

LUTHERAN SCHOOL WAGGA WAGGA



ANNUAL REPORT 2019



On 24 May 2019 our school proudly accepted a certificate from the NSW Government to recognise the operation of a healthy school canteen.

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1. INTRODUCTION

This Annual Report gives an overview of the programs and opportunities provided for our students and what was achieved at Lutheran School Wagga Wagga during the year 2019.

Highlights for the year included:

- The achievements of students through their day to day learning tasks and participation in the various events and competitions, International Competitions and Assessments for Schools (ICAS), Mathematics Olympiad, chess, Tournament of Minds, sport and music.
- The implementation of a research based, whole school spelling program (SMART Spelling) to ensure consistency of language and teaching practices across K-6.
- The implementation of the new NSW Education Standards Authority (NESA) Science and Technology Syllabus led by a group of staff (the Research to Practice team) in conjunction with an Association of Independent School New South Wales (AISNSW) consultant.
- The successful NESA application processes for school re-registration, and for the school to be an approved Teacher Accreditation Authority (TAA), and the very positive and affirming feedback on the school's programs offered by the visiting NESA inspector.
- Staff and students being introduced to the labyrinth with various temporary labyrinth designs being made available around the school.
- The Year 6 organised Variety-a-thon that raised \$10000 for the construction of a new stage in the school hall/chapel (the students' legacy gift).
- Our school canteen being awarded Healthy School Canteen certification, one of the first non-government school canteens in the district to receive this award.
- Wider school community involvement in the Family Fun Night, Grandparents Day and the biennial Sustainable Living Festival.

Our school offers a comprehensive and enriching program to help each student grow to their full potential. Many of the programs and opportunities the school provides for students are outlined in the following pages. I commend this report to you and congratulate our students, staff and parents on what has been achieved at Lutheran School Wagga Wagga during 2019.

Peter Weier
Principal

2. A MESSAGE FROM THE SCHOOL BOARD

We continue to be blessed and provided for by God each year at our school. For 2019, Lutheran School Wagga Wagga (LSWW) commenced the year with 342 enrolments and 39 staff members. At the August census there were 347 students enrolled.

We welcomed back Michelle Bosley as a Board member. The Board sincerely thanks all members for their service and dedication to the School Board that met eleven times throughout the year.

Our school completed the NESA school re-registration process and was approved for the years 2020-2024. As part of the re-registration requirements, the School was approved as a Teacher Accreditation Authority (for the purposes of managing the accreditation of teachers with NESA). We thank everyone involved in making sure that the necessary documentation and policies were up to date and implemented.

The Board updated and reviewed many policies, as well as receiving regular reports from the Principal, Business Manager and Finance Committee. Board members attended an AISNSW Governance Workshop in conjunction with St Paul's Henty Board members providing opportunity to interact with peers and learn from their experiences and to meet Board professional development responsibilities required by NESA.

We are very thankful for the leadership provided by Mr Peter Weier (Principal) and the support of Mr Dylan Evans (Acting Deputy Principal) and other executive staff. Mrs Bec Franke (Deputy Principal) resigned at the end of the year after 12 months maternity leave. We thank Mrs Franke for her four years of service to our school. We welcomed Mr Dylan Evans as the successful applicant for permanent Deputy Principal.

Five priorities were identified in the strategic plan for 2017-2019. These priorities continue to guide the school's annual school improvement plans. The Board thanks everyone involved in the planning process and continues monitoring how these priorities are achieved.

The parent survey again provided a valuable opportunity for parent feedback and engagement. The annual survey helps guide improvements and communication between parents and school.

We continue to value the ongoing partnership we have between the school and the Bethlehem Lutheran Congregation with this partnership a strategic priority identified in the strategic plan. Students, teachers and staff participating in Sunday worship throughout the year is one way in which we have enjoyed serving our Lord together with the congregation. The congregation supports the Christian education program of the school through the gift of Bibles to each student in Kindergarten and Year 3 and other small gifts to highlight the significance of Easter and Christmas as Christian celebrations. The congregation provides prayer support for students and staff.

We are very grateful to God for all that is provided and offered to students and families at LSWW where excellence in education integrates with sharing the love of Jesus and the grace of God. We pray for God's continued blessings for 2020.

Respectfully submitted

Johanna Stanton
Chairperson

3. CONTEXTUAL INFORMATION ABOUT OUR SCHOOL

Lutheran School Wagga Wagga is a co-educational Kindergarten to Year 6 primary school. Our school was established in 1982 by the Bethlehem Lutheran Church in Wagga Wagga to serve our community by providing a Christian values based education.

We are part of the Australia wide system of Lutheran schools known as Lutheran Education Australia (LEA). We have at our core the Lutheran Education Australia (LEA) values of love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation as outlined in LEA's 'Living in Community' (see Appendix 1). Our school adds the value of 'respect' to our core values.

Our values guide us to strive to provide each student with a caring, safe, supportive and stimulating environment to develop their full range of abilities and talents. Our school motto, 'Learn and Grow in Christ', focuses our efforts on the uniqueness of each student and our desire for them to develop all their abilities in all areas of their lives.

The school's teaching and learning program is based on the curriculum guidelines provided by the Australian Curriculum and the NSW Education Standards Authority (NESA). The Christian Studies Program of LEA is also included in the school's curriculum program.

To achieve our aims, our skilled and high quality teaching and support staff implement programs and activities that cater for a range of academic abilities and enhance student welfare. In addition to general classroom teachers, the school employs specialist teachers in the areas of Music, Physical Education, and German Language. Throughout 2019 all students attended weekly timetabled lessons with each specialist teacher.

Our Curriculum Coordinator, Learning Enhancement Teacher and learning assistants work with students and classroom teachers to reinforce classroom learning with students needing some extra support as well as with those seeking extension. A part time school chaplain (4 days per week) leads the school's worship program and provides spiritual, emotional and social support for students, staff and school families.

Strong community support over the life of our school has enabled us to continue to provide well-resourced facilities to support student learning. In addition to well-equipped classrooms and spacious grounds, our Learning Resource Centre provides an extensive library collection of resources for students, staff and parents. Our school has a well-developed Information Communications and Technology (ICT) infrastructure with interactive whiteboards in every teaching space as well as laptops and iPads for student use. In Year 6, each student is provided with a laptop computer for daily classroom use. Class sets of digital devices are available for use in all year levels.

All children in Years 3-6 are involved in year level camps. In 2019, Year 3 had an overnight stay at the nearby Borambola Sport and Recreation Centre while Year 4 spent two nights at the Great Aussie Holiday Park near the Hume Dam. Year 5 had two nights away visiting a gold mine in Bendigo, Sovereign Hill in Ballarat and the Old Melbourne Gaol. Year 6 students had the opportunity to participate in the annual Canberra trip that focused on our country's government and history as a nation. All year levels experienced curriculum related incursions or excursions during the year.

Throughout 2019, Years 2-6 students had opportunities to compete in interschool swimming, cross-country and athletics competitions. Years 3-6 participated in local interschool sports gala days. Talented students were able to compete at regional and state levels. Kindergarten students participated in a perceptual motor program to enhance their motor skills and coordination while all K-2 students participated in swimming lessons and the annual athletics day. School teams also competed in snow sports and mountain biking events.

All students participated in a Variety-athon, organised by the Year 6 students, to raise funds for their legacy (leaving) gift to the school.

In addition to the compulsory activities that form our program for all students, the school offered a variety of extra-curricular experiences for interested and/or talented students. Individuals and school teams participated in various academic competitions including the ICAS Mathematics, English, Writing, Spelling, Science, and Computer Skills Competitions, Spellmaster and Mastermind competitions, robotics, chess and craft clubs, and a Muddy (gardening) club. School teams competed in Tournament of Minds and an interschool chess competition. The Premier's Reading Challenge gave a focus to regular reading outside of school. Students were able to learn a musical instrument through weekly lessons with visiting teachers from the Riverina Conservatorium of Music or join a choir, the drum circle or recorder group. Weekly speech and drama lessons were also available at the school. Individuals competed in the local Eisteddfod.

Parents continued to be involved in the life of the school in a variety of ways. Through the Parents and Friends' Committee (P&F), a parent representative is elected to the School Board. Parents are also invited to be members of sub-committees of the governing body. During 2019 parents contributed to the finance sub-committee of the School Board and as members of the Uniform Reference Group. Parents also gave their time to act as class care coordinators to help share information, welcome new families, build community and support school families with meals or transport needs when unexpected circumstances arose.

The P&F has a friendraising as well as a fundraising focus. Activities included Mother's and Father's Day Stalls, and the biennial Sustainable Living Festival. P&F funds covered the cost of the Life Education Program for all students and contributed to the Year 6 Graduation celebrations.

Parents volunteered their time to help with the perceptual motor program, student reading, canteen operations, school disco, excursions and camps. Parents also coordinated and ran the school's major fundraiser and community builder, the Sustainable Living Festival, and assisted with Grandparents Day. During the year, parents shared their feedback and opinions through the annual parent satisfaction survey, opportunities to comment on uniform options and a survey on the school's practices in reporting student progress.

In 2019 our school served 239 families, with a student population (at the August Census) of 347 students comprising 159 girls and 188 boys. This included 5.8% of students who are differently abled and 17.8% of students with a language background other than English. Indigenous students made up 1% of the student population.

4. STUDENT PERFORMANCE IN NATIONAL AND STATE WIDE TESTS

Literacy and Numeracy Assessments

Lutheran School Wagga Wagga participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Below is information on how the school performed in the national tests and how we compared against similar schools and against national average scores.

A full and detailed report on our student's performance can be found at www.myschool.edu.au

READING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	474	437	469
Year 5	531	509	534

WRITING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	459	430	447
Year 5	498	479	495

SPELLING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	464	429	454
Year 5	524	508	529

GRAMMAR AND PUNCTUATION			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	505	448	484
Year 5	517	506	531

NUMERACY			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	460	415	445
Year 5	518	501	529

5. STAFF PROFESSIONAL LEARNING

Professional Learning

During 2019 we provided professional learning opportunities to further enhance the skills and abilities of our teaching and support staff. Two whole school initiatives were major focuses this year; SMART Spelling program and training, and the Research to Practice project. The latter is an 'inquiry spiral' approach developed and led by the Association of Independent Schools New South Wales (AISNSW). These involved all teaching staff engaging in professional learning on the explicit strategies needed to teach students spelling as well as the implementation of the new Science and Technology curriculum. As a school we value the quality of our experienced teaching staff, but educational practice needs to continually respond to the growing body of research into learning that is available to us. The extent to which students will engage with their learning depends on the stimulating, challenging and contextual learning experiences developed by teachers. To enable individual staff to be the best they can be for our students, it is essential we support their professional learning. To assist all our teaching staff, we embarked on a journey of self-reflection and self-directed professional development. Our Individual Professional Learning Plans (IPLP) were formally introduced and our teaching staff were supported by 'coaches' who undertook a two day training course with Growth Coaching International.

In addition to the specific and deliberate learning opportunities listed in the table below, we continued to provide intentional and planned professional conversations in regular teacher meeting times that centered on classroom practice and student learning. We strive to continue to build our professional learning community.

PROFESSIONAL DEVELOPMENT (PD)	FOCUS	NUMBER OF STAFF
Royal Lifesaving Society Resuscitation update	Update resuscitation and Epipen training	Teaching and non-teaching staff
SMART Spelling	Online training modules 1-6 Research based approach to teaching spelling	Teaching staff
Dynamiq – Emergency Plan updates	What to do in an emergency? – Training update	Teaching and non-teaching staff

Association of Independent Schools New South Wales (AISNSW) Research to Practice – Spiral of Inquiry	Using research and data collection to inform teaching practice in the area of Science and Technology, including scope & sequencing	6
Association of Independent Schools New South Wales (AISNSW) Research to Practice – Creating contextual and authentic units	Using research and data to create new Science & Technology units in our school	Teaching staff
Child Protection Legislative Training	NESA	Teaching staff
PDHPE Curriculum Familiarisation AISNSW	Unpacking the new curriculum	Teaching Staff
Music Professional Development MUSICA VIVA	PD to support the teaching of Music in the classroom	1
LEA - Christian Studies	Inquiry based learning with Anne Dohnt	Teaching staff
Labyrinths with Peter Bean	Mindfulness for staff and students	Teaching and non-teaching staff
AISNSW – National Consistent Collection of Data (NCCD)	PD to support the school in implementing the NCCD and make consistent judgments in a systematic way	2
Lyn Stone – The Pen is Mightier than the Sword	Accommodations for student learning – dyslexia and dysgraphia	1
AISNSW Enrolling and Supporting Students with Diverse Needs	An executive approach to enrolling students with additional needs	1
Reading Intervention Training	MacqLit, MultiLit and MiniLit training	3
LEVNT – Learning Support	Learning support Hub Meetings	1
AISNSW – Biannual Student Service Conference1	Improving understanding of inclusive practices to address academic and behavioural needs of students	1
LEVNT – Curriculum meeting	Curriculum Hub Meetings	1
AISNSW – Child Protection Investigation Skills	Update to investigator training	1
LEVNT – Learning Enrichment Hub meeting	PD to be able to network, share resources and strategies to improve programs in intervention	1
AISNSW – National consistent collection of data (NCCD)	NCCD refresher PD	1
LEVNT – Principals' meetings	LEVNT Principal Hub Meetings	1
ALWS & LEVNT – Service Learning	PBL learning with a Christian service focus	3
Mathematical Society	Using a problem-solving approach to learning	3
Growth Coaching International	School leaders – solution focused coaching in schools	5

LEVNT Wellbeing Network	A session to strengthen student wellbeing and support by sharing knowledge and resources from other schools	1
AISNSW – School Improvement	Planning for effective School Improvement	4
AISNSW – Pastoral Care	Developing individual plans for behaviour and well-being	1
LEVNT/ LEQ – Learning Tours	Use of agile learning space and technology in schools	4
LEA – National Ministry Conference	The Lutheran Ethos in a changing demographic	1
Lutheran Education Australia (LEA) Leadership PD	LEA National Lutheran Principals Conference	1
Developing an Effective Writing Program	Using a research based approach to scaffolding student writing	1

6. TEACHER QUALIFICATIONS AND ACCREDITATION

Teacher qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	22
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	22
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	22

7. STAFF TEAM PROFILE AND WORKFORM COMPOSITION

During 2019 we were privileged to have 39 staff (as at the August census) working together for the benefit of our students and school community. This comprised 22 teaching staff and 17 non-teaching staff. As a number of these staff were part time, the full time equivalent was 19.2 teaching staff and 11.41 non-teaching staff. Currently no staff identify as Indigenous.

SCHOOL STAFF 2019	
Teaching staff	22
Full time equivalent teaching staff	19.2
Non-teaching staff	17
Full time equivalent non-teaching staff	11.9



8. STUDENT ATTENDANCE

In 2019 the average daily attendance rate during the reporting period as collected for the DET return was 93.13%, as shown in the table below.

YEAR LEVEL	AVERAGE ATTENDANCE RATE
K	93.45%
1	94.03%
2	92.35%
3	93.42%
4	93.08%
5	92.19%
6	93.27%
Total	93.13%

The school maintains an electronic register of enrolments. Teachers are required to mark students absent before the first activity of the day. Should a class teacher be absent, the relief teacher is provided with a printed class list to manually record absences. These absences are then recorded electronically by office staff.

Parents/caregivers of students who are absent are required to provide the school with a written explanation, either paper based or electronically, of the reason for their child's absence. When a teacher receives this information it is immediately directed to the school office staff for filing or follow-up.

A designated member of the office staff monitors the provision of explanation of absences and follows up parents or carers who do not provide an explanation within a reasonable time frame.

Parents can inform the school of their child's absence by using the electronic form on our school app, contacting the school office or sending an email to attend@lpsww.nsw.edu

A SMS message is sent by 10:00am each morning to any parent whose child is absent from school and the school has not been informed of their absence.

Extended absences or significant unexplained absences are reported to the principal.

If there is not a satisfactory explanation, and/or the attendance is considered unlikely to improve, the principal will take steps in terms of any mandatory reporting requirements that may have evolved from the parent or carer contact.

Extended leave of absence is requested by parents in writing to the principal.

9. ENROLMENT POLICIES AND PROFILES

Introduction

Lutheran School Wagga Wagga (LSWW) offers Christian education to all applicants, regardless of ethnic origin, gender, religion, financial status or disability, providing parents are supportive of the Christian ethos of the school and vacancies and adequate resources are available.

In determining who will be offered placement at the school the following conditions apply:

- Parents seeking to enrol their child support the Christian ethos and stated aims of the school.
- Adequate space and resources are available.
- The child has turned five years of age by 31 March of the year of entry in Kindergarten.

Following the commencement of enrolment, notice of withdrawal of a student from the school is required in writing to the principal, as outlined in the school's Enrolment Contract.

Enrolment applications

Enrolment applications will be received on a continuous basis. At the discretion of the Principal, some applications may be given preference for initial offers of enrolment on the basis of criteria such as:

- Children of families worshipping with the Lutheran Church of Australia.
- Children of families that have an existing relationship with the school (eg current or former students, staff).
- Children of families worshipping in other Christian denominations.
- Children of other families in order of receipt of application.

Enrolment fees

Payment of an enrolment fee must accompany the enrolment fee payment form (as per the Fee Policy).

Integration enrolments

The application for enrolment of a child with a disability will be considered on an individual basis to ensure that the student is provided with opportunities to realise their potential through participating in education and training on the same basis as other students.

The school will ensure its procedures meet the requirements of the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Procedures

Applications for Kindergarten

Applications for enrolment in Kindergarten are received on a continuous basis. Parents who wish to enrol their child are required to forward a completed application form, accompanied by a copy of their child's birth certificate and immunisation history statement, to the school office.

- In February of the year preceding enrolment, parents will receive communication from the school regarding the process for enrolment for the following year.
- School tours and enrolment meetings begin in March of the year preceding enrolment and will continue until all available places are filled.
- Offers of enrolment will be made to families following the enrolment meeting and according to the school's enrolment priorities until capacity is reached.
- Subsequent enrolment offers will be made if places are not accepted or withdrawn. Notice of declinal of an enrolment offer is required in writing to the principal.

- Parents return the enrolment fee payment form and pay the non-refundable enrolment fee (as per the Fee Policy) within fourteen days of receipt of offer, thus reserving a place for their child in the school.
- Should parents withdraw the enrolment at any time after accepting this offer the enrolment fee will be forfeited.
- Kindergarten students for the following year are required to attend orientation/transition mornings conducted over four weeks in Term 4 of the year preceding enrolment.
- Kindergarten parents for the following year will be invited to sessions which deal with school routines, starting school and support available to parents eg care groups and pastoral care program.

Applications through existing year levels

- Applications for entry through the existing year levels are accepted on a continuous basis. If a place is not immediately available, student names are recorded as expressions of interest.
- Parents complete and return the enrolment application form with a photocopy of the child's birth certificate and immunisation history statement.
- An enrolment meeting with the principal is required before an offer of position is made.
- Offers of enrolment are forwarded to parents by mail or email.
- Parents return the enrolment fee payment form and pay the non-refundable enrolment fee (as per the Fee Policy) within fourteen days of receipt of offer, thus reserving a place for their child in the school.
- Parents provide copies of school reports, NAPLAN reports and any other relevant information.
- Should parents withdraw the enrolment at any time after accepting this offer, the payment will be forfeited.
- Orientation sessions for these students will be arranged as required.

Our class structure provides two classes at each year level from Kindergarten to Year 6 with around 28 students per class.

To continue enrolment, families are required to maintain payment of tuition and support the stated aims, policies and procedures of the school. For further information on our student population please see the school's data at www.myschool.edu.au

10. OTHER SCHOOL POLICIES

The school is registered under Part 7 of the Education Act 1990 for Kindergarten to Year 6 with re-registration due by 31 December 2019. During 2019, the school applied to NESAC for re-accreditation for the period 2020-2024. The school also applied to be an approved Teacher Accreditation Authority (TAA) in order to manage the accreditation of teachers. Both applications were approved by NESAC.

All school policies, with their full text, are available from the school office. Policies related to student and parent matters (eg Child Protection, Behaviour Learning, Complaints, School Fees) are can be viewed on the school website.

The range of policies, procedures and processes the school had in place to ensure the school's fundamental commitment to providing a safe and secure environment for students throughout 2019 are listed below:

- Child Protection Policy
- Child Protection Procedures
- Student Behaviour Learning Policy
- Bullying and Harassment Policy
- Valuing Safe Communities (through LEA)
- Staff Professional Standards Policy
- LEA Code of Ethics
- Code of Conduct for Employees
- Visitors and Volunteer Helpers Induction and Procedures
- Complaints Policy
- Student Use of Electronic Devices and the Internet Policy
- Emergency Procedures

Our commitment to provide for all aspects of a student's welfare is underpinned by our Christian values integrated into all aspects of our school environment. Our values emphasise for us the unique and special value of each individual as a special creation of God and motivate us to recognise and support each student as an individual.

The Lutheran School Child Protection Policy enables the school to provide a safe, protective environment and address the legislative requirements of the following Acts:

- the *Children and Young Persons (Care and Protection) Act 1998* ("**Care and Protection Act**");
- the *Child Protection (Working With Children) Act 2012* ("**WWC Act**");
- the *Ombudsman Act 1974* (NSW) ("**Ombudsman Act**"); and
- the *Crimes Act 1990 and updated 2019* ("**Crimes Act**").

The school has a cycle for review of policies. The table below outlines school policies that were either introduced during 2019, or existing policies that were reviewed.

POLICY NAME	NEW POLICY	REVISED POLICY	DATE
Student Use of Electronic Devices and the Internet Policy		X	January 2019
Fraud Policy	X		February 2019
Child Protection Policy		X	March 2019
Teacher Accreditation Authority (TAA) Handbook (policies and procedures)	X		March 2019
Complaints Policy and Procedures		X	June 2019
Code of Conduct for Employees		X	October 2019
Debt Collection Policy and Procedures		X	November 2019
Tuition Fees Concessions Policy and Procedures		X	November 2019

Student Discipline

The school's Behaviour Learning Policy is underpinned by school values and reflecting forgiveness and the opportunity for restoring relationships. Procedural fairness is a key approach in the policy. A whole school approach provides consistency across the school regarding expectations and procedures for response and follow-up. The policy has a positive focus that encourages students to develop self-discipline, accept responsibility for actions and choices made, encourages respect for self and others, maintains the right to feel safe, and importantly recognises the value of forgiveness.

In 2019, the school continued to follow the Behaviour Learning Policy that had a major revision in 2018 to include the introduction of restorative practices. Staff continued to embed restorative practices into behaviour learning and school culture.

The Education Reform Amendment (School Discipline) Act 1995 amends the Education Reform Act 1990, Section 47 to ban the use of corporal punishment in all schools in NSW. Banning the use of corporal punishment is fully supported by the School Board, administrators and staff of Lutheran School Wagga Wagga. Corporal punishment is contrary to the basic philosophy and aims of the school. Corporal punishment is not permitted under any circumstances.

Student Welfare

The school works towards building individual and collective well-being through a climate of Christian care. We aim to create learning experiences that develop;

- Self-regulation
- Social competence
- Resilience
- Qualities that will enable students to succeed and thrive throughout life.

Anti-bullying

The school policy provides processes for preventing, responding and managing reports or allegations of bullying including communicating with parents and contacting the local police school liaison officer as appropriate.

In 2019 we further consolidated the 'Bye Bye Bullying' program and continued safety surveys for students to have a voice in sharing their concerns and experiences. We also continued visits from our local police school liaison officer who gave presentations on bullying and personal safety. Students from the School Representative Council (SRC) planned and presented some short skits to the whole school with an anti-bullying message. The school also participated in the national 'Bullying No Way' day which involved students in a range of activities focusing on an anti-bullying message.

Policies for Complaints and Grievance Resolution

The school's policies for dealing with complaints and grievances include processes for raising and responding to matters of concern identified by parents, students and staff. The basis of the policies are that complaints and grievances are raised, heard and resolved in an appropriate manner, ensuring all parties are treated fairly and with respect. The policies seek to nurture positive relationships in the school community.

Student Use of Electronic Devices and the Internet Policy

This policy outlines for staff, students and parents, the position of Lutheran School Wagga Wagga in keeping students safe when online and using a range of technologies throughout the school. It gives a structured approach to the use of devices and the internet both at school and at home. Teachers discussed sections of the Policy with their students. There were also regular checks of the internet history on the Year 6 laptops made by staff.

At the start of each school year, students in Year 1 to Year 6 sign a technology agreement on acceptable usage of electronic devices and the internet at school. This agreement is reviewed annually and was updated for 2019.

11. SCHOOL DETERMINED PRIORITIES FOR IMPROVEMENT

Following a strategic planning process at the end of 2016, the following five improvement priorities were identified for development over the years 2017 - 2019.

1. Further develop contemporary teaching and learning practices.
2. Enhance spiritual development of students.
3. Consolidate student wellbeing programs.
4. Improve school community communication and engagement.
5. Strengthen the partnership between the school and Bethlehem Lutheran Church communities.

Improvement tasks and projects related to these priorities and undertaken in 2019 included:

- All classroom teachers were upskilled in the teaching of spelling through professional development activities and the implementation of the SMART Spelling program across the whole school.
- Implementation of the new K-6 Science and Technology Syllabus with a group of staff leading this process through their participation in a 'Research to Practice' project with a consultant from the AISNSW.
- Review of the Christian Studies program that included professional reflection and development of all classroom teachers with a consultant from LEA.
- Further initiatives to provide feedback to teachers to inform the development of Individual Professional Learning Plans (IPLP).
- Establishment of a robotics group for students with funding assistance from the P&F.
- Staff and students were introduced to labyrinths and planning commenced for the installation of a permanent labyrinth in a central location on the school grounds.
- Re-establishment of the 'family fun night', a school community builder, which will alternate each year with a family movie night.

Other improvements included:

- Continued replacement of interactive projectors/whiteboards across Years 3-6 and Music rooms and the refurbishment of the Year 1 classrooms.
- Revisions to the school uniform to include a new jacket (for both dress and sports uniforms) and new track pants (for sports uniform) for introduction in 2020.
- Installation of a new phone/communication system across the school.
- The ongoing review and development of a healthy canteen menu over recent years was acknowledged with the school receiving Healthy School Canteen certification.

In our school, we are committed to ongoing review and continuous improvement in all we do to enhance the quality of learning experiences and opportunities for our students.

12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As a Lutheran school it is vital that our community seeks to reflect and live out the values for Lutheran schools. These are listed in the attached 'Living in Community – Values for Lutheran Schools' poster (see Appendix 1).

Our focus on our values ensures that our policies, procedures and activities consistently ask each community member to show respect and take responsibility for their actions. Throughout the year our weekly whole school chapel services focused on deepening our understanding of our core values and how they are integrated into the life of the school. During the year we focused on the values of love, courage, service and hope.

For staff, this means we need to not only model these values but also provide activities and support for our students to develop these characteristics.

In 2019 we continued to provide the following activities for students to focus on respect and responsibility.

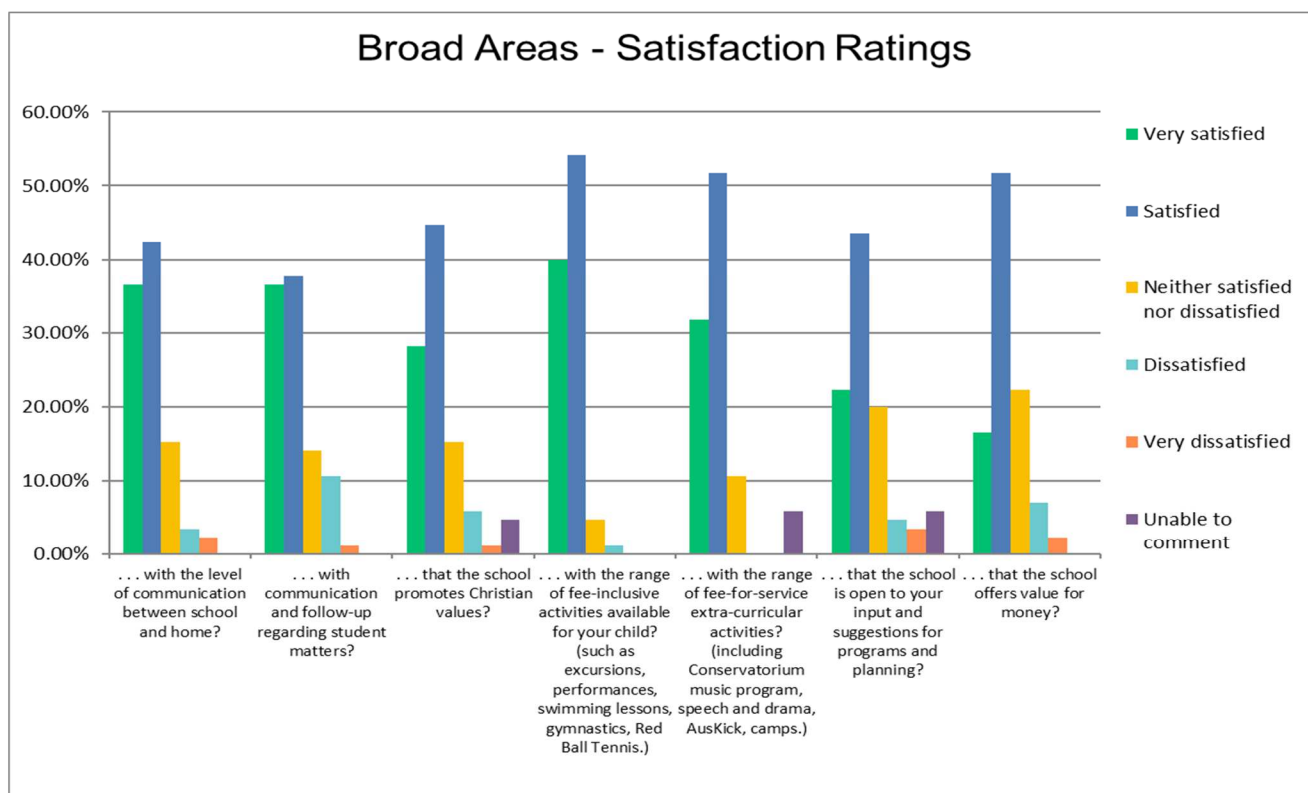
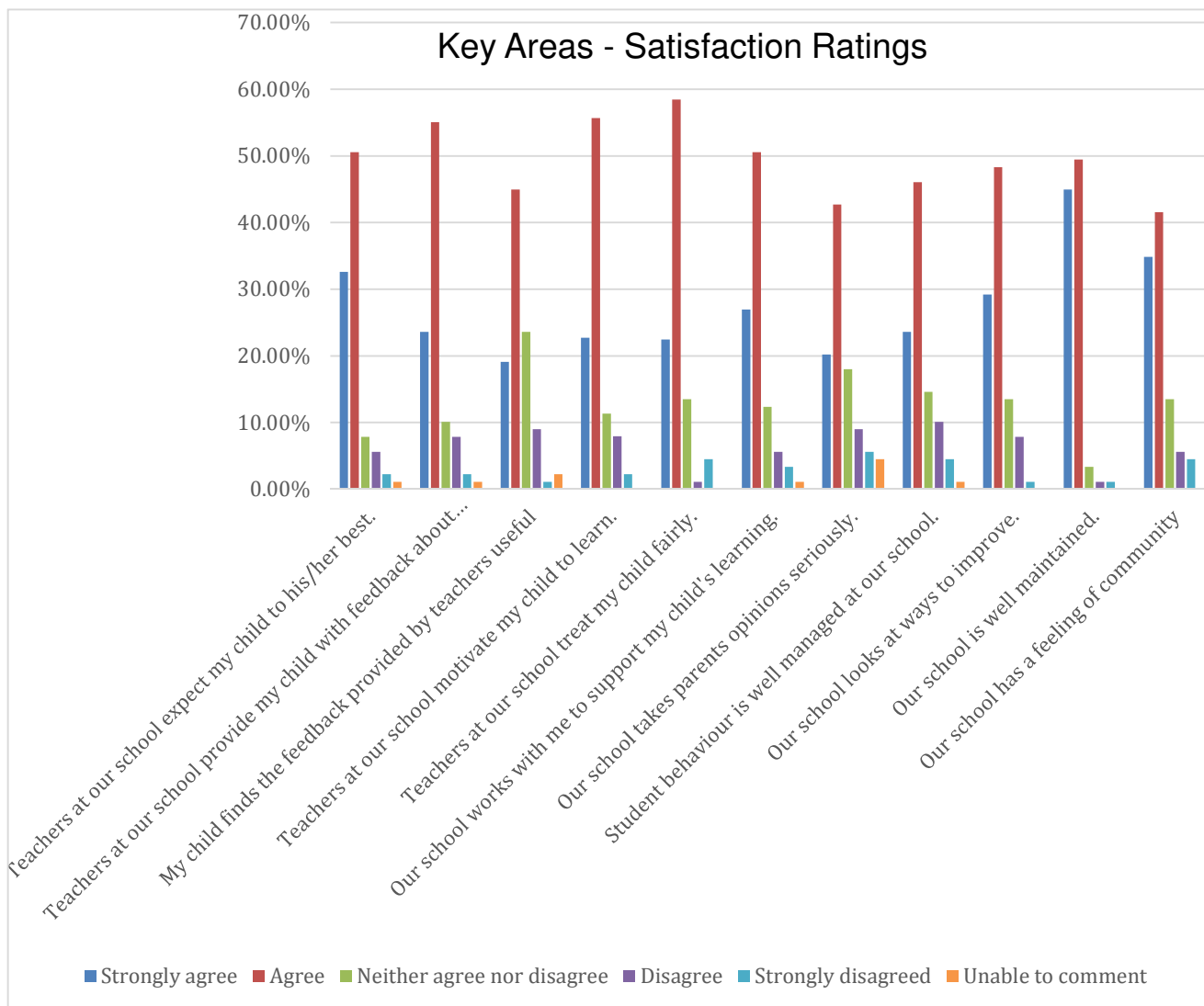
- Program Achieve – You Can Do It
 - Organisation
 - Getting Along with Others
 - Confidence
 - Persistence
 - Resilience
- Leadership training for Year 6 student leaders.
- Australian Lutheran World Service Awareness Day for Years 5 and 6 students.
- The whole school Peer Support program.
- The Kindergarten and Year 6 Buddy program.
- Leadership roles for School Captains and House Captains.
- School Captains and other school leaders attended a leadership conference in Wagga Wagga.
- A Year 1 to Year 6 SRC forum.
- A consistent whole school approach to behaviour learning and management focused on individuals accepting responsibility for their actions.

We encourage our students to be 'servant hearted' and to make positive contributions to their communities through acts of service. Students participated in the local Anzac Day march again in 2019. Through the school's Christian Education Program, students were involved in contributing to, or leading, regular worship activities. Students at each year level contributed during the year to one of the family worship services at Bethlehem Lutheran Church. Fundraising events were held to support a school family whose child was suffering from cancer. Year 6 students worked in teams as they participated in a 'What's my Business' unit. This involved them making and selling a product, estimating the costs and profit margin behind the scheme. All profits from their stalls were donated to the Australian Lutheran World Service charity. Year 6 students also planned a 'Variety-athon' day where students were able to participate in a range of activities such as reading, playing games and artwork. The money raised from this event was donated as a legacy gift to the school.

13. PARENT SATISFACTION

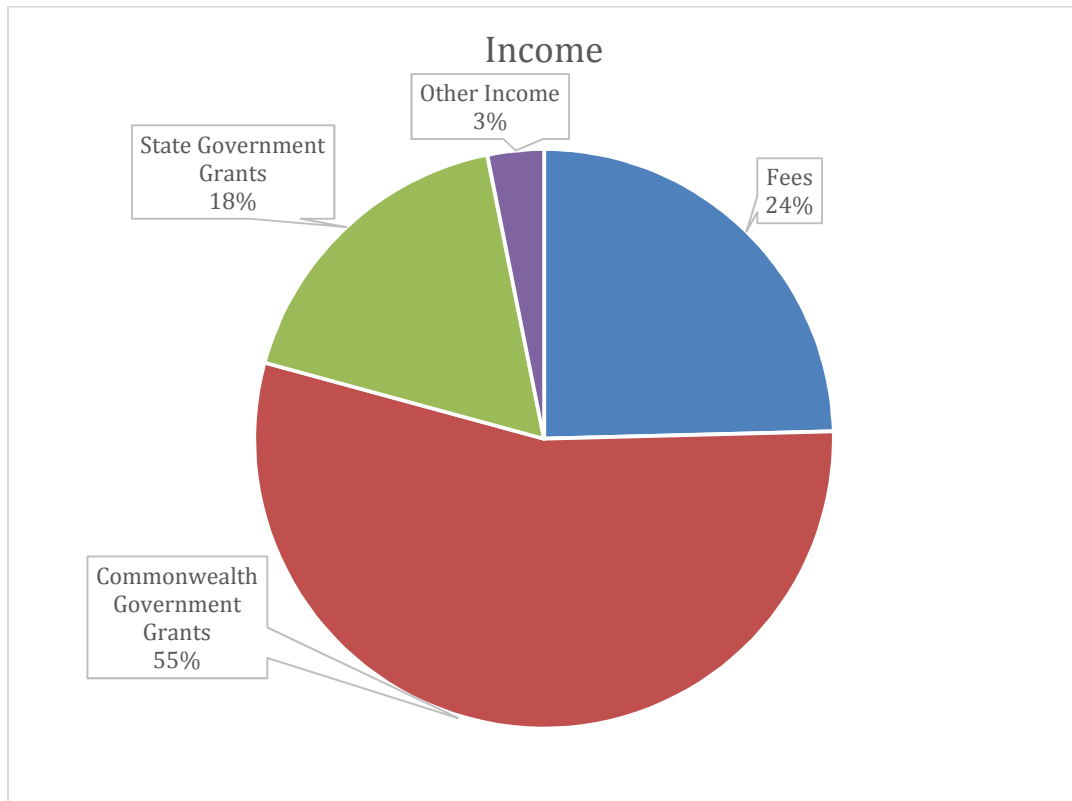
In 2019, school parents were invited to complete the annual parent survey. The online survey was conducted over eighteen days in October. A paper copy was also made available. Eighty-nine anonymous responses were received representing forty-two percent of school families. Encouragingly, the majority of parents who completed the survey were satisfied with the base level of school functioning (children are treated fairly and are motivated by teachers to learn, are expected to do their best, and receive useful feedback from teachers about their learning). Parents valued the range of activities included in school fees, the inclusion of specialist teachers, and the availability of canteen and OSHC services. Parents also engaged regularly with school operation by reading the school and class newsletters, and as such, indicate that the newsletters and the school app were useful tools for maintaining contact between the school and parent. The graphs below show the level of satisfaction of parents across various aspects of the school.

Aspects for improvement identified in this survey included more detailed information and feedback from teachers regarding children's learning, better follow-up with parents regarding student and behaviour matters, and parent input and having their ideas heard by the school. These aspects will continue to form part of the school's improvement priorities into the year ahead.

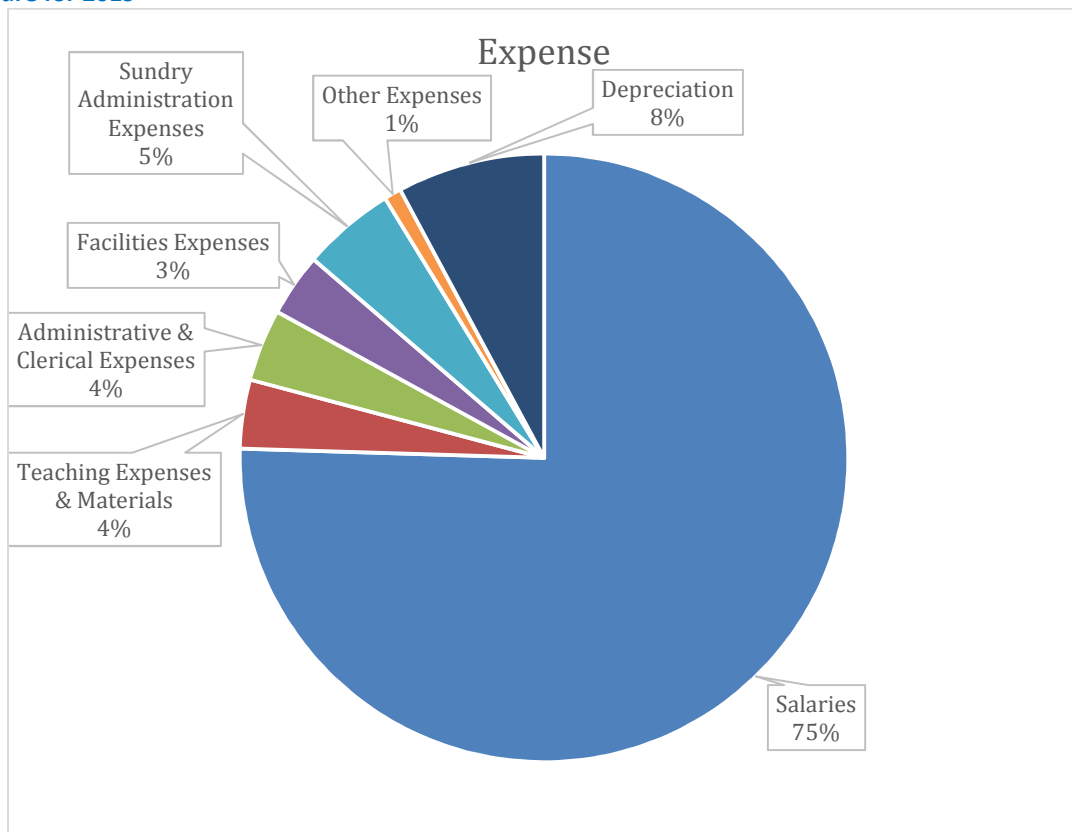


14. SUMMARY OF FINANCIAL INFORMATION

Income for 2019



Expenditure for 2019



15. LOOKING FORWARD

In the year ahead, the strategic priorities identified for 2017-19 will be finalised and embedded through the annual School Improvement Plan and existing practices. The new NESA Personal Development, Health and Physical Education (PDHPE) Syllabus will be implemented with a team of teachers again working on a 'Research to Practice Project' with consultants from the AISNSW. Consultants from the AISNSW will continue to work with school staff to develop a current and evidence based teaching and learning 'framework' for the school. To support teachers in their personal professional growth, learning partnerships will be developed between each teacher and a senior teacher/leader.

Other tasks include some revision to the school's student reporting practices (parent-teacher meetings and written reports) following parent feedback at the end of 2019, and the introduction of a K-6 numeracy screener (to complement the literacy screener that had been implemented in recent years). The school will develop a new strategic plan to identify initiatives and improvement projects for the next three to five years. The development of a new school masterplan is likely to be a priority. A new school website will be developed.

Parents will continue to have the opportunity to provide feedback through an annual parent survey. The P&F will have a focus on friendraising activities such as the Family Movie Night to enhance our sense of school community. Parents will be invited to join our students in the school walkathon fundraiser to be organised by Year 6 students.

We look forward to another year of learning and growth.

16. APPENDIX 1

Living in Community
Values for Lutheran Schools

