St Paul
Lutheran School

2024 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:

- We are curious
- We are kind
- We make a difference
- We belong

St Paul Lutheran School is a school of the Lutheran Church of Australia which serves families in Adelaide's inner north. We offer low-fee, inclusive Christian co-education from Reception to Year 6. In 2024, 284 children were enrolled, representing a diverse range of cultural and religious backgrounds, including Christian, Jewish, Hindu, Buddhist, Sikh, Muslim, and non-religious. Our community includes families from all continents, reflecting our commitment to diversity.

St Paul Lutheran School's new Strategic Plan is currently being developed by the Board and will be released in mid-2025.

Through a priority enrolment agreement, St Paul students can continue their education at Endeavour College, Mawson Lakes, providing a pathway for Lutheran education from Reception to Year 12. Graduates from St Paul also attend a wide variety of schools for secondary education including, OLSH, Blackfriars, St Paul's College, Prescott College, Thomas More, Bethany Christian School, Tyndale Christian School, Roma Mitchell Secondary College, Kildare College, St Mary's, St Aloysius, Christian Brothers College, Cedar College, Adelaide High, and Botanic High.

We align with the Reggio Emilia educational philosophy, and through our Image of the Child statement, emphasise our belief in children as capable learners.

Our Image of the Child at St Paul Lutheran School

At St Paul we believe that all children are inherently curious, intuitive, creative, playful, and unique. We recognise that these children come to school with their own passions, experiences and perceptions of the world and are capable of initiating and generating their own learning, and personal and social growth.

This image of the child shapes our relationships, values, and practices as we work to create a safe and inclusive school culture. Our image of the child will be visible in:

- Our relationships with all children in our community; We will be clear and respectful in our expectations and language and be ready to celebrate and restore relationships in the Lutheran tradition of grace and love.
- The environments we create for children; We will strive to create environments where curiosity, mistakes, and challenges are embraced, and children feel valued and connected.
- The way we foster learning; We will create opportunities for children to explore and pursue individual and collective interests, as well as aspirations for learning.

St Paul Community Wellbeing

St Paul Lutheran School employs a Community model for cross-school and cross-age structures to facilitate stronger relationships via community groups. Our five Communities, led by Senior children selected by their peers, are grounded in the colours and writings of Martin Luther on the Luther Rose – Black, Gold, White, Red, and Sky Blue. The community names, Kurraka, Kadli, Yaltu, Nantu, and Kardi, represent animals native to Kaurna land, acknowledging the long-standing relationship between the local Lutheran community and the Kaurna people of the Adelaide Plains.

The Deputy Principal: Wellbeing Leader supports the development of wellbeing in our student, parent, and staff community through various initiatives, including Kimochis, zones of regulation, trauma-informed practice, positive education practices, personal connection and relationship-building, parenting support training, and special events. The Wellbeing Leader works closely with the Principal, the Deputy Principal: Teaching and Learning Leader, the Inclusive Education Leader, and the Lutheran Care Counsellor. The Australian Government School Wellbeing Program enhances support for this role within the community. Additionally, we partner with Lutheran Community Care to provide an on-site counsellor two days per week for short-term interventions and referrals to external providers for long-term support.

St Paul continues to attract enthusiastic commitment from families and volunteers. We are incredibly grateful for their dedication in areas such as camps and excursions, classroom assistance, community events, the class carer program, library and classroom reading programs, and supporting children through our Inclusive Education program. Our School Board members have been generous with their time, ensuring the governance and continued success of St Paul throughout 2024 and into the future.

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, integrating technology as a learning tool while balancing it with play and inquiry-based activities, including outdoor and screen-free time.

Our vision for learning includes play-based, inquiry, and project-based learning, with a strong emphasis on literacy and numeracy. We also focus on developing interpersonal skills, critical thinking, and student voice.

We are committed to delivering an innovative inquiry-based learning program that recognises the unique qualities of all students and teachers. Our inclusive education approach ensures that all learners can utilise their God-given talents and abilities. Teachers and students are viewed as active contributors to their learning, fostering a culture where diverse perspectives are welcomed and learned from.

Our flexible wellbeing program, tailored to each classroom, allows teachers to plan and embed strategies from within the framework, focusing on Kimochis and Zones of Regulation.

Significant support is provided to children who may face challenges through our strong Inclusive Education program, which includes early intervention programs, trauma-informed practices, and needs-based support in class.

Our specialist teaching program includes German, Digital Technologies, Physical Education, and Performing Arts.

Extra-Curricular Activities

Children at St Paul have the opportunity to participate in our sports program, which includes ongoing netball and basketball teams, as well as regular opportunities for football (soccer) and other interests. The generous support of volunteers is vital to making these activities possible. Athletics programs, including school and interschool sports days and SAPSASA competitions, provide further opportunities for student participation. Additionally, yearly aquatics and gymnastics programs are offered.

Children can opt for 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 children participate in our annual school concert, with Reception children performing in a Christmas presentation each year. Year 5 and 6 students participate in the South Australian Schools Challenge dance competition as part of their Performing Arts program.

St Paul offers a range of learning experiences during school hours, including child-led interest clubs such as chess, beading, and Pokemon; community events like Book Week, Reconciliation Week, and Harmony Day; and excursions and school camps that promote challenge, team-building, aquatic, and outdoor activities.

Professional Learning

Professional learning at St Paul is based on current educational research and is directly linked to our teaching and learning program. All teaching staff work closely with leadership staff to set continual improvement goals, including the full implementation of play-based and inquiry-based

learning across all year levels, and belief statements developed by teachers in professional learning communities.

In 2024, a significant focus was on literacy development through engagement with Lisa Burman Consulting, which included demonstration lessons and small group planning sessions. Our coaching program ensures that all teachers and leadership staff have regular professional coaching conversations and maintain a professional learning plan.

2024 NAPLAN (National Assessment Program: Literacy and Numeracy)

NAPLAN results are one part of our assessment strategy to understand a child's progress and inform areas for further development in teaching and learning.

The following table shows the percentage of St Paul Lutheran School children who participated in NAPLAN in 2024:

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

The following table shows the percentage of St Paul Lutheran School children who achieved above the level of 'Needs Additional Support' in 2024:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	90.5%	92.9%	92.9%	88.1%	85.7%
Year 5	89.7%	89.7%	89.7%	87.2%	94.9%

In celebrating the achievements of our children and teachers, the following table identifies the percentage of students who received scores in the strong and exceeding levels for their age group:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	66.7%	76.1%	57.2%	54.7%	52.4%
Year 5	79.5%	74.3%	79.4%	74.3%	76.9%

Additional Key Data

Student, Parent, and Staff Satisfaction

Each year, the school conducts the Wellbeing and Engagement Survey for children in Years 4, 5, and 6. Longitudinal data from this report has shown continual improvement in the wellbeing of children.

In 2024, St Paul Lutheran School received positive feedback in the areas of:

- Wellbeing and values
- Learning philosophy
- Communication
- Community engagement

Areas for growth identified were:

- Organisational structures
- Professional learning for non-teaching staff

Teacher Standards and Qualifications

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

Staff Member	**Qualifications**
Katie Ashmead	B.Arts, Grad.Cert.Ed, Grad.Cert.Catholic Studies
Karly Bartlett	B.Human Movement, Master of Teaching
Lucy Bakewell	B.Ed.Prim, B.Arts
Emma Brokate	B.Ed, B.VisualArts
Tania Burgan	B.Ed.JPP, Grad.Cert.Ed
Graham Buxton	Masters of Education. Leadership and Management, B.Ed.JPP, B.Arts
Marisa Cameron	B.Ed. Early Childhood, Dip. Children's Services
Shannen Dixon	B.Ed.Prim, B.Arts, Cert. III Early Childhood, Cert. III Christian Ministry
Claire Fisher	B.Ed. JPP, Grad Cert. R. Ed
Erin Gracey	B.Ed.Prim
Kristen Harris	B.Science, Master of Teaching.Prim
Georgia Huxtable	B.Ed.Prim
Joshua Huxtable	B.Music(Jazz), Master of Teaching
Katie Jeffery	B.Ed.JPP

Brigette Maglio	B.Ed.Prim/Middle
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
Jessica Robinson	B.Ed.Prim
Henry Sheedy	B.Ed. Early Childhood
Tayla Sheahan	B.Ed.Prim
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 2024

Teaching Staff: Full Time Equivalent
- Male 3.8
- Female 19

Non-Teaching Staff: Full Time Equivalent
- Male 1.0
- Female 11.95

In 2024 one Indigenous staff member was employed at the school.

Attendance

The process for monitoring student attendance is for the child's parent or legal guardian 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 children.

Student attendance in 2024 was as follows:

	Semester 1	Semester 2
Year 1	90.20%	93.53%
Year 2	92.00%	91.31%
Year 3	90.70%	92.56%
Year 4	91.40%	90.63%
Year 5	93.80%	93.17%
Year 6	92.00%	89.94%
Total	**91.68%**	**91.86%**

2024 School Income Sources:

Source	Amount	Percentage
Fees from parents	$946,323	16.8%
State Government Grants	$962,246	17.1%
Federal Government Grants	$3,396,933	60.5%
Other Income	$310,688	5.5%
TOTAL	**$5,616,190**	**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