

St Paul's Lutheran Primary School

Annual Report 2019 (Based on 2018 data)

Descriptive Information

St Paul's Lutheran Primary School is a co-educational school owned and operated by the Lutheran Church of Australia, Queensland District [LEQ], and is affiliated to St Paul's Lutheran Congregation for the purpose of mutual ministry and service to the wider community.

School Sector:

Independent

School's Address:

55 Smiths Road, Caboolture QLD 4510

Total Enrolments:

356 [Prep – Year 6]

Year Levels Offered:

Kindergarten to Year 6

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

A range of denominational or religious groups are represented in the student body, as well as students from varying ethnic groups. While the majority of students have English as their first language, a wide range of language groups are represented including: Afrikaans, Sudanese, Dinka, Mandarin, Hindi, Indonesian, Samoan, Portuguese, Papuan, Vietnamese, Korean, Persian, German, Greek and Thai.

The characteristics of the student body is revealed in the following 2018 census data:

- Boys 184
- Girls 172
- Indigenous 6
- ESL 25

Distinctive Curriculum Offerings:

St Paul's is courageous in providing distinctive curriculum offerings for upskilling our students for the future. We provide flexible learning environments along with inquiry pedagogy to develop 21st century skills of collaboration, critical thinking and creativity alongside the Australian Curriculum. Christian Studies, from Lutheran Education Australia [LEA], is an inquiry curriculum which also enhances these skills.

Therefore, distinctive offerings include:

- An explicit focus on Literacy [Daily 5] and Numeracy [Daily 3] development.
- Intensive phonics.
- Reading diagnostic development programs.
- Individual goal setting.
- Diagnostic spelling program.
- Deep understanding in Mathematics, emphasizing the proficiencies.
- Differentiation – emphasis on just-in-time learning instead of just because learning.
- Learning extension program [RISE] with an emphasis on a growth mindset.
- Digital technology enriches the learning environment and supports independent research, publication and learning.
- Extensive infrastructure and equipment to support and enhance the BYO 1 to 1 iPad Program from Year 1 -6. The school provides iPads for Prep.
- E-smart accredited school [since 2015].
- Robotics
- Research skills
- Learning Intentions and Success Criteria promoting explicit focused teaching and learning.
- Wellness school for student and staff wellbeing.
- Instrumental music program for all Year 3 students – violin program.
- Year 4 – 6 students had the opportunity to compete in inter-school swimming, cross country and athletics competitions. Talented students were able to compete at district, regional, state and national levels. Year 5 – 6 students participated in local Friday afternoon inter-school sport in soccer, netball and touch football.
- Prep – Year 1 students participated in a weekly Perceptual Motor Program to enhance their motor skills and co-ordination.
- Strong values education with Lutheran Education Australia's *Lifelong Qualities of Learners*.
- Structured pastoral care and student management program which links Christian teaching,

LQL values and attributes and a whole school Behaviour Education Program based on the *ABC Paradigm, Circle Time, Restorative Practices, the High 5 Program and Play is the Way.*

- Chaplaincy Program.
- Year 3, 4, 5 and 6 Adventure and Challenging Camping.
- Year 5 and 6 Leadership Program.
- Specialist teachers in Music, PE, Library, Japanese and Learning Enrichment [Learning Support (Boost Program) and Extension (RISE Program)].

Extra-curricular Activities:

Descriptions of the activities should be provided, particularly those that involve a significant number of students.

- Instrumental music instruction for band, strings and guitar in association with Grace Academy.
- Piano music instruction and school choir participation.
- Participation in the University of NSW sponsored Australasian Schools' Competition.
- Robotics competitions with a team attending National competitions.
- Tennis lessons
- Art Club
- Chess Club
- Japanese Club
- Beyblade Club
- Dance in association with Grace Academy.
- Out of School Hours and Holiday Care Programs in association with QLECS

Social Climate:

Values, Pastoral Care and Student Welfare

The Christian ethos of the school and core values (love, forgiveness, compassion, justice, humility, appreciation, service, hope, courage and quality) promoted in the school are drawn from the *Educational Framework for Lutheran Schools* and support the *Lifelong Qualities of Learners*. The integration of Bible based devotional time and the promotion of values and relationship development into the school's *Care and Share Values Program* guide and promote student welfare. The values are the basis of the school's code of conduct for students and staff and are supported in the school's Christian Studies Program.

Because of the link with the local church community, there is a back-up of willing helpers to step in and help families in need. In addition to this, the church pastor is available to offer a confidential ear for parents and students wanting someone to talk to in a non-judgmental way. The church pastor is the school's pastor. The local church community initiated a "*Milk and Muffins*" outreach program for our students and their families every Tuesday morning before school.

The Behaviour Education Programmes "*Why we Bully*"[*ABC Paradigm*], "*Circle Solutions*" and the "*High 5 Program*" have begun to occupy a more central role in both the pastoral care and student welfare initiatives. These programs complement and support the school's Restorative Practices philosophy.

St Paul's also offers a Chaplaincy Program. Our school chaplain has initiated a "Pop-up Café" outreach program for our parent body on a Thursday morning.

Parental Involvement:

Parents are involved in a wide variety of ways at St Paul's. This includes an active Parents and Friends Group who have been involved in numerous fundraising programs throughout the year. The school's Tuckshop continues to thrive under the guidance of a Tuckshop Convener.

The school also provided regular professional development workshops for parents in Reading, Mathematics, Phonics, Spelling, Behaviour Education strategies and the use of iPads.

Parents are also invited into the school to assist with classroom activities as volunteers. They engage in *Support-A-Reader program*, classroom group work, assist with excursions and help supervise at school camps. Prep has "Dad's and Mum's Days" and parents are also invited to be on rosters to help in many classroom programs. Each year the school hosts a Grandparents' Day.

The school introduced a "Mothers and Daughters" and "Fathers and Sons" initiative in 2016, which has now become a fixture on the school calendar.

Parent volunteers are essential to the success of our sporting events such as the cross country, swimming and athletics carnivals. The School Council has members who are also parents of the school. During the year, parents provided comments and opinions through the Annual Parent Survey.

Parent, Teacher and Student Satisfaction with the School:

Satisfaction Data:

SCHOOL REVIEW 2018, PARENT SURVEY RESULTS	STRONGLY DISAGREE %	DISAGREE %	NEUTRAL %	AGREE %	STRONGLY AGREE %
1. My child is very engaged in her/his learning at school.		6%	16%	35%	43%
2. Teachers encourage my child to be curious, creative and innovative.			7%	36%	57%
3. The education programs at the school are suitable for my child.		6%	12%	37%	49%
4. The school provides me with the information I need to track my child's learning.	10%	8%	11%	37%	34%
5. The school is consistent in applying its behavior management procedures.			7%	62%	31%
6. My child feels physically and emotionally safe at school.			12%	39%	49%
7. The school actively encourages my child to keep trying when things are difficult.			8%	46%	46%
8. The school provides advice and information about how to support my child's learning.		10%	14%	36%	40%
9. The school has a clear program for improving student learning.			8%	54%	38%

10. My child is encouraged to think about her/his faith.				56%	44%
11. Parents/carers are encouraged to be actively involved in their child's learning.		6%	6%	43%	45%
12. The school treats families and students from all backgrounds with respect.				32%	68%
13. The ongoing improvement of the school is achieved through effective management and leadership.			10%	57%	33%

SCHOOL REVIEW 2018, TEACHER SURVEY RESULTS	STRONGLY DISAGREE %	DISAGREE %	NEUTRAL %	AGREE %	STRONGLY AGREE %
1. My teaching practice is directly grounded in theories and research on learning and teaching.		5%	0%	30%	65%
2. Meeting the specific learning needs of students is central to my teaching practices.				11%	89%
3. Before teaching a unit, I explicitly evaluate the prior knowledge of the students I will be teaching.		6%	12%	41%	41%
4. I engage my students in making decisions about what and how to learn.			16%	37%	47%
5. I adapt my teaching practice to cater for the pace of learning of individual students.			11%	22%	67%
6. I develop assessment tasks that are directly aligned with what I am teaching.			7%	13%	80%
7. The development of each student as an independent learner is a key focus of my teaching.				33%	67%
8. I use small group and individual tutoring to provide additional support to students.				10%	90%
9. Every time I assess a student's work, I provide them with written or verbal feedback about how they can improve.			11%	63%	26%
10. I use data from my assessments of each student to adapt my teaching to their learning needs.				31%	69%

11. I encourage students to engage in a culture of inquiry, to be creative and innovative.			11%	26%	63%
12. I make it clear to every student that I expect them to achieve their potential.				10%	90%
13. I explicitly use a process of planning, monitoring, and review to improve my teaching practice.			12%	35%	53%
14. Our school provides effective opportunities for students to engage in co-curricular activities.		4%	0%	35%	62%
15. I develop units of study that include alternative learning pathways for students.			25%	38%	38%
16. Our school has clearly defined structures to support the wellbeing of students.		7%	0%	48%	45%
17. All students feel physically and emotionally safe when they are at school.		7%	19%	45%	30%
18. I explicitly teach skills and understandings about how to be safe in online environments.			6%	59%	35%
19. Our school clearly sets out its values and a vision for its future.			16%	40%	44%
20. The wellbeing of students and staff is a core theme across our improvement plans.		4%	12%	48%	36%
21. Teachers actively engage in team-based professional learning activities.		5%	18%	47%	30%
22. Our school provides opportunities to nurture my faith and spirituality.				55%	45%
23. Our school provides opportunities for parents to be involved in their child's learning.				39%	57%
24. Our school's articulated values underpin the relationships and behavior among staff, students and parents.		4%	23%	32%	41%
25. The executive team sets the school's direction through long, mid and short-term plans.			4%	52%	44%
26. This school provides educational programs that ensure all students achieve their potential.			4%	48%	48%

SCHOOL REVIEW 2018, STUDENT SURVEY RESULTS	STRONGLY DISAGREE %	DISAGREE %	NEUTRAL %	AGREE %	STRONGLY AGREE %
1. My teachers sometimes teach the whole class and other times they teach students in small groups.		2%	0%	53%	45%
2. My teacher helps me to learn by building on what I already know.	1%	9%	0%	48%	42%
3. My teacher helps me to learn by myself.	3%	5%	0%	61%	31%
4. My teacher expects me to do my best.	1%	2%	0%	17%	80%
5. My teacher cares about me.		7%	0%	35%	58%
6. I feel safe at school.	6%	4%	0%	34%	56%
7. I am taught how to behave at school.		2%	0%	32%	66%
8. I have good friends at school.	1%	10%	0%	21%	68%
9. My school helps me learn my best.	1%	5%	0%	43%	51%
10. The school encourages me to think about God.		3%	0%	39%	59%

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Principal's Assistant
 Donna Graham
 07 5495 5899
dgraham@stpaulslps.qld.edu.au

School Income Broken Down by Funding Source

Refer to the relevant information on the *My School* website www.myschool.edu.au. Staffing Information

Staff Composition, Including Indigenous Staff:

In 2018, the following staff were employed:

Full-time Teachers	22
Part-time Teachers	4
Full-time Non-teaching Staff	3
Part-time Non-teaching Staff	22

None of the above staff are of indigenous heritage.

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
Masters	9%
Bachelor Degree	98%
Diploma & Additional Certificates	24%

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers [staff] participating in activity
PERMA [Staff Wellbeing]	40
Daily 3	36
Restorative Practices	3
Agile and Inquiry Learning	20
Play is the Way	39
3D Printing -Makers Empire	16
First Aid	26
Fire Training	30
Total number of teachers participating in at least one activity in the program year	40

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
26 / 22 (FTE)	\$32,320	\$1,243.00
The total funds expended on teacher professional development in 2017		\$32,320
The proportion of the teaching staff involved in professional development activities during 2018		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]		

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
22 (FTE)	184	152	96.2%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.4% in 2018.			

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
27/24.4 (FTE)	25	92.5%
From the end of 2017 96% of staff were retained for the entire 2018 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

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

The average attendance rate for the whole school as a percentage in 2018 was 91%.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
Prep	91%
Year 1	91%
Year 2	91%
Year 3	91%
Year 4	92%
Year 5	92%
Year 6	89%

A description of how non-attendance is managed by the school:

Student attendance is checked daily, with a roll call at 8:30am. Teachers identify students who are not present and record this on the TASS database. If required, parents are sent a text to confirm their child's absence.

NAPLAN results for Years 3 and 5 in 2018

Privacy and Interpretation of Data

Details of the 2018 NAPLAN results can be found on the *My School* website www.myschool.edu.au.