



# St Paul Lutheran School

## 2025 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

**Vision:** Connected. Innovative. Grounded in Christ.

In 2025, St Paul commenced a re-embedding and reframing of these values through the Strategic Plan 2025–2028. This work strengthens alignment between our values, Lutheran identity and daily practice, drawing on Lutheran Education Australia’s “Free to Flourish” and “Growing Deep” frameworks.

### School Profile

St Paul Lutheran School serves families in Adelaide’s inner north, providing low-fee, inclusive Christian co-education from Reception to Year 6. Student enrolment in 2025 was 282 students, representing a culturally, linguistically and religiously diverse community. The school maintains a priority enrolment pathway into Endeavour College, Mawson Lakes, for secondary schooling.

### Strategic Directions 2025-2028

St Paul Lutheran School’s Strategic Plan 2025–2028 is shaped by four interconnected goals that guide decision-making, improvement and community life. Together, these goals reflect our Lutheran identity, our Image of the Child, and our commitment to excellence for every learner.

#### Wellbeing

St Paul prioritises and supports the wellbeing of every child and staff member. In a Lutheran context, wellbeing is grounded in God’s grace, love and forgiveness and is expressed through

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

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nurturing relationships, a strong sense of belonging, and environments where children feel safe, known and valued. These conditions strengthen engagement, learning and personal growth.

### Teaching and Learning

Teaching and learning practices at St Paul are continually strengthened to support the academic development of every child. Learning is valued as God's gift, inspiring wonder and growth. Evidence-based pedagogies, data-informed practice and strengths-based approaches support diverse expressions of excellence while aligning with our Image of the Child and inquiry-based philosophy.

### Early Years Learning

St Paul is investigating the provision of an early learning service aligned with the philosophy and practices of the school. Grounded in play and inquiry pedagogies and informed by the Reggio Emilia philosophy, early years learning at St Paul will support children's holistic development and smooth transitions into primary schooling, strengthening partnerships with families and long-term sustainability.

### Community Awareness

St Paul seeks to be well-known and highly regarded as a child-focused and contemporary educational community. Through authentic partnerships, communication, engagement with our multicultural context, and commitment to reconciliation, the school shares its identity clearly and invites deeper involvement from families, friends and the wider community.

## **Teaching and Learning**

St Paul delivers a high-quality learning program aligned with the Australian Curriculum and informed by its Reggio Emilia-inspired philosophy. Teaching and learning are characterised by inquiry, play-based approaches, and explicit instruction.

A key focus during 2024 and early 2025 was literacy, particularly writing and Structured Word Inquiry, supported through professional learning, coaching and collaboration with Lisa Burman Consulting.

Specialist programs include German, Digital Technologies, Physical Education and Performing Arts. Students in Years 3–6 participate in a one-to-one iPad program, balanced with outdoor learning and screen-free experiences.

During 2025, the Inclusive Education Leader role concluded mid-year, with oversight transferring to the Deputy Principal: Teaching and Learning to ensure aligned support across learning, inclusion and wellbeing.

## **Wellbeing**

Student wellbeing is foundational to learning at St Paul. The school's wellbeing framework integrates Kimochis, Zones of Regulation, trauma-informed practice and restorative approaches grounded in Lutheran values. Throughout 2024 and 2025, all staff undertook professional learning aligned with the Berry Street Education Model.

The school continued its partnership with Lutheran Care, providing an on-site counsellor one day per week and working alongside community agencies to support children and families.

The Deputy Principal: Wellbeing Leader worked with staff, children, parents and caregivers, and the Lutheran Care Counsellor, as well as other outside agencies such as psychologists and DCP to support the wellbeing and safety of children.

## **Extra-Curricular, Enrichment and Student Achievement**

Students engaged in a broad range of enrichment opportunities including sporting programs, SAPSASA competitions, swimming programs, PE Week celebrations and whole-school events. At the Connected Schools Endeavour Cup, students represented St Paul with persistence and teamwork, finishing second overall.

The performing arts remain a strength of the school, with student involvement in choir, chapel band, whole-school concerts, St Paul's Got Talent and Connected Schools Worship. Year 5 and 6 students also participated in the SA Schools Challenge.

Leadership and service opportunities included student leadership training, Junior Voice Council initiatives, intergenerational partnerships and fundraising in support of Lutheran Care and Children's Ground, a First Nations-led not-for-profit organisation in Australia.

## **Professional Learning and Staff Development**

Professional learning aligned with the Strategic Plan focused on literacy, inquiry and playful learning alongside explicit instruction, and the consistent implementation of wellbeing practices. Learning included Berry Street Education Model training, learning walks, collaborative planning and spiritual formation activities.

Professional learning in 2025 was closely aligned with the Strategic Plan 2025–2028 and focused on strengthening teaching practice, wellbeing supports and shared pedagogical understanding across the school. A significant emphasis was placed on literacy, particularly writing and Structured Word Inquiry, supported through collaborative planning, classroom-based modelling and professional dialogue. These learning opportunities enabled staff to deepen their understanding of effective literacy instruction and to apply consistent, evidence-informed approaches across year levels.

Professional learning also supported the ongoing development of inquiry and playful learning, alongside explicit instruction, ensuring learning experiences were responsive to the needs of children at different stages of development.

Staff engaged in Learning Walks, providing structured opportunities to observe practice, reflect collectively on teaching and learning environments, and identify strengths and opportunities for growth. This process reinforced a culture of professional curiosity, shared language and continuous improvement.

A strong focus on wellbeing continued through whole-staff training in the Berry Street Education Model, strengthening trauma-aware, strengths-based practices and a consistent approach to supporting regulation, engagement and belonging.

Staff development was further enriched through spiritual formation and reflective practice, supporting staff to reflect on vocation, identity and relationships within a Lutheran context. Together, these professional learning experiences reinforced a shared commitment to growth, collaboration and excellence in teaching and care for every child at St Paul Lutheran School.

## **Staffing and Compliance**

St Paul employs appropriately qualified and registered teaching and non-teaching staff in accordance with Teachers Registration Board of South Australia requirements. All teaching staff meet qualification and ongoing professional learning requirements as determined by the Teachers Registration Board of South Australia.

### Staff Composition 2025

Teaching Staff: Full Time Equivalent

|        |      |
|--------|------|
| Male   | 3.6  |
| Female | 19.2 |

Non-Teaching Staff: Full Time Equivalent

|        |      |
|--------|------|
| Male   | 1.0  |
| Female | 11.1 |

In 2025 one Indigenous staff member was employed at the school.

## **Community Feedback and Satisfaction**

Student, parent and staff surveys indicated strong connections, a sense of belonging and positive relationships across the school community. Ongoing development focuses on strengthening consistency in wellbeing practices across the school.

St Paul sought specific feedback on iPad use and used this feedback to change the structure of our one-to-one iPad program. Based on the feedback, the changes aimed to reduce the burden of screen use and monitoring for families at home.

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 of the wellbeing of children.

## **Student Outcomes**

NAPLAN results are one part of the school's assessment strategy to guide our understanding of 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 2025.**

|        | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Year 3 | 100%    | 100%    | 100%     | 100%                  | 100%     |
| Year 5 | 95%     | 95%     | 95%      | 95%                   | 92%      |

**The following table shows the percentage of St Paul Lutheran School children who achieved above the level of 'Needs Additional Support' in 2025.**

|        | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|---------|---------|----------|-----------------------|----------|
| Year 3 | 89.7%   | 92.3%   | 84.6%    | 84.6%                 | 89.7%    |
| Year 5 | 97.2%   | 91.7%   | 88.9%    | 83.3%                 | 100%     |

**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 | 66.6%   | 69.2%   | 43.6%    | 46.2%                 | 51.3%    |
| Year 5 | 83.3%   | 63.9%   | 69.5%    | 66.7%                 | 65.8%    |

## Student Attendance

The process for monitoring student attendance is for the child'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 wellbeing, families are supported to increase student attendance where need is identified through counselling and highly effective positive support programs for children.

Attendance rates:

|              |               |
|--------------|---------------|
| Year 1       | 89.8%         |
| Year 2       | 91.1%         |
| Year 3       | 92.1%         |
| Year 4       | 89.3%         |
| Year 5       | 91.0%         |
| Year 6       | 89.23%        |
| <b>Total</b> | <b>90.42%</b> |

## 2025 School Income Sources

The income information presented below relates to recurrent income received by the school during the reporting year. This includes income received from tuition fees and parental contributions, Australian Government recurrent funding, State Government recurrent funding, and other private sources. Australian and State Government funding is provided to support the ongoing educational programs of the school. Other income may include interest, donations, trading activities and other miscellaneous revenue. Capital income, including capital grants, is excluded from this table.

| Source                    | Amount             | Percentage  |
|---------------------------|--------------------|-------------|
| Fees from parents         | \$991,292          | 18.06%      |
| State Government Grants   | \$893,803          | 16.28%      |
| Federal Government Grants | \$3,306,201        | 60.24%      |
| Other Income              | \$297,396          | 5.42%       |
| <b>TOTAL</b>              | <b>\$5,488,692</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