School Performance Report for the 2013 Calendar Year

Mission Statement

Immanuel Lutheran School Gawler aims to develop inquiring and knowledgeable young people with a commitment to lifelong learning through a challenging curriculum that takes into account:

- Intercultural understandings and respect
- Tolerance of other viewpoints
- The need for a more peaceful and sustainable world.

This will be achieved through the development of programs delivered through the lens of our Christian Faith.

VALUES FOR LUTHERAN SCHOOLS

Love, Justice, Compassion, Forgiveness, Service, Courage, Humility, Hope, Quality, Appreciation

SUCCESS IS DOING OUR BEST WITH THE HELP OF GOD

1. School Context

The school is ideally located in the centre of Gawler ensuring easy access for staff and families in the region.

The local churches support the school through regular involvement of the pastors and church workers. We welcomed the new pastor from Immanuel Church Gawler, Pastor Anthony Price who soon became a part of the school team. Both Pastors work with the teachers and students to prepare and present regular Worship and Praise as well as other curriculum support needs with regard to Christian Studies. The children love having the pastors available for special occasions.
Immanuel Gawler 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 overseas 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. All teachers are required to be registered in South Australia and our Lutheran system requires that in addition they have either completed or are engaged in theological studies to equip them to teach Christian Studies using the inquiry method.

Immanuel Gawler was also one of the first schools in the state to be part of the Dyslexia Aware Quality Mark for Australian schools. This was facilitated through the Dyslexia Action Group, Barossa and Gawler Surrounds, (DAGBAGS) in consultation with Neil MacKay, a leader in this field from the UK. All staff who work with students receive training. Research indicates that any of the preferred strategies for dyslexics most likely assist other undiagnosed learners to achieve their goals.

As the school further developed its literacy programs various workshops provided training, inspiration and support for both staff and parents.

Two key focus points for 2013 were ensuring the implementation of the Australian Curriculum and improving our accountability through more effective planning and reporting. Late in the year a software program called Manag Bac was selected for staff use and planning documentation.

A think tank approach with our ITC experts, staff, students and the governing body supported the move to increase the ratio of technology for students. The wireless technology was further improved and an agreement made to rollout 1:1 ICT for years 6 and 7 in 2014, providing a variety of lap top and ipads.
With student well being in mind an Action Team was formed and the School Council and staff unanimously supported the implementation of the Kids Matter Framework.

The groundwork for the formation of a new Parents and Friends body was put in place for the start of 2014.

During the course of 2013 the school was able to purchase a property that adjoins the school and provides access and frontage to East Tce. It was decided to develop the new purchase as a Library for a 1 – 5 year period while clarity is achieved with regard to a modified Masterplan.

The vegetable garden and regular market engages students and families in sustainability and financial literacy. Each class also has an opportunity to fundraise at the market as part of their financial literacy. The atmosphere oozes community and pride in participation.

Global sustainability is integrated into the learning program with the school. This is enhanced through involvement in the Australian Lutheran World Service and the adoption of our village partner in Cambodia. During 2013 the students raised just over $5,000 for this project.

Our language other than English is Japanese. To enrich this learning the school hosted students from Japan on two separate occasions. This proved to be a rewarding experience for host families and students.

Additional programs such as AUSSI School, Active After School, Youth Forum, Gifted and Talented Group, Student Parliament, Band and Dance and various lunchtime clubs all enrich the offering to students.

The school provided an OHSC service to its families which is conveniently located on the school site. This program is outsourced to Camp Australia, which is an accredited provider.
2. **Staff training and commitment to improving the quality of teaching.**

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. During 2013 the Professional Learning costs totaled $47,612. The staff of the school consisted of 26 teachers =21.9 FTE and 11 LSO’s =FTE of 6.1.

AITSL teacher standards require a great deal of rigor for teachers and the leadership team with regard to understanding and managing the standards required and the collection of evidence to support the standard of teachers. Attention was given to these standards during meetings and training sessions.

In January 2013, 6 staff members, including the school Leadership Team, were trained by Growth Coaching International, to facilitate the provision of a coach for each teacher. The goal was to raise awareness of strengths and to use the ISMART process for improving practice. This reflective practice supported teachers with professional conversation and self improvement.

Staff undertook an analysis, reflection and improvement of our spelling programs resulting in the implementation of THRASS at year 4/5 level and further professional learning in Jolly Phonics for reception to year 3. Implementation of Australian Curriculum (English, Maths and trialling Science and History) took place followed by full implementation via our Programme of Inquiry of English, Maths, Science, History and Geography. There was an improved focus on inquiry learning as driven by the students, resulting in more variety evident in the work produced.
3. Composition

Our school provided the students with opportunities in other languages by having a Japanese language teacher. Other specialist areas include Education Support Staff for learning needs, both extension and high needs. Two staff members provided various aspects of emotional and social support programmes through informal and formal sessions. Social skills in specifically tailored lessons assist children to get along successfully. The grief counselling course ‘Seasons’ is facilitated as needed. Another teacher provided opportunities in the Arts through a dance troupe and our sport specialist established a skipping demonstration team.

The Curriculum Advisor and Primary Years Program coordinator provided comprehensive support for teachers in the development of the curriculum. Professional learning activities for staff were coordinated to meet both school and staff needs.

Our school does not employ an Aboriginal staff member but has developing positive relationships with local Aboriginal groups. One example is the Dyslexia Aware Project which includes Aboriginal parents albeit from another site.
4. Attendance

Regular attendance is monitored by classroom teachers and then recorded by our receptionist into the administrative software package PC School. Students not at school and without a message from parents being left on the answering service are contacted by phone to ascertain safety and reason for absence. 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. This occurred for 2 families during 2013. The average attendance for 2013 was 93.7 which is an improvement of 1.2% on the previous year. Attendance is recorded on both the mid year and end of year summative reports provided to parents. Year level breakdown is as follows:

Rec 94.2%  Year 1 93.8% Year 2 93.0% Year 3 93.4% Year 4 94.9% Year 5 94.1% Year 6 92.9% Year 7 93.5%

5. Assessments

The annual NAPLAN tests provide our school with detailed and useful data for monitoring student progress and evaluating the effectiveness of our teaching programs. Through thorough analysis of our results at each year level, we are able to identify trends that suggest supports that are most effective for learning and those areas which may need an increased focus or a review of our teaching methods.

In 2013, we had limited absences during the NAPLAN testing, with 100% of our Year 7 students attending every NAPLAN test. In Year 5 only 1 student was absent in any given test and in Year 3 we only had 2 students absent during Writing and Numeracy and only 3 students absent during Reading, Spelling and Grammar & Punctuation.

In Year 3 all of our students met the national minimum standard in every test, except for 2 students who did not meet the standard in Reading and Spelling. This percentage of students not meeting minimum standard is less than the state percentage in all subjects except reading.
In Year 5, all students met the minimum standard in Reading & Numeracy while only 1 student failed to meet the standard in Spelling & Grammar. These percentages of students not meeting the standard are less than the state percentage. In Writing, 6 students failed to meet the minimum standard in Writing which suggests this is an area requiring further work.

In Year 7 only 1 student did not meet the standard in Writing, Reading and Spelling, while 2 students did not meet the standard in Grammar & Punctuation and all students met the standard in Numeracy. This percentage is less than the state percentage in all subjects.

From this data it seems clear that our students are receiving a strong core knowledge basis in Numeracy. While in other areas, students have mostly achieved the minimum standard, with some outliers. The main area that demands investigation is the result in Year 5 Writing and we will explore the effectiveness of our writing programs between Year 3 and 5.

6. Enrolments

The school year commenced with 368 students and at the August census numbers were 362. Late in the year the governing council decided to review the Strategic Plan and reconsider improving pathways to Immanuel via the Early Years. Discussion will begin in 2014.

Open day comments include the desire to be part of a school that has been recommended to them as caring and supportive, a school connected to its community, welcoming neat and tidy, great facilities for the students, calm and engaged students, beautiful gardens and trees.
To follow are comments included in applications for enrolment.

*We feel that Immanuel will provide a caring, supportive and motivating environment for our daughter to become a confident, respectful and knowledgeable person. As we are both Faith Lutheran old scholars we are considering this as a secondary school and feel that Immanuel would provide consistency and a good foundation for her future learning.*

*We have heard great reports from other children we know attending Immanuel and their parents highlight recommend the school to us.*

*Child centred learning focus. Interesting and hands on curriculum.*

*My niece attends the school and my sister is very happy. I also have some friends whose children attend and I've only heard good reports. We can also walk to school which makes it even better.*

*Location, school ethos, facilities, my school results, reputation.*

*We attended an Open Day in 2012 and found the school to be very friendly and welcoming place that catered to the interests of as many children as possible. We believe Immanuel will offer a high quality education with appropriate moral guidance so that my child may find her place in the community.*

*We both attended Lutheran Schools and believe that this has benefitted our lives. We wish for our child to have the same experience, learning about our Christian faith in a caring environment whilst developing her education. Immanuel Gawler will give her the opportunity of inquiry based learning which will make her educational journey personal to her learning needs.*

*Friends who have children in attendance said it a fantastic school . We like the size, feel and ideas of the school.*

*We want our daughter to have the best possible opportunity for an excellent education in an environment that is positive, supportive and based upon a solid Christian ethos and foundation*  

*We feel our child would benefit greatly from the IB programme. The PYP is a nationally good learning approach and the camps and excursions are a great benefit.*

*Aligned with the ethos of the school, we wish for our children to not only be academically challenged but also part of a community that cares locally and globally. Access to IB curriculum.*

*We are members of Immanuel Lutheran Church Gawler, and would love for our children to be enrolled at your school. I like that you have support for children who need extra care for learning, sharing etc. Overall I was impressed when I attended your Open Day.*

*We believe Immanuel Lutheran School Gawler will provide academic excellence in a caring environment. We believe a Christian education will give our children an ethical and sound foundation to build on skills for life.*
Other positive comments:

Thank you all very much for your support in planning our child's return next term. A thank you will never be enough to show how much I appreciate this school's dedication to the children.

Thank you School management, school administration and all teaching staff involved in organising the Mothers Day stall - it was such a lovely idea for the children to have the opportunity to select things to surprise their mums, grannies and nannas. My daughter was so chuffed to have things for myself and my mum that we didn't know about. It really did make the day special, for us, and for her! Thank you for all the things you do as a school for the families. It's all appreciated. The Library is wonderful and the morning tea a great way to see it and talk to staff and families. The Worship and Praise is always wonderful, and moving! The family history night was lots of fun. The after school market is great too. Thank you for all the effort you go to in making school life fun and special for the children, and families!
7. School Income

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

**Sources of Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees</td>
<td>948,621</td>
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<tr>
<td>Other private Income</td>
<td>110,663</td>
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<tr>
<td>State Govt Recurrent Grants</td>
<td>538,829</td>
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<tr>
<td>State Govt School Card Grant</td>
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<tr>
<td>Commonwealth Govt Recurrent Grants</td>
<td>2,282,197</td>
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<tr>
<td>ISB Targeted Programs</td>
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<tr>
<td>Other Grants</td>
<td>0</td>
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</tbody>
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**TOTAL INCOME** $3,884,988
Expenditures Summary

1  Salaries - Tuition  2,384,349
2  Salaries - Admin Staff  255,018
3  Salaries - On costs  263,421
4  Tuition - Other  64,248
5  Admin - Other  972,229

TOTAL EXPENDITURE  $3,939,265

NET SURPLUS / (DEFICIT)  -$54,277