

St John's Lutheran Primary School, Eudunda Performance Report 2021

In line with the reporting obligations under the (previous) Schools Assistance Act 2008, the Australian Education Act 2013 requires independent schools to publicly report a range of school performance information. Much of this information is reported in the School's Annual Report, however what follows is an explicit response to the Commonwealth Government's requirements under the headings required by the Commonwealth Government. The information below relates to the 2020 school year.

About St John's

St John's Lutheran Primary School, Eudunda is a co-educational primary school, located approximately 120 kilometres north of Adelaide.

We believe that the primary years are significant in a child's learning journey and equip them with the building blocks for their future. We believe each child is unique, created by God. Our desire is to create an environment where the learning experience is engaging, honours individuals, builds positive relationships and prepares students to be active citizens who are able to be creative, passionate and motivated learners today and as citizens of tomorrow. As an independent Lutheran School, St John's has offered a Christian education since 1904 (118 years), where countless children have been nurtured in our caring family environment and where all families feel a strong sense of community. We have a close relationship with parents and build a strong sense of belonging in a supportive community. Strong literacy, numeracy and inquiry skills are embedded in our approach. We offer the International Baccalaureate Primary Years Programme and follow inquiry based, transdisciplinary learning from Foundation through to Grade 6. In addition we are one of 4 fully approved Dyslexia Aware Schools.

Students are involved in a broad range of educational opportunities and co-curricular activities, enabling them to develop critical thinking skills, to question, to be resourceful and reflective learners thus adding to the learning experiences across the School. These experiences also include personal development through excursions, camps and outdoor educational experiences, which develop skills of autonomy and independence. The co-curricular program is comprehensive and enhances opportunities for student learning, develops their interests and talents and also builds on their friendship group and connects them to peers in other year levels across the School.

Parent Satisfaction at St John's

During 2021, Our School Board, in conjunction with members of our school community developed the next Strategic Plan 2022-2024 for St John's. This redefined our Purpose and Values, outlined below:

Our Purpose

Our school community builds foundations for life by nurturing and inspiring each child to thrive, supported by Christian values.

Our motto 'Learning to Serve' recognises that learning is ongoing and that all of us, staff, students and parents continue to learn. Most importantly, we continue learning to serve, taking action for Jesus and the wider community.

Our Values

Integrity	Creativity	Christian values	Teamwork	Wonder	Enthusiasm
We respect and treat others fairly. We always strive to achieve our best, are honest and accept responsibility for our decisions and actions.	We appreciate our differences and others' ideas and skills. We encourage individuality, confidence and resilience.	We reach out and care for others, knowing we are all unique and loved by God.	We listen to others with an open mind, share and help each other to achieve our best.	We are curious and encourage each other to explore and learn.	We approach life and learning enthusiastically and with gratitude.

Strategic Priorities

The Strategic Plan 2022-2024 identified 3 major priorities for the school. They are:

Learning

- Clear direction re IB or other framework.
- Outstanding teachers who have a sound understanding of contemporary learning.
- Increased student agency – influence, pride, empowerment, ownership.
- Improved achievement and growth across all domains (NAPLAN or other measures).
- Literacy and numeracy results meet Australian benchmarks.
- Learning support framework and practices are understood and valued by all stakeholders as being highly effective.
- Improved in-class support.

Community

- All stakeholders:
 - Share a strong sense of purpose and partnership.
 - Feel respected and supported.
 - Are active advocates.
- School climate consistently 'warm' (welcoming, respectful, caring).
- Strong connection in the local community – community feels invested in the school.
- Strong reputation throughout the major and minor catchments.
- Enrolments from locations outside current reach.
- Increased enrolments.

Infrastructure

- A plan to progressively improve all spaces and facilities (master plan for grant purposes).
- Minor works and refurb program delivering improvements every year from Christmas 2021 holidays.
- BGA and minor capital grant applications submitted.
- Clear technology plan that considers maker activities and equipment to add excitement to learning (infers innovation).

Standards and Qualifications

All Teachers are registered with the South Australian Teachers Registration Board, which includes a current Working With Children check. A full list of teachers and their academic qualifications are as follows:

Michael Bowmer: Master of Education; Master of Counselling; Diploma Lutheran Education

Sue Denholm: Bachelor of Ed JP/Primary, Grad Dip. Theology

Renae Ruediger: Bachelor of Ed JP/Primary

*Mandy Verco: Bachelor of Teaching, Grad Dip. Theology

Kathy Cluse: Bachelor of Education Primary

Josie Wundersitz: Bachelor of Teaching Primary, Grad Dip. Theology

Edith Zeller: Dip Art Design Tech, Teachers Certificate

*Mrs Verco left St John's at the end of the 2021 School year and commenced in January 2022 at Faith Lutheran College.

Workforce Composition (Including Indigenous Composition)

Total headcount **13** (includes full time, part-time and casual staff)

Teaching Staff **7** (full time equivalent)

Non-teaching staff **6** (full time equivalent)

Gender composition (headcount) females **12** / males **1**

Number of Indigenous staff **0**

Student Attendance

The average student attendance rate for 2021 was 94.2%, compared with 95.2% in 2020.

Foundation: 93.6 %

Year 1: 93.4 %

Year 2: 94 %

Year 3: 92.7 %

Year 4: 96.8 %

Year 5: 91.3 %

Year 6: 97.7 %

Average for attendance: 94.2 %

Absentees are electronically recorded daily and, where a class teacher becomes concerned about an individual student's attendance, the matter is discussed with parents.

Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

Student Outcomes in Standardised National Literacy and Numeracy Testing: 2021 NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2, with the following results.

This is a compulsory nationwide program conducted on the same day across Australia. Children in Years 3, 5 and 7 were assessed in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Student achievement is reported in relation to national minimum standards – either above, at or below the minimum standard. Individual NAPLAN reports were sent home to parents at the end of Term 3.

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays NAPLAN percentage results of students achieving at or above the National Minimum standard for each domain.

NAPLAN 2021	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3 (7 students present, 5 students sat NAPLAN and 2 withdrawn)	100%	100%	100%	100%	100%
Year 5 (7 students present, 5 students sat NAPLAN and 1 withdrawn)	100%	100%	100%	100%	100%

Teachers look at individual student results then the entire class to see if there are consistencies which need to be addressed through professional learning. Results which are unique to an individual child will be addressed through a Student Support Plan.

School income by funding source

Commonwealth Grants	\$ 971,585
State Grants	\$ 470,928
Tuition Fees	\$ 183,768
Other Revenue	\$ 132,683
TOTAL INCOME	\$ 1,758,964

The school also underwent Evaluation as a Primary Years Program School. The Evaluation was conducted by representatives organised by the International Baccalaureate Organisation. The evaluation team was comprised of:

Evaluation Leader: Cindy van den Heuvel

Programme Leader: Marcia Behrenbruch

The school passed this Evaluation, with 'No Matters To Be Addressed'.

The programme shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed.