



YEARS

*Guiding children to become
their best self since 1962*

**Good Shepherd Lutheran School Angaston
School Performance Report
(of 2022)
May 2023**

As a condition for receiving Australian Government funding, Good Shepherd is required to report on specified school performance information.

1. Contextual information

Vision

Good Shepherd welcomes, with 'Open hearts', all students to provide a quality education for 'Inquiring Minds' in a value enriched environment which is informed by God's Word, the Bible.

Mission

Good Shepherd seeks to nurture individuals to become lifelong learners, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and according to, a cohesive world view while...

Living in community and reflecting characteristics of God through core values, especially Love, Justice, Compassion, Forgiveness, Service, Integrity, 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.

School Type

Good Shepherd is a Foundation to Year 6 School, built on the foundations established over the last 175 years of education by the schools of the Lutheran Church of Australia. In 2022 Good Shepherd celebrated 60 years of providing Christian education in Angaston.

Our children's education, in and out of the classroom, is a very important responsibility both for parents and our school. Our aim is to provide quality education, including the teaching of Christian values, in a caring environment which supports and encourages students as individuals and ultimately helps to prepare them for life beyond school.

The curriculum offered at Good Shepherd is designed to promote healthy growth in all aspects of our students' lives. We want our students to develop a strong and positive sense of self, to be prepared to meet the challenges they will face with confidence and have a broad repertoire of well-developed skills and abilities in all aspects of their being. We believe that in this way our students will be well equipped to participate in and serve the community.

Our approach to teaching and learning is based on the understanding that students learn best through experiences formed at school in learning communities with teachers and other students. We believe that it is vital for students to have a sense of ownership over their own learning. We emphasise key competencies, stimulate thinking skills, and utilise technology in order to create a challenging, exciting, self-motivating and enjoyable learning environment.

A successful learner graduating from Good Shepherd Lutheran School will be:

- Skilled to work cooperatively, collaboratively and individually
- A good communicator
- Flexible, so able to embrace change
- An active learner
- A life-long learner

Good Shepherd Lutheran School was evaluated by the International Baccalaureate Primary Years Program in October, 2022. The school met or exceeded requirements in every area. The Australian Curriculum outcomes for Mathematics, English, Science, History, Geography, Health and Physical Education are mapped with the PYP.

Characteristics of the Student Body

The following information relates to the number of Indigenous students, students from backgrounds other than English and students with assessed and certified disabilities (i.e. physical, intellectual ranging from mild to severe).

For Good Shepherd in 2021:

Indigenous Students	2
Non English Speaking Background	0
Students With Disabilities	20

Programs which directly improve student outcomes

- **International Baccalaureate Primary Years Program** – Good Shepherd was authorised in September 2011 as an IB school. Since becoming an IB school significant benefits

have emerged with improved behaviour management of students through the Learner Profile which proactively teach and encourage International Mindedness, improved engagement in learning through an inquiry-based philosophy, improved teacher planning and learning through collaborative planning and PD, improved action by students as a result of student learning.

- **In school testing** – In November Good Shepherd conducts its own standardised testing in all year levels from Foundation to year 6 in Spelling, Reading Comprehension and Mathematics. This provides another indicator to assess students' learning needs and to provide intervention as required.
- An **excursion/incursion** for units of inquiry. These are designed to enhance the unit of inquiry the student is engaged in and to consolidate learning through experiences beyond the classroom.
- **Camps** – Every class from Foundation to Year 6 attends a camp, sleepover or 'almost sleepover' which complements the learning promoted through the Units of Inquiry and aims to develop social, emotional, physical, intellectual and spiritual well-being.
- **Visiting artists and specialists** – these varied from visiting speakers, a martial arts group, 'Sport Clinics' – Baseball, Football, Hockey and Cricket, by various sports clubs.
- **Spiritual development** – Good Shepherd is a school of the Lutheran Church of Australia and provides Christian studies lessons as part of its curriculum. Class devotions and whole school worship occurs throughout the week for each student's spiritual development. Each class, once per term, leads the whole student body in worship with dance, drama, music, singing and prayer. School staff also engage in morning devotions and regular Bible study.
- **Pastoral Care** – In 2022 Good Shepherd was linked to 6 local Lutheran Churches including Angaston, Gruenberg, Gnadenberg, Keyneton, Eden Valley and Springton. Pastor Peter Ziersch and Pastor Robert Borgas provided pastoral care for the students through leading worship services and supporting staff and families of the school. Lutheran Community Care also provided a valuable service to our families and assisted with financial counselling.
- **Community Outreach** – the school is involved in the local community through its participation in the vintage festival parade, ANZAC day and Remembrance Day Services, Angaston Show, Reconciliation Day at the Barossa Bush Gardens, 'Story Time', buddy sessions and sports lessons with our little visitors from the Early Learning Centre, tree planting, community visitors, combined services with Zion and School Fundraisers for charity organisations such as the Cancer Foundation, Lutheran Community Care and Australian Lutheran World Service.
- **Co-curricular activities** – these included various lunch time clubs, 'God's Little Helpers' – our student sustainability group, ICAS competitions, SAPSASA, knock out sports, Goodies, House Day, Sports Day, Book Week. Concert, Grandfriends day, various in-house sports tournaments, Teacher Led 'Just Because' activities, challenge for charity, Colour Run, dress up days and other student 'fun days'.
- **Student Leadership Opportunities** – this ranged from School Captains, House Captains, God's Little Helpers, SRC representatives and class monitors to class buddies. It also involved formal leadership training for senior students with Grass Roots leadership training.
- **Staffing** – Good Shepherd has a talented and dedicated staff. As Principal I value the energy, skill, professionalism and commitment of the staff at Good Shepherd. Our teachers, administration and auxiliary staff add value to students' outcomes as positive role models to the school community.

Programs that indirectly improve student outcomes

- **Building communities** – Resources for various parenting courses and information is offered by the school Chaplain to support parents, information sessions for parents about the PYP curriculum, parent workshops run by various teachers, support for families through class carers, Valuing Safe Communities, fortnightly newsletters that

promote community functions. In addition, our playgroup, 'Building Blocks' continues to provide parents with practical support in parenting young children.

- **Volunteering opportunities for community members** – this included becoming a volunteer for 'the Goodies', helping on excursions, attending camps, participating in Parents and Friends fundraising activities, library helpers, class carers, classroom helpers, volunteering in EDEN and working bees, uniform shop and canteen helpers.
- **School Governance** – A representative and active school governing body enhances student learning opportunities by ensuring that the school is professionally and actively governed and organised. Sub-committees of the Board often utilise the skills and services of many experienced community members who bring innovation and ideas which, in turn, add value to Good Shepherd's programs
- **Community use of facilities** – Our grounds, playing fields, arts centre, classrooms and gym were used by outside private and community groups throughout the year ranging from worship services for the church parish service, oval for the local cricket club, the gym dance and netball teams, library for professional development, to rooms for workshops in parenting.
- **Visitors to the school** – The School frequently receives visits by groups/individuals to investigate a particular program which is offered or investigate our modern learning spaces. In 2022 Good Shepherd hosted student teachers who are in their final years of tertiary study, secondary students from other schools volunteer their time for community service within the classrooms, students in Year 10 undertake work experience in the school, accreditation groups and others. These all add value to the school, its students and teachers by improving its operation.

2. Teacher standards and qualifications

All teachers at Good Shepherd Lutheran School have satisfied the requirements of the Teachers Registration Board for registration including child protection training and a criminal history check to satisfy this requirement. All teachers have an agreed Professional Learning Plan aligned to the National Professional Standards for Teachers.

Teachers undertake an extensive certification program to accredit them as a teacher in Lutheran Schools and particularly as a teacher of Christian Studies. This can be achieved in a variety of ways from;

- Completing a Graduate Diploma of Theology in Education (1 year full time study) or
- Completing the Equip Pathways program which included a Spiritual, Vocational and Theological focus (3 years PD while teaching).
- Staff also complete Connect modules

In 2022 Good Shepherd was staffed by:

Mrs Anne Marschall	Principal
Mrs Fiona Mc Donald	Foundation teacher
Mrs Abby Mann	Yr 1/2 teacher
Mrs Jennifer Grieger	Yr 1/2 teacher
Mr Jayden Evans	Yr 3/4 teacher
Mr Daniel Hausler	Yr 5/6 teacher
Mrs Lara Hepner	LOTE German teacher (Term 1)
Ms Ynai Portor	LOTE German teacher (Terms 2-4)
Mrs Jodie Hampel	Arts/PE teacher
Mrs Fiona Lloyd	School Chaplain
Mrs Danette Mifflin	Admin Officer
Ms Sarah Loveday	Finance Officer
Mrs Rachel John	LSO/Librarian
Mrs Linda Fiebiger	LSO/Learning Support
Mrs Sonya Abdelmalek	LSO/Learning Support

Mrs Selena Grundel	LSO/Learning Support
Mr Brenton Klau	Bus Driver/Maintenance
Mr John Morgan	Maintenance (Term 1)
Mr Stephen Grieger	Maintenance (Terms 2-4)

Qualifications held by teachers include:

Masters Degree	1
Bachelor of Education	8
Grad. Diploma of Theology in Education or equivalent	4

Professional Learning:

Good Shepherd is committed to investing in the professional learning of its staff in order to deliver the best possible service to our community. In the 2022 school professional learning included:

- PYP workshops
- ICT training
- Connect workshops
- Regional Lutheran Principals meetings
- ACLE
- School Ministry conference
- Library Hub Groups
- NAPLAN analysis
- NAPLAN online training
- SA state group meetings IB PYP Coordinators
- Compli-Space training
- LESNW state Christian Studies leaders meetings
- MAZE training
- LESNW Finance meetings

3. Workplace composition, including Indigenous composition

In 2022 Good Shepherd Lutheran School workforce consisted of:

Teaching Staff:

3 Female/Full Time
3 Female/Part Time
2 Male/Full Time

Non Teaching Staff:

1 Female/Full Time
6 Female/Part Time
0 Male/Full Time
2 Male/Part Time

Currently there are no indigenous staff employed at the school.

4. Student attendance at school

Schedule C of The National Education Agreement states that student attendance is to be reported, "as an attendance rate generated from the aggregate number of actual days in

attendance over the number of days possible for the period”, and the period for collection as, “the last 20 days in May of each school year for non-government schools.

For Good Shepherd the attendance rate for the last 20 days of May in 2022 was:

Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
82.0%	84.0%	82.0%	82.0%	78.0%	91.0%

Non-attendance of students is reported/recorded electronically on the school’s data base. Parents are notified of student attendance each semester on their child’s report card.

For students whose absence is not explained by the parent/caregiver, the school makes contact with the parent on the day of absence.

5. Student outcomes in standardized national literacy and numeracy testing

National Benchmarks: (Ref ‘myschools’ web site for further information)

Students in Yr. 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) held in May. The 2022 data is tabled below.

Year Level	No of students	Reading	Writing	Spelling	Punctuation and Grammar	Numeracy
Year 3	14	100%	100%	100%	100%	100%
Year 5	13	100%	100%	100%	91%	100%

6. Parent, student and teacher satisfaction with the school

In 2022 families, staff and senior students of Good Shepherd Lutheran School participated in various surveys and reviews to provide feedback to the performance of the school.

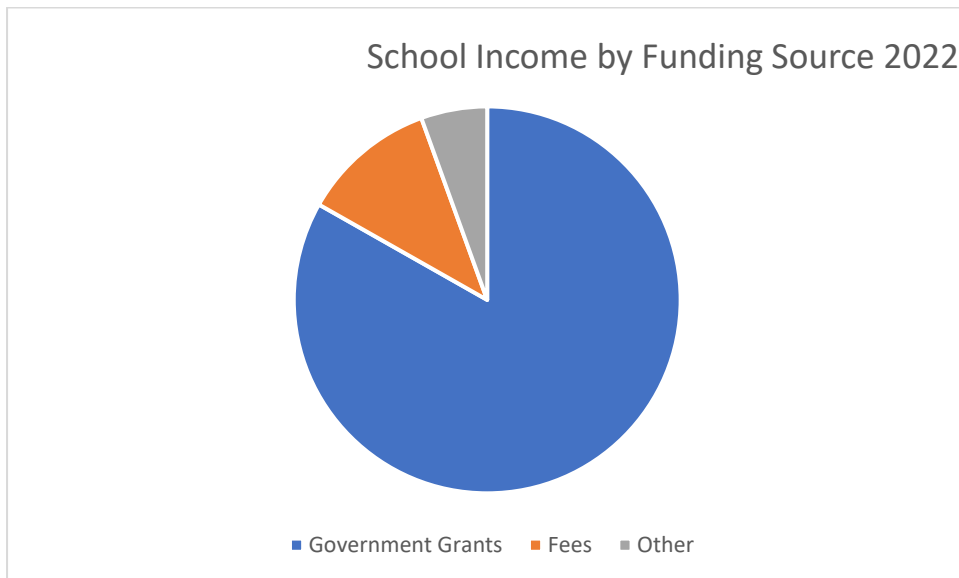
The surveys included the principal’s review, a parent review of the International Baccalaureate and a review of the school uniform.

Parents responded to the principal’s review with a high level of satisfaction in the way the school was being managed and the delivery of the action points of the strategic plan. Commentary included recognition that the last 2 – 3 years have been very challenging (due to Covid) and appreciation for how this was handled. Parents response to the IB survey was overwhelmingly in favour of retaining this curriculum framework and appreciation for the teaching and learning in the school. Parents, staff and students supported a review of the school uniform and moved to introduce a new active uniform in 2023.

Overall, the response of parents, students and staff regarding the activities of the school through these various surveys and review have been very positive and highlights that the school has much to celebrate while also identifying opportunities for growth. The IB review has given us areas for action especially in update of some policies, which will be prioritised.

7. School income by funding source: 2022

Government Grants	\$1,617,235.00
Fees	\$218,943.00
Other	\$107,538.00
Total Income	\$1,943,716.00



Government Grants	83%
Fees	11%
Other	6%

This concludes the School Performance Report for 2022 as per Government compliance.

Serving Together in Christ,

Anne Marschall - Principal