

GOLDEN GROVE LUTHERAN PRIMARY SCHOOL



A school of the Lutheran Church of Australia



“Golden Grove Lutheran Primary School”



‘A place of continuous growth and development’

School Report for 2013

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 2013 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.

There is a strong emphasis in the school on team work and collegiality with intentional efforts being made to develop a rich and vibrant learning environment.

At the August census in 2013 our school size was 283 giving an average class size of just under 24 students per class.

The gender composition of the student body was 142 males and 141 females.

In 2013 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.

This structure has been highly successful in;

- Creating high levels of team work, accountability, efficiency and support among staff especially in the area of collaborative planning.
- 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.

2013 was a 'camps' year:

- *Receptions participated in a 'stay' after school culminating in a BBQ with parents/caregivers while Yr 1 had a 'sleep-over.*
- *2/3s participated in a one night camp*
- *4/5s participated in a two night camp*
- *6/7s participated in a two night camp*

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 2012. 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 2013 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 the permanent and casual OSHC staff. OSHC has an average morning attendance in excess of 35 and an average afternoon attendance in excess of 60 and is an integral part of the GGLPS school community being owned and operated entirely by the school.

In 2013 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 2013 the school had 196 contact days (compared to 191 in 2013).

Attendance across the grades was as follows:

Year Level	Total Days	Total Absences	Total Explained	Total Unexplained
	Total Students	% Attendance		
0	196	493	428	65 49 94.42%
1	196	304	270	34 35 95.51%
2	196	327	294	33 36 95.20%
3	196	379	322	57 36 94.55%
4	196	366	310	56 37 94.94%
5	196	408	346	62 33 93.64%
6	196	150	139	11 20 96.15%
7	196	558	496	62 39 92.70%
TOTAL	196	2985	2605	380 285 94.53%

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 began 2013 using the framework and pedagogy of the International Baccalaureate PYP with Maths and English as stand alone subjects (with the Australian Curriculum providing the scope and sequence of learning within the school.)

The school offered parent/teacher interviews in Terms 1 and 3 and formal reports in Terms 2 and 4.

Our Reception/1 and 2/3 Clusters introduced 'Learning Portfolios' which were compiled and shared with parents/caregivers termly.

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 arises 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 2013, 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 2013

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

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%

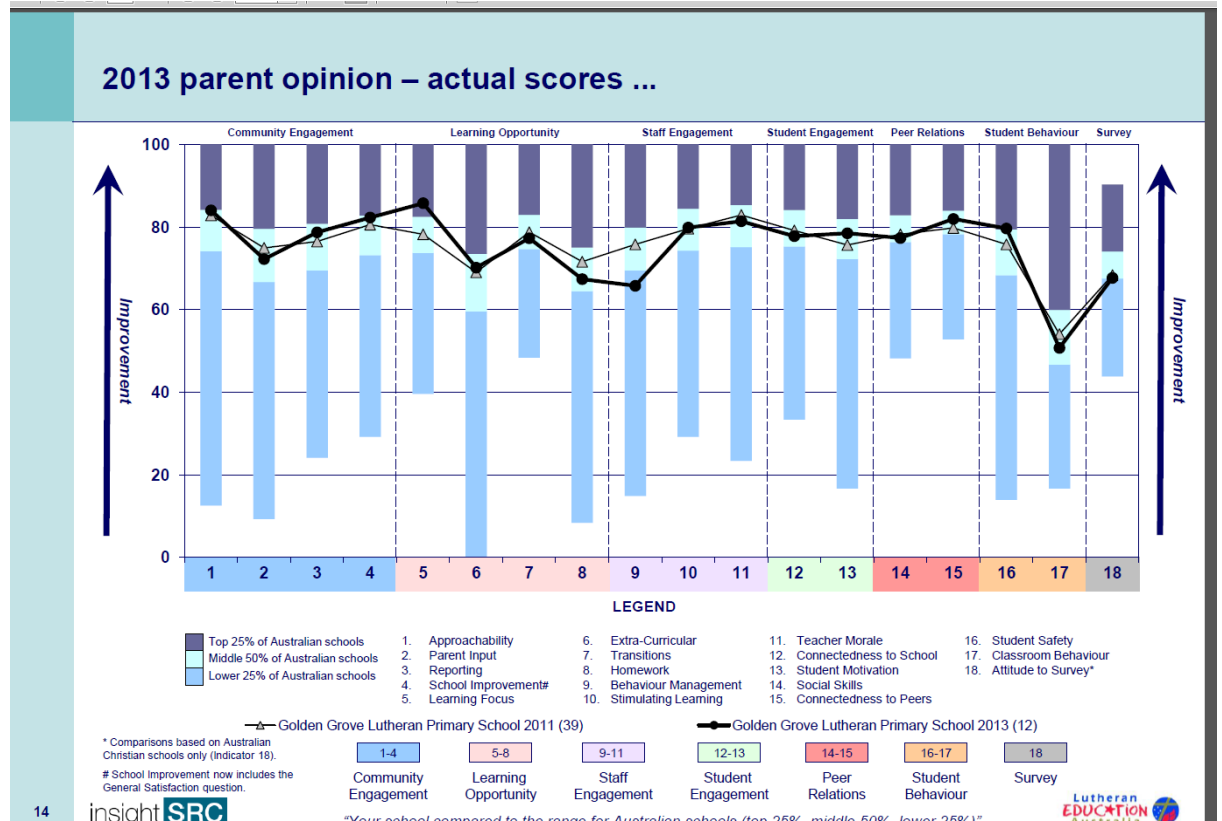
What can clearly be seen from the data given above is that, according to NAPLAN results on the given day of the test and taking into account the limitations of the test, GGLPS students, on the whole are achieving positive results. The results shown also indicate an improvement from 2012 which has been shown for comparison.

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

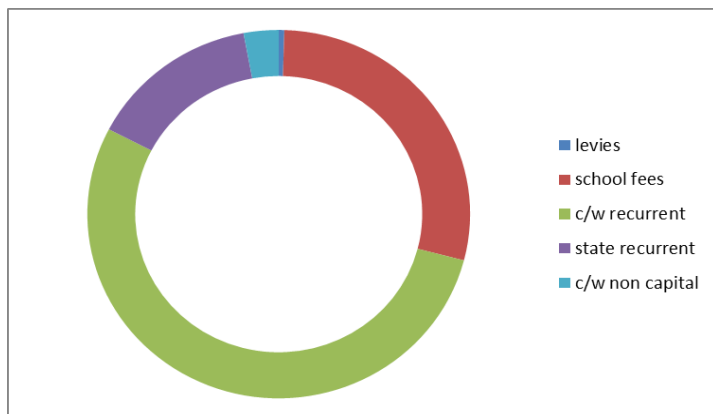
A full school survey was conducted during 2013 by 'insight SRC' as a part of a system wide longitudinal study for school improvement.

The parent feedback data is summarised as follows and clearly indicates high levels of parental satisfaction.



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

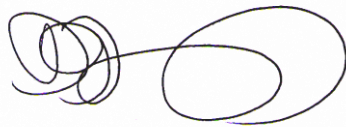
Approximately half of our exiting year sevens move on to Endeavour College (which is to be expected due to the close working relationship the two schools have as a part of our commitment to R-12 'seamless' education. Exiting students who do not move on to Endeavour College are broadly spread across a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

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 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

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.

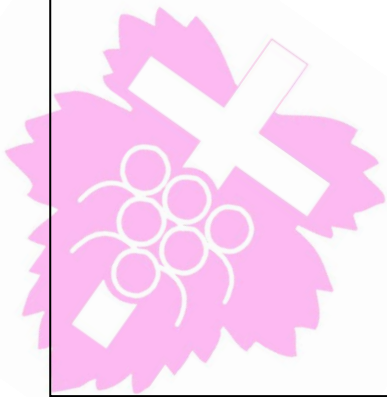
Attitudes and Work Practices	Minimal	Partial	Satisfactory	Good	Excellent
Behavioural					
Practises courtesy in speech and actions					
Is cooperative in group situations					
Respects authority					
Accepts responsibility for personal behaviour					
Social					
Demonstrates acceptance and consideration 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