

**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 2009**

2009 saw many significant changes at Golden Grove Lutheran Primary School.

One of these changes was the introduction of a new school structure.

Prior to 2009 the school developed a yearly structure to accommodate the number of students enrolled in that year. However, 2009 began with four very defined and intentional 'clusters' or 'sub-schools'. Based on the Middleton report commissioned many years earlier, this new structure was founded on stages of development and high levels of collaboration and team work among cluster staff. This new structure of all 'composite classes' was as set as follows;

- Three classes of Reception/Year One
- Two classes of Year Two/Year Three
- Three classes of Year Four / Year Five
- Three classes of Year Six / Year Seven (known as 'Senior Classes' this had been in operation for some time)

Our total August Census enrolment was 272 (= average class size of just 24.7)

In reflection (nearly 18months since its inception) 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 class.
- Extending educational outcomes by broadening the curriculum to cater for individual needs.

During 2009 GGOSH (Golden Grove Out of School Hours Care) was relocated and a new Director, Ms Katrina Burrell, appointed. Significant building upgrades were made through the 'School Pride' grants programme as well as the school's own financial resources. Extensions to Block A and C saw a complete revitalising of the R/1 and 6/7 classrooms, a new playground was installed with a shade covering, significant paving improvements and many other refurbishment projects capped off a busy, but productive year. Electronic Whiteboards were installed in every classroom and significant professional development was undertaken by the school staff towards supporting this.

2009 was a 'camps' year and every student in the school took part in the new, structured and sequenced camps program (which is a scheduled in a bi yearly plan with concerts and musicals scheduled in alternate years.)

The school continued to achieve high levels of success in a variety of areas – winning many SAPSASA competitions as well as academic competitions.

GGLPS is an intimate and caring community where students are treated as individual gifts from God and nurtured with 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.

**Teacher Qualifications**

GGLPS has teaching staff of 14.6(fte) which is shared between 16 staff members. The qualifications of the teaching staff are as follows;

- Diploma of Teaching – 8
- Bachelor of Education – 13
- Grad Diploma of Theology – 9
- Graduate Diploma of Teaching – 1
- Bachelor of Special Education – 2
- Master of Education -2

Clearly the staff of GGLPS are well qualified.

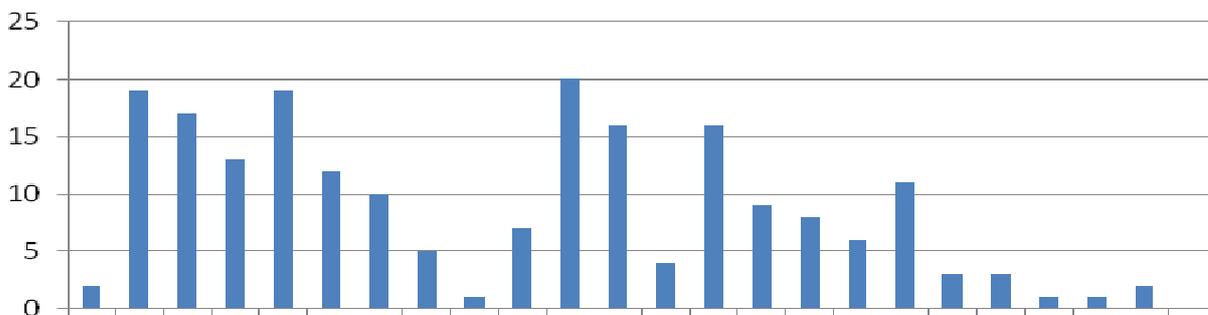
**Workforce Composition**

In addition to a teaching staff of 16 members, there are 3.6fte non teaching staff shared between 4 staff members. In addition to this there are five staff members employed on a casual basis who average 2.5 fte. These staffing numbers include permanent GGOSH staff, but not GGOSH casuals.

The gender breakdown across all GGLPS staff is as follows;

- Male: 7
- Female: 18

We do not currently have any Indigenous staff members. The years of service to our school are shown as follows: this includes teaching and non teaching staff.



**Student Attendance**

During 2009 we had a total attendance of 47416 days with a total absence of 3003 days.

This equates to a total attendance rate for the year of 93.7%

The school had 179 contact days

It is an expectation of our school that parents telephone to report all absences. Where this does not occur the school will phone the family. We have become increasingly concerned about late arrivals and early departures, and so late in 2009 a new student management system was introduced which will track this. The benefit of this data will be evident in the next school report.

## Academic Results

GGLPS continued to offer the LENS integrated curriculum from R-7 with Maths and English as stand alone subjects under the SACSA 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.

In 2009, 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

	Numeracy	Grammar	Reading	Spelling	Writing
Yr 3	97%	97%	94%	97%	100%
Yr 5	100%	95%	95%	98%	100%
Yr 7	95%	95%	98%	93%	93%

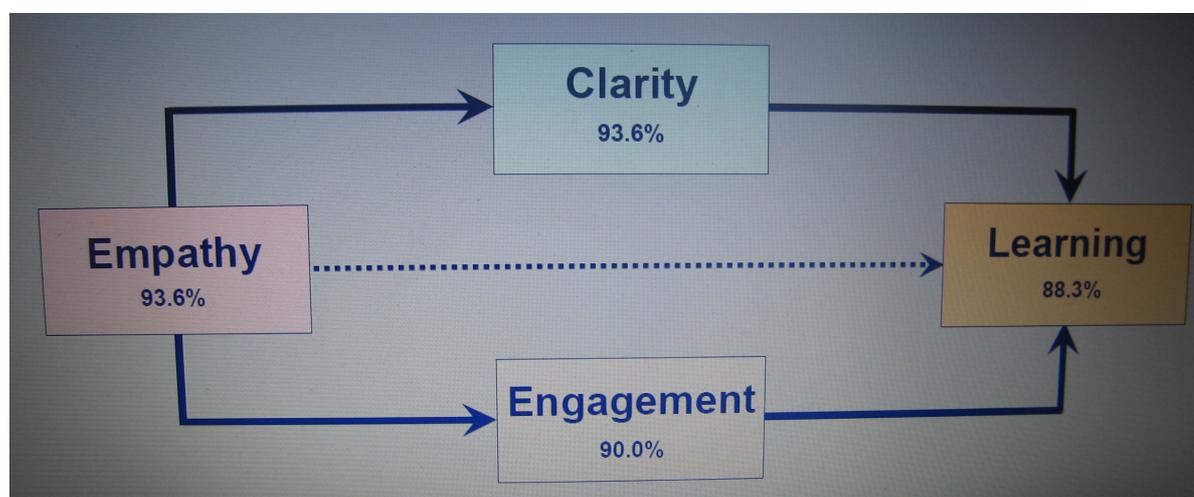
What can clearly be seen from the data given above is that, according to NAPLAN results on the given day of the test and taking into account the limitations of the test, GGLPS students, on the whole are achieving positive results.

The 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.

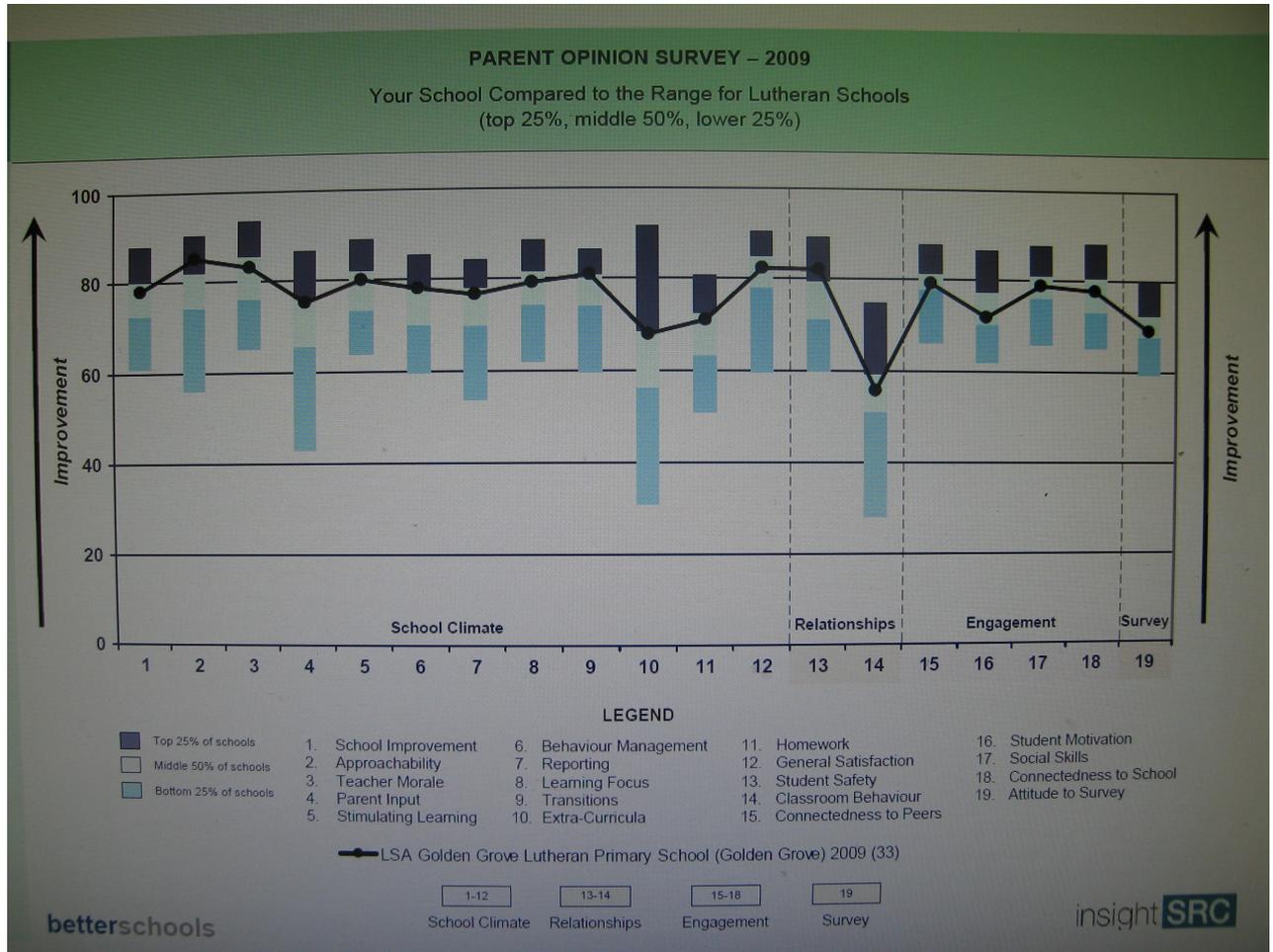
## Satisfaction levels

Along with every other Lutheran School in Australia, GGLPS participated in the 'Better Schools' project. This project included a significant survey of our school community.

A summary of these results are :



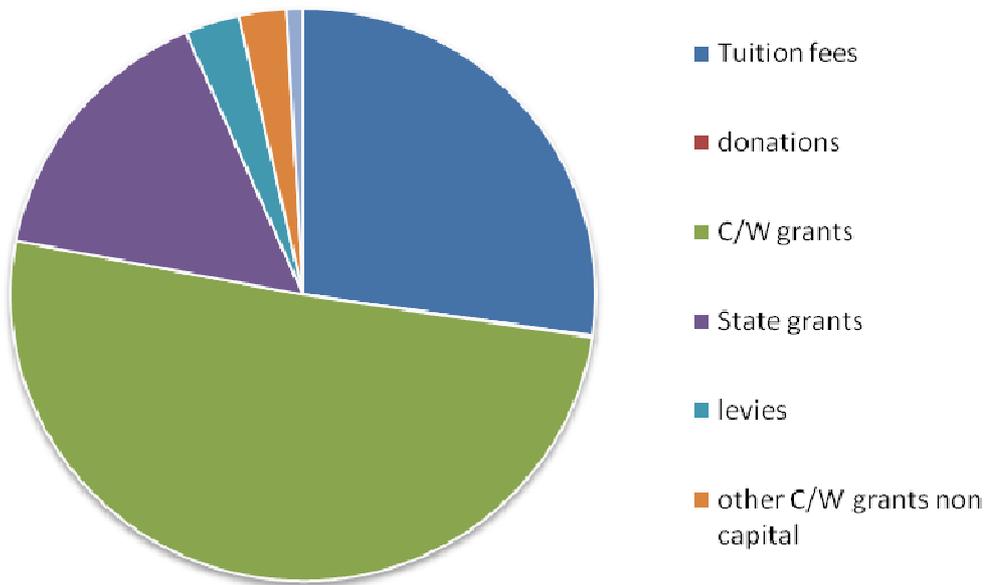
The 'Better Schools' project identified that GGLPS is a high achieving and well functioning school with high levels of parent and staff satisfaction. In nearly all of the categories surveyed GGLPS was in the top 25% for all Lutheran Schools across Australia. Relative weakness was identified in the area of classroom behaviour and learning focus.



From the 'Better Schools' project a team was assembled that set a series of values that would be the school's focus areas for 2010.

**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.



**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

17-6-2010

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**

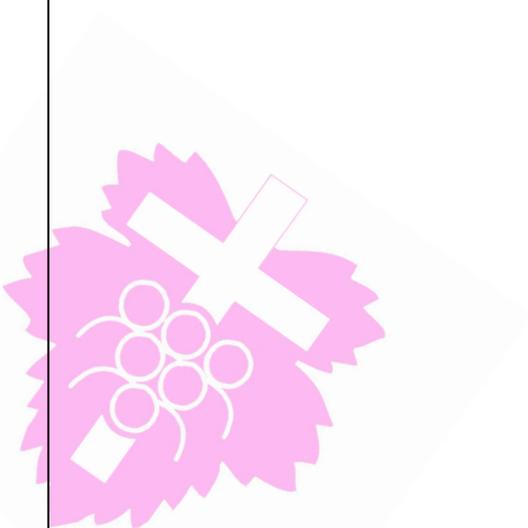
Classroom routines are set up to develop social skills and work habits that help students to be successful at Golden Grove Lutheran. Classes focus on building group work, creating a sense of trust and belonging, and providing tasks for real learning. Students are actively encouraged to work to their 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**