

**GOLDEN GROVE LUTHERAN PRIMARY SCHOOL**



*A school of the Lutheran Church of Australia*



***“Golden Grove Lutheran Primary School”***



**School Report for 2012**  
*(Celebrating 25 years)*

During 2012 Golden Grove Lutheran Primary School celebrated 25 years of delivering quality Christian education. Founded in 1987 in the new subdivision of Wynn Vale, the school has continued to focus on the core values of:

- **Love and Care** - We value relationships in our community and we strive to be a school that demonstrates God's love and care to each other.
- **Holistic Education** - We value a holistic education where students are encouraged to meet their God-given potential academically, emotionally, artistically, physically, socially and spiritually in a nurturing Christian environment.
- **Partnerships and Communication** - We value open, honest and effective communication in our partnerships to ensure mutual benefits for all stakeholders.
- **Christian Foundation** - We value our Lutheran foundation of Christ-centred living and Christian teaching grounded in scripture.
- **Integrity** - We value integrity based on Christian principles and example in all facets of school management, curriculum and community.

During 2012 Golden Grove Lutheran Primary School continued to structure it's self with 'four learning clusters' and a staged approach to education.

- Three classes of Reception/Year One
- Three classes of Year Two/Year Three
- Three classes of Year Four / Year Five
- Three classes of Year Six / Year Seven

Teachers in the cluster share planning and preparation of the curriculum with an expectation that children in the same grade experience the same educational programme.

At the August census in 2012 our school size was 283 giving an average class size of 23.5

In 2012 we continued to divide the 3 classes of each cluster (2/3, 4/5, 6/7) into 4 groups for mathematics and streamed students across the 4 groups. This gave an average class size in maths of just 15 (*however, as this was used as a major strategy of educational support for maths, students with higher needs were placed in very small groups with the 'more able' having larger group sizes.*)

This structure has been highly successful in;

- Creating high levels of team work, accountability, efficiency and support among staff.
- Ensuring parity of educational experience for students in the same grade but different classes.
- Extending educational outcomes by broadening the curriculum to cater for individual needs.

During 2012 the decision was made by the School Council to implement the International Baccalaureate Programme (PYP) and so work towards becoming a candidate school in 2013 was a major curriculum focus as well as the implementation of the Australian Curriculum.

2012 was a 'Concerts and Musicals' year with all students participating in a

- *R/1s and 2/3s held a concert on the same night*
- *4/5s held a musical that was integrated into their topic of 'The Gold Rush'*
- *6/7s held a musical showcase night.*

The school continued to achieve high levels of success in a variety of areas – sporting, cultural and academic. The school offers specialised curriculum lessons in;

- *Japanese*
- *Physical Education*
- *Music*
- *Art*

GGLPS is an intimate and caring community where students are treated as individual gifts from God. Students participated in a wide variety of 'co and extra-curricular' activities including excursions/incursions, debating/public speaking, a large range of sporting pursuits and much more.

### ***Teacher Qualifications***

GGLPS has teaching staff of 14.44 (fte) which is slightly increased from 2011. This is shared between 19 staff members. The qualifications of the teaching staff are as follows;

Diploma of Teaching – 8  
Bachelor of Education – 13  
Bachelor of Teaching – 1  
Bachelor of Psychology (hons) -1  
Grad Diploma of Theology in Education – 9  
Graduate Diploma of Teaching – 1  
Bachelor of Special Education – 2  
Master of Education -1

During 2012 two staff completed the LEA Staff Accreditation process.

**Lutheran Support Officers** – the school invests 150 hours a week directly into classroom support via Lutheran Support Officers who contribute to the academic programme in the classroom directly. In addition to this is a school chaplain for 2 days a week and library staff who (together with other campus librarians) ensure the library is open during all school hours.

### ***Workforce Composition***

In addition to a teaching and curriculum LSOs, there are 4.14fte non-teaching staff involved in administrative, cleaning and grounds duties. In addition to these staffing numbers are permanent and casual OSHC staff. OSHC has an average morning attendance in excess of 35 and an average afternoon attendance in excess of 50 and is an integral part of the GGLPS school community being owned and operated entirely by the school.

The gender breakdown across all GGLPS staff (head count) is as follows;

- Male: 7
- Female: 23

We do not currently have any Indigenous staff members.

### ***Student Attendance***

During 2012 we had a total attendance of 93.7% (Which is slightly up from 2011)

The school had 191 contact days.

The student gender breakdown in 2012 was 147 males and 136 females.

It is an expectation of our school that parents telephone to report all absences. Where this does not occur the school will send a SMS as a part of the student management and enrolment system.

### ***Academic Results***

GGLPS continued to offer the LENS integrated curriculum from R-7 with Maths and English as stand alone subjects under the Australian Curriculum framework. The school offered parent/teacher interviews in Terms 1 and 3 and formal reports in Terms 2 and 4. It is our belief that our reporting to parents must be objective, quantifiable and honest. We also believe that it must be given in love and be constructive and supportive. Our reporting processes are presented in ways that parents can understand and relate to and we encourage parents/caregivers to communicate frequently, and as the need arise, with teachers rather than waiting until the formal processes happen should there be a concern or issue. Our formal report card format presents results in five separate categories (see attachment 1).

In 2012, along with all SA schools, we conducted the NAPLAN tests across grades 3/5/7. The results of these are as follows.

Percentage of students above the National Minimum Standard for 2012

	Numeracy	Punctuation & Grammar	Reading	Spelling	Writing
Yr 3	100%	97.2%	100%	100%	100%
Yr 5	100%	92.4%	95.7%	95.7%	95.7%
Yr 7	97.1%	97.1%	100%	97.1%	89.9%

What can clearly be seen from the data given above is that, according to NAPLAN results on the given day of the test and taking into account the limitations of the test, GGLPS students, on the whole are achieving positive results. The results shown also indicate an improvement from 2011.

The school intentionally focuses on numeracy and literacy and monitors student progress very carefully, offering both extension and remediation to those who would benefit from it.

### **Satisfaction levels**

A full school survey was during 2012 with a return rate in excess of 90% of the total school families. The survey was structured around the schools core values as well as other key questions.

The data can be summarised as follows:

*Conclusion : satisfaction levels were generally very high across the 75 key areas that were surveyed with particular strengths in behaviour management, teaching/learning, reporting/assessment and administration.*

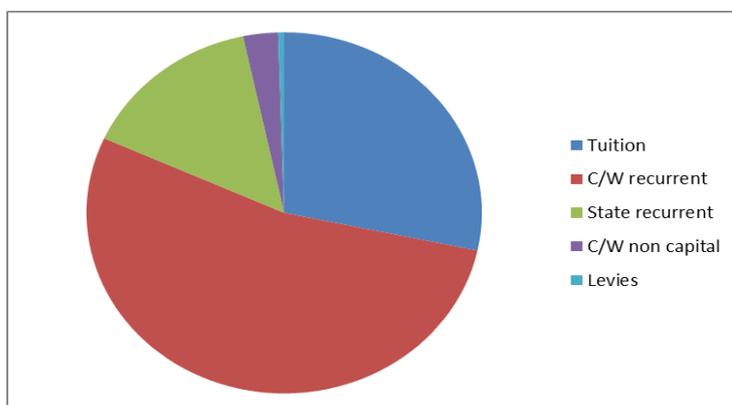
*The areas of relative weakness and focus for 2013 should be:*

- *Ensuring curriculum pathways to Endeavour College are better connected*
- *Use of the school website*
- *Our relationship with Wynn Vale School*
- *Familiarity with the school motto*
- *Our relationship with the parent congregation*

During 2012 the decision was announced to our school community to restructure in 2016 to become an R-6 school (together with the other Lutheran Schools in the Northern Suburbs). This decision has caused some concern for some families and was reflected in the survey.

### **Sources of Income**

The school's primary sources of income are Federal Government grants, State Government Grants and Fees. The following graph best summarises this:



### ***'Post School' Destinations***

Approximately half of our exiting year sevens move on to Endeavour College (which is to be expected due to the close working relationship the two schools have as a part of our commitment to R-12 'seamless' education. Exiting students who do not move on to Endeavour College are broadly spread across a wide variety of educational settings with four students being the highest number to move to same school in 2013 (outside of Endeavour College.)

### ***Conclusion***

Golden Grove Lutheran Primary School is unique.

It offers R-7 Christian education in a shared campus arrangement (with Wynn Vale School), and yet has a close R-12 relationship with Endeavour College at Mawson Lakes. (This relationship is most clearly seen in the preferential enrolment GGLPS students are given at Endeavour College.)

Golden Grove Lutheran Primary School is a vibrant school that has a strong sense of community, purpose and optimism. It sits uniquely amongst the other local schools, being small enough to be 'intimate' yet large enough to be very well resourced.



Daryl Trigg  
Principal  
GGLPS

30<sup>th</sup> June 2013

Attachment: copy of report format used at GGLPS – at the end of Term 2 and 4

**Senior Class**  
**Semester 2 2010**

**Student:****Christian Studies**

<b>Christian Studies</b> provides students with the opportunity to hear, explore and reflect upon the Word of God. Whilst the growth of the students' personal faith in God can only be monitored by God Himself, we do assess students' knowledge, skills and understanding in relation to the following concepts from the Christian Studies Curriculum.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Christian Church</b>					
<b>Christianity in the World</b>					
<b>Effort</b>					

**English**

<b>English</b> aims to develop the ability within children to speak, listen, read and write with purpose, effect and confidence. It aims to provide children with the skills and knowledge to identify and use language in different contexts and for different purposes. It aims to provide a sound grasp of punctuation and grammar appropriate to the students' level of development. Children are exposed to a broad range of literature.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Speaking and Listening</b>					
<b>Reading and Viewing</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Writing</b>					
<b>Handwriting</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Grammar</b>					
<b>Spelling</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Effort</b>					
<b>Overall Achievement</b>					

**Mathematics**

<b>Mathematics</b> aims to develop competence, confidence and interest in mathematics so that children are able to recognise and utilise different numeracy skills in a variety of everyday situations.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Chance and Data</b>					
<b>Number</b>					
<b>Measurement</b>					
<b>Pattern and Algebraic Reasoning</b>					
<b>Spatial Sense and Geometric Reasoning</b>					
<b>Mental Computation</b>					
<b><u>Teacher Comment:</u></b>					
<b>Effort</b>					
<b>Overall Achievement</b>					✓

**Semester 2 2010****Integrated Curriculum**

<b>Integrated Curriculum</b> aims to help learners make connections within and across key learning areas (Science, Health, the Arts, Design and Technology and Society and Environment). Students' skills, knowledge and understanding are assessed within meaningful 'connected' contexts.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Relationships, Rights and Responsibilities:</b> Citizens have rights and responsibilities and develop relationships across the globe.					
<b>Effort</b>					
<b>The World and Beyond:</b> We live in a universe where changes are constant.					
<b>Effort</b>					

**Physical Education**

<b>Physical Education</b> aims to engage students in activities to enhance success, self esteem and ability, provide physical experiences that create opportunities for students to interact positively with their peers and promote positive attitudes toward healthy lifestyle habits.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Demonstrates practical skills with a reasonable degree of technical efficiency.</b>					
<b>Applies skills effectively in performance.</b>					
<b>Demonstrates personal and social skills including the ability to work effectively with others.</b>					
<b>Engages in safe practices when performing in physical activities and using equipment.</b>					
<b>Effort</b>					

**Cultural Studies**

<b>Cultural Studies</b> aims to raise the awareness and understanding of various cultures around the world, through study of language, the arts, traditions and culture.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

**Drama**

<b>Drama</b> aims to promote self expression, build self confidence, enhance creativity and encourage group cooperation through presenting a wide range of dramatic styles.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

**Information and Communication Technology (ICT)**

<b>Information and Communication Technology</b> aims to familiarise the students with and become proficient in the use of selected software.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

**Senior Class Pietsch**  
**Semester 2 2010**

**Attitudes and Work Practices**

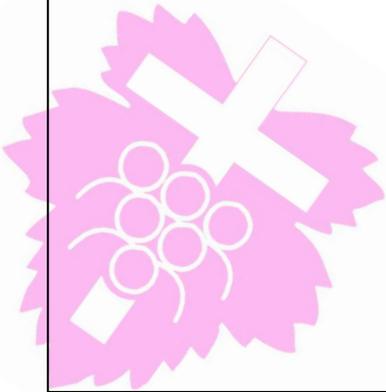
Classroom routines are set up to develop social skills and work habits that help students to be successful at Golden Grove Lutheran. Classes focus on building group work, creating a sense of trust and belonging, and providing tasks for real learning. Students are actively encouraged to work to their potential and strive for personal excellence. They are supported to work in partnerships and teams to achieve at a higher level. Students are encouraged to think about their attitude and behaviour as this helps their learning.

<b>Attitudes and Work Practices</b>	Minimal	Partial	Satisfactory	Good	Excellent
<b>Behavioural</b>					
Practises courtesy in speech and actions					
Is cooperative in group situations					
Respects authority					
Accepts responsibility for personal behaviour					
<b>Social</b>					
Demonstrates acceptance and consideration of others					
Socialises with peers					
Exhibits self-confidence					
<b>Work habits</b>					
Works independently within timeframes					
Seeks help					
Strives for personal excellence					
Demonstrates organisational skills					
Manages time successfully					
Locates information to solve problems					
Displays initiative					
Completes homework					
<b>Punctuality</b>					
Arrives at school on time					
Returns from recess and lunch breaks on time					
<b>Days Absent</b>	<b>School days for Semester</b>				

**Roles, Responsibilities & Extra- Curricular**

School Captain	Flags Monitor	SAPSASSA Representative
House Leader	Gate Monitor	Rose Club
Assembly Presenter	Peer Mediator	Sports Shed Monitor
Rubbish Bin Monitor	Audio Visual Team	Choir
Crossing Monitor	SRC Class Representative	Lunch Monitor
Band	Learns Musical Instrument	Grey Tray Monitor

**Teacher Comment**



**Teacher Signature**

**Principal Comment**

**Principal Signature**