



School Annual Report 2011 (Based on 2010 data)

As a school of the Lutheran Church, Living Faith Lutheran Primary School offers an education where educational quality and relationships matter.

Living Faith celebrates its 10th anniversary in 2011. Situated in a rapidly growing area, the school now operates double streamed classes (two classes per year level) from Years 3 to 6 and triple streamed classes (three classes per year level) in Prep, Year 1 and Year 2. This staged growth, with the ongoing introduction of three classes at the Prep level, will continue until the potential size of 550 students is reached.

The spacious master planned site includes an oval, shaded fort and play areas, a handball court and cricket nets, an indoor sports centre and a natural play area where children can run, hide and build cubbies among the trees.

Classrooms are well resourced with interactive whiteboards in every room, and banks of laptops used between classes. Digital e-literacy material is used to support children's reading development.

School sector:

Independent

School's address:

Cnr Brays and Ogg Roads, Murrumba Downs QLD 4503

Total enrolments:

392

Year levels offered:

Prep – Year 6

Co-educational or single sex:

Co-educational

Characteristics of the student body:

Proportion Students:

Boys: 204 Girls: 188

Indigenous Students:

Boys: 2 Girls: 5

Distinctive curriculum offerings:

The core subjects incorporating literacy and numeracy are central to the school, while specialist subjects – German, music, sports and drama – begin at Prep and carry through all year levels. Teachers are preparing for the staged introduction of the Australian curriculum, beginning with Maths.

Christian Studies: Christian Studies is regarded as a Key Learning Area, the purpose of which is to introduce students to the teachings of the Christian Faith in a stimulating and challenging manner



All students from Years 3 to 6 have the opportunity to participate in the International Competitions and Assessments for Schools tests for English, Maths and Science, as well as the NAPLAN tests for students in Years 3 and 5. These results, along with teacher observation, assist us in best determining and meeting children's learning needs. Students from Prep to Year 1 also participate in a Perceptual Motor Skills programme, designed to develop both fine and gross motor skills.

A Learning Support programme offers additional support for students who may require this because of either a learning difficulty or disability or through having English as a Second Language. Extension classes are also available for students who meet the schools criteria.

All children from Prep to Year 6 attend swimming lessons. Inter-house competition in athletics and cross country championships are adapted to suit children of all year levels. Interschool sports gala days are provided during the winter term for children in Years 5 and 6. Students in Years 3 to 6 participate in "Dance Fever", a specialized programme that teaches social dance and culminates in an interschool dance completion. All Years 4 to 6 students participated in the 2010 biannual musical "Aladdin".

School camps are an important part of the programme, providing opportunity for students to operate independently in an external setting, forge new friendships and develop new skills. Beginning in Year 2 with an overnight stay and a visit to Underwater World, the camping programme culminates for Year 6 students in a weeklong camp at Carnarvon Gorge. Class excursions to a range of nearby venues support the curriculum and provide real life learning opportunities.

Senior students all have the opportunity to participate in leadership groups which give them experiences in serving the school or wider community through the organization of fund raising activities, leading games and activities for younger children, leading in worship or communication.

Extra-curricular activities:

An active after school sports programme – provided by either a sports teacher or specialist sporting groups - provides opportunities for children to develop additional sporting skills.

Likewise, specialist music tuition leading to performance in the school band or strings group is available as an addition to the classroom music programme.

The introduction of an after school chess club provides opportunities to participate in external chess competitions.

A senior debating team – trained by one of the staff - participates with success in interschool debates.

In the annual Boys Week and Girls Week, members of the school and church community join together to celebrate the unique characteristics of boys and girls. Each morning children and their parents arrive early to hear guest speakers and take part in activities specially designed for each gender. A culminating breakfast brings the weeks activities to an end.

International day, celebrated each year, provides children the opportunity to experience games, food and activities from a range of cultures.

The social climate of the school:

The employment of staff who are committed to their role as educators, who value the children in their care and provide a trustful and respecting learning environment are foundational to the climate of the school. However, teachers are not counsellors and in order to meet the emotional needs of children a chaplain, funded under the Federal Government's chaplaincy programme, works two days a week to provide counselling and support to children. The pastor of the Living Faith congregation is also available to support families should they so desire it.

Six central values - respect, responsibility, team work, doing your best, compassion and forgiveness – have been embedded into the daily life of the school through assemblies, classroom programmes and visually appear in every classroom.



Senior members of the congregation act as mentors for some students, visiting them in their classrooms each week to help with school work, chat or play a game together.

Relational management is based on a restorative justice model, which opens the way for communication between those involved and gives the chance for each to hear the viewpoint of the other before reaching acceptable consequences.

Anti bullying messages are communicated through the classrooms and assemblies, with students surveyed every three years.

Parental involvement:

A School Council provides input into the strategic direction and governance of the school. Meeting monthly, this body is responsible for the decisions which affect the long term future of the school. They are supported by sub committees for Buildings and Grounds, Finance and Marketing.

Rather than the traditional P&F structure, an active group of Event Coordinators oversee each year's fund raising activities. This group is supported by Class Parent Representatives who keep an eye out for families within the class who may need a helping hand through short term provision of meals, transport or someone with whom to share a cup of coffee.

A strong parent volunteer base supports the uniform shop, tuckshop and classroom programme, particularly reading. Likewise, active parent help is always appreciated and found on sporting events, class excursions or camps.

Lunchtime clubs across a range of activities are also available to students through the involvement of parents or friends of the school.

A parent library holds a range of materials related to everyday parenting issues, while information evenings provide the opportunity to learn more about aspects of parenting.

Parent, teacher and student satisfaction with the school

Satisfaction data:

Exit surveys are completed on departure (these are some of their comments):

Pastoral care – Very good, my child looks forward to Chapel on Wednesday, she always made sure she has done her chores so she could contribute to the bowl with her pocket money.

The school has a lovely community feel and I think that is very positive everyone feels welcome.

Academic standards – We feel our children have been encouraged to do their best and supported where necessary

SCHOOL SATISFACTION SURVEY RESULTS – 2010

The results below show the response to each question as a percentage of those who completed the survey

	1 Very satisfied	2 Dis- satisfied	3 Neutral	4 Satisfied	5 Very satisfied	TOTAL
Education						
with what your child is learning at this school?	0%	0%	2%	47%	51%	98%
with the standard of education provided?	0%	0%	2%	40%	58%	98%
with the spiritual development of your child?	0%	0%	0%	47%	53%	100%
that the school is developing your child's skills in literacy and numeracy?	0%	2%	0%	34%	63%	98%
that the school is developing your child's skills in the use of computers?	2%	2%	4%	38%	55%	92%
that the school is preparing your child for the future?	0%	0%	6%	42%	53%	94%
that your child is working to his/her ability?	0%	2%	11%	40%	47%	87%
with the interest that the teacher takes in your child?	0%	2%	8%	30%	60%	91%
with the quality of teaching your child receives?	0%	0%	9%	32%	58%	91%
with the pastoral care given to your child?	0%	0%	4%	50%	46%	96%
that staff are approachable when you want to talk about your child?	0%	2%	0%	34%	64%	98%
that the school keeps you well informed on your child's progress?	0%	0%	6%	44%	50%	94%
that your child is happy at school?	0%	0%	8%	33%	60%	92%
Behaviour						
that your child is treated fairly at school?	0%	2%	4%	48%	46%	94%
about the behavior of students at this school?	0%	0%	11%	55%	34%	89%
with discipline at the school?	0%	0%	8%	40%	53%	92%
that your child feels safe at school?	0%	0%	0%	46%	54%	100%
Extra - curricular						
that there is a good range of extra curricular activities? eg camps, excursions, sports,	0%	0%	15%	38%	46%	85%
with the swimming program currently being offered?	2%	10%	33%	35%	21%	56%
with the location of school camps?	0%	0%	20%	41%	39%	80%
with the cost of school camps?	0%	0%	25%	48%	27%	75%
with the frequency of class excursions	0%	0%	16%	49%	35%	84%
Grounds and resources						
that this is a well resourced school?	0%	0%	4%	45%	51%	96%
with the school buildings?	0%	0%	0%	36%	64%	100%
with the school grounds?	0%	0%	2%	42%	57%	98%
Other						
that the school makes you feel welcome?	0%	0%	2%	35%	63%	98%
that you have opportunities to participate in the life of the school?	0%	0%	2%	38%	60%	98%
that this is a school you would recommend to others?	0%	0%	2%	21%	77%	98%



Contact person for further information:

Title: Anne Maczkowiack, **Principal**

STAFFING INFORMATION

Staff composition, including Indigenous staff:

In 2010 Living Faith staff was made up of:

Full-time teaching staff:	19
Part-time teaching staff:	7
Full-time non teaching staff:	3
Part-time non teaching staff:	16

Applications for positions from indigenous candidates have not been received.

Qualifications of all teachers:

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0%
Masters	13%
Bachelor Degree	83%
Diploma	4%
Certificate	0%

Expenditure on and teacher participation in professional development:

Teacher participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Relational Management Training	All staff
Reading Partnerships	All teachers
Early Years project	6
Scaffolding Literacy's	3
Implementing National Curriculum – Maths	All teachers
Equip – reparation for teaching Christian Studies	4
Total number of teachers participating in at least one activity in the program year	25

Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
26	\$27,255	\$1,048



The total funds expended on teacher professional development in 2010 were \$ 27,255
The major professional development initiatives were as follows:

Projects to enhance the explicit teaching of literacy: reading partnerships, scaffolding literacy's, Relational Management and Maths investigations.

The participation of the teaching staff in professional development activities during 2010 was 100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
47	7144	213	97%

For permanent and temporary staff and school leaders the average staff attendance rate was 96.4% in 2010

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
20	20	100%

From the end of 2009 100% of staff were retained for the entire 2010 school year

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

<i>Number of school days in program year</i>	<i>Total number of all students</i>	<i>Total number of all student absences</i>	<i>Average Attendance Rate %</i>
73594	789	4155.5	94.35%

The average attendance rate for the whole school as a percentage in 2010 was 94.35%

Average student attendance rate for each year level:

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2010</i>
Year Prep	94.5%
Year 1	94.7%
Year 2	94.9%
Year 3	94.4%
Year 4	93.9%
Year 5	94.6%
Year 6	93.3%

A description of how non-attendance is managed by the school:

Illness or travel is the two main reasons for any extended absences. If not informed of the reasons for student absence, these are followed up via a SMS on a daily basis.

NAPLAN results for Years 3 and 5 2010

BENCHMARK DATA 2010

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2010)	423	414	97.9%
Year 5 (2010)	502	487	100%

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2010)	414	419	93.9%
Year 5 (2010)	481	485	96%

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2010)	399	399	98%
Year 5 (2010)	481	487	92%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2010)	433	417	98%
Year 5 (2010)	500	500	94%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2010)	397	395	100%
Year 5 (2010)	495	489	100%