



Redeemer  
Lutheran  
School

---

*Grow up to Christ*

# Annual Report 2017



## Redeemer Lutheran School Annual Report 2017

### Contextual Information about the School

Redeemer Lutheran School is located in Nuriootpa, South Australia. It offers double-streamed Early Learning to Year 7 education and currently caters for 400 students from Reception to Year 7 and 66 students who attend our Early Learning Centre. The school boasts an exceptional reputation and is highly regarded for its warm and caring atmosphere, rigorous and extensive educational opportunities, and professional and dynamic teaching staff.

The Christian ethos of the school informs all activities and relationships.

As an accredited International Baccalaureate (IB) World School, Redeemer uses the IB Primary Years Program (PYP). This curriculum approach, delivered by highly trained staff using innovative and modern teaching strategies, ensures a modern, challenging and exciting way of learning for students of all abilities. Students are engaged in real-life experiences, based on an inquiry process of learning, developing skills in the academic, social, emotional and spiritual dimensions. The inquiry approach to learning is evident in all classes including through a broad range of specialist subjects.

Spacious, modern, well-equipped and architecturally designed facilities incorporate state-of-the-art technology and have been designed to maximise student opportunity, engagement and learning.

Redeemer strives to be a leader in the field of education and to serve through excellence.

### Our Mission:

**It is the Mission of Redeemer Lutheran School to be an inclusive, Christ centred community, providing excellence in education, where learning is celebrated and values are developed for life.**

### Our Vision

Recognized within local, national and international schooling communities, Redeemer Lutheran School is an innovative educational leader.

**Redeemer is Learner Centred** providing an environment where students have a passion to explore, discover and analyse their individual interests and their world as part of an exciting life journey, and to take positive action as part of their learning.

**Redeemer is Spirit Sensitive** discerning the personal spirituality of students and listening to their inner search for meaning as the work of the Holy Spirit.

**Redeemer is Planet Conscious** living on Earth as our fragile home, aware of a global consciousness and inter-connectedness.

**Redeemer has a Conscience** active in the school community and alive to the social needs and injustices of our local and global communities.

**Redeemer has a heart** caring for the well-being of students in their struggles with social, psychological and emotional challenges.

**And Redeemer celebrates a dual heritage and connectedness**

Identifies and values celebrating our local Australian origins, Lutheran heritage and our international connections with passion and pride  
**“leading with innovation, integrity and wisdom...”**

## **The Mission Statement of the International Baccalaureate Organization**

"The International Baccalaureate 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 organization works with schools, governments 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**

A Lutheran school is based on some solid understandings about people and life.

God's word, as revealed in the Bible, is the authority for living and learning in each Lutheran school. Its central message is that of the gospel, the good news that our acceptance by God does not depend on our own worth or achievements but on his unconditional commitment to us as evidenced in the life and death of Jesus.

Lutherans believe that through the process of Christian schooling God's Spirit is active in the lives of the community leading children and families to know and trust God.

In a Lutheran school each student is seen as a unique person created by God. He made them and loves them and provides each of them with dignity and worth. All of them have their own talents and needs as well as the potential to live useful and fulfilled lives in the world.

Lutherans believe that all positive knowledge and learning is a great gift of God for the growth and welfare of human beings. Each school considers it important to develop a spirit of service in its students so that their lives, studies, relationships, ambitions, values and attitudes they reflect a commitment to living useful lives for the good of others.

We believe that parents or guardians have the prime responsibility for the education of their children. The Lutheran Church provides schools as a means of assisting parents in their God-given responsibilities. In particular, our schools offer help to parents in the spiritual development of their children.

It is vital that home and school work together and go in the same direction, with the same aims and values. So parents who make the free choice to send their children to a Lutheran school need to understand, and commit themselves to support the aims and purposes of the school. To this end,

parents are invited to participate in the work of the school in a variety of ways.

Staff and everyone else involved in operating Lutheran schools accept that they are accountable to parents for the educational progress and development of pupils.

Redeemer is fortunate to have a close relationship with ten local supporting Lutheran congregations and their Pastors. We thank these congregations and their pastors for their ongoing support and involvement in our school.

## **Value Added**

### **Student support structures and programmes**

- Transition programmes for students commencing and leaving Redeemer e.g. Step-Up morning and Transition Days for new ELC, and Receptions students as well as students transitioning to high school
- Parenting and support programmes e.g. Class Care program, Parents and Friends Association, Parenting Toolbox workshops
- Specific on-line and in class cyber safety training. This includes presentations from external facilitators such as SAPOL
- Buddy class program
- Well-Being facilitated programmes such as friendship programmes, family support and working with individual students in areas of need

### **Special curriculum and co-curricular activities**

- School musical, choirs, bands, Music is Fun, attending performances and lessons with instrumentalist teachers
- Sports days, cross country, sports clinics, Chess competitions and coaching, sporting events against other school including Faith Challenge and TLS/RLS Challenge, District and State SAPSASA events
- Student safety and well-being programmes (e.g. Life Ed Van, Keeping Safe curriculum and Imagine Me presentation)
- Premier's Reading Challenge and Book Week Celebrations
- After school Chess Club and lunch time Japanese club, Art Club, Makers Space, PE activities and nature play opportunities
- Learning to Learn week activities
- School camps and excursions including the Year 7 camp to Canberra and Sydney

### Global connections and community outreach

- Participation in a Japanese student exchange programme through Australian Institute of International Understanding (AIU) whereby students from Yasuda Primary School, Miyoshi city, Hiroshima are hosted. Students participate in a variety of cultural activities with our students.
- Using wider community members as guest speakers in our Units of inquiry and to share artefacts and primary resources
- Student bands and choirs performing at internal and external events and at the local nursing home and kindy.
- Grandfriends Day
- Participation in the Barossa Christmas Parade
- Engaging in community projects during Exhibition and Units of Inquiry
- Combined worship opportunities with supporting congregations
- Parents and Friends Association initiatives
- Raising money and awareness through end of term Casual Days and weekly worship offerings

### Student Leadership Opportunities

- Student Parliament where all Year 7 students have the opportunity to be in a formal leadership role for a semester
- Sport Captains – Four Year 7s from each sport team are elected by the students and are responsible for leading their teams on Sports Day and our internal Cross Country
- Captains represent the school at formal and informal school events such as Anzac Day and Remembrance Day ceremonies, Grandfriends Day, opening of buildings, Principal's tours and thanking presenters

School captains are provided leadership development opportunities by attending external and internal workshops

Student outcomes in standardised National Literacy and Numeracy testing

### Students at or above the National Minimum Standards:

#### **In the 2017 NAPLAN testing:**

**98%** of the results of our students were above the National minimum standard

### Students at or above the National Minimum Standards:

	Year 3	Year 5	Year 7
<b>Reading</b>	97	100	100
<b>Writing</b>	100	100	95
<b>Spelling</b>	100	98	100
<b>Punctuation &amp; Grammar</b>	97	94	96
<b>Numeracy</b>	100	98	98

#### **Teacher Standards and Qualifications**

All teachers have satisfied the requirements of teacher registration, including child protection training and a criminal history check.

In our school we are fortunate to have 28 teaching staff: 16 teachers with 2 or more qualifications in Education, 2 with Masters Degrees, 1 who has a doctorate and 22 with Bachelor Degrees.

In 2017 all staff participated in Professional Learning opportunities. There was a wide range of whole school, smaller group Professional Development and a particular focus on professional learning communities in for all teaching staff. Several staff undertook professional learning in the International Baccalaureate training. In, \$1004 per teacher was spent on Professional Learning.

#### **Workforce Composition**

	Number	FTE	Indigenous
<b>Teachers</b>	24	22.5	0
<b>Non-Teaching</b>	17	8.0	0
<b>Total</b>	41	30.5	0

#### **School Income broken down by Funding Source**

Source	Dollar value	% of funding
Commonwealth Govt	3142307	50.7
BGA	n/a	n/a
State Govt	650878	10.5
Student Fees	1425518	23.0
Donations	43658	
Other income	934484	15.1
TOTAL	6196845	100%

### **Post Year 7: School Destinations**

Faith Lutheran College	17
Nuriootpa High School	31
Xavier College	3
Trinity College	2
Other	4
Total	58

### **Student Attendance**

Reception	94.5%
Year 1	94.4%
Year 2	93.6%
Year 3	93.2%
Year 4	93.9%
Year 5	94.0%
Year 6	93.6%
Year 7	93.8%
TOTAL	93.9%

Although we have a high attendance rate, student absence is documented and followed up with a phone call. Records (including reasons) are kept and meetings are held with parents if a pattern of non-attendance emerges. This is followed by formal notification to the regional Attendance officer.

### **Satisfaction**

Redeemer continues to monitor the satisfaction levels of all stakeholders to ensure the delivery of best practice education.

Feedback from parents occurs through a number of sources, some formal and some informal. It includes specific feedback to teachers on a daily basis and through parent / teacher communication sessions (information nights, diaries, communication books etc), student led conferences, open classroom and school policy. Formal comments are also received through the Redeemer Board of Management, Parents and Friends Committee and Class Carers. The school encourages parents to give feedback to teachers directly and there is an 'Open Door' policy with Leadership staff for both parents and students to voice their concerns and suggestions. Feedback has been positive with some excellent suggestions being made and adopted.

Staff are encouraged to provide feedback through formal and informal opportunities including sub-school meetings, interviews with Leadership staff and surveys for external evaluations. Team voice is encouraged and has led to greater consistency in practice across ELC-7.

Every five years, external evaluators from the International Baccalaureate Organisation request feedback from Staff, Parents and Students. This feedback is presented to the Leadership Team in the form of an Evaluation report and feeds into the IBOs external Accreditation process. Our next Evaluation will take place in 2018.

In 2016 the Redeemer Governing Council underwent a process to develop a new strategic plan for the School. The process for developing the strategic intent of the school involved a community survey, student forums, staff forums and parent forums. The Redeemer Council also spent much time unpacking the feedback received from the community and creating the vision for the future. The strategic plan is titled Towards 2020 and it provides an intentional strategic direction for the future of the school. The 4 key focus areas of the strategic plan are: Teaching and Learning; Human Resources and Operations; Infrastructure, Administration and Finance; and Business Development and Community. The strategic Plan was released to the School community in early February 2017.

Every three years, Lutheran Education Australia conduct a Quality Schools Project which surveys Staff, Parents and Students on their experience at school. This is then tabled in a report which is presented to the Principal and School Council. The next Quality Schools Survey will be conducted in 2018. 2017 has certainly been a positive year for Redeemer and high levels of satisfaction have been expressed by students, parents, staff and the wider community.

We praise God for the many blessings we have received here at our school.

**Andrew Kelly - Principal**