



CALVARY
LUTHERAN PRIMARY SCHOOL



5 Windsong Court
Morphett Vale SA 5162
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www.calvary.sa.edu.au
ABN 57 186 154 097

...relationships
engagement
achievement
christ-centred
holistic learning

Calvary Lutheran Primary School - 2023 School Performance Report

Contextual Information:

Calvary Lutheran Primary School is a systemic school of the Lutheran Church. We belong to Lutheran Education SA/NT/WA and are members of the Association of Independent Schools of South Australia.

Calvary Lutheran Primary School together with parents and caregivers pursues excellence in learning for each child while nurturing them in the Christian faith. It aims to provide richly for the spiritual, academic, cultural and physical development of its students in a safe, attractive and caring environment.

Established in 1983 Calvary is located in Morphett Vale, an established southern suburb which is a 45-minute drive from the Adelaide CBD with easy nearby access to the southern expressway.

Calvary has modern well-equipped buildings, spacious secure grounds and a pleasant elevated coastal outlook.

Calvary is a small school, with a total enrolment of 206 at the end of 2023.

The curriculum is designed to cater for the child's total life by providing the opportunity for the child's spiritual, physical, mental, social and emotional growth. It is based on current educational theory and practice. It considers the State Government's goals for schooling and the Australian Curriculum in major learning areas. Time is devoted to daily worship and to the study of God's Word. The curriculum for Christian Studies for Lutheran Schools in Australia is the Christian Studies Curriculum Framework (CSCF).

Instruction is provided through the delivery of the Australian Curriculum in the following learning areas.

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages



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For more information, please view the following site.

<http://www.australiancurriculum.edu.au>

Our strong worship and Christian Studies programs affirm for our children and families the central beliefs and truths of the Christian faith being are at the core of everyday school life at Calvary.

The worship and cultural life of Calvary are particularly enhanced by its strong music and performing arts programs along with LOTE - Japanese and Science which are taught as specialist subject areas.

Through music, many children are presented with opportunities to develop their God given talents and skills. They are encouraged to participate in and contribute towards the corporate life of the school, congregations and community.

Calvary employs a full-time Learning and Teaching Leader - Student Diversity, as well as a full time Learning and Teaching Leader - Student Counsellor, a part time Learning and Teaching Leader - Teacher Quality, a full time Learning and Teaching leader - Wellbeing , a part time Chaplain, a part time IT Coordinator, part time Curriculum Leader and a part time Art Therapist and there is a particular focus on assessment and early intervention.

Our parent community is involved and welcoming. Parents and caregivers have an integral role to play within the school. Various groups are run through the school, helping to facilitate a thriving community feel at Calvary. These groups assist in fundraising, and organising community events throughout the year, as well as acting as liaisons between staff, parents and the school council through various committees.

Our Community Focused approach, 'Calvary Community Hub', continues to strengthen and grow with connections being made weekly with local community service providers.

The focus of 'Calvary Community Hub' is to connect families from within the school to the wider support agencies and networks within the community.

We have an allocated staff member, Wendy Dohnt, who oversees the 'Community Hub' program here at Calvary Lutheran Primary School. This is a school funded position. Wendy is also the school Chaplain.



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Calvary Lutheran Primary School offers a weekly breakfast club as well as lunch time activities for students throughout each term. These are student designed and run.

Calvary also offers before and after school care (OSHC) as well as Vacation Care through Camp Australia and has the Calvary Kindergarten on the same campus. There is a positive working relationship between Calvary Lutheran Primary School and Kindergarten with a smooth transition provided for students from one to the other.

Future growth and development of the school is directed through the implementation of the strategic plan which is developed as a co-operative between parents, caregivers, staff and the school council. As the plan sees fulfilment of its objectives, it is reviewed and reshaped to give the school community a clear and defined direction.

Calvary offers opportunities to the wider school community providing opportunities for indirect ways of improving student outcomes.

These include:

- Excursions
- Camps
- Swimming and aquatics
- Sport (competitive and non-competitive)
- Individual instrumental tuition
- Bands
- Choir - Specialist vocal teacher coordinates Choir
- Concert
- Breakfast club

Workforce Composition:

Calvary Lutheran Primary School's workforce consists of:

Teaching staff

8 x female full time

6 x female part time

1 x male full time

Non - teaching staff

9 x female full time

3 x male full time

3 x female part time



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Leadership staff - nonteaching

- 3 x female full time
- 1 x male full time
- 1 x female part time

Currently there are no Indigenous staff at Calvary.

Teacher standards and qualifications:

All teachers at Calvary Lutheran Primary School have satisfied the requirements of the Teachers Registration Board, including child protection training and a criminal history check. In addition to this, staff who teach Christian Studies are either accredited by Lutheran Education Australia or are about to become so. Teachers are required to undertake additional professional development in order to extend their skills in their profession.

Qualification	Number attained
M.Ed	1
M.A (Education)	1
Grad. Dip. Th. Ed.	2
Lay Worker Accreditation (LCA)	1
B. Ed. (UP/lower Secondary)	1
B. Ed (JP/Prim)	9
B. Arts	1
Dip. Counselling	1
Dip. T	1
Dip ECE Education	2
B.Ed Honours in Special Needs and Inclusive Education	1
B. Arts Drama	1
Bachelor of International Studies	1
Cert 3 in Community Studies	1
Library Information Tech	1
Diploma of Accounting	1
M. Teaching Primary/B. Arts	1
Dip. Lutheran Education & Theology	1
B. Disability Studies	1



Spiritual Life

Staff Devotion – each morning begins with devotion, commencing our working day with a reminder of our relationship with Jesus and of our mission. Each Thursday there is opportunity for staff to participate in a combined campus devotion together with Calvary Kindergarten and church office staff. This also presents a valuable opportunity for campus sharing.

Calvary also employs a Chaplain 0.4 FTE who is integral to the Spiritual and wellbeing culture of the school.

Class Devotion

Each class has a devotional area where children gather daily to hear God’s word, pray and sing praises to him. As children progress through the school they become increasingly involved in the planning, preparation and leading of devotions.

Chapel

Friday afternoon’s whole of school worship continues to be a weekly highlight for our community. Weekly Chapel is supported by the school Chaplain, students, members of the Leadership team and staff as well as other community members. Our student musicians serve us well through the chapel band. We especially record our thanks to Helen Menzel for her voluntary organisation and leadership of our chapel band.

Student Attendance:

Student attendance is monitored daily with parent/caregiver contact made by 9.30am when a child is absent without explanation.

2023 Attendance Data

Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	89%
Indigenous students	83%
Non-Indigenous students	90%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	59%
Indigenous students	43%
Non-Indigenous students	60%



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Christian Studies

The Christian Studies Curriculum Framework (CSCF) is used by all Lutheran Schools nationally. Teachers provide regular lessons in Christian Studies. All classes study the same unit at different levels. The unit theme is also used as a basis for our chapel worship and is communicated through our weekly newsletter. Calvary has two key teachers allocated to this Curriculum area. Maria Denholm and Sarah Dodd support and assist staff to deliver the Christian Studies Framework at a class and whole school level.

Curriculum

Calvary continues to engage staff in ongoing professional learning to support them with the delivery of the Australian Curriculum.

Complimenting the National Curriculum is Christian Studies.

We utilize the language skills of Hayley Aston (Japanese) for our Language program from Foundation to Year 6 with 1-hour Japanese lessons each week.

Our music focus teachers are Angela Fox and James Cameron.

The Learning and Teaching Leader - Student Diversity, is under the coordination of Sam Bailey. Sam has been overseeing student diversity for 8 years and has proven to be instrumental in providing ongoing and targeted support for students. Under Sam's leadership we have introduced Mini-Lit for students in Foundation to Year 2 and Multi-Lit and Mac-Lit for students in Years 3 to 7 which has a specific focus on the development of Literacy skills.

Multisensory Structured Language (MSL)

At Calvary, we use the Multisensory Structured Language approach as the basis for our Literacy lessons in the Junior Primary years of schooling. Students are explicitly taught the links between graphemes (letters) and phonemes (sounds) and how to apply their sound knowledge to read words and texts and connect this with spelling. They are encouraged to use a variety of senses, including visual, auditory and kinaesthetic - tactile, to create different pathways in their brain to support memory and retention of learning.

Staff have developed a scope and sequence and teacher and student resources to support the direct, systematic instruction of phonics in line with current research around effective practices in literacy teaching. Students are provided with



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opportunities to read decodable texts and use resources which align with our scope of sequence to support their reading skills to develop.

OSHC

Our Out of School Hours Care (OSHC) facility is another wonderful blessing to the school and the families who use it. Supplemented by the adjacent playgrounds it is a much-loved place of care for students before and after school. The management and daily operation of this service is under the management of Camp Australia.

Congregational Assistance

Members of our congregation continue in many ways to show an active interest in and support for Calvary school. This is evidenced physically through Pastor and his church team, through the weekly organisation and delivery of Chapel Café, through donations and assistance and participation in our major fundraising events. It is also present and practised through prayer support, personal contacts and fellowship contacts. Similarly, there is significant assistance provided to Calvary Kindergarten which also indirectly in time benefits the school. We value this special relationship.

Volunteers

We particularly thank those of our school community who volunteer their services on our various committees/service groups.

Some students commenced working with parent/caregiver volunteers in Learning Assistance Programmes which are also planned and coordinated by Sam Bailey.

Memberships

Calvary enjoys the benefits of its member association with
LESNW (Lutheran Education South Australia, Western Australia and Northern Territory)
LEA (Lutheran Education Australia)
Association of Independent Schools of South Australia (AISSA).

Community Feedback and Satisfaction

Community feedback and involvement are crucial to help us continue to improve the service we offer.

Feedback occurs through a number of sources, both formal and informal.

These include newsletter response slips, student feedback both written and verbal to teachers, parent/caregiver feedback in meetings and informal discussions and parent engagement surveys.



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Parent involvement in school events, in fundraising and as volunteers are also good indicators.

Excursions/Incursions/Camps

Our children enjoyed a range of visiting groups, excursions, camp and performance activities this year:

- Swimming at Noarlunga Leisure Centre
- Netball Clinics
- Choir Music Workshop
- Band Music Workshop
- Excursion to Maritime Museum
- Excursion to River Mouth at Port Noarlunga South
- SAPSASA District Athletics
- Reef Walk
- Life Education Van
- Footsteps Dance Company
- Cleland Wildlife Park
- SA Museum & Migration Museum
- Tennis Clinics
- ANZAC Representatives
- Wirraway Camp - Strathalbyn
- Growth & Development Program
- Book Week
- School Concert rehearsals and performances
- Music Performance Evenings at Hopgood Theatre
- Surf, Water Safety talk (South Port SLSC)
- Migration Museum Excursion
- Aquatics at Port Noarlunga
- SEDA football and Basketball clinics
- Music is Fun

Strategic Planning

An Explicit Improvement Agenda

Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.

An improvement agenda is evident when the governing body and leadership team have established an improvement agenda that is situated in current educational research that is described in how measurable improvements in student outcomes can be achieved. A futures focus is also a critical lens for strategic planning as schools prepare students to enter a vastly different and fast changing world.

This strategic intent builds on the previous strategic document developed in 2015 and aims to prepare all students who learn at Calvary Lutheran School to be able to REACH



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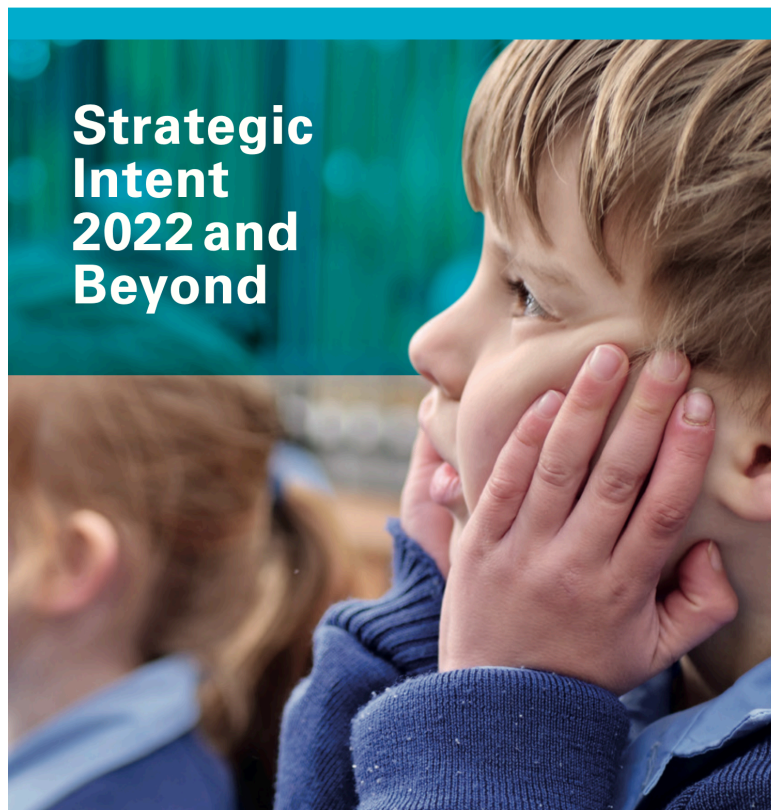


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for success in relationships, engagement, achievement, Christ centred holistic learning.



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REACH FOR SUCCESS!

A Calvary kid is always REACHing for success. This Strategic Intent 2022 and Beyond captures our intentions to pursue excellence in learning for each child while nurturing them in the Christian faith so that they are able to REACH for success - Relationships, Engagement, Achievement, Christ-Centred and Holistic learning.

Calvary aims to:

- Positively promote the Christian foundation, Lutheran ethos and culture of the school
- Proactively engage with families to support them in their understanding of the Christian context of the school
- Ensure that we continue to place high priority on the needs of the whole child
- Engage with young people and their families in a manner informed by the Gospel, including further embedding of Restorative and Trauma Informed practices
- Ensure that our school continues to uphold its reputation of being a high quality educational site that is caring, warm and inclusive as a community

- Strive to shape Christian Spirituality that resonates with young people and families in the digital world of the 21st Century.

The activities and goals of our Strategic Intent are organised as four pillars:

REACH for success in Learning, Wellbeing, High Quality Teaching and Partnerships. These pillars are aligned with and support the achievement of our school REACH philosophy and are also synergetic with the vocational practices outlined in the Growing deep framework: Excellence in learning; Ongoing improvement and innovation; Strengthening Lutheran identity; Community building; and Leading effective organisation and management.

Our REACH philosophy also extends to include a fifth pillar – to REACH for success in the intentional and planned stewardship and sustainability of our community, facilities and resources, to ensure sound governance and the smooth running of the day-to-day responsibilities of a high-functioning school. It is the intention that all strategic decision making reflects our school's aims and REACH philosophy.



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REACH FOR SUCCESS: LEARNING

Learning at Calvary is both purposeful and personalised.

Learning is organised to be systematic and structured to evoke students' interests, critical thinking and learning in a meaningful way. At this same time, recognising the three-dimensional structure of the Australian Curriculum and the fast-paced complexity of a VUCA (volatile, uncertain, complex, ambiguous) world, the development of agency in students is a critical element of our learning philosophy. This is undertaken through student's personal goal setting and monitoring using the Calvary Learner Map.

Our key strategies to achieve this include:

- Maintaining our REACH focus and implementation of the Calvary Learner Map
- A structured literacy approach that intentionally supports the development of phonological and phonemic awareness skills in the early years
- Timely and transparent communication about student learning with parents
- Continuing to investigate evidence – based approaches to student intervention in literacy and numeracy.

REACH FOR SUCCESS: WELLBEING

At Calvary we recognise that wellbeing has an important reciprocal relationship with learning, enhanced mental health and responsible life choices.

We believe that it is our role to support our students to grow as contributing citizens, with positive self-worth and effective strategies for self-regulation, connection and transference. Wellbeing is vital for all and extends to the families, staff and others who are part of our community.

Our key strategies to achieve this include:

- Our REACH philosophy and wellbeing data inform our wellbeing rationale
- Our commitment to restorative practices
- An intentional focus on supporting students in the early years of schooling to develop affirmative language and social skills
- Proactively fostering an environment that builds our individual and collective wellbeing.



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REACH FOR SUCCESS: HIGH QUALITY TEACHING

Our teachers are central to the success of our young people. Therefore, we are committed to the development of a quality teaching team whose practice is informed by contemporary evidence and practice, fostered through a positive and professional culture. We are dedicated to supporting our staff to develop both quality instructional practices and to have skills and dispositions that support the personalising of learning that will enable their students to REACH for success.

Our key strategies to achieve this include:

- Developing guiding principles of student agency informed by our student's understanding of how they learn best
- Deliberate use of diagnostic data, collaborative planning and reflection between teachers, and intentional instructional coaching
- The purposeful and strategic professional development of all staff
- Consistent schoolwide implementation of the Berry Street Education Model to increase engagement of students and support their social and emotional development.

REACH FOR SUCCESS: PARTNERSHIPS

We know it takes a village to raise a child and recognise that it is the interactions of those in this community that are critical for children to grow in a safe and healthy environment. Everyone in our community is unique and Christ's invitation of Grace is extended to all. We are committed to valuing and connecting with our current community and intentionally growing our external partnerships, because we believe that together we are stronger.

Our key strategies to achieve this include:

- Proactively encouraging the ongoing involvement of parents in their child's learning and within the school community
 - Providing opportunities for young people and families to shape a contemporary world view of Christian spirituality
 - Connecting with and supporting families by establishing a Community Hub.
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REACH FOR SUCCESS: STEWARDSHIP AND SUSTAINABILITY

It is our intention that all strategic decision making reflects our school's aims and REACH philosophy and that we foster high standards of corporate governance, identifying and responding to matters that impact our capacity to implement our plan. It is this strategic stewardship and focus on sustainability that will underpin the smooth running of the day-to-day responsibilities of our high-functioning school.

Our key strategies to achieve this include:

- Robust mechanisms that support quality corporate governance
- Business and facility plans that work synergistically to ensure quality infrastructure, administration and facilities, now and into the future
- Our school being well-known through our reputation and giving back to community, so that we continue to grow and be accessible to all.



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NAPLAN 2023:

2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	378	383	368	381	374
Year 5	480	434	450	452	450

NAPLAN participation for this school is 99%
NAPLAN participation for all Australian students is 95%

Physical - grounds and facilities

Our school is blessed with a full time Maintenance and Grounds staff member - Mr Steve Ebert.

Significant financial assistance from the Australian Government and the valued continuing fundraising efforts of our parent community have made possible the continuing development of our facilities.

In addition, our regular maintenance and upgrade programmes which includes painting, re-carpeting, the regular servicing and tagging of all fire and electrical/air-conditioning equipment faithfully continues.

Professional Development

Calvary staff view themselves as life-long learners.

There are three lead-in days to the commencement of the school year and the first day of each school term is dedicated to professional development, sharing and organisation.

Staff meetings are held weekly with a Professional Learning Team meeting on a fortnightly rotation.

Each morning there is a whole of staff gathering for devotional/organisational and professional sharing.



Key areas of focus for 2023 included:

- Playberry
- Student Agency
- BSEM - Trauma informed Practice

Estimated income 2023:

The school receives funding from a number of different sources. We acknowledge not only the funding provided by the Commonwealth and State Governments but also the significant and substantial level of tuition fees paid by families.

The sources of income received by the school in 2023 are shown below:

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 223.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	3,061,356	13,728
State / territory government recurring funding	865,390	3,881
Fees, charges and parent contributions	541,171	2,427
Other private sources	74,765	335
Total gross income	4,542,682	20,371
Less deductions	95,051	426
Total net recurrent income	4,447,631	19,945

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	45,000	95,000
New school loans	0	0
Income allocated to current capital projects	0	25
Other	610,568	823,995
Total capital expenditure	655,568	919,020

