



Redeemer  
Lutheran  
School

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*Grow up to Christ*

# Annual Report 2020



## Redeemer Lutheran School Annual Report 2020

### Contextual Information about the School

Redeemer Lutheran School is located in Nuriootpa, South Australia. Redeemer has an extensive history of Lutheran Education in Light Pass and Nuriootpa dating back to 1846. It offers Early Learning to Year 7 education and in 2020 it catered for 433 students from Reception to Year 7 and 92 students who attend our Early Learning Centre. Redeemer enjoyed significant growth in student numbers in the Early Learning Centre and School in 2020. In 2022 the School will cease to offer a Year 7 program which aligns with the South Australian Government's decision for Year 7 to be offered in secondary environments. The school boasts an exceptional reputation and is highly regarded for its warm and caring atmosphere, rigorous, innovative and extensive educational opportunities, outstanding purpose-built facilities, 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. The specialist programs offered in 2020 included Science Engineering and Technology -Digital; Physical Education; Japanese; Performing Arts; and Science Engineering and Technology – Design. Each specialist subject is taught by a specialist teacher and is conducted in a designated learning space.

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. In 2020 a significant masterplan was initiated which will see significant development of the school's facilities to cater for a more contemporary model of schooling known at Redeemer as Village Learning. Year 4, 5, 6 and 7 students have access to 1 to 1 notebook technology which is included as part of our 'one fee' tuition costs.

At Redeemer – we strive to inspire every child to discover, believe, and flourish in their world, today and tomorrow.

### **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 Organisation**

“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 organisation works with schools, governments and international organisations 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 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 gifts and 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 students.

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 either Nuriootpa High School or Faith College.
- ✚ Parenting and support programmes e.g. Class Care program, Parents and Friends Association, Parenting Toolbox workshops, guest speakers.
- ✚ Investigation and appointment of fulltime Well-being teacher to be introduced in 2021.
- ✚ Review of Student Behaviour Development practices.
- ✚ Initial investigation into the Zones of Regulations to support emotional regulation in students.
- ✚ Supporting the wellbeing of our community in various ways through implications during Covid-19.
- ✚ In 2020 the School investigated ways to expand our House Teams to enable greater connections between students in other year levels with changes to be implemented in 2021.
- ✚ In 2020 significant research was undertaken by staff and governing council into the benefits of multiage learning. The concept of students being novices and mentors

resonated strongly with the community and a multiage structure will be introduced in 2021 and 2022.

- ✚ The School launched a new philosophy for learning in 2020 which it has called Village Learning. Village Learning was communicated with the school community during 2020 structure. Having multiple staff caring, connecting, and facilitating learning with students underpins the adage that 'it takes a village to raise a child.'
- ✚ Specific on-line and in class cyber safety training. This is coordinated by the School's Digital Technology and E-Learning teacher.
- ✚ Buddy class program.
- ✚ Well-Being facilitated programmes such as friendship programmes, family support and working with individual students in areas of need which are coordinated by our School Chaplain and Well-being coordinator.

### Special curriculum and co-curricular activities

- ✚ The School musical was postponed in 2020 due to Covid-19. Fortunately, choirs, bands, Music is Fun, attending performances and lessons with instrumentalist teachers, instrumental concert were able to go ahead with restrictions in place.
- ✚ Sports days, cross country , sports clinics, Chess competitions and coaching, sporting events against other school including Faith Challenge , District and State SAPSASA events, external sports coaches, Premiers Be Active Challenge were a part of the co-curricular activities that were able to be offered to students with restrictions in place.
- ✚ Student safety and well-being programmes (e.g., Keeping Safe curriculum and Imagine Me presentation).
- ✚ Premier's Reading Challenge, Author visits, Simultaneous National Storytime 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 (for students in Year 2 to Year 7) and excursions (ELC to year 7) including the Year 7 camp to Canberra and Sydney (held early in 2020, just prior to the Covid-19 outbreak).

### Global connections and community outreach

- ✚ Unfortunately, our annual Participation in a Japanese student exchange programme through Australian Institute of International Understanding (AIU) whereby students from Yasuda Primary School, Miyoshi city, Hiroshima was cancelled in 2020 due to Covid-19. Students were able to participate in a variety of cultural activities with our sister school by connecting via skype.
- ✚ 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 was cancelled in 2020 due to Covid-19.
- ✚ Due to Covid-19 studenta and staff were unable to participate in the annual Nuriootpa ANZAC Day Dawn Service.

- ✚ Participation in the Barossa Christmas Parade and Barossa Vintage Festival (2021).
- ✚ Engaging in community projects during Exhibition and Units of Inquiry: Walk A Mile in My Boots.
- ✚ Australian Lutheran World Service student workshops.
- ✚ Combined worship opportunities with supporting congregations.
- ✚ Participation in Australian Lutheran World Service 'Walk My Way' initiative.
- ✚ Year 7 'Create Your Own Artisan Business' Unit.
- ✚ Parents and Friends Association initiatives.
- ✚ Raising money and awareness through end of term Casual Days and weekly worship offerings.

### Student Leadership Opportunities

- ✚ We have had a school wide focus on Student Agency which sees all students having a greater voice in their education.
- ✚ Our buddy class system enables all children in the school to have an allocated buddy in another class. The older student has many opportunities throughout the year to mentor their younger buddy.
- ✚ Redeemer continues to offer a number of formal leadership positions for senior students:
- ✚ Student Parliament is a platform where the student body is able to have a say and present ideas that can be implemented to make the school a better place. All Year 7 students have the opportunity to be involved with Student Parliament, with many having the responsibility to represent a year level within the school.
- ✚ House Captains – Four Year 7s from each house team are elected by the students and are responsible for leading their teams in competing for the Redeemer Cup which is made up of events such as sports day, Premier's Reading Challenge, our internal Cross Country etc.
- ✚ School Captains represent the school at formal and informal school and wider community 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 2020 NAPLAN testing was cancelled by the Australian Federal Government due to Covid-19.**

**In 2019, 98.6%** of the results of our students were above the National minimum standard.

### 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 26 teaching staff: 16 teachers with 2 or more qualifications in Education, 2 with Masters Degrees, 23 with Bachelor Degrees.

In 2020 all staff participated in Professional Learning opportunities. There was a wide range of whole school, smaller group Professional Development and a particular focus on supporting students with learning disabilities and learning difficulties. Several staff undertook professional learning in the International Baccalaureate training. In, 2020, \$805 per teacher was spent on Professional Learning. Some of the professional learning opportunities included: Agile Learning PD; Sydney Study Tour; Seizure & First Aid Training; STEM/Lego Training; Dr Tony Attwood learning support; Differentiation by Design.

### Workforce Composition

<u>Workforce Composition</u>			
	Number	FTE	Indigenous
Teachers	31	26.9	0
Non-Teaching	31	18	0
<b>TOTAL</b>	<b>62</b>	<b>44.9</b>	<b>0</b>

These figures include staff who work in the Early Learning Centre.

### School Income broken down by Funding Source

<u>School Income broken down by Funding Source</u>				
Source	2020	2020 %	2019	2019 %
Commonwealth Govt	\$ 4,304,393	58.4%	\$ 3,754,532	58.0%
BGA	\$ 10,000	0.1%	-	-
State Govt	\$ 1,134,864	15.4%	\$ 951,813	14.7%
State Govt- Capital Grants	\$ 50,000	0.7%	\$ 50,000	0.8%
Student Fees	\$ 1,514,525	20.5%	\$ 1,434,182	22.2%
Donations	\$ 364	0.0%	\$ 625	0.0%
Other Income	\$ 356,921	4.8%	\$ 278,035	4.3%
<b>TOTAL</b>	<b>\$ 7,371,067</b>	<b>100.0%</b>	<b>\$ 6,469,187</b>	<b>100%</b>

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

Faith Lutheran College	13
Nuriootpa High School	22
Kapunda High School	1
Trinity College	1
Other	3
Total	45

### **Student Attendance**

Reception	94.3%
Year 1	94.3%
Year 2	94.7%
Year 3	95.5%
Year 4	94.9%
Year 5	94.2%
Year 6	94.3%
Year 7	95.7%
TOTAL	94.7%

Although we have a high attendance rate, student absence is documented and followed up with text messages/ 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. In 2020 our total student attendance rate was 0.7% higher than 2019.

### **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, Class Carers and through the Quality Schools Survey which is done every second year. 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 most recent Evaluation took place in October, 2018 and the report was provided to the School in 2019. This report was comprehensive and affirmed the wonderful job the school is doing in the delivery of the International Baccalaureate Primary Years Program. The next IBO external evaluation will occur in 2023.

In Redeemer Governing Council adopted a new Future Directions Plan in 2018 which is the platform and process for developing the strategic intent of the school. This involved a community survey, staff forums and parent forums. The Redeemer Council annually reviews the Future Direction Plan ensuring that the vision for the future is always current. The Future Directions Plan provides an intentional strategic direction for the future of the school. The 9 key focus areas of the strategic plan are: Aims and Core Values; Administrative; Mission and Ministry; Buildings, Grounds and Facilities; Staffing; Finances; Education – Teaching and Learning; Education – Pastoral; and Marketing and Promotions. The Future Directions Plan will come to the end of its life in 2022.

Every two 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. In 2018 the Redeemer community participated in the Quality Schools Survey, with the feedback provided demonstrating **very high** levels of satisfaction have been expressed by students, parents, staff and the wider community. The Quality Schools Survey was cancelled in 2020 due to Covid-19. However, the School was able to add some extra questions to the LESNW's Principal's Appraisal survey to gauge the communities' feeling towards the introduction of Village Learning in 2021. While many questions were raised in the survey regarding Village Learning, there was a strong sense of positivity towards the new learning framework and philosophy.

Redeemer Lutheran School receives strong support and encouragement from families within the community and is blessed with dedicated, hardworking and highly competent staff.

We praise God for the many blessings on offer at Redeemer Lutheran School.

**Andrew Kelly - Principal**