

School Performance Report for the 2014 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 view points
- 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 Lutheran churches support the school through regular involvement of the pastors and church workers. 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. The Pastors also attend school board meetings as they are available.

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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. During term 4 staff was involved in a self study, indicating the IB standards needing further development. The results of the self study will form the basis of the Evaluation visit to be held in term 1 of 2015.

During 2014 inquiry was further developed in the Reception and Year 1 classes through Play Investigations. Outdoor learning experiences through the intentional development of Nature Play also validated the natural curiosity of young learners.

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.

After much discussion a presentation and consultation was made to the school council and school community with regards to changing from composite classes to single year levels in each class. This initiative was prompted by a number of factors and was strongly influenced by the Australian Curriculum contents and the ages and developmental phase of students beginning school. This will occur across the school from the beginning of 2015. The senior unit, however will still comprise of some year 6/7 class time as the teachers group and regroup according to the learning needs of the students and to prepare them for secondary school.

Differentiation of teaching and learning continued to be a key focus for Immanuel. A team attended the very popular Hawker Brownlow Conference in Melbourne to better build staff knowledge and expertise in this area.

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A significant part of the school journey in recent years has been the raising of awareness of those who learn differently and in particular Dyslexia has been a strong focus. During 2014 Immanuel Gawler became accredited as a Dyslexia Aware School, the first Lutheran School in Australia. This process has been established by the DAGBAGS group who have worked under the guidance of Neil Mackay an educational consultant from the UK. It was my pleasure to be part of the team trained by Neil to Australianise the UK documents to better match teaching and learning in Australia. One of the key drivers for being part of this is that the strategies promoted are helpful to many learners, whether dyslexic or not, diagnosed or not. Another important part of this awareness is the early screening of children, preferably before they commence formal schooling as a foundation student. Further information can be found on the school website or the DAGBAGS website.

In November 2014 our school was presented with an Accreditation Award and Trophy in recognition of the achievement to meet the Dyslexia Aware School Quality Mark standards. This was presented at a special Gala Night last Friday night at the Adelaide Wine Centre by the Dyslexia Action Group Barossa and Gawler Surrounds (DAGBAGS) Accreditation Team in conjunction with Neil MacKay Action Dyslexia. As the school further developed its literacy programs various workshops provided training, inspiration and support for both staff and parents.

The Parents and Friends group was re-established in 2014 with evening meetings being held twice per term. Their newly developed mission statement reflects their purpose: **“Providing a Positive and Friendly Community Beyond the Classroom”**.

During the year they supported a mixture of staff led and parents and friends led community functions.

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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. During 2014 the Year 4 and Year 5 teachers prepared to introduce the Stephanie Alexander Kitchen Garden Program in 2015. A team of volunteers was soon gathered creating much community interest.

2. Teacher Standards and Qualifications

All teaching staff (25) were registered as required and 6 completing requirements for accreditation to teach in a Lutheran School. Others have completed the appropriate accreditation to teach or lead in a Lutheran School as is required by our system.

While 3 staff have completed their Masters Degree, 4 more are in the process of completing their Masters. One teacher completed training and is accredited as an AISSA National Certification Assessor.

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 2014 the Professional Learning costs totaled \$40,850. The staff of the school consisted of 25 teachers = 23.5 FTE and 11 LSO's = FTE of 6.6.

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. The classroom continuum was used to provide feedback to teachers on meeting the standards.

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Staff was trained in Circle Time and became a registered Circle Time School. This is all part of the ongoing commitment to student well being. Circle time is held in each classroom at least once per week.

3. Composition

Our school provided the students with an opportunity in another language 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 Coordinator 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. The school continued to build links with the local Aboriginal events. Scott Rathman and his family performed at a school social event.

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. The average attendance for 2014 was 93.8% which is an improvement of 0.1% on the previous year. Attendance is recorded on both the mid year and end of year summative reports provided to parents.

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Year level breakdown is as follows:

Rec 93.6%	Year 1 94.2%	Year 2 94.8%	Year 3 93.4%	Year 4 93.5%
Year 5 94.7%	Year 6 94.1%	Year 7 91.9%		

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 supports the most effective supports for learning and those areas which may need an increased focus or a review of our teaching methods.

In 2014, we had limited absences during the NAPLAN testing, with only 1 of our students absent in each year level for any given test and with only one student withdrawn at Year 5 and two students withdrawn at Year 3 for all tests.

In Year 3, the majority of our students met the national minimum standard in every test. 1 student failed to meet the minimum standard in spelling, 2 students failed to meet the minimum standard in numeracy and grammar & punctuation. 3 students failed to meet the minimum standard in reading and writing. In each test area except Spelling, we had a higher percentage of students fail to meet national minimum standard than the national average.

In Year 5, the majority of our students met the national minimum standard in every test. 2 students failed to meet the minimum standard in every test. In each test area except Writing, we had a higher percentage of students fail to meet national minimum standard than the national average.

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In Year 7, the majority of our students met the national minimum standard in every test. 1 student failed to meet the minimum standard in writing and grammar & punctuation, 3 students failed to meet the minimum standard in numeracy and spelling. 5 students failed to meet the minimum standard in reading. This score in Reading at Year 7 is concerning and further investigation is being undertaken to determine the cause of this and whether it is a systemic problem or related specifically to this cohort of students. In each test area except Spelling, we had a lower percentage of students fail to meet national minimum standard than the national average.

In Year 3, our mean scores are below the national average in every testing area. In Year 5, our mean scores are higher than the national average in Numeracy and Grammar & Punctuation. However they are below the national average in Reading, Writing and Spelling. In Year 7, our mean scores are higher than the national average in Reading, Writing and Grammar & Punctuation. However they are below the national average in Numeracy and Spelling.

From this data, it seems clear that there are further areas for us to focus our efforts to improve student learning. The increased number of students performing below national minimum standard is concerning and further investigation needs to be undertaken using additional data to investigate factors such as intake of new students, learning support programs and previous performances. The main area that demands investigation is the result with Reading, particularly Year 7 and we will use additional data, such as our PAT-Reading data to investigate further the factors affecting this result.

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6. Enrolments

The school year commenced with 350 students and at the August census numbers were 339.

The dip in enrolments caused concern and when Strategic Planning occurs in February of 2015, there will be an endeavour to achieve clarity on why this occurred. Information provided by parents was around affordability. There were a couple of families who chose home schooling. There is certainly real evidence around anxiety to do with job security. A cohort of 42 year 7 students graduated at the end of the school year with a larger than normal portion choosing government secondary schooling.

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.

Parent Satisfaction

To follow are comments included in applications for enrolment.

We like the smaller community

I really like the curriculum and the teachers. I like the schools temperament and their goals.

We feel very highly about Immanuel Lutheran School Gawler. The values, principles, staff, leadership and school community.

We would like a Lutheran Education for our daughter. We went to an Open Day and were very impressed with the class sizes, new library and computer room.

It is a fantastic school.

Good cultural and spiritual foundation for learning and life. Excellent staff and student culture.

I love the school, the teaching staff, admin staff, Principal, and the Christian input most of all. The school is not too big - a good size.

A high standard of education coupled with moral and ethical guidance.

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After sending our eldest daughter to Immanuel, we have learnt that the school provides an amazing learning structure, sense of community and confidence for further education that we wish for our children.

An excellent education in a supportive Christian environment within our school community.

Private school, close to home, nice size school. Family attend and have given positive feedback. I would like my child to learn religion.

We recognise the caring culture of a Lutheran School and wish our child to be involved with that. We like the environment that supports our Christian beliefs and values and we feel Immanuel Lutheran School can offer this. We have looked into the IB program and see it encourages positive attitudes to learning.

I believe Immanuel offers the most well rounded education both for traditional curriculum and also for personal, social and emotional development. I admire the discipline principles and the opportunity to be exposed to a Christian education.

Good values and good reputation.

Quality education, community, morals and respect.

We want our child to be encouraged to grow in his faith, to be supported by friendships, teachers and a school with Christian values and standards.

Structure and discipline

We value the Christian ethos provided at Immanuel.

Sue De Biasi

PRINCIPAL

(June 2015)

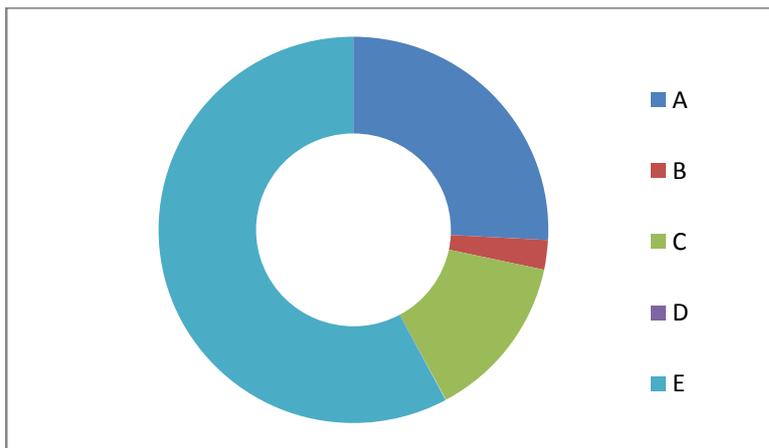
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7. School Income

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

Sources of Income

A	Tuition Fees	1,004,560
B	Other private Income	95,879
C	State Govt Recurrent Grants	536,993
D	State Govt School Card Grant	1,028
E	Commonwealth Govt Recurrent Grants	2,249,900
F	ISB Targeted Programs	0
G	Other Grants	0
TOTAL INCOME		3,888,360



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Expenditures Summary

1	Salaries - Tuition	2,381,580
2	Salaries - Admin Staff	305,399
3	Salaries - On costs	275,105
4	Tuition - Other	69,083
5	Admin - Other	977,237
TOTAL EXPENDITURE		4,008,404
NET SURPLUS / (DEFICIT)		-120,004

