

GOLDEN GROVE LUTHERAN PRIMARY SCHOOL



A school of the Lutheran Church of Australia



“Golden Grove Lutheran Primary School”



School Report for 2011

In 2011 Golden Grove Lutheran Primary School continued to structure the school 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 2011 our school size was 289 giving an average class size of 24.08

In 2011 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 17 (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 2011 considerable investigation and investment was put in to the International Baccalaureate Programme (PYP) and as well as the implementation of the National Curriculum requirements.

2011 was a 'Camps' year with all students participating in a camp

- *Yr 7s had a 3 day aquatics camp at Murray Bridge*
- *Yr 6s had a 3 day camp at Woodhouse Scout Centre*
- *Yr4/5 Cluster had a 2 day camp at Mylor doing adventure activities*
- *Yr 2/3 Cluster had a 3 day camp at Warrawong doing environmental studies*
- *Yr 1s had a sleep over at school with related activities*
- *Receptions had an evening BBQ/celebration at school*

During 2011 Jolly Phonics was introduced into R/1/2 and considerable work was done in relation to an 'Asia in schools' grant programme. The new administration building was completed and officially opened in June heralding the completion of building projects in the school, for the time being!!

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

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 14.22(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
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 2011 three staff completed the LEA Staff Accreditation process.

Workforce Composition

In addition to a teaching staff of 15.9 fte, there are 8.1fte non-teaching staff. In addition to these staffing numbers are permanent and casual OSHC staff. OSHC has an average morning attendance of 32 and an average afternoon attendance of 51.

The gender breakdown across all GGLPS staff is as follows;

Male: 5
Female: 24

We do not currently have any Indigenous staff members.

Student Attendance

During 2011 we had a total attendance of 91.83% (This is down 2% from 2010.)

The school had 191 contact days (which is 9 days more than the previous year.)

The student gender breakdown in 2011 was 146 males and 143 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 newly introduced 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 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 (see attachment 1).

In 2011, 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 2010

	Numeracy	Punctuation & Grammar	Reading	Spelling	Writing
Yr 3	100%	100%	100%	100%	100%
Yr 5	100%	97%	98%	98%	98%
Yr 7	97%	100%	100%	95%	100%

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 2010.

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.

Specialists subjects in the school are Art, PE, Music and Japanese. Students have one lesson per week in each of these subjects with a specialist teacher, though they will also be taught in the classroom weekly and frequently integrated with other areas.

Satisfaction levels

A full school survey was not conducted during 2011 as the school participated in the Lutheran Education Australia programme call 'The Better Schools Project' (BSP). The BSP surveys all staff and a sample of students and parents biennially.

The data can be summarised as follows:

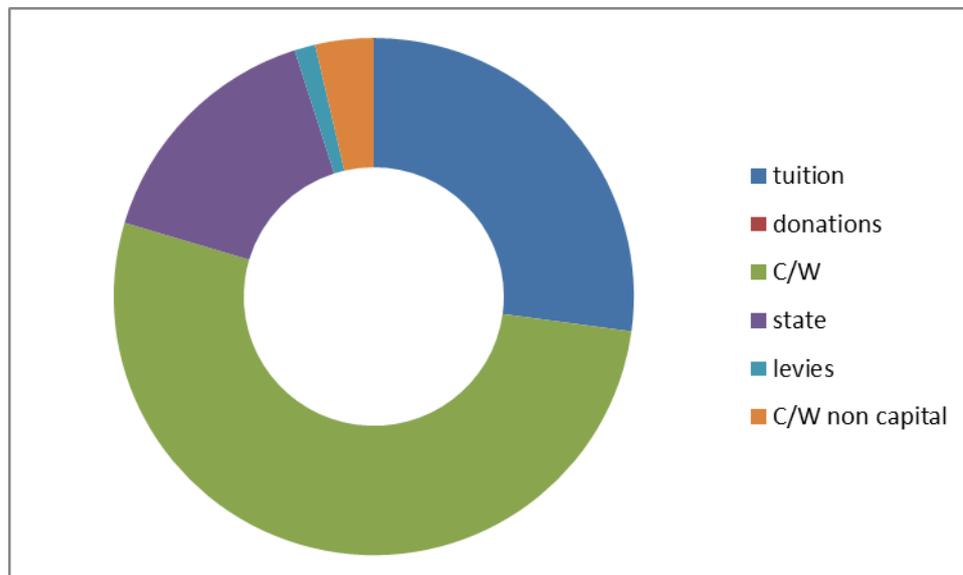
Conclusion : the school is functioning highly and sits in the upper 33 percent of all Lutheran schools. The targeted areas of the 2009 BSP project (student behaviour and staff mutual accountability) show considerable improvement.

The areas of relative weakness and focus for 2012 should be:

- 1. Empowering staff and developing staff leadership.*
- 2. Increasing professional dialogue amongst staff.*
- 3. Increase the student orientation amongst staff.*

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 2012 (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

30th June 2012

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

Senior Class
Semester 2 2010

Student:**Christian Studies**

Christian Studies 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
Christian Church					
Christianity in the World					
Effort					

English

English 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
Speaking and Listening					
Reading and Viewing					
Effort					
<u>Teacher Comment:</u>					
Writing					
Handwriting					
Effort					
<u>Teacher Comment:</u>					
Grammar					
Spelling					
Effort					
<u>Teacher Comment:</u>					
Effort					
Overall Achievement					

Mathematics

Mathematics 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
Chance and Data					
Number					
Measurement					
Pattern and Algebraic Reasoning					
Spatial Sense and Geometric Reasoning					
Mental Computation					
<u>Teacher Comment:</u>					
Effort					
Overall Achievement					✓

Semester 2 2010

Integrated Curriculum

Integrated Curriculum 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
Relationships, Rights and Responsibilities: Citizens have rights and responsibilities and develop relationships across the globe.					
Effort					
The World and Beyond: We live in a universe where changes are constant.					
Effort					

Physical Education

Physical Education 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
Demonstrates practical skills with a reasonable degree of technical efficiency.					
Applies skills effectively in performance.					
Demonstrates personal and social skills including the ability to work effectively with others.					
Engages in safe practices when performing in physical activities and using equipment.					
Effort					

Cultural Studies

Cultural Studies 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
Overall Achievement					
Effort					

Drama

Drama 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
Overall Achievement					
Effort					

Information and Communication Technology (ICT)

Information and Communication Technology 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
Overall Achievement					
Effort					

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.

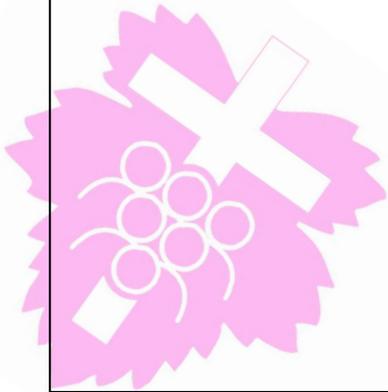
Attitudes and Work Practices	Minimal	Partial	Satisfactory	Good	Excellent
Behavioural					
Practises courtesy in speech and actions					
Is cooperative in group situations					
Respects authority					
Accepts responsibility for personal behaviour					
Social					
Demonstrates acceptance and consideration of others					
Socialises with peers					
Exhibits self-confidence					
Work habits					
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					
Punctuality					
Arrives at school on time					
Returns from recess and lunch breaks on time					

Days Absent	School days for Semester
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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