that we as a school need to develop new cross-school and cross-age structures to facilitate stronger relationships via smaller community groups.

The proposal from our Year 6 students was to move forward from three sports teams, to five 'communities'. A proposal that we have wholeheartedly accepted and embraced in looking forward to 2020. Our Year 6 students have created a legacy that will impact generations of students at St Paul for many years to come.

Our students have designed the new community identities, to be grounded in the colours and writing of Martin Luther on the Luther Rose – Black, Gold, White, Red and Sky Blue. The names of the communities are to represent the names of animals that inhabit Kurna land – Kurraka, Kadli, Yaltu, Nantu, and Kardi. These identities acknowledge the long-standing relationship between the local Lutheran community and the Kurna people of the Adelaide Plains.

In 1838, Lutheran missionaries Teichelmann and Schürmann opened a school at Piltawodli, teaching Kurna children to read and write in Kurna language. Their written work was instrumental in documenting the Kurna language at a time in history where it was under threat. St Paul's new community identities continue this relationship between the Lutheran faith and the Kurna Language. We are honoured that Kurna Warra Karrpanthi have given their blessing for the use of these names.

The Year 6 students believe that these identities represent the heritage of the school and the land that it sits on whilst also acknowledging the importance of this relationship and continued reconciliation in the future. Each new Community will have its own 'story' with direct reference to the Bible and the writing of Martin Luther. Each logo has also been designed by our Senior students.

To recognise the work of many in our history, including founding members of the church and school, three new awards were created and presented for the first time in 2019: named for the Linke, Giersch and Neumann families. These awards ensure that the heritage of these founding families remains a part of our yearly celebrations and a part of what it means to be a student at St Paul.

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 Community Captains, many senior students gladly took on this responsibility in 2019. 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 Wellbeing and Administration Leader role at St Paul supports the continued need for an administrative leader in the school whilst also promoting 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'. In addition, St Paul Lutheran School received a grant under the Lutheran Education SA, NT, WA Legacy Fund for Mission to continue a joint project along with St Paul Lutheran Church for our School Ministry Worker role through 2019 and 2020. This jointly funded role supports ministry in the school and prioritises 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 2019 were the enormously popular 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 Year 3 to 6 students in their school environment and work alongside them for a morning.

Additional Key Data

Student, Parent and Staff Satisfaction

In 2019 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
- Feedback on our uniform through a substantial survey
- Input through feedback questions on student wellbeing and the development of student communities.

From this information, our student Communities were developed, and ongoing development of uniform options continue.

The LEA Quality Schools Survey is conducted every two years, and although this survey was in 2018, it continues to inform our practice. In particular, parent feedback showed the following positives and areas for improvement.

Positives:

- 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)

Areas for improvement:

- 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 following the November 2018 launch of our Strategic Directions.

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
Carly Bergen	B.Ed.JPP, ALC Educational Ministry Program, Post Grad Cert. Ed. Leadership
Tania Burgan	B.Ed.JPP, Grad.Cert.Ed
Jason Fay	B.Ed.UPLS, Master of Education
Claire Fisher	B.Ed. JPP, Grad Cert. R. Ed
Megan Fyffe	B.A. Hons, Grad Cert Tesol, B.Ed. JPP
Erin Gracey	B.Ed.Prim
Marlise Janetzki	B.Ed.Prim, Lutheran Strand Vocational Certificate (ALC)
Katy Javor	B.Ed. Early Childhood, B.Arts
Catherine Jones	B.Creative Arts (Music), Grad.Dip.Ed.Performing Arts/Music
Jennifer Krieg	B.Ed.JPP, Grad.Cert.Ed
Jess Lampshire	B.Ed.JPP

Carly Lethborg	B.Ed.
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
Danielle Nak	B.Ed.Prim, CertIV.TrainingandAssessment
Jessica Robinson	B.Ed.Prim
Rachael Saint	B.Teaching.JP, B.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
Sarah Williams	Dip.Teaching, B.Arts
Cheryl Ziegeler	B.Spec.Ed, Dip.Th.Ed

Staff Composition 2019

Teaching Staff: Full Time Equivalent

Male	5.8
Female	19.05

Non-Teaching Staff: Full Time Equivalent

Male	1.73
Female	12.39

In 2019 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 2019 was:

Year Level	Attendance
Year 1	94.3%
Year 2	93%
Year 3	96.3%
Year 4	96.2%
Year 5	93%
Year 6	94.1%
Total	94.1%

2019 School Income Sources:

Source	Amount	Percentage
Fees from parents	\$1,281,814	22.5%
State Government Grants	\$923,194	16.2%
Federal Government Grants	\$3,198,638	56%
Other Income	\$304,441	5.3%
TOTAL	\$5,708,087	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