



Redeemer
Lutheran
School

Grow up to Christ

Annual Performance Report 2021



Redeemer Lutheran School Annual Report 2021

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 2021 it catered for 449 students from Reception to Year 7 and 92 students who attend our Early Learning Centre. Redeemer once again enjoyed significant growth in student numbers in the Early Learning Centre and School in 2021. 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 2021 included Digital Technologies; Physical Education; Japanese; Performing Arts; and Science Engineering and Technology – Design (STEM). 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 2021 a significant masterplan neared completion which saw significant development of the school's facilities to cater for a more contemporary model of schooling known at Redeemer as Village Learning. Year 3, 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 Foundation 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.
- ✚ Appointment of fulltime Well-being teacher was introduced in 2021.
- ✚ Review of Student Behaviour Development practices occurred in 2020 and new Behaviour Development strategies were introduced by staff in 2021 after participating in professional development sessions during PD Week.
- ✚ The Zones of Regulations to support emotional regulation in students was instigated.
- ✚ Supporting the wellbeing of our community in various ways through implications during Covid-19.
- ✚ In 2021 the School implemented new initiatives that helped to expand our House Teams System enabling greater connections between students from across our Villages and year levels.
- ✚ The School launched a new philosophy for learning in 2020 which we have affectionately named 'Village Learning' and this was formally introduced in 2021. 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.

- ✦ 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 Community Chaplain and Student Well-being Coordinator.

Special curriculum and co-curricular activities

- ✦ In 2021 although still navigating the challenges and restriction of Covid, we were fortunate enough to present a very successful Year 3-7 Musical 'Olivia' and a F-2 musical called 'Wombat Divine'.
- ✦ Instrumental music lessons occurred for guitar, voice, piano and drums. In Term 4 many students participated in an Instrumental music concert. Junior Choir, band and a JAM Band performance were all part of the Performing Arts co-curricular activities.
- ✦ Sports day, Year 3-7 cross country, JP Fun run, Sports Clinics, sporting events against other schools such as; Interschools sporting events and Faith Challenge, District and State SAPSASA events, external sport coaches, Premier Be Active Challenge.
- ✦ Keeping Safe, Cyber safety presentations, Well-being program – Seasons of Growth
- ✦ Premier's Reading Challenge, Book Week Performance, Simultaneous National Storytime and Book Week celebrations.
- ✦ Nature Play SA whole school incursion, Science Week House team challenges
- ✦ Weekly afterschool Chess Club and coaching, lunchtime Japanese Club, Japanese Week House team challenges and Maker Space – STEM club.
- ✦ School Camps; Year 7's - Canberra, Year 6's - Victor Harbor, Year 5's - El Shaddai, Creators – Woodhouse and Connectors – had an overnight sleepover at school as a whole village.
- ✦ A number of excursions were also able to occur in 2021

Global connections and community outreach

- ✦ Participation in our annual Japanese Student exchange programme was unable to occur once again in 2021- we still were able to connect with our sister school Yasuda Primary School, Miyoshi City. Hiroshima through Skype meetings and letter writing experiences.
- ✦ Grandfriends Day was unable to go ahead in 2021 due to Covid restrictions
- ✦ Participated in the Barossa Vintage Festival in 2021
- ✦ Due to COVID-19 the annual ANZAC Day Dawn Service held at Nuriootpa was not held. However, the school captains and principal did attend the Cross of Sacrifice on the day and the School held its own short service and were able to lay a wreath in respect to those who have served.
- ✦ Australian Lutheran World Service – supported UOI's with student workshops, Redeemer hosted and many staff participated in "Walk My Way"
- ✦ Year 7's worked with local business to run their own business adventures at school, raising awareness and money for a wide range of charity organisations.
- ✦ Engagement with community organisations during Exhibition and Units of Inquiry– Action taken to support organisations connected to Sustainable Global Development Goals; food drive, clothing drive, recycling collection, Clean Up Australia events
- ✦ Raised money and awareness through Casual Days/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 offers a number of formal leadership positions for senior students in Year 6 & 7.
- ✚ 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 6 & 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 – Two Year 6s and two Year 7s from each house team were 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.
- ✚ In 2021 all Year 6 and Year 7 students attended a leadership development day led by Emma Graetz from Australian Lutheran College
- ✚ All of the house captains and school captains attended the GRIP Leadership Conference held in Adelaide.
- ✚ The South Australian Premier, the Honourable Steven Marshall visited Redeemer and spoke specifically about leadership to all Year 6 & 7 students.
- ✚ In 2021 a remodelled Student Leadership Structure was introduced ensuring all Year 6 & 7 students had a formal leadership role within the School.

Student outcomes in standardised National Literacy and Numeracy testing.

Students at or above the National Minimum Standards:

	Year 3	Year 5	Year 7
Reading	94	99	97
Writing	98	96	97
Spelling	96	97	100
Punctuation & Grammar	90	93	97
Numeracy	98	97	100

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, and 23 with Bachelor Degrees.

In 2021 all staff participated in Professional Learning opportunities. There was a wide range of whole school, smaller group Professional Development and a particular focus on differentiation and supporting students with learning disabilities and learning difficulties. In 2021, an average of \$735 per teacher was spent on Professional Learning.

Staff PD in 2021 included:

- The Social Mind 'Zones of Regulation' workshop
- AISSA 'Deep Learning & Teaching' 8-Part professional development series
- Brisbane, Melbourne & Sydney Study Tours
- 'Learning 4 All' professional development session
- AISSA 'Positive Behaviour Workshop' professional development session
- Powerful Partnerships 'Coaching & Learning' workshop
- LESNW 'Middle Leaders Lab' PD
- Australian Childhood Foundation 'Trauma Responsive Practice' professional development session
- ACARA 'Science & STEM: New Thinking' Workshop
- AISSA 'Youth Mental Health' professional development session
- Dyslexia Orton-Gillingham Institute Australia 'Yoshimoto O-G Multisensory Maths' professional development session
- MultiLit 'MacqLit' professional development sessions

Workforce Composition

	Number	FTE	Indigenous
Teachers	34	30.4	0
Non-Teaching	31	19.5	0
TOTAL*	65	49.9	0

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

School Income broken down by Funding Source - 2021

Source	2021	2021 %	2020	2020 %
Commonwealth Govt	\$ 4,841,318	59.4%	\$ 4,304,393	58.4%
BGA	\$ -	0.0%	\$ 10,000	0.1%
State Govt	\$ 1,240,174	15.2%	\$ 1,134,864	15.4%
State Govt- Capital Grants	\$ 135,000	1.6%	\$ 50,000	0.7%
Student Fees	\$ 1,680,538	20.6%	\$ 1,514,525	20.5%
Donations	\$ 1,139	0.0%	\$ 364	0.0%
Other Income	\$ 257,638	3.2%	\$ 356,921	4.8%
TOTAL	\$ 8,155,807	100.0%	\$ 7,371,067	100.0%

Post Year 7: School Destinations

Faith Lutheran College	19
Nuriootpa High School	17
Kapunda High School	0
Trinity College	2
Other	1
Total	39

Post Year 6: School Destinations

Faith Lutheran College	29
Nuriootpa High School	20
Kapunda High School	1
Trinity College	4
Xavier College	1
Other	1
Total	56

Student Attendance

Reception	95.8%
Year 1	95.7%
Year 2	94.2%
Year 3	94.7%
Year 4	95.5%
Year 5	94.2%
Year 6	93.3%
Year 7	94.0%
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 2021 our total student attendance rate was exactly the same as 2020 and 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 Village 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 2021 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