

## School Performance Report for the 2019 Calendar Year

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*A general look at 2019...*

# 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

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## Learning Principles

During 2019 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.

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### **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. We are in partnership with Zion Lutheran Preschool.

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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## 2019 – Some significant events...

In 2019... We held our inaugural Yr 6 Canberra Camp.....We bought a bus!....We began designing our new Yr 4/5/6 rooms with all staff involved in the process...We began operating our own OSHC which has been very well received...We hosted the local Car Club's vintage rally for the first time...We began working with Anne Baker in the development of our maths teaching...Our bands did very well at the Balaklava Eisteddfod... We developed our own "Welcome to Country" video...We began our 1:1 iPad programme for the first time...

And these are just our 'firsts'!

In addition we offered a rich co-curricular program and an outstanding academic one as well!

## Teacher Standards and Qualifications

All teaching staff (head count of 23) were registered as required and completed requirements for accreditation to teach in a Lutheran School as mandated by the policies of Lutheran Education Australia ( <https://www.lutheran.edu.au/school-professionals-2/accreditation/>)

B Ed (Primary)
B Ed (Middle Primary)
B Arts, B Ed, Grad Dip Bus, Grad Dip Th, Cert 4 Leadership
B Arts (Early Childhood)
B Science Dip Sur, M Art (Ed)
B Ed
Dip T, Dip Th
B Mus, Grad Dip Ed
B Ed
B Teach, Grad Cert Th
B Ed
B Ed, B Acc
B Ed (EC)
B Ed, M Ed, Grad Dip
B Teach, Grad Dip Th
B Ed Dip T, M Ed
B Ed, Grad Dip T
B Ed
B Ed, B Arts
Dip T, B Ed, Grad Dip Th, M Ed
B Ed
B Arts (Planning) B Ed
B Ed
B Ed, Grad Dip Th

It is noteworthy that of the teaching staff group of 23 (head count) 5 hold a Master's Degree.

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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.

The financial commitment that Immanuel made toward ongoing professional development in 2019 was \$72,439.

## Workforce Composition

In 2019 our school had 25 teachers (head count) and 9 Lutheran Service Officers who all directly support the learning programme of our school.

In 2019 we had 3 specialist teachers offering Music, PE and LOTE.

Our school is blessed to have 12 male (teaching) staff members and 13 female (teaching) staff members.

None of our staff members are indigenous although we had 13 indigenous students in 2019.

## 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 rate for 2019 was 93.2% compared 92.9% on the previous year. Student attendance is recorded on both the midyear and end of year summative reports provided to parents. Year level breakdown for 2019 is as follows:

Foundation 92.67%

Year 1 93.43%

Year 2 93.49%

Year 3 92.88%

Year 4 93.81%

Year 5 94.06%

Year 6 92.51%

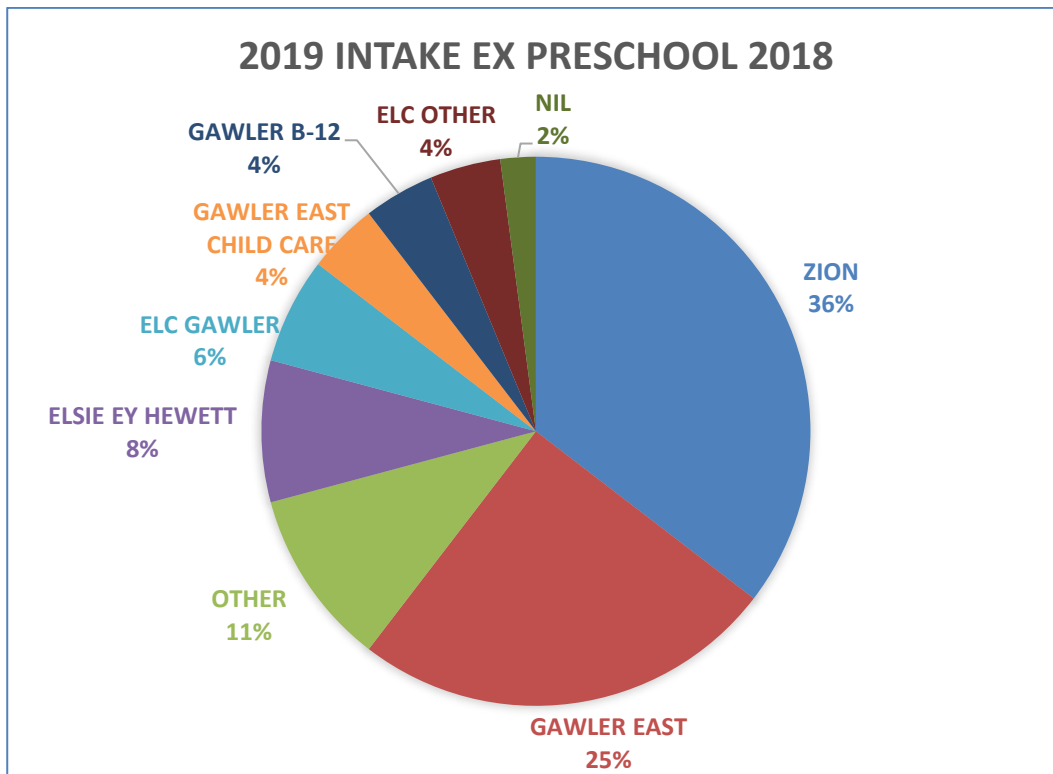
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## Enrolments

January enrolment numbers were at 332 whilst the August census numbers were 334.

48 new Foundation students commenced in term 1 2019, of which 36% transferred from Zion Preschool, 25% from Gawler East preschool and 8% from Elsie Ey Preschool. The remaining 39% came from other preschools or learning centres.



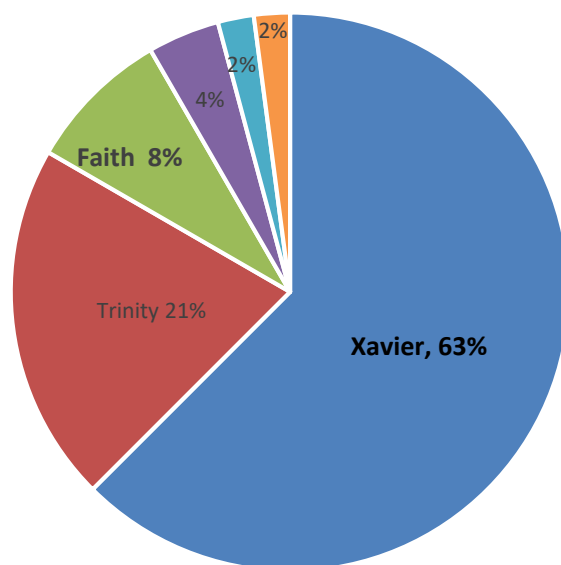
48 year 6 students graduated at the end of the 2019 school year.

63% of these students transferred to Xavier College Gawler Belt, 21% transferred to Faith Lutheran at Tanunda, whilst the remaining 29% chose other secondary schooling.



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Year 6 Graduates At End Of 2019  
Secondary School Choice



■ Xavier ■ Trinity ■ Faith ■ Sandy Creek ■ Trinity Blakeview ■ Endeavour

## Parent Satisfaction

Immanuel did not conduct any feedback surveys in 2019 however the school Principal was appraised by all parents, staff and a wide selection of community members. High levels of satisfaction were noted.

## School Income

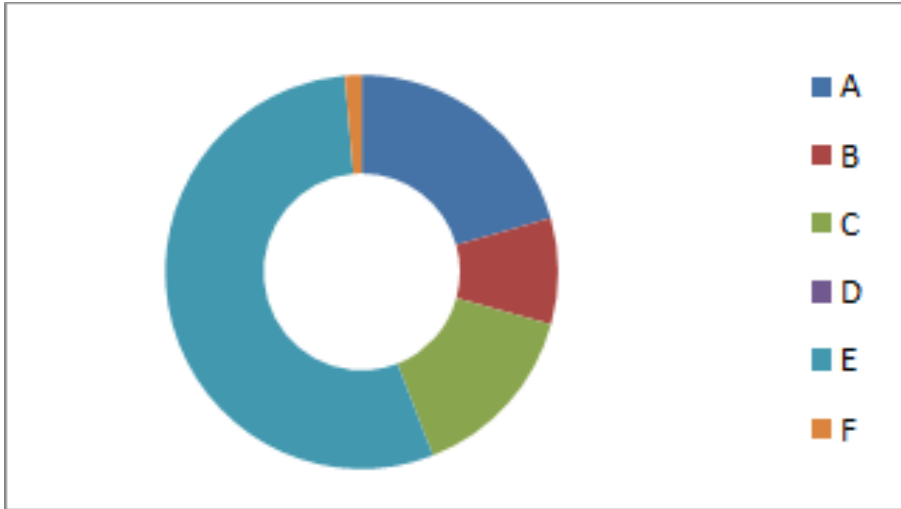
The following graphs indicate our sources of income followed by expenditure.

### Sources of Income

A	Tuition Fees	\$1,126,067
B	Other private Income	\$475,101
C	State Govt Recurrent Grants	\$809,426
D	State Govt School Card Grant	0
E	Commonwealth Govt Recurrent Grants	\$2,980,482
F	Other Grants	\$75,768

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## Expenditure Summary

1	Salaries - Tuition	\$2,466,183
2	Salaries - Admin Staff	\$325,212
3	Salaries - On costs	\$316,724
4	Tuition - Other	\$63,685
5	Admin - Other	\$1,536,012

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## Academic Results

<b>2019 NAPLAN Participation Levels</b> (% students taking part in NAPLAN testing)					
	<b>Reading</b>	<b>Spelling</b>	<b>Writing</b>	<b>G &amp; P</b>	<b>Numeracy</b>
<b>Year 3</b>	100%	98%	98%	98%	100%
<b>Year 5</b>	95%	97%	97%	97%	95%

<b>2019 NAPLAN Achievement Levels</b> (% students at or above minimum benchmark level)					
	<b>Reading</b>	<b>Spelling</b>	<b>Writing</b>	<b>G &amp; P</b>	<b>Numeracy</b>
<b>Year 3</b>	100%	96%	100%	94%	94%
<b>Year 5</b>	94%	97%	89%	92%	97%

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

**Daryl Trigg**

**Principal**

**30th June 2020**