

## School Performance Report for the 2021 Calendar Year

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*A colourful view of 2021 at...*

# Immanuel 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

# School Performance Report for the 2021 Calendar Year

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## Learning Principles

During 2021 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.

## School Performance Report for the 2021 Calendar Year

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### **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 2021 Calendar Year

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## 2021

Like every school in Australia (and the world) the 2021 school year was significantly disrupted due to Covid 19.

At Immanuel we were also disrupted by two significant building projects that happened during the year – the development of our Warrinthe building came to a close in the late stages of 2021 and now provides amazing contemporary learning spaces for our Year Five and Year Six cohorts, as well as a staff room and library space.



## School Performance Report for the 2021 Calendar Year

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Additionally, through 2021 we renovated the classrooms that were built in 1915 and modernized them to suit modern teaching styles. This space we have called Tanta Marta.



Our staff team worked tirelessly to ensure the continuation of our learning programme during the building process and shutdowns that happened.

Our Year Six camp managed to go to Canberra and all other camps and excursions also happened during the year, though there was shuffling of times for some.

In 2021 a committee was formed with the goal of relocating the Zion Preschool onto the Immanuel site. During the year the School Board formally moved a successful motion for this to happen and a timeline for design and development was created.

The SAKG programme continues to be strong in our school as does the concept of sustainability more generally.

In 2021 we continued to grow our IT programme adding 1:1 iPads to our Yr 3 cohort.

# School Performance Report for the 2021 Calendar Year

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## Teacher Standards and Qualifications –

We have (a head count) of 26 teachers with the following qualifications. Additionally, staff in a Lutheran School are required to have accreditation (according to the LESNW EA 2020) which involves a series of professional developments and other accountabilities.

1. B.Ed
2. B.Ed
3. B.Ed
4. B.Ed Grad Dip Bus Grad Dip Ed
5. B.Ed
6. B.Sc M.Ed Grad Cert
7. Dip T Grad Dip Ed
8. B.Mus Grad Dip Ed
9. B.Ed
10. B.Teach Grad Dip Ed
11. B.Ed
12. B.Ed B.Arts
13. B.Ed
14. B. Ed Grad Cert Ed M.Ed
15. B.Arts M.Teach
16. B.Ed Grad Dip Ed
17. Dip T B.Ed M.Ed Grad Dip Ed
18. B.Ed Grad Dip T
19. B.Ed
20. B.Ed Grad Cert Ed
21. B.Ed
22. B.Arts B.Ed
23. B.Ed
24. Dip T B.Ed Grad Dip Ed M.Ed
25. B.Teach B.Ed Grad Dip

# School Performance Report for the 2021 Calendar Year

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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.

Some examples of the Professional Learning undertaken in 2021 are: First Aid, Writing and Counselling across all staff.

The financial commitment that Immanuel made toward ongoing professional development in 2021 was \$77,274.57

## **Workforce Composition**

In 2021 our school had 25 teachers (head count) and 13 Lutheran Service Officers who all directly support the learning programme of our school.

In 2021 we had 3 specialist teachers offering Music, PE and LOTE.

LOTE at Immanuel is Indonesian in Yrs 1-5. Our Yr 6s choose a language (from a set of options) and leverage off of IT to engage in that language for the year. This is strongly integrated into other curriculum areas. In Foundation our student's study 'languages' more broadly, considering codes, symbols and the many different ways humans communicate with each other verbally across the globe.

Our school is blessed to have 10 male (teaching) staff members and 15 female (teaching) staff members. None of our staff members are indigenous although we had 10 indigenous students in 2021.

## **Attendance**

Attendance was again affected due to COVID in 2021 and the need for some 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 2021 was 93.0% compared 91.3% on the previous year. In 2021 Student attendance was recorded on the midyear and end of year summative reports as an overall attendance rate which included absent days and time missed due to late arrival and early departures as a whole % figure.

## School Performance Report for the 2021 Calendar Year

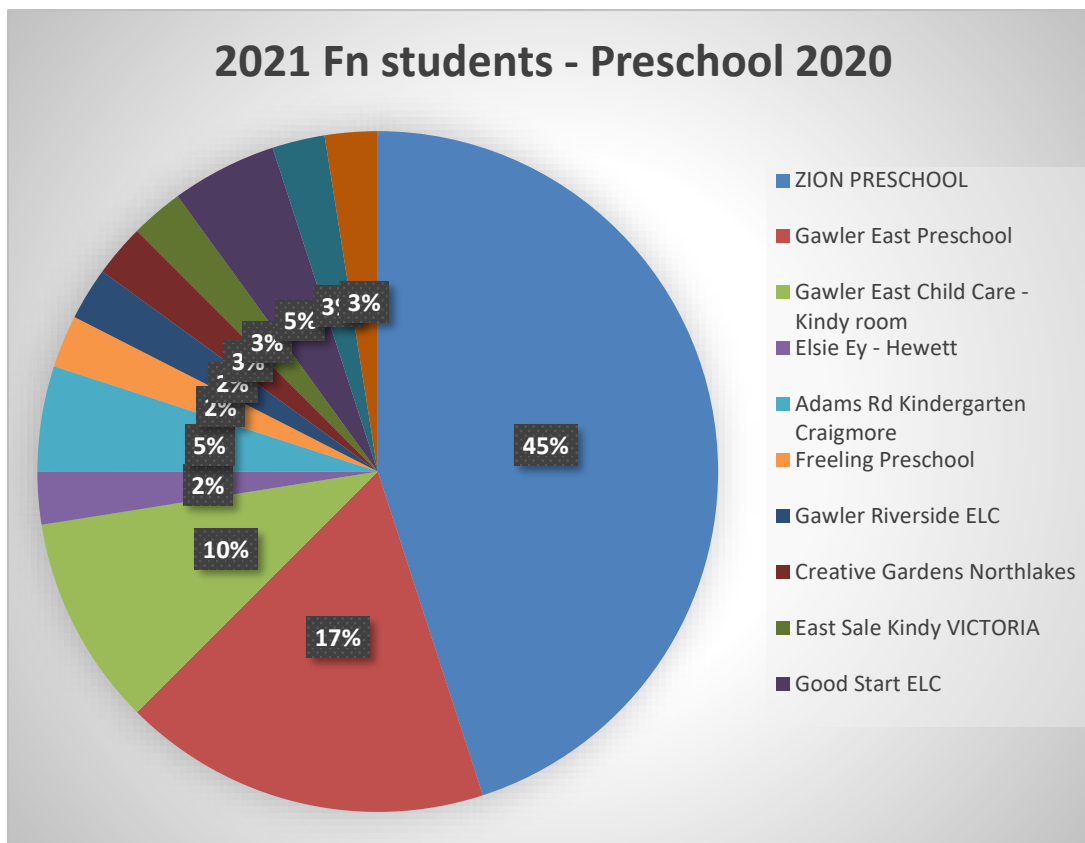
Year level breakdown for 2021 versus 2020 is as follows:

	2021	2020
Foundation	92.5%	89.8%
Year 1	92.0%	90.1%
Year 2	93.7%	91.3%
Year 3	92.5%	91.6%
Year 4	93.8%	91.4%
Year 5	93.2%	92.8%
Year 6	93.6%	93.5%

### Enrolments

January 2021 enrolment numbers were at 350 whilst the August 2021 census numbers were 349.

40 new Foundation students commenced in term 1 2021, of which 45% transferred from Zion Preschool (this is from 55% in 2020), 17% from Gawler East Preschool, 10% from Gawler East Child Care Kindy Centre, 2% from Elsie Ey Preschool, and the remaining 26% came from other preschools / areas.

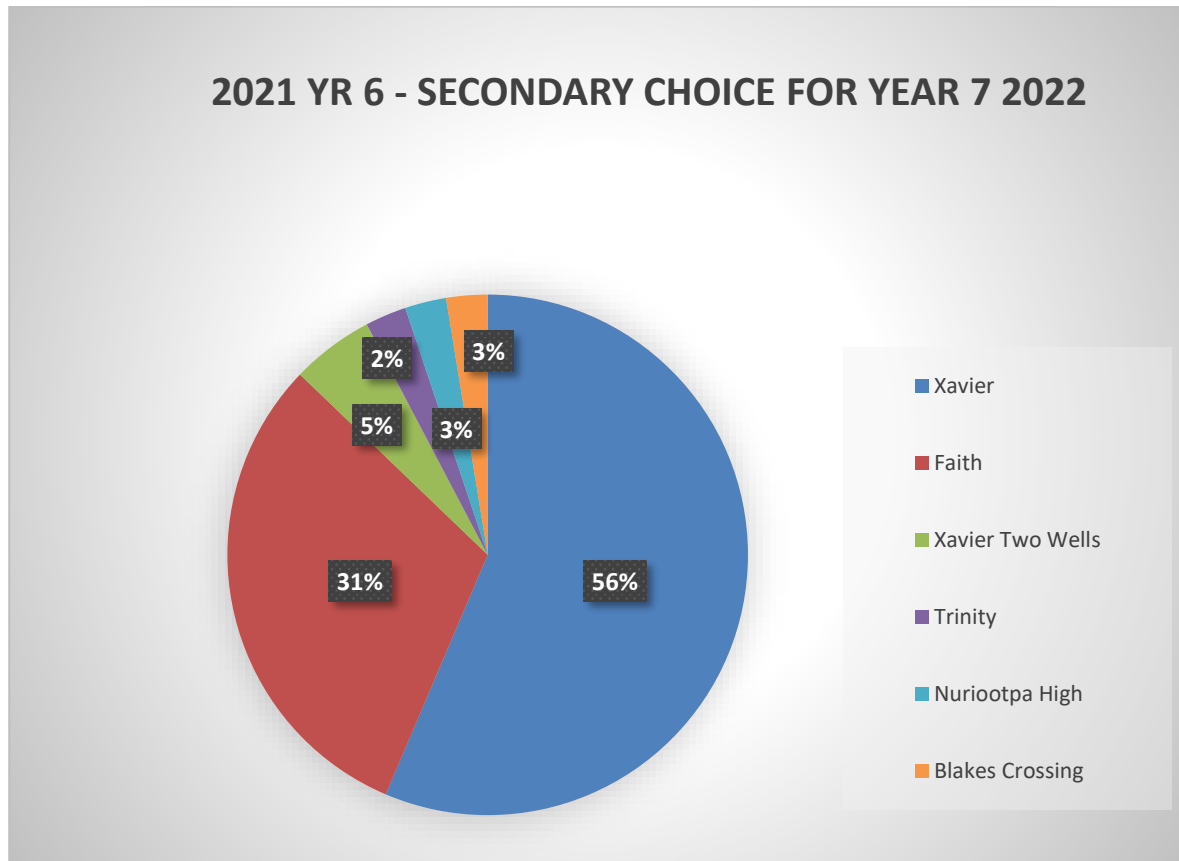


## School Performance Report for the 2021 Calendar Year

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39 year 6 students graduated at the end of the 2021 school year.

56% of these students transferred to Xavier College Gawler Belt , 5% transferred to Xavier College Two Wells, 31% transferred to Faith Lutheran at Tanunda, and 8% transferred elsewhere.

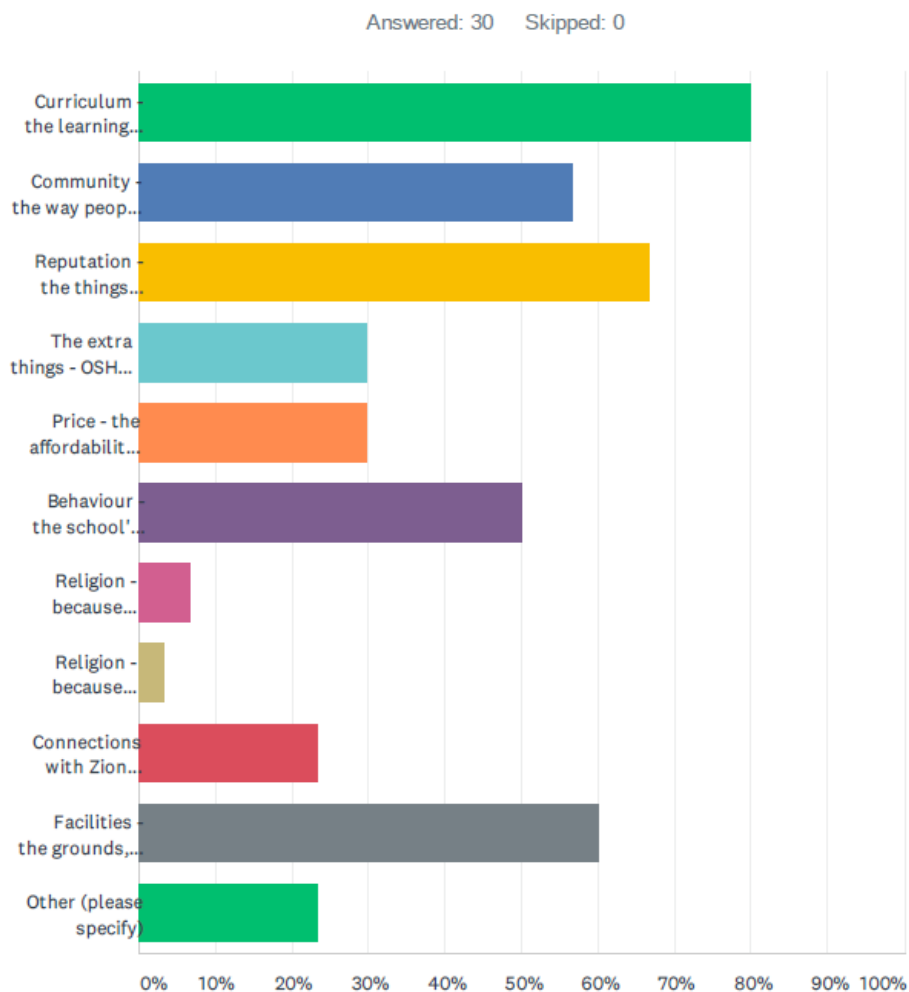


# School Performance Report for the 2021 Calendar Year

## Parent Satisfaction

In 2021 we initiated a Parent Satisfaction Survey to those new to our school – new Foundations and those new in other grades. This survey was conducted in very late Term 1 with the following very positive results. (Below are some extracts from the whole survey.)

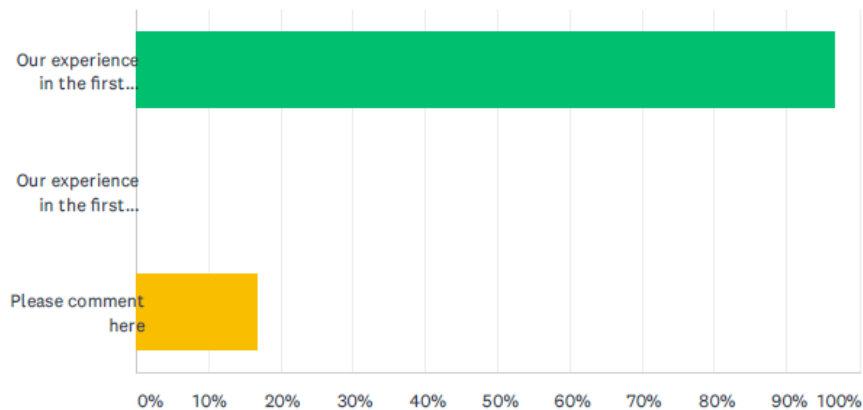
### Q3 Making decisions - what was it that most attracted you to Immanuel? (You can choose more than one)



## School Performance Report for the 2021 Calendar Year

Q6 First days!! How have you found the first days starting at Immanuel?  
Please comment and let us know how it's gone and if there are any things  
we could do differently in the future.

Answered: 30 Skipped: 0

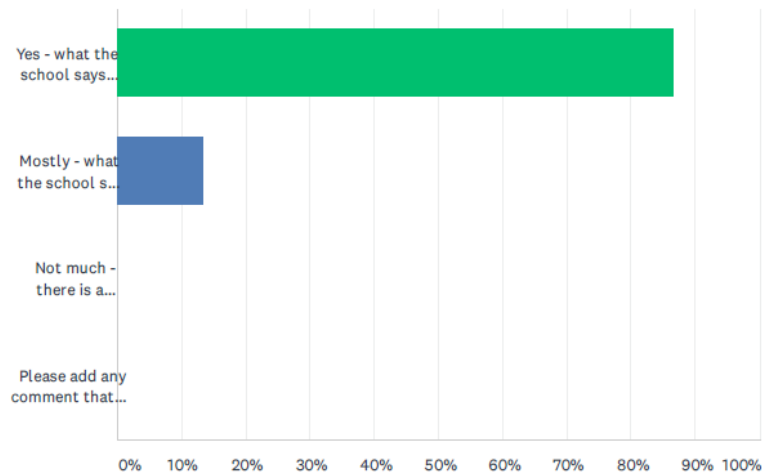


ANSWER CHOICES	RESPONSES	
Our experience in the first days of starting have been good	96.67%	29
Our experience in the first few days could have been better	0.00%	0
Please comment here	16.67%	5
Total Respondents: 30		

## School Performance Report for the 2021 Calendar Year

Q7 Theory and practice!! Do you believe the messaging shared through the enrolment process about the values and practices of our school aligns with what you are experiencing as a school family now?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes - what the school says about itself is what I have experienced so far	86.67%	26
Mostly - what the school says about its self is mostly what I have experienced so far	13.33%	4
Not much - there is a disconnect between what the school says it values and what I have experienced so far	0.00%	0
Please add any comment that you might feel is useful feedback for us.	0.00%	0
TOTAL		30

# School Performance Report for the 2021 Calendar Year

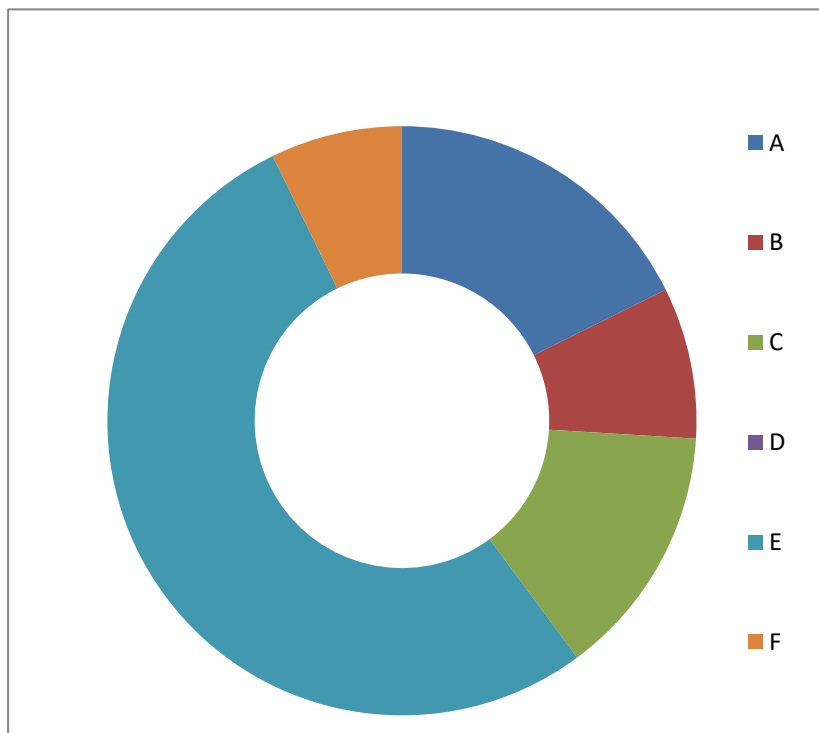
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## School Income

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

### Sources of Income

A	Tuition Fees	\$1,176,525
B	Other private Income	\$553,850
C	State Govt Recurrent Grants	\$926,084
D	State Govt School Card Grant	0
E	Commonwealth Govt Recurrent Grants	\$3,525,583
F	Other Grants	\$481,834
<b>Total</b>		<b>\$6,663,876</b>

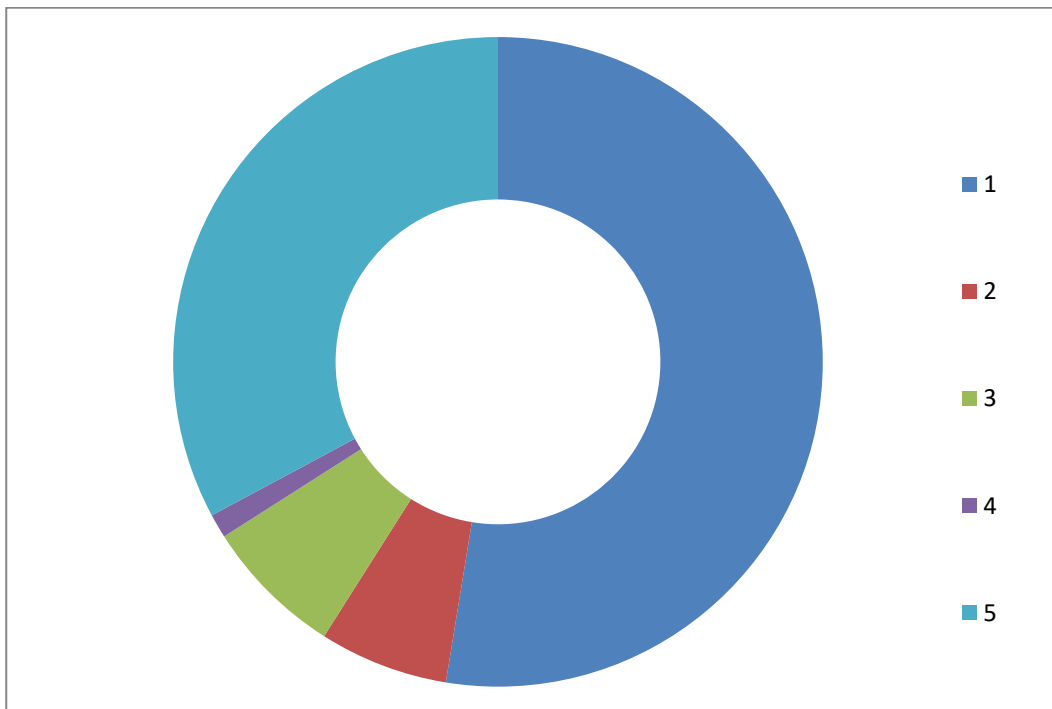


## School Performance Report for the 2021 Calendar Year

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### Expenditure Summary

1	Salaries - Tuition	\$2,614,305
2	Salaries - Admin Staff	\$319,403
3	Salaries - On costs	\$346,913
4	Tuition - Other	\$59,542
5	Admin - Other	\$1,632,942
<b>Total</b>		<b>\$4,973,105</b>



# School Performance Report for the 2021 Calendar Year

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## Academic Results

<b>2021 NAPLAN Participation Levels</b>					
(% students taking part in NAPLAN testing)					
	<b>Reading</b>	<b>Spelling</b>	<b>Writing</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Year 3</b>	90%	96%	96%	96%	96%
<b>Year 5</b>	98%	100%	100%	100%	100%

<b>2021 NAPLAN Achievement Levels</b>					
(% students at or above minimum benchmark level)					
	<b>Reading</b>	<b>Spelling</b>	<b>Writing</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Year 3</b>	100%	100%	100%	100%	100%
<b>Year 5</b>	98%	100%	98%	98%	100%

**Daryl Trigg**  
**Principal**

**30 June 2022**

[www.ilsg.sa.edu.au](http://www.ilsg.sa.edu.au)