

Grace Lutheran Primary School Annual Report 2018

(Based on 2017 data)

SCHOOL DETAILS

Grace Lutheran Primary School is owned and operated by the Lutheran Church of Australia, Queensland District. It is located at Clontarf on the Redcliffe Peninsula in South-East Queensland and has provided quality Christian education for families of the local area since 1971.

School sector: Independent

School's address: 38 Maine Road, Clontarf, Qld. 4019

Total enrolments: 430 students. Total enrolments were 443 for the same period last year in 2016.

Year levels offered: Prep to Year 6

School type: Co-educational

Characteristics of the Student Body:

The total enrolment consisted of 210 (48.84%) girls and 220 (51.16%) boys. Less than one percent (5 students) were indigenous children.

Distinctive curriculum offerings:

The school's teaching and learning program is based on the Australian Curriculum provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Christian Studies Curriculum Framework of Lutheran Education Australia is also included in the school's curriculum program.

Specialist Teachers

GLPS employs specialist teachers in the areas of Music, Library, Physical Education, Design Technology, and Languages Other Than English (Japanese). Throughout 2017 all students attended weekly timetabled lessons with each specialist teacher.

Special Needs

Special needs students are supported by the Learning Support team. Throughout 2017 this comprised of a Learning Support Coordinator, Support Assistants and Targeted Literacy and Numeracy Intervention Teacher in Term 3 and 4. A strong focus of the Learning Support program was delivery of adjusted and modified curriculum based on student needs.

Technology 1-1 iPad and Laptop Program

Students in Years 4 and 5 bring their own iPads to school. Student in Year 6 lease a laptop. The students are exposed to technology opportunities that allow for support of classroom work, integration of technology and the collaboration on a number of school based projects. Students use their laptop or iPad at home to complete homework and extend their collaboration opportunities beyond the school day. Students in Years P-3 have 10 iPads allocated to their classrooms for shared use.

Academically Gifted Students

Through the Learning Enrichment Program, students had opportunities to participate in a series of extension workshops and classes. The Program is based on the belief that our gifted students are best provided for by a challenging classroom curriculum, additional school based extension programs, and the opportunity to attend a range of external, highly specialised activities for the gifted.

- School based enrichment programs for 2017 included extension English and Mathematics classes across a range of year levels. Extension programs and classes were designed to take our top students beyond the realms of normal classroom curriculum, developing 21st century skills targeted at innovation, problem solving, creativity, critical thinking, use of ICTs and student management of their own learning. Our Year 4-6 students also had the opportunity to attend the Grace Lutheran College 'Academic Enrichment Days and Bright Minds Festival' held each term.
- All Grace Primary students were invited to work on a science project as part of the annual Science Fair which is hosted by the Learning Enrichment Department. The Learning Enrichment Teachers also worked with staff (where needed) to provide assessments and classroom program guidance for our top students.
- The Learning Enrichment Teacher provided regular communication to parents of the external opportunities available for gifted students and assisted with registering those students this included use of G.A.T.E.W.A.Y Eureka programs and Innovation programs offered by the University of the Sunshine Coast.

Clubs/Extra Curricular

- A weekly clubs program is organised by staff and includes activities such as STEM, craft, Lego, reading and chess. There is an environmental club which is called Eco Marines involving Year 4-6 students.
- Year 3 students learn violin as part of their class based music program and attend a 40min lesson on a weekly basis.

Physical Education

- Students in Prep participated in a block swimming program in Term 4, while Years 1-2 students had their program in Term 1.
- Years 4-6 students had opportunities to compete in interschool swimming, cross-country and athletics competitions. Talented students were able to compete at district, regional, state and national levels. Years 5-6 students participated in the local Friday afternoon interschool sport competitions in soccer, netball, tennis, touch football, Australian Rules football, volleyball, and Newcombe.
- Prep students participated in a regular Perceptual Motor Program to enhance their motor skills and coordination. All students participated in an hour of timetabled physical education and class teachers provided additional physical activity each week.

Outdoor Education

All students from Years 1-6 have an outdoor education or camp experience. Year 1 combined a visit to Australia Zoo with an overnight stay at school while Year 2 had an overnight stay at Luther Heights Cooloom between visits to a pioneer village on the Sunshine Coast. Years 3 and 5 students attended a three day/two night camp at the Googa Outdoor Education Centre (near Blackbutt) of which the school is a part-owner. Year 4 had three days at the Tallebudgera Outdoor Recreation Centre. Year 6 students had the opportunity to participate in a six-day trip to Canberra, which included a visit to Sovereign Hill and the Victorian ski fields. All year levels experience curriculum related incursions or excursions during the year.

Extra-curricular Activities:

During the year, individuals and school teams participated in various academic competitions including the University of NSW (ICAS) Mathematics and English Competitions. The Premier's Reading Challenge gave a focus to regular reading outside of school. Years 4-6 students were also able to attend an Astronomy Night on the school oval while junior students enjoyed story reading at 'A Night at Grace Library'.

Students in Years P-6 were able to participate in weekly lessons and rehearsals in instrumental band and strings groups, and perform for family and friends at a concert each semester. They also participated in workshops with other Lutheran schools. Students were also able to attend individual piano lessons and art lessons. All Year 3 students participated in weekly violin lessons as part of their

class based music program and sang in the Senior Choir. Interested Years 4-6 students were able to join the Senior Choir under the direction of the school's Music Teacher. The Year 3 Choir for all Year 3 students was offered during class time as an extension to the school Music program. In the area of sport, sports' clinics (AFL, Auskick), after-school sport practice sessions (swimming, cross country, athletics) and tennis coaching were also available throughout the year. A number of students participated in a 2 day Art Enrichment opportunity under the guidance of a local artist.

Social Climate:

The school strives to be a safe and happy place for students. The class teacher acts as the main pastoral carer for each student. Teachers are encouraged to develop close working partnerships with children and their families. Behaviour-relational management is seen in terms of pastoral care, as we want our students to grow to be the best they can be. The Pastoral Care program supports a proactive approach to behaviour management encouraging a positive classroom climate of affirmation focusing on positive behaviours that enhance the learning and well-being of class members. We aim for our students to learn to make appropriate choices and follow through with consequences to enable students to take greater ownership for self-regulation, reflection and restoration of relationships. Bullying is not tolerated in any form and the support of parents is sought to help address any concerns. Reports of inappropriate and disrespectful behaviour are followed up as soon as possible and investigated thoroughly, to ensure the safety and well-being of our students is not compromised at this school.

A strong aspect of our school program is our worship and devotional times through weekly Chapel and daily class devotional activities. Weekly Chapel services, led by the Grace Church Pastor or Family Ministry worker, teachers, Deputy Principal and Principal are held at Grace Church which is adjacent to the school. Throughout the year each year level presents a "Together With" service for other classes for Chapel that week and for the congregation and parents on the Sunday.

Various dramatic presentations from Brainstorm Productions have allowed students to learn strategies in regard to cyber bullying and friendship issues. Through these shows students are able to discuss strategies to use to help them manage situations where they feel unsafe or are hurt by others. Other social skilling programs are in place in the school such as the "You Can Do It" program and the "Play is the Way" program. The Bullying No Way Campaign was launched and promoted by the Student Council and teachers for a whole school focus in March.

The school continued to receive funding through the National School Chaplaincy and Student Welfare Program. This enabled the school to continue to provide support for students and families through the services of a Student Welfare Worker. This support was available for two days each week and a third day each fortnight for individuals who experienced grief or loss, friendship difficulties, behaviour issues or other personal stresses. The Student Welfare Worker also works in partnership with teachers to provide 'circle time' which is a structured way for students to discuss and resolve playground and in-class issues in a safe and positive manner.

The school also accessed the services of the School and congregation Pastor and the Family Ministry worker from Grace Lutheran Church who assist students, families, classroom teachers and the community at large through the provision of pastoral care services.

Grace Primary staff have engaged in the mandatory Child Protection training and the Valuing Safe Communities course as this is regarded as a high priority for our school.

Parental Involvement:

Parents continued to be involved in the life of the school in a variety of ways. Through the Parents' and Friends' Committee (P&F), up to two parent representatives are elected to the school's governing body. Parent representatives are involved in Reference Groups which offer advice and suggestions for improvements in particular areas.

The P&F has a friendraising as well as a fundraising focus. Activities included a school Fun Run, Mothers' and Fathers' Day stalls, end of term sausage sizzles, a school disco for students and a morning tea for Grace staff in recognition of World Teachers Day. The P&F supported the end of year 'Carols on the Green' event which was another great success both as a fundraiser and community builder. P&F funds assisted with the purchase of new digital classroom cameras, robotics equipment, raised garden beds in the playground, parent Hub fit out, bench seating in the courtyard and provision of outdoor games for use by the students during playtime. Book Week and Science Fair events were also supported. The P&F contributed \$20,000 to establish a Design Technology room on campus.

Parents volunteered their time to help in classrooms, the Library, school tuckshop and on excursions. Parents also assisted at the annual Open Day, Art Workshops, Sporting carnivals, School Camps, Book Week activities, Carols on the Green and Science Fair. During the year, parents provided comments and opinions through the school's annual Parent Review.

Contact Person for Further Information:

The Principal

School Income Broken Down by Funding Source

Reporting on these outcomes can be viewed simply by accessing the My School website <http://www.myschool.edu.au/>.

STAFFING INFORMATION

Staff Composition, Including Indigenous Staff:

There were a total of 22 full-time teaching staff and 14 part-time teaching staff totaling 6.6FTE; The total FTE for all teaching staff was 28.6. Non-teaching staff totaled 27 staff with a total FTE of 17.3.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	6
Bachelor Degree	25
Diploma	10
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Employer Policies and procedures <ul style="list-style-type: none"> - Supporting staff with updated policies related to the workplace 	All staff
Literacy – Daily 5 Literacy model & Writers Traits Workshop on the model, book issued to all classroom teachers & practical support	All teachers

Conceptual Based Curriculum <ul style="list-style-type: none"> Full day workshop with a consultant informing teachers of planning with a conceptually based curriculum 	All teachers
Well-Being for Staff – Access EAP -consultant – explained the services available	All staff
Restorative Practice and Pastoral Care Policy and Practices – Student behaviour	All teachers
Curriculum Content and forum – Concept Based planning time & ACARA document Planning and support time with leaders	All teachers
Data – DRA training, PAT MATHS, PAT ENG, AGAT Training in testing, analyzing data results	All teachers
ICT – training (green screen & Movie maker) iPad use(Optional)- by Digital Literacy Coordinator	All teachers
Behaviour Management – Play is the Way -Workshop explaining the new social emotional program	Whole staff
ERM training – WPHS Training in the ICT entry data base	8 Staff members (Business manager, WPHS officer, Principal, Deputies, Office staff)
Learning Support – Special Needs Young Brain and Trauma, Disabilities, NCCD, ASD support, Education Adjustment program, Multi- Lit training	Learning Support coordinator
Curriculum - Service Learning Training in service learning units and models to apply to curriculum and Christian studies	2 Teachers
Literacy- Multi- Lit training- (consultant) Workshop to assist TA's with assisting student literacy development	2 LS teacher and 2 LS teachers
STEM conference - (2 days) <ul style="list-style-type: none"> Learning about implementation of STEM curriculum 	Deputy Principal – Teaching and Learning
Moderation – Reporting -Day of checking and viewing and guidelines	All teachers
Digital Portfolio – See-Saw introduction Presentation on use, practice and guidelines for reporting digitally to parents	All teachers
CPR and FIRST AID training	CPR – All staff First Aid upgrade – those staff needing this.
Total number of teachers participating in at least one activity in the program year	32

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
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	(as recorded in Financial Questionnaire)	
29.9 FTE	\$33,796	\$1 130
The total funds expended on teacher professional development in 2016		\$37 850
The proportion of the teaching staff involved in professional development activities during 2017		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		
<ul style="list-style-type: none"> - Peer coaching - Action Research - Workshops - Professional Learning Communities - Technology Conferences 		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
29.9 (FTE)	204	198.55	96.75%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 94.9% in 2017			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
40	33	82.5%
From the end of 2016 85.1 % of staff were retained for the entire 2017 school year		

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
84 249	430	6 346	77 932

The average attendance rate for the whole school as a percentage in 2017 was 92.47%

Year levels	Average attendance rate for each year level as a percentage in 2017
Prep	93.23%
Year One	93.09%
Year Two	92.43%
Year Three	93.90%
Year Four	93.29%
Year Five	91.96%
Year Six	90.97%

School management of student non-attendance:

Parents of absent students are required to advise the school. Following the daily marking of class rolls, parents of students who are absent without explanation are contacted by staff. Longer absences are followed up with parents.

NAPLAN results for Years 3 and 5 in 2017

Privacy and Interpretation of Data:

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Benchmark Data for Year

Refer to *My School website* for NAPLAN outcomes <https://www.myschool.edu.au/school/48071>

Other Information of Interest:

Students are elected by their peers as members of our Student Representative Council (SRC) which coordinates many of the student fundraising activities to support others. The SRC helped to arrange and promote free dress days to raise funds for particular organisations.

All Year 6 students undertake a leadership program, which is integrated into the curriculum and includes class activities to develop student leadership skills for the final year of primary school. The School Captains and Vice-Captains also attend the national Young Leaders' Day. Year 6 students were also involved in the Australian Lutheran World Service (ALWS) Awareness Day, with the focus

being on supporting communities in Cambodia. They then ran a whole school Awareness Day, leading activities with students from Prep – Year 6 to promote the work of ALWS.

Students are encouraged to be 'givers' by contributing through the weekly Chapel Offerings. During the year, funds were donated to ALWS, World Vision (child sponsorship), the Stepping Stones School in Cambodia, and Operation Christmas Child. Students donated packaged food to support the Grace Church initiative that provides food parcels for families in need. Donated items from students and families made shoebox gifts that were distributed to children through Operation Christmas Child (Samaritan's Purse).

Through the school's Christian Education Program, students are involved in contributing to, or leading, regular worship activities. Students at each year level contributed during the year to one of the family worship services at Grace Church.

Trudy Moala
Principal