

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 2008

2008. A year of global financial uncertainty and on going war in the Middle East. The Stolen Generation are offered an apology and an earthquake in Chengdu China kills 69,000 people. America elects its first black president.

Globally, it would be fair to say that 2008 was a year of change and while obviously not of the same proportion, it was also a year of change at Golden Grove Lutheran Primary School.

GGLPS demonstrated during 2008 a genuine willingness to embrace change and seek continual improvement. When a new principal starts in a school it is fair to expect a degree of change. Some will be quite overt and obvious and other changes will be more subtle. In 2008 the changes that were made were student focussed and aimed for the best educational outcomes for the students of the school.

Tragically, during the year we suffered the death of a Yr 7 student, Josiah Page. The impact of this event on our school was high, but it also highlighted the very supportive and interpersonal community we have.

The GGOSH director, Nancy Baron resigned during the year and plans to build a playground on the GGOSH site were realised late in 2008 when GGOSH was relocated to new premises in the center of the school. This was a major change during 2008.

In August our census figures were 273 and plans were made to restructure the school for 2009. A task which was unfolded over the last weeks of the year based around a consistent R/1, 2/3, 4/5, 6/7 grouping of classes and offering mid year reception intake for the first time. It also involved rationalising staffing to an appropriate level for the size of the school.

On a governance level the school developed new mission, vision and core values statements and the marketing report of 2007 began to be more fully implemented.

During April in 2008 the school also underwent its five yearly review from the Non Govt Schools Registration Board. The comments on this were most favourable, especially in the curriculum area.

The school achieved high levels of success in a variety of arena. On the sports field we entered and won quite a number of competitions and it is quite clear that the commitment made to PE with the appointment of a full time sports coordinator (Skye Geyer) is paying dividends. Through various curriculum competitions we also achieved many fine results – certainly a highlight was having a student ‘top’ the state in two NSW University (ETC) tests. In the co-curricular area of our school we also experienced great success, but I believe that it is in our relationships and strong sense of community that we have produced our best results.

GGLPS is a small, vibrant and responsive community where care and concern are not simply spoken about – they are enacted. It is in this area that our school has had the greatest success in 2008 and while many other things may change, this will not.

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 2008, along with all SA schools, we conducted the NAPLAN tests across grades 3/5/7. The results of these are as follows.

Student Cohort: Yr 3=28, Yr 5=26, Yr 7=39

NAPLAN Scores at GGLPS against state averages

Yr 3	gglps male	state male	gglps female	state female	gglps both	state both
Numeracy	409.6	394.2	361.4	385.3	387.2	389.8
Reading	411.2	393	388.9	409.1	400.9	400.9
Spelling	397.9	386.4	404.7	408.4	401.1	397.2
Grammar	400.9	385.8	425.9	408.5	412.5	396.9
Writing	411.8	403	411.8	429.1	411.8	415.9

Yr 5	gglps male	state male	gglps female	state female	gglps both	state both
Numeracy	457	468.8	484.4	454.9	470.7	461.9
Reading	461.1	472.7	516.5	484.7	488.8	478.6
Spelling	478.7	470.3	516.4	488.7	497.6	479.4
Grammar	485.6	477.6	521.8	500.1	503.7	488.6
Writing	460.7	468	507.6	495.2	484.2	481.4

Yr 7	gglps male	state male	gglps female	state female	gglps both	state both
Numeracy	525.5	545.8	570.2	529.7	544.3	537.9
Reading	510.9	529.6	589.1	539.9	543.8	534.6
Spelling	524.3	529.4	564.3	550.2	541.1	539.6
Grammar	519.1	517.9	585.8	542.4	547.2	529.9
Writing	535.3	522.7	585	555.2	555.8	538.6

above state average
 below state average

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.

During the life span of the WALNA tests, GGLPS tracked and monitored student cohorts, noting changes in results. WALNA tests ceased at the end of 2007 and NAPLAN testing commenced in 2008. Therefore, it is unreasonable to compare two different testing structures and so this report does not give this comparative data. However, as NAPLAN enters a second year of application, these changes will once again be tracked and monitored.

These positive results achieved by GGLPS is commensurate with Lutheran Schools across our district, as shown in the attached table. (table 1)

In conclusion, GGLPS faces a very bright future. Enrolment projections are most positive and a considerable investment continues to be made in curriculum as well as physical resourcing. It is clear that the school is committed to the following Core Values,

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.

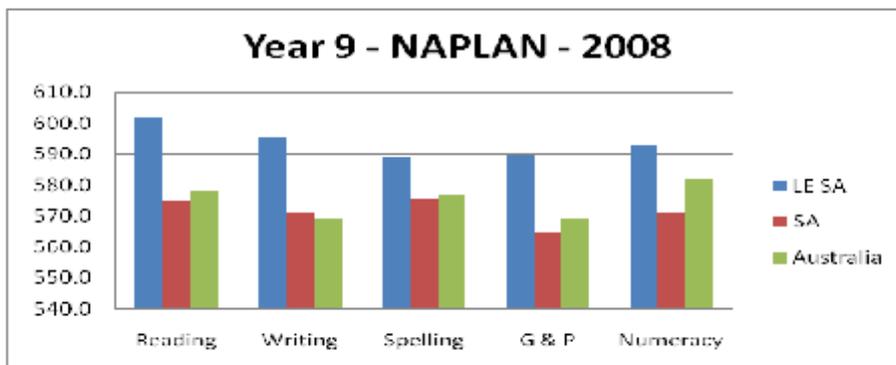
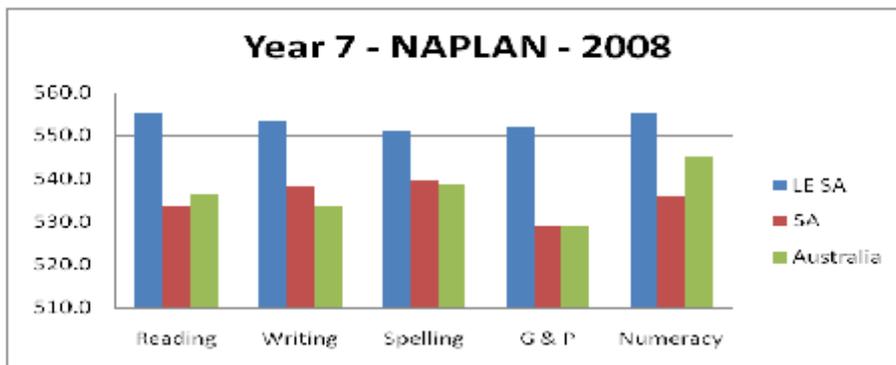
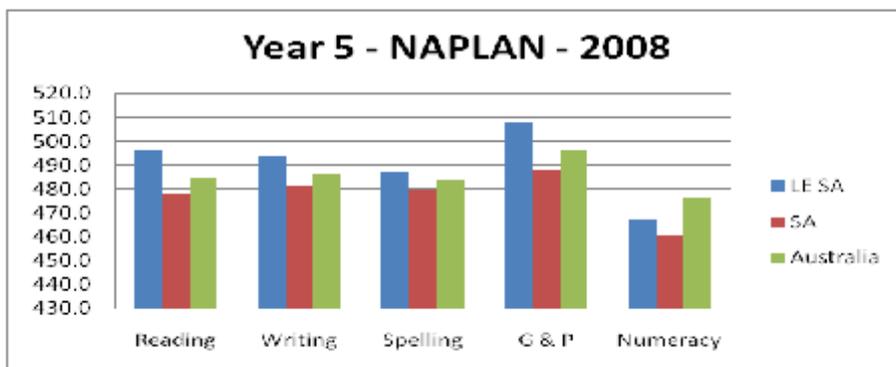
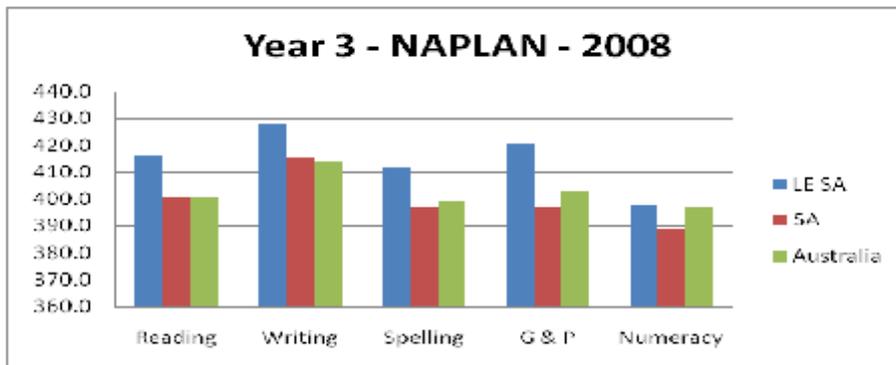


Daryl Trigg
Principal
GGLPS

15-5-2009

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

Table 1



DEEWR compliance reports:

In order to comply with DEEWR requirements all schools need to show evidence of:

- Offered the standard assessment in literacy and numeracy to all students in Years 3, 5, 7, 9;
- Reported to parents of students in Years 3, 5, 7 and 9 on their child's achievement against the national minimum standards for literacy and numeracy;
- Made its school performance information publicly available;
- Gave parents "plain language" student reports

Senior Class
Semester 2 2008

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					

Teacher Comment:					
Effort					
Overall Achievement					✓

Semester 2 2008

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 2008

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				

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