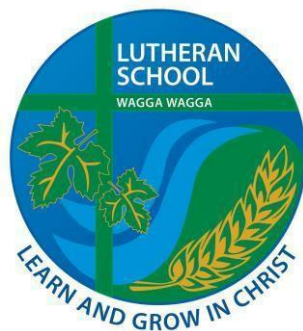


LUTHERAN SCHOOL WAGGA

WAGGA



ANNUAL REPORT 2022

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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 2022.

Highlights for the year included:

- Continued progress toward achievement of the goals set forth in the 2021–2024 Strategic Plan
- Collaborative development of a philosophy of teaching and learning
- Introduction of a Wellbeing Coordinator that provided assistance to small groups and to individual students for the betterment of mental health
- Introduced a common language schoolwide to identify, monitor, reflect on and work toward greater emotional regulation
- Implementation of classroom Circle Solutions routines to build stronger relationships within classrooms
- 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
- Further development of STEM (Science, Technology, Engineering and Mathematics) and Art across K–6
- Consolidation of teacher skills related to the explicit, systematic teaching of phonetic English skills in K–2
- Demonstration of the school value of Service through the support of Carevan, Australian Lutheran World Service (ALWS) and students volunteering their time at community events
- Continued certification as a school with a Healthy School Canteen
- Implementation of technology systems for more consistent, seamless communication with school families
- School Board approval of a Master Facilities Plan

Our school continued to be a calm, joyful place where learners thrived. Many of the programs and opportunities the school provided for students are outlined in the following pages. I commend this report to you and congratulate our students, staff and parents on what was achieved at Lutheran School Wagga Wagga during 2022.

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 334 enrolments and 37 staff members. At the August census there were 340 students enrolled.

The Board welcomed Tarryn Poole, as a board member, replacing retiring member Graeme Wenzke. Sincere thanks to members for their service and dedication to the School Board that met 11 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 NESAs.

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

We are thankful to all staff, parents and children. The Spring Fair was a great opportunity for the whole school community to come together.

Developing the Strategic Plan and Master Plan was again a focus throughout 2022. Strategies identified:

1. Grow 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 Board continues to monitor how these priorities are achieved. The Master Facilities plan was approved and is guided by the Strategic Plan. 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 parent/ carer survey provided a valuable opportunity for parent feedback and engagement. The annual survey helps guide improvements and communication between parents/ carers and school.

We continue to value the ongoing partnership between the school and the Bethlehem Lutheran Church congregation. 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 2023.

Respectfully submitted

Johanna Stanton

Chair School Board

3. CONTEXTUAL INFORMATION ABOUT OUR SCHOOL

Lutheran School is Wagga Wagga's longest-established independent primary school. For more than 40 years, LSWW has provided an outstanding education for students from all backgrounds and walks of life.

Our graduates, with their love of learning, solid values and top academic results, have a world of possibilities available to them as they enter their high school years.

The community at Lutheran School is built on a culture of relationships, which we believe is an important part of the educational experience. Our school attracts families seeking a high-quality education that focuses on the whole child; not just the intellectual and physical, but the social, emotional and spiritual as well. They want a school whose teachers care for their children, support their academic pursuits and encourage them to grow in all areas of their lives. Our approach is rooted in biblical principles espoused by the Lutheran Church of Australia.

LSWW teachers are experts in the development of children from ages 5 to 13. They understand how children learn and are passionate about partnering with parents in the holistic growth of children. The school is a rich and diverse learning community, encompassing far more than just classroom curriculum. Sport, music, art, service learning, drama, camps and art are a regular part of students' journeys. In addition, all students participate in fortnightly clubs such as Chess, Muddy Club, Glee Club, Cooking and Robotics, to name a few. Clubs change depending on the interests of the students. It is through these enriching experiences where informal learning takes place and students develop invaluable life skills such as resilience, adaptability and self-confidence. Through extension programs, such as Tournament of Minds (TOM), Australian Problem Solving Mathematics Olympiad (APSMO) competitions, International Competitions and Assessments for Schools (ICAS) and leadership opportunities, students develop the necessary skills increasingly valued in the 21st Century world.

It is not only children who actively engage in the school community. The parent community is an important part of school life and they attend many events during the year. Many opportunities exist for them to connect with others and provide support to students.

In 2022, the school served 255 families, with a student population (at the August Census) of 340 students, 50.6% of whom were males and 49.4% females. NCCD funding was provided for 22.3% of the student population. Indigenous students made up 2% of total students. 23% of students had a language background other than English.

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 2022 NAPLAN tests with comparison against similar schools and against national average scores. 2022 was the first year that NAPLAN was delivered and completed online, with the exception of Year 3 Writing.

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	467	447	477
Year 5	515	515	538

WRITING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	476	433	451
Year 5	500	493	518

SPELLING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	472	430	457
Year 5	520	514	539

GRAMMAR AND PUNCTUATION			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	504	446	479
Year 5	516	509	537

NUMERACY			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	440	410	437
Year 5	515	499	529

5. STAFF PROFESSIONAL LEARNING

Professional Learning 2022

Professional learning opportunities, to further enhance the skills and abilities, were offered to teaching and support staff.

Aligned with LSWW Strategic Plan and the introduction of new English and Mathematics Curriculum in NSW, the school's professional development centred around Contemporary Learning, Christian Studies, Student Wellbeing and Social and Emotional Learning (SEL).

The extent to which staff have devoted further research and understanding into the pedagogy behind the new NSW English and Mathematics curriculum is notable. This significant current reform aims to build strong foundations for future learning with the rollout of the new English and Mathematics syllabi for K–2 and 3–6.

In addition to the specific and deliberate learning opportunities listed in the table below, the Learning Innovation Coordinator and the Learning Enhancement Coordinator met regularly with teaching teams in weekly Collaborative Planning meetings to support teachers with curriculum, assessment, teaching and learning that supported inclusive, high-quality instruction. The intentional and planned professional conversations in regular teacher workshop times led to enhanced contemporary classroom practice, focus on wellbeing, and the rich implementation of research-based teaching methods. LSWW exemplifies a thriving 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
Child Protection Legislative Training - Clare Morrissey from Halloran Morrissey	7.2.2 4.4.2	NESA Mandatory Training	Teaching and non 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
Middle Leaders Course AIS NSW	6.2.2 6.3.2	Enhance leadership skills for staff in middle leadership positions	Three leadership staff
Sounds Write Training	1.1.2 2.1.2 6.2.2	For K–2 Teachers to deliver explicit quality teaching and learning in teaching early years literacy.	Seven teaching staff
Contemporary Learning Tours Melbourne and New Zealand	6.2.2	To build capacity and frontloading of Contemporary Learning practices and putting it into context at LSWW.	Five teaching staff
PBL Works 101 Online workshop	6.2.2	To build capacity and frontloading of Contemporary Learning practices and putting it into context at LSWW.	Two teaching staff
Crisis Support and Mental Health First Aid	1.1.2 4.1.2 4.3.2	To effectively support students in the areas of SEL and Wellbeing	Three teaching staff and Wellbeing Coordinator

Teaching Vocabulary and Reading Comprehension in K-6 AIS NSW	1.1.2 2.1.2	For K–6 teachers to become familiar with the latest research in the explicit teaching of vocabulary and reading comprehension	All teaching staff LSWW, St Johns Jindera and St Pauls Henty
Circle Solutions AIS NSW	4.4.2	Build knowledge, skills and capacity of staff to support Social Emotional Learning (SEL)	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	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

LSWW was privileged to have 39 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 18.9 teaching staff and 13.2 non-teaching staff. Currently, no staff identify as Indigenous.

SCHOOL STAFF 2022	
Teaching staff	22
Full time equivalent teaching staff	20.3
Non-teaching staff	15
Full time equivalent non-teaching staff	11.7

8. STUDENT ATTENDANCE

The average daily attendance rate during the reporting period as collected for the DET return was 89.4%, as shown in the table below.

YEAR LEVEL	AVERAGE ATTENDANCE RATE
K	91.7%
1	89.5%
2	88.7%
3	88.5%
4	89.9%
5	88.1%
6	89.2%
Total	89.4%

The school maintains an electronic register of enrolments. Teachers are required to mark student 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 or carers 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 on the school app, by contacting the school office or by sending an email to attend@lpsww.nsw.edu

An 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. 2022 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 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. Class sizes are limited to 27 in Kindergarten and 28 students in other year levels and any more by negotiation with staff. The school will maintain a waiting list to assist in the prioritising of students for vacancies.

Aims

To provide an efficient and fair process of enrolment for all applicants.

Implementation

Enrolment priorities will be determined, from time to time, by the School Board of Lutheran School Wagga Wagga.

The current priorities are:

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

Students who are able to fill a vacancy immediately, where those with higher priority are unable to do so until a later date, should be considered to have priority. That is to say, vacancies should not be held over for unnecessary periods of time, to ensure favoured/ high priority students get placements.

In addition to this, the enrolment of students into Kindergarten includes the following additional criteria:

- All aspiring Kindergarten students be interviewed, attend orientation, and be deemed ready for Kindergarten
- Students must turn five before 31 March of the year of entry into Kindergarten

The school's Principal is empowered to use his/ her discretion in circumventing these priorities under special circumstances (such as for charitable and welfare reasons, for people articulating a strong desire for a Christian education, or other important overriding circumstances). The school will ensure its procedures meet the requirements of the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

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.

Applications for Kindergarten

- Initial applications for the Kindergarten class close on 1 May of the year prior to the year of intended enrolment, if not already full by this time
- Proof of age must be presented with the enrolment application
- Children must turn five years of age by 31 March of the year in which they start school
- Children need to complete their first year of school before they turn 7 years of age
- Receipt of application will be acknowledged in writing
- An interview with the Principal or his/her delegate will be required prior to offers of positions being made

Offers of Positions for Kindergarten

- Initial offers of positions are made in the first two weeks of June in the year prior to the year of intended enrolment
- Two weeks is given for a response to the offer
- If no response is received in this time, it is assumed that the position is no longer required
- An Enrolment Acceptance Bond, to be kept in line with the yearly Tuition Fee Schedule, is required to secure the position
- Parents/ Guardians are required to provide an Immunisation Certificate
- New offers are made until all positions are filled
- Kindergarten students for the following year are required to attend orientation sessions conducted over four weeks in Term 4 of the year preceding enrolment

Applications for all other Year Levels

- Applications for positions in other year levels are accepted at any time
- Receipt of application will be acknowledged in writing
- An Enrolment Acceptance Bond, to be kept in line with the yearly Tuition Fee Schedule, is required to secure the position
- Students must enrol for the correct Year Level based on the 31 March yearly cut-off date
- Parents must provide copies of school reports, NAPLAN reports and any other relevant information
- An interview with the Principal or his/ her delegate will be required prior to offers of positions

being made

Offers of Positions for other Year Levels

- Upon completion of an interview with the Principal or his/her delegate, an offer of a position may be made
- Two weeks is given for a response to such an offer
- If no response is received in this time, it is assumed that the position is no longer required
- An Enrolment Acceptance Bond, to be kept in line with the yearly Tuition Fee Schedule, is required to secure the position. Where the student is to start immediately, this must be paid prior to the first day for the student, along with the term's fees as invoiced

Note that the 2022 Enrolment Policy (above) has been updated since 2022 and the full, [current Enrolment Policy](#) as of the time of the report (June 2023) is available for view on our [school website](#).

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 NESAA 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 school maintains its commitment to provide a safe and secure environment for students. A range of policies, procedures and processes were both maintained and reviewed in 2022.

- Child Protection Policy and Procedures
- Student Behaviour Learning Policy
- Bullying and Harassment Policy
- Staff and volunteer training in Lutheran Education Australia (LEA) modules entitled “Valuing Safe Communities”
- Staff Professional Standards Policy
- LEA Code of Ethics
- Code of Conduct for Employees
- Visitors and Volunteer Helpers Induction and Procedures
- Complaints Policy
- Whistleblowing Policy
- Student Use of Electronic Devices and the Internet Policy
- Emergency Procedures
- Fraud Policy
- Debt Collection Policy and Procedures
- Tuition Fees Concessions Policy and Procedures
- Tuition Fees Concessions Declaration Form

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:

1. The Children and Young Persons (Care and Protection) Act 1998 (Care and Protection Act).
2. The Child Protection (Working With Children) Act 2012 (WWC Act).
3. The Crimes Act 1990 (Crimes Act).
4. The Children’s Guardian Act 2019 (Children’s Guardian Act).

The school has a cycle for review of policies. The table below outlines school policies that were either introduced during 2022 or existing policies that were reviewed.

POLICY NAME	NEW POLICY	REVISED POLICY	DATE
Discrimination, harassment and Bullying		x	May 2022
School Board Code of Conduct		x	June 2022
Fraud policy		x	June 2022
Student Use of Electronic Devices and the Internet Policy		x	February 2022
Tuition Fees Concessions Policy Procedures and Declaration		x	November 2022
Debt Collection Policies and Procedures		x	November 2022

Student Discipline

The school’s [Behaviour Learning Policy](#), available on [LSWW website](#) 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.

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 and anti-bullying

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

The school works in close partnership with parents to be proactive against bullying. Antisocial behaviours are addressed straight away in alignment with the [Behaviour Learning Policy](#) to ensure that students' antisocial behaviours do not become ongoing issues or targeted toward other people.

In 2022, the school employed a Wellbeing Coordinator who began more intensive work with individuals and small groups of students who were struggling with their social, emotional relational or mental wellbeing. The Wellbeing Coordinator worked closely alongside the Deputy Principal and Learning Enhancement Coordinator as part of a Wellbeing Team to regularly check in on students' progress, identify areas for further support, and to partner with the students parents on the wellbeing journey. The Wellbeing Coordinator also worked with teachers, helping them implement classroom procedures that would offer the students further support.

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

The school [Behaviour Learning 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.

On a classroom level, teachers continued building strong relationships with all their students, employing Restorative Practice procedures when student conflicts arose. In addition, the school administered regular online surveys to students to check their feelings about friendships and allow them to share concerns with teachers that they might not otherwise say in person. These surveys were viewed by, and followed up by, a combination of people including but not limited to the teacher, stage coordinator, wellbeing coordinator or Deputy Principal.

In addition, all classrooms learned about and practised using [Circle Solutions for Student Wellbeing](#). The use of circles in the classroom further enhanced strong relationships within the classroom. Classrooms utilised a common language about emotions and emotional regulation through the [Zones of Regulation](#).

A comprehensive overview of specific programs, procedures and interventions can be found in the LSWW [Parent Handbook \(p. 18ff\)](#), available for download from the [school website](#).

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. A copy of the school [Complaints Policy](#) is available on our [school website](#).

Student Use of Electronic Devices and the Internet Policy

The [Student Use of Electronic Devices and the Internet 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 sign a technology agreement on acceptable usage of electronic devices and the internet at school. In 2022, teachers discussed sections of the policy with their students and followed up when policies were breached. They planned and implemented classroom lessons related to cyber safety. Online safety is reviewed throughout the year as part of the regular curriculum. Unsafe behaviours are addressed in alignment with the school's [Behaviour Learning Policy](#).

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 2022 continued progress toward achievement of the goals set forth in the [2021–2024 Strategic Plan](#), which is available to view on [the school website](#). These include but are not limited to the following:

- Collaborative development of a philosophy of teaching and learning
- Introduction of a Wellbeing Coordinator that provided assistance to small groups and to individual students for the betterment of mental health
- Introduced a common language schoolwide to identify, monitor, reflect on and work toward greater emotional regulation
- Implementation of classroom Circle Solutions routines to build stronger relationships within classrooms
- 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
- Further development of STEM (Science, Technology, Engineering and Mathematics) and Art across K–6
- Consolidation of teacher skills related to the explicit, systematic teaching of phonetic English skills in K–2
- Demonstration of the school value of Service through the support of Carevan, Australian Lutheran World Service (ALWS) and students volunteering their time at community events
- Continued certification as a school with a Healthy School Canteen
- Implementation of technology systems for more consistent, seamless communication with school families
- School Board approval of a Master Facilities Plan

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 COVID-19 restrictions allowed, weekly 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 courage, service and hope.

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:

- Kindergarten and Year 6 Buddy program
- Leadership roles for School Captains and Academic and Sport Captains, as well as Technology Leaders and Worship Leaders
- 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. This includes the use of restorative conversations.
- The use of Social Circles from Kindergarten to Year Six to foster closer relationships between students with explicit teaching of key social and emotional skills

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.
- Year 3 students worked with Carevan, raising money through a Project-based Learning unit of study to support those in the Wagga Wagga community.
- Year 4 students worked with ALWS to support victims of natural disasters as part of their Project-based learning unit on Natural Disasters.
- Over 50 students participated in the Wagga Wagga Anzac Day march.
- Students volunteered at community Christmas stalls and other events.

13. PARENT SATISFACTION

School parents were invited to complete the annual Parent Survey. The online survey was conducted in November. The survey was completed by 62 parents, 30% of whom had been at the school less than one

year, 26% who had been at the school more than five years, and the remainder having been at the school between one and five years. The vast majority of parents were either very satisfied or satisfied with the level of communication between school and home, the school's follow-up on student matters and the range of inclusive activities available to their children. The employment of a Wellbeing Coordinator was specifically mentioned multiple times as being an invaluable resource for parents.

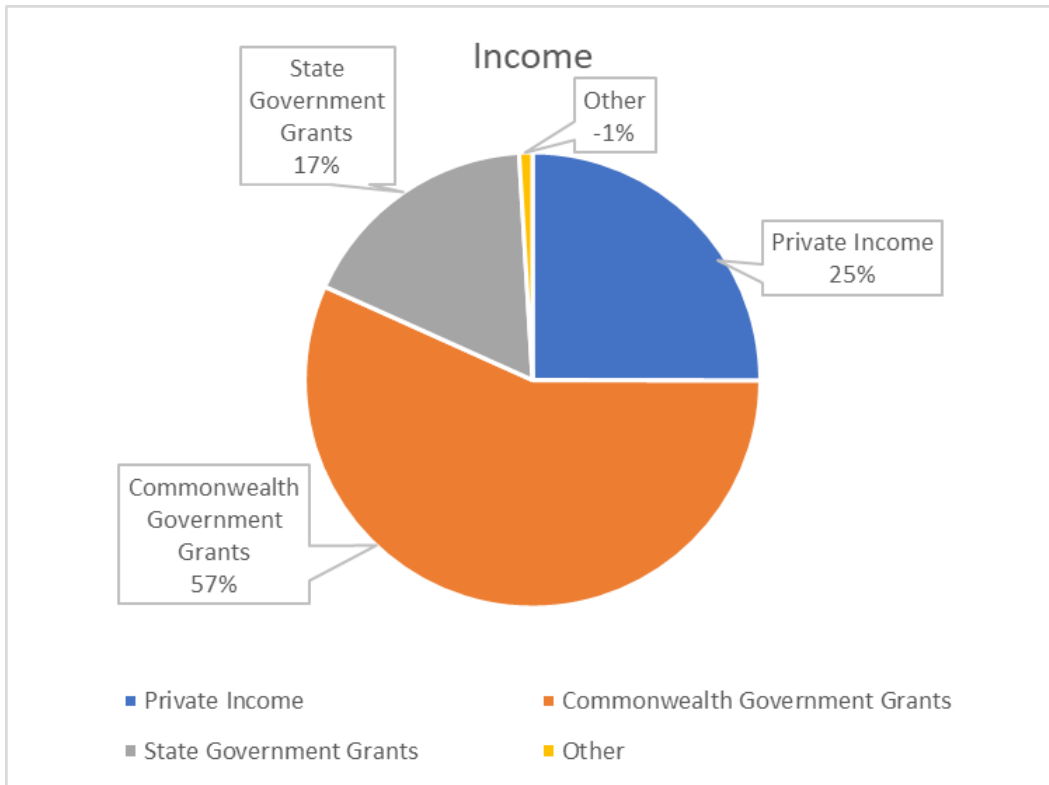
When asked *What do you love most about Lutheran School*, responses were as follows:

- "Our kids have made wonderful friends and through that, we have met wonderful families in our community"
- "Friendly and gentle community atmosphere and support children"
- "The wonderful sense of community and genuine care for students. Even though the facilities are excellent, it is the staff which really make the school such an inclusive and supportive environment for the students and their families. The Christian values are truly lived out in the way that the school functions and the relationship between staff (including non-teaching staff), students and families"
- "Proactive. Onto any concerns quickly, and equally any opportunities"
- "Caring attitude toward the students, family values"

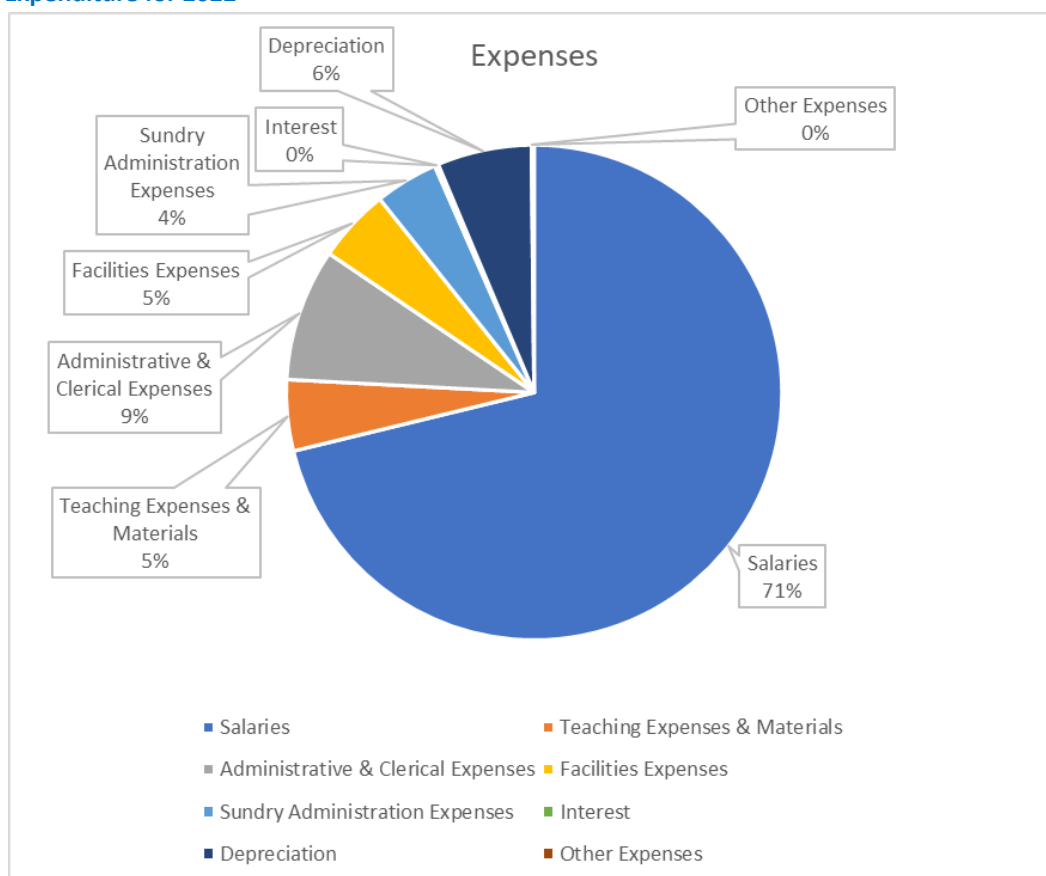
Aspects for improvement were also identified through the survey. Parents disagreed about the amounts of homework that were assigned, with some parents wanting more and some wanting less. Some parents asked for a wider variety of club opportunities, including band and non-competitive chess. Parents appreciated the direct communication with teachers through the Seesaw app and also commented that they would prefer a single form of communication, stating that there were multiple platforms on which information is posted. These aspects will continue to form part of the school's improvement priorities into 2023.

14. SUMMARY OF FINANCIAL INFORMATION

Income for 2022



Expenditure for 2022



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, next steps are as follows:

- Continue to refine project-based transdisciplinary curriculum units
- Implement the new NES A K–2 Syllabus and begin work on the Year 3–6 syllabi that will become available for feedback in 2023
- Finalise a School App that will funnel all school applications into one place
- Development of a wider range of clubs for students
- Further refine and publish the school’s Philosophy of Teaching and Learning
- Continue to proactively monitor student wellbeing, checking that students are feeling safe and included at all times

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

service service

COURAGE humility

hope

quality

appreciation

