

LUTHERAN SCHOOL WAGGA WAGGA



ANNUAL REPORT 2021

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1. INTRODUCTION

This Annual Report gives an overview of the programs and opportunities provided for students and what was achieved at Lutheran School Wagga Wagga during the year 2021.

Highlights for the year included:

- The adoption of the 2021-2024 Strategic Plan and beginning the implementation process
- 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 introduction of STEM (Science, Technology, Engineering and Mathematics) across K–6
- The implementation of the new NSW Education Standards Authority (NESA) PDHPE, led by the staff Research to Practice team, in conjunction with an Association of Independent Schools New South Wales (AISNSW) consultant
- The creation of a Data Leadership to analyse school data for the purposes of continuous improvement
- The Walk-a-thon, organised by Year 6 for the purposes of a legacy gift, raised \$10,000.00 for the construction a cover over the outdoor basketball courts
- The school canteen was re-awarded Healthy School Canteen certification, one of the first non-government school canteens in the district to receive this award
- A teacher was awarded Primary Teacher of the Year as part of the Australian Education Awards

Our school offers a comprehensive and enriching program to help each student grow. 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 2021.

Janet
Moeller,
Principal

2. A MESSAGE FROM THE SCHOOL BOARD

We continue to be blessed and provided for by God each year at our school. Lutheran School Wagga Wagga (LSWW) commenced the year with 318 enrolments and 41 staff members. At the August census there were 329 students enrolled.

Board membership was stable throughout 2021. The Bethlehem Lutheran Church Pastor position was vacant throughout 2021 but was filled with the arrival of Pastor David Cherry early 2022. Sincere thanks to members for their service and dedication to the School Board that met 10 times throughout the year.

The Board updated and reviewed many policies, as well as receiving regular reports from the Principal, Business Manager and Finance Committee. Board members completed AISNSW Governance online Modules, providing professional learning specific to independent schools to meet Board professional development responsibilities required by NESA.

We welcomed Ms Janet Moeller as Principal at the start of 2021. We are very thankful for the leadership provided by Ms Moeller and the support of Mr Dylan Evans (Deputy Principal) and other executive staff.

COVID-19 again disrupted routine school events and activities during 2021. We are thankful to all staff, parents and children who demonstrated resilience through what was another challenging year.

Developing the Strategic Plan and Masterplan was again a focus throughout 2021. Strategies identified:

1. Grown together as a community of learners
2. Nurture an environment focused on the wellbeing of students, staff and families
3. Engage with global and local communities
4. Establish a Master Facilities Plan
5. Grow together as a community where the gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities in the school

The Master Facilities plan was put on hold until the Strategic Plan was finalised and launched early 2022. We look forward to seeing our facilities develop and reflect the school community's shared values and support the learning pedagogy over the next 10+ years.

The Board thanks everyone involved in the planning process and continues to monitor how these priorities are achieved.

The parent survey 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 between the school and the Bethlehem Lutheran Church congregation. Covid-19 restrictions meant that during 2021 interaction between the Congregation and the school community was limited. The congregation supports the Christian education program of the school through the gift of Bibles to each student in Kindergarten and Year 3. 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 2022.

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. The school was established in 1982 by the Bethlehem Lutheran Church Wagga Wagga to serve the community by providing a Christian, values- based education.

The school is part of the Australia wide system of Lutheran schools known as Lutheran Education Australia (LEA). We have at our core the 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). The value of 'respect' is added to the school's core values.

These values guide staff in striving to provide each student with a caring, safe, supportive and stimulating environment in which to develop their full range of abilities and talents. The school motto, 'Learn and Grow in Christ', focuses our efforts on the uniqueness of each student and the 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 established aims, skilled and high quality teaching and support staff implement programs and activities that cater for a range of academic abilities and enhance student wellbeing. In addition to general classroom teachers, the school employs specialist teachers in the areas of Music, Physical Education,

Visual Art and STEM (Science, Technology, Engineering and Mathematics). Throughout 2021, all students attended weekly timetabled lessons with each specialist teacher.

The Learning Innovation Coordinator, Learning Enhancement Coordinator and Learning Assistants worked 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 (four days per week) led the school's worship program for part of the year.

Strong community support over the life of the school enabled the continued provision of well-resourced facilities to support student learning. In addition to well-equipped classrooms and spacious grounds, the Learning Resource Centre provided an extensive library collection of resources for students, staff and parents. The school boasted a well-developed Information Communications and Technology (ICT) infrastructure, with interactive whiteboards, laptops and iPads for student use. In Years 3-6, each student was provided with a laptop computer for daily classroom use. Class sets of digital devices were available for use by all year levels.

There were no camps in 2021 due to COVID-19 restrictions.

Years 2-6 students were given opportunities to compete in interschool swimming, cross-country and athletics competitions. Years 3-6 participated in local inter-school sports gala days. All K-2 students participated in swimming lessons and the annual athletics day.

In addition to compulsory activities, 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 inter-school chess competition. The Premier's Reading Challenge gave a focus to regular reading outside of school as did a new reading competition called Battle of the Books. Students were able to learn a musical instrument through weekly lessons with visiting teachers from the Riverina Conservatorium of Music or join a glee club or the drum circle. Weekly speech and drama lessons were also available at the school.

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 invited to be members of sub-committees of the governing body. During 2021, parents contributed to school by purchasing HEPA filters for each classroom and room in the school. Parents 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.

Whilst the P&F has a friend-raising, as well as a fundraising focus, most activities were curtailed due to COVID-19 restrictions. P&F funds contributed to the Year 6 Graduation celebrations.

This year, the school served 221 families, with a student population (at the August Census) of 329 students comprising 169 girls and 160 boys. This included 9.1% of students who are differently abled and 24.8% of students with a language background other than English. Indigenous students made up 1% of the student population.

4. STUDENT PERFORMANCE IN NATIONAL AND STATEWIDE TESTS

Literacy and Numeracy Assessments

Lutheran School Wagga Wagga participates annually in the National Assessment Program – Literacy and Numeracy (NAPLAN). Below is information on how the school performed in the 2021 NAPLAN tests with comparison against similar schools and against national average scores.

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

READING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	473	444	477
Year 5	552	515	537

WRITING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	466	434	460
Year 5	517	488	509

SPELLING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	462	433	467
Year 5	549	514	540

GRAMMAR AND PUNCTUATION			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	480	443	479
Year 5	571	510	537

NUMERACY			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	436	413	446
Year 5	548	504	532

5. STAFF PROFESSIONAL LEARNING

Professional Learning

Professional learning opportunities, to further enhance the skills and abilities, were offered to teaching and support staff. In line with our SIP, our professional development focus centred around contemporary learning, social and emotional learning and Mathematics (in particular the use of rubric based planning and assessment). The Research to Practice PDHPE project continued into 2021 after a COVID disrupted 2020. This project is an 'inquiry spiral' approach developed and led by the Association of Independent Schools New South Wales (AISNSW). Whilst the quality of LSWW's experienced teaching staff is valued, educational practice needs to continually respond to the

available growing body of research into learning. The degree to which students 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, it is essential that their professional learning is supported. Due to COVID-19, many planned professional learning opportunities were once again, postponed or cancelled, however, the return to remote learning continued to provide a productive learning space for all staff. The extent to which staff upskilled in their use of digital technologies, including Google Workspace and Seesaw, was notable. In addition to the specific and deliberate learning opportunities listed in the table below, intentional and planned professional conversations in regular teacher workshop times that centred on contemporary classroom practice, inclusive education and impactful student learning and agency continued. LSWW strives to continue building a professional learning community.

Professional Learning	AITSL	Focus Area	Staff involvement
Royal Life-saving Society resuscitation update	7.2.2 4.4.2	Update resuscitation and EpiPen training	Teaching and non-teaching staff
Dynamiq — Emergency Plan updates	7.2.2	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	2.2.2 3.2.2 3.6.2 6.3.2 6.4.2	Using research and data collection to inform teaching practice in the area of Personal Development, Health and Physical Education, including scope & sequencing	Six teaching staff
Child Protection Legislative Training	7.2.2 4.4.2	NESA	Teaching staff
NCCD Case Study eLearning	1.1.2 1.6.2	National Consistent Collection of Data refresher course	Teaching staff Learning Assistants
EQUIP	2.1.2 2.2.2 3.2.2 3.4.2	Accreditation to teach Christian Studies in a Lutheran School	Three teaching staff
CONNECT	7.2.2	Pre-accreditation course to EQUIP	Two teaching staff
Data Reference Group AIS NSW	5.4.2 6.2.2 6.4.2	Team worked with AIS consultant to look at the way we collect and analyse data at LSWW	Principal Deputy Principal Curriculum Coordinator Learning Enhancement Teacher
Great Teachers Give Great Feedback	5.2.2 6.2.2	Identifying the types of feedback and what works best to improve learning outcomes	Four teaching staff

LEQ/ LEVNT Learning Tour – Melbourne	2.6.2 6.2.2 6.3.2	Three day tour of educational institutions that exemplify contemporary learning and practice	Three teaching staff
LEQ/ LEVNT Learning Tour - Sydney	2.6.2 6.2.2 6.3.2	Three day tour of educational institutions that exemplify contemporary learning and practice	Three teaching staff
Mathematics Circles	2.5.2 3.1.2	Open-ended problem-solving in Mathematics	Twelve teaching staff
SAS Facilitators	1.1.2 4.4.2	Training to become a leader of the SAS program to assist students with Tier Two needs (SEL)	Learning Enhancement Teacher Chaplain
SRT - ACARA	7.2.2	Preparing our school for NAPLAN Online in 2022	Deputy Principal Curriculum Coordinator
NESA - TENS Conference	2.5.2 4.1.2 6.3.2 7.4.2	Immersion in NSW curriculum reform with selected teachers from Public, Catholic and Independent systems	Curriculum Coordinator Learning Enhancement Teacher
Learning Enhancement – LEVNT Network Meeting	7.4.2	Collegial discussion around Multi-tiered systems of support	Learning Enhancement Teacher
PBL Works Gold Standard	1.2.2 2.1.2 3.1.2	Three day course introducing Project Based Learning	Thirteen teaching staff
SSO Regional Professional Development Workshop	2.1.2	Network with other music teachers to prepare for SSO concert	Music Teacher
AIS Senior Leadership Program	6.3.3 6.4.3 7.4.3	A four day course - Strengthens your capability to navigate leadership at the whole school level and courageously lead your teams into the future.	Deputy Principal Curriculum Coordinator
AIS – Accreditation Course	6.1.3 6.2.3	To assist provisional teachers attain proficiency in line with our TAA responsibilities	Curriculum Coordinator
Sounds-Write	2.1.2 2.5.2	High quality and researched based learning to create a consistent model for literacy in K-2	Four teaching staff

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	1
Proficient Teacher	21
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	22

7. STAFF TEAM PROFILE AND WORKFORM COMPOSITION

LSWW was privileged to have 40 staff (as at the August census) working together for the benefit of students and the 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 19.6 teaching staff and 11.2 non-teaching staff. Currently, no staff identify as Indigenous.

SCHOOL STAFF 2021	
Teaching staff	22
Full time equivalent teaching staff	19.6
Non-teaching staff	18
Full time equivalent non-teaching staff	11.2

8. STUDENT ATTENDANCE

The average daily attendance rate during the reporting period as collected for the DET return was 94.98%, as shown in the table below.

YEAR LEVEL	AVERAGE ATTENDANCE RATE
K	95.72%
1	94.80%
2	94.13%
3	95.67%
4	94.6%
5	94.17%
6	93.71%
Total	94.74%

The school maintains an electronic register of enrolments. Teachers are required to mark students absentees 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 absentees. These absentees 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 absentees and follows up with 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 the school app, contacting the school office or by 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 when 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 that:

- Through enrolment procedures parents/guardians seeking enrolment for their children undertake to support willingly and freely the stated policies, purposes, aims and methods of Lutheran School Wagga Wagga and
- Adequate space and resources are available. The school maintains a waiting list to assist in the prioritising of students for vacancies.

Class structure provides two classes at each year level from Kindergarten to Year 6 with a maximum of 27 students in Kindergarten and 28 students per class in Years 1-6.

Enrolment applications and processes

Interviews for available places are given priority according to the criteria below:

1. Students who are siblings of existing students and who have no outstanding fees
2. Students who are members of a Lutheran Congregation
3. Children of currently employed staff
4. Students of alumni of Lutheran School Wagga Wagga
5. Students who are transferring from other Lutheran Schools
6. Students according to the date of application

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. Parents of students entering Lutheran School in Years 1-6 should also include copies of school reports, NAPLAN reports and any other relevant information as applicable.

A child must turn five years of age by 31 March of the year of entry into Kindergarten.

The first round of Kindergarten applications close on 1 May. Interviews continue through May and Enrolment Offers are made to families in early June. If places remain available, a second round of interviews commence and places are offered until they are filled.

Applications for Years 1-6 are accepted at any time. Students must enrol for the correct year level based on the 31 March yearly cut-off date for Kindergarten.

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 the student population please see the school's data at www.myschool.edu.au

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 fees

An enrolment fee payment and bond must accompany an enrolment application (as per the Fee Policy). Parents return the enrolment fee payment form and pay the non-refundable enrolment bond within 14 days of receipt of offer, thus reserving a place for their child in the school.

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 ensures its procedures meet the requirements of the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Procedures

Kindergarten Orientation

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 are invited to sessions which deal with school routines, starting school and support available to parents e.g. care groups and pastoral care programs.

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 2024. During 2020, the school applied to NESA for re-accreditation for the period 2020–2024 and to be an approved Teacher Accreditation Authority (TAA) in order to manage the accreditation of teachers. Both applications were successful.

All school policies, with their full text, are available from the school office. Policies related to student and parent matters (e.g. Child Protection, Behaviour Learning, Complaints, School Fees) 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 2021 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

The commitment to provide for all aspects of a student’s welfare is underpinned by Christian values integrated into all aspects of the school environment. School values emphasise the unique and special value of each individual as a special creation of God and motivate staff 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*
- the *Child Protection (Working With Children) Act 2012*
- the *Ombudsman Act 1974 (NSW)*
- the *Crimes Act 1990 and updated 2020*

The school has a cycle for review of policies. The table below outlines school policies that were either introduced during 2021 or existing policies that were reviewed.

POLICY NAME	NEW POLICY	REVISED POLICY	DATE
Behaviour Learning Policy and Procedures		X	March 2021
Data Breach Response Plan		X	July 2021
Student Use of Electronic Devices and the Internet Policy		X	February 2021
Staff Working Onsite After Usual Business Hours		X	April 2021

Student Discipline

The school’s Behaviour Learning Policy is underpinned by school values, 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 2021, the school revised the Behaviour Learning Policy in order to include a flowchart of restorative practice procedures. 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 continues to work towards building individual and collective wellbeing through a climate of Christian care, with the aim of creating learning experiences that develop:

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

Explicit teaching of Social and Emotional Skills that support Anti-bullying

The school policy provides processes for preventing, responding to and managing reports or allegations of bullying. This may include communicating with parents and contacting the local Police School Liaison Officer as appropriate.

In 2021, school leadership developed a Social and Emotional Learning continuum that teachers, families and students better understand age-appropriate behaviours in relation to Emotional Regulation, Learner Identity and Relational Skills. Specific skills were explicitly taught in the context of classroom activities that involved collaboration or cooperation. They were also used to help students through Restorative Practice conversations in order to identify what went wrong and what might be done differently in the future. Emotional regulation was taught using the *Zones of Regulation* by Leah M. Kuypers as a model. The Deputy Principal also led a parent information session on the *Zones of Regulation* and how we use them in the school setting.

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 within 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 for the use of devices and the internet both at school and at home.

At the start of each school year, students in Years K to 6 signed a technology agreement on acceptable usage of electronic devices and the internet at school. This agreement was reviewed and updated in 2021. Teachers discussed sections of the policy with their students and followed up when policies were breached.

11. SCHOOL DETERMINED PRIORITIES FOR IMPROVEMENT

Following a strategic planning process at the end of 2020, the following five improvement priorities were identified for development over the years 2020–2024.

1. Grow as a community of learners
2. Nurture an environment focused on the wellbeing of students, staff and families
3. Engage with global and local communities
4. Establish a Master Facilities Plan
5. Grow together as a community where the gospel of Jesus Christ informs all learning and teaching, including all human relationships and all activities in the school

Improvement tasks and projects related to these priorities and undertaken in 2021 included:

- Enhanced student agency in Years 3-6 through the implementation of Google Classroom
- Increased teacher capacity for implementing open-ended assessment tasks across year levels
- Refinement and implementation of a Learning Support framework to ensure that all student learning was appropriately supported
- Greater coaching and mentoring of staff, providing feedback by referencing the AITSL professional standards framework
- Enhanced feeling of community through further development of contemporary learning spaces that are based on sound research in education and wellbeing
- Engagement of the School Board with the connection between contemporary learning pedagogy and the Master Facilities plans
- Development of a common language for emotion based on the *Zones of Regulation* and Growth Mindsets
- Establishment of a committee to continue work on a Reconciliation Action Plan (RAP) that honours the Wiradjuri Nation and complements the RAP of the Lutheran Church of Australia
- Appointment of a Feasibility Study committee to better inform the final Master Facilities Plan
- Completion of a technology audit to identify and inform plans for future needs and project expenditures
- Ongoing review and honour with a Healthy School Canteen certification

The school is committed to ongoing review and continuous improvement in order to enhance the quality of learning experiences and opportunities for all students.

12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As a Lutheran school it is vital that this 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).

A continual focus on these values ensures that school policies, procedures and activities consistently ask each community member to show respect and take responsibility for their actions. When restrictions allowed, weekly whole school chapel services focused on deepening the understanding of core values and how they are integrated into the life of the school. During the year particular focus was placed on the values of forgiveness, compassion and justice.

Staff are required to not only model these values but also provide activities and support for students to develop these characteristics.

The following activities were provided for students to enable them to focus on respect and responsibility.

- Whole school Peer Support program
- Kindergarten and Year 6 Buddy program
- Leadership roles for School Captains and House Captains
- 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

Students are encouraged to be 'servant hearted' and to make positive contributions to their communities through acts of service:

- 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 planned a 'Walk-a-thon' day where students walked for one hour around the school. The money raised from this event contributed towards the Year 6 legacy gift.
- Due to COVID-19 restrictions, many service activities were cancelled including traditional participation in the Wagga Wagga ANZAC Day march, and participation in whole-school chapels and assemblies

13. PARENT SATISFACTION

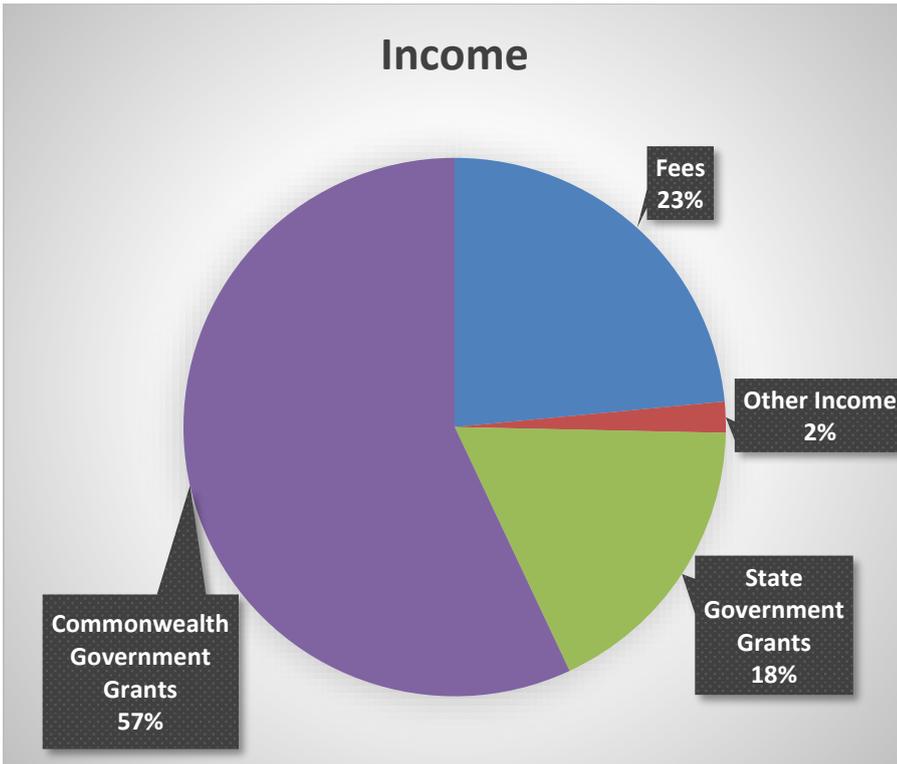
School parents were invited to complete the annual parent survey. The online survey was conducted in June. A summary copy was made available. Ten school officers, 18 teaching staff, 4 governance and leadership, 96 students and 45 parents anonymously responded. With regard to parent responses, the vast majority of parents who completed the survey were very satisfied with the school's actions around Community Building, Excellence in Learning, Organisation and Management, Ongoing Improvement and Innovation and Lutheran Identity. Parents commented that the change in Principal was smooth, the community continues to be caring, and their children have a great range of opportunities. They commented that the organisation management is excellent and contributes to a calm orderly and safe environment for students. They believe the Christian culture is thoroughly and authentically integrated in a meaningful way.

Aspects for improvement identified in this survey included more celebrations of diversity, more community events when COVID-19 restrictions are lifted and the use of a more consistent platform for communication. These aspects will continue to form part of the school's improvement priorities into the year ahead.

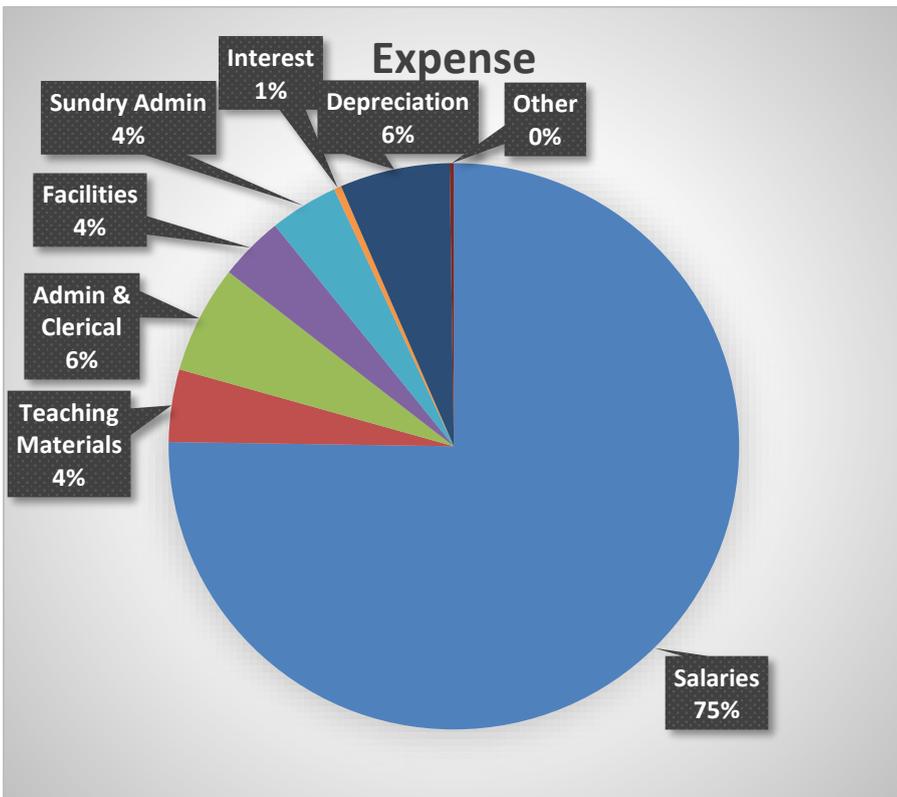
14. SUMMARY OF FINANCIAL INFORMATION

Income for 2021

Income



Expenditure for 2021



15. LOOKING FORWARD

In the year ahead, the strategic priorities identified for 2021-2024 will continue to be embedded through the annual School Improvement Plan and existing practices. Specifically, our next steps are as follows:

- Develop project-based transdisciplinary curriculum units
- Implement the new NESA K-2 Syllabus
- Refine the Learning Support Framework developed in 2021. Develop a systematic framework to assess the success of various interventions
- Create a Philosophy of Teaching and Learning
- Create and use measurements to monitor and respond to the wellbeing needs of students
- Give students voice and ownership in the planning and promotion of school events and initiatives
- Further establish LSWW as an authority in the areas of school readiness, early literacy and early numeracy through evening and lunchtime parent sessions for current and prospective families
- Refine technology systems to more seamlessly communicate to all stakeholders
- Plan for the use of Social Circles in K-6 to explicitly support our students in their Social and Emotional learning

Other tasks include the completion of a Feasibility Study for Preschool and the finalisation of a Master Facilities Plan.

Parents will continue to have the opportunity to provide feedback through an annual parent survey. The P&F will maintain a focus on friend-raising activities to enhance the sense of school community.

The school community looks forward to another year of learning and growth.

16. APPENDIX 1

[Living in Community](#)

[Values for Lutheran School](#)

Living in community

values for Lutheran schools

love

JUSTICE

COMPASSION

f o r g i v e n e s s

s e r v i c e s e r v i c e

COURAGE humility

hope

quality

appreciation

