



LUTHERAN SCHOOL WAGGA WAGGA

2024

ANNUAL REPORT

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1. MESSAGE FROM KEY SCHOOL BODIES

School Principal

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 2024.

Highlights for the year included:

- Implementation of a schoolwide Social and Emotional Learning program, Play is the Way, to identify, monitor, reflect on and work toward greater social and emotional regulation
- Opening of a new Kindergarten to Year 2 playground
- Continued progress toward achievement of the goals set forth in the 2021–2024 Strategic Plan
- The Wellbeing Team provided assistance to individual and small groups of students and worked collaboratively with families for the betterment of mental health
- Updating and reviewing Behaviour Learning Procedures including Restorative conversations being used to build stronger relationships in and out of the classroom
- 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, Wagga Eisteddfod for Dance & Choral Speech, sport and music
- Continued 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 across K-2
- Fundraising efforts by our dedicated and passionate Parents and Friends, particularly the Spring Fair which was a wonderful opportunity for the community to come together
- 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
- Continued implementation of technology systems for more consistent, seamless communication with school families
- Continued review of the Master Facilities Plan

Our school continued to be a connected community, amidst leadership changes in 2024. Students continued to learn and develop academically, thrive socially, enjoying the many opportunities across all learning areas. Many of the programs and opportunities 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 2024.

Hollie Kinning

Principal

Chair of the School Board

We continue to be blessed by God's provision and grace each year at Lutheran School Wagga Wagga (LSWW). The 2024 academic year commenced with 333 enrolments and 38 staff members. At the August census, enrolments had grown to 336 students.

This year, we welcomed Mrs Amanda Cappello as the new Parents and Friends (P&F) Board Representative. The School Board met 12 times throughout the year. We extend our sincere thanks to all Board members for their commitment, service, and dedication to the ongoing governance of LSWW.

The Board reviewed and updated a range of school policies and received regular reports from the Principal, Business Manager, and Finance Committee. In alignment with compliance requirements, Board members also completed both online and face-to-face governance training modules provided by AISNSW, supporting our continued professional development as required by NESA.

We are particularly thankful for the leadership and dedication shown during the transitional period of Term 1 to Term 3, when the Principal position was vacant. We express our gratitude to Mr Dylan Evans, Mrs Hollie Kinning, Mrs Genevieve Clark, and Ms Sharon Kotzur for stepping into leadership roles during this time. Following a thorough recruitment process, we were pleased to announce Mrs Hollie Kinning as Principal commencing in Term 4. We also thank other executive staff members who took on additional responsibilities to cover the Deputy Principal role during 2024.

The contributions of the Parents and Friends Committee were once again greatly appreciated this year. Through both friend-raising and fundraising events, the Committee generously supported the school, contributing valuable resources. The highlight of the year, the Spring Fair, provided a wonderful opportunity for our entire school community to come together in fellowship and celebration.

A continued focus throughout 2024 has been the implementation of our Strategic Plan and progress toward our Masterplan. Our strategic priorities are:

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 remains committed to monitoring the progress of these priorities. The development of the Master Facilities Plan is being guided by the Strategic Plan, with a vision to ensure our learning spaces reflect our values and support contemporary pedagogy for the next decade and beyond.

We also deeply value the continued partnership between the school and the Bethlehem Lutheran Church congregation. The congregation supports the school's Christian education program through the gift of Bibles to students in Kindergarten and Year 3, as well as ongoing prayer support for our students and staff.

We give thanks to God for the many blessings poured out upon Lutheran School Wagga Wagga—where excellence in education is seamlessly integrated with sharing the love of Jesus Christ and the grace of God. We pray for continued blessings and guidance in 2025.

Respectfully submitted,



Johanna Stanton

Chair School Board



2. Contextual Information about Lutheran School Wagga Wagga

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, 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.

3. Student Performance in National and Statewide Tests

Literacy and Numeracy Assessments

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>).

These measure student progress against challenging, yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March, and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

READING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	481	404	439
Year 5	503	492	514
WRITING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	460	416	436
Year 5	532	485	508

SPELLING			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	446	401	424
Year 5	519	486	508

GRAMMAR AND PUNCTUATION			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	482	409	442
Year 5	517	498	522
NUMERACY			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	449	404	429
Year 5	515	489	512

4. Staffing – 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	1
Provisional	1
Proficient Teacher	20
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	22

5. Staff Professional Learning

The School supports NESA teacher accreditation requirements by providing a range of professional learning opportunities for staff. Aligned with the Australian Professional Standards for Teachers, these experiences support ongoing growth and expertise.

Aligned with LSWW Strategic Plan, professional development has been driven by key focus areas: Curriculum and Teacher Practice, Leadership and Administration and Wellbeing.

In addition to the specific and deliberate learning opportunities listed in the table below, the school has provided many internal professional learning opportunities which further align with the strategic direction of LSWW. Collaborative planning amongst stages has continued to provide a solid platform for supporting curriculum development and improvement that is grounded on the importance of explicit instruction and assessment. The intentional and planned professional conversations in regular teacher workshop times led to enhanced classroom practice, focus on wellbeing, and the rich implementation of research-based teaching methods. LSWW exemplifies a thriving professional learning community.

Professional Learning	Staff involvement
CPR	39
First Aid, Anaphylaxis	5
Child Protection & Mandatory Reporting	39
EQUIP – Accreditation to teach Christian Studies in a Lutheran School	3
Connect – Training for teachers new to Lutheran Education	3
AI NSW Primary Writing Project	24
LEA Valuing Safe Communities	Volunteers 39
AI NSW Riverina Hub Meeting	2
LEVNT Principals & Business Managers Meeting	2
AI NSW Governance Training	2 School Board
TASS Training	3
TASS – Alii Training	2
Sounds Write Training	2
Child Safety Staff Webinar	1
AI NSW Wellbeing Conference	1
ASBA Conference	1
LEVNT Chaplaincy Meeting	1

6. Staff Team Profile and Composition

LSWW was privileged to have 38 staff (as at the August census) working together for the benefit of students and the school community. This comprised 20 teaching staff and 18 non-teaching staff. As a number of these staff were part time, the full-time equivalent was 17.3 teaching staff and 14.58 non-teaching staff.

Currently, no staff identify as Indigenous.

SCHOOL STAFF 2024	
Teaching staff	20
Full time equivalent teaching staff	17.3
Non-teaching staff	18
Full time equivalent non-teaching staff	14.58

7. Student Attendance

The average daily attendance rate during the reporting period as collected for the DET return was 93.17% as shown in the table below.

YEAR LEVEL	AVERAGE ATTENDANCE RATE
K	94.43%
1	94.67%
2	94.11%
3	92.66%
4	91.86%
5	90.80%
6	93.75%
Total	93.17%

The school maintains an electronic register of enrolments. Teachers are required to mark student absentees before the first activity of the day.

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 through Parent Lounge, the school app, by contacting the school office or email to absentee@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.

8. Policies

The following School policies are publicly available on the website

- [Enrolment policy](#)
- [Child Protection policy](#)
- [Discrimination, Harassment and Bullying policy](#)
- [Discipline policy](#)
- [Behaviour Learning policy](#)
- [Privacy policy](#)
- [Whistleblower policy](#)

9. 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.

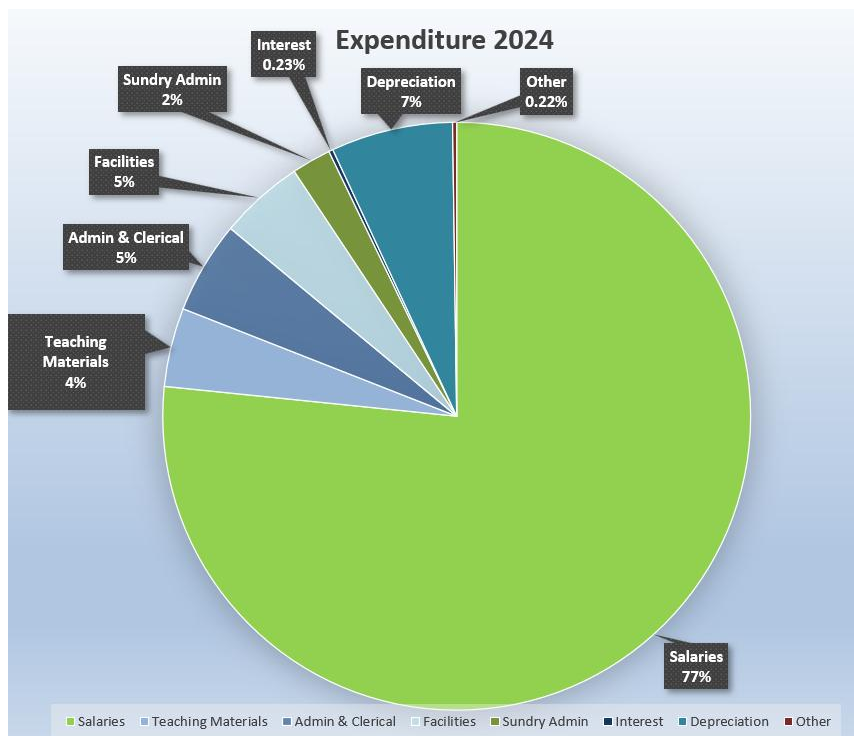
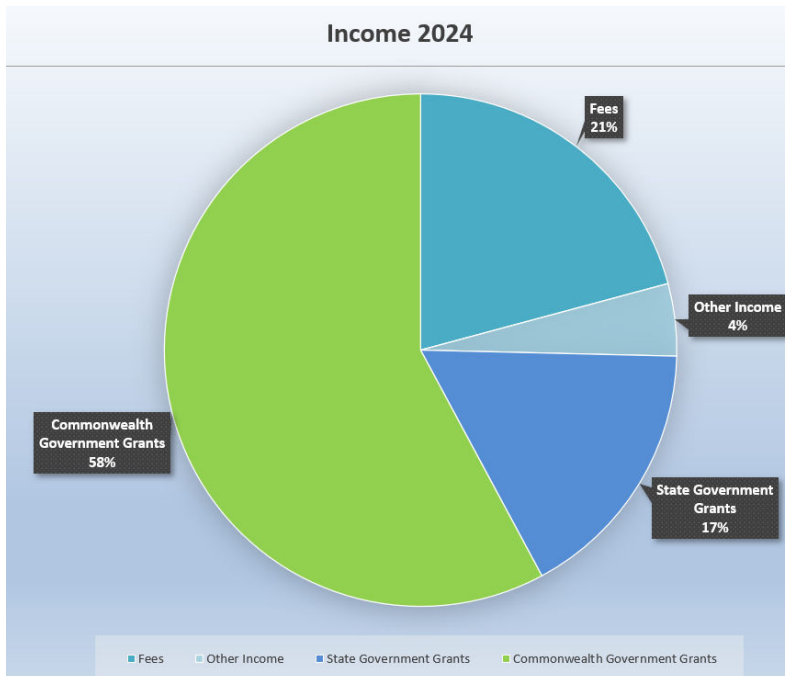
1. Grow as a community of learners
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Improvement tasks and projects related to these priorities and undertaken in 2024 continued progress toward achievement of the goals set forth in the [2021–2024 Strategic Plan](#), which is available to view on [the school website](#).

10. Summary of Financial Information

A summary of the Financial Statements for the year ended 31 December 2024 is shown below:

SUMMARY FINANCIAL INFORMATION		
Year Ended 31 December 2024		
INCOME	\$	%
Fees	1,333,164	21
Other Income	292,109	5
State Government Grants	1,074,090	17
Commonwealth Government Grants	3,704,725	58
TOTAL INCOME	6,404,088	100
EXPENSES		
Salaries	4,308,242	77
Teaching Materials	243,710	4
Admin & Clerical	285,132	5
Facilities	261,602	5
Sundry Admin	121,733	2
Interest	13,085	0.23
Depreciation	376,760	7
Other	12,576	0.22
TOTAL EXPENSES	5,622,840	100
NET SURPLUS	781,248	



11.Looking Forward

In the year ahead, new strategic priorities will be identified for 2025–2028 and will continue to be embedded through the annual School Improvement Plan and existing practices. Specifically, next steps are as follows:

- Refine, in consultation with key stakeholders, an understood shared Mission, Vision and Values for Lutheran School
- Update the school's Master Plan for future developments
- Refine our teaching pedagogy to ensure that it is reflective of the extensive current research of explicit direct instruction and high impact teaching strategies
- Develop and publish the school's Philosophy of Teaching and Learning

