



# Section 14

## 2019 Convention of Synod

Lutheran Education Qld Report



# Reports to Synod 2019

**Lutheran Education Queensland**  
including  
**Queensland Lutheran Early Childhood Services,**  
**Schools of the District**  
and  
**Congregational School**

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# **Reports to Synod 2019**

**Lutheran Education Queensland**

## COUNCIL OF LUTHERAN EDUCATION QUEENSLAND

We note that there is a separate report from the Queensland Lutheran Early Childhood Services branch (QLECS) of Lutheran Education Queensland (LEQ) specifically with regard to the early childhood services and therefore, this report focuses almost exclusively on the schools and colleges of the Department.

### 1. Staffing

The LEQ Secretariat comprised the following staff in 2018:

	<i>Role</i>		<i>Role</i>
<b>Dennis Mulherin</b>	Executive Director	<b>Meg Noack</b>	Director – Identity & Formation
<b>Darren Pope</b>	Director – Leadership & School Improvement	<b>Dominique Jacqueline (until Aug)</b>	Education Officer – I & F (p/t)
<b>Sandra McCullough</b>	Executive Assistant	<b>Stephanie Maher (from Oct)</b>	Education Officer – I & F (p/t)
<b>Kerryn Simpendorfer</b>	Chief Financial Officer	<b>Kellie Ogg</b>	Archiving (p/t)
<b>Donna Foxwell</b>	Accountant/Financial Analyst	<b>Eric Wilson</b>	Risk Services Manager
<b>Joseph Chia</b>	Systems Financial Analyst	<b>Paul Pantelimon</b>	ICT Technical Support
<b>Christina Spacie</b>	Accountant (p/t)	<b>Val Lycho</b>	Admin Officer - Compliance
<b>Danielle Schneider</b>	Accountant / Payroll	<b>Derek Bartels</b>	Director – Innovation & Technology
<b>Jean Acutt</b>	Payroll (p/t)	<b>Tracey Dalton (until Sep)</b>	Admin Officer – I & F
<b>Hannah Doecke (until Aug)</b>	Receptionist	<b>Alex Wong</b>	XTech (charge out)
<b>Asif Wasseen</b>	XTech (charge out)		

This level of staffing equates to a head count of 21, an FTE of 18.9 of which 16.9 was funded through the Secretariat budget. Taking into account staff departures that were not replaced and long-term staff absences due to illness, the effective FTE for 2018 was 15.2. As way of comparison, in 2017 the Secretariat had a head count of 22, an FTE of 18.5, of which 16.0 was funded from the Secretariat budget. (See table 1 below.) I present this to reinforce the belief that the Secretariat is running as efficiently as possible as it aims to support schools without duplicating services offered by other agencies such as ACARA, QCAA and ISQ.

Year	Head Count	Effective Annual FTE	Funded from Levy	System Enrolments
2017	22	18.5	16.0	18,107.5
2018	21	17.2	15.2	18,049.2

Table 1. Comparison of Secretariat staffing levels 2017 and 2018

Each year we review our services by way of an anonymous survey and at the end of 2018, the satisfaction levels were generally between high and very high. Whilst we are able to track much of the general satisfaction levels longitudinally, for the first time in 2017, we asked for specific feedback on the quality of service offered by the individual members of the Secretariat leadership team. A summary has recently been supplied to CLEQ and the Secretariat uses the results of the survey to improve processes.

## **2. Enrolment Trend**

Overall, total enrolments for the 26 schools at 2018 Commonwealth Census was 18,049, down 58 students on the corresponding 2017 figure. The competitive environment continues to challenge Lutheran schools to provide a high quality Christian education at an affordable price. There is a nationwide shift back from Non-State education to government schools for a variety of reasons.

A number of schools grew in enrolments between 2017 and 2018 Commonwealth Censuses. St John's LPS Bundaberg achieved 17% enrolment growth, LORDS at Pimpama 13%, Good Shepherd at Noosaville 5% and St John's at Kingaroy 6%. Overall, 15 schools grew or held enrolment levels over the 12 months whilst the other 11 experienced some level of enrolment decline. Early signs from the start of 2019 indicate an improvement of this situation with overall enrolment growth by the end of February.

## **3. School Leadership Changes**

### **Principal changes in 2018**

- Adrian Wiles commenced at Concordia Lutheran College.
- Heidi Hansen was Acting Principal at Bethany Lutheran Primary School for terms 2-4, whilst Neil Schiller was on medical leave.

### **Business Manager changes in 2018**

- Damian Jackson commenced at LORDS.

### **Council Chair changes in 2018**

- Narelle Bowden-Ford was elected Chairperson at Good News Lutheran School.
- Garth Hunt was elected Chairperson at Grace Lutheran Primary School.
- Dr Ian Marks was appointed as Acting Chairperson at LORDS.
- Kathy Close was elected Interim Chairperson at Peace Lutheran College.
- Sarah Dixon was elected Chairperson at Redeemer Lutheran College.

## **4. Business Services**

During 2018, the following strategic projects were progressed on behalf of Lutheran schools:

- Implementation of the LEQ School Data Integration Portal for the automated reporting of financial information by schools, prepared in a consistent manner and including key financial reports such as Profit & Loss Statement, Balance Sheet and Dashboard Report;
- The second year of providing each school with a customised demographic dashboard profiling tool, geographic and economic variables that influence parental decision-making when selecting an independent school for their child;

- Anticipating the impact on system funding arrangements as a result of the Commonwealth Government's change from SES methodology to a Direct Income Measure (DIM) which will be implemented on an individual school basis between 2020-2022; and
- Strategic marketing support for Queensland Lutheran schools through the development of a marketing network and shared marketing resources and platforms.

## **5. Innovation & Technology**

Highlights for the year included:

- Learning (Study) Tours focused on agile learning spaces and contemporary pedagogy that were oversubscribed and included teachers and leaders from Lutheran schools in other states
- National and International Accolades with Lutheran schools again being named again by EducatorOnline as among the 30 most innovative in the country, offers by LEQ school educators and leaders to present at national and international conferences. Visitors from intrastate, interstate and overseas are touring LEQ schools.
- Strengthening 'buy in' for contemporary transformation through innovation in relevant pedagogy and learning environments
- Expansion of Entrepreneurship Programs for students in a number of schools.
- Growth in collaborative approaches to teaching and learning as schools leverage the strengths of being part of a system of schools.

## **6. Identity & Formation**

With the Lutheran Education Australia staff accreditation program being relaunched in 2019, last year LEQ committed the necessary resources to ensure all current staff in Lutheran schools in Queensland had completed their necessary elements to gain accreditation to teach Christian Studies and accreditation to teach in a Lutheran school. Close to 500 staff in our schools were supported in this process. In addition, we maintained a focus on the five areas of essential practice for Lutheran schools:

1. Formation and LEA Accreditation of Staff through the delivery of Pathways and Equip courses. Overall, in 2018, 36 offerings of Equip modules were attended by 450+ teachers of Christian Studies. In addition, more than 500 staff members attended a Pathways module delivered by LEQ.
2. The teaching of Christian Studies was further supported through CS Key Leaders network days and the effective use of the Ruth Murray Bequest to develop resources and share practice.
3. Service Learning continued to be a vital ingredient to the Lutheran schooling experience for staff and students. Mini-conference, mentoring and a resource development were offered in 2018.
4. Pastoral and Restorative Practices have been embraced by LEQ schools as a true reflection of our theology in action. 3-Day training in RP and networking days were initiated again during the year.
5. Supporting chaplaincy in our schools, ordained and lay workers, remains a key focus for the LEQ team.

## **7. IR and Risk Services**

Employer Services, through Gil Muir and Chris Muir, continue to support schools with IR advice specifically in relation to our Enterprise Agreement. This occurs on a retainer basis with additional hours invoiced to respective schools where significant work is needed to be undertaken.

In the area of risk services, Eric Wilson delivered First Aid and Resuscitation courses that allowed staff from our regional and remote schools to complete their certification or recertification. He also supported School Councils in the areas of WH&S and risk management.

## **8. Leadership and Governance**

The secretariat once again offered a series of governance training workshops that were attended by 64 volunteer school Council members. In addition to this, CLEQ maintained its commitment to supporting the development of local governance through training modules delivered at the twice-yearly Schools Assembly. This remains a high priority for CLEQ and for the wider Church.

LEQ has three current graduates of the Company Directors Course offered by the Australian Institute of Company Directors (AICD) to deliver quality governance training. ISQ and a number of Not-For-Profit companies offer governance resources and training for other NFP's.

The support for school leadership continued through a number of mechanism. Ten emerging leaders within our schools completed the first year of the 2-year Leadership Development Program coordinated by Lutheran Education Australia. School Principals met for collegiality and professional learning on a quarterly basis and attended the LEA national Lutheran Principals Conference in Hobart. School Business Manager workshops were delivered on a regular basis both in person and via video conferencing methodology.

An exciting new venture in 2018 was the Inspired Learning for Leaders program where Principal and Business Manager met together to be challenged by the concept of high performing teams, and leading with a mission focus. This will be extended for 2019.

## **9. Accountabilities and State Government matters**

The following schools conducted successful cyclical reviews through the Non State Schools Accreditation Board (NSSAB) in 2018:

- ✓ LORDS, Pimpama
- ✓ St James Lutheran College, Hervey Bay
- ✓ St John's Lutheran Primary School, Bundaberg
- ✓ St Peters Lutheran College, Springfield
- ✓ Trinity Lutheran College, Ashmore

Whilst, running this process consumes significant resources on the part of the Secretariat, the ability to do so, with the approval of the State government, allows this compliance measure to be conducted in a supportive environment, allows Church requirements and expectations to be confirmed, and accommodates capacity building and collaboration between schools.

## **Concluding Remarks**

Queensland Lutheran schools were acknowledged at the national convention of Synod in Sydney in October 2018 for their programs and processes that ensure they are vibrant places of daily ministry for the LCAQD that operate in a sustainable manner. They will continue to strive to be places where the Good News of the death and resurrection of Jesus Christ is shared and rejoiced on a daily basis.

Respectfully submitted

Tim Kotzur  
Chairman  
Council of Lutheran Education Queensland



# Financial Reports

## Reports from Lutheran Education Queensland Schools and Colleges of the District

For the Year Ended 31 December 2018

# LUTHERAN EDUCATION QUEENSLAND FINANCIAL STATEMENTS TO 31 DECEMBER 2018

Please refer to **Appendix 1** for LEQ's Financial Statements to 31 December 2018.



# Report to Synod 2019

**Queensland Lutheran Early Childhood Services**  
Delegated Authority for the LCAQD as Approved Provider  
under the Education and Care Services National Law Act  
2010 and Education and Care Services National Regulations 2018



**Service Types – 60**
**March 2019**

- Centrally Managed Services are known as QLECS Plus Services
- Locally Managed Services are known as QLECS Services

S= Sessional
L= Long day Care

QLECS Services	QLECS Plus Services
<b>Long Day Care Centres</b>	
1. Immanuel Early Learning Centre	1. Grace Crèche & Kindergarten, Redcliffe
2. Little Lambs Early Learning Centre	2. Living Faith Early Learning Centre
3. Pacific Lutheran Early Learning	3. Nazareth Lutheran Early Learning Centre
4. St Andrew's Early Learning Centre (L)	4. St Pauls Child Care Centre Mount Isa
5. St Pauls Child Care Centre Nundah	5. St Pauls Child Care Centre Mysterton
6. Trinity Early Learning Centre	6. Good Shepherd Early Childhood Services; VIC
<b>Occasional Care / Limited Hours Care</b>	
7. Goombungee Little Folks group	
<b>Family Day Care Scheme</b>	
8. Beenleigh Family Day Care Scheme	7. Amana Family Day Care Scheme
<b>Kindergartens</b>	
9. Gatton Kindergarten ( Management & CGB)	8. Bethania Lutheran Kindergarten, Bethania (L)
10. Little Saints, Jindera, NSW	9. Bethany Lutheran Kindergarten, Raceview (L)
11. Living Faith Lutheran Kindergarten (L)	10. Centenary Christian Kindergarten (S)
12. LORDS Little Wonders Kindergarten (S)	11. Concordia Lutheran Kindergarten (L)
13. St James Kindergarten, Hervey Bay (L)	12. Faith Lutheran Kindergarten, Victoria Point (S)
14. St John's Lutheran Kindergarten, Geelong, Vic (S)	13. Grace Lutheran Preschool, Moree NSW
15. St Pauls Lutheran Kindergarten, Caboolture (L)	14. Martin Luther Kindergarten, Toowoomba (S)
16. St Paul's Kindergarten, Grovedale, Vic (S)	15. Peace Lutheran Kindergarten, Cairns (L)
	16. Prince of Peace Kindergarten, Everton Hills (L)
	17. St James Kindergarten, Cleveland (S)
	18. St John's Lutheran Kindergarten, Bundaberg (L)
	19. St John's Lutheran Kindergarten, Eight Mile Plains (S)
	20. St John's Lutheran Kindergarten, Kingaroy (S)
	21. St Peters Lutheran Kindergarten, Springfield (L)
	22. St Stephens Lutheran Kindergarten, Gladstone (L)
<b>Outside School Hours Care (OSHC)</b>	
17. Faith Redlands OSHC	23. Bethania OSHC
18. Good News OSHC	24. Bethany Lutheran Primary OSHC

19. Good Shepherd OSHC	25. Living Faith OSHC
20. Grace OSHC	26. LORDS OSHC
21. Immanuel OSHC	27. Martin Luther OSHC
22. Pacific OSHC	28. Peace Cairns OSHC
23. Peace Gatton OSHC	29. Prince of Peace OSHC
24. Redeemer Rochedale OSHC	30. St Andrews OSHC
25. St Peters Indooroopilly OSHC	31. St James Lutheran College OSHC
26. St Peters Springfield OSHC	32. St Johns Bundaberg OSHC
27. Trinity OSHC	33. St Pauls Caboolture OSHC

School

Congregation

QLECS

External Management

## QUEENSLAND LUTHERAN EARLY CHILDHOOD SERVICES BRANCH

### Our Mission

*Provision of excellence in Children's Services within a Christ Centred-environment.*

### QLECS Staff

Team	Summary Responsibilities
<p><b>Leadership</b>            Chief Executive Officer: Lyndal Mayer            Senior Manager: Peter Soper            Executive Assistant: Ruth Payne</p>	<p>Leadership and management of the Branch staff; leadership and oversight of all Lutheran Early Childhood and School-Aged Care Services; advocacy and liaison at all levels and across sectors; accountability/compliance on behalf of the Approved Provider.</p>
<p><b>Business Office</b>            Business &amp; Financial Manager (BFM): Reg Gulley            Financial Accountant: Caroline Wilson            Assistant Accountant: Elyse Mullins            Finance Officers: Sarah Jones               Lynne Christie               Caren Cadman               Alexia St Clair</p>	<p>Financial accountability and sustainability of Centrally Managed Early Childhood Services and the Branch.</p> <p>Oversight of accounts payable, reconciliation of Xplor results, production of and analysis of accounting reports, GST, FBT PAYG payments</p> <p>Monthly financial reports for all Centrally-managed services</p> <p>Accounts Payable and Receivable, parent payments and fee statements, invoices, data entry.</p>
<p><b>Children's Services Managers</b>            Maryann Sword            Julie Ker            Ann-Marie Davis            Gina Ryan (0.6)            Carolynne Noonan            Christine Hartung (0.8)            Mary-Anne Rowett (0.8)            Christopher Potts (WHS 0.6)</p>	<p>Advice, support and training for Service Leaders and staff; programs and their delivery; management of financial and accountability requirements (ECEC, NQF).</p>

<b>CCMS Administration Support</b> Someya Variava (0.8) Hannelie Muller (0.6)	To provide quality administrative support to the QLECS team and Service Leaders of QLECS Services in all areas of the Child Care Subsidy System.
<b>IR/HR/Legal Consultant</b> Gemma Sharp (0.75)	Provide advice to the CEO regarding general legal matters regarding the operations of QLECS. Prepare and review employment contracts, policies, procedures for employees within QLECS Head Office and Services in conjunction with the CEO; Conduct workplace related investigations regarding breaches of policies and procedures; Provide advice to CSMs regarding various employment related matters.
<b>Other Staff</b>	
<b>Children's Ministry Chaplain</b> Bethany McGibbon (0.4)	Develop relationships and connections with local Pastors, Congregations and Schools to enhance ministry synergy. Support Services in their daily pastoral care, mission and ministry.
<b>ICT Support and Development</b> Naveen Dasarath	Provision of IT Help Desk Services for QLECS Milton and QLECS Centrally Managed Services;
<b>Project and Property Manager</b> Eddie Langenhoven	Project management to deliver new and redeveloped early childhood facilities for QLECS Services. The position is also responsible for the long term property maintenance program.

Queensland Lutheran Early Childhood Services Branch (QLECS) is a management service for early childhood and school-aged care services. QLECS is a branch of Lutheran Education Queensland (LEQ) and is the delegated authority for the Approved Provider (Lutheran Church of Australia Queensland District - LCAQD).

Throughout 2018, QLECS Branch continued to provide support, management and advice to our services across Queensland, and northern NSW, as well as Consultation and Training for the Victorian District.

#### **National Quality Framework (NQF):**

- All Early Childhood and School-Aged Care Services are required to undertake an Assessment and Rating process conducted by the State Regulatory authority. Generally, this occurs every 3 years.
- At the end of 2018, of the 55 eligible services that come under the NQF, 93% received a rating of Exceeding or Meeting National Standards and 7% received Working Towards. (Exceeding – 23 services; Meeting 28 services, Working Towards 4 services).

#### **Achievements**

- Working with our Children's Ministry chaplain to continue to support services and staff to understand and implement a Christian Curriculum.
- Successfully managing non-compliance issues on behalf of all Services, to the satisfaction of the Early Childhood Education and Care Department, ensuring that no Service or District Church Council, faced fines or prosecution.
- St Paul's ELC Townsville – completion of a new building for the Child Care Service.

- Providing training for service leaders and educators at the Annual Early Childhood Retreat and Conference in March. 55 Service Leaders attended training and development across two days and 144 Early Childhood and School-Aged Care staff attended the one-day conference.
- Participating on the LEA Early Years Working Party, with a major focus currently looking at developing Christian Studies accreditation requirements for staff in early childhood services.
- St Stephen's Kindergarten Gladstone – despite the closure of the College and uncertainty to the Kindergarten's ongoing viability during 2017, QLECS and Kindergarten staff have worked tirelessly to ensure a Christian presence in the community, with enrolments continuing to increase.

### **Challenges:**

- Working across 39 different LCAQD sites – both School and Congregation; sometimes both.
- Ensuring processes are in place to allow QLECS to continue its responsibilities on behalf of the LCAQD, so that Services remain compliant and risk to the District is minimised
- Funding of the QLECS Branch.

QLECS' funding is generated primarily through levies charged to Services. Early Childhood and School-Aged Care Services do not receive State and Commonwealth per student funding as is provided to Schools. During the past 20 years, QLECS's responsibility has expanded considerably to meet the new regulatory frameworks and be the Approved Provider's delegated authority for its Services. Although QLECS' responsibilities have expanded and evolved, how it calculates its levies over those 20 years has not changed. A Levy Review Working Party (LRWP) was established, consisting of stakeholders representing the various Services (local and central). During the past 12 months, the LRWP has reviewed existing evidence and data and considered various detailed models and scenarios. A draft report will go to stakeholders for consultation during this year.

### **Summary**

QLECS staff strive to work ethically, diligently and honestly as they oversee the Services within the LCAQD, to ensure quality and Christian service is being delivered. We endeavour to be good stewards of God's resources as we work in partnership with local communities, regulatory authorities, congregations and schools to provide the very best in quality environments and programs for the youngest children and their families.

I would like to thank all who support our operations and services, giving selflessly of their gifts, talents and time.

- a) the Committees and Advisory Groups at each Service
- b) Congregations, schools and colleges who support Services and QLECS staff
- c) Pastors/Chaplains and congregation members who visit and support the Services on their Christian journey;
- d) our services' staff for their dedication to provision of quality early childhood programs;
- e) the QLECS Operations Team
- f) the QLECS Council members for their professional governance and guidance
- g) The support of LEQ and the District Office

*Lyndal Mayer*  
*QLECS Chief Executive Officer*



# Report to Synod 2019

## Schools of the District

# BETHANIA LUTHERAN PRIMARY SCHOOL

## BETHANIA

### Introduction

2018 was a very exciting year for our school as we continued to develop and grow as an innovative learning environment where students are involved in real world learning in a deep and meaningful way. Professional learning in contemporary pedagogy was a key driver for the year with teaching staff attending both national and international education tours. Delving deeply into project based learning and the pedagogy that accompanies this was a focus for the year. Our desire to provide the best possible education and an engaging, caring learning environment for all our students is the key driver for all our staff. At Bethania we want all our students to enjoy coming to school and to be engaged in learning in a deeply personal way. With the world rapidly changing it so important for our students to develop a flexible mindset, be able to manage change and be able to work and communicate in a collaborative setting.

### Pastoral Care and Worship

Our school theme for 2018 was *'The heavens belong to you. The earth is yours also. You made the world and everything that is in it.'* Psalm 89:11

School Worship remains a central and unifying feature of our school. As well as Chapel, the children join together in their classes each day for class devotion. Throughout the year, across school activities and chapel, we emphasised and unpacked our theme verse in a way which students could relate to. This bible verse shaped all of our chapel services with the themes for the term being:

- a) Cosmic Sanctuary: Earth is a Site for Celebration – Term 1
- b) Earth is a Book of Nature: Planet earth is a book of nature in the library called creation, a rare volume filled with science, stories and stunning images – Term 2
- c) Earth is a wounded planet – Term 3
- d) Earth is a Caring Mother: Become aware that we are nurtured by planet earth and learn from it how to survive on this fragile planet. – Term 4

Chapel is a vital part of our school week and is very well supported in parent attendance. In 2018 we welcomed our long awaited Bethania Lutheran Church Pastor, Peter Laihia, and his wife Maiju, to our community.

In 2018 we continued our support in Cambodia through ALWS. This is our 5<sup>th</sup> year and 5th village we have supported. We worked hard to raise enough funds for the Chonlong Mlu Village to build a deep well which has provided 256 families access to clean water which has improved the health of those in the village. Our year 5 student and staff team are responsible for educating our school about the village, its people and its needs. This is done through an awareness day presented by the year 5 students and a 'Walk for Cambodia' which they organise and run. Over the 5 years our small school has been able to pay for village projects that have had a positive impact for 5500 people.

We were blessed to again this year receive Commonwealth funding for a Chaplain which enabled us to provide this valuable service to our students two days a week.

Each morning staff join together for a devotion, prayer time or Bible Study. This is an important time of reflection and spiritual support for our staff. During the pupil free week in the middle of the year all school staff participated in a retreat which for 2018 was held at Topgolf on the Gold Coast. The theme for the retreat was 'Devotion'. This is a wonderful time, during which staff can take a breather from the hectic life of school, spend time with the Word, reflect and enjoy each other's company.

## **Student learning**

The focus for 2018 has been the continuation of our journey to best meet the learning needs of 21<sup>st</sup> century learners who will exit school into a world that is rapidly changing and into jobs that have not yet been invented.

The physical learning environment inside our classrooms has had a very positive impact on our students and the way they engage in their learning. Year level teachers and teacher aides work in a collaborative way to extend the learning possibilities for our students. Flexible mind set, self-direction, problem solving, collaboration and thinking creatively are skills which are being developed right across our school. In 2018 all classes from Prep through to Year 6 engaged with project-based learning. Watching and hearing our students present their learning to an audience, has been a highlight for our parents this year in our Celebration of Learning days. Learners who often need teacher support to show their learning have thrived as their creativity and problem-solving skills have allowed them to shine in this style of learning.

## **Staff**

Staff encourage students to take control of their own learning and be curious about the world they live in. In order for this to happen we believe that it is vital for our staff to be provided with high quality professional learning. To this end the school has committed large amounts of time and resources to access experts in their field to guide and mentor our staff. To access world best practice in education we sent 3 staff members on the LEQ California tour. Their collective responsibility on their return was to support and guide teachers in their Project Based Learning units. Our school is also committed to sending every classroom teacher on the LEQ Sydney learning tour.

The continuing growth of our staff professional culture as one of collective support and expertise has been a priority.

## **Curriculum**

Some of our distinctive curriculum offerings are as follows:

- a) **Play is the Way**  
Play is the Way is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language. It is a process that gives our school a way to develop, improve and entrench the personal and social capabilities of students.
- b) **Coding and Robotics**  
All students from Prep through to Year 6 study coding and robotics.
- c) **Outdoor education**  
Outdoor education is an important part of the school program. This wide ranging program has an educational focus while also aiming to develop independence, resilience, a sense of personal achievement, and team skills within our students. The program begins in year 3 with a day camp and sleepover in the Worship Centre. Camping experiences begin with a camp of three days in Year 4 and culminates with a weeklong experience in which the children in Year 6 visit Sydney, Canberra and the snow.

d) Music

The music program is a vibrant addition to our school day with over 70 students involved in individual or group music lessons. All students in our school receive one class lesson in music led by our music specialist teacher.

Music performance is a vital part of our school culture with our musicians being given many and varied opportunities to perform.

### **Community**

The school is blessed to have a very strong parent community who are actively involved both inside and outside the classroom. The Bethania Lutheran Community Church congregation are also involved in the school, volunteering their time to help our children. We also have a very strong connection with the QLECS operated OSHC and the Kindergarten with our three organisations working closely together as part of the wider community. In 2018 our community was heavily involved in our bi-annual Country Fair.

#### Visits by National Educators

In 2018 we again received many requests from teachers and leaders, from across the country wanting to visit our school to see the work we have been doing in transforming learning to meet the needs of learners in the 21st century. This ranged from tours to whole day activities.

### **Conclusion**

In an ever-changing world, we look forward to meeting the needs of our community through the provision of a Christ centred education where every student is regarded as a unique creation of God.

Ian Rub

Chair

Bethania Lutheran School Council

# **BETHANY LUTHERAN PRIMARY SCHOOL RACEVIEW**

## **Introduction**

Bethany Lutheran Primary is a P-6 school in Raceview, Ipswich with a strong community spirit. We encourage parents to be actively involved in their child's learning and to work in partnership with us. We are blessed to have strong connections with the Ipswich Lutheran Church Parish, QLECS operated OSHC and the Bethany Kindergarten.

## **Governance**

The School Council and School have continued to share and promote the strategic mission and vision of the school. The Executive team is grateful for the support and empowerment given to them from the Council. School Council membership and expertise is diverse and the voluntary time and dedication from each member is appreciated.

## **Pastoral Care and Worship**

Pastoral care and worship are at the heart of daily life at Bethany. All students participate in daily classroom devotions and weekly whole school worship. Worship is led by the two Parish Pastors and the Principal. Teachers meet each morning for devotion and once a fortnight, bible study, led by the Pastor. In Semester Two, the parish and school employed a Chaplain/Youth Worker. He works part time at the school supporting students, particularly with their social and emotional needs. The school theme for 2018 was 'Serve' and this was the focus for worship during the year.

## **Students and Staff**

The year began with an enrolment of 265 students, which grew to 272 by the end of the year with 21 teachers. A specialist Arts teacher was employed to teach all classes visual arts, drama and dance.

In term two, Mr. Neil Schiller, Principal, went on extended sick leave, and Mrs. Heidi Hansen was appointed Acting Principal for the remainder of the year. In term four Neil Schiller announced that he would not be returning for Bethany. The Principal position was advertised and the school community welcomed Heidi Hansen as Principal for the beginning of 2019.

## **Learning**

Bethany continues to be a leader of innovation, through its agile learning spaces, underpinned by a strong pedagogical approach. Teachers plan, teach and assess collaboratively using dynamic learning approaches, including 'project-based learning'. Teachers meet regularly for professional learning, developing a shared vision of high quality teaching that impacts on student learning. This time is used to encourage experimentation and encouragement to grow and build our culture of teaching and learning. The school received a Highly Commended Award for Innovation in Learning Environment Design at the 2018 Australian Education Awards. This was a significant achievement for a small school in a category with P-12 Schools Australia wide.

## **Conclusion**

God is present in this vibrant school community. May God continue to guide and walk beside us, as we strive to provide an excellent Christian education for our families.

Andrew Stanke  
Chair  
Bethany Lutheran Primary School

# **CONCORDIA LUTHERAN COLLEGE TOOWOOMBA**

## **Introduction**

In 2018, a new chapter in the history at Concordia Lutheran College commenced as Mr. Adrian Wiles was installed as the Head of College. An exciting time for the College, as the concept of 'Learning in Residence' was introduced in the new boarding precinct, the refurbishment of the Aquatic Centre began, and our music and sport programs flourished with new purpose.

## **Pastoral Care, Ministry and Wellbeing**

2018 saw the implementation of the 'Ministry, Mission, and Wellbeing' subcommittee of College Council. This committee is made up of members from across the College including the College Counsellor, College Pastor (Rev Mark Blackwell, Chairperson) and Chaplain, as well as the Directors of Campus and Director of Student Wellbeing. The Pastor representative on College Council (Rev Peter Faggotter) is also a member of the committee as well as the Year 12 Ministry Captains. This committee has been a rich blessing as we strive to have a student voice and representation to help shape and form ministry, mission and well-being across the community.

The committee focuses on supporting the ministry and mission of the College along with the wellbeing of students, staff and families. The committee has enhanced staff wellbeing by engaging with AccessEAP so that staff have access to a range of support agencies to assist and care for them as valued members of the Concordia Lutheran College community. This is to work alongside of and compliment the pastoral care that already exists across the College (rather than take the place of it).

The Chapel theme for the year was 'Creation: Creator, Created, Creation and Corrupted'. This theme (which had its genesis in the LEA Earth Care Charter) engaged students throughout the year as they reflected on various aspects of creation, such as God as creator, their unique place as part of God's creation and the new life that is offered and given through Jesus Christ. Students at all year levels (P-12) were involved throughout the year in assisting with and leading worship, whether it be through prayers, playing in the band, Bible readings, or writing and delivering the message/devotion.

The College continued building a community where students feel valued, safe and cared for. This enables good learning to occur and provides students with a community, grounded in God's word and the good news of Jesus Christ, where they are being challenged and formed as human beings, so that they in turn may be people of hope who make a difference in the lives of others.

## **Students**

There were 595 students studying across all three campuses at Concordia Lutheran College in 2018. Of this, approximately 50 students were boarders, 20 of whom were international students.

## **Staff**

The College was richly blessed in 2018 by a staff cohort of approximately 175 full-time, part-time and casual employees. The contribution of their God-given gifts in a variety of areas including teaching, tutoring in music and sports, classroom and student support, boarding, catering, grounds, cleaning and administration was both valued and appreciated by the College Council, Leadership Team and wider College community.

The voluntary contribution of staff beyond their contractual obligations was testament to their engagement with the College and its strategic priorities. The parent volunteer group, particularly in the Junior College, continued to actively support students' learning and excursions.

Three distinct and separate campuses, as well as a co-educational boarding facility, ensured the College's uniqueness within Lutheran schools and the College sincerely thanks all staff both past and present for their dedicated service to the College community.

## **Curriculum**

In 2018, the most dramatic change for four decades commenced in the Queensland system with the introduction of the new QCAA Senior Syllabus. Queensland will move from the current OP system to an ATAR (Australian Tertiary Admission Ranking) system, which will see students in Queensland sitting an external assessment in Term 4 of Year 12. An ATAR ranking is used for student's entry into university courses. The rankings required can vary from university to university. The new Queensland Certificate of Education will bring Queensland into alignment with the southern states of Australia.

Students are able to select a subject choice from 'General' subjects, which are counted towards an ATAR score, and an Applied subject. Students select from five General subjects (or four General and one Applied subject) to receive an ATAR ranking for a university course.

This change has been very challenging and significant as we consider the transformation of every senior subject being offered, the multitude of QCAA documents required to implement the process, the use of cognitive verbs in each subject discipline, the introduction of ISMG (Instrument Student Marking Guides) and the creation of IA's (Instrument Achievement).

This curriculum change has ramifications for our whole school curriculum. Year 10 curriculum documents have been expanded to make sure our students are equipped with the needs required for them to achieve to the best of their ability.

Throughout this journey, our teachers have been aware of our core business to deliver quality teaching practice within a framework where the Gospel of Jesus Christ informs everything we do.

Our teaching practices continue to evolve as we recognise the need to develop a whole school approach to building a professional learning culture at Concordia Lutheran College.

Concordia is moving towards using data to inform our teaching practice. To be innovative and exciting, we will focus on how we advance our knowledge about learning and teaching. We are improving our students learning in the classroom and evaluating how the learning of students has improved because of the inputs of syllabus, teaching methods and pedagogy.

Concordia Lutheran College is into the second year of using the '*Visible Learning Framework*', which comes from the research of John Hattie. This is an exciting and challenging time to be involved in education and curriculum transformation

## **Capital works**

During 2018, Girls' Boarding was relocated to Giabal Boarding House located at the Stephen Street Campus. During the mid-semester break, a variety of minor capital works were carried out in readiness for the girls' arrival for Term 3. Items included painting, electrical, plumbing and interior decorating to give it a homely feel.

The Aquatic Centre refurbishment was made official in late 2018 with Northbuild being the successful tenderer. Works will include a warm air extraction air conditioning system, glazing,

painting, foyer area and sealed car park. These works will commence in January 2019 with a completion date of mid-March.

With a rejuvenated Junior College instrumental program to commence in 2019, the Warwick Street Campus music room was refurbished over the Christmas break.

Finally, decommissioning works have commenced at the Ballon Outdoor Education Centre. Our Lutheran friends from Googa have acquired most buildings for their existing Centre. The site will be made good by June 2019 to meet Department of Forestry regulations.

### **Governance**

One of the roles of College Council is to determine long term strategic planning and initiatives, which is concerned with the aims, priorities and future developments of the College. It is through these activities that we shape the overall ethos and purpose of the College. The Strategic Plan for Concordia Lutheran College is scheduled for release early in 2019. Another key role is to provide support and encouragement to the Head of College and the Leadership Team in their daily operational activities.

### **Conclusion**

The support of families in 2018 for our College was overwhelming. There were many parents who, given their own busy schedules, still found time to assist around the Campuses; join the P&F Committees; attend parents' and grandparents' days, sporting and cultural events and so on. Our students, in their own unique ways, contributed greatly to College life in academic, sporting and cultural pursuits.

May God bless all who give so much of themselves to educating our children and teaching the everlasting love of Jesus.

Mr. Kyal Osborne  
Chair  
Concordia Lutheran College Council

# FAITH LUTHERAN COLLEGE PLAINLAND

## Introduction

2018 proved to be a fantastic year for our Faith journey. Staying focused on the goals established with our spiritual journey in 2017, we embarked on a #SERVE and PRESERVE theme using the concepts from Norm Habel's Earthcare Charter designed for the Australian Lutheran communities in honour of the 500<sup>th</sup> Luther celebrations. The responsibility for caring for God's creation is vital and this theme, along with the 95 theses drafted as part of the Charter, were the foundation for our worship as well as a way of examining and implementing strategies to sustain our valuable College site and the wider community. Based on the creation story from Genesis, we based our theme for the year on the following statement - *"God put us on the planet so that we serve and preserve it"* (adapted from Gen 2:15)

The four term themes as indicated on the ends of the cross were the foundation for the weekly worship schedule each term. Our 2018 Worship and Leadership program was founded on the Charter. Symbolic items such as the leader's shirts, gift cards and wrist bands for all Faith community members and guests also promoted our theme. Classes studied this work in Integrated Studies, our Circle Chat discussions in pastoral care, both in our morning vertical care groups, as well as in our year levels.

We have continued to work with the theme into 2019 through our Anniversary celebrations with the further development of bushland regeneration and animal box installations. The Senior students have also commenced the 'bottle for coins' as a legacy fundraising project.

## Students

The College congratulated the 2018 cohort on their results and it was particularly pleasing to note that we received an OP1. This student was a Film and Television student who also received a merit recognition for the TJ Ryan Memorial Scholarship. Overall the results allowed students to move forward with their preferred study, traineeships and employment post schooling.

Out of the 108 graduating Faith Lutheran students, 102 attained a Queensland Certificate of Education. Two students achieved a Queensland Certificate of Individual Achievement and four students are yet to complete their QCE. Out of the four students, one attained a certificate through vocational education. Seventy-four students received a certificate, ranging from a Certificate I through to a Diploma level qualification whilst at the College. Twenty-three students completed a school based traineeship or apprenticeship. On par with last year's results, 97% of students attained a QCE, completed a school based traineeship or vocational qualification. Forty-seven percent of students achieved a Certificate III with an additional 70 Certificate II's being completed by students in the cohort.

The same as last year, 8.1% of OP eligible students received an OP 1-5, 36.6 % received an OP 1-10, a slight jump from 28.1% last year. The College retained the exact same number of OP eligible students, 45% of students. Out of the 42 students who applied to attend university, 85.7 % received an offer and 57.1 % received their first preference in course and location.

The planning for the introduction of ATAR was challenging at the same time as the new introduction of the National Collection of Consistent Data for our students. As a school, we have approximately 28% of students requiring individualised support when the state wide average is approximately 18%. Based on this year's statewide small cohort of Year 12's, we have had to be creative to maintain our breadth of subject offerings. On this basis, we are running combined Year 11/12 courses in 18 subjects. This has allowed us to still offer 32

subjects. We are blessed by the willingness of our staff to meet the challenge of these arrangements to support our students.

### **Staff**

Our focus on the introduction of ATAR and the support for staff to engage in QCAA training was the focus for 2018. The continued links to ASoT were still foundational to our teaching and learning. Further work in examining coaching plans and strategies for future whole school implementation began with a small team of staff attending training. Staff meetings included essential PD requirements as well as staff engaging in specific curriculum team meetings. All teaching staff continued participating in Professional Transformation Teams (PTT's) which were available in areas as diverse as ICT, ASoT, Differentiation, RP, Circle Chat, Service Learning and others. We have been blessed with a team of very dedicated staff and they serve the community wholeheartedly.

### **Curriculum**

Our College continues to focus on effective quality teaching and learning to ensure each student can achieve to their potential. We have continued implementing our Framework based on the Art and Science of Teaching, as well as the areas of Differentiation, Data and an introduction to the Essential Skills of Teaching in preparation our future focus on Coaching and Mentoring. We have been able to retain the breadth of curriculum offerings inclusive of significant VET courses with the introduction of ATAR, this has ensured students can complete their studies in their preferred areas of interest.

### **Bus transport**

The College bus fleet of 13 buses continues to be a fantastic resource for the College. Maintaining drivers that meet the needs of the College can be quite a challenge. Ensuring they meet all the college expectations in training for valuing safe communities and restorative practices is a continuous process. We have a fulltime mechanic who works alongside the head of maintenance and grounds who do a very impressive job to keep the fleet up to the busy daily schedule. 2019 will see the commencement of the change-over of our earliest 58 seater buses. We continue to serve over two-thirds of the student population with this service. We are grateful for such a dedicated team of drivers who show great care and concern for their students and appreciate the vital role they play as the first contact for so many students in the College.

### **WORSHIP & PASTORAL SUPPORT**

We were very grateful that Pastor Brenton Fiedler accepted the call in the later part of 2017, allowing us to put in place all the plans for our Earth Care theme for 2018. However, after some soul searching, Pastor Brenton requested his long service leave at the start of Semester 2 and whilst on leave decided to take an extended break from his call. So, from August we continued with the team of staff and chapel band leaders guiding the program for worship. Staff bible studies were minimal, however a special program for the Pathways program saw some great teams leading staff worship at meetings and a small group completed an intense program of biblical and theological investigations for their final Pathways qualifications. The College was unable to secure the services of a full time Pastor for the remainder of 2018 so we utilised the abilities of a wide range of people. We were fortunate to have Miss Ramona Waldmueller (a German university student for a voluntary internship) join the College for the end of 2018 and into Term 1 of 2019 to assist with staff and student pastoral areas. She assisted with weekly chapel, supported our student ministry leaders and liaised with the Worship Band.

Overall the Earth Care Charter became a focus area for our students and their families, encouraging them to ***become passionate about planet Earth*** and, in the learning process, have opportunity to plan and guide the future of our world. We focused on 4 themes for the year-

**Celebration** - As planet earth is a unique site in the cosmos, a planet filled with wonders of creation, a free gift of the Creator.

**Mysteries** - Planet Earth is a wondrous web of inter-related forces, mysteries and mazes where we are all inter-connected and all belong.

**Family** - Planet Earth is the ancestral head of a tree of living creatures with a family history that is vital for all members of her evolving family. Earth is our Mother.

**Healing** - Planet Earth has been wounded by our crimes against creation and is calling for personal care from her children and deep compassion from the Creator Spirit.

As a Faith community, we made a commitment to hear the voice of our wounded planet and established a dedicated Earth Care program designed to provide healing and restoration for planet Earth and especially our College site. Staff were given seeds to grow plants for regeneration of our bushland, students removed straws from the tuckshop, created seed bombs, animal boxes, introduced compost bins to both the tuckshop and hospitality. A pleasing start to our future planning.

### **Pastoral Care**

Our Director of Students Services, Middle Years Coordinator, Year Level Coordinators and House Coordinators all enhanced the ongoing programs for our students. With further student training in the understanding of restorative approaches to their behaviour, and Circle Chat to develop their communication skills, we have seen some enhanced positive resolution skills. Each Year Level has developed some wonderful programs and engaged students in skill development in regard to conflict resolution, career development, personal development, road safety, cyber safety and many other topics. The overarching team work of the students and their Year Level Coordinators and staff, saw many enjoyable and rewarding events. The camp program was again a highlight with our Year 9's moving to a week-long program at our sister school campsite at Mt Binga, owned by Immanuel College.

### **Co-Curricular**

2018 saw continued involvement by our students in a broad range of activities for the college. Allowing students to use their God given talents is a key component of the college vision and therefore providing a very diverse range of activities is critical. We enjoyed continued success in our Greater Brisbane conference sport competition, chess, debating, Readers Cup and our very successful Robotics Team (the Hotshots) who were successful at State competition level and then travelled to Melbourne for the Nationals competition. We also enjoyed the many and varied talents of our student body through our 'Faith's Got Talent', this year included three finalists from the Peace Lutheran Primary school event.

The student tour to the USA was very successful and plans are now in place for a return visit from North West Lutheran (Detroit) and Faith Lutheran (Las Vegas), we hope in 2020.

### **Conclusion**

Faith Lutheran College, Plainland has been generously supported this year through our membership in the Lockyer Valley Lutheran Parish. In another period without a Pastor, we were grateful for the support of Pastor Noel Burton and Council member Pastor Andrew Schulz, Parish members' involvement at our closing services and staff worship at the end of each term, as well as their support for our Lutheran Longest Lunch event. As a member of this vital group, we have worked to involve our students with other groups such as the Tabeel Home and visits to Peace Lutheran Primary School for reading and other activities. Our service learning program has continued to grow and we pray this will further link our communities in the service of our Lord. We continue to be grateful to all those who support the education provided to our young people at Faith through our staff, as well as those who assist through financial means, including the Lutheran Church of Australia, Lutheran Education Queensland, and both Federal and State Governments. We are also blessed through our volunteers and

staff who contribute time, energy and wisdom to all levels of our school community. Finally, we acknowledge the dedication and compassion of our leadership from our College Council in partnership with the College Plenary team.

Kerry Wall  
Chair  
Faith Lutheran College Council Plainland

# **FAITH LUTHERAN COLLEGE REDLANDS**

## **Strategic Vision**

The college remained true to its strategic vision of becoming a dynamic Christian learning community embracing service, innovation, global thinking and excellence.

## **Pastoral Care and Worship**

Pastoral Care and Worship remain at the heart of college life at Faith Lutheran College, Redlands. Throughout 2018 students continued to enjoy morning devotion as part of their daily routine as well as regular chapel and community worship times.

## **Students**

Student enrolment as at the August 2018 Census was 743 students in Prep Year to Year 12. The college continued to work through challenges in enrolments through 2018 but increased enrolments at Prep and Year 7, after 5 years of decline, for 2019 showed positive signs of improvements.

## **Staff**

As part of the management program around enrolment decline staffing at Faith Lutheran College, Redlands was reduced by around 8% in 2018. Redundancies were offered across the college to assist in this process with a total of 8 employees leaving the organisation through this method. Administrative and timetabling structures were altered to allow for a more efficient method of staffing the college, to be put into place. Rationalising staff around non-core areas such as cleaning and grounds assisted.

At every stage of this change process staff members were kept well-informed and offered levels of pastoral and professional support to the best of the college's capacity.

Mr Stuart Needham started 2018 as Head of Secondary (Year 7-12) and Mrs Jodi Blackwell started 2019 as Head of Junior School (Prep – 6). Stuart and Jodi have brought fresh ideas and an increased level of coordination between the Junior and Senior school.

## **Curriculum**

Faith Lutheran College, Redlands continues a journey of establishing a more 21<sup>st</sup> century approach to learning in the school. Learning programs are being adapted and developed to use best practice in the implementation of the Australian Curriculum and QCAA Senior Courses. Students enjoy a more integrated, inquiry focused, project-based approach to learning which is student centred and makes use of flexible learning spaces for better outcomes. OP results were improved in 2018 on the previous year and there was pleasing improvements in NAPLAN results, particularly in the Year 9 cohort.

## **Finance and Capital Works**

Finances remain a challenge at Faith Lutheran College, Redlands. 2018 saw the college return a slight deficit due to enrolment and subsequently, income decline. Debt per student remains manageable and within appropriate benchmarks. There were no significant capital works in 2018.

## **Governance**

College Council were primarily occupied across 2018 with responding to changes inherent with the enrolment decline of previous years. Updating of the college's Risk Management Register has been set as a major task for 2019.

College Council continues to meet each month. One key emphasis in 2018 was to facilitate Governance Training with most College Council members attending one or more workshops/seminars during the year.

### **Policy**

The support of LEQ and ISQ is acknowledged as they assist to ensure that the policies of the college are current and relevant. A systematic approach to the renewal of policies is part of the College Council meeting regular agenda.

### **Extra-Curricular**

Extra-curricular opportunities continue to be offered as part of the program at Faith Lutheran College, Redlands. The college has two affiliations for weekend sport. The Junior Campus participates in *JTAS* sports with other independent schools and our Secondary students are part of the newly instituted *GBC* sports group.

Music programs remain a priority in the extra-curricular area with tuition offered across all traditional instruments. The college was involved with other Lutheran Schools in 2018.

Rod Cormack  
Chair  
Faith Lutheran College Council, Redlands

# GOOD NEWS LUTHERAN SCHOOL MIDDLE PARK

## **Governance and Administration**

2018 saw the Council reviewing governance policies, documents and processes as part of its ongoing commitment to the long-term sustainability of the school. Part of this involved a sub-committee to explore initial investigations into possible future options including triple streaming and / or expanding into secondary education. The Council was also involved in the wider LCAQD governance review, undertook self-appraisals and the Principal's appraisal, and participated in the Quality Schools project. Identifying and recruiting additional members who meet both the LCAQD requirements and the needs of the Council continues to remain a challenge, as well as finding a pastor who is willing to serve on our Council.

## **Students and Curriculum**

Enrolments have remained steady through 2018 and into 2019. We continue to experience higher than historical levels of enquiries for places in future years.

Teachers continue being involved in the Self-Improving Schools, Strategy and Coaching projects coordinated through ISQ. Our partnership with ISQ has continued as we develop a school wide pedagogical framework. A new vision for teaching and learning has been adopted and staff are working on refining and defining the learning principles.

Good News was one of 40 schools across Australia to receive an Innovative Schools Award from *The Educator*. This was in recognition of the programs run across the curriculum, our approach to education that focusses on the essential skills for today's children and the flexible learning spaces that have been created across the campus.

Our students also had many successes in 2018, with highlights being that 2 teams were joint State winners in the national *Search for the Next Tech Girls Are Superheroes Challenge* and one of those teams then went on to become the National winners in the primary school division. They are now heavily involved in promoting their plastic waste reduction app and making significant community connections in their preparation to attend the *Global Technovation Challenge* in California later this year. In the same challenge, a third team won the United Nations Award for Equity with their app to promote women's dignity.

## **Staff**

Good News continues to enjoy a relatively stable staff, with changes only occurring due to retirement, promotion or injury (non-school related). With our Deputy being appointed as Principal at another Lutheran school, we are looking forward to our incoming Deputy commencing in Term 2. Teachers are working in project teams to add value in areas of identified need or review, providing opportunities for enhanced collaboration and leadership development. This includes greater consistency of practice and improved systems and processes around spelling, writing, project-based learning and the use of data.

## **Capital Works**

Early in 2018 saw the school complete Stage 2 of its use of renewable energy plan and now is able to generate enough power to not only meet the school's needs, but also feed energy back into the electricity grid. The Prep playground also received an upgrade to its fort area. The remainder of 2018 was used as a planning phase for capital works in 2019, as the congregation and school have considered necessary and desired changes to our shared spaces. Works have now commenced on upgrading all of the AV cabling in the worship centre, which will also receive new lighting, ceiling panels, paint and carpet. Air-conditioning is being installed, as well as new dividing doors between the church and school hall. The school will be making similar renovations to the hall area later this year, and increasing adjacent storage areas.

Narelle Bowden-Ford  
Deputy Chair  
Good News Lutheran School Council

# **GOOD SHEPHERD LUTHERAN COLLEGE NOOSAVILLE**

## **Introduction**

Good Shepherd Lutheran College has been providing 'Quality Christian education in a caring environment' to the Noosa and surrounding district communities since 1986. 2018 saw a continuation of the enrolment growth experienced since 2013, with a 2018 enrolment of 1,056 students from Prep-Year 12.

## **Pastoral Care and Worship**

In the parent and wider community, Good Shepherd is known for having a caring campus. The Pastoral Care and Worship program includes age specific Chapels, assemblies and Pastoral Care programs. In 2018, LYQ staff delivered a number of day and part day workshops focusing on identity, relationships and leadership. Individual student care and well-being across the campus is supported by our College Pastor, College Counsellor and Student Coordinators. Pastoral Care programs based on 'Values for Lutheran Schools' and 'Positive Education' have been developed to support students across P-12.

## **Students**

Academically, GSLC 2018 NAPLAN results were at or above state and national averages. In a very strong result, approximately 63% of all Year 12 students received an OP of 1-10 with 80% of Year 12 students who applied for tertiary courses receiving an offer for their first preference course.

Students represented Good Shepherd at regional, state and national levels in a diverse range of sporting and cultural pursuits.

## **Staff**

Developing staff 'digital literacy' is a continued focus. Staff are increasing in their capacity to use high level IT infrastructure and support in ways that enhance teaching and learning, and organisation communication and management. A specialist Digital Technologies teacher works with students and teachers from Prep.

Teachers were involved in a range of professional development and planning in support of the ongoing implementation of the Australian Curriculum and new QCAA courses for Year 11&12 commencing in 2019.

## **Curriculum**

In 2018, following the decision to discontinue the IBO Primary Years Program, the college continued to refine an approach to inquiry based learning that is a better fit for our context. Several targeted projects are in place including support for literacy and staff mentoring. Senior Years teachers engaged with a range of professional development at networking opportunities in support of the new QCAA senior courses commencing in 2019 and the shift from OP to ATAR for tertiary entrance.

## **Capital Works**

The valued support of the Parents and Friends Association has again been evident this year in their concerted efforts to fundraise to provide resources. The focus in 2018 was on a large number of smaller projects and the provision of resources requested by college staff. A revised master plan was developed and initial major projects are advanced in their planning. Late in 2018, the college was notified it had been successful in gaining significant funding towards a Performing Arts facility. This major project is focused on core teaching spaces for curricular and co-curricular music, drama and dance. A significant pre-requisite project is the construction of a major car park on vacant land owned by the college. We look forward to the benefits these facilities will provide.

## **Governance**

Our college is blessed with the voluntary input of our college Council members and we thank God for both their availability and expertise.

## **Conclusion**

With thanks to all who pray for, work in and support our college in any way. May God continue to bless our campus.

Chris Roche  
Chair  
Good Shepherd Lutheran College Council

# **GRACE LUTHERAN COLLEGE ROTHWELL AND CABOOLTURE**

## **Introduction**

Grace Lutheran College is a stand-alone secondary school (Years 7-12), located north of Brisbane on two campuses – Rothwell and Caboolture. The college retains strong relationships with three local Lutheran primary schools, Grace (Clontarf), Living Faith (Murrumba Downs) and St Paul's (Caboolture). This enables families to access a seamless primary-secondary Lutheran education to Year 12. In addition, the relationship with Grace Crèche and Kindergarten, Redcliffe allows some families to experience a continuous Pre-prep to Year 12 education journey.

In 2018 the College attracted students from a total of 62 primary schools, 42 at Rothwell and 20 at Caboolture. At the August Census 2018, the total enrolment was 1,352 students, 1,037 at Rothwell and 315 at Caboolture. The graduation senior class of Grace in 2018 (258 students) was its 37<sup>th</sup> with a total of 5,885 students now having graduated from the college.

## **College Leadership**

The college has a long established practice of encouraging and supporting staff who are aspirational and who have leadership qualities. The Principal has continued this through 2018 providing access to specific programs, experiences and mentoring. Not only does the college benefit, but the whole Lutheran system benefits as staff move to take up senior leadership positions in Grace and in other Lutheran schools.

The Senior Leadership Team (SLT) of 15 members brings together an experienced group with depth and breadth in essential management skills and is able to effectively focus on operational issues as well as strategic challenges. For students, opportunities are offered at all levels and in extra-curricular activities for student leadership growth. Community comments recognise the character, independence and leadership qualities of Grace students. This community perception is a powerful affirmation of the effectiveness of Grace programs and is a strong reflection of the Mission Statement.

The senior leadership position of College Pastor remains vacant – since January 2017. Although the Call Committee was active through 2018 success has been elusive but efforts continue.

## **Spiritual Growth Pastoral Care And Service**

The Lutheran Education Australia (LEA) statement on Lifelong Qualities for Learners is taken seriously. Students are seen as citizens of the world and so integral to the units of work is the challenge for students to understand what this means for how they interact with local, national and global communities. Christian studies especially through Service Learning, seeks to inspire students with a Christian vision of how care and service can transform their relationships and thus their communities.

Students in each year level participate in Pastoral Practices programs suited to their needs. Pastoral Practices is an overarching approach to relationship building that reflects Christ-centred love, grace, forgiveness and reconciliation. At Grace it is the intention that each individual feels he or she belongs to the community and has the fullest opportunity for spiritual, personal, social, physical and intellectual growth.

## **Staff and Governance**

Teaching staff in 2018 numbered 85 full-time and 28 part-time with support staff being 24 full-time and 105 part-time. Staffing numbers remain stable with low turnover rates. It is a dedicated and experienced staff with many long-serving.

Grace College Council maintains an ongoing review of its policies and procedures. More specifically, focus is on Council structure, strategic value statements, strategic intent statements and their underpinning theology. A complete review of the Caboolture Campus Master Plan was begun in 2018 as a result of Council's re-setting the strategic direction of the campus.

College Council is well balanced in terms of diversity of professional backgrounds, age, and experience in governance. The Council has a high level of commitment to encouraging and providing engagement in relevant professional development opportunities. In the past year members participated in the Learning Environments Australasia (LEA) Conference in Sydney, Better Boards Conference in Adelaide as well as, LEQ, ISQ and AHISA workshops and forums.

## **Facilities**

More effective use of technology on campus has been enhanced with the provision of advanced devices for students such as the 'Kickstart' laptops. Relevant server infrastructure at both Rothwell and Caboolture was renewed during 2018 to ensure that the latest equipment serves as a quality backbone to support the delivery of the college's core Information Technology digital services. A new Library and Senior Studies space at Caboolture campus opened in February 2018 and has been well received by students and teachers.

During 2018 a very preliminary review and discussion of facilities at Rothwell was initiated as a first stage in comprehensively upgrading the Rothwell Master Plan.

## **Curriculum**

Grace Lutheran College offers wide and diverse curriculum at all levels catering for students with a variety of abilities and interests. Opportunities provided by Academic Enrichment and Ignite Excellent offerings are highly popular. They include the Bright Mind Festivals, STEM, Literature and GAME ON! programs.

The Googa Outdoor Education Program of four weeks, is an outstanding feature of the Grace educational experience. The emphasis is on working as part of a group and accepting individual responsibility while developing leadership skills. For the Grace alumni it is the highlight of their time at Grace.

In developing the Grace curriculum, consideration is given to offering multiple pathways for students. School-based Apprenticeships and Traineeships were taken by 80 students in a variety of occupations. Work Education, Industry Partnerships and VET IS provided additional opportunities. The programs of Grace Academy engaged over 1,300 individual enrolments at 110 events where students were able to hone and showcase their talents in areas such as musicals, workshops, masterclasses, robotics, dance, drama, recitals and chapel services. The Grace Academy vision to provide opportunities for Excellence, Innovation, Creativity, Diversity and Service at the college, in partner primary schools and the local community are being realised.

## **Grace Innovation & Enterprise (Gi&E)**

During 2018, Grace Lutheran College established a new Standing Committee of College Council to oversee and manage a new department of Grace College, tasked with encouraging and developing innovative and enterprising activities and programs that are unable to be delivered through traditional school structures. Outside providers may also deliver such

programs. In the first instance GI&E is to provide programs for Grace students; additionally, it also invites students from *outside* of Grace to also participate in specific programs. GI&E is designed to mirror all departments of Grace College including *Christian ministry*. GI&E is particularly suited to running programs and activities outside of school hours and during holidays, greatly extending the use of college facilities.

### **Conclusion**

Grace Lutheran College is a large and complex organisation. More detailed and specific information is available from other sources.

May God continue to bless the work being done in His name at Grace Lutheran College.

John C Gerlach  
Chair  
Grace Lutheran College Council

# **GRACE LUTHERAN PRIMARY SCHOOL CLONTARF**

## **Introduction**

A deliberate focus in 2018 has been to find ways to better engage with our community. While student opportunities are mainly highlighted in this report, there have been changes across all areas of the school's operations.

2018 has been the year to provide opportunities for students to showcase their talents and engage with our parent and local community, particularly through performing arts. The school's first musical 'The Little Mermaid', took the stage at the Redcliffe Cultural Centre by storm in June.

Late in 2018 the beginnings of opportunities for the school's sporting students began to come into play through a partnership with Grace Lutheran College and a new association of independent primary school on the northside of Brisbane.

'Carols on the Green' in December took on a very different format to previous years. This change provided another opportunity to engage with the community and was well supported by parents and members of the local congregation.

## **Pastoral Care and Worship**

Every second Friday morning worship has become a whole school affair in 2018 by utilising the multi-purpose building. This change has allowed our musical groups to support worship more regularly and easily. A greater sense of community for students, staff and parents who regularly attend can be felt at this important time.

Changes to the way the school supports students and families through the Pastoral Care programs are bearing fruit. Much of this success is in ensuring that carers are also in the playground, developing relationships and building social capital with students.

## **Students**

As well as continuing to support the work of ALWS, service learning in the local community is developing with the Eco Warriors program. Our students are visible in the community and their efforts can be seen to be making a difference to the marine life in the Bay.

Our school's annual Canberra trip was a highlight for our Year 6 students and all enjoyed it immensely. Learning about government in class and then seeing in practice how our government works is an important link in the Year 6 curriculum.

Efforts in the Redcliffe Show this year focused on environmental action in the Moreton Bay area and we were thrilled to win first place. This showcased our school positively during the Redcliffe Show and our families were very proud of this achievement.

The cultural tour to Japan was a huge success for the thirty-one parents, children and staff who travelled. As a school community event, it was a very positive trip with many families making life-long friendships due to them traveling together. We thank the staff who also attended as their impact and support was also appreciated by the families.

## **Staff**

The staff at Grace Lutheran Primary School are dedicated and keen to grow and learn with their students. They have embraced new curriculum initiatives and also enjoy sharing God's word with their students.

## **Curriculum**

A real focus in 2018 has been the collection of student learning data and for teachers to use this data to assist in planning the next steps for their students.

STEM, as a learning area, has been successfully implanted with much enthusiasm from students and staff alike.

Music, in 2018 was changed as a subject area to Performing Arts and students now enjoy learning about music but also experience drama and theatrics as part of the curriculum. The students' confidence has lifted through this subject area and now confidently stand in front of the school at assembly and chapel as they have learned many ways of speaking clearly and precisely to a large group of people.

## **Governance**

The end of the year saw the commencement of a new era with the signing of an MOU with the Grace Lutheran Congregation. This document acknowledges our common heritage, mission and ministry within the Peninsula. An immediate practical outcome has been the formation of a joint working party to seek ways to better utilise opportunities such the traditional 'Together With' services.

The new Master Plan is almost complete. This plan is forward looking as we contemplate the strengthening of our core business and consider options such as early learning and swimming in some form on-site.

Council membership remains stable and we are blessed to have a group of people committed to the Aims and Mission of the school through their governance roles.

## **Conclusion**

It often seems as if our Christian faith values are under attack and portrayed as outdated and not necessary in the modern world. As a Lutheran school we must continue to shine our values outwards into the community and rejoice that God is with us. We look forward to doing this with the Grace congregation as we consider joint ways to support each other and better target our common mission and ministry.

I pray blessing on all at our school and thank sincerely members of school council, leadership, staff, students and families. Our God truly is an AWESOME God!!!

Garth Hunt  
Chair  
Grace Lutheran Primary School Council

# **IMMANUEL LUTHERAN COLLEGE BUDERIM**

## **Introduction**

We are fortunate to have a committed team of Council members who provide their time freely and bring a range of skills to its decision-making processes. Their 'skill set' covers a range of critical functions including college ethos and Christian stewardship, financial, education, marketing and legal. An important focal point this year has been the finalisation of the Strategic Plan for 2016-2019, which provided an opportunity to review and refocus on the direction of the college in the next quadrennium.

## **Pastoral Care and Worship**

During 2018, Immanuel Lutheran College undertook a Christian Life and Wellbeing review. This saw the collection of a range of survey data from students, parents and staff regarding the wellbeing of our community, together with the health of our pastoral care and Worship life. Various LEA statements and frameworks were used as the foundation for our discussions about these important matters. Through this process, twenty recommendations were made which we are responding to this year. In summary, the recommendations seek to increase student voice, develop Service Learning, invest in teacher training, implement our newly created P-12 Wellbeing Framework, review Chaplaincy roles and provide greater support of staff and parents.

Added to this, our partnership with the Immanuel congregation has continued to strengthen. Two highlights being: a joint undertaking to support a North Sumatran School and Disability Service and a strong and vibrant Get into God (GIG) program which is overseen by the congregation's Youth Coach, Ben Lyons, and staffed by volunteers from the College. Furthermore, the appointment of our Secondary Pastoral Care Coordinator, Lyn Druery and Primary Pastoral Care Coordinator, Samantha Stewart is ensuring that the many aspects of our pastoral care and wellbeing program are well coordinated and resourced. Some examples include: Rite Journey in the Year 9, YLead in Years 5,6,7,8 and 11; Circle Time across the college, P-10 You Can Do It and Buddies programs in key years.

The worship and devotional life across both sub-schools continues to be enhanced by student and staff input; with the P-12 community meeting five times a year to mark significant moments of celebration in Worship and Thanksgiving. Our Worship Band leader, Stefan Volejnik, continues to work with students to share vibrant music during worship times and foster supportive relationships within the band itself. Pastor Kathrin Koning also visits each of the Early Learning Centre rooms for devotions each week.

In the Primary School, the roles of Worship Captains continue to prove effective, with the students taking active leadership roles throughout the year. The support of our Compassion Children is very vibrant, with each child visibly displayed and prayed for in given classrooms; and an annual 'Market Day' run by Year 6 students to boost weekly worship offerings. Other Service Learning initiatives have included support of ALWS' Awareness Days, non-perishable drives for the local Salvation Army; and packing shoe boxes for Operation Christmas Child.

While Pastor Kathrin has also been developing Godly Play throughout the Primary years as an effective means of sharing Biblical literacy and creating a sense of wonder about God, the current building program has meant that the specifically-designated Godly Play has had to be packed up, for the moment.

In the Secondary School, the positions of Social Justice Captains are providing a platform to heighten service-learning goals, social awareness and community action. Support of our Compassion Children, particularly through our Compassion Week activities is heartening to

witness. This, together with our support of neighbouring Lutheran initiatives like the Soup Kitchen at St Luke's Nambour and Immanuel Gardens Aged Care is encouraging faith in action within our community.

Across the year, several opportunities were created for the Immanuel Lutheran College community to engage with reflective labyrinth walks. On three such occasions, a labyrinth was temporarily created, e.g. from books during Book Week; and out of sticks at Year 5 camp.

Our second staff spiritual retreat day at the end of Semester One was again well-received, where colleagues shared in a keynote address by Pastor Matt Thiele, reflecting on Christian Service, followed by an array of elective options of both, reflective and physical nature. It has cemented its place as a valuable community-building exercise.

Lastly, the annual Sunshine Coast Ecumenical Service was hosted by Immanuel College recently, with the theme 'Taking Jesus into the New Year' as the focus.

During this fortieth year of the college's life, we continue to enjoy the privilege of sharing Jesus with our community; and all in His grace!

## **Students**

Student academic outcomes were excellent for the class of 2018 with 22% of the group receiving an OP 1–5, and 85% of graduates achieving an OP 1–15. The college was exceptionally proud of the students, not just for producing these outstanding results, but for the meaningful contribution they made to the Immanuel and wider community throughout the year. Significant achievements by vocational students also saw them rewarded in the completion of the QCE, an equivalent OP result and the attainment of a national qualification. We honour the outstanding contribution from our staff to our students' successes.

We commenced the 2019 academic year with 903 students. While our numbers decreased in 2018, we are focussing on enrolment and retention strategies for the coming year. We also service 139 children through our Early Learning Centre.

## **Staff**

The college's teaching and support staff complement were once again very stable, with very little turnover or attrition. In 2019 the total staff numbers approximately 132.09 FTE (inclusive of staff at our Mt Binga campus).

## **Curriculum**

At Immanuel, we encourage our students to become the very best they can be in all aspects of their lives. A culture of 'life-long' learning and service is fostered throughout the college to enhance the growth of the whole person. Our learning community is preparing students to be positive community role models, who care for others and the environment. We build critical and creative thinkers, skilled collaborators and excellent communicators.

Our relevant and contextual curriculum is engaging and student-centric, allowing a variety of learning pathways. With flexible physical learning spaces, contemporary virtual learning spaces and access to digital technologies, we use a blended learning model to deliver our curriculum. This allows timely feedback and opportunities to reflect on learning and address learning diversity. Assessment is rigorous, imaginative and diverse, reflecting the variety of learning that has preceded it.

Emphasis on literacy and numeracy across the college provides a firm foundation on which critical and creative thinking skills are built. Immanuel students' academic outcomes are good with our NAPLAN and OP results ahead of national and state measures and amongst the best on the Sunshine Coast. While the majority of our students go on to university studies, we are

also proud of those who undertake alternate pathways and graduate ready for direct workplace entry after attaining nationally recognised vocational qualifications.

Relationships are the heart of an Immanuel education. Effective communication promotes a positive home-school partnership in which students' academic, social and physical development is best fostered. SEQTA, our Learning Management System, provides an interactive, global view of each student's journey enabling meaningful conversations about wellbeing, learning and targeted support. As a college, we have developed and commenced implementation on a P-12 Wellbeing Framework based on PERMA V and our core values to ensure we are preparing our students to be active citizens in the 21<sup>st</sup> century.

A broad range of co-curricular and outdoor education activities enrich the Immanuel experience and encourage each student to understand the importance of resilience, relationships and reflection.

Notable curriculum innovations include:

- a) The provision of **seamless P-12 curriculum and assessment practices** continues as a major focus, harnessing professional collaboration across sub-schools. Students benefit from consistent, coordinated academic and pastoral strategies throughout their time at Immanuel.
- b) **Our Early Years program** focuses on the development of oral language to underpin early literacy and the use of guided inquiry to assist concept development in early numeracy.
- c) **New, flexible learning spaces across the primary and secondary campuses** promote contemporary approaches to teaching and learning. Digital devices (one-to-one for Years 3-12) with multimodal interfaces operating within a robust wireless network to promote collaboration and expression of complex cognitive processes.
- d) **Our vibrant P-12 Arts program** provides opportunities for broad exposure to and engagement with a wide range of creative and cultural experiences.
- e) **A Science, Technology, Engineering and Mathematics (STEM) focus** permeates our P-12 curriculum through the use of inquiry learning, coding, robotics and electronic data collection as tools to stimulate engagement with real-world contexts and the development of analytical, critical and computational thinking. Our co-curricular 'Maker Space' complements this initiative.
- f) Curriculum and pedagogy across the college are guided by our Teaching and Learning Framework. Our focus is on developing cognitions and 21st-century skills within engaging real-world contexts. In the Secondary School, we are reimagining curriculum and pedagogy in Junior Secondary and preparing students for success in the new QCE/ATAR senior system. In the Primary School, we have redefined our Inquiry Units and curriculum structure for implementation within uninterrupted blocks of time to ensure that the learning is rich and deep.
- g) Our **beautiful rainforest setting** inspires in students an appreciation of God's creation and provides a readily accessible natural laboratory for our **new Environmental Education Centre**. Our community models responsible environmental citizenship with systems for waste reduction, recycling, energy efficiency, water harvesting and solar power generation. Our Eco Club leads many of these initiatives.
- h) **Community Engagement** is important to us with the college organising the Fruehlingsfest Spring Carnival, the Immanuel Arts Festival and the Voices on the Coast Youth Literature Festival. Service Learning opportunities are provided through mission work with our partner schools in Indonesia and Cherbourg, Red Cross Blood Bank donations, Homeless Soup Kitchen work, Child Sponsorship and interactions with members of the Immanuel Aged Care facility. Our Interact Club also provides many service opportunities.
- i)

## **Capital Works**

It has been another busy year for capital works in 2018. In the past 12 months, the college completed a major renovation (\$2.6M) of both H & N Blocks. This upgrade transformed the upper level of N Block into a purpose-built Student Services hub, which accommodates the Chaplains, Counsellor, Learning Enhancement Department, First Aid and Students Services. N Block has been transformed from classrooms to a new Primary School Administration building. This enabled us to demolish the original Primary Administration building (R Block) which has now opened up the heart of the Primary School precinct.

In addition to the Primary School upgrades, the college constructed a \$2.0M Environmental Centre nestled on the end of the forest. This new building will enable students to have direct access to the forest and provide authentic opportunities to study ecology and sustainability in a living context. This is a very exciting project, and this will strengthen our commitment to environmental education.

Capital Works planned in 2019 includes a renovation of the Secondary School Administration building (\$650,000) plus the construction of a new GLA building for our Year 3 students (\$2.7M) and the major renovation of Jasmine building (\$900,000). Towards the end of the year, the college is planning to complete the final stage of the Year 7 Precinct upgrade. This upgrade will include the addition of a large outdoor learning deck to compliment the current direction in teaching pedagogy.

## **Governance**

Having developed and ratified the college's new Strategic Plan in 2016, in 2018 College Council worked closely and collaboratively with the College Executive to translate the elements of the Strategic Plan into a detailed and comprehensive Operational Plan, to provide the framework for the practical delivery of the priorities.

The 2016-19 Strategic Plan is built around four key priority areas:

- a) Teaching and Learning
- b) Community and Connections
- c) Spirituality and Wellbeing
- d) Environmental and Financial Sustainability

College Council carried out its governance role in the college with enthusiasm, diverse experience and strong common goals. They continued to have a close working relationship with the Principal and his executive management team, along with the other elements of the Immanuel community – students, their families, staff, ELC, P&F community and Immanuel Lutheran Church.

Council emphasised the strong financial position of the college and College Council's commitment to the exciting building, expanding and refurbishment phase at both the Buderim and Mt Binga campuses. Council continues to work with the Principal and Business Manager to solidify the financial security and prosperity of the college into the future, to the benefit of all stakeholders.

## **Conclusion**

God's grace is present in abundance in the Immanuel community. We are continually blessed as we strive to lead through service. There is a deep sense of joy for all as we produce graduates who are identified by their confidence, optimism and respect for healthy relationships. They are prepared to serve and are well grounded in a sense of who they are in the world and a set of values that is founded on faith, reason and knowledge.

Roger Morris

Chair  
Immanuel Lutheran College Council

# **LIVING FAITH LUTHERAN PRIMARY SCHOOL MURRUMBA DOWNS**

## **Governance**

Blessed with a broad range of skill-sets, yet sharing a passion for creativity and innovation, in 2018 our School Council released a new approach to strategic direction and labelled it a Strategic Drive. Underpinned by Proverbs 16:3 and 1 Corinthians 16:13-14, the rationale of our Strategic Drive reads as follows.

*We live in exciting yet uncertain times. Our world is changing at a phenomenal pace. In this era of exponential change, we have no desire to be constrained to a schedule that is rigid or has a ceiling. Rather, we yearn to shape an educational landscape that has the freedom and flexibility to navigate a path that is accepting of unknown futures and knows no boundaries, yet is grounded in the celebration of a life lived from the victory we share in Christ. We are driven by a preferred future hinged on delivering gospel-centred and forward-thinking education to families seeking these same ideologies.*

*As such, we present our Strategic Drive. It is aspirational and dynamic, and serves to stir up dialogue and action. It aims to agitate, to be disruptive and to inspire innovation. It chooses unity over uniformity, and transformation over transaction. This Strategic Drive sees a shift away from an era of compliance and dives into an era of overwhelming engagement and empowerment ...*

## **Enrolments**

Living Faith is a triple-streamed Primary School. It is equipped with facilities and resources to serve the families of 550 students. In 2018 the student population hovered just over 500. Competition amongst local schools is increasingly fierce. Multiple strategies were established to bolster our ministry opportunities, including the restructure of key administration roles resulting in the appointment of a Communications Officer, as well as contracting a marketing agency.

## **Kindergarten**

Living Faith Lutheran Primary School Kindergarten opened its doors in 2015. We are pleased that it commenced with and retains 100% occupancy. Following its fourth year of operation, the kindergarten is now debt-free.

## **Pastoral Care**

Our congregation views the school as its primary mission field and the support received by our school from our congregation is strong. Pastor David Schuppan and Principal Jane Mueller maintain their strong relationship through peer mentoring, mutual support and friendship. Their steadfast relationship is fertile ground for dreaming big dreams for the spiritual growth of our wider community.

Under the National Schools Chaplaincy Program, the school has a 0.4 FTE Student Support Worker. In its 2019 budget, the school made provision for the addition of a 1.0 FTE Chaplain. The Student Support Worker will maintain its explicit focus on students, while the Chaplain will undertake a wider family-centred portfolio encompassing the pastoral, spiritual, worship and community life of the school.

An organically-growing coffee culture has proven to be a hive of conversation and pastoral activity for the staff and parent body. A coffee van is regularly available on site. Further, parents and members of the congregation host 'Brew-Ha-Ha', which involves serving hot drinks at no cost to staff and parents before and during HOP (Hearts of Praise / student worship) each

week. (Staff have even been gifted a reusable coffee mug in order to be good stewards of our environment!).

Ms Rozi Hemara was recognised as a 'teacher of distinction', co-earning the Rolph Mayer Award for Teacher Excellence by LEQ. This is a direct reflection not only of Rozi's technical teaching ability, but also her love for Jesus and the way this plays out in her relationships with students, parents and staff.

## **Learning**

Living Faith has set out to produce a contemporary approach to pedagogy and learning, influenced by the latest in neuroscience research and the changing nature of the workforce our students will face in the future. In 2018 teachers overhauled the design and delivery of mathematics. All teachers completed a 30-hour Stanford University course designed by Professor of Mathematics Education, Dr Jo Boaler, in order to develop an appreciation for the philosophy behind Mindset Maths. They then collaborated to design a trail-blazing approach to the delivery of the mathematics curriculum. Acknowledging this new approach is still in its infancy, initial results have been encouraging, showing unprecedented student improvement. This redesigning of mathematics follows the successful implementation in recent years of such concepts as Daily 5 and PBL. This brings to an end the four-year long development of contemporary pedagogy across all areas of the curriculum.

Exhibition Evenings were introduced mid-2017 in order for students to showcase their learning. Exhibition Evenings have very quickly grown to become our most well-attended events on the school calendar, taking place twice-a-year. With the introduction of prayer spaces and food trucks, and plans to further grow the event with such things as busking, it is a delight to combine learning with a carnival atmosphere.

Service Learning plays out in the community in a variety of ways large and small. At the smaller end of the scale, our Year 6 students connect with Prep buddies and serve the wider school community through specific leadership roles. At the larger end of the scale, all students participate in the ALWS Walk-a-Thon and associated learning activities, and our Principal collaborated with other LEQ principals and secretariat staff in the 'CEO Sleepout'.

Staff professional learning is valued as highly as learning for students in our culture of improvement. Our professional learning model for teachers promotes risk-taking, prototyping, observation and sharing. It requires our team to work within the parameters of our school improvement plan, but gives individuals freedom to grow in areas of interest and passion. Living Faith has never set out to be recognised as an innovative educational institution, yet our peers continue to label the school in this way. The school was an Innovative Schools Award recipient for the second consecutive year, and two of the school's leaders were named on *The Educator's* 2018 Hot List. Educators, architects and the media continue to descend upon the school to learn of our contemporary approach to education and our change management processes; and our leadership and teaching staff continue to be regularly invited to share the Living Faith story at various forums.

## **Learning Support**

A growing number of students present with exceedingly high needs, with many of these needs manifested through physicality. This has presented challenges for the school community in multiple ways, and we seek your prayer as we explore how best to meet the needs of these students and their families, whilst maintaining a quality and safe learning experience for all other students.

## **Building Works**

While there was no major construction in 2018, dreaming has commenced for the school's next major phase of construction, which will involve the redesigning of our junior primary wing, inside and out. This construction will be heavily influenced by learning opportunities driven by the LEQ secretariat, including the California Learning Tours of 2017 and 2018.

## **Conclusion**

What better way to conclude, than with an excerpt from an email sent to our Principal by a school parent "... I am honoured to be able to serve the school that got me and my family to Christ, thank YOU!"

Ray Ebert  
Chair  
Living Faith Lutheran Primary School Council

# **LUTHERAN ORMEAU RIVERS DISTRICT SCHOOL (LORDS) PIMPAMA**

## **Introduction**

In its seventh year of operation, LORDS continued to grow in 2018 with 600 students from Prep-Year 12. LORDS Little Wonders Kindergarten which is co-located on the school site, reached capacity with 44 students. We continue to draw students from Beenleigh through to Helensvale / Pacific Pines. We thank our committed staff, council and parent body for ensuring that LORDS continues to grow and flourish.

LORDS successfully completed the NSSAB (Non-State School Accreditation Board) accreditation process in 2018. This process occurs every five years.

## **Student Learning**

LORDS NAPLAN results were strong for 2018. We continue to focus on developing a whole school approach to service-learning where students have the opportunity to meet the needs of the community while also achieving learning outcomes. It has been exciting to form partnerships with our local aged care facility, ALWS and Rosie's (friends of the street). Our Year 9 Street Retreat is a highlight of our service-learning program, with students experiencing firsthand what it is like to experience homelessness and connect with organisations who work alongside people experiencing homelessness.

Our operational plan is focused on students developing a growth mindset, while also working with our teaching staff in developing project-based learning units, which focus on solving problems based on real needs in the community and world. This approach allows students to develop skills as independent learners, creative / critical thinkers, social and environmental learners, collaborative learners and community contributors.

Our graduating class of 2018 achieved good results, with 100% of our students receiving an OP1-16 and 100% receiving their QCE. Most importantly, the focus is on students engaging with a pathway (OP or vocational) that meets their needs.

## **Pastoral Care**

Staff in the Junior School received training in Play Is The Way (PITW). This program uses games and a consistent positive approach to develop social and emotional competency in students. We also continue to train staff in the processes of restorative practices which aims to rebuild relationships by 'putting things right'. LORDS also embeds the LEA Values and our LORDS Learner Profile into our chapels, staff and class devotions and assemblies throughout the school. Our Buddy Program (multi-age across the school) and our Alternate Day Program (pastoral care focus) allows us to meet student needs, while also developing positive relationships across the school for students and staff. We also have had a team of teachers developing approaches to ensure the well-being of both staff and students including a focus on growth mindset and mindfulness. An online notification system called 'Stymie' was introduced to students from Year 5-12, which allows students from LORDS to anonymously report any concerns they have for themselves or their peers either from the playground or online.

## **Worship**

Weekly sub school chapels are a highlight of the school week, with daily devotions being held in classrooms. Staff have the opportunity to reflect and start the day with God together before classes commence. We hold three P-12 services each year celebrating the start and end of year, as well as Easter.

Students from Year 7-12 have initiated their own bible study and prayer group held at lunchtimes. These students studied the Youth Alpha program together. This is attended by our Chappy. We also have a group of community members who meet each week to pray for the school.

## **Staff**

With increased student numbers, so the teaching and support staff continued to grow. We started the year with a spiritual retreat which focused on the environment and stewardship. Our new and continuing staff participated in CS Equip Modules. In 2018, we continued our work with Professional Learning Teams. These teams have representatives from across the school and focus on our vision for learning, teaching and pastoral care. LORDS is blessed with a passionate and collaborative team of teachers.

## **Curriculum**

2018 saw a focus on continued implementation of the Australian Curriculum across P-10. The range of subject choices in the Middle and Senior School continued to grow.

STEM (Science, Technology, Engineering and Mathematics) classes occur in the Junior School and are part of the elective program in the Middle School. We are also developing our approach to Social Enterprise in the curriculum.

Staff in the Senior School worked hard on developing plans for the new QCE System, which includes the introduction of ATAR. This new approach starts in 2019 across the State.

## **Capital Works**

2018 saw the completion of a double storey building for our Year 7-12 students. LORDS Council also started the process of reviewing the Master Plan. A carpark at the front of the school started in the latter part of 2018 and will be completed by the end of term one, 2019.

## **Conclusion**

God continues to bless the LORDS community and we look forward to seeing our community grow from strength to strength in the future, while educating our students with the skills they need to ensure they can successfully serve and engage with the world. We also want our students to know that God loves them, no matter what happens.

Jodie Hoff  
Principal  
Lutheran Ormeau Rivers District School (LORDS)

# **PACIFIC LUTHERAN COLLEGE MERIDAN PLAINS**

## **Introduction**

Pacific Lutheran College's theme for 2018 of *Flourishing In A Culture of Thinking*, grew an understanding that to flourish was to be more than successful. In flourishing there is a richness and flair that draws on creativity and the fullness of life. There is joy and a strong sense of hope. This hope that flows from faith and trust in a gracious God is confident and sure and is sustained and sustaining in the highs and lows of life. Education and life with God at the centre, is a hope-filled endeavour.

As we have continually enhanced the 'Culture of Thinking' and the integration of the learnings of positive psychology with Lutheran theology, there has been a growing understanding of the cohesion, synergy and mutuality that exists between these two important research-based elements of the college's intentional development of young people.

The Organisation For Economic Cooperation and Development (OECD), *The Future of Education and Skills Education 2030, The Future We Want* position paper released earlier in 2018, identified the importance of this rich wholistic approach to education that enables young people to flourish in a rapidly changing future. The report highlighted the importance of growing young people's agency in developing deep disciplinary knowledge as well as the ability to link and develop new understandings across disciplines and to be highly skilled in the area of digital technology. The future focused paper also identified the significance of well-developed social and emotional and life-long learning capabilities as enablers. Rapidly changing geographic, social and political contexts are projected to require young people to have highly developed values and attitudes, that include a respect and valuing for all of humanity, the environment and diversity.

We celebrated in 2018 that while the 2030 OECD report was presented as a framework for the future of education, the intentional development of these capacities was already deeply embedded in our distinctive approach to teaching and learning that focuses on developing a 'Culture of Thinking'. Young people have tremendous opportunities to flourish through immersion in the Teaching For Understanding and Visible Thinking Frameworks from Harvard, the nurturing of wellbeing through the integration of positive psychology with Lutheran theology and the growth of enjoyment and capacity through engagement with co-curricular activities.

## **Pastoral Care, Community Service and Worship**

Pastor Tim Jarick and the Pastoral Care team leaders continued to strengthen integration of the learnings of positive psychology with Lutheran theology into the social and emotional growth and formation of staff and students. This included reference around the capabilities included in the Growing Deep document and the expanded use of the labyrinth. Students continued their support of the Salvation Army, the Relay for Life, the Centaur Retirement Village, and the Year 5 weekly connection with the residents of the IRT residential care facility. As a new service activity, our students provided very strong support to disabled surfers in conjunction with the Disability Association. Our senior students led the community in raising funds for Lutheran based projects in Cambodia and enjoyed the opportunity to visit the Rainbow Hostel in Phnom Penh and the Lutheran Life Centre in Kampong Chnang Province as part of their biannual visit to Cambodia.

Our partnership with the St Mark's congregation saw the continuing celebration of different milestones for children at the college as part of the Sunday services throughout 2018.

## **Students and Parents**

The college enrolment at Census in August 2018 was 959 across P-12. Our Year 12 students of 2018 performed very well, particularly in the OP 1-5 range with 28% of OP eligible students achieving an OP 1-5. The college was recognised in the top four schools on the Sunshine Coast for the percentage of OP eligible students achieving in the OP 1-5 range. Students on all pathways performed well with 100% of students achieving a QCE, VET or school-based apprenticeship or traineeship qualification.

Students enjoyed being part of a variety of outdoor education, sporting, cultural and service experiences. These included the staging of the production of *The Three Musketeers* by our Middle and Senior College students and *Shrek* by our Junior College students. The Sprint Kayaking team celebrated its 14<sup>th</sup> straight State title. As a college we enjoyed cheering on our first Commonwealth Games representative Kaylee McKeown, as she came fourth in the finals of the 100m and 200m backstroke events.

We continue to benefit from a highly supportive parent community who play key roles in the co-curricular life of the college.

## **Staff**

A key to a successful learning culture is the ongoing learning of teachers. To this end, teachers have engaged in their own learning through involvement in Inquiry Action Group research projects under the guidance of Harvard Consultant, Mr Mark Church and enhanced differentiation skills through participation in externally and internally provided professional development.

Senior teachers were also intensely engaged in professional development in preparation for the new senior certification process, which is in place for students entering Year 11 in 2019.

## **Curriculum**

STEM programs across Years 9 and 10 continued to be enhanced. Year 9 and 10 students involved in STEM demonstrated their capacity to be innovative and link learning across disciplines in the University of Newcastle STEM competition, winning one of the days in our regional competition at the University of the Sunshine Coast and being placed in the top 25 across the State. Parents also enjoyed a showcase of the Year 9 and 10 STEM class learning that included problem solving using humanoid robots, underwater drones, roller coaster designs, optics and bionic hands. Students enthusiastically engaged with increased opportunity for involvement with robotics and performed well in a variety of robotics competitions including Middle College students winning the Sumo Robotics competition at Maryborough and an all-girls team winning a Sunshine Coast based Primary school competition late in the year.

Continuing focus on supporting gifted and talented students saw an expansion of engagement with the Da Vinci Decathlon and the Future Problem Solving Competition. We were excited when our Year 12 team and Middle College student Noah Beasley, as an individual, were selected to represent Queensland with the Year 12 team coming fifth and Noah sixth in the national competition in Melbourne. We also had our first Middle College team compete in the University of Queensland Philosophon.

Hospitality students also enjoyed showcasing their talents at a variety of community events including the popular Boat Shed restaurant evening. Their talents were recognised when the college was awarded second prize for its cheese in the Royal Queensland Show Student Made Cheese Competition.

Students performed well in the NAPLAN testing, with all year levels being above and, in many cases, well above National and State means.

There has been a continuing focus on the development of 21<sup>st</sup> century skills with offerings of Literature, STEM and Design added to Year 10 subject selection for 2018 to build on the learnings developed through inquiry-based learning in STEM, Philosophy and Reasoning, History and Media Studies offered at Year 9.

### **Capital Works**

The College received \$600,000 from each of the State and Federal governments for construction of the first stage of the Administration Building and an upper level Year 3-5 space which has an agile design, similar to the current Year 4 learning space. The cost of this building and associated works is expected to be \$3.2 million. The college also received a \$117,500 grant from the State government to go towards the extension of the library, which has provided additional flexible learning spaces in this area. The library extension had a cost of \$300,000.

### **Governance**

The College Council continued to engage in professional learning with monthly focuses for each meeting as well as members taking the opportunity to access training opportunities provided by ISQ. The College Council developed its Strategic Plan for the next four years through working closely with the senior leadership team and in conjunction with staff, students and parents.

Thank you to our leadership team, which continues to encourage, support and guide the college with their strong focus on learning development and Christ-like service. We can certainly be thankful to our community and to God for the richness of learning that occurs daily within our college.

Ruth Zerner  
Chair  
Pacific Lutheran College Council

# PEACE LUTHERAN COLLEGE CAIRNS

## Introduction

At Peace, we cater for a diverse range of students from a variety of backgrounds and cultures. Our boarding facilities allow us to serve students from a wide-ranging area including North Queensland, the Torres Strait and Papua New Guinea as well as families from further afield. We believe a balanced education includes academic, physical, cultural, spiritual and emotional dimensions. Developing the whole person is at the heart of what we do, ensuring that Peace is a place where everyone feels valued; a place where everybody is somebody. The college is highly regarded in the Cairns community and our strong enrolment trends reflect this.

## Students

Our enrolments have remained stable from last year and currently sit at 670 students, 70 of which are boarders. We have a strong student leadership team who are actively involved in the community, building positive relationships within both the college and the wider community. Student morale is high and is reflected in both the way students present themselves and interact positively with others.

The college provides an array of opportunities for students to be involved in diverse extracurricular activities on offer and include; camps, sport representation, Drama Club, STEM Club, Code Club, Choir, instrumental music lessons, brass band, debating, academic competitions, Duke of Edinburgh Award, community service activities such as Relay for Life and Rosies, Adventure Under Sail, ski trip to New Zealand, cultural language trips to both Italy and Japan and service trips to Borneo.

## Student Learning

The students at Peace are diverse, with a wide range of abilities and aspirations. We cater for academic students whose aim is to go to university, as well as those students who are undertaking a vocational pathway. Our academic results show that students with a strong work ethic do well at Peace. In 2018, 78% of our OP eligible students achieved an OP between 1 and 15 and 100% of our students received their QCE. 100% of our QTAC applicants were offered a place at university.

We are constantly considering different opportunities and alternative pathways to suit students' needs and have seen an increase in students taking VetT courses in the last few years.

## Pastoral Care and Worship

Peace is widely recognised in the community as a caring school and our focus is on developing the whole person. We recognise that whilst academic achievement is important, the total wellbeing of each student involves ensuring their spiritual, physical, social and emotional needs are also met. Our core values are **Peace, Excellence, Respect and Community** and our devotions and Pastoral Care Program is designed to focus on how these values are lived out. Boarders attend worship at Trinity Lutheran Church every fortnight and at the college on each alternate Sunday. The Junior School classes take part in worship on a rotational basis.

## Staff

We continue to be blessed with long serving staff members who are committed to their calling. A focus for the college this year is to build capacity through the development of individual professional learning plans for teachers and collaborative teams working across the three sub-schools. This will be done with a strategic focus on developing a Growth Mindset.

## **Curriculum**

Peace Lutheran College offers a broad range of learning opportunities, catering for students with different abilities, interests and goals. Junior School staff have worked to develop units using a Problem Based Learning approach, integrating different subject areas into a unit of work. The Senior School staff have been busy preparing for and implementing the new Senior Syllabus that took effect for Year 11 this year.

## **Capital Works**

In 2018 plans were finalised for the construction of a new Manual Arts building. This facility will be completed in 2019 for Term 3 and will be followed by a complete refurbishment of the Home Economics and Hospitality building.

## **Governance**

The College continues to be blessed by a committed governance Council. We have a Council Executive and two sub committees, a Finance Committee and Building & Facilities Committee who work effectively to support the future growth of the college.

## **Conclusion**

The college has strongly established itself as a nurturing, vibrant and progressive educational environment with an excellent reputation in the local and wider community. We continue to strive for excellence and look forward with confidence to the future. Enrolment numbers are stable and we continue to invest in new building projects necessary to ensure we keep up with future demands and enable us to deliver a quality program.

Kathy Close  
Interim Chair  
Peace Lutheran College Council

# **PRINCE OF PEACE LUTHERAN COLLEGE EVERTON HILLS**

## **Introduction**

During 2018, the college grew its enrolments, developed new initiatives and continued strong academic results. The College is well positioned to continue to develop to be the school of choice for families seeking quality Christian education in North West Brisbane. College Council in turn has budgeted responsibly with a view to balance fiscal responsibility and increasing capacity at the college. The college has been well supported by the local community and congregation to strengthen its position in the Northern Suburbs.

## **Pastoral Care and Worship**

Our college continues to enhance and enrich the lives of students, families and community through student and teacher led daily devotions, staff led chapel services and Worship Bands across both campuses. Worship is based upon the LEA core values and has had a healthy attendance from parents, particularly on the Friday Junior Campus worship. In 2018, the college supported many local charities and raised over \$7,000 to support people less fortunate than ourselves.

As a college, we have embedded new pastoral care initiatives based around mental health into the P-12 curriculum along with other Restorative Practice based relationship management techniques. We have launched a number of new initiatives to foster personal growth and spirituality in our student population.

## **Students**

Students have continued to embrace all of the opportunities presented to them. They enjoyed both individual and team success across all areas of academic achievement, service learning, music and sporting endeavours. The college launched its five-year strategic plan at the start of 2017 with a strong emphasis on improved outcomes for students. This has meant that the college has focused on the fundamentals of quality education such as strong planning, quality assessment and good feedback based upon very visible success criteria.

Our graduating class also performed well academically with 26% of the OP eligible students receiving an OP1-5. We are especially proud of the fact that 90% of our students that applied received their first or second preference from QTAC. 46% of students achieved an A or B grade in their QCS test.

## **Staff**

A number of new teaching and ancillary staff joined our college. They have all made a positive contribution to the college and have fitted in well to the culture of the community.

In 2018, we continued Professional Learning Plans for all teachers, documenting and planning how they will raise student outcomes in their classroom. This has proven to be a very positive initiative with many staff really developing their teaching capacity and engaged in the professional conversations around raising achievement. This is a significant part of the college's strategic plan.

## **Curriculum**

Having implemented the Teaching and Learning Framework for the college, the focus in 2018 has been to implement the latest ACARA P-10 Australian curriculum and broaden the depth of subjects offered at the college.

The college has started the process of planning for the new QCE and has been a significant focus of Professional Development with staff. This is an opportunity to review the current Senior Secondary subject offerings and establish clear pathways for all students.

### **Capital Works**

In 2018, the college built an undercover area on the oval to allow protection from the weather during PE lessons as well as at break time. On the Junior Campus the 'Undercroft Area' was refurbished including murals being painted on all four walls. These improvements have significantly improved the facilities provided on the Junior Campus.

On the Senior Campus 'break out' spaces have been created to further enhance the learning experience for students. There has also been significant investment in rejuvenating older classrooms and keeping the campus contemporary and modern.

### **Governance**

2018 provided stability in governance and the financial position of the college significantly improved. The College Council members have remained the same during 2018 and have been able to provide good governance of the college.

### **Community**

The college is blessed with a very active Parents and Friends Association that raises a large amount of money for student resources and organises many community events. The college has placed a significant emphasis on continuing the strong relationship between the college and the congregation that share the Prince of Peace name.

### **Conclusion**

We pray Our Lord continues to bless our mission at Prince of Peace Lutheran College.

David Ebbott  
Chair  
Prince of Peace Lutheran College Council

# **REDEEMER LUTHERAN COLLEGE BILOELA**

## **Introduction**

Redeemer Lutheran College, Biloela is located in the Callide Valley, Central Queensland. The college was established as a Primary School by the Redeemer Lutheran Congregation, Biloela in 1978. In 2018, the college received approval to extend its educational service to Year 12 in 2020, and thus currently offers a P-11 Educational Program. We are privileged to be well resourced and have modern, well-maintained facilities in our idyllic bush environment. The college offers families in the Callide Valley an alternative choice for their child's primary and secondary education, and we look forward to continuing the provision of this smaller Christ Centred, and student-focused educational option.

## **Pastoral Care and Worship**

Redeemer Lutheran College, Biloela is a caring community that aims to R.E.A.C.H out to our students and their families as we share the love of Jesus. Respect, Effort, Appreciation, Christlikeness and Humility are our shared values. The staff start their workday with devotional time and prayer for individual families and enjoy weekly Bible study with input from our Parish Pastor, Graham Pfeffer. The staff devotional time and Bible study follow the same three-year worship plan that is used for student worship. Year 1 – Old Testament Stories, Year 2 – New Testament Stories and Year 3 – Who is Jesus and Catechism. This three-year cycle was developed by the college with the aim to ensure that staff, students and parents are exposed to the biblical background and knowledge that was previously taught in homes and Sunday Schools. Accessing the scripture through music has been added once a week to our staff devotions and for many, is a highlight for the week. Our 2019 theme is 'Bold and Courageous'.

Students begin their days with class devotions and attend weekly worship. Both the Primary P-6 and Secondary 7-11 worship have a high level of student interaction and many staff enjoy this opportunity to share their faith openly. Our weekly worship is well attended by parents and extended family, and for many, Chapel is their weekly worship place and time. The Lutheran Christian Studies Curriculum Framework has been used to develop our Christian Studies program throughout the college. Pastor Pfeffer willingly offers his support of the Christian Studies Program with attendance and participation in classes when requested.

Twice a term, the college offers a student-led Sunday Service and supper at the college Chapel to college families, local congregation and community members. Year Levels are rostered to prepare and lead the services along with Pastor around what they have been learning in Christian Studies. After the service, congregational and staff members provide a simple supper. Attendance at our first service was very well attended. Praise God! Encouragingly attendance was from college families, the congregation and families of past students.

Whilst all the staff at Redeemer Lutheran College, Biloela view pastoral care as an important part of their job, we also have two Student Wellbeing and Pastoral Care Coordinators, specifically dedicated to this area. Our Deputy Principal, Mrs Sandra Wass and Teaching and Learning Coordinator (Primary) Mrs Wendy Walker, hold these roles alongside other administrative duties. This support is an identified need for our community and is very well accessed by students, staff and parents. The Australian Government Department of Education partially funds this service under the National School Chaplaincy and Student Welfare Program. In 2016 we were blessed to be able to also provide the services of a trained Child Psychologist Mrs Eran Clark, as part of our staff team. At the beginning of 2018, this became a fulltime position. It is such a blessing to be able to provide this service but such sadness that it is needed so much, by so many. We thank God for bringing Eran into our community.

As a college community, staff and families voluntarily contribute to a College Care Fund that is used to support families in times of need. It has provided such things as assistance with medical expenses, a meal when families are in crisis, a new uniform or stationery supplies when finances are low.

## **Students**

Redeemer's current enrolment total is 221 students. The student population is drawn from a broad spectrum of socio-economic backgrounds with 11% of students from Lutheran backgrounds. A large percentage of the student population have no church affiliation and are seeking an educational facility, with a clear behavioural policy, that will cater for their child's individual learning needs regardless of where they are on the spectrum.

As we start the 2019 year, our overall enrolment numbers show a decrease. Although this decrease requires budget adjustment, we are hopeful that numbers will rise as a consequence of the positive start to the 2019 year. Part of the decline has resulted from a number of families having conflicting values with the college and a part can be explained by a population anomaly with fewer eligible prep students in the Biloela community in 2018. This was predicted as we observed the student numbers in the local Kindergarten facilities last year.

We continue to work hard to maintain and grow our total enrolment across P-Year 11, by striving to offer an exemplary educational program that caters for each child we have in our care. A focus this year is increasing enrolment in our Junior School through the sharing of our facilities and educational programs with interested community members and offering tours and open days. Our aim is to encourage Year 6 students to transition into Year 7 by holding experience days and involving them in High School programs.

## **Staff**

The total Redeemer staff stands at 39. Sadly, our long-standing Principal, Mrs Jenni Krenske fell ill at the end of 2018 and is unable to continue in her role. Mrs Genevieve Clark has worked as Acting Principal during Term 1 while the college seeks to replace Mrs Krenske. We continue to pray for Jenni's continued return to good health. Our Deputy Principal of some years, Mrs Eureka Coetzee left Biloela at the completion of the 2018 school year to move closer to family. We are heartened to know that she remains in the Lutheran Education Queensland family, accepting a position at St John's Kingaroy. We have eighteen classroom teachers and one fulltime Educational Support Teacher. Specialist teachers include physical education, library, music and art. The music teacher conducts both classroom music and the Instrumental program. These teaching staff are supported by the Office Administration team consisting of a fulltime Receptionist, Bursar, Business Assistant and Administration Assistant. We are privileged to have an ICT Technician, and his knowledge and support are invaluable, 5 Teacher Assistants, a counsellor, groundsman and two cleaners complete the team. The staff are passionate about their vocation and mission within the college and the broader community. Of these 40 staff members, 5 are Lutheran.

## **Curriculum**

The college offers a holistic student focussed curriculum differentiated at each year level to cater for the needs of individual students. The curriculum has been developed using the Australian Curriculum (Science, History, Geography, English, Mathematics, Health and Physical Education, the Arts, Technologies), college based programs (Spelling, Phonics, Sight Word and Number Fact Recall) and the Lutheran Christian Studies Curriculum Framework. The QCE (Queensland Certificate of Education) Senior Secondary Syllabuses inform instruction in our Senior Secondary classes. Whilst the major educational focus remains on the development of strong literacy and numeracy skills, the community highly values the development of ICT skills, performance skills in numerous areas of The Arts and physical activity. Individual learning is supported with 2 to 3 adults in all Literacy blocks throughout the college. The Secondary students enjoy the more practical subjects of Home Economics

(Fabrics and Textiles and Food Technology), Manual Arts (Woodwork and Metalwork), and Agricultural Studies along with opportunities in The Performing Arts like music, dance and drama.

The college is continuing its journey into Project Based Learning to assist students to develop the essential 21<sup>st</sup> century skills (collaboration, communication, personal and social skills, creative and critical thinking) required to live and work in the increasingly automated world. We successfully held a Whole of College exhibition night in 2018 and hope to replicate this in 2019.

An extensive Extra Curricular program is offered at the college which includes Dance and Cheer, Chess, Robotics, Catering and Writers' Club. The strength of these extra programs is the dedicated staff.

### **Capital Works**

With our application to extend to Year 12 accepted, the college is looking to extend once again the facilities it offers our community. In 2018 BGA funding was granted for two projects:

**Project 1:** Extension and Refurbishment of Block D to add an Educational Centre for Educational Support and Specialist Support Staff including the Counsellor.

**Project 2:** Extension of Library Block to provide a Performing Arts Studio for dance, drama and music.

We are currently exploring options to create more general learning areas within the Secondary School to facilitate its further growth. It is hoped that building will commence on Project 2 within the 2019 calendar year.

### **Governance**

The College Council meets monthly with members drawn from the Redeemer Lutheran congregation and parent community.

The major focus for the College Council in 2018 was finalising the expansion into Years 11 and 12. Strategic planning and overview of policy and procedures continue to feature regularly in our meetings.

### **Conclusion**

Our college has continued to be blessed in many ways, and we are thankful for each opportunity to reach out to students and their families. The support and oversight of Lutheran Education Queensland Secretariat are greatly valued, and we continue to pray for God's direction and that He blesses us with wisdom as we make decisions about future developments.

Gavin Lotz  
Chair  
Redeemer Lutheran College Council, Biloela

# REDEEMER LUTHERAN COLLEGE ROCHEDALE

## Introduction

Redeemer Lutheran College had a smooth start to the 2018 school year, with Mrs Tanya Crooks in her second year as Principal, and with the support of the new Deputy Principal, Mrs Nicole Gregory. Our theme was *Community – every face has a place* and we strived to ensure students, staff and parents had a voice and were heard. The theme certainly inspired some wonderful initiatives across the college, by both students and staff.

## Ministry

The Redeemer Community was very pleased to welcome Rev Mark Vainikka as the new College Pastor and honoured to have Rev Paul Smith, Bishop LCAQD, undertake the rite of installation at the service. Mark has been a wonderful addition to the Redeemer team and he has enriched the spiritual life of the college with his own gifts and experience. Some of the initiatives of the past 12 months have included a focus on joint ministry opportunities between the college and Our Saviour Lutheran Congregation and a renewed focus on staff devotional life through weekly P-12 gatherings in addition to regular sub-school gatherings.

## Pastoral Care

The pastoral care and support of our students and staff is of the utmost importance. The Learning Mentor Time (LMT) program has been further developed and enhanced to continue to support student learning and to assist future preparation for students sitting the new ATAR from 2020.

Redeemer's goal for our students, is to provide students with opportunities to excel and explore the path that is right for their future. We were incredibly proud of the results of our 2018 graduating class, with all receiving offers for their chosen pathway, which we believe is the ultimate measure of success. Ninety-nine percent of eligible students received their first university preference and 33% achieving an OP 1-5. We also had the highest number of students complete school-based apprenticeships since 2011.

## Co-Curricular

Our Performance Music Program is of the highest calibre and highly respected in the community. Our Redeemer ensembles were 'placed' in every section they competed in across the competition season. Of special mention the Senior Concert Band, Intermediate Concert Band, Chamber Strings and College Choristers receiving gold awards at the Queensland Youth Music Awards, with the Choristers awarded a gold award at the state finals. At Queensland's Musicfest, three ensembles received platinum awards and four gold awards. To add to our strong music program, the college introduced a dance option for senior students. Dance has been a welcomed addition to the Arts at Redeemer giving students an opportunity to share their love of dance in both performances and Worship.

Our new sport structure has been positively received and we are already seeing great outcomes as a result of our dedicated team of specialist sports coaches. We will continue to compete in the Greater Brisbane Conference and JTAS competitions, as well as providing additional opportunities for teams to develop and extend skills in other competitions, such as All Schools Touch, Vicki Wilson Cup Netball, Volleyball Schools Cup, Hockey Schools Cup and the Queensland School Handball Championships.

## **Service**

Serving the Community is always at the centre of who we are at Redeemer, as well as our students undertaking a variety of fundraising activities for causes they are passionate about, they are encouraged to look locally and globally to see beyond themselves. Our students fundraised in the World's Greatest Shave, Sister Snips, as well as their ongoing commitment to the Helping Hands Van and Our Saviour Lutheran Community. Our Earth Care Committee held a Go-Green day and were incredibly proud to donate a sea bin to Moreton Bay City Council and introduce environmentally friendly packaging in our tuckshop. We also combined forces with LORDS Pimpama to send a group of students to Cambodia on a joint Service Learning tour, participating in projects for Life with Dignity and ALWS, with the highlight of their tour - installing a water gate at the college's partner village and spending time with the kind and generous village people.

## **Staff**

After extensive staff collaboration, our new Professional Growth Model was introduced with the first group of staff completing their annual review in Semester 2, 2018. Staff wellbeing is at the centre of the model and sits within a growth cycle that works to cultivate a culture of encouragement and support to sustain professional growth at both individual and corporate levels. This cyclic model has no clear beginning or end, it knits together both formal and informal approaches to professional growth and learning that encourage staff to reflect on their practice, consider goals and play in the educational space collegially and independently.

Several retirements and staff transfers occurred at the end of 2018, and we particularly acknowledge the 20 years of service and dedication of the departing Head of Christian Studies and College Chaplain, Mr Col Stiller. We extend God's richest blessings to all college staff, past and present.

## **Teaching and Learning**

In preparation for the introduction of ATAR for 2019, college executive alongside curriculum leaders and teaching staff have redeveloped subject offerings for the senior school and participated in extensive professional development. The college has undertaken a redesign of the middle year's program to align with 21<sup>st</sup> century competencies and future career pathways. The research and development on agile learning spaces undertaken in 2018, will come to fruition in 2019 when our Year 7 students will move into their newly refurbished building, which will provide agile learning spaces and a dynamic learning environment providing flexible options to enhance their learning. The Junior School introduced the Reggio Emilia philosophy into their teaching and learning spaces and pedagogy. The installation of a new exciting, stimulating and adaptable playground for Prep to Year 2 students, inspired by the Reggio Emilia principles, was embraced by young and old.

## **Governance**

We were excited to launch the college's Master Plan to the community in March. The plan is a re-vision toward 2030 and beyond, as we look to support how and what learning and schools should look like into the future. The implementation of the various stages of the Master Plan will keep the College Council busy well into the future, as our focus turns to the timeline for the fundraising and construction of the first stage.

We welcomed Pastor Michael Mayer to the College Council who brings many years of service to Lutheran system. We acknowledge the many years of service as Mr Ross Warbrooke stepped down as Chair in 2018 and continues his devoted service to the Council with a view to retirement from Council in 2019. We thank Pastor Robin Stelzer (24 years) and Mr Michael Hoopmann (12 years) for their dedicated service and commitment on their retirement from Redeemer College Council at the end of 2018.

## **Conclusion**

At Redeemer, every face has a place. We are part of a community and we are here because God has a plan and Redeemer will help us in achieving to find the best in ourselves and guide us to serve our family, our friends, our school and our community.

Sarah Dixon  
Chair  
Redeemer Lutheran College Council

# **ST ANDREWS LUTHERAN COLLEGE TALLEBUDGERA**

Following is a snapshot Report into the 2018 operational year at St Andrews Lutheran College, Tallebudgera. Our Motto is *Celebrating the Gospel, Nurturing the Individual, Empowering Lifelong Learning*.

## **Enrolments**

St Andrews continues to grow. A record 1,231 students attended the college in 2018, from Prep to Year 12. (2019 commenced with further growth at 1,251 students) The college is in the fortunate position of having a strong interest in its key intake years of Prep and most particularly Year 7, and is now the second largest single-campus school in the LEQ System.

## **Student Learning**

St Andrews students in 2018 continued to build upon growing tradition of academic scholarship at the college. The college's NAPLAN results were excellent, with 98% of students meeting or exceeding the national benchmark. The 2018 Year 12 results were also most pleasing- 24.1% of OP-eligible students, 1 in 4 students, received an OP1-6 and 53.4% received a single-digit result in the OP1-9 range (12% in excess of State Average). 96% of students seeking Tertiary Entrance received a first-round offer in their top 2 preferences. 100% of students received their QCE.

## **Pastoral Care**

St Andrews is a Positive Education School. In many respects it is leading its implementation in schools across the nation. A highlight of 2018 was again a growing number of schools, including other Lutheran Schools, visiting St Andrews to learn firsthand what the college is doing in this important area of proactively building Student Well-being.

## **Worship**

Regular corporate worship is central to the life of the college. The college is blessed by the work of two Chaplains, and numerous other staff who are prepared to lead worship in our community. Considerable focus is placed on student feedback in ensuring that both the message and delivery mode are of greatest significance and relevance to students. Throughout 2018, developing the music component of Chapel continued to be a focus. The willingness and presence of students leading Chapel was also a tremendous highlight in 2018.

## **Staff**

In 2018 the college maintained a deliberate and intentional focus on building teacher capacity. All senior leaders were trained in professional coaching, and it will be their application of what they have learnt as they coach St Andrews teachers that will be critical to ongoing teacher development and efficacy. St Andrews staff actively practise the college's Mission Statement of *Celebrating the Gospel, Nurturing the Individual, Empowering Lifelong Learners*, modelling all facets.

## **Teaching and Learning**

The college's major Teaching and Learning focus for 2018 was the ongoing roll out of Dimensions 2 and 3 of the college's Teaching and Learning Framework- Dimensions of Learning. The implementation of this framework means that students and teachers alike are operating with an intentional learning focus in their classes with the benefits clearly evident in the improved academic outcomes. The International Baccalaureate Primary Years Program (PYP) remains as a cornerstone of inquiry-based curriculum design in the Junior School. Due energy was focussed in the Senior School in being extremely well prepared to transition from an OP to an ATAR exit system over the next two years.

## **Facilities**

Tight on the heels of our major re-building exercise following the significant losses through fire in 2016, 2018 saw Andrews undertake its largest ever building project. We built a new *Centre for Scientific Inquiry*, complete with 6 laboratories, a theatrette, lab prep spaces and interconnecting learning lounges. Modern facilities will complement contemporary curriculum and learning design theory and practice. Our Middle School was also 're-built', with these modern facilities wholly aligned with contemporary learning and curriculum design theory and practice. Our learners (students and staff alike) are enjoying not just the freshness of the facilities, but moreover the vitality of the learning program.

## **Early Learning Centre**

Our Early Learning Centre, established in 2015, continues to thrive, with acclaimed programs, illustrated by a 99.8% occupancy rate. Intentional efforts are made to incorporate the ELC into the 'mainstream' of the college, with the ELC Curriculum now enveloped in our International Baccalaureate Primary Years Program (PYP) structure. The ELC students, as has been customary for many P-12 groups, regularly visit the adjacent St Andrews Aged Care facilities.

## **Governance**

In 2018 College Council extended its focus on 'The St Andrews of Tomorrow'. More than just a strategic planning exercise, the nature of Council's work in this space really is about dreaming and visioning what a St Andrews education might look like in 10 to 20 years' time, and how the college can position itself for this. This not only informs curriculum and pedagogical design, but also Capital Works priorities. We are currently working from within the Strategic Plan 2018-2010 – *A Lighthouse in the Community*. We welcomed two new Members of Council, enhancing and broadening our skill-set, and re-ignited a specialist Committee focussed on Finance, Assets and Risk Management.

## **Conclusion**

In 2018, St Andrews Lutheran College celebrated its 25<sup>th</sup> Anniversary. Major milestones were celebrated through Tours, Arts Galas, a P&F-led 'Birthday Bash', and a Worship Service of Thanksgiving shared with the St Andrews congregation. Irrespective of the event, the focus and indeed celebration centred on St Andrews being established as and remaining true to its Mission as an authentic Christian school, focussed on producing tomorrow's leaders of society, today.

Cecile Ryan  
Chair  
St Andrews Lutheran College Council

# **ST JAMES LUTHERAN COLLEGE HERVEY BAY**

## **Introduction**

At St James, we continue to share God's love by seeking to provide an affordable, yet top quality Christian education. We offer learning opportunities which encourage the development of the whole child and enable students to maximise their potential for a life of service. The college began its operation in 2003 with 64 students and now has 670 students from Prep to Year 12 as well as a double stream Kindergarten serving 80 families.

## **Pastoral Care and Worship**

Letting our faith shine through three Chapel services per week, with many college families joining us in the service and for morning tea afterwards, is a way to bring families closer to knowing the Lord. College students regularly lead the worship services; this further encourages many of the parents with no church affiliation to attend and hear the Word of God. Our staff have many opportunities to support and care for students pastorally by promoting positive relationships, restorative practices and ensuring that students feel safe in all that they do. The staff are in turn well supported by their colleagues, the executive team and LEQ in a variety of ways.

## **Students**

Our student population continues to grow with numbers this year in excess of 670 and our 6th year of Year 12's graduating later in the year. The college maintains a fully inclusive enrolment strategy across socio-economic, cultural and faith traditions and works strategically to keep college fees within the means of working families.

## **Staff**

In 2019, the number of teaching staff at the college is at 46 Full Time Equivalent (FTE) and the non-teaching staff at 29 FTE. Our teachers' dedication to their professional duties is exemplary and their enthusiasm to increase their level of qualifications is very high.

## **Curriculum**

St James Lutheran College continues to be a regional leader in embedding contemporary practices and digital technologies into the curriculum. Underpinning these ideas lies a strong emphasis on literacy and numeracy coaching that has yielded a marked increase in student achievement. We are also continuing to develop our senior programs to include an increasing breadth of academic and vocational pathways. The college is establishing a pedagogical framework that is based on inquiry and builds learner agency from Kindergarten right through to Year 12. Our students are put at the centre of the curriculum with a focus on them 'making a difference' with what they learn.

## **Capital Works**

The college building program continues after last year's extension of the Resource Centre, refurbishment of the Years 4,5 & 6 classrooms and an additional student amenities block to support our growth. The college also invested in the Junior School Outdoor Learning Areas, significantly upgrading the learning and play spaces across our beautiful grounds.

During 2019, we will continue to grow the facilities in the Secondary School with additional flexible learning areas and a small theatre. The college continues to work with its architects and builders to bring to life the Master Plan for the college, planning future capital works aligned with our educational philosophy, while ensuring our fiscal responsibilities are met.

## **Governance**

The College Council continues to work effectively with the Principal in support of our students, families, staff and local community. Our understanding of the processes and responsibilities of a governing body continues to grow through regular support from the LEQ secretariat and staff. Our mission statement and strategic plan have been updated and we continue to advertise these to our wider community. We remain optimistic that our aim to seek stronger mission links with the local congregations will yield precious fruit and we remain committed to encouraging their ongoing involvement with our governance structures.

## **Kindergarten**

St James Kindergarten is a service operating under a local delegated authority. The 3 and 4-year-old programs are already close to capacity. Strong leadership continues to be a feature and our families see the Kindergarten as a wonderful option to begin their K-12 journey at St James Lutheran College. The Kindergarten continues to grow and provides an excellent program for families wishing to access this part of the college's care and early learning curriculum.

## **Conclusion**

As we forge ahead together through this time of expansion and learning, we continue to acknowledge that the ongoing success and good reputation of St James Lutheran College is not attributable to ourselves, but is the work of our Lord acting in the community through the service of the college team.

Mark Foster  
Chair  
St James Lutheran College Council

# **ST JOHN'S LUTHERAN PRIMARY SCHOOL BUNDABERG**

## **Introduction**

St John's Lutheran Primary School has a proud history of providing a high quality affordable Christian education in the Bundaberg community. We nurture our students as individual unique creations of God, and aim to develop not just academic goals but social/emotional skills also. At St John's we aim to teach our students the skills they need to be functioning, caring, valuable, contributing members of their community.

The school retains its close association with St John's Lutheran Congregation, Bundaberg who originally founded the school, working with them in mutual cooperation to enhance the pastoral care and ministry of those in the community.

A kindergarten, offering extended hours, operates from the school campus along with After School and Vacation care programs. The school is located in a central position in Bundaberg making it accessible to various bus services for which travel subsidies are available to eligible students.

At the close of the school year our enrolment numbered 207 students, an increase 12.5 percent. 2018 saw some significant events in our calendar, as below:

- a) We celebrated our 40<sup>th</sup> year of operation
- b) We undertook (successfully) the NSSAB Accreditation process and procedure.
- c) We hosted the LCAQD Convention of Synod

Consolidations in our community in alignment with Strategic Plan – Soaring 2020 Vision, continued to be a focus. As a school community we were able to negotiate the purchase of 21 Bell Street – one of two remaining houses on the larger block of land on which the School and Church sit. This purchase will mean more playground space for our children once the house is removed from the site.

## **Pastoral Care And Worship**

Pastor Wayne George and Pastor Michael Jarick along with our Chaplain Jeanette Mann support our pastoral growth and Christian walk. Service learning continues to be an integral part of our school. We use a framework called 5 Rs – Respect, Responsibility, Random-Acts-of-Kindness, Resilience and Rigour to guide our expectations of students and staff at St John's. Our children are often commended for their good manners and behaviour, for their respect and empathy for others, and for their general leadership and resilience.

## **Student Learning**

Education of the whole child is paramount at St John's. The values that underpin our mission are listed in the Lifelong Qualities for Learners (LEQ Statement). We believe that every student is an individual who needs to be encouraged to develop to the best of their ability. With this goal in mind teachers utilize group rotations with activities targeted at ability or specific needs. St has a learning support teacher who assists teachers in writing and implementing individual learning programs and to organise group work and extension activities.

This year has also been a very busy year in developing our learning spaces in line with our vision to be a school built around the needs of contemporary learners. Our spaces encourage collaborative learning but also cater for the needs of individual learners. All of our school classroom spaces contain agile furnishings, which can be quickly configured to suit the learning that is taking place. With the introduction of these new spaces student engagement has increased.

Instrumental Music remains an integral part of the school with the offering of: Choirs, Ensembles, Beginner Band, Concert Band, Senior Band, Year 2 class Melodica, Year 3 recorder and the Twilight Concert - night for all music students to showcase their progress for the year. This year was our bi-annual Musical and Concert year and was an opportunity for our school to showcase of growth and achievements across the past 40 years of operation.

The purchase of additional Lego Robotics Kit (valued at around \$5000.00) in addition to the existing kits, has enabled us to further embed a robotics program for children across the year levels.

All students across the school have access to iPads to support their digital learning. Students in Years 3 to 6 have a take home device and Prep to Year 2 has class sets available throughout the school day. This is supported by access to Apple TVs in all learning spaces in Years P-6.

2018 saw further refurbishment and development of some facilities in our school.

- a) Painting of a number of general classroom areas (including Hall) interiors
- b) Painting of a number of external walls and surfaces
- c) Additional classroom furniture Prep – Year 6
- d) Additional Interactive LED Computers-on-Wheels (COWS) Years Prep – 2
- e) Fitout for additional classes
- f) Increased hardware to support iPad program
- g) Additional shelving in Library
- h) New storage room fitout in Junior school area

## **Staff**

Inquiry-Based Learning formed, and continues to form, a large focus area for teachers and students. Much effort and work had been put into scaffolding this pedagogical framework and philosophy within the community. Teaching focus has been on good pedagogy, specially focusing on reading and writing.

The overall teaching and learning program of the school is based on guidelines provided ACARA. The school has a strong focus on literacy and numeracy with specific programs such as Words Their Way and 6+1 Writers Traits. This year saw the introduction of Maths Pathway in Years 4, 5 and 6 in replacement of Mathletics. Reading Eggs continues to be used across the Junior School year levels. Also, MultiLit – Literacy Intervention program continues to be rolled out across all year levels in support of children needing additional learning in Literacy.

The Christian Studies Program endorsed by Lutheran Education Australia is also included in the curriculum program. All staff are qualified, or working towards qualification, as Christian Studies qualified teachers in a Lutheran School through the Equip program.

Further efforts were focused in 3 main areas:

- a) ICT infrastructure capacity increased
- b) Assessment scoped across the year levels (linked to student learning SMART goals)
- c) Pedagogy embedded Inquiry-Based Learning

Professional Learning courses were undertaken by teaching staff using Kath Murdoch's Power of Inquiry study guide and course. Kath Murdoch was a key presenter to all staff in June 2018 (including Teacher Assistants).

## **Curriculum**

The teaching and use of ICT and technology is used to enrich curriculum delivery with a number of new iPads and laptops being introduced to provide greater capacity. To that end, the school has a one-to-one iPad program in place for every child in Years P-6 as well as

multiple laptops for use. The extension of active learning spaces and specialist teachers in Japanese, Health and Physical Education and library and research support our curriculum delivery. Student participation in school camps is viewed as essential to enhance their development of skills in teamwork, independence, and resilience. Experiences range from one-night sleepovers to week-long trips. Day excursions are also planned by staff to enhance curriculum content and may include the Hinkler Museum, Mon Repos Turtle Hatchery for example.

Our pedagogical framework, Inquiry-based learning, allows for deep and rich learning and is central to our learning vision for our students. We remain squarely focused on enhancing our children's skills and knowledge in Literacy and Numeracy as well as preparing them for the future by way of teaching overt skills in communication, collaboration, curiosity, creativity and compassion.

Apart from having a strong focus on music and physical education which is known to increase brain function and academic performance, we have an innovative approach to curriculum delivery, called 'Core 4 Plus 1', where four days of the week are dedicated to delivery of the core curriculum areas and on the fifth day children are exposed to different teachers and specialist subject areas including all of the Arts, Design and Digital Technologies, and LOTE (Language Other Than English).

### **Community**

Strong ties continue to be fostered between Church, School and the broader Bundaberg community. We have seen an increase in attendance at 'Community Sunday' services by parents and children from our school. The School Principal and Curriculum Coordinator were asked to provide a keynote presentation at the 'Educational Leadership Summit' in Bundaberg as such highlighted the school's pedagogical approach in the broader community.

### **Conclusion**

We are encouraged by the positive developments at St John's Lutheran Primary School throughout the last year, and continue to be blessed by the dedication of our staff. The support from our school families continues to be greatly appreciated.

Delwyn Ainsworth  
Chair  
St John's Lutheran Primary School Council

# **ST JOHN'S LUTHERAN SCHOOL KINGARROY**

## **Introduction**

St John's Lutheran Primary School was established by St John's Lutheran congregation in 1989. Over the last 30 years the school has grown from a small primary school to a P- Year 9 school with 425 children. St John's is situated on 5.7hectares in Ivy St on the north-eastern side of Kingaroy and serves residents of the town and outlying rural communities. We give thanks to God for his wonderful provision and pray His continued blessing upon the school community as it continues into the future.

## **Student Learning**

St John's has a priority focus on Literacy and Numeracy achieving very pleasing NAPLAN results. These results reflect the commitment of the students to learning and the dedication of staff to work in an intentional way to develop educational programs and teaching strategies to enhance and enrich the learning environment.

The Junior Secondary students participate in project based learning as part of the curriculum offering and this focus has assisted in the development of many skills that will be vital for the workplace of the future. In multi age groups students learn how to collaborate, cooperate, problem solve and reflect as part of a team to complete a project each term related to different core subject areas.

Many extra curricula activities are also offered across the school as part of the opportunities for student learning. These include after school sporting schools, instrumental music, choir, debating, life education, financial literacy, skipping, gymnastics and camps.

## **Pastoral Care And Worship**

Pastoral Care for families recognises the need to support parents in the upbringing of their children. At St John's Lutheran School, it is our goal to provide services to assist parents in the development of the 'whole' child, including the physical, intellectual, social, emotional and spiritual care.

As a Christian School our focus is to provide pastoral care to all involved within our school community. Therefore, we are intentional in participating in relevant daily devotional and worship times. Regularly throughout the terms on a Sunday night, school families participate in a Sunday Night Life devotional service lead by the students.

St John's endeavours to look for ways to engage parents with the school community. Some newer initiatives include the successful commencement of a school Playgroup and regular educational sessions and support programs for parents.

There are also many ways the school community members are continued to be supported:

- a) Pastoral Care contact person who liaises with families in times of need. This may include provision of food, care of children, support etc.
- b) Organised informal activities for families
- c) Opportunities for worship at church/school
- d) Restorative practices
- e) Peer mentoring
- f) Shared devotional and prayer times
- g) Incidental and formal sharing and meeting times
- h) Opportunities to meet with parish pastor
- i) Social events
- j) Debriefing times after major events

*School Devotion and worship* happens on a Monday morning just after everyone arrives for another week at school for Prep to Year 6. Secondary students meet later in the week. Classes assemble while parents and visitors gather and chat around coffee. Singing, You Tube clips, prayers, skits, bible stories and practical ideas for living out our Christian life are shared in a relevant way by both student leaders and the school devotional leader. The school theme for 2019 is 'Let's Celebrate'. As a community this year the school is celebrating 30 years since the establishment of the school! With God's grace may we embrace the opportunity this theme gives us to reflect and celebrate on the many ways God has demonstrated His goodness, faithfulness and provision over these years. We look forward to what God has planned for the next 30 years of the school! Students and adults alike are encouraged in their spiritual journey in a practical life related way. The focus is followed through and built upon during the week via classroom devotions and playground interactions each day.

### **Students**

At present there are 425 students enrolled at St John's, catering for students from Prep age to Year 9. Many students travel distances to attend school from other local communities in the South Burnett area. The school has a Kindergarten located on the school grounds. This is administered by Queensland Lutheran Early Childhood Services. This facility has a capacity for 44 children to be enrolled.

### **Staff**

There are 63 staff serving in the St John's School community. There are 24 full time teaching staff and 8 part time teachers. There are 2 full time and 1 part time Groundsmen and one Business Manager and approximately 24 part time ancillary staff. The QLECS Kindergarten employs 2 full time staff members and 2 part time staff.

### **Curriculum**

The curriculum program used at St John's is based on the National Curriculum documents and the Lutheran Education Australia's Christian Studies Curriculum Framework. The school has a whole school curriculum framework and staff are involved in a peer coaching program that encourages professional dialogue and reflection of practice.

### **Governance**

The current school council is comprised of 6 members who are from St John's Lutheran Congregation Kingaroy and 1 member who is from Peace Lutheran Congregation, Kumbia.

Warren Layt  
Chair  
St John's Lutheran School Council

# ST PAUL'S LUTHERAN PRIMARY SCHOOL CABOOLTURE

## Introduction

St Paul's Lutheran Primary School is a co-educational school owned and operated by the Lutheran Church of Australia, Queensland District [LEQ], and is affiliated to St Paul's Lutheran Congregation for the purpose of mutual ministry and service to the wider community. We nurture our students as individual unique creations of God, and aim to develop not just academic goals but also social and emotional skills. At St Paul's we aim to teach our students the skills they need to be functioning, caring, valuable, contributing members of their community and citizens of the country. 2018 saw the next step in the implementation of an Agile Learning philosophy across the whole school take place with the introduction of the Daily 5 [Literacy] and Daily 3 [Numeracy] Learning Frameworks. The school community, over a number of workshops, did a review of our Mission Statement.

## Pastoral Care and Worship

Our theme for 2018 was *'Imagine'*. This theme encompassed all aspects of school life and focused on having the power and ability to live the life we imagined. We also incorporated the following Bible verse from Ephesians 3:20 into our theme: "God has more in store for you than you can even imagine". The Christian ethos of the school and core values (love, forgiveness, compassion, justice, humility, appreciation, service, hope, courage and quality) promoted in the school are drawn from the educational Framework for Lutheran Schools and support the lifelong qualities of learners. The values are the basis of the school's code of conduct for students and staff and are supported in the school's Christian Studies Program.

We were blessed to find out that we would continue to receive Commonwealth funding for a Chaplain in 2018. This has enabled us to provide a very valuable and necessary service to our students. Because of the strong link with the local church community, there is a back-up of willing helpers to step in and help families in need. The St Paul's congregation introduced a 'Milk and Muffins' initiative in 2017 which continues to provide a light breakfast and the opportunity to minister to the school students, on a Tuesday morning, before school.

## Student Learning

The school's curriculum has a strong focus on Literacy [Daily 5] and Numeracy [Daily 3] development. A dedicated Learning Extension Program [RISE] has become embedded across the whole school [Prep – Year 6] with an emphasis on a growth mindset. Our Year 5 and 6 Virtual Debating Team were runners up in their year level in this national competition.

Last year was also a very busy year in developing our Year 6 Agile Learning space, known as the Agile Learning Lab, and philosophy in line with our vision to be a school built around the needs of contemporary learners. Our Year 6 space encourages collaborative learning but also caters for the needs of individual learners. This learning space contains agile furnishings which can be quickly configured to suit the learning taking place. This learning philosophy will be extended into Year 3 in 2019.

The teaching and use of ICT and technology by students and teachers enriches the learning environment and supports independent research, publication and learning. The school provides infrastructure and equipment to support and enhance the BYO 1 to 1 iPad program from Year 1 – 6. Preps access school iPads on a 1 to 1 basis. St Paul's is also a fully accredited eSmart school. Year 3 - 6 students have opportunities to compete in inter-school swimming, cross country and athletics competitions. Talented students were able to compete at district, regional state and national levels. Years 4 - 6 students participated in local Friday afternoon inter-school

gala sports days competing in soccer, netball, basketball and touch football. Prep – Year 1 students participated in a weekly Perceptual Motor Program to enhance their skills and co-ordination.

## **Staff**

All teachers working at St Paul's are fully qualified and registered to do so. Many have post graduate degrees, certificates or diplomas. 98% of the teaching staff have bachelor degrees, 24% have additional diplomas and certificates and 9% have a master's degree. This year the focus for professional learning for our staff has been Agile and Inquiry Learning, the Daily 5 Literacy Framework, the Daily 3 Numeracy Framework and the PERMA Model as part of our staff wellness focus. Teachers collaborating with each other and learning from each other is a vital part of our staff culture.

## **Curriculum**

Some of our distinctive curriculum offerings are as follows:

Structured pastoral care and student management programs which link Christian teaching, LQL values and attributes and a whole school Behaviour Education Program based on the ABC Paradigm, Circle Time, the High 5 Program, the Chaplaincy Program, Restorative Practices and Play is the Way.

- a) Year 3 – 5 Adventure and Challenging Camping
- b) Year 5 and 6 Leadership Program facilitated by LYQ
- c) Specialist teachers in Music, PE, Library, Japanese, Learning Extension [RISE Program] and Learning Support [BOOST Program]
- d) An emphasis on Inquiry Pedagogy
- e) An emphasis on an Agile Learning philosophy
- f) Robotics across Year 1 – 6
- g) Instrumental Music Program [violin] for all Year 3 students.

## **Community**

The school is blessed to have a very strong parent community who are actively involved both inside and outside the classroom through our P&F Group and Parent Consultative Committee. Strong Lutheran community ties are continually being forged in Caboolture amongst St Paul's school, congregation, Grace Caboolture, the local St Paul's Aged Care Village and Intercept. An annual Christmas Carols Community event is jointly hosted by these organisations.

## **Conclusion**

St Paul's provides a unique niche in the Caboolture region for those wishing to pursue a rich Christian primary school education of a high standard but with modest fees.

Tim Powell  
Chair  
St Paul's Lutheran Primary School Council

# **ST PETERS LUTHERAN COLLEGE INDOOROOPILLY**

## **Enrolments**

Enrolments at St Peters remain healthy, having commenced the year with 1,943 students, and finishing the year with 2,012 students. As such St Peters continues to be not only the largest Lutheran School, but the largest independent school in Queensland. Enrolments in Boarding also grew during the course of the year to be at capacity with 168 boarders, again defying the state trends where boarding numbers have actually declined across the state for the last 3 years.

## **Student Learning**

St Peters continues to maintain its reputation of fine academic scholarship, as reflected in the class of 2018 final results. 35.27% attained an OP or equivalent score of between 1 and 5, the College's 4<sup>th</sup> best result on that measure since 2008. 99% of students received an offer to study at university.

## **Student Achievement**

St Peters is blessed with outstanding students. The breadth and diversity of their achievements in Music, the Arts, Sport, Robotics, Service Learning and Outdoor Education is amazing. The College highly values its co-curricular program for the important role it plays in developing the whole child. What is most impressive is that our students involve themselves across an array of endeavours and not just one of two activities. Of particular note was Year 12 student Ariarne Titmus 3 Gold Medals and 1 Silver Medal at the Commonwealth Games on the Gold Coast in April; and the Strings Orchestra's highly acclaimed end of year tour to Europe and Asia.

## **Worship**

Regular corporate worship remains central to the life of the College. The Chaplaincy team is focused on increasing the student voice in Chapel. A feature of 2018 was the Boarder Faith Captains leading Boarder Chapel on regular occasions. The MOU with St Peters Congregation was reviewed and strengthened during the year. The College values its relationship with the Congregation.

## **Staff**

In order for students to continue to learn, so must the adults in the school community. As such the College devotes significant resources to the professional learning of its teachers and staff. The focus of professional learning amongst staff on a whole of college level has been Positive Education, preparing for the new Senior School Assessment System (ATAR) and Restorative Practices. The start of year Retreat with its focus on the Spiritual Formation of Staff was highly valued.

## **Teaching & Learning**

The focus of 2018 in terms of Teaching and Learning was on the ongoing work around the College's School Improvement Agenda – Know Your Student, High Expectations, Improving Teacher Pedagogy, Literacy, and Improving Student and Staff Well-being. A central strategy in implementing the School Improvement Agenda around Literacy has been a focus on key cognitive verbs such as analyse and justify, and helping students develop a common understanding of their meaning, and how to structure responses to assessment questions involving these verbs.

## **Pastoral Care**

Following a change in 2017 of the term 'Pastoral Care' to 'Academic Care' to emphasise that pastoral care occurs in academic classes as well, and not just in the scheduled pastoral care lesson; 2018 saw a focus on developing a well-tailored P-12 well-being program based on the pillars of Positive Emotion, Engagement, Relationships, Meaning and Accomplishment.

## **Governance**

In 2018 the College Council continued to focus on developing its governance capacity. The sub-committees of Business, Risk, and Ministry have had a renewed focus and done much of the 'heavy lifting' between Council Meetings. At its Annual Retreat in February the Council undertook professional learning focused on understanding what really works in teaching and learning. College Council also finalised the development of the new Master Plan to guide the college in its planning for the next 20 years.

## **Conclusion**

As St Peters nears its 75<sup>th</sup> anniversary in 2020, God continues to bless our college in unimaginable ways. The college's Mission Statement of 'Excellence in Christian Co-Education' continues to guide the work of the college, and remains just as relevant in 2018 as it has since St Peters inception in 1945. We continue to give thanks to God for making this possible.

Neil Clark  
Chair  
St Peters Lutheran College Council

# **ST PETERS LUTHERAN COLLEGE SPRINGFIELD**

## **Enrolments**

Despite strong competition from other schools in the area, St Peters Springfield continues to grow. In 2018 enrolments increased by 5.9% on 2017 numbers, taking total enrolments to 550 by the end of the year. 2018 saw a first for the college with three streams of Year 7s, a significant achievement.

## **Student Learning**

The college continues to produce positive student outcomes. In the senior years the college has a real focus on helping each child follow a pathway that meets their needs; be it entry into tertiary study or the world of work.

## **Pastoral Care**

Pastoral Care is a real strength of St Peters Springfield. The college has developed a strong reputation in the community for the quality of Pastoral Care it provides. The quality of relationships that staff form with their students is outstanding, and a culture where everyone is treated with care, dignity and respect is most evident. Staff are to be commended on the way that each child is known, valued and affirmed.

## **Facilities**

As the college continues to grow the need for more learning spaces also grows. The focus of 2018 has been around planning for a new facility to accommodate Upper Primary and Junior High. The facility, planned for construction in 2019 and completion in Term 1, 2020 has 6 classrooms, an iSTEAM Lab, plus a flexible learning space.

## **Worship**

Arise Lutheran Church, a preaching place of St Peters Lutheran Congregation, Indooroopilly and a church planting exercise continues to be a positive ministry to the people of Springfield. Approximately 40 people worship each week, under the leadership of Pastor Matthew Wilksch, who fulfils the dual role of college and congregation Pastor.

## **Staff**

At St Peters Springfield, we are blessed with hardworking and talented staff. In a young and growing school much is expected of its staff, who must wear multiple hats, and go above and beyond in many spheres of school life. Thank you to our dedicated staff who help to make St Peters a special place for our students.

2018 marked the departure of foundation Principal, Ms Jill Lang-Mohr who was appointed to the role of Principal of Geelong Lutheran College in June. The college is deeply appreciative of Ms Lang-Mohr's leadership of St Peters Springfield over the last decade. Her service to our community has been exemplary, and a key reason for the college's success. Mr Craig Schmidt, previously the Deputy Principal was appointed to succeed Ms Lang-Mohr as Principal.

## **Governance**

College Council continues to govern Springfield diligently, with a continuing focus on paying down debt. This approach has enabled the Council to support development of the college in a responsible and sustainable manner, including planning for a new building for the Upper Primary/Junior High Years in 2019.

## **Conclusion**

2018 marked the 10<sup>th</sup> year of operations at Springfield, and our 10 year celebrations included the launch of the 10 year history book '*Care, Dignity and Respect*'. We are grateful to God for his many blessing to St Peters Springfield over the past decade.

Neil Clark  
Chair  
St Peters Lutheran College Council

# **TRINITY LUTHERAN COLLEGE ASHMORE**

## **Introduction**

Trinity is a Christ-centred community, nurturing and empowering every learner to serve our world, anchoring our values on our college motto: “No other Foundation... Jesus Christ” (1 Corinthians 3:11). A key feature of our vision is to contribute to our community and society by being a globally connected and innovative learning community developing heart, head and hand for personal excellence.

## **Enrolment**

The college continues to be blessed with steady enrolment growth in 2018. The college’s unique offering of being a small school with large school facilities resonates with many families looking for a strong, caring community.

## **Student Learning**

Students continue to achieve well academically in 3, 5, 7, 9 NAPLAN testing and Year 12 outcomes. In excess of 90% of students achieved above benchmark results in NAPLAN and 100% of Year 12 students achieved an OP 1-16. The results consolidate the college’s reputation in excellent teaching and learning approach and outcomes at Trinity.

## **Pastoral Care and Worship**

The college’s pastoral care of students focuses on PERMA+ based on positive psychology. This compliments well with the restorative justice principles to engage the students in their leadership and character development. The college worship services for staff and students continues to grow from strength to strength. In particular, the chapels for middle and senior years were lively and engaging compared with previous years.

Family Church, our Sunday school styled children service that is geared especially for primary students and their parents, continues to be a fun, interactive and very relaxed environment for parents to share with their children and grandchildren. Family Church is a combined ministry of Trinity Lutheran College and Trinity Lutheran Church, Ashmore. Trinity’s Chinese Ministry with parents and students is growing from strength to strength. There are worship services once a term in Chinese Mandarin and fortnightly bible study for parents of the college and their friends which is a growing ministry.

## **Staff**

The college’s Lutheran identity continues to be strengthened amongst the staff. A range of professional learning opportunities were made available to staff including overseas professional development opportunities.

Professional learning communities were established in 2018 to provide staff with the opportunities to share their professional practices and facilitate staff leadership growth.

## **Curriculum**

Contemporary teaching approach was strengthened by the completely refurbished Middle Years’ classrooms. The planning for the Senior Learning Precinct project is now completed and is due to commence construction in April 2019. Hence in 2020, Prep to Year 12 will have flexible learning spaces for 21<sup>st</sup> century learning.

### **Capital Works**

The remaining eight middle years' core classrooms were fully refurbished with re-surfacing of walkways. Due to expansion of staff number, the staff room was further extended to provide staff with conducive, collaborative, working spaces.

### **Governance**

The College Council continues to be faithful stewards. The College Council continues to seek new members to strengthen the skill set of the Council. The College Council has delivered another year of positive financial position for the college to secure further re-investment to the college and its stakeholders.

### **Conclusion**

Trinity Lutheran College is entering into 2019 with thanksgiving to God for His continuous guidance and blessings.

Paul Kleinschmidt  
Chair  
Trinity Lutheran College Council



# **Report to Synod 2019**

**Congregational School**

# **PEACE LUTHERAN PRIMARY SCHOOL GATTON**

## **Introduction**

Peace Lutheran Primary School is located in the Lockyer Valley in south-east Queensland between Toowoomba and Brisbane. The school was established by Peace Lutheran Congregation in 1982 and still remains a school of the congregation.

## **Pastoral Care and Worship**

The school benefits from Federal Government funding which in part pays for the employment of our Pastoral Carer for two days per week. Increasingly we are finding more and more demands on her time from both students and families. An active Social Club ensures time is given to staff social functions and team building activities.

As with many of our Lutheran Schools, our school students are increasingly coming from families who are not from a Christian background or who come from an ever-widening cultural diversity. The School therefore ensures our Christian identity is always maintained in both curriculum and everyday action. Each day begins with devotions, worship or prayer for both staff and students. Being without a congregational minister for 2018 has meant stronger ties with congregational members who have volunteered to give the message at weekly worship or staff who have shared in giving the message. As has been their practice for a number of years, the congregation again presented each Year 3 students with a Bible which is their property to use in class and take with when they leave the school. 2018 saw the last of the staff who teach Christian Studies become accredited to do so by Lutheran Education Australia.

## **Staff**

The school has a high retention of staff. The end of the year saw one teacher leave to take up a teaching position at a Lutheran School nearer to his place of residence. 2018 saw the consolidation of projects rather than introducing new areas. In school focus was on using data to effectively inform programming and professional development in the Seven Steps Writing Program which was implemented throughout the school.

## **Students**

The employment of a full-time Learning Support Teacher has allowed the school to maintain contact with various support organisations and access to their services. Each fortnight a value of the school is focused on, and certificates given to students from each year level who have specifically shown that value in the previous weeks. Year 5 students began a 'Buddy Program' with students from the Gatton Kindergarten located near the school. Visits on a fortnightly basis allow the students to establish a relationship and visits from the Kindy to Peace allow for a familiarity with our school. A program called 'Buddy Reading' started before school for one morning per week in the library. Volunteers from higher year levels came to school at an earlier time to specifically hear younger students read - students who might not get the opportunity to read at home.

## **Curriculum**

As a support for teachers in lower years, two staff were trained in the MiniLit program. A small group program which utilises reading, spelling and writing, it is used to assist those students who need extra help to reach the level expected for their year. Training was also taken at the end of the year in the MacqLit program, based on the same structure for older students. The School also ensured that students were given the opportunity to extend their experiences through participation in programs such as OptiMinds, and clubs involving coding, robotics, lego and so on. During the year Zones of Regulation were introduced in year levels to compliment the BRAINGro program introduced previously.

With funding received from LLL, the school purchased materials to be used in a project titled 'Paddock to Plate'. As a part of a much broader unit of work, Year 5 students grew vegetables which were donated to the kitchen at our local hospital and used in the preparation of meals for the Meals on Wheels. Having residents living nearby who receive meals from this organisation, allowed the students to see the final step: the meal being delivered. It is planned that this project will continue in 2019.

## **Goverance**

The small but dedicated group of School Council members continued in 2018. The Council is actively seeking people with the relevant skill set to join this group.

## **Parents And Friends**

Parents of the school continue to be involved in a variety of ways:

- a) Membership of the P & F committee
- b) Organisation of various activities i.e. Family Fun Night
- c) Art and Craft Committee
- d) Tuckshop volunteer
- e) Volunteering at sporting carnivals, camps, in classrooms and so on.

Money raised once again saw new furniture being bought that is more aligned with present teaching practice.

The School Council fully understands the community in which the school is located and the fee increase was once again kept to a minimum. While two year levels had small numbers, the school continued to have two classes in each year level.

We thank God for the many blessings he has given to our community throughout the year and pray that we are able to give him glory through our work for him.

David Haak  
Chair  
Peace Lutheran Primary School Gatton



LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
ABN: 93 527 332 340

FINANCIAL STATEMENTS

31 DECEMBER 2018

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
ABN: 93 527 332 340**

**FINANCIAL STATEMENTS  
For the year ended 31 December 2018**

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**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Statement of Profit or Loss and Other Comprehensive Income**  
**For the year ended 31 December 2018**

	Note	2018 \$	2017 \$
Revenue from general levy	3	3,729,070	3,671,717
Revenue from SARAF levy	3	-	1,815,944
Revenue from Special Purpose Fund contributions	3	324,891	323,905
Government grants received	3	<u>196,879,427</u>	<u>191,114,554</u>
<b>Total revenue</b>		<b>200,933,388</b>	<b>196,926,120</b>
Other income	3	477,574	454,588
Government grants disbursed		(193,445,850)	(191,114,553)
Employee expenses	13	(2,300,840)	(2,251,407)
Depreciation and amortisation expenses	4	(85,148)	(90,383)
SARAF levy disbursed		-	(1,815,944)
Other expenses		<u>(1,844,849)</u>	<u>(1,900,158)</u>
<b>Results from operating activities</b>		<b>3,734,275</b>	<b>208,263</b>
Finance income	4	331,014	322,889
Finance expenses	4	<u>(137,807)</u>	<u>(135,698)</u>
<b>Net finance income</b>		<b>193,207</b>	<b>187,191</b>
Profit before income tax		3,927,482	395,454
Income tax expense	18	<u>-</u>	<u>-</u>
<b>Profit for the period</b>		<u><b>3,927,482</b></u>	<u><b>395,454</b></u>
<b>Other comprehensive income for the period, net of income tax</b>		<u><b>3,927,482</b></u>	<u><b>395,454</b></u>

*The Statement of Profit and Loss and Other Comprehensive Income is to be read in conjunction with the Notes to the Financial Statements set out on pages 6 to 17.*

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Statement of Financial Position**  
**As at 31 December 2018**

	Note	2018 \$	2017 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	6	3,527,363	3,185,739
Trade and other receivables	7	1,299,491	1,282,325
Other current assets	8	<u>3,555,247</u>	<u>117,443</u>
<b>TOTAL CURRENT ASSETS</b>		<u>8,382,101</u>	<u>4,585,507</u>
<b>NON-CURRENT ASSETS</b>			
Investments			
Other financial assets	9	6,648,975	6,020,837
Property, plant and equipment	10	<u>198,175</u>	<u>198,854</u>
<b>TOTAL NON-CURRENT ASSETS</b>		<u>6,847,150</u>	<u>6,219,691</u>
<b>TOTAL ASSETS</b>		<u>15,229,251</u>	<u>10,805,198</u>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	11	258,892	342,478
Provisions for employee benefits	13	<u>635,359</u>	<u>587,890</u>
<b>TOTAL CURRENT LIABILITIES</b>		<u>894,251</u>	<u>930,368</u>
<b>NON-CURRENT LIABILITIES</b>			
Loans and borrowings	12	6,636,365	6,089,716
Provisions for employee benefits	13	<u>20,853</u>	<u>34,814</u>
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>6,657,218</u>	<u>6,124,530</u>
<b>TOTAL LIABILITIES</b>		<u>7,551,469</u>	<u>7,054,898</u>
<b>NET ASSETS</b>		<u>7,677,782</u>	<u>3,750,300</u>
<b>EQUITY</b>			
Accumulated profit		<u>7,677,782</u>	<u>3,750,300</u>
<b>TOTAL ACCUMULATED PROFIT</b>		<u>7,677,782</u>	<u>3,750,300</u>

*The Statement of Financial Position is to be read in conjunction with the Notes to the Financial Statements set out on pages 6 to 17.*

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Statement of Changes in Equity  
For the year ended 31 December 2018**

	<b>Accumulated Profit</b>	<b>Total equity</b>
Balance at 1 January 2017	<u>3,354,846</u>	<u>3,354,846</u>
<b>Total comprehensive income for the period</b>		
Profit for the period	<u>395,454</u>	<u>395,454</u>
<b>Total comprehensive income for the period</b>	<u>395,454</u>	<u>395,454</u>
<b>Balance at 31 December 2017</b>	<u><u>3,750,300</u></u>	<u><u>3,750,300</u></u>
	<b>Accumulated Profit</b>	<b>Total equity</b>
Balance at 1 January 2018	<u>3,750,300</u>	<u>3,750,300</u>
<b>Total comprehensive income for the period</b>		
Profit for the period	<u>3,927,482</u>	<u>3,927,482</u>
<b>Total comprehensive income for the period</b>	<u>3,927,482</u>	<u>3,927,482</u>
<b>Balance at 31 December 2018</b>	<u><u>7,677,782</u></u>	<u><u>7,677,782</u></u>

*The Statement of Changes in Equity is to be read in conjunction with the notes to and forming part of the financial statements set out on pages 6 to 17.*

**LUTHERAN EDUCATION QUEENSLAND**  
**Statement of Cash Flows**  
**For the year ended 31 December 2018**

	Note	2018 \$	2017 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Cash receipts from customers and government grants		216,194,687	211,922,621
Cash payments to employees, suppliers and grant distributions		<u>(212,448,096)</u>	<u>(211,643,860)</u>
Cash generated from operations		3,746,591	278,761
Interest received		331,014	322,889
Interest paid		<u>(137,807)</u>	<u>(135,698)</u>
<b>Net cash provided by / (used in) operating activities</b>		<u>3,939,798</u>	<u>465,953</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Transfer to LEQ Risk Management Fund		(137,414)	(135,698)
Transfer from LEQ Risk Management Fund - Refund relating to SSLC closure		(490,724)	-
Proceeds on disposal of property, plant and equipment		49,145	73,000
Payments for property, plant and equipment		(115,139)	(160,867)
Investment in Term Deposit		<u>(3,450,691)</u>	<u>-</u>
<b>Net cash (used in) / provided by investing activities</b>		<u>(4,144,823)</u>	<u>(223,565)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Proceeds from LEQ Risk Management Fund		55,925	135,698
Transfer to LEQ Risk Management Fund - Refund relating to SSLC closure		<u>490,724</u>	<u>-</u>
<b>Net cash provided by / (used in) financing activities</b>		<u>546,649</u>	<u>135,698</u>
<b>Net increase / (decrease) in cash held</b>		341,624	378,085
<b>Cash and cash equivalents at 1 January</b>		<u>3,185,739</u>	<u>2,807,654</u>
<b>Cash and cash equivalents at 31 December</b>	6	<u>3,527,363</u>	<u>3,185,739</u>

*The Statement of Cash Flows is to be read in conjunction with the Notes to the Financial Statements set out on pages 6 to 17.*

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

**1. Reporting entity**

Lutheran Education Queensland (the "Department") is not a separate legal entity and is part of the Lutheran Church of Australia Queensland District. The address of the Department is Level 2, 24 McDougall Street, Milton QLD 4064.

The Department is a not-for-profit entity established as a system secretariat for Queensland Lutheran Schools providing primary and secondary educational services.

**2. Basis of preparation**

**(a) Compliance with Prescribed Requirements**

These general purpose financial statements have been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and Interpretations issued by the Australian Accounting Standards Board (AASB) and the requirements of the Lutheran Church of Australia Queensland District and the *Australian Charities and Not-for-Profit Commission Act 2012*.

**(b) The Reporting Entity**

Lutheran Education Queensland does not control other entities. The financial statements include the value of all income, expenses, assets, liabilities and equity for the Department as an individual entity.

**(c) Underlying Measurement Basis**

The historical cost convention is used unless otherwise stated.

**(d) Other Presentation Matters**

*Currency and Rounding*

Amounts included in the financial statements are in Australian dollars and are rounded to the nearest dollar.

*Comparatives*

Comparative information reflects the audited 2017 financial statements.

*Current / Non-Current Classification*

Assets and liabilities are classified as either 'current' or 'non-current' in the Statement of Financial Position and associated notes. Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date.

Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the Department does not have an unconditional right to defer settlement to beyond 12 months after the reporting date. All other assets and liabilities are classified as non-current.

**(e) New Accounting Standards and Interpretations not yet mandatory or early adopted**

Australian Accounting Standards and Interpretations that have recently been issued or amended but are not yet mandatory, have not been early adopted by the Department for the annual reporting period ended 31 December 2018. The Department's assessment of the impact of these new or amended Accounting Standards and Interpretations, most relevant to the Department, are set out below.

*AASB 1058 Income of Not-for-Profit Entities*

AASB 1058 clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, in conjunction with AASB 15 Revenue from Contracts with Customers. These Standards supersede all the income recognition requirements relating to private sector NFP entities, and the majority of income recognition requirements relating to public sector NFP entities, previously in AASB 1004 Contributions.

Under AASB 1058, the timing of income recognition depends on whether a NFP transaction gives rise to a liability or other performance obligation (a promise to transfer a good or service), or a contribution by owners, related to an asset (such as cash or another asset) received by an entity.

This standard applies when a NFP entity enters into transactions where the consideration to acquire an asset is significantly less than the fair value of the asset principally to enable the entity to further its objectives. In the latter case, the entity will recognise and measure the asset at fair value in accordance with the applicable Australian Accounting Standard (e.g. AASB 116 Property, Plant and Equipment).

Upon initial recognition of the asset, AASB 1058 requires the entity to consider whether any other financial statement elements (called 'related amounts') should be recognised, such as:

- contributions by owners;
- revenue, or a contract liability arising from a contract with a customer;
- a lease liability;
- a financial instrument; or
- a provision.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Notes to the Financial Statements  
For the year ended 31 December 2018**

**2. Basis of preparation continued**

**(e) New Accounting Standards and Interpretations not yet mandatory or early adopted continued.**

*AASB 1058 Income of Not-for-Profit Entities continued*

These related amounts will be accounted for in accordance with the applicable Australian Accounting Standard. The Department has undertaken a review of the future effect of the adoption of AASB 1058 Income of Not for Profit Entities. When this Standard is first adopted for the year ending 31 December 2019, there will be no material impact on the transactions and balances recognised in the Financial Statements.

As no concessionary leasing arrangements are entered in to, the application of AASB 2018-8 requires no disclosure in the Financial Statements.

*AASB 15 Revenue from Contracts with Customers*

This standard replaces AASB 118 Revenue, AASB 111 Construction Contracts and some revenue related Interpretations and:

- establishes a new revenue recognition model;
- changes the basis for deciding whether revenue is to be recognised over time or at a point in time;
- provides new and more detailed guidance on specific topics (e.g. multiple element arrangements, variable pricing, rights of return, warranties and licensing); and
- expands and improves disclosures about revenue.

The Department has undertaken a review of the future effect of the adoption of AASB 15 Revenue from Contracts with Customers. When this Standard is first adopted for the year ending 31 December 2019, there will be no material impact on the transactions and balances recognised in the Financial Statements.

*AASB 16 Leases*

This standard replaces AASB 117 Leases and some lease related Interpretations and:

- requires all leases to be accounted for 'on-balance sheet' by lessees, other than short-term and low value asset leases;
- provides new guidance on the application of the definition of lease and on sale and lease back accounting;
- largely retains the existing lessor accounting requirements in AASB 117; and
- requires new and different disclosures about leases.

The Department has undertaken a review of the future effect of the adoption of AASB 16 Leases.

When this Standard is first adopted for the year ending 31 December 2019, there will be no material impact on the transactions and balances recognised in the Financial Statements.

**(f) New Standard that is effective for these Financial Statements**

*AASB 9 Financial Instruments*

AASB 9 introduces new requirements for the classification and measurement of financial assets and liabilities and includes a forward-looking 'expected loss' impairment model and a substantially-changed approach to hedge accounting. These requirements improve and simplify the approach for classification and measurement of financial assets compared with the requirements of AASB 139.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

	2018 \$	2017 \$
<b>3. Revenue</b>		
Revenue from general levy	3,729,070	3,671,717
Revenue from SARAF levy	-	1,815,944
Revenue from Special Purpose Fund contributions	<u>324,891</u>	<u>323,905</u>
	4,053,961	5,811,566
Grants		
- State government	46,948,180	44,449,209
- Commonwealth government	<u>149,931,247</u>	<u>146,665,345</u>
	<u>196,879,427</u>	<u>191,114,554</u>
<b>Total revenue</b>	<u><u>200,933,388</u></u>	<u><u>196,926,120</u></u>
<b>Other income</b>		
- Other	459,054	417,906
- Profit from the sale of non-current assets	<u>18,520</u>	<u>36,682</u>
Total other income	<u>477,574</u>	<u>454,588</u>

**Accounting Policy**

Revenue from the sale of goods in the course of ordinary activities are recognised at fair value of the consideration received or receivable, net of the amount of goods and services tax (GST) payable to the taxation authority. Exchanges of goods or services of the same nature and value without any cash consideration are not recognised as revenue.

*(i) Grants*

Funds received from Commonwealth and State government agencies in relation to the funding of schools are received by the entity. Grants are recognised as revenue when control over the funds passes to the entity, and all obligations relating to the receipt of the grant revenue have been met. Grant funds received before these obligations have been met are recorded as unearned revenue in the Statement of Financial Position.

*(ii) Finance income and expenses*

Finance income comprises interest income on funds invested and dividend income. Interest income is recognised as it accrues, using the effective rate interest method.

Finance expenses comprise interest expense on borrowings. All borrowing costs are recognised in profit or loss using the effective rate interest method.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

<b>4. Profit/(loss) from ordinary activities before income tax expense</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
<i>Profit/(loss) from ordinary activities before income tax expense has been arrived at after charging/(crediting) the following items:</i>		
Interest income on bank deposits	328,903	321,488
Dividend income on available for sale assets	2,111	1,401
	<u>331,014</u>	<u>322,889</u>
Finance income		
Interest expense on borrowings		
- LEQ Risk Management Fund	(137,807)	(135,698)
	<u>(137,807)</u>	<u>(135,698)</u>
Finance expense		
Net finance income	<u>193,207</u>	<u>187,191</u>
Depreciation of:		
- Buildings and improvements	3,283	10,195
- Furniture and equipment	22,189	24,261
- Motor vehicles	59,676	55,927
	<u>85,148</u>	<u>90,383</u>
Net expense for movement in provisions for:		
- Employee entitlements	33,508	(41,100)
	<u>33,508</u>	<u>(41,100)</u>
Impairment of other financial assets	<u>-</u>	<u>-</u>
Operating lease rental expense	20,364	20,364
Net gain on sale of property, plant and equipment	18,475	36,682
	<u>18,475</u>	<u>36,682</u>
<b>5. Auditors' remuneration</b>		
Audit services	27,412	23,190
Other services	<u>-</u>	<u>-</u>
	<u>27,412</u>	<u>23,190</u>

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

**6. Cash and cash equivalents**

Cash at bank	3,527,363	3,185,739
	<u>3,527,363</u>	<u>3,185,739</u>

**i) Reconciliation of cash**

Cash as at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

	2018 \$	2017 \$
Cash assets	3,527,363	3,185,739
	<u>3,527,363</u>	<u>3,185,739</u>

**Accounting Policy**

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash assets include all cash and cheques received but not banked at 31 December as well as deposits at call with financial institutions.

**7. Trade and other receivables**

**Current**

Debtors	86,804	71,025
Less: Provision for impairment	-	-
Net debtors	<u>86,804</u>	<u>71,025</u>
Other debtors	1,212,687	1,211,300
	<u>1,299,491</u>	<u>1,282,325</u>

**Accounting Policy**

Trade and other receivables are recognised at the amounts due at the time of sale or service delivery i.e. the agreed purchase/contract price. Settlement of these amounts is required within 30 days from invoice date. The collectability of receivables is assessed periodically with provision being made for impairment.

**8. Other current assets**

Term Deposit	3,450,691	-
Prepayments and advances	<u>104,556</u>	<u>117,443</u>
	<u>3,555,247</u>	<u>117,443</u>

**Accounting Policy**

The term deposit represents Commonwealth government grants received in 2018 on behalf of Queensland Lutheran Schools as additional financial assistance for system weighted average SES schools. These grants were set aside as system support for an individual school's transition to the target 80% Commonwealth share of their Schooling Resource Standard (SRS) Entitlement. The school by school allocation will be determined by Schools Assembly in accordance with the Needs-Based Funding Distribution Arrangements for Queensland Lutheran Schools. A liability is not required to be recorded however the use of these grants is restricted by paragraph 29 of the *Australian Education Regulation 2013* which requires that recurrent funding for schools be used for the purpose of providing school education at a school for which the approved authority is approved.

**9. Other financial assets**

LEQ Risk Management Fund	6,636,365	6,008,227
Listed shares	12,610	12,610
	<u>6,648,975</u>	<u>6,020,837</u>

**Accounting Policy**

The accounting policy relating to the LEQ Risk Management Fund is disclosed at Note 15.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Notes to the Financial Statements  
For the year ended 31 December 2018**

	2018 \$	2017 \$
<b>10. Property, plant and equipment</b>		
Buildings and building improvements		
At cost	110,477	109,880
Accumulated depreciation	<u>(93,077)</u>	<u>(89,794)</u>
	<u>17,400</u>	<u>20,086</u>
Furniture and equipment		
At cost	421,872	448,355
Accumulated depreciation	<u>(380,515)</u>	<u>(396,600)</u>
	<u>41,357</u>	<u>51,755</u>
Motor vehicles		
At cost	228,729	226,970
Accumulated depreciation	<u>(89,311)</u>	<u>(99,957)</u>
	<u>139,418</u>	<u>127,013</u>
<b>Total property, plant and equipment</b>	<u><u>198,175</u></u>	<u><u>198,854</u></u>

**Valuations**

As the Department holds no assets at fair value, no valuations have been completed.

**Reconciliations**

Reconciliations of the carrying amounts for each class of property, plant and equipment are set out below:

	2018 \$	2017 \$
<b><i>Buildings &amp; building improvements</i></b>		
Carrying amount at beginning of year	20,085	27,725
Additions	598	2,556
Disposals	-	-
Depreciation	<u>(3,283)</u>	<u>(10,196)</u>
Carrying amount at end of year	<u>17,400</u>	<u>20,085</u>
<b><i>Furniture and equipment</i></b>		
Carrying amount at beginning of year	51,755	50,614
Additions	12,615	25,402
Disposals	(824)	-
Depreciation	<u>(22,189)</u>	<u>(24,261)</u>
Carrying amount at end of year	<u>41,357</u>	<u>51,755</u>
<b><i>Motor vehicles</i></b>		
Carrying amount at beginning of year	127,013	86,349
Additions	101,926	132,909
Disposals	(29,845)	(36,318)
Depreciation	<u>(59,676)</u>	<u>(55,927)</u>
Carrying amount at end of year	<u>139,418</u>	<u>127,013</u>
<b>Total property, plant and equipment</b>	<u><u>198,175</u></u>	<u><u>198,854</u></u>

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

**10. Property, plant and equipment continued**

*Acquisition of Assets*

Actual cost is used for the initial recording of all non-current physical asset acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use, including architects' fees and engineering design fees. However, any training costs are expensed as incurred.

Assets acquired at no cost or for nominal consideration are recognised at their fair value at date of acquisition in accordance with AASB 116 Property, Plant and Equipment.

Expenditure is only capitalised if it increases the service potential or useful life of the existing asset. Maintenance expenditure that merely restores original service potential (arising from ordinary wear and tear etc.) is expensed.

*Depreciation*

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets' useful life to the Department, commencing when the asset is ready for use.

The depreciation rates used for each class of depreciable asset are shown below:

<b>Fixed asset class</b>	<b>Depreciation rate</b>
Building improvements	5% - 10%
Furniture and equipment	5% - 25%
Motor vehicles	30%

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

*Impairment*

All non-current physical [and intangible assets where applicable] are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the Department determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Statement of Profit or Loss and Other Comprehensive Income, unless the asset is carried at a revalued amount. When the asset is measured at a revalued amount, the impairment loss is offset against the asset revaluation surplus of the relevant class to the extent available.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income, unless the asset is carried at a revalued amount, in which case the reversal of the impairment loss is treated as a revaluation increase.

When an asset is revalued using either a market or income valuation approach, any accumulated impairment losses at that date are eliminated against the gross amount of the asset prior to restating for the revaluation.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Notes to the Financial Statements  
For the year ended 31 December 2018**

	2018 \$	2017 \$
<b>11. Trade and other payables</b>		
Trade creditors	20,563	20,923
Fees in advance	-	-
Other creditors and accruals	<u>238,329</u>	<u>321,555</u>
	<u>258,892</u>	<u>342,478</u>

**Accounting Policy**

Trade payables are recognised upon receipt of the goods or services ordered and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30 day terms.

**12. Loans and borrowings**

LEQ Risk Management Fund	<u>6,636,365</u>	<u>6,089,716</u>
	<u>6,636,365</u>	<u>6,089,716</u>

**13. Employee Benefits**

Wages and salaries	1,993,766	1,916,156
Workers compensation	10,780	11,993
Superannuation contributions	244,636	242,279
Other employee benefits expense	<u>51,658</u>	<u>80,979</u>
	<u>2,300,840</u>	<u>2,251,407</u>

**CURRENT**

Provision for annual leave	271,332	264,867
Provision for long service leave	<u>364,027</u>	<u>323,023</u>
	<u>635,359</u>	<u>587,890</u>

**NON-CURRENT**

Provision for long service leave	<u>20,853</u>	<u>34,814</u>
	<u>20,853</u>	<u>34,814</u>

**Number of employees**

Number of full-time and part-time employees at year end	<u>18</u>	<u>19</u>
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**Accounting Policy**

Salaries, wages, employer superannuation contributions, annual leave costs and long service leave costs are regarded as employee benefits.

Workers' compensation insurance is a consequence of employing employees, but is not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Notes to the Financial Statements  
For the year ended 31 December 2018**

**13. Employee Benefits continued**

**Accounting policy**

*Superannuation*

Employer superannuation contributions due but unpaid at reporting date are recognised in the Statement of Financial Position at the current superannuation rate.

*Superannuation plans*

The Department contributes to a defined contribution and a defined benefits superannuation plan, in accordance with a trust deed, and to other superannuation funds as required by the Commonwealth Superannuation Guarantee legislation.

Contributions are charged against expenses as they are made.

A defined benefit plan is a post-employment benefit plan other than a defined contribution plan. The Department's defined benefit plan is operated by Lutheran Super ("the Fund"), which also maintains superannuation benefits for employees of schools operated by the Lutheran Church of Australia. An actuarial valuation of the Fund is carried out every 3 years to determine whether the assets of the Fund exceed the vested benefits of members, or if there is a deficiency in the Fund's assets. This excess/deficiency is calculated by determining the fair value of the Fund's assets and subtracting an estimate of the amount of future benefit that employees have earned in return for their service in the current and prior periods, discounted to determine its present value. The discount rate is based on the weighted average expected return on the Fund's assets, and is market determined and risk-adjusted.

The Department does not recognise a liability as a result of a deficiency in the assets of the Fund as it is not practical to readily determine the amount of the deficiency attributable to each entity contributing to the Fund. When there is a deficiency in the Fund's assets, it is the policy of the Lutheran Church of Australia to require an increase in future contributions by the Department and all School's contributing to the Fund until the Fund's assets exceed the vested benefits of members. Furthermore, the Lutheran Church of Australia does not allow the Department to recognise an asset for any excess in the Fund's assets over its vested benefits.

*Annual Leave and Long Service Leave*

Provision is made for the Department's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements. Cashflows are discounted using market yields on high quality corporate bond rates incorporating bonds rated AAA or AA by credit agencies, with terms to maturity that match the expected timing of cashflows. Changes in the measurement of the liability are recognised in profit or loss.

**14. Commitments**

**Operating lease payable commitments**

Future non-cancellable operating lease rentals of office equipment, not provided for in the financial statements and payable:

	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
Within one year	20,364	20,364
One year and later and no later than five years	10,182	30,547
Later than five years	-	-
	<u>30,546</u>	<u>50,911</u>

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
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**15. Risk Management Funds**

*Global risk*

The Department has endorsed a risk management plan in respect of all schools and colleges of the Lutheran Church of Australia Queensland District (LCAQD).

The Risk Management Fund (RMF) minimises the financial risk to LCAQD where a shortfall exists in the event of a closure or sale of a school.

The Schools at Risk Assistance Fund (SARAF) is intended to provide financial support for schools, reducing future reliance on the RMF.

Each fund operates within a Terms of Reference and recognises the financial co-operative arrangements for Queensland Lutheran Schools as contained in the LCAQD By-Laws Part B, Schedule 3, Section D, Item 6.4.

Due to the closure of St Stephens Lutheran College in 2016, Queensland Lutheran Schools contributed \$7,278,320 from the RMF in satisfaction of a financial shortfall in 2016. An amount of \$490,724 was returned to the Risk Management Fund in the 2018 year.

After receipt of returned funds and receipt of interest revenue, the total amount held in the RMF for all schools and colleges as at 31 December 2018 was \$6,636,365.

There are no other matters where the Council of Lutheran Education Queensland would consider that a provision is required for the future use of the RMF as it is not probable that a future obligation will arise.

*Superannuation guarantee charge payable on annual leave loading*

In 2018, the Department was made aware of an interpretation of the *Superannuation Guarantee (Administration) Act 1992 (Cth)* by the Australian Taxation Office's (ATO) that annual leave loading is to be recognised as ordinary times earnings, and therefore superannuation guarantee charge would be payable on annual leave loading paid. The Department is obtaining further advice in relation to this interpretation and at the date of this report is unable to quantify the amount of funds that would be required to be paid. Any expense in relation to additional superannuation guarantee charge payments will be recognised upon receipt of this advice, and on performance of backpayments.

**16. Related party disclosures**

*Council members*

The names of each person holding the position of Council member for the Council of Lutheran Education Queensland during the year were T Kotzur, A Dyer, J Hoff (resigned June 2018), Rev B Altmann, G Fulton, D West-McInnes, Dr K Hibberd, Rev J Strelan (resigned May 2018), M Paech, Rev M Neldner (appointed 5 June 2018), R Ebert (appointed 5 June 2018) and M Newton (appointed 5 June 2018).

No remuneration, superannuation or retirement payments are payable or have been paid, or otherwise made available to Council members.

*Loans to Council members*

No loans have been made to Council members.

*Other transactions with the Department*

No Council member has had any direct business dealings with the Department, nor does any Council member have an interest in a firm or company which has had dealings with the Department during the year. Council members are entitled to claim costs to attend meetings of the Council for Lutheran Education and Standing Committees. The terms and conditions of these payments are the same as those applicable to non-Council members.

*Key management personnel disclosures*

The total remuneration paid to key management personnel of the Department is \$1,060,608 (2017: \$980,946).

*Ultimate parent entity*

The ultimate parent entity of the Department is the Lutheran Church of Australia Queensland District (LCAQD).

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT**  
**LUTHERAN EDUCATION QUEENSLAND**  
**Notes to the Financial Statements**  
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**16. Related party disclosures continued**

*Transactions with ultimate parent entity*

During the year, the Department purchased services at a cost of \$542,779 (2017: \$482,439) from the ultimate parent entity, Lutheran Church of Australia Queensland District.

	2018 \$	2017 \$
Rent	297,848	292,008
Telephone & Maintenance	34,512	36,814
Consulting & Governance	184,313	153,308
Other	26,106	309
	<u>542,779</u>	<u>482,439</u>

Amounts are also paid to Lutheran Education Australia totalling \$42,397 (2017: \$42,374). These payments are on normal terms and conditions.

**17. Financial Instruments**

*Recognition and initial measurement*

Trade receivables and debt securities issued are initially recognised when they are originated. All other financial assets and financial liabilities are initially recognised when the Department becomes a party to the contractual provisions of the instrument.

A financial asset (unless it is a trade receivable without a significant financing component) or financial liability is initially measured at fair value plus, for an item not at fair value through profit or loss (FVTPL), transaction costs that are directly attributable to its acquisition or issue. A trade receivable without a significant financing component is initially measured at the transaction price.

*Classification and subsequent measurement*

*Financial assets - Policy applicable from 1 January 2018*

On initial recognition, a financial asset is classified as measured at: amortised cost; fair value through other comprehensive income (FVOCI) - debt investment; FVOCI - equity investment; or FVTPL.

Financial assets are not reclassified subsequent to their initial recognition unless the Department changes its business model for managing financial assets, in which case all affected financial assets are reclassified on the first day of the first reporting period following the change in the business model.

A financial asset is measured at amortised cost if it meets both of the following conditions and is not designated as at FVTPL:

- it is held within a business model whose objective is to hold assets to collect contractual cash flows; and
- its contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

A debt investment is measured at FVOCI if it meets both of the following conditions and is not designated as at FVTPL:

- it is held within a business model whose objective is achieved by both collecting contractual cash flows and selling financial assets; and
- its contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

**18. Other Information**

**Goods and services tax (GST)**

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

The net amount of GST recoverable from, or payable to, the ATO is included as part of receivables or payables in the statement of financial position.

Cash flows in the statement of cash flows are included on a gross basis and the GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the taxation authority is classified as operating cash flows.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Notes to the Financial Statements  
For the year ended 31 December 2018**

**18. Other Information continued**

**Critical Accounting Estimates and Judgments**

Management make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

**Income Tax**

The Department is part of the Lutheran Church of Australia Queensland District which is an exempt body for income tax purposes.

**19. Movements in Reserves**

	<b>Opening Funds 01/01/2018</b>	<b>2018 Year Contribution to Reserve Accounts</b>	<b>Net Deposits and Withdrawals (Interest / Grants)</b>	<b>Advances to Schools in 2018</b>	<b>Reserve Balance 31/12/2018</b>
Schools Development Fund	173,550	291,791	6,811		472,152
Development Fund	214,777	165,000	3,094		382,871
Crisis Fund	410,677	10,000	5,272		425,949
New Schools Revolving Fund	343,739	10,000	4,539		358,278
	<b>1,142,743</b>	<b>476,791</b>	<b>19,716</b>	<b>0</b>	<b>1,639,250</b>

**20. Events occurring after the reporting date**

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the School/Department, the results of those operations, or the state of affairs of the Department in future financial years.

**LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT  
LUTHERAN EDUCATION QUEENSLAND  
Council Members' Declaration**

In the opinion of the members of the Council of Lutheran Education Queensland ("the Department"):

- (a) the Department is not publicly accountable;
- (b) the Financial Statements and Notes that are set out on pages 2 to 17 are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, including:
  - (i) giving a true and fair view of the Department's financial position as at 31 December 2018 and of its performance, for the financial year ended on that date; and
  - (ii) complying with Australian Accounting Standards – Reduced Disclosure Regime and the Australian Charities and Not-for-profits Commission Regulation 2013 ; and
- (c) there are reasonable grounds to believe that the Department will be able to pay its debts as and when they become due and payable.

Dated at Milton this 2 April 2019

Signed in accordance with a resolution of the Council of Lutheran Education Queensland

  
\_\_\_\_\_  
T Kotzur (Chairman)

  
\_\_\_\_\_  
Rev B Altmann (Secretary)



# Independent Auditor's Report

To the members of Lutheran Education Queensland

## Opinion

We have audited the **Financial Report** of *Lutheran Education Queensland (the Department)*.

In our opinion, the accompanying **Financial Report** of *Lutheran Education Queensland* is in accordance with *Division 60 of the Australian Charities and Not-for-profits Commission (ACNC) Act 2012* including:

- i. giving a true and fair view of the Department's financial position as at 31 December 2018, and of its financial performance and its cash flows for the year ended on that date; and
- ii. complying with Australian Accounting Standards – Reduced Disclosure Requirements and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

The **Financial Report** comprises:

- i. Statement of financial position as at 31 December 2018;
- ii. Statement of profit or loss and other comprehensive income, Statement of changes in equity, and Statement of cash flows for the year then ended;
- iii. Notes including a summary of significant accounting policies; and
- iv. Council Member' Declaration.

## Basis for opinion

We conducted our audit in accordance with *Australian Auditing Standards*. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the Financial Report* section of our report.

We are independent of the Department in accordance with the auditor independence requirements of the ACNC Act 2012 and the ethical requirements of the *Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the *Financial Report* in Australia. We have fulfilled our other ethical responsibilities in accordance with the Code.

## Other Information

Other Information is financial and non-financial information in Lutheran Education Queensland's annual reporting which is provided in addition to the Financial Report and the Auditor's Report. The Council Member are responsible for the Other Information.

Our opinion on the Financial Report does not cover the Other Information and, accordingly, we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the Financial Report, our responsibility is to read the Other Information. In doing so, we consider whether the Other Information is materially inconsistent with the Financial Report or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We are required to report if we conclude that there is a material misstatement of this Other Information, and based on the work we have performed on the Other Information that we obtained prior to the date of this Auditor's Report we have nothing to report.

## Responsibilities of Council Members for the Financial Report

The Directors are responsible for:

- i. The preparation of the Financial Report that gives a true and fair view in accordance with Australian Accounting Standards - Reduced Disclosures Requirements and the ACNC;
- ii. Implementing necessary internal control to enable the preparation of Financial Report that gives a true and fair view and is free from material misstatement, whether due to fraud or error; and
- iii. Assessing the Department's ability to continue as a going concern. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Department or to cease operations, or have no realistic alternative but to do so.

## Auditor's responsibilities for the audit of the Financial Report

Our objective is:

- i. to obtain reasonable assurance about whether the Financial Report as a whole is free from material misstatement, whether due to fraud or error; and
- ii. to issue an Auditor's Report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with *Australian Auditing Standards* will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the Financial Report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit.

We also:

- i. Identify and assess the risks of material misstatement of the Financial Report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ii. Obtain an understanding of internal control relevant to the Audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the registered Department's internal control.
- iii. Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council Members.
- iv. Conclude on the appropriateness of the Council Members' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the registered Department's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditor's Report to the related disclosures in the Financial Report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditor's Report. However, future events or conditions may cause the registered Department to cease to continue as a going concern.
- v. Evaluate the overall presentation, structure and content of the Financial Report, including the disclosures, and whether the Financial Report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Council Members of the registered Department regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



KPMG



M J Jeffery  
*Partner*

Brisbane  
3 April 2019



# Auditor's Independence Declaration under subdivision 60-C section 60-40 of Australian Charities and Not-for-profits Commission Act 2012

To: the council members of Lutheran Education Queensland

I declare that, to the best of my knowledge and belief, in relation to the audit for the financial year ended 31 December 2018 there have been:

- i. no contraventions of the auditor independence requirements as set out in the Australian Charities and Not-for-profits Commission Act 2012 in relation to the audit; and
- ii. no contraventions of any applicable code of professional conduct in relation to the audit.

KPMG

M J Jeffery  
*Partner*

Brisbane  
2 April 2019



## Disclaimer on Additional Financial Information

The Detailed Statement of Income and Expenditure presented on page 24 is in accordance with the books and records of the Department which have been subjected to the auditing procedures applied in our audit of the Department for the year ended 31 December 2018.

It will be appreciated that our audit did not cover all details of the additional financial information. Accordingly, we do not express an opinion on such financial information and no warranty of accuracy or reliability is given.

In accordance with our Firm policy, we advise that neither the Firm nor any member or employee of the Firm undertakes responsibility arising in anyway whatsoever to any person in respect of such information, including any errors or omissions therein, arising through negligence or otherwise however caused.

A handwritten signature in blue ink, appearing to read 'KPMG'.

KPMG

Brisbane  
3 April 2018