

Lutheran Primary School Wagga Wagga



Annual Report 2008



Contents

On behalf of the community that comprises Lutheran Primary School Wagga Wagga it is my pleasure to present the 2008 Annual Report to the School.

The following categories have been included in the 2008 Annual Report.

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2. *School Performance in State Wide Tests and Examinations*
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I encourage you to pay us a visit and experience first hand the community of learners that we call Lutheran Primary School Wagga Wagga.



James Heyne
Principal
Lutheran Primary School Wagga Wagga

1. Welcome - Messages from our School Board Chairperson, our School Captains and our Principal

From our School Board Chairperson Michelle Astrup

During 2008, an important focus within our school community was the development of a Master Plan of new buildings and refurbishments. Fundamental to the buildings is the ethos of the school and Christian education in the development of all students of their God-given gifts. Our school and the Bethlehem Lutheran Church aspire for each individual to reflect the characteristics of God especially love, justice, compassion, forgiveness, patience and service. This was seen through the student's enthusiasm and participation in regular worship services throughout the year.

Our School Board focused on a number of key areas during 2008. This included future directions and how our mission as a Lutheran School is a key component of what we undertake as a Board; the architectural master planning progressed and priorities focused on quality classrooms; the anti-bullying policy began to be discussed and drafted; Occupational, Health and Safety was reviewed to ensure we continue with a safe environment; the School Board reaffirmed its commitment to our school operating as a double streamed school, with triple stream criteria being endorsed in select circumstances; and changes to the Parents' and Friends' Constitution were received from the Parents' and Friends' Annual General Meeting.

The positive interactions and communication we have with each other forms such a pivotal component of the success of our school. On behalf of the Board, I would like to thank all of the school community for their dedication and commitment in working towards achieving outcomes which contribute to quality education.

From our School Captains

Stephen Dawson, Olivia Taylor, Patrick Harris and Kate Elliott-Rudder

In 2007 we were fortunate to be elected as the school captains and vice captains. We have immensely enjoyed the opportunities that have come our way.

Running the SRC meetings and the school assemblies has given us confidence and has improved our leadership capabilities. It was a great honour to travel to Sydney for the Young Leaders day. We were also privileged to lay the wreath on ANZAC Day.

We would like to thank our peers and teachers for supporting us and guiding us throughout 2007. To future Year 6 students we recommend the role of school captains and vice captains, we have had an awesome experience this year.

**From our School Principal
James Heyne**

It is not uncommon when meeting with new families that I can be asked questions such as “So what exactly does Lutheran mean?” or “What is different about our school?” I often believe what is really being asked is where is the value added in our school?

As I walk with families around the school, visit classrooms and give prospective families an opportunity to view the school in action, what I really want families to take away is not necessarily the words I have spoken but rather the impression the environment has created.

As a Lutheran School our values (*see Appendix 2*) underpin and inform how we seek to be as a community. It is living out our values on a daily basis through strong relationships with students, staff and families that creates partnerships and the true value of the school.

We strive to ensure that each child, each staff member and each member of the community is valued as an individual and given every opportunity we can provide to ensure they grow and develop in all their God given skills and abilities.

To be true to our values we need to maintain our focus on excellence in education. During 2008 we continued to build on the strengths of the school in providing excellence in education. Our focus in particular was on the integration of technology into the classroom learning environment, the completion of a developed master plan for the future facilities of the school and of course the ongoing development and support of our outstanding staff team ensuring that we continue to provide the very best we can for our students.

I especially want to acknowledge and I am thankful for the dedication, commitment and high levels of skills of our outstanding staff team. They are the strength of our school.

2. School Performance in State Wide Tests and Examinations

In 2008 all students in Years 3 and 5 participated in the state wide NAPLAN tests.

In Year 3, 100% of students achieved at or above the minimum standard overall in literacy compared to 98% of the state and 100% achieved at or above the minimum standard in numeracy compared to 97% of the state. As in previous years students performed consistently across all aspects of numeracy and literacy.

In Year 3, 98% of students achieved at or above the minimum standard in writing, 100% in reading, 98% in spelling, 100% in grammar and punctuation and 100% in numeracy.

In Year 5, 97% of students achieved at or above the minimum standard in literacy as compared to 96% of the state and 97% achieved at or above the minimum standard in numeracy compared to 95% of the state.

In Year 5, 80% of students achieved in Bands 6 to 8 compared to 56% of the state.

(Below) NAPLAN results – percentages in skill bands

2008 Test	Year 3				Year 5			
	Bands 2 – 5		Band 1		Bands 4 – 8		Band 3	
NAPLAN Test (BST)	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Reading	100%	96%	0%	4%	93%	92%	7%	8%
Writing	98%	98%	2%	2%	93%	95%	7%	5%
Spelling	98%	97%	2%	3%	97%	94%	3%	6%
Grammar and Punctuation	100%	96%	0%	4%	96%	94%	4%	6%
Numeracy	100%	97%	0%	3%	97%	95%	3%	5%

3. Professional Learning and Teaching Standards

Our School remains committed to supporting and developing the professional growth and skills of our staff.

In 2008 in addition to the regular focus on professional learning in staff and in stage meetings teachers undertook a range of activities presented by external providers including the following:

- THRASS training and development for three staff;
- Writing workshops for two staff;
- IWB training and development for six staff;
- Equip workshops focusing on the teaching of Christian Studies for 11 staff;
- Lutheran Education pathways program for six staff;
- Australian Conference of Lutheran Education attended by five staff.

In addition significant professional learning occurred during the year as staff reviewed and developed our curriculum documents in each scope and sequence. As staff collectively discussed pedagogy, examined current units of work, reviewed outcomes for students and developed revised documents, they continued to grow in their understanding of the curriculum and how best to deliver this to students.

I was delighted that our mentoring program for new teachers was able to continue so effectively in 2008. Based on the NSW Institute of Teachers professional standards and elements we were able to continue to provide opportunities for five teachers to refine their skills as well as celebrate and acknowledge the high levels they were already working at.

In 2008 \$24,944 was expended on external providers for professional learning of teaching staff.

(Below) Teaching Standards

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	29
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

4. Teacher Attendance and Retention Rates

In 2008 there were 29 full and part time teaching staff which included a non teaching Principal and Deputy Principal as well as a Librarian, Computing teacher, Gifted and Talented Programs teacher, LOTE German teacher and three Learning Support teachers.

We began the 2008 school year with all existing teaching staff from the end of 2007. During 2008 from January to December 92% of teaching staff attended school each day.

5. Student Attendance

In 2008 the average daily attendance rate of students was 93%. This includes extended absences for family reasons. In cases of absences the school's procedures for communicating with families ensure that absences are recorded, followed up and explanations provided.

6. Enrolment Policies and Profiles

Lutheran Primary School Wagga Wagga is a co-educational Kindergarten to Year 6 school providing education underpinned and informed by Lutheran values. The School operates within the policies of the New South Wales Board of Studies.

Lutheran Primary School Wagga Wagga offers Christian education to all applicants, regardless of ethnic origin, gender, religion, financial status or disability provided that:

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

6.1 Enrolment Applications

Enrolment applications will be received on a continuous basis. In the case of more applicants than enrolment places available being received, positions for Kindergarten in the following year will be offered on the following order of priority:

- Members of Lutheran Church of Australia.
- Families with children already at the School.
- Other families on a first serve basis.

6.2 Enrolment Fee

Payment of an enrolment fee must accompany the acceptance of an offer of enrolment as per the Fee Policy.

6.3 Integration Enrolments

The application for enrolment of a child with a disability will be considered on an individual basis as per the School's Integration Policy.

6.4 Enrolment Procedure

6.4.1 Applications for Kindergarten

- Applications for enrolment are taken at any time. Parents who wish to enrol their child at the School are required to forward a completed application form accompanied by a copy of their child's birth certificate to the School office.
- In May of each year applicants will be contacted by mail and invited to arrange an interview with the Principal.
- In May and June of each year the Principal conducts initial interviews with applicants.
- In August of each year offers of enrolment are made. All applicants are informed of their acceptance or non-acceptance.
- Acceptance of an offer is accompanied by payment of an enrolment fee as per the Fees Policy and return of the signed Enrolment Confirmation Slip.
- Subsequent enrolment offers will be made if places are not accepted.
- Orientation sessions for incoming students are conducted over two weeks in November or December for both the students and the parents. Children are involved in activities in their respective class groups.
- Parents will be invited to sessions, which deal with aspects of running the school, including help and support available to parents, eg. care groups, pastoral care program and school routines.
- Notice of withdrawal of a student from the School is required in writing to the Principal.

6.4.2 Applications for Entry through Existing Year Levels

- Applications for entry through the existing year levels are accepted at any time. If a place is not immediately available student names are added to a waiting list.
- An interview with the Principal is required before an offer of position is made.
- Orientation sessions for these students will be arranged as required.

The school had a student enrolment of 386 students with approximately equal number of boys and girls throughout the school. The student population consists of students from a range of backgrounds. A small number of students have Special Needs or come from backgrounds including a language other than English.

7. School Policies

During 2008 policies in the areas of Student Welfare, Student Discipline and Reporting grievances and resolving complaints continued to be highlighted and discussed to ensure they are known. No changes were made to them.

All school policies with their full text are available from the School office.

7.1 Student Welfare Policies

In 2008 the range of policies, procedures and processes the school has in place to ensure the school's fundamental commitment to providing a safe and secure environment for students are described in the policies and procedures listed below.

- Anti-Bullying Policy
- Harassment Policy
- Safe Place Policy (through the Lutheran Church of Australia)
- Safety and Security Policy
- Code of Conduct Policy
- Supervision Policy
- Grievance Policy
- Communication 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 environment. Our values emphasise to us the unique and special value of each individual as a special creation of God and motivate us to recognize and support each student as an individual.

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

- Ombudsman Act 1974
- Child Protection Legislation Amendment Act 2003
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998

7.2 Student Discipline Policy

A whole school Student Behaviour Management policy was implemented in January 2004. This followed a previous review and trial period. The policy is underpinned by values of the School reflecting forgiveness and the opportunity for restoring relationships. Procedural fairness is a key approach in the policy. A whole school approach is implemented providing consistency across the

School. 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 and maintains the right to feel safe, be protected 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. This ban of the use of corporal punishment is supported and accepted by the School Board administrators and staff of Lutheran Primary School Wagga Wagga. Corporal punishment is contrary to the basic philosophy and aims of the school. Corporal punishment is not permitted under any circumstances.

No changes were made to the policy in 2008.

7.3 Policies for Complaints and Grievance Resolution

The school's policies for dealing with complaints and grievances includes 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.

No changes were made to the policy in 2008.

8. School Determined Improvement Targets

During 2008 the School continued to focus its improvements on the initiatives outlined in our 'Shaping the Future 2008-2010' document. This is attached as Appendix 1 and includes updated information on actions achieved in 2008.

In particular I highlight:

- the completion and adoption of our developed master plan for facilities and grounds;
- the ongoing integration of technology, including interactive whiteboards into classroom learning;
- review of curriculum to reflect Lutheran Education Australia's Lifelong Qualities for Learners;
- the outstanding support of students and families through our Care Coordinators program.

In 2009 we continue to focus our improvements on the Shaping our Future document. Intended actions will centre on:

- Implementation of the developed master plan for facilities;
- A refined learning plan for all staff;
- Developing higher levels of tasks for students using technology;
- Enhanced communication with our community using technology.

We will continue to grow together to support our students, staff and wider school community.

9. Respect and Responsibility

As a Lutheran School we see that we have a key responsibility to prepare our students to be tomorrow's responsible citizens of the world in which they will live.

To enable this to occur we need to be focused on teaching and supporting them to be responsible and respectful citizens in our school community. This we do in partnership with our school families.

The key platform for respect and responsibility is the daily experience students have.

In 2008 we continued to implement:

- Leadership training for all Year 6 students;
- The whole school peer support program;
- The Kindergarten and Year 6 buddy program;
- Leadership roles for School Captains and Sports Captains;
- A Year 1 to Year 6 SRC forum;
- Drama performances by visiting performers focusing on aspects of respect;
- The Life Education Van program;
- Our range of student welfare policies to shape and form our community on a daily basis;
- A consistent whole school approach to behaviour management focusing on individuals accepting responsibility for their actions.

10. Parent, Student and Teacher Satisfaction

Lutheran Primary School Wagga Wagga continues to enjoy a strong reputation in the community for providing an excellent Christian based education.

On seeking enrolment in our school, parents comment on the strong and supportive feedback they consistently receive from existing parents. The consistently high demand for enrolment has again demonstrated that parents are happy to make the choice for Lutheran Primary School Wagga Wagga to be their family school. This is largely based on the feedback they receive from our satisfied parent community.

We continue to receive outstanding support from our parents in a range of ways during a year including participation in school activities such as Parents' and Friends', School Board committees, classroom and canteen volunteers, running stalls at our Fete, etc. They are always willing and welcome to be involved in the life of the school.

Our students through SRC forums again indicated that they enjoy being part of the school. In particular they enjoyed the learning environment they are provided with and the safe and supportive environment they can access.

During 2008 teachers reflected that they appreciated the opportunities that were provided to work collegially on issues directly affecting them in relation to curriculum and their teaching practice. It was noticeable that their enthusiasm for the opportunities highlighted their commitment to provide the very best opportunity they could for their students. This is a credit to them and I thank them again for their outstanding service to our school community. They truly are the strength of our school.

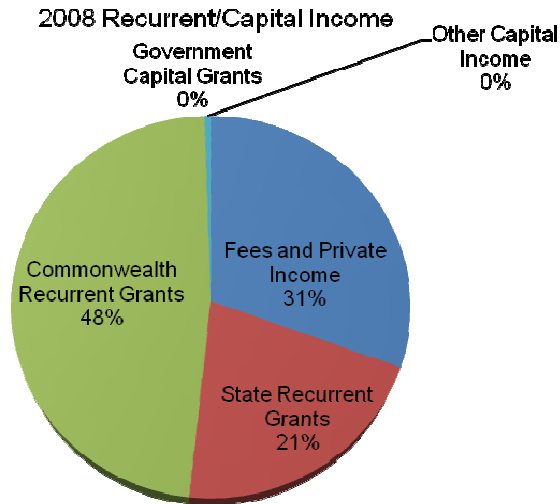
11. Summary Financial Information

As an independent school we are conscious of the need to balance responsible financial management with the commitment families make by their financial contribution through tuition fees.

In 2007, our annual recurrent budget was \$3.1 million. Of this parents contributed 24% as shown below.

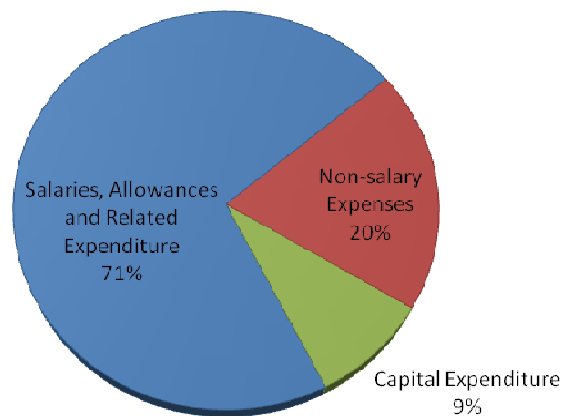
Graphical representation of income and expenditure

11.1 Income



11.2 Expenditure

2008 Recurrent/Capital Expenditure



APPENDIX 1

LUTHERAN PRIMARY SCHOOL WAGGA WAGGA SHAPING OUR FUTURE 2008 – 2010

1. OUR IDENTITY

1.1 Mission Statement

The Mission Statement of the Lutheran Primary School is:

"To provide a caring, Christian environment in which the congregation, teachers, parents and students actively collaborate to ensure every child is provided with the resources and opportunities to reach their potential in spiritual, intellectual, physical, cultural, social and emotional areas of their lives."

1.2 Aims

- 1.2.1 To help children come to know of Jesus Christ as their personal Saviour.
- 1.2.2 To provide for each child, a wide range of experience and activities, which will stimulate a continuing interest in learning.
- 1.2.3 To provide a Christian atmosphere where each child is individually encouraged to develop his or her God given talents.
- 1.2.4 To promote an atmosphere, in which learning is valued, excellence is encouraged and honest effort is recognised and praised regardless of academic capabilities.

The School's Mission Statement highlights the desire to provide a caring Christian environment built on partnership with our community to serve the needs of our students.

The School is committed to providing a complete but distinctive education, and to express this in loving service to others. Thus, the School seeks to prepare its students for a life of service in the family, in their vocation, in their church and in their community.

Students are encouraged to develop an active living faith, a commitment to a life of service to others and a positive self-concept as well as to fulfil their physical, spiritual and creative potential and expand their individual talents. It is anticipated that they will learn self-discipline and how to achieve effective relationships.

1.3 Core Values

1.3.1 A Christ Centred School

Because Lutheran Primary School Wagga Wagga is a Christian school owned and operated by Bethlehem Lutheran Congregation we share in the mission of the Christian church expressed by our Lord in John 20:21; "*As the Father has sent me, I am sending you;*" Matthew 28:19, "*Go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit;*" and Mark 16:15, "*Go into all the world and preach the good news to all creation.*" Our foremost desire, therefore, is to make and keep the mission of Jesus Christ central in

all aspects of every school activity, both inside and outside the classroom. Our aim is to help people grow and go in Christ.

1.3.2 A Christian Community

Everyone associated with our school - students, staff and families - is God's creation and therefore equally precious. This essential truth is expressed in our school via our intention to live as a microcosm of the Gospel: a worshipping community where all involved with the school both share and experience God's forgiveness in Christ; and where the contribution of each person is encouraged, valued and appreciated. Our aim is a school characterised by genuine Christian community; a school permeated by Jesus Christ and his love.

1.3.3 Servants and Service

Through practice of the Christian model of servant leadership (Matthew 20:26-28) our school endeavours to prepare and equip students and others for the good of the greater community in which they are to take their place and use their God given gifts in service to others to the hour and praise of God.

1.3.4 Excellence in Education

Our school is committed to academic excellence. We are also committed to planning and providing a broad curriculum, which will contribute to the development of each student's uniqueness and cater for a wide range of abilities including giftedness. We also strive to support our staff through appropriate remuneration, favourable working conditions and opportunities for training and professional development.

1.3.5 Facilities and Resources

Our aim of achieving excellence extends to the facilities and resources our school provides, within the means available, for the entire school.

Our core values and beliefs permeate all School activities. These core values are founded on the centrality of the Gospel, the worth of the individual and the importance of relationships, service to others, the pursuit of excellence, respect for the environment and a sense of community.

2. SCHOOL CONTEXT OVERVIEW

Lutheran Primary School is located in a well established residential area of Wagga Wagga. In the eyes of the community Lutheran Primary School is well regarded for its academic standards, its sense of strong but fair discipline and a community focus with caring relationships between staff and students.

The foundation of these strengths is the application of the Christian values of the school into daily experiences for students, their families and staff.

Enrolments have consistently being maintained in excess of 95% of capacity. Applications for Kindergarten enrolment each year exceed positions available. Due to the transient nature of the local community enrolments fluctuate by up to 10 students during the school year.

Under the current class size structure introduced in 2003 (K to 2 – 25 students, 3 to 6 – 28 students), six additional places become available in Year 3 each year as to 56 Year 6 students leave and 50 Kindergarten students begin. Expressions of interest for enrolment in Kindergarten for the Years 2009 and beyond is strong.

Our school is well serviced by the local bus companies with over 150 students travelling daily via buses. This is usually at no cost to parents as bus travel is subsidised by the NSW Government for the majority of students.

The school has maintained quality amenities and a high level of resources for staff to access. The spacious grounds and well resourced classrooms are a feature of the school. It is noted that the classroom and facilities structure are beginning to require a higher level of maintenance as they age.

As we serve our community through Christian Education we remain committed to continuing to provide excellence in all we do.

To maintain our strong standing in the community Lutheran Primary School will need to continue to be informed and lead developments in the following four areas identified in the 2007 School Improvement plan:

- Educational programs
- Ministry and Care
- Finance, Facilities and Grounds
- School Community and Communications

This focus will enable us to continue to remain true to our motto to “Learn and Grow in Christ” providing quality Christian Education at an affordable fee level.

3. EDUCATIONAL PROGRAMS

The quality and integrity of the learning experience for students is a key priority for our school. To maintain a high standard of student learning the classroom environment is developed as the core learning environment. The school intends to continue to review and adopt as appropriate research to improving student learning.

3.1 Student Learning Statement - reviewing, developing and sharing our Statement of Beliefs about Student learning.

- 3.1.1** Development of our Statement of Student Learning enables us to have a clear basis for reviewing, evaluating, discussing and debating educational questions in our school.

Progress: Statement drafted and adopted by staff in line with Lutheran Education Lifelong Qualities for Learners.

3.2 Review the role of information communication technology as a tool for student learning

- 3.2.1** The school currently provides access for student learning using ICT largely through the provision of a computing lab. Progressively digital cameras and data projectors have been purchased.

Action: Investigate

- Interactive whiteboards;
- Online learning resources;
- ipods, mobile phones, video technology;
- Mobile bank of laptop;

- Remote access to school network;
- The Classroom ICT coordinator position to be established.

Progress: Interactive whiteboards introduced in all Year 3 to 6 classrooms by the start of 2009. AGQTP project in place in 2009 to develop consistent whole school approach to integrating technology.

3.2.2 To resource teachers access to technology as a teaching tool staff have been provided with laptops, access to data projectors and a wireless network environment.

Action:

- a) Remote staff access to school server;

3.3 Develop appropriate integration of key learning areas into units of work

3.3.1 The curriculum continues to be crowded with access to an ever increasing quantity of knowledge and information. Students' learning is enhanced when they have opportunity to delve deeply into topics. At the same time the foundational literacy and numeracy skills remain a focus.

Action:

- In 2008 a Student Learning coordinator will develop a rationale and framework for the development of integrated units of work across Key Learning Areas.
- The whole school understanding and focus on the teaching of Literacy will be developed by the Literacy Co-ordinator.

Progress: Some beginning work undertaken in early 2008 to be continued in 2009, 2010.

3.4 Develop and implement a rigorous professional learning plan process for all staff

3.4.1 A well supported and knowledgeable staff is essential to facilitate student learning. A process to identify with staff areas for development and provide resources for professional learning will be developed.

Action:

- A process for the extension of the New scheme Teacher mentoring program will be developed.
- To provide planned quality professional learning opportunities to support learning plans.

Progress: New Scheme teacher mentoring program consolidated. First staff member has completed the process and received accreditation. Teacher development coordinator appointed for 2009 to allow for appropriate Professional learning plans for all staff.

3.5 Develop the network of community support services available to our students and their families

3.5.1 To enable student learning to occur to the highest level there are times when additional support outside the expertise of school staff is required.

Action:

- Develop partnerships agreements for the referral and support of students and families to professionals including psychologists, speech and occupational therapists.

- Explore assistance funding to families requiring specialist support.

Progress: Initial referrals for some services organized during 2008.

3.6 Complete implementation of the Lutheran Education Australia's Christian Studies Curriculum Framework and integration of Lutheran Lifelong Qualities for Learners

3.6.1 In a Lutheran School Christian studies is a core component of the school. The implementation of the CSCF provides a relevant focus for learning about God through Christian studies.

Action:

- Co-ordination of the CSCF implementation for our school and subsequent resourcing and support for staff by the Christian Studies coordinator.

Progress: Scope and sequence completed, teachers participating in Equip program through Lutheran Education South Eastern Region.

3.7 Review the provision of specialist key learning area staffing

3.7.1 To support the classroom as the core learning environment in which students experience rich tasks specialist areas to be staffed will be reviewed.

Action:

- test our existing staffing structure against the student learning statement and integration of KLA's when developed.

Progress: Review undertaken by teaching staff. Continuation with K to 6 Library, K to 2 computing, Yr 3 to 6 German. Music implemented across K to 6 classes. Approach to integration of units of work to be continued.

4. MINISTRY AND CARE

4.1 Enhance our existing Peer Support, Buddy and Seasons for Growth programs

4.1.1 Building strong, supportive and safe relationships in the school enables the school to support student. The proactive teaching of social skills will be enhanced.

Action:

- Deputy Principal's role redefined to enable the development of social support programs for students.

Progress: On hold in 2008, will be undertaken in 2009.

4.2 Continue to provide and seek to enhance our existing care coordinator programs

4.2.1 Building community and partnerships is fundamental to the aims of the school. The care coordinators program since its inception has provided valuable support in caring for families in need and building relationships between families. This program will be further enhanced.

Action:

- Role and procedures for care coordinators to be documented and reviewed.

Progress: Care coordinators continued to provide high levels of support to families. Review ongoing with Pastor Mark.

4.3 Explore and develop programs and information to enhance the building of families and their relationships

4.3.1 To support students we will develop programs, activities and opportunities for families to be supported in raising their children. In a complex world support will be given to build strong families.

Action:

- Provide information nights, materials on parenting and methods for parents to network.

Progress: Focus for 2009 in conjunction with Parents and Friends.

5. FINANCE, FACILITIES AND GROUNDS

5.1 Develop a revised school master plan focusing on the provision of quality classroom learning environments specialist facilities, efficient administration areas and spaces for ministry and community activities.

5.1.1 To enable the school to meet its stated aims the physical environment needs to be developed to provide the facilities required.

Action:

- Master plan to reflect the future directions of the school.
- Building program developed and implemented.

Progress: Master plan completed and adopted. Stage one of the building program (Kinder buildings, senior toilets refurbishment and senior quadrangle shade) to be undertaken in 2009.

5.2 Maintenance of existing facilities

5.2.1 Existing facilities need to be developed and maintained to maximize their suitability to the school.

Action:

- Complete electricity, heating, cooling, fencing and grounds upgrades.
- Develop maintenance cycles.

Progress: Planned upgrades completed. Some maintenance cycles implemented. Will be expanded in 2009.

5.3 Develop and review long term financial planning

5.3.1 Sound stewardship of the schools resources is essential to enable the school to meet its stated aims. Adequate income needs to be generated without decreasing the affordability of our school to our community.

Action:

- Develop, adopt and implement budget models
- Develop baseline KPI's. to assist in decision making.

Progress: Budget model implemented and KPI based reporting introduced. Further work in 2009 will review in line with Lutheran Education South Eastern Region requirements and Federal Government regulations.

5.4 Develop communication strategies for the schools short and long term financial position and annual budget

5.4.1 Shared understanding from all in the school community builds community.

Action:

- Examine methods for effective communication and participation by the school community in the budget process.

Progress: Greater communication through the Parents and Friends in 2008. Ongoing development in 2009.

6. SCHOOL COMMUNITY AND COMMUNICATION

6.1 Develop and enhance the use of technology as one avenue of communication with our community

6.1.1 In a changing world the availability of technology as a tool for communication potentially changes the way our school community communicates.

Action:

- Development of the schools website to allow remote access and member login.
- Investigation of modes of electronic technology for school communication.

Progress: Existing technology remained in use with some modifications to website.

6.2 Revise and develop communication strategies of the school ethos, values and programs

6.2.1 Shared knowledge and understanding throughout the school community enhance unity of purpose and direction. The ability to communicate our core ethos and its implications to our school community is essential.

Action:

- Holding of information nights, forums and development of electronic communications.

Progress: No action. Follow up in 2009.

6.3 Strengthen the home school partnership through communication of student activity and learning

6.3.1 Student learning is a core activity of the school. Sharing knowledge of what and how students learn is highly desired.

Action:

- Review current methods for communicating student learning and explore options such as learning portfolios for students.

Progress: To be followed up in 2009, 2010.

APPENDIX 2

LIVING IN COMMUNITY VALUES FOR LUTHERAN SCHOOLS

Living in community
values for Lutheran schools

