

School Performance Report for the 2017 Calendar Year

'Walk my way' in 2017...

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 2017 we undertook more developmental work to our Learning Principles, creating a broader and clearer vision for learning at Immanuel

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.

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During 2017 a new Strategic Plan was embedded following consultation with staff and council and school community. The strategic plan indicates a number of initiatives which require changes to our school. Most notably:

- Restructuring to become an R-6 school in 2019
- Restructuring our Governing body to align structurally with the Zion Lutheran Preschool Council
- The introduction of a dedicated fibre connection in the school as we move to 1:1 technology in 2019
- The introduction of an e(learning)portfolio for students providing continuous on line feedback and engagement for families.

During 2017 the staff had a consolidated year of professional learning around the KLA of Mathematics, leading to the development of a Maths Statement of Practice.

Teacher Standards and Qualifications

All teaching staff (25) were registered as required and completed requirements for accreditation to teach in a Lutheran School.

BEd(Hons)(PrimMid)
BSc, DipSurv, PGCEd, MEd
DipT, GradDipEd
DipT, DipLEd
BEd (P)
BA, MTeach
BEd, MEd(Leader/Mgtmt)
BEd, BA
BECEd
BTeach (P), GradCertEd
BEd
BEd
BSc, DipT, BEdInServ(AblEd), MEd(LitLang)
DipT, DipLEd
BEd, DipLEd
BEd, GradDipTheol
BEd(JP/P)
BECEd
DipT, BEd, GradDipEd, MEd
BTeach, GradDipTheol
Bed, MA
BEd, BTeaching(Primary), GradDipTheol

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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 2017 was \$48,395.

In 2017 Immanuel restructured the way we use LSO – Learning/Lutheran Support Officers. This saw a quantum increase in staffing and the allocation of individual LSO's to teaching teams. This has the effect of having an extra staff member spread across every two classes.

Workforce Composition

In 2017 our school had 25 teachers and 10 Lutheran Service Officers who all directly support the learning programme of our school.

In 2017 we had 3 specialist teachers offering Music, PE and Japanese – interestingly, our Japanese teacher is a Japanese expatriate.

Our school is blessed to have 11 male (teaching) staff members.

None of our staff members are indigenous although we had 12 indigenous students in 2017.

Attendance

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 for 2017 was 92.8% which is a 0.59% increase in absentees on the previous year. Student attendance is recorded on both the midyear and end of year summative reports provided to parents.

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Year level breakdown is as follows:

Foundation 93.3%

Year 1 92.3%

Year 2 93.2%

Year 3 94.4%

Year 4 92.9%

Year 5 92.2%

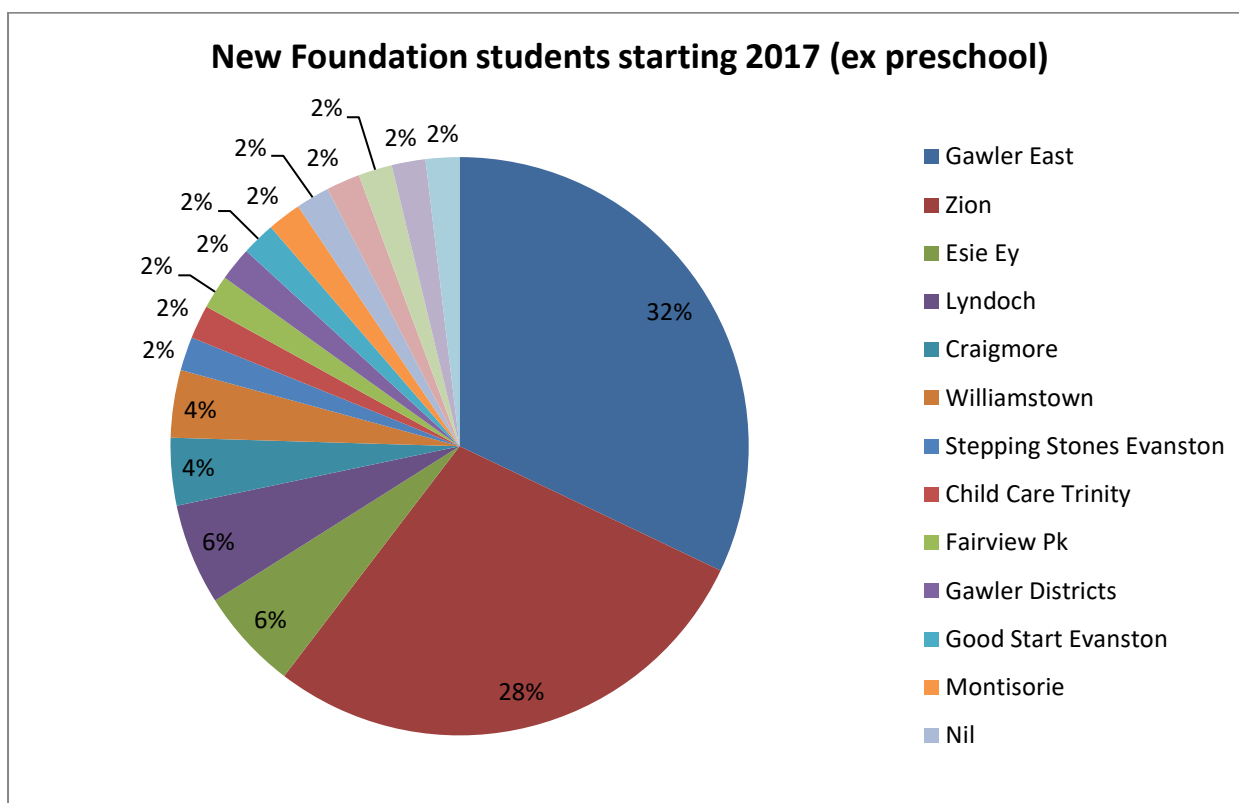
Year 6 92.2%

Year 7 92.2%

Enrolments

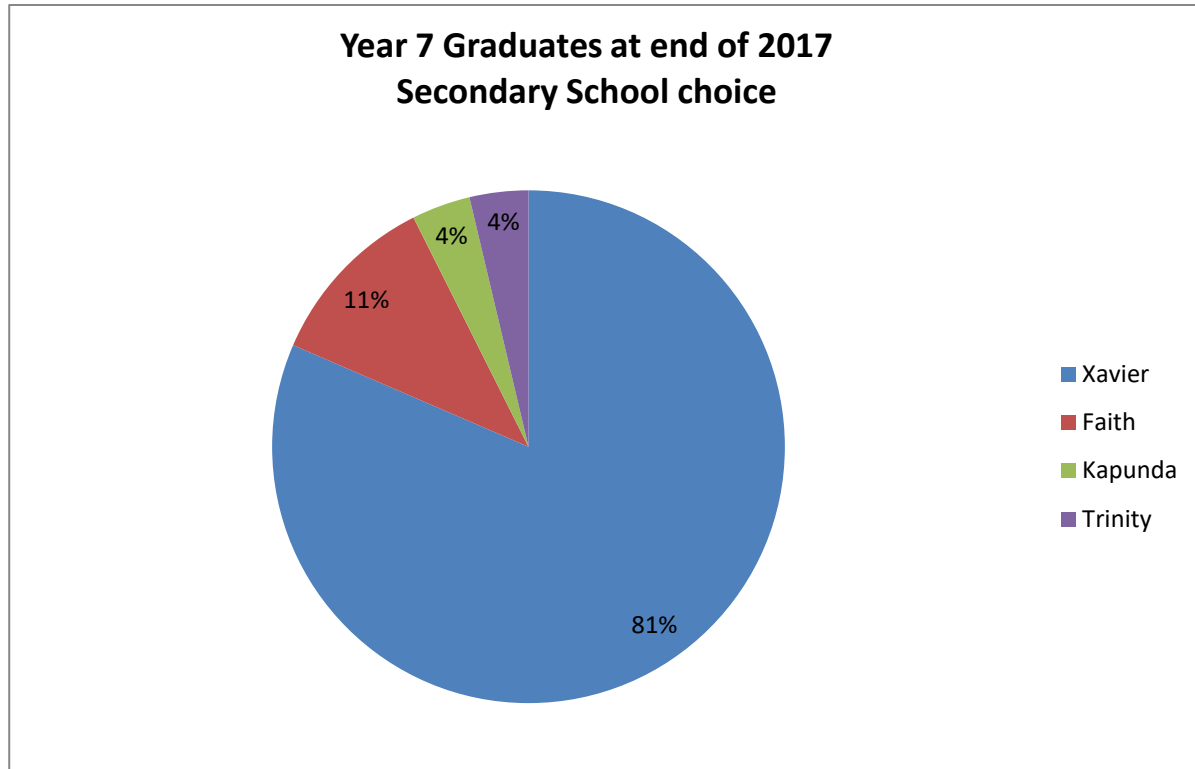
January enrolment numbers were at 367, whilst the August census numbers were 372.

53 new Foundation students commenced in term 1 2017, of which 28% transferred from Zion Preschool, 32% from Gawler East preschool and 6% from Elsie Ey Preschool. The remaining 34% came from other preschools or learning centres.



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27 year 7 students graduated at the end of the 2017 school year. 81% of these students transferred to Xavier College Gawler Belt, 11% transferred to Faith Lutheran at Tanunda, whilst the remaining 8% chose other secondary schooling.



Parent Satisfaction

Having conducted two school surveys in 2016 we did not do any surveying of families in 2017. However, we will participate in the 2018 (Lutheran Education Australia) Better Schools longitudinal survey.

Immanuel uses social media to develop cultural understandings and to support our communication practices as well as an app called SeeSaw. Feedback received via these indicate strong parental satisfaction.

Open day comments from prospective parents 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 and beautiful gardens and trees.

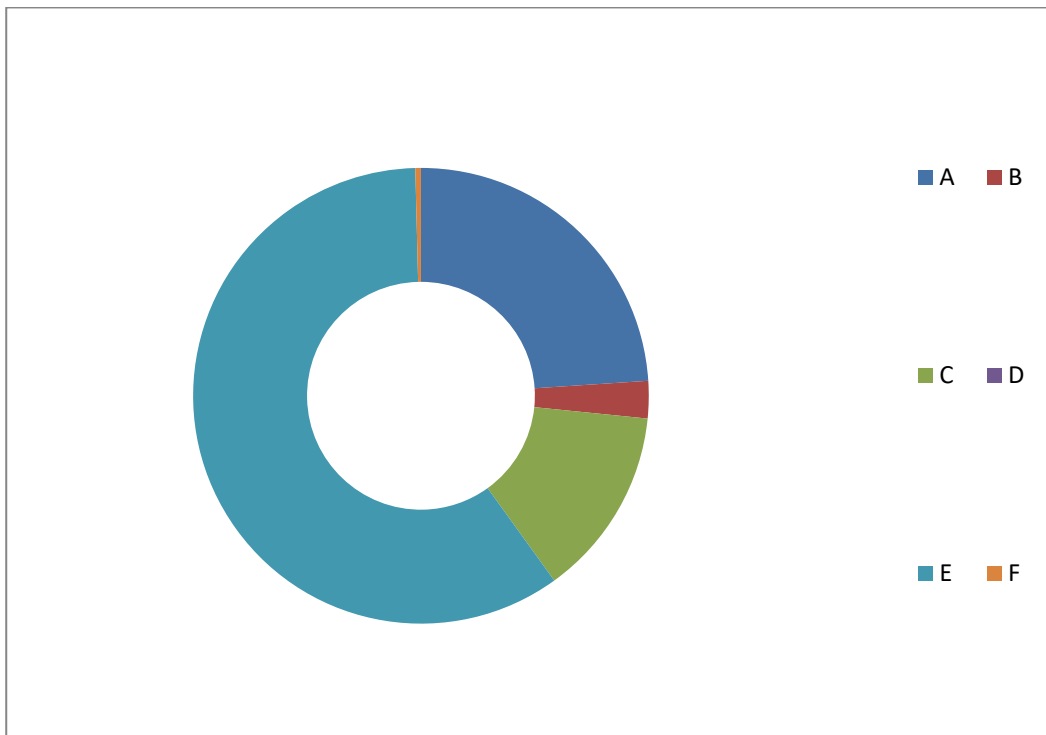
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School Income

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

Sources of Income

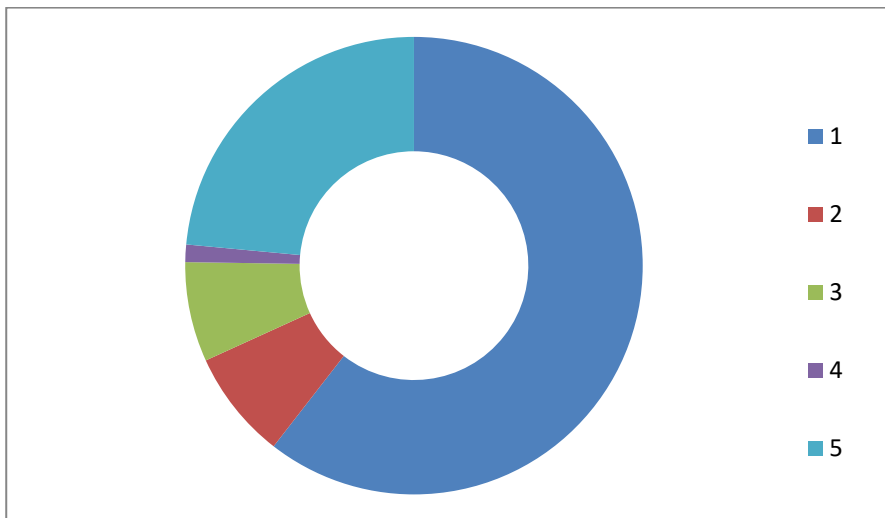
A	Tuition Fees	\$1,155,816
B	Other private Income	\$127,575
C	State Govt Recurrent Grants	\$649,359
D	State Govt School Card Grant	0
E	Commonwealth Govt Recurrent Grants	\$2,873,578
F	Other Grants	\$19,106



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Expenditure Summary

1	Salaries - Tuition	\$2,448,651
2	Salaries - Admin Staff	\$311,099
3	Salaries - On costs	\$285,185
4	Tuition - Other	\$49,844
5	Admin - Other	\$951,817



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Academic Results

2017 NAPLAN Participation Levels					
(% students taking part in NAPLAN testing)					
	Reading	Spelling	Writing	Grammar & Punctuation	Numeracy
Year 3	95%	98%	90%	98%	98%
Year 5	92%	94%	94%	94%	92%
Year 7	92%	96%	88%	96%	96%

2017 NAPLAN Achievement Levels					
(% students at or above minimum benchmark level)					
	Reading	Spelling	Writing	Grammar & Punctuation	Numeracy
Year 3	95%	98%	95%	93%	98%
Year 5	94%	94%	78%	88%	98%
Year 7	92%	81%	96%	85%	92%

Daryl Trigg

Principal

30th June 2018