



GOLDEN GROVE LUTHERAN
PRIMARY SCHOOL



Annual Report

2025

goldengrove.sa.edu.au

love collaborate explore

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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.

2025 was an instrumental year in the life of our school, as we enjoyed a very successful evaluation of our Primary Years Programme with the International Baccalaureate Organisation who were very affirming of our high-quality practices in teaching learning and assessment, providing us with a range of commendations across multiple areas in their report,

I trust that our School Report will provide all of our readers with a strong sense of the blessings that 2025 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

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). Together with the Australian curriculum this 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, STEM, Visual Arts and Music. 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 CONT.

GGLPS is a medium size school with a planned cap of 300 students and is working towards offering an Early Learning Centre for three and four year old children to complement our primary education offering. 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 'Love, Collaborate, Explore', 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.



CONTEXTUAL INFORMATION CONT.

2025 Capital Works

Library

A jointly managed facility between GGLPS and Wynn Vale Primary School, our library's refurbishment continued with additional furniture and resources 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. We continued to upgrade our library resource collection, installing new furniture and iPads for student use.



School Funded Upgrades

The school funded a range of capital works in 2025, including the upgrade of our former Year 1 and 2 teaching spaces to accommodate a Year 2/3 class and our Wellbeing programme. We also purchased a new 31 seater bus. Our P&F once again contributed generously towards the provision of a range of resources, particularly drums for our Music programme, as well as the continued upgrade of our Nature Play spaces and providing a range of resources for both the school and GGOSH.

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:

love
collaborate
explore

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

Our School Board and Leadership Team worked with Peter Bleckly, an external consultant, to develop a new School Strategic Plan for 2024 – 2028 in consultation with all stakeholders. 2025 marked the second year of the implementation phase of our new School Strategic Plan. The school also has an Annual School Plan for 2025 which enacts the strategic plan into action. Each 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

We finalised our self-study process, which included parent and student engagement and feedback as a component of our external evaluation with the International Baccalaureate Organisation. A range of students, families, staff members and our School Board also engaged with the formal Evaluation process. We were blessed to receive a positive and affirming report from the IB which has guided the development of our next five year plan for Teaching and Learning.

Teaching of Mathematics

Further enhancing our teaching of Mathematics and mental computation across the school through engaging with an external learning coach.

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, Readers and Writers workshop, and DIBELS.

Wellbeing

- Implementation of school wide Positive Education program
- Further embed restorative practices across the school
- Annual Student Wellbeing and Engagement Survey to continue to inform school student wellbeing strategy

Community Partnerships

- Ongoing implementation of the school Marketing Plan.
- 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 finalise a renewed cross-campus partnership with Wynn Vale Primary School;
- To further strengthen the relationship between the TTG Council and GGLPS;
- Continued engagement with community groups including Tea Tree Gully RSL
- To report regularly to the school community.

Organisational capability

- To communicate the vision and strategic initiatives with the school community;
- To progress the construction of an Early Learning Centre for 3 and 4 year old children with an anticipated opening date of 2027 - 2028
- To develop a renewed Buildings and Facilities Masterplan 2027-2037 with architect Craig Vale

STRATEGIC DIRECTIONS

CONT.

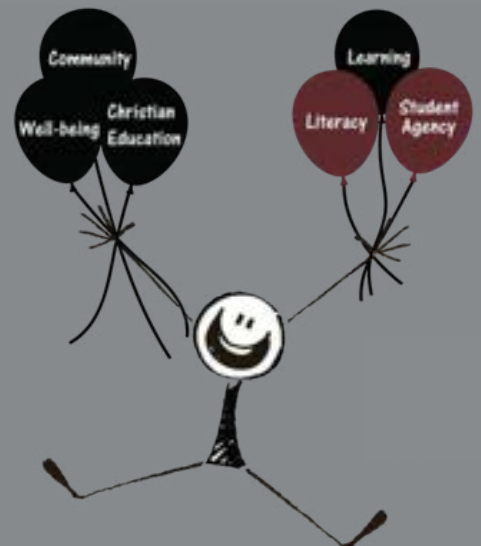
Our 2024 - 2028 strategic plan has our faith at the core, and the four pillars of excellence and innovation in learning, wellbeing and culture, community partnerships, and school development.



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 2025 August census, the school population was 223, reflecting an average class size of 24 per class. The gender composition of the student body was 107 females and 116 males.

- two classes of Foundation
- one mid year Foundation class
- two classes of Year 1/2
- one class of Year 2/3
- two classes of Year 3/4
- two classes of Year 5/6

Curriculum: The curriculum at GGLPS 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.

GLOW Week: The school held a GLOW Week at the conclusion of Term 2 where each student had the opportunity to undertake a passion project in an area of their choice, supported by a range of community volunteers.

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 3, 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.

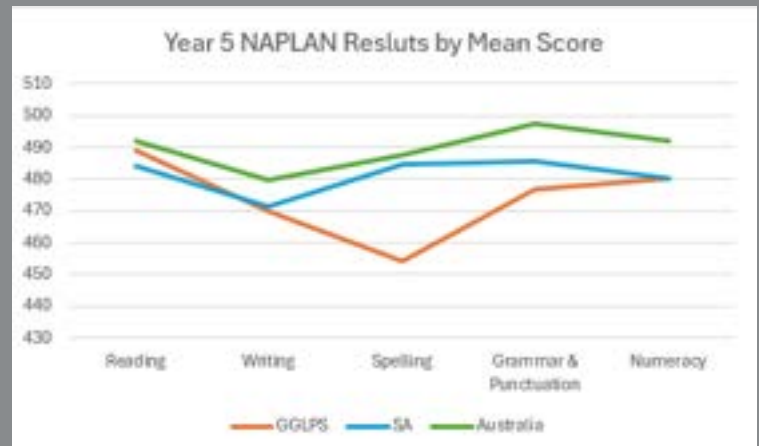
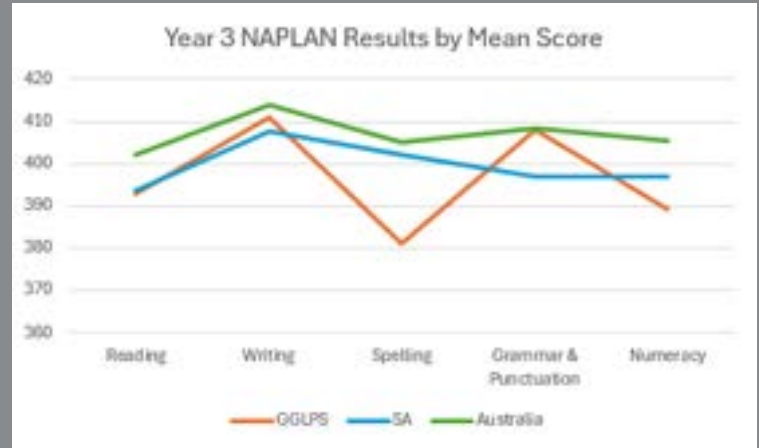
Students' work and progress in their learning was recorded in an e-portfolio, using the Seesaw app, along with a report at the end of each semester. Student Led Conferences (SLC), where students reflected on their learning with their parents, were held mid- year. The SLC included the completion of learning 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.

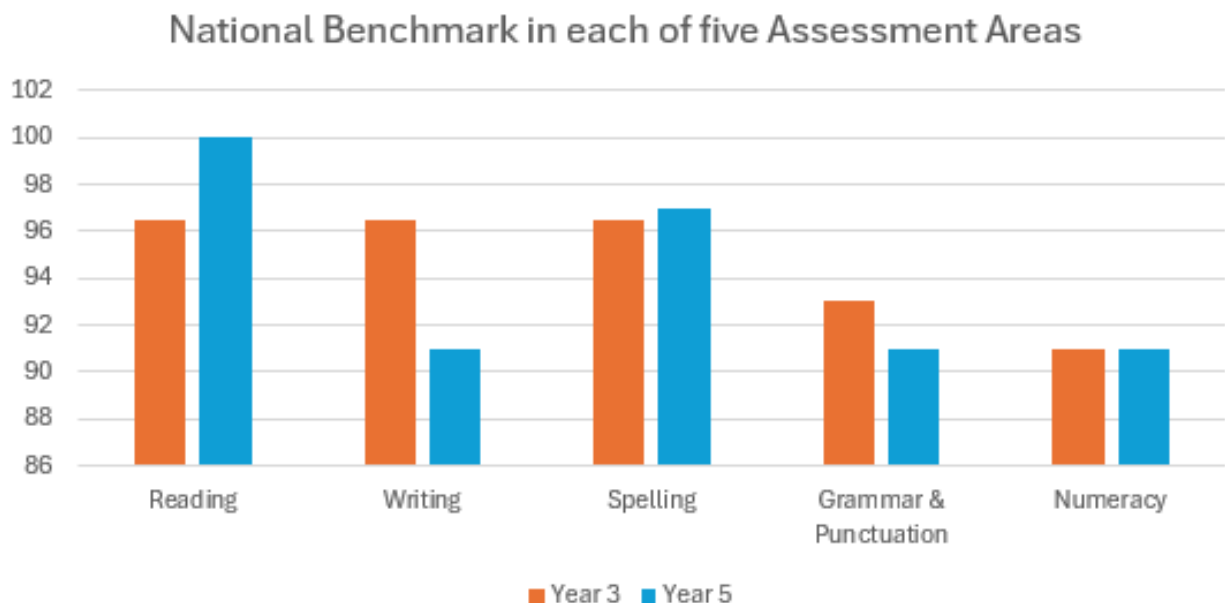
NAPLAN

In March 2025 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 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The following tables show the NAPLAN mean results in years 3 and 5 at GGLPS compared to the South Australian and Australian mean scores.



The below table 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:

- Physical Education
- Art
- Music
- Japanese
- STEM

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 and SACSAs 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, Adelaide Zoo, Woodhouse and Victor Harbour. 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. 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 having a school sleepover, Year 2 enjoying a sleepover at AFL Max, Year 3 and 4 experiencing a three-day camp at Woodhouse, and Year 5 and 6 a three-day 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, woodwind and brass ensembles and School Band.

Parents and Friends

Our Parents And Friends Committee have continued to actively support the school through a range of community events including Middle Of Term Breakfasts, annual Colour Run, Carols Evening, Bingo Night, 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

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

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 2025 the school had 187 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 part of the student management enrolment system.

Year Level	Students	School Days	% of Days
Foundation	58	187	88.06%
Year 1	28	187	88.41%
Year 2	36	187	91.30%
Year 3	32	187	88.50%
Year 4	29	187	88.62%
Year 5	29	187	89.78%
Year 6	27	187	87.11%
	239		88.84%

SCHOOL SERVICES

Bus Service

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

GGOSH

Our 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 of 40 students and is an integral part of the GGLPS school community being owned and operated entirely by the school.

SCHOOL BOARD



Throughout 2025, our School Board continued to work both tirelessly and diligently to ensure effective the governance of the school. A key focus of the School Board has been on finalising plans for our new Early Learning Centre build. It is envisaged this 41 place ELC will support 3 and 4 year old learners and we are working towards a planned opening of this service in early 2027. As a component of this work, we have continued to review our 10 year financial plan, and updated our ELC Business Plan, in addition to a range of school policies.

The School Board continued to meet 10 times throughout the year, and representatives also sit on a number of sub committees including finance risk and audit, ministry and mission, marketing, and Connected Schools.

A special thank you to our Chair, Mrs. Tammie Switala, for her dedication to the school 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 and committee members for their work and support of our school through their diligent governance and dedication, especially to Mrs Jen Gibb who has contributed an enormous amount to our school and conclude her tenures on the Board.

TEACHER QUALIFICATIONS

All teachers at GGLPS satisfy the requirements of the Teacher 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.



18

Teaching staff

14.4

Full time equivalent

1

Diploma

5

Grad Dip in Theology

16

Degree

LUTHERAN SUPPORT OFFICERS



GGLPS had 22 staff who are employed in non-teaching duties.

GGLPS had 8 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 0.2 FTE.

As well as the support given in the area of curriculum and special needs by LSOs, there are 15 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 2025 the gender breakdown across all GGLPS staff is as follows:

- Male: 17
- Female : 38

During 2025, one staff member retired and another transferred to another Lutheran school.

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

STAFF PROFESSIONAL LEARNING

Golden Grove Lutheran School maintains a high level of commitment to offering staff professional development opportunities that support the embracing of individual and collective lifelong learning. Staff are supported in individual upskilling in areas of interest, to build capacity in their roles and to support students in their care. The Professional Learning budget for 2025 was \$28,000. Collectively, staff join to support the strategic directions of the school in a continuous cycle of improvement. Our values are reflected in a strong culture of collaboration, exploring new ideas and thinking through a stance of inquiry.

A major focus for professional development, as identified in the strategic plan, is the teaching of mathematics through an inquiry lens. We partnered with Lyn Coote from CT-ed to undertake professional learning to develop our teaching of maths through high impact strategies that engage all students in tasks that provide a variety of entry levels through quality teaching.

As a Primary Years Programme school of the International Baccalaureate, our school continued the process of preparation for Evaluation in 2025. This process included a reflective view and updating of policies. We began to work through a review of the PYP Standards and Practices, looking at evidence of how we meet these across the school. Self-study is a sustained and rigorous process of self-study in preparation for the International Baccalaureate's evaluation of our Primary Years Programme. This process required each educator to reflect deeply on their practice against the IB's Standards and Practices framework, gathering and analysing evidence of student learning, programme coherence, and collaborative planning. Staff participated in structured professional dialogue, contributed to the school's Programme of Inquiry review, and examined the alignment between our documented curriculum and what is authentically experienced by students in the classroom. The self-study process was both affirming and stretching as it surfaced genuine strengths in our approach to inquiry-based learning while also identifying clear priorities for continued growth. The commitment our staff brought to this process reflects not only their professionalism but their shared belief that rigorous reflection is itself an act of service to the children in our care.



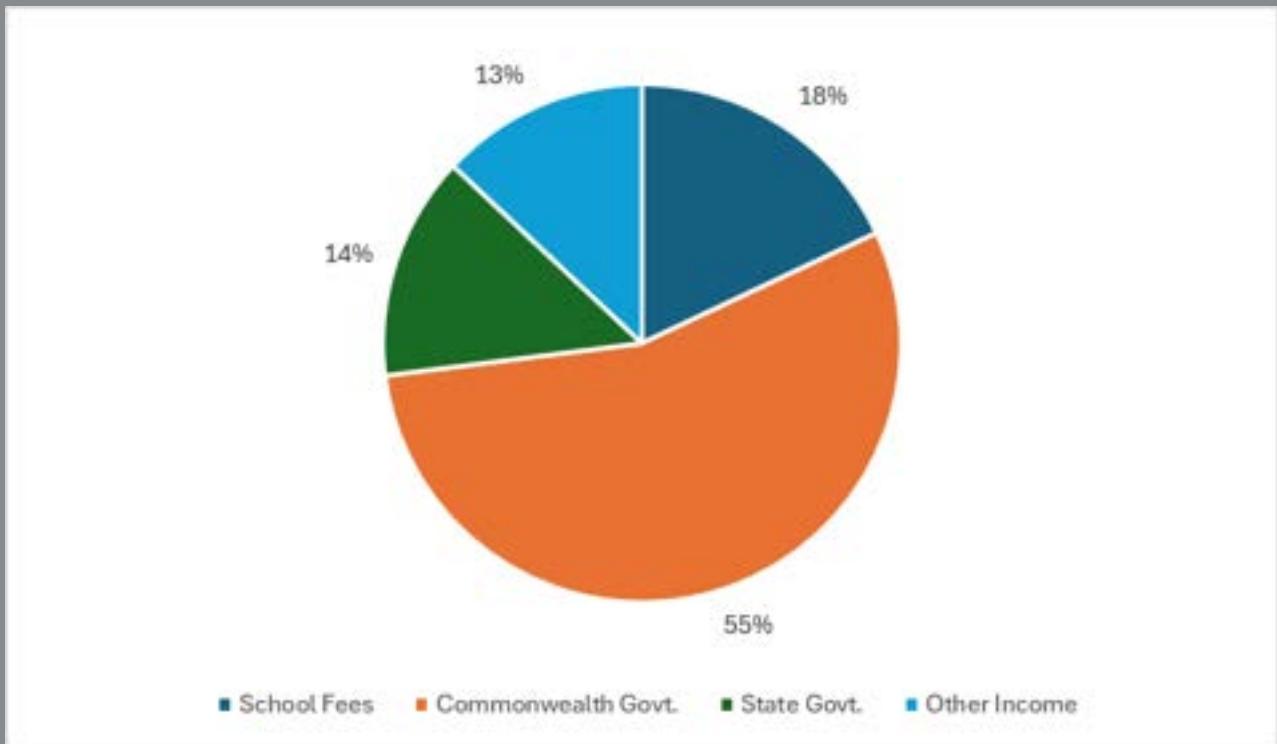
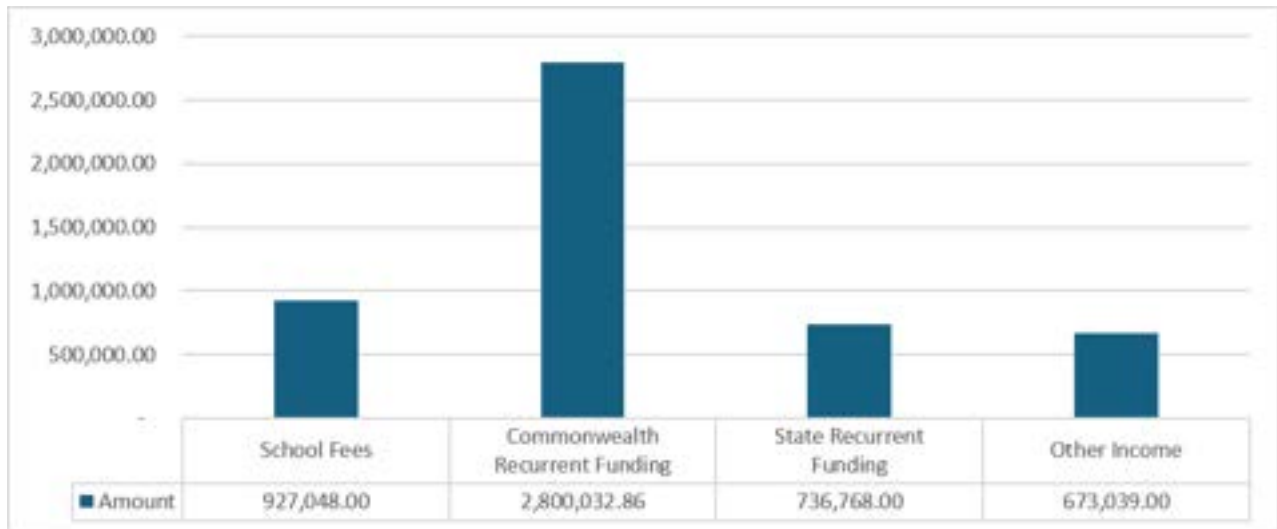
The annual review of our Programme of Inquiry (POI) was undertaken at the end of 2025, as we reviewed units of inquiry, developed new units for a range of clusters and prepared for 2026. This review involves a collaborative approach as teachers look at balance of the elements of the PYP across the POI. Consideration is given to the reflections on units as provided throughout the year and in 2024.

Along with whole school professional development, individual and groups of teachers have undertaken a variety of learning opportunities to support their own growth and the needs of the school. Teachers have upskilled in the teaching of the PYP and inquiry-based learning, and strategies for working with EALD (English as an additional language) students to further support these students with development of vocabulary, sentence structure and English conventions. Teachers undertook training in providing first aid and working with students with diabetes and anaphylaxis. Teachers identified other areas of learning pertinent to their own individual growth.

GGLPS continue their commitment to Professional Development of staff to support the goal of continued improvement of practice to support student growth.

SOURCE OF INCOME

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



SATISFACTION LEVELS

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 as over 90% and reporting of an environment free of bullying was also at a similarly high level.

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.

PYP Self-study surveys

As part of our commitment to authentic community voice and in alignment with the requirements of the IB's self-study process, Golden Grove Lutheran Primary School invited parents and students to participate in a range of purposefully designed surveys throughout the year. These surveys gave our community the opportunity to reflect on their experience of the school's programmes, culture, and values, providing the IB evaluation team with evidence that our self-study was genuinely consultative rather than internally generated alone. Parents were asked to share their perceptions of communication, wellbeing support, and the extent to which the school's learner profile values are visible in their children's growth at home and in the community. Students were similarly invited to reflect on their learning experiences, their sense of agency and belonging, and their understanding of what it means to be an IB learner. The responses gathered were thoughtfully analysed by staff and incorporated into our programme review, ensuring that the perspectives of those we serve sit at the heart of our ongoing improvement journey.



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
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