



**GOLDEN GROVE LUTHERAN**  
**PRIMARY SCHOOL**

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# Annual Report

## 2021

[goldengrove.sa.edu.au](http://goldengrove.sa.edu.au)

**Believe. Collaborate. Achieve.**

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# WELCOME FROM THE PRINCIPAL

A warm welcome to Golden Grove Lutheran Primary School.

Golden Grove is a co-educational Lutheran primary school with a strong focus on the individual, a warm sense of community and an excellent reputation for providing a high quality, innovative and Christ-centred education in north eastern Adelaide.

We are proudly the only stand alone primary school offering the International Baccalaureate Primary Years Programme in northern Adelaide, which brings great depth, student agency and engagement to our learning, as well as a focus on serving and caring for others, and reflecting on the world around us.

Through our IB PYP programme of inquiry, students learn to be independent thinkers with a passion for learning. We embrace the diversity and individuality of each child and provide a wide variety of experiences for students, designed to enable all students to believe in themselves and others, grow in faith, flourish as collaborative learners and achieve to their full capacity.

2021 was a year of great blessings for our school where we were able to innovate and refine many of our practices, particularly with the transition to online learning that we experienced for a time. Whilst this was a time of some complexity and uncertainty, it also provided us with an opportunity to be agile and implement positive growth to some of our practices at a faster rate than would otherwise have been the case.

I trust that our School Report will provide all of our readers with a strong sense of the blessings that 2021 held for our school community, and reflects the many positive achievements that were attained over the course of the year.

Our School Report provides one snapshot into life at Golden Grove Lutheran Primary School. We would welcome you making contact with us to find out more about our amazing school. alternately, to book a Principal's Tour, please contact the school office, take a virtual tour <http://www.360virtualschooltours.com.au/ggps/> or view our website at [www.goldengrove.sa.edu.au](http://www.goldengrove.sa.edu.au)

Blessings,

Will Wallace  
Principal

# CONTEXTUAL INFORMATION

Golden Grove Lutheran Primary School (GGLPS) was founded in 1987 in the new subdivision of Wynn Vale. Located amongst the historic vineyards in the area, our Golden Grove Lutheran Congregation, together with our school, offered a Christian education to our new and developing community.

We are a highly regarded independent primary school of 220 students from Foundation to Year 6 in Adelaide offering the International Baccalaureate Primary Years Programme, with a strong and balanced focus on academic excellence, positive wellbeing, the opportunity to thrive through a range of co-curricular activities, all within the context of the authentic outworking of our Lutheran faith, collaborating on our shared site with Golden Grove Lutheran Church. The school enjoys a rich history and heritage from its establishment in 1987 as a school of the Lutheran Church of Australia (LCA) and as one of 84 schools which the LCA operates across Australia.

Our beliefs and values form the foundation for our school vision, mission and culture. Students and participate in worship, devotion and Christian Studies lessons as a regular component of the routine of each school week.

Receiving accreditation as an International Baccalaureate World School in 2016, GGLPS offers the Primary Years Programme (PYP). This, together with the National Australian curriculum, provides a challenging and significant teaching and learning programme through which students are encouraged and supported to achieve to their potential. Alongside a strong, core focus on Literacy and Numeracy, specialist teachers are employed to teach Health and PE, Japanese and Visual Arts. Additional specialist staff also support and extend students who may need extra assistance to fully access the curriculum.

Our school enjoys a strong sister school relationship with Eisugakkan Elementary School in Japan and with Asaroka in Papua New Guinea. We are blessed with an excellent partnership with Endeavour College for secondary education through the Connected Schools network, enabling us to collaboratively offer a high quality, affordable and seamless R-12 Lutheran education.

Our graduating students have priority entry at Endeavour College (Mawson Lakes) in Year 7. GGLPS operates buses between Mawson Lakes and the GGLPS campus so that students have the opportunity to attend these schools. This service is free for primary students and secondary students are charged a low fare.

# CONTEXTUAL INFORMATION

GGLPS is a medium size school with a planned cap of 300 students. This will ensure that the strong community feel and focus on the individual child, which is currently evident will remain, as all people in our community matter. We are an inclusive, low fee school, accessed by families of varying backgrounds and cultures. Students currently enjoy learning across four learning stages or clusters - Foundation, Years 1/2, Years 3/4, and Years 5/6.

With our values of 'Believe, Collaborate, Achieve', our beautiful school is focussed on providing a program of education which is comprehensive and contemporary, embeds lifelong values, and encourages global citizenship, within an inclusive Christ centred community.

## Believe. Collaborate. Achieve.

# CONTEXTUAL INFORMATION CONT.

## 2021 Capital Works

**Library:** A jointly managed facility between GGLPS and Wynn Vale Primary School, our library's refurbishment continued with additional furniture being purchased for student use. Our library facility is a warm and welcoming space which classes use as part of their literacy programme and to undertake research tasks linked to their inquiry learning as a component of the PYP.

**School Funded Upgrades:** the school funded a range of capital works in 2021, including the connection of the NBN, the installation of optic fibre network cabling throughout the school, upgrade of all WiFi points, the installation of a new firewall, purchase of Smart TV's and Vivi's for all classroom to allow instruction through the use of the WiFi network, and the leasing of laptops for staff. An Apple computer was also purchased for the 5/6 cluster. A new mixing desk was added to the Worship Centre and handicapped access ramp upgraded. Both of these projects were conducted in partnership with Golden Grove Lutheran Church.

**State Government Capital Grant (Infrastructure Grant) Expenditure:** Our 2021 State Government Capital Grant was partially expended on our ICT upgrade and the installation of a new WiFi network with integrated firewall, as well as the school migrating to the use of the Office 365 suite and cloud based servers.



The School also upgraded air conditioning systems in the Foundation classrooms and Wellbeing Centre as well as renovating these rooms to be more modern learning spaces, allowing a greater amount of natural light into the rooms.

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 deep interest for the holistic 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 has devised a School Strategic Plan 2020-2023 and the school also has an Annual School Plan for 2022 which enacts the strategic plan into action. Both of these are located on the school website  
<https://www.goldengrove.sa.edu.au/our-school/strategic-initiatives/>



# STRATEGIC DIRECTIONS CONT.

The strategic actions were addressed under the three pillars of:

## Teaching and Learning

### IB PYP

Continue Evaluation progress and undertake successful external evaluation process with IBO in 2020.

### Student Agency

Further enhancing the use of student agency across the school through participation in the AISSA Learning Labs.

### ICT

Developing and refining a Foundation - Year 6 ICT Scope and Sequence.

### Data informed practice

Effective use of student assessment data to inform teaching and learning and the mapping of student progress.

### Literacy

Whole school implementation of Jolly Grammar programmes

### Wellbeing

- Implementation of 'Be You' program
- Further embed restorative practices across the school
- Annual Student Wellbeing and Engagement Survey to continue to inform school student wellbeing strategy

## Community Partnerships

- To maintain open and transparent dialogue with Golden Grove Lutheran Church and Wynn Vale Primary School;
- To continue to grow the mission and ministry standing committee to further build the relationship between the school and the church;
- To implement a comprehensive annual marketing plan;
- To commence the process of updating the cross-campus partnership agreement with Wynn Vale Primary School;
- 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 implement the revised school constitution;
- To finalise the buildings and facilities masterplan and asset management plan

# 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.

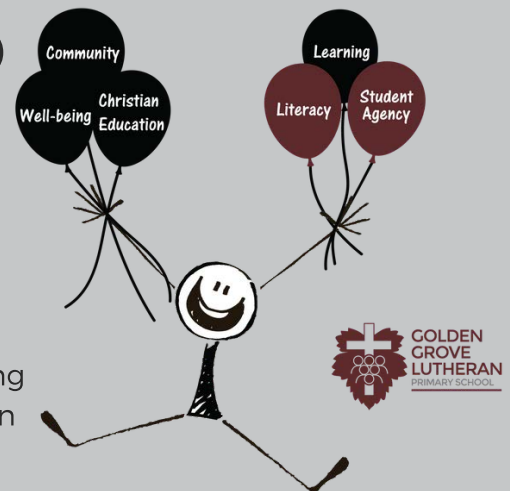
The 2021 Action Plan, which guides the work of the school, was developed from a review of the 2020 Action Plan and comprehensive review of the Strategic Plan.



## 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 2021 August census, the school population was 238, reflecting an average class size of 22 per class. The gender composition of the student body was 116 females and 122 males.

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

**Curriculum:** The curriculum at GLGPS addresses the requirements of the Australian curriculum. This was delivered through 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.

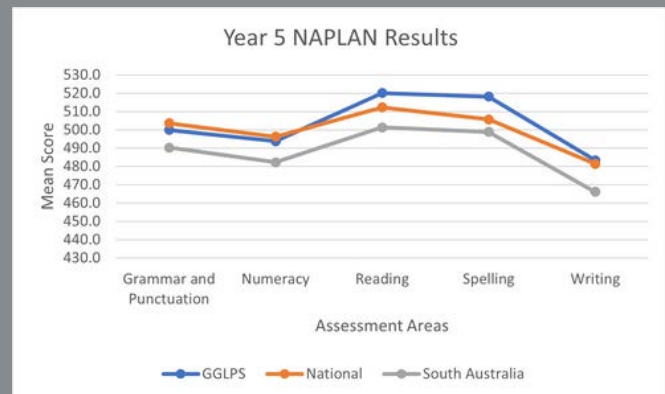
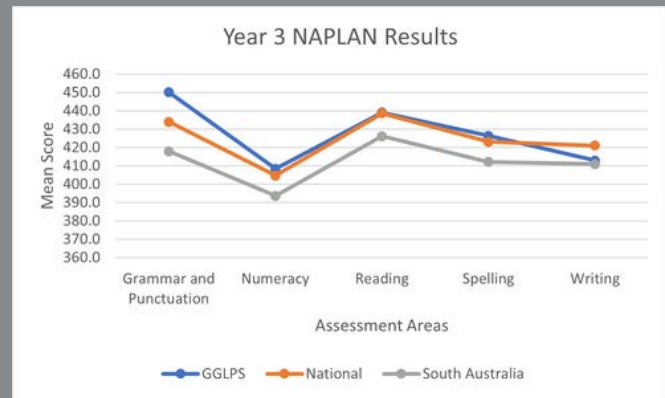
Reporting to parents included the five-point scale as outlined in the Australian Curriculum guidelines. It is our belief that our reporting to parents must be objective, quantifiable and honest, while being constructive and supportive. Our reporting processes were presented in ways which parents could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



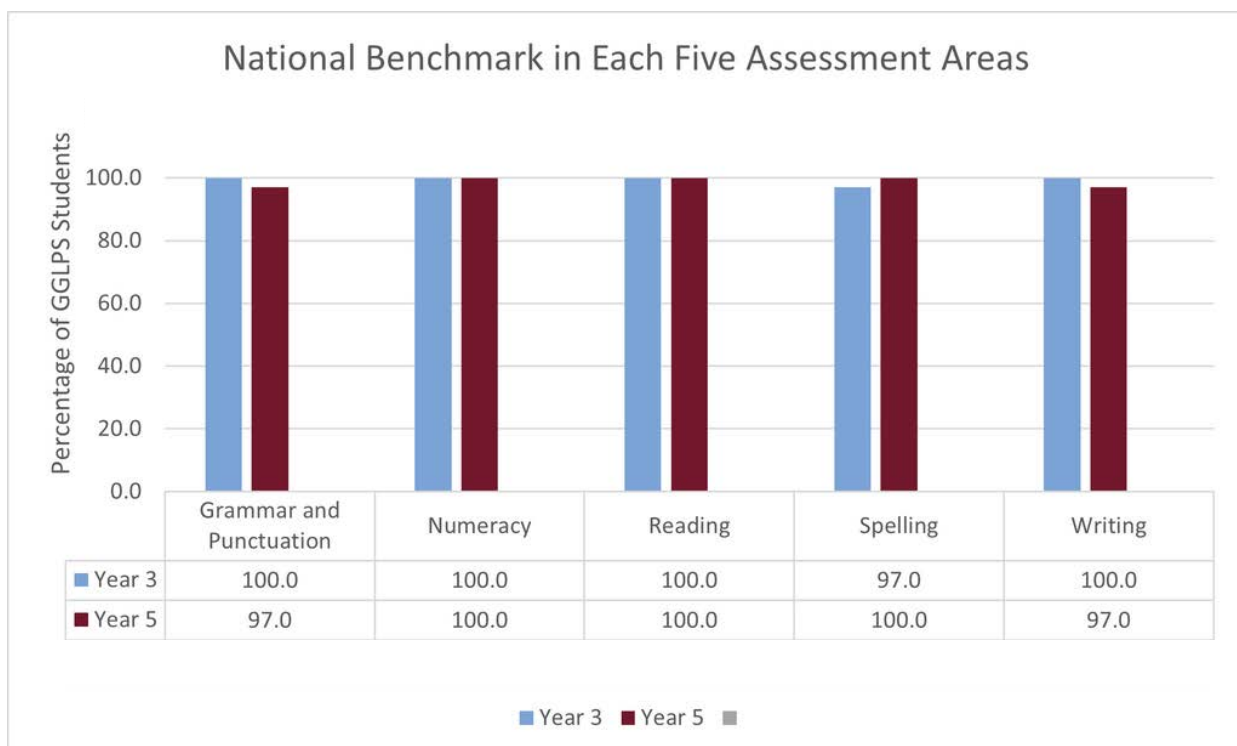
# NAPLAN

In May 2021, 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: Asaroka School (PNG) and Australian Lutheran World Service.

**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.

**Celebrations of Learning:** The students from F-6 used many skills and talents in presenting celebration of learning performances related to the PYP transdisciplinary themes. These productions delighted the large audiences which attended as the students acted, sang and displayed their creativity.

# MISC.

## Camps and Outdoor Education

Our Camp and Outdoor Education programme is a highlight of student life at Golden Grove Lutheran Primary School. During the year our camps were able to progress, with Year 1/2 travelling to Monarto Zoo and Year 2 students staying overnight, Year 3 and 4 enjoying an overnight outdoor education experience at Mylor, and Year 5 and 6 a three-day surfing and kayaking camp at Victor Harbour.

## Music

A number of students at GGLPS enjoy participating in individual music tuition each week, in a range of instruments encompassing piano, violin, guitar, drums, and voice during the school day. Many of our students enjoy furthering and showcasing their musical talents through a range of groups including our school choirs and our Worship Band.

## Parents and Friends

Our Parents And Friends Association have continued to actively support the school through a range of community events including Middle Of Term Breakfasts, annual Colour Run, Carols Evening, Water Fun Day, and welcome barbecues for our new Foundation families and whole school community. The P & F have also provided a significant amount of learning resources to support the educational program throughout the year.



## Class Carers

Our Class Carers continued to be an invaluable support to our school community,

With COVID safe practices in place, we were able to continue providing meals and support to school families in need, as well as our popular Mother's and Fathers' Day stalls.



## STUDENT ATTENDANCE

During 2021 the school had 184 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.

Year Level	Students	School Day	% of Days
Foundation	34	184	91.10%
Year 01	29	184	94.40%
Year 02	31	184	92.50%
Year 03	30	184	92.70%
Year 04	49	184	93.90%
Year 05	32	184	91.40%
Year 06	33	184	91.00%
	238		92.43%

## 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.

# SCHOOL BOARD

Throughout 2021, our School Board continued to work both tirelessly and diligently to ensure effective the governance of the school. In a year affected by the complexities of coronavirus and the governance considerations that this presented on an ongoing basis, our school community is especially thankful for the dedicated work of our School Board.

During 2021, our School Board updated the School's Constitution, oversaw a migration to the use of the Compliance to possess stronger oversight of risk, compliance and and work, health and safety matters and adopted the LESNW Balanced Scorecard framework as a mechanism to engage in monthly analysis of finance and compliance, as well as utilising the annual LESNW Health Check Survey to obtain feedback from all stakeholders on the School's strategic direction. The Board meets 10 times a year, and representatives also sit on a number of sub committees including finance risk and audit, mission and ministry, marketing, Connected Schools and Lutheran Education SA, NT & WA.

A special thank you to our Chair, Mrs Genevieve Freund, for her dedication to the school over the past nine years as she has worked tirelessly to ensure the best outcomes for all members of our school community and for the continued growth of our school. Thank you to each of our Board members for their work and support of our school through their diligent governance and dedication.



# 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.





# 19

*Teaching staff*

# 16.2

*Full time equivalent*

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

6

Diploma

7

Grad Dip in Theology

24

Degree

# LUTHERAN SUPPORT OFFICERS

GGLPS had 23 staff who are employed in non-teaching duties.

GGLPS 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 0.8 FTE.

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 2021 the gender breakdown across all GGLPS staff is as follows:

- Male: 10
- Female: 32

During 2021, one teaching staff resigned their position at the school; to pursue another career path while another staff member concluded their contract. All staff were replaced.

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



# STAFF PROFESSIONAL LEARNING

At Golden Grove Lutheran Primary School, we pride ourselves on our philosophy of continued learning and growth for students and adults alike, commensurate with the values held within the IB PYP Learner Profile.

Each of our staff team members continue to be actively involved in, and engaged with ongoing professional learning to continue to build their everyday practice.

Golden Grove Lutheran Primary School invested \$28,000 in staff professional learning over the course of the year.

One of our 2021 PYP focus areas was to develop the use of student agency throughout the school and a number of staff members were able to participate in workshops led by AISSA in this area. The student agency project is ongoing work over three years and working with Charles Leadbetter from the UK.

A second focus area was the teaching of writing and collaborating with Lisa Burman on the writers' workshop program.



Through engaging with Lisa in 2021, our teaching and LSO staff enjoyed a professional development day in September examining the teaching of writing in greater detail before transitioning to work with Amanda Bartram, one of Lisa's associates.

Amanda has provided us with a different model for PD which has been appreciated by all the teachers. Each of our clusters has spent 1/2 a day working intensively with Amanda over 2 full days and she also delivered some professional development for our teachers after school. This structure has enabled Amanda to upskill teachers in a targeted way that has enabled them to quickly establish positive routines and confidence in engaging students in writing for meaningful purposes with a great deal of student agency.

Each cluster has a Writers Workshop Coach. The coaches each spent half a day with Amanda which allowed them to go deeper in developing their understanding was later shared with their team. At the end of this coaching day, Amanda's second PLC saw coaches working with their cluster team to create a map of what they will teach and learn for the year. This map included some areas of writing which we have not previously focused on. These units focus on the process of writing and crafting writing. In Junior Primary, students are writing using bookmaking. In Year 3/4, students transition from bookmaking into authors who use a notebook. Notebooks are used in Year 5/6.

A practice that Amanda has encouraged teachers to take part in, is the videoing of themselves teaching. Cluster teams were able to work together to critically review each other's teaching. There is so much value in this process and it is hoped we can aim to use videoing of teachers to help us to reflect further on our practice as we aim to continually improve.

It is exciting to see our students so actively engaged with writing while being enabled to use a high level of agency to make decisions about their learning.

We have also looked closely at the data provided by both NAPLAN and by our PAT testing undertaken at the end of 2020 and 2021 which enabled us to analyse areas of learning over a cohort that highlights areas of rethinking the teaching and learning to bring about greater student understanding, and to gauge student growth over 12 months of learning.

This can offer the possibility of reflection on what works for different children.

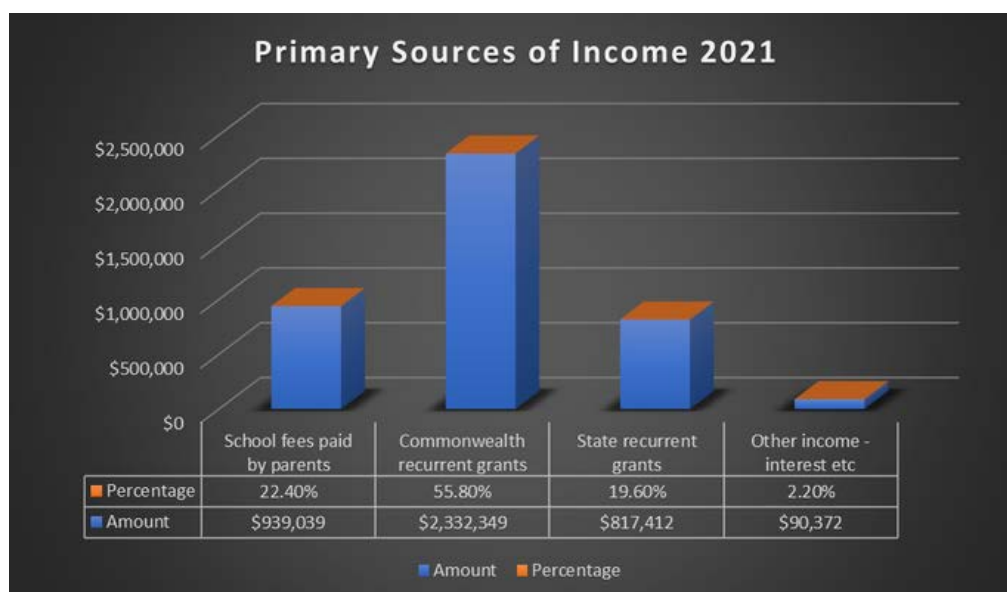
Teachers are making it their aim to understand the students in their class and their learning. Data does not provide the whole picture of a learner but it offers valuable information that allows teachers to consider in working to support each child in their class.

The need to continue to rapidly transition to providing quality online learning for our students during COVID enabled us to engage in professional learning in utilising and leveraging online platforms including SeeSaw and Microsoft Teams. Teachers were also supported over the course of this time with specific professional learning opportunities which focussed on the most effective pedagogy and strategies for online and remote teaching and learning for students.

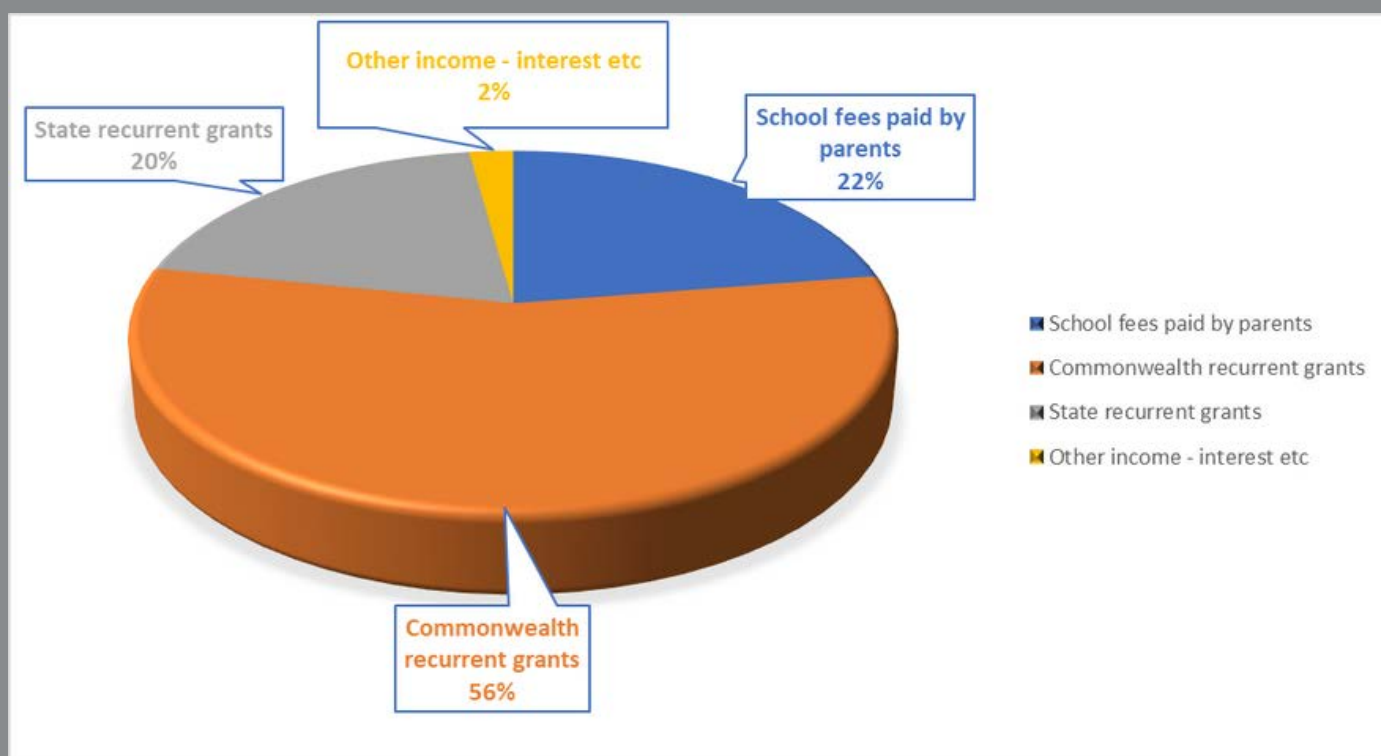
Our staff were engaged in the IB Standards and Practices (S&P) as they worked on continuing to follow up on the recommendations of the 2020 PYP Evaluation. This involves understanding the S&Ps, collecting and annotating evidence against the S&Ps and formulating an action plan to further develop GGLPS in moving towards best practice as determined by the S&Ps.

Teaching staff formulated individualised Professional Learning Plans which reflected the goals that they had set for their professional growth as well as their own self-assessments, as well as reflecting whole school goals.

# 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

**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.

**LESNW Health Check Survey:** The school community were surveyed using the LESNW Health Check Survey in October 2021. This included parents, staff and Year 5–6 students. The survey gathered feedback on the educational and wellbeing programs, strategic direction, organisational capacity and spiritual life of the school, and data was reviewed by the school board and leadership team in planning for the future.



# 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.



**WILLIAM WALLACE**  
PRINCIPAL  
GOLDEN GROVE LUTHERAN  
PRIMARY SCHOOL



# Believe. Collaborate. Achieve.



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