SCHOOL PERFORMANCE REPORT 2014

St John’s is an ELC – Year 6 co-educational primary school of the Lutheran Church of Australia. St John’s is a school in partnership with Concordia College, a Year 7-12 school. The schools are governed by a single school council.

St John’s is a Primary Years Programme (PYP) School of the International Baccalaureate.

Our Mission
St John's Lutheran School exists to provide a vibrant education, rich in opportunities, delivered within a caring, supportive environment and informed by the gospel of Jesus. Our learning community connects people, ideas and experiences allowing us to strive confidently to engage, achieve and serve.

Our Vision
Engage. Achieve. Serve

Our Values
Our values define our learning community and guide our relationships and interactions.

CARING
Support each other
As a caring community, we believe we are better together. We act in the spirit of grace because we recognize God’s love for us. We actively look for opportunities to support each other as we learn and grow.

INTEGRITY
Be consistent with our convictions
We commit to being authentic and honest in everything we do.

PERSONAL EXCELLENCE

Be our best
We will challenge and encourage each other to achieve your personal best in all of our endeavours.

RESPECT
Value each other
We accept and celebrate differences and believe that they enhance and enrich our community. We aim to make people feel valued and appreciated.

RESPONSIBILITY
Our own actions
We take personal accountability for our learning and actions. We build a sense of social responsibility and commit to making a positive difference in our community and in our world.

The Mission Statement of the International Baccalaureate Organization

The International Baccalaureate organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, government and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
The Lutheran School

Lutheran schools seek to be secure places that offer care and support to all members of their communities.

Lutheran schools respect individual gifts and differences. The schools are communities in which each individual is valued. Lutheran school curriculums incorporate the requirement of the state education system and are designed to promote healthy growth in all aspects of our students’ lives.

Lutheran schools integrate the Christian Biblical faith of Jesus as Saviour and Lord into all aspects of learning and life.

Lifelong Qualities for Learners

Core Statement

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are...

- aware of their humanity
- open to the influence of the Holy Spirit and
- growing in and living according to a cohesive worldview

while.....

Living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation and.....

Contributing to communities by being...

- self-directed, insightful investigators and learners
- discerning, resourceful problem solvers and implementers
- adept, creative producers and contributors
- open, responsive communicators and facilitators
- principled, resilient leaders and collaborators
- caring, steadfast supporters and advocates

Student Body

While a good number of students live within walking distance of the school, many families travel from various parts of Adelaide’s metropolitan area, particularly from the eastern and southern suburbs.

In partnership with Concordia College, the schools are arranged into the Early Years (ELC – Year 3), the Primary Years (Years 4 – 6), the Middle School (Years 7 – 9) and the Senior School (Years 10 – 12) at Concordia College.

The Early Learning Centre (ELC) was established for Years 4 - 5 year olds in 2007.

Further to the academic programme, the schools offer a broad educational experience, including sport, music, community service and student leadership. A camping programme is also a strong component of the school curriculum. Students participate in a sleepover in Year 2 and in camps from Years 3 – 6.

There is a very extensive sports programme. St John’s has teams in cricket, soccer, basketball, softball, tennis and netball. ‘Have-a-Go’ programmes are featured in the Early Years. St John’s also has again entered teams in various SAPSASA events with outstanding results in several of the competitions. St John’s has a strong music programme. Choirs are offered to students at every level, and the band opportunity for the primary students has resulted in a large and diverse group coming together each week. Concordia College has offered musical instrument scholarships to support and encourage students to take up lessons in a range of instruments. A percussion group and string ensemble have also proven popular. Concerts have been prescribed for choirs and bands and for individual students to present items to the community.

This year has seen a continued emphasis on service, with the school actively supporting a range of services. The school’s commitment is to enable students and the wider community to explore their role in issues, like social justice, human rights and development. As well as the support given to organizations like ‘Australian Lutheran World Service’ and ‘Lutheran Community Care’, St John’s continues to develop its formal partnership with schools on Siassi Island, PNG. A trip by several staff members occurred to Siassi in
2013. We have had four teachers from Siassi visit St John’s in 2014. Planning for a trip to Siassi in 2015 by St John’s staff is also underway. This partnership continues to be a benefit to both schools on Siassi Islands and St John’s, as we continue to know each other better, encourage each other and offer support.

The Leadership Program within the school has enabled four Year 6 students to be elected by their peers each semester to fulfill the role of school leader. Students also elect one boy and one girl from each class each semester to represent their class on the SRC. Eight Year 6 students are also elected to the position of House Captain, performing an important student leadership role relating to Term 1 Sports Day.

The school community is enriched by regular assemblies and chapel services. Classes have input into both throughout the year with the School Pastor leading the greater majority of chapels. One of our special community events is Grandparents and Special Friends Day. In 2014 students from years 4-6 were provided with the opportunity to worship through a special Chapel service and share their learning with grandparents and special visitors. Once again, three school services were held over three Sundays in terms 1-3, at which clusters of classes had significant input.

These were very well supported by the St John’s church and school community. The governing body has once again had equal representation from the School and the College. The Council has been chaired by Neil Lutz, with vice chair Andrew Cannon. The Council has had 10 official meetings through the year.

The other parent body, LINKS, has once again given great financial support to the school, as well as building and promoting community. This is done through school lunches in terms 2 and 3 and ice-blocks in terms 1 and 4. The school BBQ in term 1 and the major event were very successful community events. Sundry other activities are supported by LINKS.

During 2012 a new Community Carer, Rachelle Fairlie, was appointed and she has continued to provide leadership and support to students, parents and staff, and has worked closely with year level coordinators (parents representing every class) to help build and promote community. Rachelle has also taken up a second role as our Student Welfare Worker, a role that has been funded through a Commonwealth Government initiative.

**Student Attendance**

When a student is absent without explanation, a phone call is made to the parents or guardian by 10.30am seeking clarification of the reason for the absence.

The student attendance in 2014 is summarized in the table below.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>No report required</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.80</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.80</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.98</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.88</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.96</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.75</td>
</tr>
<tr>
<td>Whole School</td>
<td>96.19</td>
</tr>
</tbody>
</table>

**Student Outcomes in standardised National Literacy & Numeracy testing**

In the NAPLAN testing in 2014...

- 98.0% of the results of our students undertaking NAPLAN were at or above the national minimum standard
- The school mean scores of our 2014 Years 3 and 5 students were above the state mean at both year levels.

The overall pattern of results in the 2014 NAPLAN testing, along with numbers of students absent or withdrawn from testing, is shown in the following table.

Students at or above National minimum standards...

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
<tr>
<td>Absent</td>
<td>1 (from Numeracy)</td>
</tr>
</tbody>
</table>
Teacher Standards and Qualifications
All teachers have satisfied the requirements of teacher registration, including child protection training and a criminal history check.
The school is proud of its highly qualified and dedicated staff.

In 2014 the school provided extensive support for the professional development of staff, particularly in relation to further development in the Primary Years Programme.

Workforce Composition
Indigenous – nil
The school provides the following staff to support students through our ministry and care programmes...
- School Pastor
- Community Carer
- Student Welfare Worker

Parent, Student and Teacher
Satisfaction with the School
A parent satisfaction survey was given to parents in 2014. Feedback from this on the progress and culture of the school was consistently positive.
The behavior and attitude of the students during 2014 has been positive. Students generally approach their school life with enthusiasm. Students have the opportunity to provide feedback through class meetings and through the SRC. These meetings indicated strong support and high regard for the school from the students.
The school encourages parents to give feedback to teachers directly. The Principal and Deputy Principal are also available to receive feedback and to discuss concerns that may arise. The school endeavours to deal with issues raised in a positive and timely manner. Parents often express high regard for the school, its range of specialist programmes and the quality of its care and its teaching.

The school is implementing the Kidsmatter Framework and has a team that meets regularly to discuss matters relating to student well being.
2014 has again, been a very positive year for St John’s and high levels of satisfaction have often been expressed by students, parents and staff.

School Income Broken down by Funding Source
The school receives funding from a number of different sources. The income of St John’s Lutheran School for 2014 can be summarised as follows...

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government Grants</td>
<td>2,492,039</td>
</tr>
<tr>
<td>State Government Funding</td>
<td>572,545</td>
</tr>
<tr>
<td>Student Fees</td>
<td>2,405,983</td>
</tr>
<tr>
<td>Donations</td>
<td>152,635</td>
</tr>
<tr>
<td>Other Income</td>
<td>678,967</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,302,169</strong></td>
</tr>
</tbody>
</table>

Michael Paech  Principal