

School Performance Report for the 2022 Calendar Year

A new era for 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

Learning Principles

During 2022 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.

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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 yearolds. 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.

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2022.... Began with two pupil free days, followed by 2 weeks of on-line learning!

At Immanuel we started the year with 350 students but due to the regulations imposed by Covid we had pretty close to 175 online students and 175 on-site students.

Under SA Health and Government instructions Foundations and Year 1 students could return to school for face to face learning from the start of the year, however students in Year 2-6 were instructed to remain at home for remote / online learning, unless their parent/s were classed as essential workers.

Therefore, we also had half of our teaching staff remotely meeting and teaching their class for the first two weeks of term 1 2022. Our IGOSH staff and support staff stepped in to help the onsite students work via the online platform called SEESAW. By week 3 we returned to about a 90% onsite attendance rate.

Throughout the remainder of the term there was a high percentage of students stuck at home due to either having Covid or being isolated as a close contact. The remote learning platform was used ongoing throughout term 1 and into Term 2 to support these families.

Term 1 Parent / Teacher interviews were all conducted remotely via Zoom, one of the year 3 camps was abandoned part way through, and the year 6 camp to Canberra in May was cancelled.

Worship and Praise and Assemblies were videotaped and watched in classrooms for the first few weeks of the year. From Term 2 students gathered again for Worship and Praise and Assembly, however parents and visitors were unable to attend so videos were shared with families. From Term 4 we were able to welcome parents back on site to join us for events.



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The new covid vaccination policy for staff and volunteers was adopted mid-year ensuring anyone working on site had a minimum of 2 vaccinations, with a preference of 3 required. However late in the year the 3-vaccination requirement policy was withdrawn, and instead the new policy encourages staff and volunteers to remain up to date with their vaccinations.

In 2022 we started using a new platform called Operoo enabling a paper free way to inform families of news and information plus receive parent consent for camps and excursions. Complispace Plan Check Go is also being engaged to monitor the risk management of excursions.

Semester 1 and 2 reports were finally moved to a module via PC Schools. Although a paper copy is still printed and sent home to families, a digital copy is able to be directly filed onto the students file in our management system called Spider.

The Heritage Refurbishment of the old school classrooms was completed at the end of 2021 so year 2/3's started their year in the new Building called Tanta Marta. Taikondi also had a makeover with new carpet. The new Warrinthei Building houses the Year 5 and Year 6s, and staffroom upstairs. The opening of the new buildings was delayed until November 2022. Special guests including John Proeve LENSW, Peter Goern (Architect), Matt Burnell Member for Spence and Tony Piccolo Member for Light joined us for a special service and cutting of ribbons, followed by an evening for students and their parents to gather and tour our new facilities and have a meal and evening of entertainment.

The Daly Street carpark was bitumised and improved with additional carparking and a kiss and drop lane. An exit from School Lane onto East Terrace was opened up via a driveway through our East Terrace house enabling a safer route for cars. A new nature play area was opened up for students to fossick and play in a natural environment.

Cameras were installed throughout the school. New sound field systems were installed into year 2,3,5,6 new building spaces. A house on school land was purchased and a vacant section of land is in the process of being purchased. We were blessed to have a past parent create a wonderful Kaurna "Welcome Rock" at our Daly Street entrance.



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Connections between Zion Preschool and Immanuel school were strengthened by having the Zion preschoolers join us for Worship and Praise on a Friday (this started mid term 2), plus our music teacher started music lessons at the kindy on a Wednesday and Thursday, and the bus shuttle for preschoolers continued between Immanuel iGOSH and ZPS.

Following Zion Preschool and Immanuel School's amalgamation in 2021 the plans to relocate the Zion Preschool onto Immanuel's Schools site continued during 2022 with architecture plans, floor plans, site structures and designs being drawn up. This is an exciting step towards maximizing what our schools can do to support those in our community. The facility aims to be a combination of ELC and Preschool for approx. 66 children per day.

Concurrent with this the school started a Strategic Planning process which sought input from students, parents, board members, staff and exec team. Feedback and ideas are being identified and discussed to further enhance the school with a modern and current approach.

A new combined Prospectus and DL flyer was printed advertising Immanuel Gawler and Zion Preschool together. The 360 Virtual Tour was updated using photos of our new classroom spaces and updates to some of our old ones. This virtual tour sits on our website allowing prospective families the opportunity to see the school classrooms and facilities remotely.

Our Principal attended a LEA Learning Tour at the end of term 3 visiting 10 schools in Auckland New Zealand with 25 educators across Australia.

SAKG program was enjoyed by students in years 5, 6 and was extended into years 3 and 4 also. Students have focused times in the garden with planting and growing their veggies and fruit, followed by cooking and preparing meals. The program offers great learning of life skills in addition to key curriculum areas (including maths, literacy, science) in practical ways.



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Book week and Science week were held in term 3. Premiers Reading Challenge, Mark Oliphant Science Awards, Bebra Challenges, ICAS assessments were also offered to students during the 2022 year.

Respecting and Valuing Sexual Diversity (student focused) Policy and guidelines were written and adopted at Immanuel in 2022, supporting a year 4 student with a gender transition. A new mobile phone policy was also implemented requesting parents to inform us of their child's requirement to have a mobile phone at school and students must hand in their mobiles at the office each day.

Our P&F group contributed towards a big new Pizza oven and helped with other student events including a BBQ lunch, and colour run day. Our Carers group continued with mothers and Father's Day stalls and supporting families going through tough times.

In PE and outdoor education our annual swimming lessons were held for Found to Year 4 students, plus year level camps, bike education for year 6, walk safely to school day and SAPSASA competitions. Several afterschool basketball teams were formed to partake in a competition at Starplex.

Cabaret, Concert, Street Eats evening, Reconciliation week were also celebrated during 2022.

Staff Professional development during 2022 included Keeping Safe workshop, PYP IB Learning Spaces, NCCD and Bill Hansbury. In 2023 we will be setting in place a consolidated improvement in the area of Literacy to ensure that we have best practices and consistency across the school.

Throughout 2022 there were many student gifts and talents on display for all to see. We have such a diverse community and everyday there are new achievements, the mastery of new skills and concepts particularly for those who find learning more difficult, and the way students navigate the social complexities of the classroom and school yard is to be admired.

We thank the staff and students for their dedication and hard work and parents for their support of Immanuel.



Teacher Standards and Qualifications –

We have (a head count) of 25 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

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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 2022 are: Literacy, counselling, and child protection curriculum training.

The financial commitment that Immanuel made toward ongoing professional development in 2022 was \$67,839.45.

Workforce Composition

In 2022 our school had 25 teachers (head count) and 14 Lutheran Service Officers who all directly support the learning programme of our school.

In 2022 we had 3 specialist teachers offering Music, PE, and LOTE.

LOTE at Immanuel is Indonesian in Years 1-5. Our Year 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 11 male (teaching) staff members and 14 female (teaching) staff members. None of our staff members are indigenous although we had 8 indigenous students in 2022.

Attendance

Attendance was greatly affected at the start of 2022 due to students and families with COVID and the need for families and students to isolate accordingly.

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 2022 was 87.6% compared 93.0% on the previous year. In 2022 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.

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Year level breakdown for 2022 versus 2021 is as follows, showing a lower attendance rate predominately due to Covid restrictions:

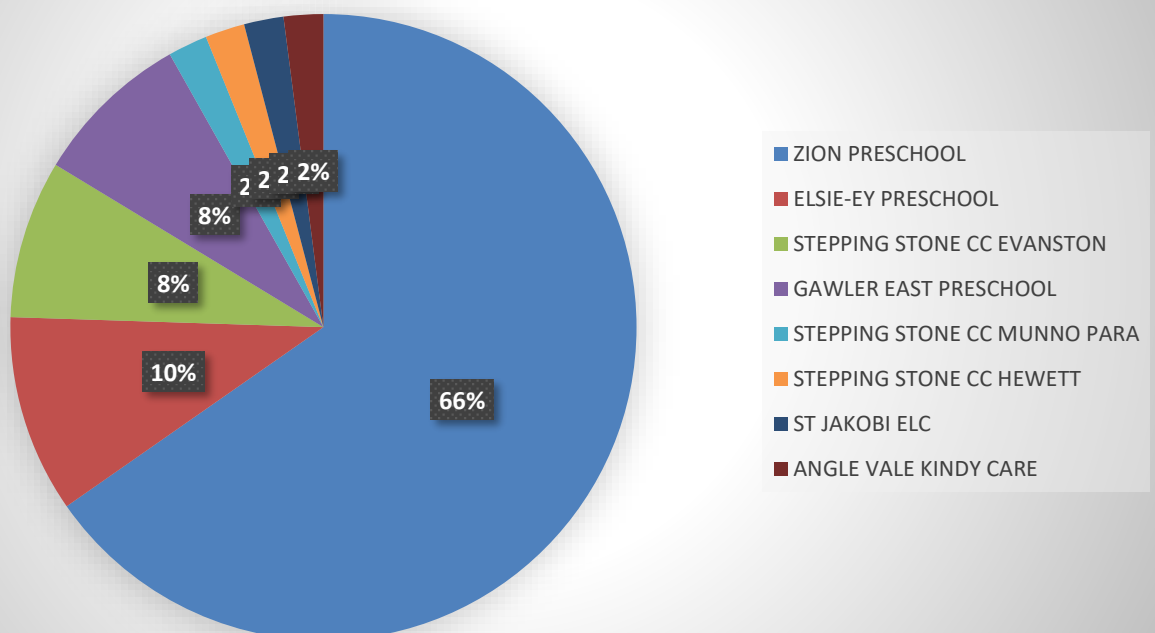
	2022	2021
Foundation	90.0%	92.5%
Year 1	88.3%	92.0%
Year 2	87.2%	93.7%
Year 3	89.2%	92.5%
Year 4	87.2%	93.8%
Year 5	86.4%	93.2%
Year 6	85.3%	93.6%

Enrolments

January 2022 enrolment numbers were at 350 whilst the August 2022 census numbers were 349.

49 new Foundation students commenced in term 1 2022, of which 66% transferred from Zion Preschool (this is from 45% in 2021), 10% from Elsie Ey Preschool, 8% from Gawler East Preschool, and the remaining 16% came from other preschools / areas.

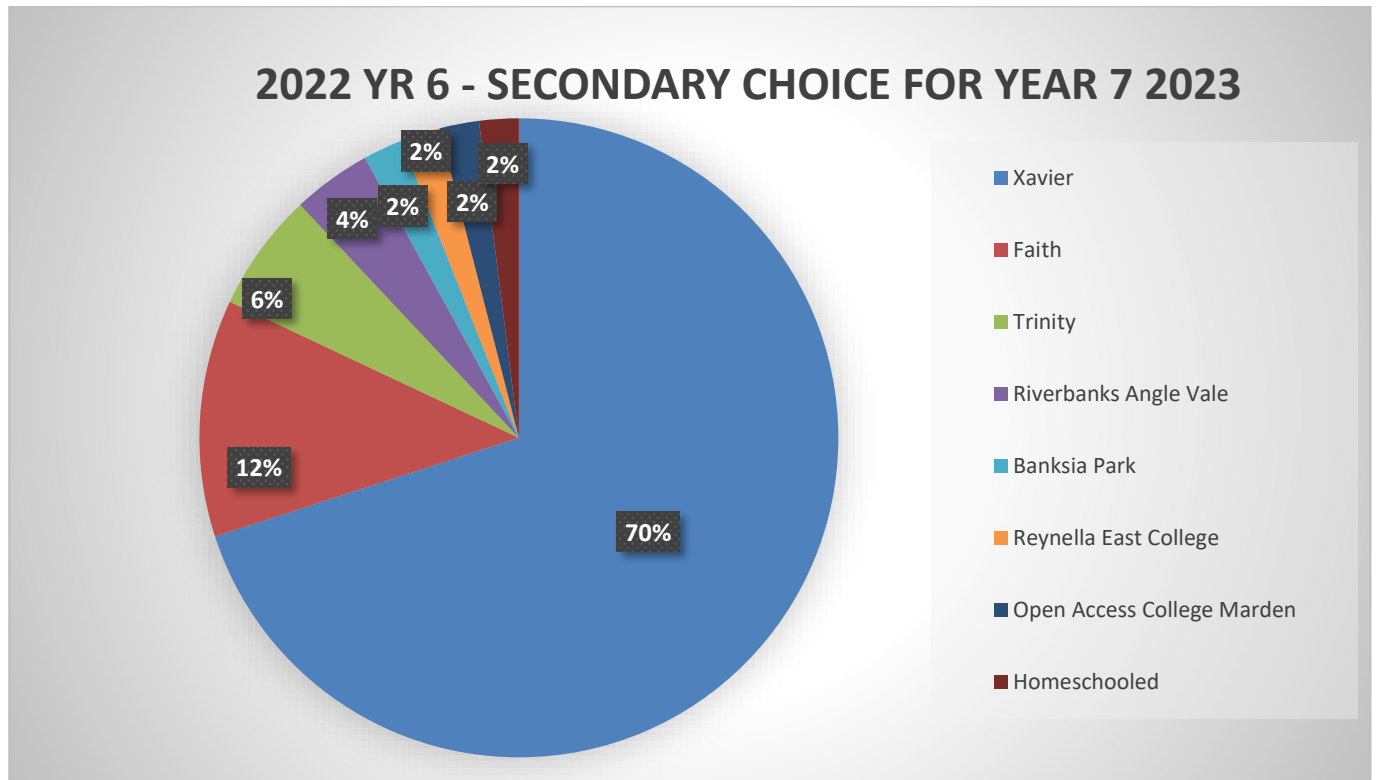
2022 Fn students - Preschool 2021



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50 year 6 students graduated at the end of the 2022 school year.

70% of these students transferred to Xavier College Gawler Belt, 12% transferred to Faith Lutheran at Tanunda, and 6% transferred to Trinity College and 12% transferred elsewhere.



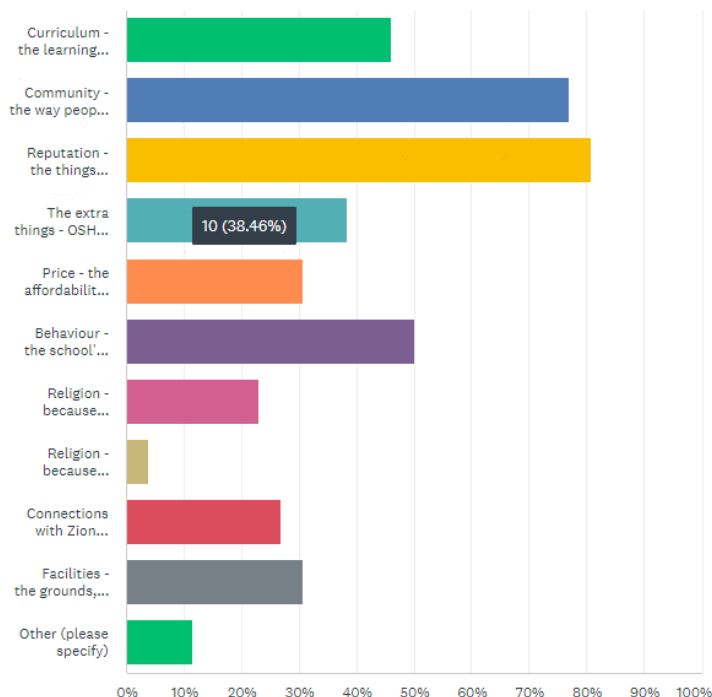
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Parent Satisfaction

Each year we conduct a Parent Satisfaction Survey to those new to our school – new Foundations and those new in other grades. This survey results below were conducted in Feb 2023, but represents people who made choices to join our school community in the previous few years.

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

Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES
Curriculum - the learning programme	46.15% 12
Community - the way people interact and relate to each other	76.92% 20
Reputation - the things people say about our school	80.77% 21
The extra things - OSHC, Bus Services, After School Sports Programmes etc	38.46% 10
Price - the affordability of our school	30.77% 8
Behaviour - the school' approach to managing interpersonal behaviour	50.00% 13
Religion - because Immanuel is a Christian School	23.08% 6
Religion - because Immanuel is a Lutheran School	3.85% 1
Connections with Zion Preschool and links with OSHC / Bus shuttles	26.92% 7
Facilities - the grounds, class spaces and facilities	30.77% 8
Other (please specify)	Responses 11.54% 3
Total Respondents: 26	

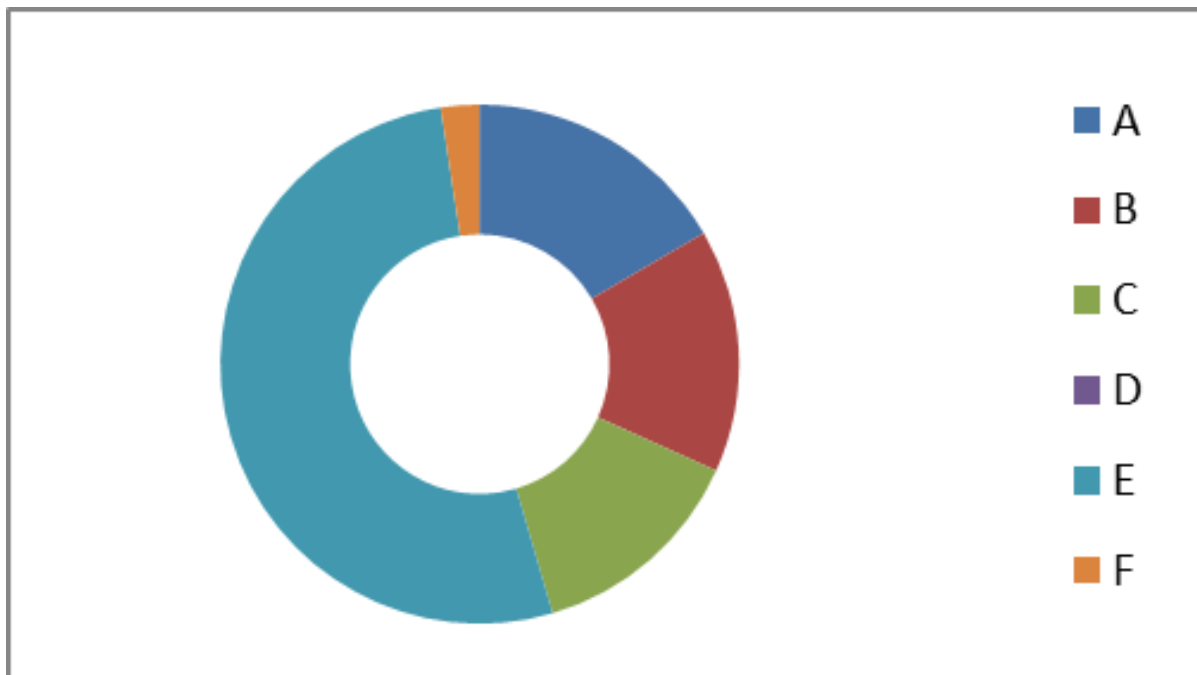
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School Income

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

Sources of Income

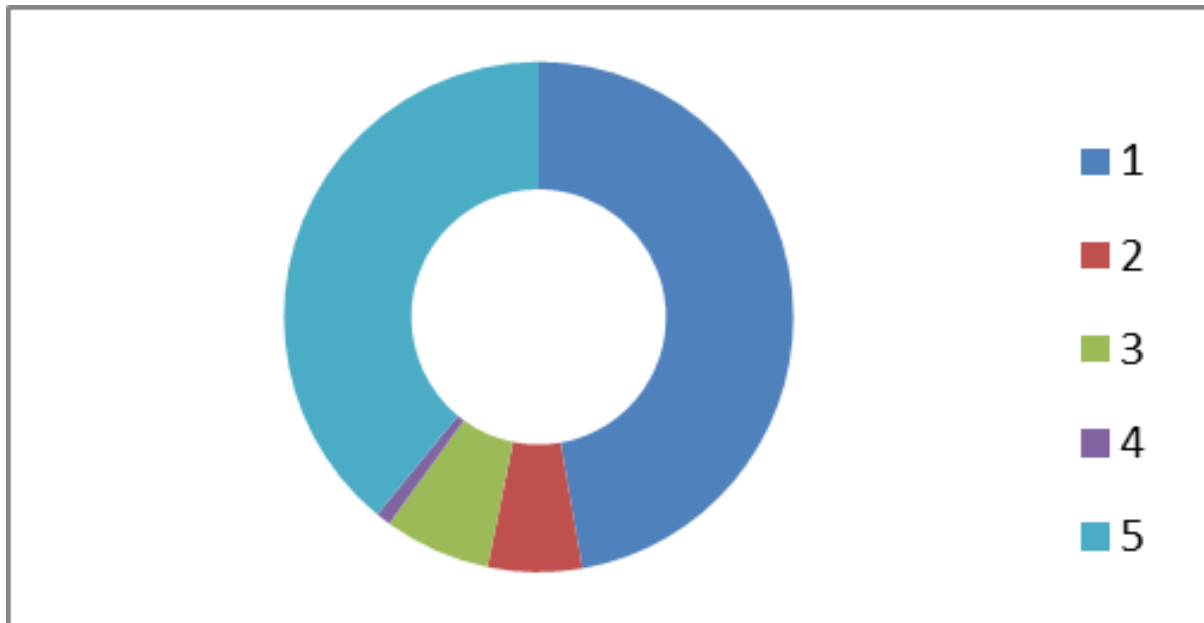
A	Tuition Fees	\$1,193,006
B	Other private Income	\$1,089,941
C	State Govt Recurrent Grants	\$987,866
D	State Govt School Card Grant	0
E	Commonwealth Govt Recurrent Grants	\$3,750,546
F	Other Grants	\$173,496
Total		\$7,194,855



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Expenditure Summary

1	Salaries - Tuition	\$2,810,936
2	Salaries - Admin Staff	\$354,972
3	Salaries - On costs	\$402,711
4	Tuition - Other	\$55,862
5	Admin - Other	\$2,324,189
Total		\$5,948,670



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Academic Results

2022 NAPLAN Participation Levels					
(% students taking part in NAPLAN testing)					
	Reading	Spelling	Writing	Grammar & Punctuation	Numeracy
Year 3	92%	85%	90%	85%	85%
Year 5	96%	94%	94%	94%	91%

2022 NAPLAN Achievement Levels					
(% students at or above minimum benchmark level)					
	Reading	Spelling	Writing	Grammar & Punctuation	Numeracy
Year 3	95%	95%	100%	93%	98%
Year 5	100%	100%	98%	98%	98%

Daryl Trigg
Principal

30 June 2023

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