

# 2018

---



## SCHOOL REPORT



# CONTENTS



---

**3**

CONTEXTUAL  
INFORMATION

---

**6**

STRATEGIC  
DIRECTIONS

---

**8**

TEACHING AND  
LEARNING

---

**9**

NAPLAN

---

**10**

VALUE ADD

---

**11**

STUDENT ATTENDANCE  
AND SCHOOL SERVICES

---

**12**

TEACHER  
QUALIFICATIONS

---

**15**

LUTHERAN SCHOOL  
OFFICERS

---

**16**

SOURCES OF INCOME

---

**17**

SATISFACTION LEVELS

---

**18**

CONCLUSION

---

# CONTEXTUAL INFORMATION

Golden Grove Lutheran Primary School (GGLPS) was founded in 1987 in the then-new subdivision of Wynn Vale. Sited amongst old vineyards, Golden Grove Lutheran Congregation and the school offered Christian education to the new and developing community.

The school was established, along with Wynn Vale Primary School, under an agreement with the State Government which created a shared-campus arrangement. This arrangement exists to this day, with both schools successfully sharing the library and canteen facilities (located on the Wynn Vale campus).

GGLPS is one of 72 systemic Lutheran schools in Australia that has God's Word and worship at the centre of life. Through the Lutheran faith we share a history of schooling in Australia spanning 175 years. GGLPS is a member of 'Connected Schools', an alliance of northern suburbs Lutheran schools and kindergarten. While GGLPS itself offers education from Reception through to Year 6, our students also have the opportunity, through the Connected Schools relationship, to experience the richness of Lutheran education from kindergarten through to Year 12.

As an International Baccalaureate (IB) school, GGLPS has been accredited to offer the Primary Years Programme (PYP) since 2015. Through the PYP, students develop an understanding of important concepts, acquire essential skills and knowledge, develop attitudes and learn to take socially responsible action. Along with the Australian Curriculum, the school has developed a strong curriculum which is significant, meaningful and challenging to the students; we aim to develop students who can contribute positively and effectively to their local and global community.

While we acknowledge the past and the strong foundations which have been laid, we also look to the future to ensure that our teaching and learning programme stays up to date. Our use of learning spaces, furniture, teaching methodology and technology reflect current educational thinking and changes are implemented after rigorous research and thought about the effects they will have on the teaching and learning programme.

# CONTEXTUAL INFORMATION CONT.

## 2018 Highlights

### Capital works

A number of capital works programmes were undertaken during the year.

### Toilets

A \$50,000 infrastructure grant was received from the state government. These funds were used to upgrade the students' toilets (male and female). This included: painting, tiling, new partitions and replacement of sinks and bowls.

### Library

The library is jointly managed by GGLPS and Wynn Vale Primary School. During the year the library was recarpeted, new student furniture purchased as well as a new circulation desk.

### Classroom refurbishment

A grant of \$270,000 was received from the federal government. These funds were used for the refurbishment of three classrooms and the construction of a fourth to create a modern learning space for older students. The school also contributed significantly to this building project which will be completed during the 2019 school year.

### Uniform

After a comprehensive review which sought the views of students, teachers and staff, changes were made to the uniform. Changes included the wearing of a redesigned sport uniform for the junior primary classes five days a week, trouser and short options for girls and the deletion of woollen jumpers and ties.



### Nature Play

During the year, students were involved in designing a nature play area. Working closely with a consultant, a natural play space was planned with construction beginning towards the end of the year. The P & F supported this project with a large injection of funds, while a small grant was received from Lutheran Laypeople's League.

Golden Grove Lutheran Primary School is known throughout the broader community as a school that is 'not too big, not too small'. With a strong academic programme, a focus on community and concern for the whole development of each child, GGLPS is sought out for enrolment by a broad and diverse range of families.







## STRATEGIC DIRECTIONS

The foundational values of the school are articulated in the following three words:

**BELIEVE  
COLLABORATE  
ACHIEVE**

*To provide a programme of education which is comprehensive and contemporary, embeds lifelong values, and encourages global citizenship, within an inclusive Christ-centred community.*

School Council devised a supporting School Improvement Plan in 2018 which addressed the strategic initiatives. These were reported on monthly at Council level. Further information can be found in reference to the SIP on the school website.

# STRATEGIC DIRECTIONS CONT.

The strategic actions were addressed under the three pillars of:

## Teaching and Learning

- To provide opportunities for the development of international mindedness;
- To continue to strengthen collaborative practices across the school;
- To review and develop policies and implement practices in: nature play, behaviour management, learning spaces and digital technologies;
- To explore and implement strategies to develop a growth mindset;
- Implementation of the 'Seesaw' app for online feedback for students and parents;
- To use data more effectively to inform teaching and learning.

## Community Partnerships

- To maintain open and transparent dialogue with Golden Grove Lutheran Church and Wynn Vale Primary School;
- To build capacity across the school incorporating inclusive practice around intercultural understanding;
- To formalise a common understanding of the relationship between the school and congregation;
- To finalise a renewed cross-campus partnership with Wynn Vale Primary School;
- To continue to strengthen the Connected Schools partnership;
- To report regularly to the school community.

## Organisational capability

- To communicate the vision and strategic initiatives with the school community;
- To ensure all requirements for school registration (state government) are met;
- To finalise the masterplan for 2018 – 2028;
- To complete a review of the school uniform.



# TEACHING AND LEARNING

**Enrolment:** At the 2018 August census the school population was 257, reflecting an average class size of 21 students per class. The gender composition of the student body was 132 females and 125 males.

In accordance with the strategic directions of School Council and the decision to work towards operating the school with two classes at each year level, the following class structures were used in 2018:

- two classes of Foundation
- two classes of year 1
- three classes of year 2 / 3
- two classes of year 4
- three classes of year 5 / 6

**Curriculum:** The curriculum at GGLPS addresses the requirements of the Australian Curriculum. This was delivered using the framework and pedagogy of the International Baccalaureate Primary Years Programme.

**Celebration of learning:** Each class held a 'Celebration of learning' evening during the year, where parents observed and interacted with the students and their learning. These evenings highlighted the learning process which occurred during a unit of inquiry undertaken by the students.

**Year 6 Exhibition:** As an authorised International Baccalaureate school offering the Primary Years Programme, we are required to hold an 'Exhibition' during Year 6. The Exhibition is a culmination and celebration of the skills and concepts the students have learnt during their PYP journey. The Exhibition was held during term 4, with the students displaying the rich and deep learning they have experienced over a period of a number of years.

**Reporting:** While parents are invited to discuss their child's progress at any time, the school formally offered voluntary parent/teacher interviews in term 1. Students' work and progress in their learning was recorded in an e-portfolio, using the Seesaw app, along with a report at the end of each semester. Student Led Conferences (SLC), where students reflected on their learning with their parents, were held mid-year. The SLC included the completion of learning engagements which were part of the class teaching and learning programme.

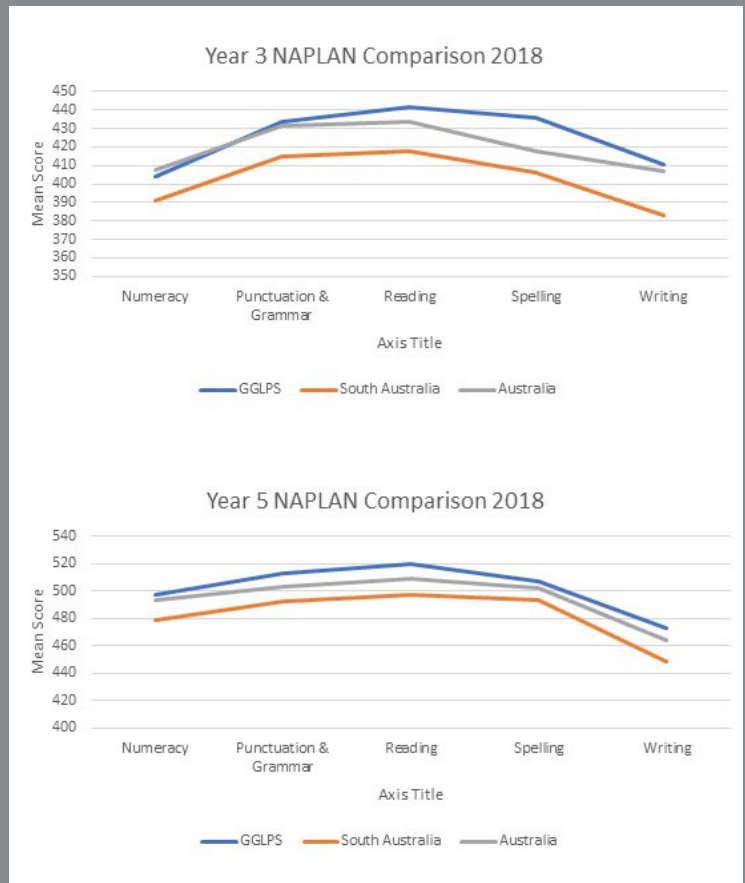
Reporting to parents included the five-point scale as outlined in the Australian Curriculum guidelines. It is our belief that our reporting to parents must be objective, quantifiable and honest, while being constructive and supportive. Our reporting processes were presented in ways which parents could understand and relate to and we encouraged parents/caregivers to communicate frequently or as the need arose.



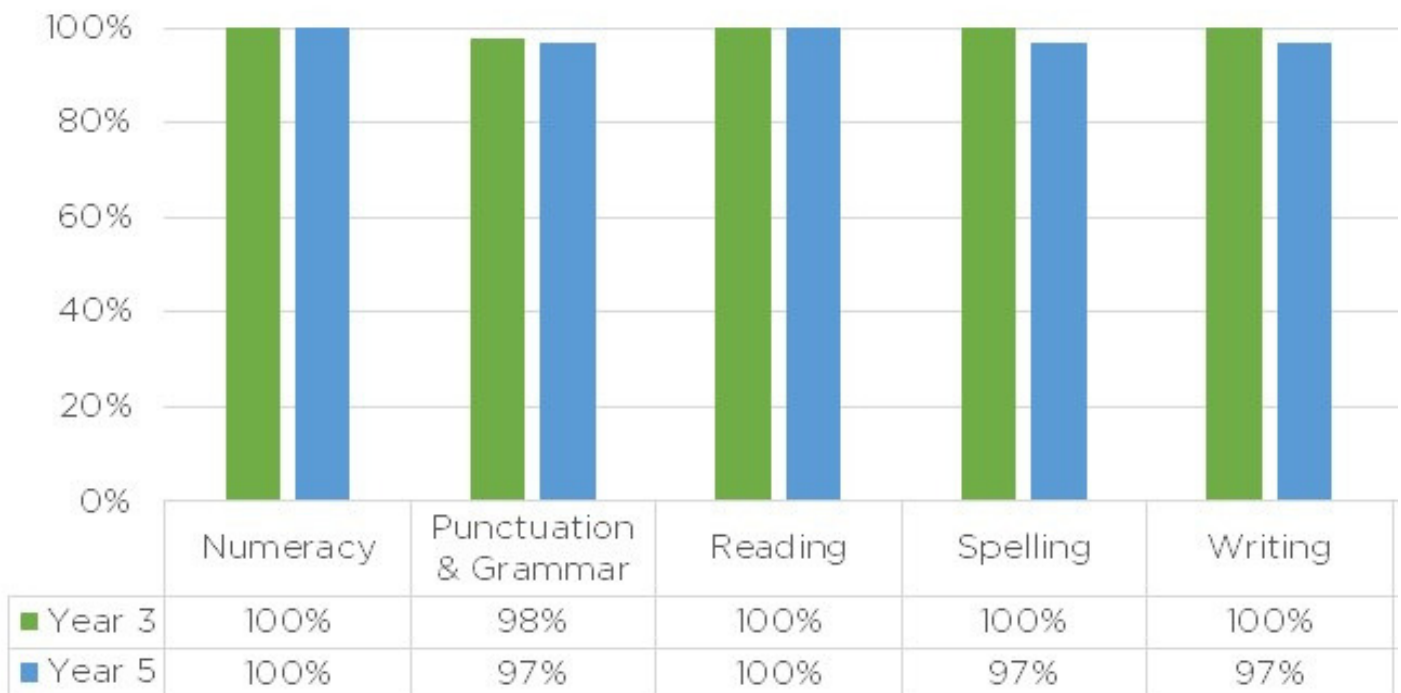
# NAPLAN

In May 2018, the National Assessment Programme for Literacy and Numeracy (NAPLAN) was completed by students in Years 3 and 5. This is an annual Federal Government requirement.

Students in Years 3 and 5 completed the five assessments in the areas of Numeracy, Punctuation & Grammar, Reading, Spelling and Writing. The following tables show the NAPLAN mean results in Years 3 and 5 at GGLPS compared to SA and Australian mean scores.



The table above shows the percentage of students at GGLPS who reached the national benchmark in each of the five assessment areas.



# VALUE ADD

GGLPS exists to provide a quality education for our students. Value is added to this educational experience by extending beyond the curriculum requirements through our ethos and culture and by the co-curricular and extra-curricular activities provided by the school.

The school offers specialised curriculum lessons in:

- Japanese
- Physical Education
- Art

Community service: ANZAC Day participation. The SRC determined a number of areas for which they raised funds: Autism SA, Adelaide Zoo and Hutt St. Centre.

Leadership: Student Representative Council (SRC), School and House Captains, Worship Coordinators, sound and vision leaders and Assembly coordinators.

Extension activities: Chess, ICAS tests, Connected Schools enrichment program in the areas of: media arts, history, service learning and dance.

Sports: Visiting coaches through the 'Sporting Schools' program (basketball and netball), SAPSASA participation and trials (athletics, swimming, softball, netball), clinics facilitated by Endeavour College students.

Curriculum related: simultaneous Storytime, Year 6 Exhibition, Celebration of Learning evening, visiting speakers (cyber bullying), Premier's Reading Challenge, Harmony Day, Christmas concert, excursions to complement units of inquiry.

Special curriculum initiatives: Special programs and support for those students with special learning needs, Minilit, Multilit, social and emotional wellbeing initiatives ('What's the Buzz', 'Seasons for Growth').

Camp/experiences: All classes participated in an outdoor/camping programme from Foundation through to Year 6. This included: school sleepover for year 1 students, Narnu Farm, Aldinga (Indigenous perspectives), Woodhouse. All classes participated in excursions and welcomed visiting speakers to complement classroom inquiries.

Community outreach: Noted school counsellor and teacher Mark Le Messurier facilitated a parent workshop to which members of the school and broader community were invited. Community members were also invited to attend a workshop for parents on cyber – safety and device usage facilitated by 'Cybersafe Families'. Although under the auspices of Golden Grove Lutheran congregation, the school supported and promoted the Playgroup and 'Mainly Music' programmes. Choir singing at Golden Grove village.

Special occasions: Mother's and Father's Day stall, Middle of Term breakfast (MOT), Year 6 Graduation and dinner, Christmas Picnic and carols evening, Welcome BBQ for new families.

Japan trip: A school tour of Japan (October holidays) was offered to students in years 5 and 6. The aim of this tour was for the students to experience the culture and language of Japan first-hand. As part of the tour we visited our sister school in Fukuyama, where GGLPS students were hosted by students from the school.



Year Level	Students	School days	Percentage of days attended
Foundation	43	189	96.3 %
1	44	189	95.60%
2	30	189	95.30%
3	41	189	95.20%
4	44	189	96.70%
5	31	189	96%
6	25	189	95.70%
Totals	257	189	95.83%

## STUDENT ATTENDANCE

During 2018 the school had 189 student contact days. It is an expectation that parents telephone to report all absences. Where this does not occur, the school sends an SMS as a part of the student management and enrolment system.

## SCHOOL SERVICES

**Bus service:** The school continued to operate two bus runs, linking with Endeavour College at Mawson Lakes. GGLPS students were able to access this service to travel to and from GGLPS at no charge.

**GGOSH:** GGLPS offers an out of school hours care service (GGOSH). This service is offered according to Federal government regulations (National Quality Standard) and is licensed for seventy students (the service also works with Wynn Vale PS kindly offering care to siblings of GGLPS students). GGOSH employs 10 casual staff and 1 Director. At the beginning of 2018 a new Director was appointed due to the resignation of the incumbent for relocation reasons.

As well as offering daily term care, GGOSH also offers vacation care. This is offered through a programme of onsite and offsite activities.

GGOSH has an average morning attendance 18 and an average afternoon attendance in excess of 36 and is an integral part of the GGLPS school community being owned and operated entirely by the school.

During 2018 GGOSH was required to be reaccredited against the 'Early Childhood Education and Care and School Aged Care' standards. Of these seven standards, the service received three exceeding the standard, three meeting the standard and one working towards standard.

# TEACHER QUALIFICATIONS

All teachers at GGLPS satisfy the requirements of the Teachers Registration Board for registration.

A list of qualifications and the number of these held by teaching staff in the school are listed below. In addition to these formal qualifications, all staff undergo training in Responding to Abuse and Neglect, First Aid and Valuing Safe Communities. They all hold all the necessary qualifications for teacher registration in South Australia which includes a criminal history check.

Diploma	Grad Dip in Theology	Degrees (Bachelor, Masters)	Doctoral
11	8	24	1





# 21

*Teaching staff*

# 16.8

*Full time equivalent*

*The teaching staff includes  
Special Needs, Teaching and  
Learning Coordinator,  
Japanese, PE and Visual Arts  
Teacher*

**11**

Diploma

**8**

Grad Dip in Theology

**24**

Degrees (Bachelor, Masters)

**1**

Doctoral



# LUTHERAN SUPPORT OFFICERS

GGLPS had 20 staff who are employed in non-teaching duties. This equates to 8.5 FTE.

GGLPS had 7 staff who directly offered curriculum support. This support was allocated in the junior primary and the special needs programme. An allocation of LSO support was given to the library and with staff from Wynn Vale PS ensures the library is open during all school hours.

In addition to this, a school chaplain is funded through the Commonwealth Government's National School Chaplaincy programme for 2 days (.25 FTE) a week.

As well as the support given in the area of curriculum and special needs by LSOs, there are 12 non-teaching staff involved in administrative, cleaning, bus driving and grounds duties. In addition to these staffing numbers, there are the permanent and casual OSHC staff.



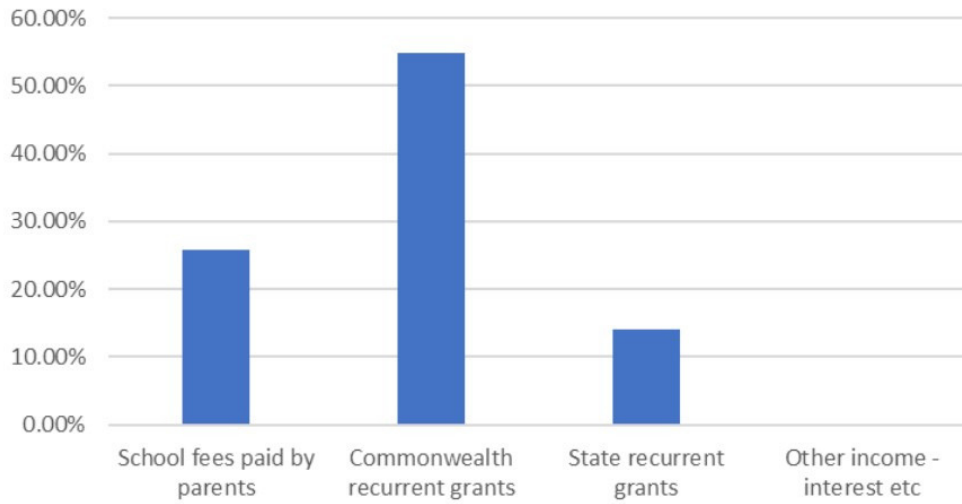
In 2018 the gender breakdown across all GGLPS staff is as follows:

- Male: 10
- Female: 30

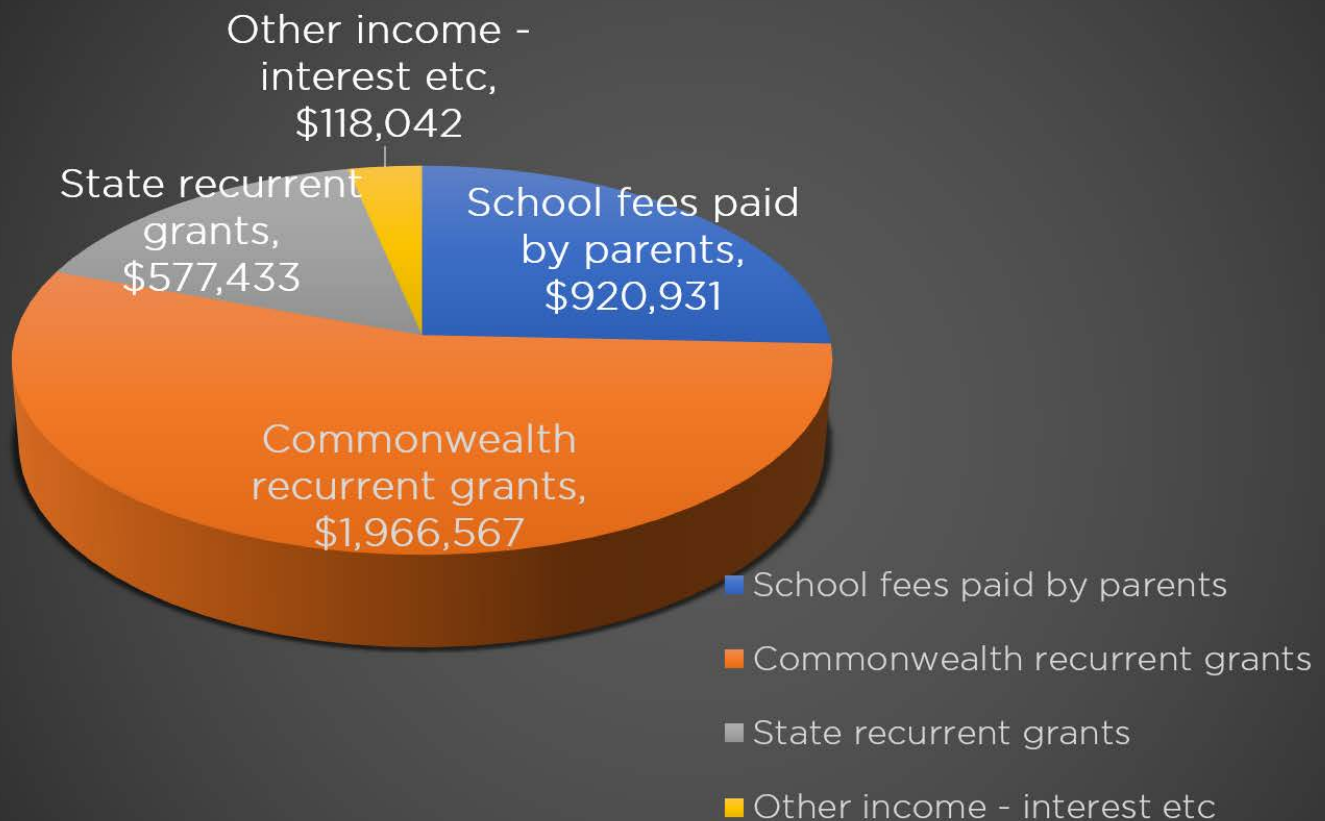
During 2018 two teaching staff resigned their positions at the school, while two staff announced their retirement from teaching.

We do not currently employ any staff who identify as Indigenous.

# SOURCES OF INCOME



The school's primary sources of income are Federal government grants, State government grants and school fees. The graphs summarise this:



# SATISFACTION LEVELS

GGLPS participated in the Quality Schools survey in the first half of the year. This survey is an initiative of Lutheran Education Australia and seeks responses from community members on various aspects of the school. It is the second time the school has participated. All staff, yr 5 and 6 students and parents were invited to respond.

In general terms, the following areas were highlighted as strengths of the school: care and support from staff, passionate staff, friendliness from all parts of the community, the community feel, class sizes, school size, recognition of improvements (but acknowledgement there was more to do), the Christian values of the school and expression of faith.



Wellbeing and communication processes were identified as two areas that needed to be addressed further. As a result of this survey, wellbeing became a focus area for the school and several initiatives were implemented. Wellbeing will continue to be a major focus into the future.

A further school-based survey was undertaken to seek further data on issues raised with communication processes. As a result of this second survey, several changes were implemented in response to the feedback received.

Wellbeing and engagement survey: GGLPS participated in the South Australian Education Department's, 'Wellbeing and engagement' survey for the first time in 2018. The data received from this survey, which was collected from all students in yr 3-6, highlighted areas of strength and areas to be addressed in support of the wellbeing of students. An action plan was generated from the data and this plan will be reviewed on an annual basis, as GGLPS is committed to participating in this survey each year.

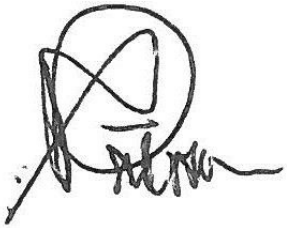






# CONCLUSION

Golden Grove Lutheran Primary School exists to offer families of the northern suburbs an excellent educational programme, grounded within our Christian Lutheran faith. Through continuous review of our programmes, through interaction with students and parents, underpinned by a willingness to reflect upon our practices, the school continues to go from strength to strength.



**DR SHANE PATERSON**  
PRINCIPAL  
GOLDEN GROVE LUTHERAN  
PRIMARY SCHOOL



# BELIEVE COLLABORATE ACHIEVE



**GOLDEN  
GROVE  
LUTHERAN**  
PRIMARY SCHOOL

Richardson Drive  
Wynn Vale SA 5127  
+61 8 8282 6000  
[office@goldengrove.sa.edu.au](mailto:office@goldengrove.sa.edu.au)