

**GOLDEN
GROVE
LUTHERAN**
PRIMARY SCHOOL

2019



SCHOOL REPORT

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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 Foundation 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.

2019 Capital Works

Classroom refurbishment/construction: The major work undertaken at GGLPS during 2019 was the refurbishment of the senior classroom block. The project scope included: refurbishment of three classrooms (carpets, painting and joinery), the addition of a further classroom and cleaner's storeroom, a 'breakout' space for learning and the addition of a technology room (including a green screen for videoing). One of the four rooms has been designated as a wellbeing/sensory room to support the school's focus on student wellbeing. A capital grant of \$270 000 was received from the federal government to assist in the funding of these works.

Library: A jointly managed facility between GGLPS and Wynn Vale Primary School, the library's refurbishment continued with additional furniture being purchased to complement works undertaken in 2018. This facility is a welcoming space which classes use as part of their literacy programme and for research into their inquiries.

Infrastructure grant: A grant for \$50 000 was received from the State government for the construction of an outdoor learning area as part of the senior classroom refurbishment. While these works began in 2019, the project will be completed during 2020.



Nature Play: The highly anticipated Nature Play area, co-designed with the students and funded significantly by P. & F. was completed. The skills of making, creating, exploring, imagining and collaborating are used often by the students in this space of natural play materials.

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 (SIP) in 2019 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

Wellbeing:

- Implement 'Be You'
- To further embed restorative practices into the school
- Wellbeing and engagement survey (SA Ed. Dept)
- To review the ACARA Health Curriculum with a special focus on Protective Behaviours

Literacy:

- focus on reading across the school

Primary Years Programme:

- begin process for Evaluation (2020)

To review the Learning Support programme across the school;

Digital technologies: complete policy and scope and sequence documents

To further embed the 'Seesaw' digital platform as the (online) portfolio for student work.

Community Partnerships

- To maintain open and transparent dialogue with Golden Grove Lutheran Church and Wynn Vale Primary School;
- To establish a joint Ministry team with Golden Grove Lutheran Church;
- To establish a Marketing sub-committee;
- To build capacity across the school incorporating inclusive practice around intercultural understanding;
- To finalise a renewed cross-campus partnership with Wynn Vale Primary School;
- To further strengthen the relationship between the TTG Council and GGLPS;
- To report regularly to the school community.

Organisational capability

- To communicate the vision and strategic initiatives with the school community;
- To review the current school constitution;
- To finalise the masterplan for 2018–2028;
- To complete a Business Plan in consideration of an ELC.

STRATEGIC DIRECTIONS CONT.

The Strategic Plan and Mission and Vision Statements were reviewed by School Council during 2019. This review resulted in one minor change to the Strategic Plan, with the third pillar of 'Organisational Capability' changing to 'Organisational Sustainability' to better reflect the goal of this pillar – ensuring a sustainable future for the school.

The 2020 Action Plan, which guides the work of the school, was developed from a review of the 2019 Action Plan and comprehensive review of the Strategic Plan.

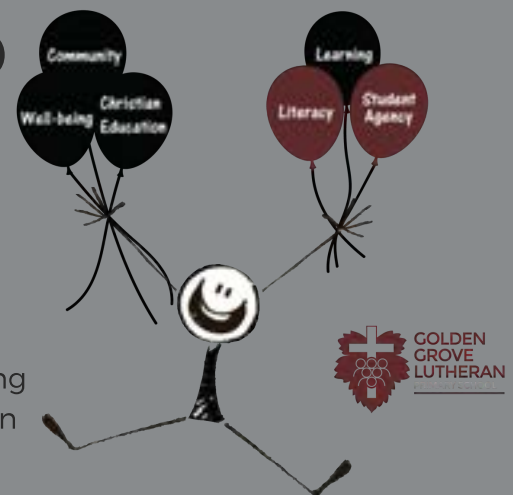
A comprehensive Action Plan for Teaching and Learning was developed and adopted by School Council, mid-year. This was reflected in the graphic and supplementary wording of the (GGLPS), 'Vision for the Child'.



VISION FOR THE CHILD

Within a Christ-centred community, a student at Golden Grove Lutheran Primary School is an inquiring, knowledgeable and caring child of God, who helps to create a better and more peaceful world through intercultural understanding and respect.

We aim for our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



TEACHING AND LEARNING

Enrolment: At the 2019 August census the school population was 249, reflecting an average class size of 21 students per class. The gender composition of the student body was 121 females and 128 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 2019:

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

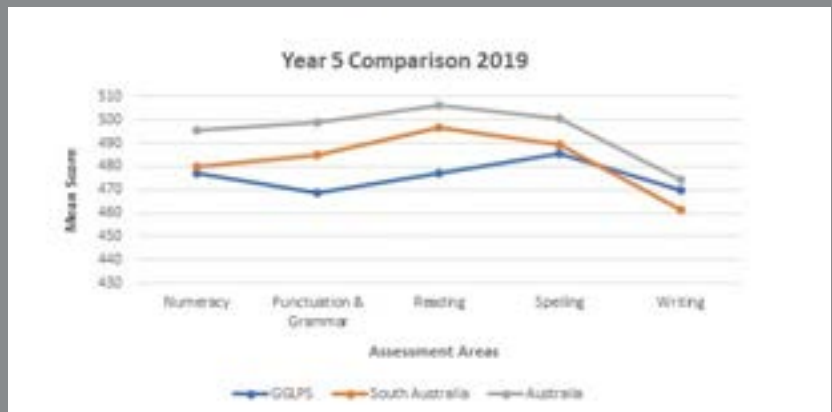
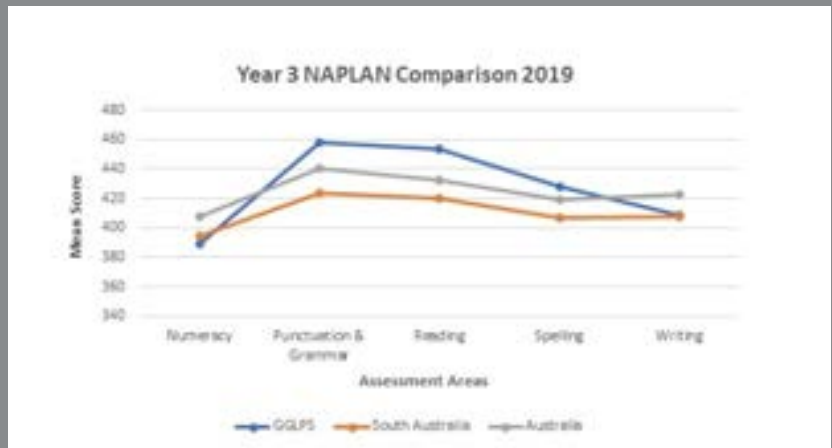
Reporting: While parents are invited to discuss their child's progress at any time, the school formally offered voluntary parent/teacher interviews in term 1. Students' work and progress in their learning was recorded in an e-portfolio, using the Seesaw app, along with a report at the end of each semester. 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.

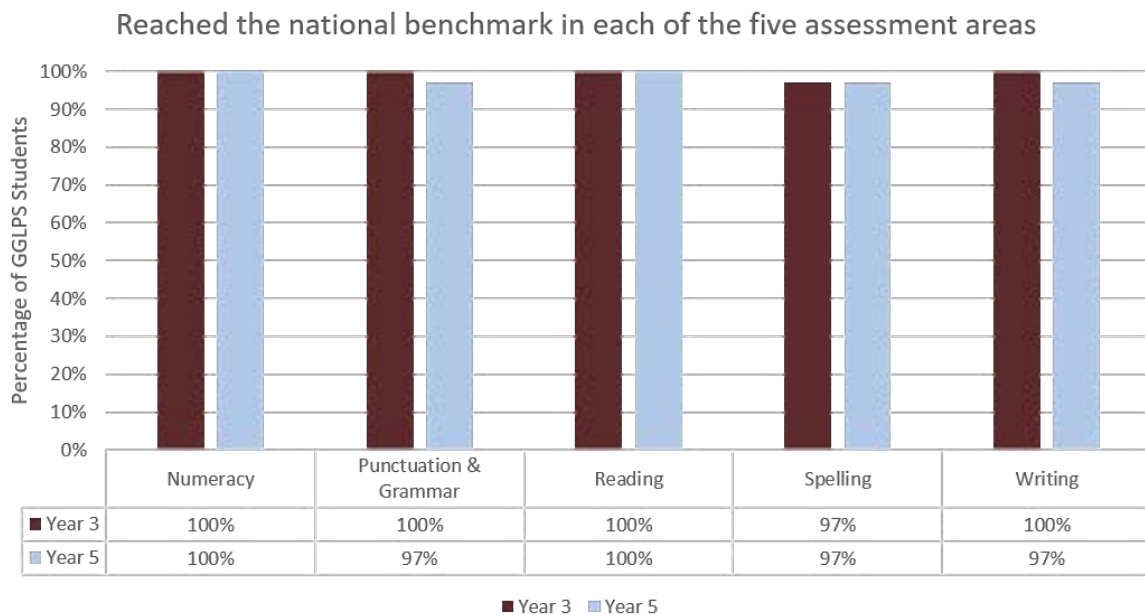
NAPLAN

In May 2019, 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 below 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: RSPCA, Asaroka School (PNG) and Hutt St Centre.

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

Extension activities: Lunchtime clubs, ICAS tests, Connected Schools enrichment programme in the areas of: English, Geography, Indigenous Awareness and Maths.

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

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

Special curriculum initiatives: Programmes and support for students with special learning needs: Minilit, Multilit and phonemic awareness small groups. Social and emotional wellbeing initiatives ('*What's the Buzz*' and '*Seasons for Growth*'). A 'Wellbeing' room began operation to support students with sensory and/or emotional needs.

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

Community outreach: Backpacks 4 SA kids, World tree planting day, visits to local kindies (storytelling and play) and retirement homes. Community members were also invited to attend a workshop for parents to strengthen parenting skills, '*Parenting Toolbox*'. Under the auspices of Golden Grove Lutheran congregation, the school supported and promoted the Playgroup programme. 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.

Junior Primary Concert: The students from F-2 used many skills and talents in presenting a concert based around the theme, 'Storytime'. The production delighted the large audiences which attended as the students acted, sang and displayed their creativity.

STUDENT ATTENDANCE

Year Level	Students	School days	Percentage of days attended
Foundation	34	190	92.60%
1	35	190	93.60%
2	45	190	95.90%
3	31	190	92.70%
4	40	190	91.70%
5	39	190	93.90%
6	26	190	93.10%
Totals	250	190	93.36%

During 2019 the school had 190 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.

GGOSH's accreditation was reviewed against the 'Early Childhood Education and Care and School Aged Care' framework during 2019. The service met all National Quality Standards in areas 1-6 and met a 'working towards NQS' in Quality Area 7, with Area 7 being staff appraisals which is currently being worked on.

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 of 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.

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.



21

Teaching staff

16.8

Full time equivalent

*The teaching staff includes
Learning Support, Primary
Years Programme Coordinator,
Japanese, PE and Visual Arts
Teacher*

6

Diploma

7

Grad Dip in Theology

24

Degree

1

Doctoral

LUTHERAN SUPPORT OFFICERS

GCLPS had 22 staff who are employed in non-teaching duties. This equates to 9.5 FTE.

GCLPS had 7 staff who directly offered curriculum support. This support was allocated in the junior primary and the learning support 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 was 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 14 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 2019 the gender breakdown across all GCLPS staff is as follows:

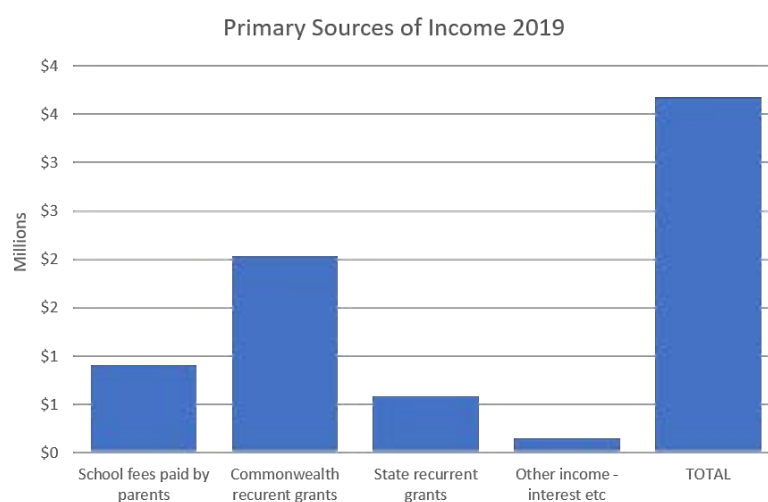
- Male: 12
- Female: 31

During 2019 four teaching staff resigned their positions at the school; three for relocation purposes and one to pursue another career path. The school Business Manager retired at the end of the year. All staff were replaced.

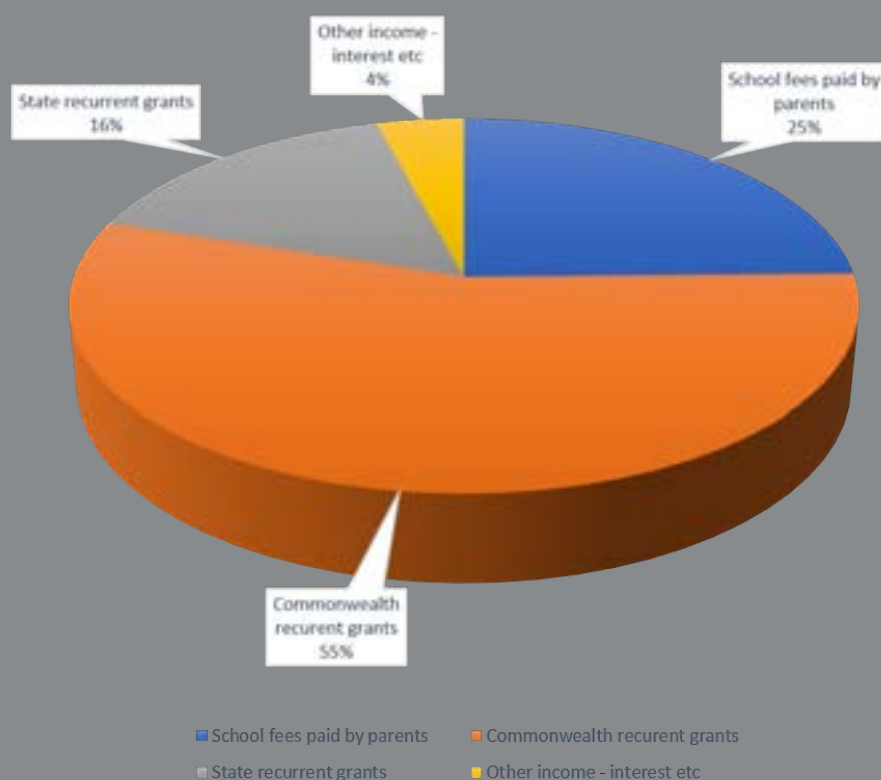
We do not currently employ any staff who identify as Indigenous.

SOURCES OF INCOME

School fees paid by parents	\$908,216	24.7%
Commonwealth recurrent grants	\$2,031,635	55.3%
State recurrent grants	\$583,385	15.9%
Other income - interest etc	\$152,066	4.1%
TOTAL	\$3,675,302	100.0%



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



SATISFACTION LEVELS

PIVOT survey: All students in year 3–6 were surveyed twice during the year to reflect on their learning environment. The survey also sought feedback on the role of the teacher. This data provided information for teacher's to reflect on their classroom practice.

Wellbeing and engagement survey: GGLPS participated in the South Australian Education Department's, 'Wellbeing and engagement' survey. This was the second year in which we participated. 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 is reviewed on an annual basis. GGLPS is committed to participating in this survey each year. Significantly we increased the student's identification of a trusted adult in the school at 50% in 2018, to over 90% in 2019.

Student assistance survey: Students in year 3–6 were surveyed each term to identify any concerns or worries which they may be experiencing, whether it be home or school based. They were also asked to identify a trusted adult at school, with whom they could discuss their concerns.

P. & F. Survey: All school families were invited to participate in a survey conducted by the P. & F. seeking feedback and opinion on how funds should be allocated.



CONCLUSION

Golden Grove Lutheran Primary School exists to offer families of this area an excellent educational programme which is meaningful and authentic, where students grow in a wide range of skills respecting the differences of others. This programme is underpinned by our Christian Lutheran faith which informs all we do. 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 build on its strengths.



DR SHANE PATERSON
PRINCIPAL
GOLDEN GROVE LUTHERAN
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BELIEVE COLLABORATE ACHIEVE



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