



St Paul Lutheran School

2020 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 374 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

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Detailed information regarding our Strategic Directions can be accessed at:

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

Recognition and celebration of student achievement and service, both in school and outside of school, is valued. 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.

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.

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. 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, and basketball. The generous support of volunteers is vital to make this possible for the students. Athletics programs were limited due to cancellations for the COVID-19 pandemic, however St Paul was able to hold a COVID-safe sports day at a delayed time with staff and students only, with races live-streamed to families at home.

Students at St Paul can opt to 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 usually participate in the Wakakirri Primary School Challenge – to tell stories through dance. This year’s Year 5 and 6 performance was a concert performance in the style of the Wakakirri dance competition due to changes in format for the COVID-19 pandemic.

School activities and events in 2020 were modified due to the COVID-19 pandemic, however St Paul was still able to provide students with a range of learning experiences during school hours. These included:

- Book Week with a modified students and staff-only book week parade, live-streamed to families at home.
- Reconciliation Week
- Harmony Day
- Student disco in-class at school during school hours.
- School Camps were modified for Year 3, 4 and 5 to full-day camp-style excursions at Belair to provide students with a camp-style experience.
- Year 6 Aquatics Camp proceeded in Term 4 with COVID-safe modifications.

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, and belief statements developed by teachers in professional learning communities.

A significant focus for professional learning in 2020 was the engagement of Tom Barrett, of Dialogic Learning, to support leadership coaching and professional learning for staff. Through a majority of online training, teaching staff worked with Tom through intensive workshops to develop an understanding of SOLO taxonomy and learning design, providing a richer planning and assessment toolkit for teachers in their inquiry approaches.

2020 NAPLAN (National Assessment Program: Literacy and Numeracy)

Due to the COVID-19 Pandemic, NAPLAN testing was cancelled for all of Australia. NAPLAN results are only one small part of the school’s assessment to guide our

understanding of student progress and inform areas for further development in teaching and learning.

Staff at St Paul use individual assessment through conferencing, observation, moderation and work samples to assess each child against the Australian Curriculum. Parents received written reports, as well as personal updates through phone conferencing during a short school closure due to the COVID-19 pandemic.

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. 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.

Throughout 2020, our five Communities were formed and began to work together under the leadership of our Senior students. The new community identities are designed 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.

The Wellbeing Leader role at St Paul supports the importance of the wellbeing of our community. The Wellbeing 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 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'.

The work of the Wellbeing Leader, Community Chaplain, Principal, Deputy Principal, and all staff, was heavily focused on the wellbeing of students and families through the

COVID-19 pandemic, and this will continue into the coming year. The acknowledgement of growth in need for social-emotional support has been a large learning through 2020, and a School Counsellor has been appointed for the coming 2021 school year.

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. The COVID-19 pandemic restricted many of the in-person assistance that these volunteers were able to do during parts of the year, and we are incredibly grateful for the enthusiasm of our volunteers in returning as early as possible. 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.

Our School Council members were generous in the significant time committed to meetings, many online, to continue the work of the school throughout 2020. I commend the Council on the decision to provide financial relief to all families through the period of lock-down in South Australia, and commitment to further relief to any families financially affected by the COVID-19 pandemic. This demonstrates the importance of the wellbeing of our students and families to St Paul.

Additional Key Data

Student, Parent and Staff Satisfaction

In 2020 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
- Input through feedback questions on student wellbeing and student communities.
- Community conversations with a particular focus on projects from our Strategic Plan:
 - Community wellbeing
 - Parents overall positive about the involvement in school community, noting that personal connection was difficult due to the pandemic.

- Suggestions for improvement using a combination of online and in-person feedback and communication opportunities.
- Student wellbeing
 - Parents and staff were as a whole increasingly concerned about the wellbeing of children during the pandemic and in general.
 - Suggestions included a counsellor/psychologist on site and a more robust referral system.
- Community communication
 - Recent changes to communication were appreciated by parents. Consistency of platforms (newsletter and email for whole school, Seesaw for classrooms) was a large contributor to successful communication.
 - Communication for EAL families continues to be identified as a challenge.

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
Stacey Baldock	B.Ed.JPP, ALC Educational Ministry Program
Karly Bartlett	B.Human Movement, Master of Teaching
Carly Bergen	B.Ed.JPP, ALC Educational Ministry Program, Post Grad Cert. Ed. Leadership
Emma Brokate	B.Ed, B.VisualArts
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)

Katie Jeffery	B.Ed.JPP
Carly Lethborg	B.Ed
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 McMahon	B.Ed.Prim
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
Claire Sheridan	B.Ed
Nicole Tew	B.Ed.JPP, Grad.Dip.Th.Ed
Karly Voigt	B.Ed.JPP, Grad.Dip.Th.Ed
Hayley Woodward	B.Ed Prim/Middle, Lutheran Strand Vocational Certificate (ALC)

Staff Composition 2020

Teaching Staff: Full Time Equivalent

Male 3.0

Female 19.8

Non-Teaching Staff: Full Time Equivalent

Male 1.0

Female 11.86

In 2020 two Indigenous staff members were 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, telephone call, or the school app 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 regarding the child's attendance is recorded by the classroom teacher and/or 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 2020 was affected by the COVID-19 pandemic, down approximately 1.5-2% from previous years. When school closures required at-home learning, attendance for learning was determined by the engagement of the child online, which varied greatly. In addition, some parents chose to keep their children at home longer than was required by government recommendations. Whilst these children were engaging in at home learning, they were considered to be absent as the school was in operation.

Year Level	Attendance
Year 1	90.5%
Year 2	91.5%
Year 3	92.3%
Year 4	92.1%
Year 5	92.9%
Year 6	92.3%
Total	91.9%

2020 School Income Sources:

Source	Amount	Percentage
Fees from parents	\$1,181,249	21.5%
State Government Grants	\$914,052	16.6%
Federal Government Grants	\$3,139,293	57.2%
Other Income	\$255,836	4.7%
TOTAL	\$5,490,430	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