

GOLDEN GROVE LUTHERAN PRIMARY SCHOOL

A school of the Lutheran Church of Australia



“A Window in to.....

Golden Grove Lutheran Primary School”

School Report for 2007

It is an interesting and challenging task for me to compile the '2007 School Report' (to satisfy the requirements of the 'Commonwealth's Certificate 2 Accountability Requirement'), as my tenure at GGLPS only began in January 2008.

However, it is with pride and appreciation that I present this report.

'Pride' in the sense that our school has much to be proud of.

The accomplishments of the past are on display for all to see in the pages of the school magazines, the facilities and in the folklore of the school. Certainly, I believe the school has a very bright future and this is supported by the report given to us by the Non Government Schools Registration board following our 5 yearly inspection in May 2008.

"In the view of the registration review panel, Golden Grove Lutheran Primary School is providing an engaging and supportive educational experience. The curriculum offered to its students is both challenging and inclusive, and high quality pastoral care is provided by the staff. The school can look to the future with optimism and confidence." Dr Gordon Baker, Chairman of the Non Govt Schools Registration Board, 2008 Review Visit.

It is also with appreciation that I present this report because GGLPS has been founded and built on important values and beliefs. The school enjoys an excellent 'tone' and 'culture'.

This report, because of the nature of the required sections, is an objective and quantifiable report. The data presented is important, but it does not paint the whole picture. A school is a community of people living and sharing their lives. A school can also be judged by the heart, but sadly however, 'tone' and 'relationships' and matters of the heart are much more nebulous and verge on impossible to quantify, let alone become a point of comparison. And so while this report will highlight the many positive areas of our school, it can not fully reflect the most important aspects of community, interpersonal relationships and school tone.

Staff Attendance: Teaching staff can be broken into two categories - those teachers who have direct responsibility for classes of students and teachers who support them in that role, (ie leadership positions, specialists etc)

In 2007 the teaching staff cohort totaled 19. The total number of days that the school was 'open' in 2007 was 189 days and therefore the total maximum possible staff attendance was 3591. During 2007 the teaching staff absence was 194 consisting of sick days, personal reasons and attendance at professional learning. On all of these 194 occasions relief staff were employed or GGLPS staff covered those days. In effect, this means that all teaching staff absences in 2007 were covered.

Staff Retention: At the completion of 2007 the school reduced from 12 classes to 10.

This was necessary due to an overall lowering of students in the school's catchment area. One staff member resigned to pursue personal business interests and one staff member transferred to another Lutheran Primary School. These teachers were not replaced thus facilitating a smooth transition to 10 classes. In addition to this, the only other staff changes during/at the end of 2007 was that the principal resigned to travel overseas for 12 months.

One of the blessings and benefits of schools such as ours is that students enjoy consistency of teaching staff and this was certainly the case at GGLPS in 2007.

Teacher Qualifications: GGLPS staff are well qualified!!

The minimum qualification held is Diploma of Teaching (three years equivalent) and the highest qualification is a Masters Degree. Of the 19 teaching staff members, 10 held a Dip T, 13 held a Grad Dip Th, 12 held a B Ed (with two staff members having a double B Ed) and two staff members with a Masters Degree. (Both of these masters degrees have been achieved in the last 12 months.) In addition to this, two staff members were undertaking studies towards formal post graduate qualifications during 2007.

Clearly it can be seen that GGLPS staff are well qualified as all staff have a minimum of 4 years tertiary study.

Expenditure and Teacher Participation in Professional Learning: Professional learning opportunities for all staff is very high at GGLPS and this was certainly the case in 2007.

The school undertook 'whole staff' PL in the areas of Integrated Curriculum, Reporting and Assessment, 'Blue Earth', Brain Research with Eric Jensen, Christian Studies, Spiritual Development and Spelling. In addition to this staff pursued a wide variety of Professional Learning during school time (at the school's expense) and the total investment by the school in Professional Learning was \$21, 427 for the school (or 1.61% of the school's staffing costs.) There were 67 occasions where staff pursued PL as individuals (mostly for 'whole days', but a couple were for '1/2 days'.)

Staff Meetings during 2007 averaged 50% PL content and this is a powerful way of implementing whole school change and development.

In addition to this all staff pursued their own professional development as outlined in their own 'personal Professional Development Plan'.

Clearly, GGLPS has a strong focus in developing its staff and this is resourced highly in both physical and financial terms.

Student Attendance: In 2007 GGLPS was open for 189 days.

Across the 8 grades the total number of absences (both explained and unexplained) was 2703 out of a total possible attendance of 50822. This equates to a 94.7 attendance rate which is very high. GGLPS admin staff follow up unexplained absence thoroughly and matters of truancy are taken seriously. However, the school supports families travelling during school time (extended holidays overseas etc) and together with illness, this accounts for the majority of absences.

Benchmarking Results: In 2007.... **100%** of our Year 3s met the WALNA **reading** benchmark, **95%** of our Year 3s met the WALNA **writing** benchmark, **90%** of our Year 3s met the WALNA **numeracy** benchmark, **85%** of our Year 3s met the WALNA **spelling** benchmark, **96%** of our Year 5s met the WALNA **reading** benchmark, **79%** of our Year 5s met the WALNA **writing** benchmark, **98%** of our Year 5s met the WALNA **numeracy** benchmark, **83%** of our Year 5s met the WALNA **spelling** benchmark, **91%** of our Year 7s met the WALNA **reading** benchmark, **89%** of our Year 7s met the WALNA **writing** benchmark, **86%** of our Year 7s met the WALNA **numeracy** benchmark and **80%** of our Year 7s met the WALNA **spelling** benchmark.

The percentage movement from 2006 to 2007 shows: Year 3 reading - no change, Year 3 writing - 1%, Year 3 numeracy- 3%, Year 3 spelling- 8%, Year 5 reading - 4%, Year 5 writing -15%, Year 5 numeracy + 2%, Year 5 spelling - 17%, Year 7 reading – no change, Year 7 writing- 6%, Year 7 numeracy- 5%, Year 7 spelling- 4%.

These comparisons from 2006 to 2007 can not reasonably be made as the results are from different cohorts of students. Cohorts of students can vary from year to year on academic ability and are influenced strongly by factors such as the transferring in of students from other schools during these years. During 2006 GGLPS experienced significant enrolment increase from students in the middle primary years from Govt schools.

Value Added: GGLPS is a school that 'value adds' constantly and 2007 was no exception to this!

The school offered a vast range of extra curricular sport with around 16 teams participating in sport out of school hours. Participation rates at sports days, carnivals and 'non core' opportunities such as SAPSASA was extremely high, and with very positive results.

The commitment to a full time sports specialist has paid dividends with an increase in participation being very obvious, but also a higher level of success, evidenced by the school winning SAPSASA sports days and LENS carnivals. A sister school arrangement with Asorako HS in PNG, weekly electives program, Gifted and Talented programmes, SRC, Camps and excursions, Concerts and Music Nights, Counsellors and lots and lots of community events and activities are some of the examples of 'value adding' done at GGLPS.

Certainly this does not happen with out a dedicated staff and school community that has a deep understand and commitment to 'service.'

Post School Destinations: GGLPS is a member of the Lutheran School's System which is the third biggest education system in SA.

We are in a unique relationship with Endeavour College as we are a R-12 school spread across two campuses. As such, a high proportion of our students go on to Endeavour as there is a guaranteed enrolment and the culture and values are the same. However, some students do attend a wide variety of both Govt and Non Govt schools upon graduating from GGLPS. In 2007 the year 7 cohort graduated to the following schools:
Endeavour 23

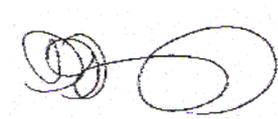
Pedare 2 Trinity College 2 Tyndale 2 Gleeson College 1 The Heights 1 Unknown 1

Satisfaction: GGLPS surveys it's school community regularly and uses the information gathered to inform future decision making.

The survey is both comprehensive and inclusive of all aspects of school life. Overall the students and their families have given their time with the school a rating of 9 out of 10. Both students and families responded overwhelmingly that the school is doing well in most areas.

GGLPS has an 'open door' policy and encourages families to contact the school as soon as issues arise. In this way, satisfaction is kept high as issues are dealt with immediately.

Summary: Golden Grove Lutheran Primary School in 2007 was again a place of great stability where the focus remained completely on its students. Levels of pastoral care and curriculum excellence continue to be a strength.



Daryl Trigg
Principal
Golden Grove Lutheran Primary School

27-6-08