

School Performance Report for the 2020 Calendar Year

A general look at 2020...

Immanuel Lutheran School Gawler



Local – Global – Connected

Vision Statement

We aim to be the school of choice in our local community for those seeking an excellent Christian education for their children in a relationship focused environment.

Core Propositions

Connected to our **local** communities

- *We are a socially and culturally inclusive school that highly values communication and interpersonal relationships.*
- *We place strong emphasis on partnering with families in the education of the children within our care*
- *Located in the heart of Gawler we have a reputation for providing specialist primary education for over 30 years.*

Connected to **global** communities

- *Utilising the International Baccalaureate PYP programme and modern pedagogical / collaborative practices, Immanuel students explore their place in the world as global citizens.*
- *Our school is committed to a holistic and individualised approach to learning in a technology rich environment.*

Connected to our God

- *We are a community in which people connect with each other and with God.*
- *Our school is Christ centred, aiming to build good citizenship through service/action and being good stewards of God's creation.*

Local – Global – Connected

Learning Principles

During 2020 our Learning principles were

At Immanuel Lutheran School Gawler, we believe that powerful learning occurs when:

Principle 1: Learning is inquiry based to explore big ideas and concepts and to activate the skills of creative and critical thinking.

Inquiry based learning facilitates the creation of thought provoking questions which enable students to explore big ideas and independently discover new knowledge. By activating creative, critical and reflective thinking students develop skills which they will require in a dynamically changing world.

Teachers provide students with opportunities to connect learning to the real world. They trigger curiosity and provide access to highly engaging learning experiences through provocations, higher order questions and tasks.

Students take ownership of their learning by asking, developing and answering higher order questions. They think outside the box, explore their wonderings and find creative solutions for questions and tasks. Students provide evidence of their learning in multiple forms.

Principle 2: Learning is collaborative and globally aware through connections with communities and practice beyond the classroom.

Collaborative learning enables students to work with each other and members of the local and global community to develop new knowledge. Connections through industry, global and local community partnerships provide opportunities for real life learning experiences.

Teachers provide students with opportunities to effectively collaborate and develop new knowledge in a transdisciplinary learning environment. They plan experiences for students that connect them to local and global communities and partnerships that extend the learning environment.

Students learn how to collaborate with their peers in order to achieve positive outcomes. Connections to the local community and world form part of their global classroom.

Principle 3: Learning is individualised, relevant and challenging to meet the needs and interests of the learner.

In this inclusive learning environment students are known, nurtured and empowered as capable individuals. Learning is connected to their lives and built around an evidence base which helps to target each student's zone of proximal development.

Teachers differentiate their practice in a safe learning environment which supports risk taking, encourages curiosity and promotes questioning. They regularly assess, collect data and are aware of each student's academic, emotional and social challenges.

Students show initiative, exercise agency and take responsibility for their own learning. As aspirational learners they set goals, meet challenges and reflect on progress.

Principle 4: Learning is based in a supportive Christian environment through positive relationships and partnerships.

Lutheran values and beliefs underpin respectful relationships between students, teachers and parents. There is a sense of wellbeing and belonging amongst all members of the community.

Teachers develop positive relationships by being tolerant, actively listening and accepting differences. As part of a Lutheran community they model Christian values and beliefs. They use restorative practices to work through problems.

Students learn how to think positively, respect others and manage good relationships with teachers and peers. They show resilience and work through problems, seeking support from adults where appropriate.

Principle 5: The learning environment nurtures the interest and needs (physical/ social/ emotional/ spiritual) of learners as well as developing independence.

The learning environment offers opportunities for differentiation, collaboration, independence and growth. It caters for different learning and teaching styles, offers opportunities for self-expression and includes developmentally appropriate stimuli.

Teachers create a learning environment that is engaging and flexible. It fosters thinking, learning and student ownership and accommodates inquiry and collaboration.

Students have agency by contributing their ideas about the look and feel of their learning environment. They care for their environment and take responsibility for the learning that occurs within it.

Principle 6: Learning is driven by quality and timely assessment and feedback practices.

Assessment provides teachers, students and parents with evidence that informs teaching, monitors learning and increases student engagement. Effective feedback supports students by informing them about their learning and how to improve.

Teachers use assessment for, as and of learning to inform their teaching, report to parents and provide effective feedback to students. They involve students in the learning process by teaching them how to monitor their own progress. Teachers differentiate by providing students with different questions and a variety of assessment methods to demonstrate their learning. Teachers collaborate in order to improve outcomes for students.

Students learn how to set goals and use self-assessment to monitor their own progress. They learn how to ask questions and articulate areas for improvement.

School Context

Our school is located in the heart of Gawler ensuring easy access for staff and families in the region.

As a school of the Lutheran Church of Australia, we are inclusive of our whole community, regardless of religious affiliation or socioeconomic status.

The Gawler Lutheran church supports our school through regular involvement of the pastors and church workers as do many groups and organisations in our local community.

Immanuel is an authorised school of the International Baccalaureate offering the Primary Years Programme for 5-12 year olds. This program offers all learners access to the inquiry based curriculum which is concept driven, student centred and internationally minded.

Our teachers are therefore involved in rigorous professional learning that includes international facilitators. This program ensures that teachers are skilled to work collaboratively in developing and delivering a teaching and learning program where continual reflection and improvement is a requirement.

School Performance Report for the 2020 Calendar Year

2020

Like every school in Australia (and the world) we were impacted by Covid 19 during the 2020 school year.

Our staff team worked tirelessly to ensure the continuation of our learning programme during the shutdowns that happened and especially in preparation for the ones that were threatening.

Our 1:1 iPad programme and the developments we had made in the area of IT (and especially the earlier introduction of the app SeeSaw) stood us in good stead, however we moved from being server reliant to cloud based in a matter of 4 weeks! Quite a feat, but one that meant that we could continue on quite seamlessly in the event of a shut down.

Many adjustments were made to regular school events to ensure as much as possible that things could still happen – ie: concerts were staggered to reduce the numbers in the audience and sports days were held with minimal parent participation, as well as many other examples.

Some camps still happened, but sadly some didn't, including our annual Yr 6 camp to Canberra.

In 2020 we had our (five yearly) evaluation by the International Baccalaureate team who were very impressed with our learning programme giving us quite a number of commendations.

Our annual Yr 6 Exhibition was held entirely on-line.

2020 was also a year of planning and reimagining our learning spaces as we worked as a staff team on the development of the (planned) \$2.5 million dollar learning spaces that we have nick named the CU2 building, as well as a \$1 million dollar refurb of the Heritage areas of our school. The planning of these two projects set to be built in 2021 were workshopped and developed by our staff team during 2020 in conjunction with architects and draftsman.

In 2020 we began our first before and after school bus runs which have proven to be a great support to our families, as well as a shuttle service between Zion Preschool and Immanuel School so that Zion students can access our OSHC here at Immanuel.

As a school administration we took on the platform Complispace to manage many of our compliance and policy matters and a project team met regularly to consider the feasibility of relocating Zion Preschool onto the Immanuel site.

School Performance Report for the 2020 Calendar Year

Teacher Standards and Qualifications –

All teaching staff (head count of 25) were registered as required and completed requirements for accreditation to teach in a Lutheran School as mandated by the policies of Lutheran Education Australia.

B Ed (Primary)
B Ed (Middle Primary)
B Arts, B Ed, Grad Dip Bus, Grad Dip Th, Cert 4 Leadership
B Arts (Early Childhood)
B Science Dip Sur, M Art (Ed)
B Ed
Dip T, Dip Th
B Mus, Grad Dip Ed
B Ed
B Teach, Grad Cert Th
B Ed
B Ed, B Acc
B Ed (EC)
B Ed, M Ed, Grad Dip
B Teach, Grad Dip Th
B Ed Dip T, M Ed
B Ed, Grad Dip T
B Ed
B Ed, B Arts
Dip T, B Ed, Grad Dip Th, M Ed
B Ed
B Arts (Planning) B Ed
B Ed
B Ed, Grad Dip Th

It is noteworthy that of the teaching staff group of 25 (head count) 3 hold a Master's Degree.

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Professional Learning

Evidence shows that the quality of the classroom teacher makes the most difference to improving learning outcomes for students. The Governing Body and the staff of the school are therefore committed to lifelong learning and staff access good quality and regular professional learning.

The financial commitment that Immanuel made toward ongoing professional development in 2020 was \$66,580.64

Workforce Composition

In 2020 our school had 25 teachers (head count) and 10 Lutheran Service Officers who all directly support the learning programme of our school.

In 2020 we had 3 specialist teachers offering Music, PE and LOTE.

Our school is blessed to have 11 male (teaching) staff members and 14 female (teaching) staff members. None of our staff members are indigenous although we had 11 indigenous students in 2020.

Attendance

Attendance was affected due to COVID IN 2020 and the need for families and students to work from home.

Regular attendance is monitored and recorded by classroom teachers and then updated by our receptionist into the administrative software package PC Schools. Should there be attendance concerns the teacher or principal contacts the parents/caregivers for a discussion and if necessary, outlines the legal responsibilities to be at school.

The average attendance rate for 2020 was 91.3% compared 93.2% on the previous year. In 2020 Student attendance was not recorded on the midyear or end of year summative reports provided to parents due to the Covid Pandemic.

Year level breakdown for 2020 versus 2019 is as follows:

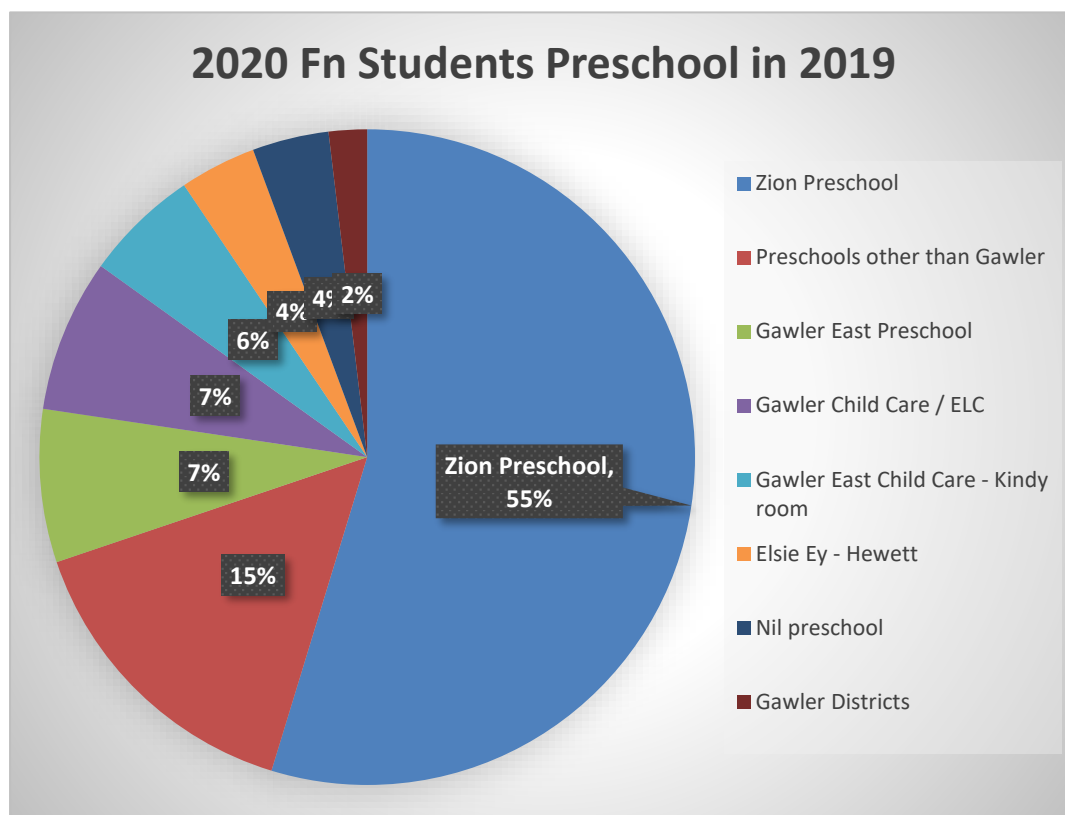
	2020	2019
Foundation	89.8%	92.7%
Year 1	90.1%	93.4%
Year 2	91.3%	93.5%
Year 3	91.6%	92.9%
Year 4	91.4%	93.8%
Year 5	92.8%	94.1%
Year 6	93.5%	92.5%

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Enrolments

January enrolment numbers were at 328 whilst the August census numbers were 331.

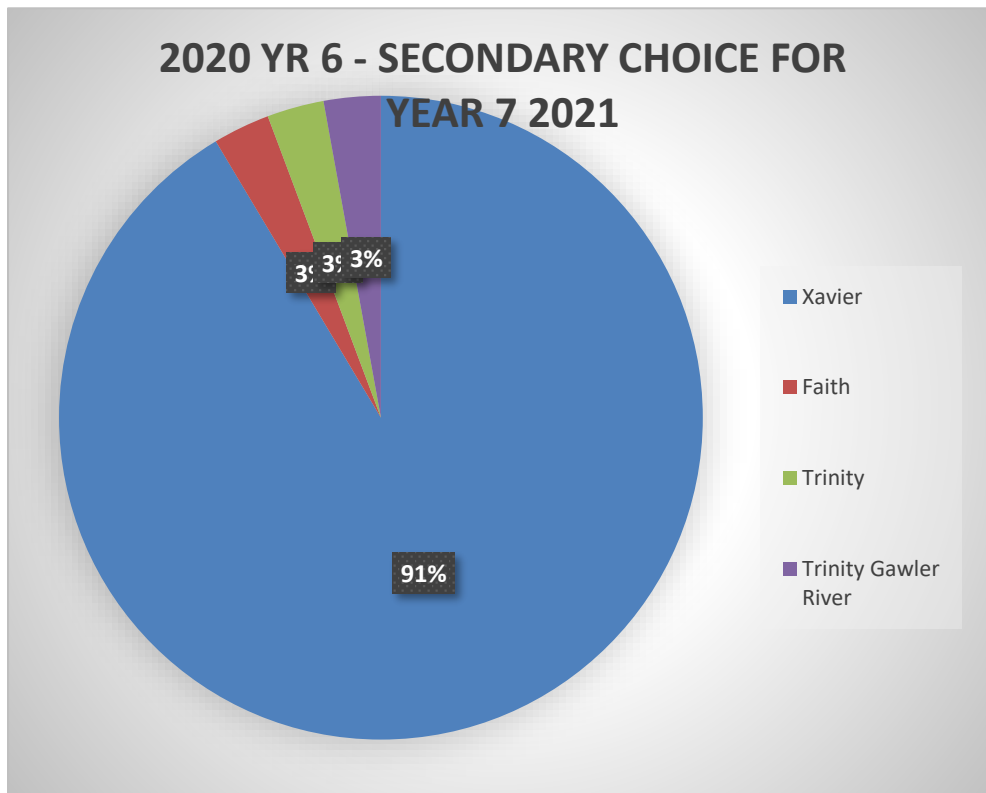
53 new Foundation students commenced in term 1 2020, of which 55% transferred from Zion Preschool (this is from 36% in 2019), 7% from Gawler East Preschool, 4% from Elsie Ey Preschool, 2% from Gawler Districts Preschool and 13% from ELC/Child Care centres in Gawler. The remaining 19% came from other preschools in other areas or nil.



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35 year 6 students graduated at the end of the 2020 school year.

91% of these students transferred to Xavier College Gawler Belt, 3% transferred to Faith Lutheran at Tanunda, and 6% transferred to Trinity Colleges.



Parent Satisfaction

In 2020 parents were widely consulted during the IB Evaluation process and high levels of satisfaction about the school's learning programme was given to the evaluation team.

During term 4 a satisfaction survey was conducted and offered to all school families. Just under 50% of our families fed back information. The following are some of the responses:

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Q1

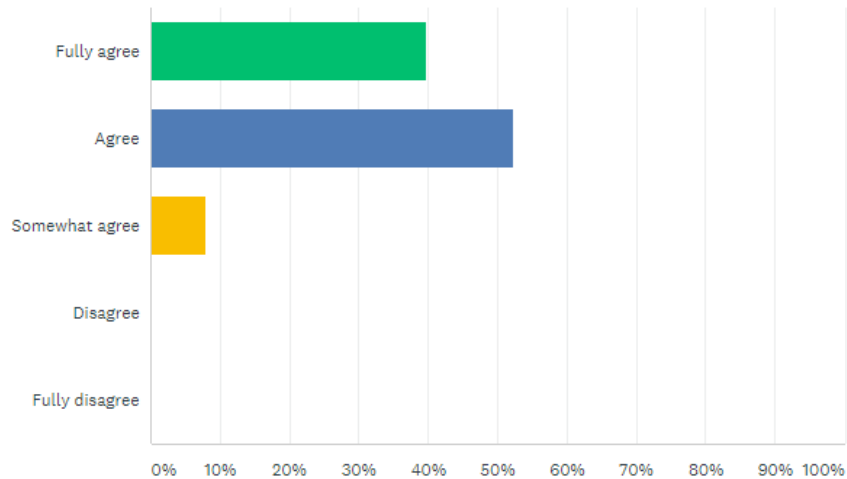


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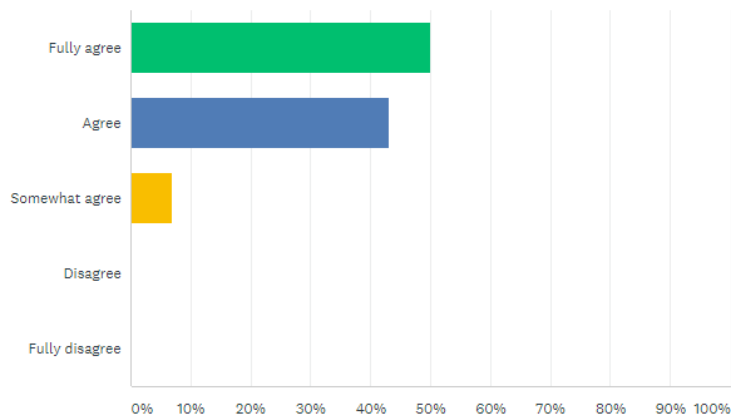
Learning (programme and curriculum) - utilising the IB Primary Years Programme, Immanuel offers a curriculum and learning programme that is Relevant, Engaging, Challenging and Significant.

Answered: 88 Skipped: 2





Learning (learning spaces, resources and facilities) - support the school's intention to offer a curriculum that is Relevant, Challenging, Engaging and Significant.

Answered: 88 Skipped: 2



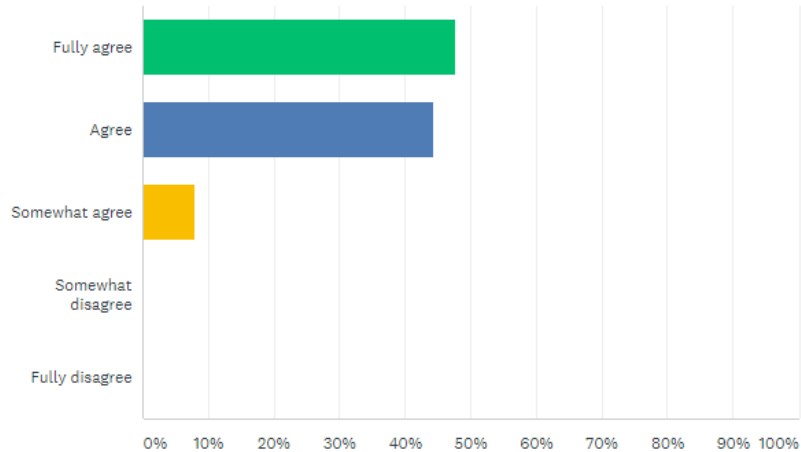
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Q3



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Learning (staffing and human resourcing) - Immanuel has the staffing and resourcing to fulfil its intention to offer a curriculum that is Relevant, Challenging, Engaging and Significant.

Answered: 88 Skipped: 2

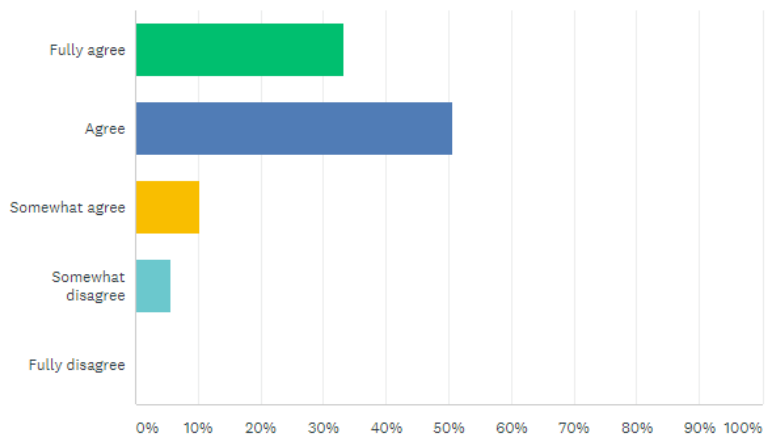


Q4

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Learning (behaviour and structure) - Students at Immanuel can access the learning programme without disruption from poor behaviour or structures.

Answered: 87 Skipped: 3



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Q5

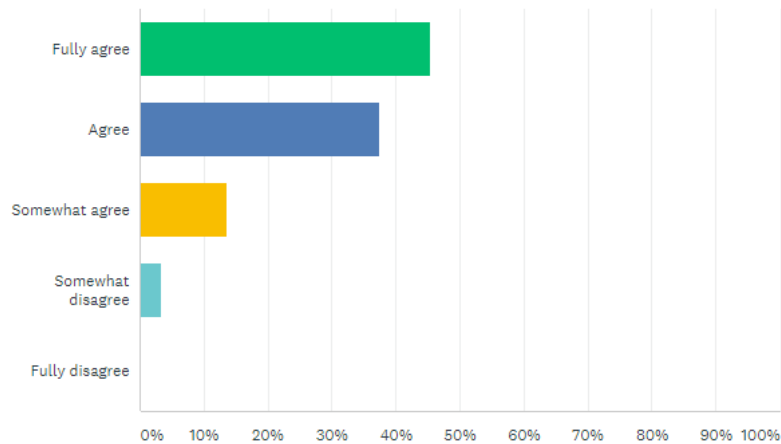


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The Learning Programme (communication and reporting) - Parents and Caregivers at Immanuel are well informed about what is happening at school and how their child/ren are progressing.

Answered: 88 Skipped: 2



Q6

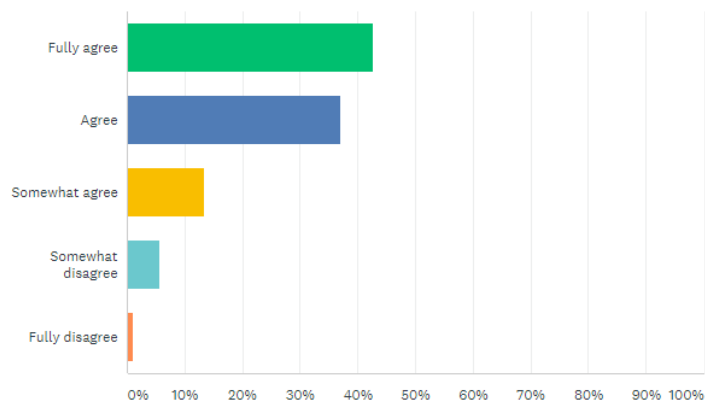


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The Learning Programme (student reports, seesaw and information) - Immanuel is intentionally moving towards higher levels of parent visibility of the learning programme and student achievement on an ongoing/continuous basis (via seesaw) and a more simplified (end of) semester report. To what extent do you agree with this direction?

Answered: 89 Skipped: 1



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Q7

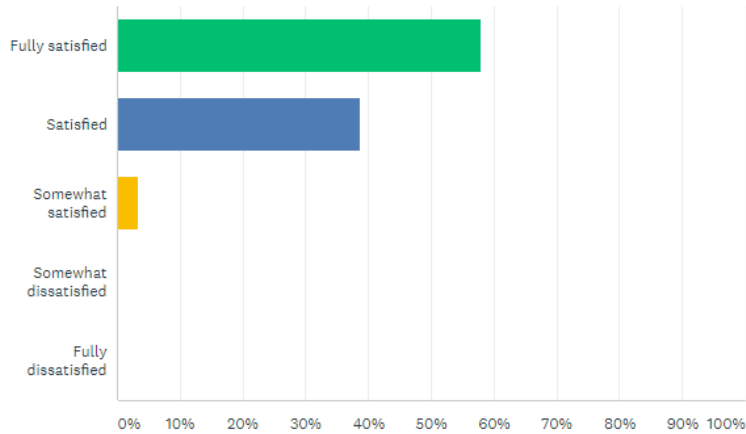


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Satisfaction - to what level would you rate your current overall satisfaction with Immanuel?

Answered: 88 Skipped: 2



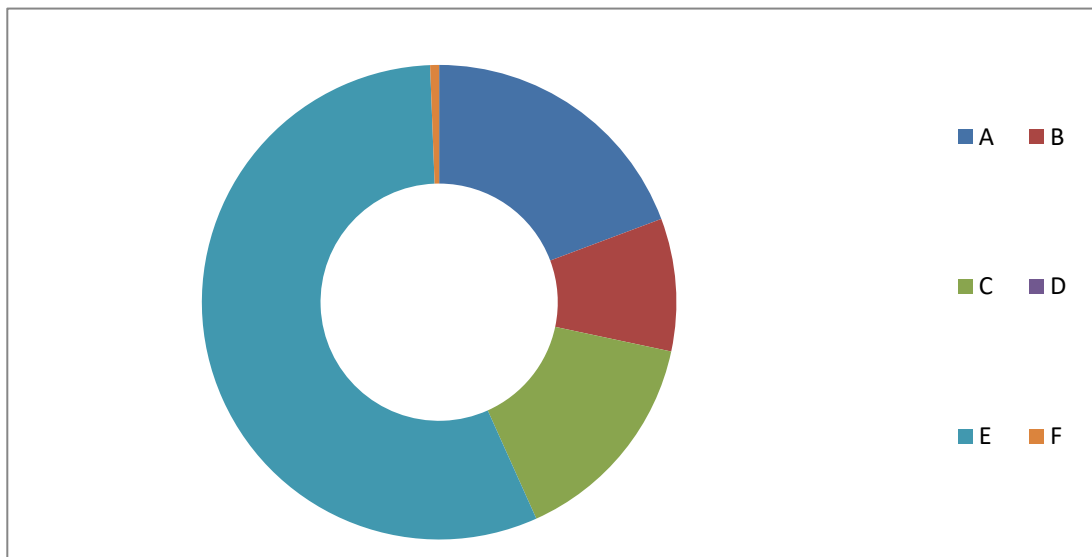
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School Income

The following graphs indicate our sources of income followed by expenditure.

Sources of Income

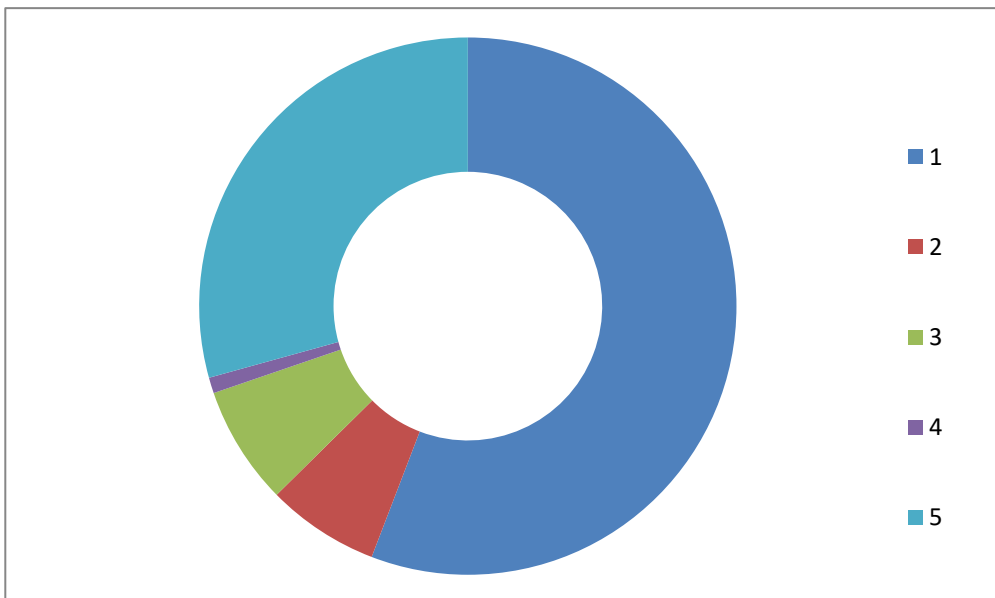
A	Tuition Fees	\$1,071,546
B	Other private Income	\$502,072
C	State Govt Recurrent Grants	\$830,493
D	State Govt School Card Grant	0
E	Commonwealth Govt Recurrent Grants	\$3,116,413
F	Other Grants	\$33,793
Total		\$5,554,317



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Expenditure Summary

1	Salaries - Tuition	\$2,535,987
2	Salaries - Admin Staff	\$307,898
3	Salaries - On costs	\$324,719
4	Tuition - Other	\$43,030
5	Admin - Other	\$1,330,815
Total		\$4,542,449



Academic Results

In 2020, Immanuel Gawler began putting preparations in place to take part in NAPLAN online testing for the first time. The school took part in the National Coordinated Practice Test in March and our ICT systems managed the technical demands of the practice test effectively.

Education ministers made the decision to cancel NAPLAN testing in 2020 due to the COVID-19 pandemic.

Daryl Trigg
Principal

30 June 2021

www.ilsg.sa.edu.au