

When reflecting on all that occurred in 2017 the passage from Ecclesiastes 3 is very relevant:

There is a time for everything, and a season for every activity under the heavens:

a time to be born and a time to die,
a time to plant and a time to uproot,
a time to kill and a time to heal,
a time to tear down and a time to build,
a time to weep and a time to laugh,
a time to mourn and a time to dance,
a time to scatter stones and a time to gather them,
a time to embrace and a time to refrain from embracing,
a time to search and a time to give up,
a time to keep and a time to throw away,
a time to tear and a time to mend,
a time to be silent and a time to speak,
a time to love and a time to hate,
a time for war and a time for peace.

Across our membership there were many things for which to be grateful as God's abundant provision was very evident. There were seasons of joy, renewal, healing and growth. There were also situations which were challenging due to both necessary and unexpected changes to circumstances. There were communities that experienced the sudden loss of dearly loved colleagues, students and parents. This was felt firsthand by the LESNW staff through the passing of Jeff Harman in April. The impacts of the closures of three learning communities, Ocean Forest Lutheran College, Living Waters Lutheran College Halls Head campus and Spring Head Lutheran School were profound. There were raw emotions associated with what has transpired such as devastation, grief and anger. However, despite everything, God's grace, love and mercy abounded.

2017 in many regards was a time of reimagination and projection towards a preferred future. The case for change to build individual and collective learning community capacity, that has been evolving over the past five years, became reality with the introduction of a variety of initiatives such as System Awareness Leadership Development, Educational Geographics, Somerset Financial Reporting and Analysis and CompliSpace. Foundational to the new direction for LESNW is the need for robust, responsive and effective governance. Hence the investigation that is currently in progress to align a governance structure to meet the future needs of our association.

It is intended that this report not only reflects on the events of 2017 but also projects towards the preferred future for LESNW.

1. LESNW Governance: LSA /LESNW Council

Council Membership 2017

Lester Saegenschneider, Principal, Concordia College, Highgate [Chairperson]; James Borman, Governor, Unity College, Murray Bridge; Matt Schmidt, Governor, Good Shepherd Lutheran School, Para Vista; Daryl Trigg, Principal, Immanuel Lutheran Primary School, Gawler; Rod Dissell, Teacher, Golden Grove Lutheran Primary School, Wynn Vale; Corrin Townsend Head of Senior School, Unity College, Murray Bridge; Phil Zanker, Business Manager, Unity College, Murray Bridge; Sally Staggs, Business Manager, St John's Lutheran Schools, Highgate; Tania Fragnito, Director, Calvary Kindergarten Morphett Vale; Geoff Johnston, Pastor, Holy Trinity, Hampstead; Patrick Moore, Deputy Principal, Living Waters Lutheran College, Halls Head Campus; Eunice Stoll, Principal, Living Waters Lutheran School, Alice Springs; John Proeve, Executive Director.

2. LESNW Strategic Intentions 2017

Projects and initiatives to drive the delivery of strategic goals across the four Focus Areas of **Identity, Education, Leadership Development, and Governance, Finance & Risk Management** shaped the work of the LESNW secretariat.

While there is a degree of uncertainty about the future due to the GCC/BLEA Governance Review, there is collective commitment to improving the way initiatives are generated, prioritised and implemented. There has been increasing alignment with the LEA strategic plan through the engagement of the LEA National Leadership Team (NLT) in strategizing key national projects. From a regional perspective, we have placed much significance on the outcomes of the national projects and are committed to their implementation.

The following documents the key outcomes in the four LESNW Focus Areas over 2017:

1. Identity
1.1 To grow and enhance clearly our relationships with, and our responsibilities to, our partners and statutory bodies in education

The National Leadership Team (restructured to include national and regional Executive Directors and Deputy or other Director and three principals, one from each region and the national office leaders) focused attention on refining the key foci and goals for national initiatives in the areas of leadership and governance, school improvement and student learning, communication and collaboration, Lutheran identity and mission and business performance. As clarity around these initiatives emerges the strategic initiatives of LESNW will be modified to build on the national projects.

Dr Richard Owens, who specialises in organisational change and design, has continued to work with the NLT to address current systemic challenges and develop preferred futures driven by key initiatives.

Throughout 2017 there continued to be uncertainty around the GCC/LEA Governance Review. However, there was collective commitment to improving the way initiatives were generated, prioritised and implemented.

1. Identity
1.2 To refresh the LSA brand to build clarity and confidence across the region.

The launch of the new website coincided with the approval of the new LESNW Constitution. The new logo inclusive of our new name was formally launched on Thursday 19 October in editions of our electronic newsletters **News4Leaders** and **Update**.

As part of the renaming and rebranding of our association, the LESNW Secretariat changed its communication strategy to distribute the electronic newsletter, '**Update**', direct to every staff member in LESNW. All staff now receive direct into their email inbox the fortnightly edition of 'Update', usually on Wednesday afternoon of the odd weeks of term.

During the week starting 23 October the new LESNW website was launched.

1. Identity
1.3 To clearly articulate the type and parameters of service which the LESNW team can deliver to Learning Communities

The following outlines LESNW Secretariat and staff team 2017 action plans and outcomes delivered in response to feedback at the end of 2016.

Feedback from Principal's meetings Term 4 2016	Proposed Actions in response to this feedback	Outcomes delivered during 2017
▶ Clarity sought on LESNW staff roles	▶ The LESNW staff Education Team and Business Performance team to share with	▶ Clarification given at Principal/Director meeting in February.

	membership about their respective team roles and portfolios	Regular communication through News4Leaders
<ul style="list-style-type: none"> ▶ Some differing perspectives and expectations were expressed as to the role of the LESNW in providing advice, support and direction to leaders and learning communities 	<ul style="list-style-type: none"> ▶ The LESNW staff and secretariat will continue to focus on empowerment and building capacity across the membership 	<ul style="list-style-type: none"> ▶ Building capacity at the local learning community level was central to the support provided by LESNW staff
<ul style="list-style-type: none"> ▶ Desire for some targeted leadership development opportunities 	<ul style="list-style-type: none"> ▶ The LESNW office to offer a suite of leadership development opportunities for principals. 	<ul style="list-style-type: none"> ▶ A variety of different Leadership development opportunities were provided
<ul style="list-style-type: none"> ▶ Desire for intentional governance training for chairs of council and council members 	<ul style="list-style-type: none"> ▶ The LESNW office to conduct governance training for chairs of councils/boards 	<ul style="list-style-type: none"> ▶ Regional governance training was provided for Chairs and principals. Individual LC governance was provided upon request
<ul style="list-style-type: none"> ▶ The processes and documentation pertaining to the appointment of a principal, renewal of a principal's contract and performance review are ambiguous thereby causing unease and lack of job security for principals 	<ul style="list-style-type: none"> ▶ A Leadership Learning and Development Framework will be jointly determined by the principal cohort and the LESNW ED and ELD ready for implementation in 2017. 	<ul style="list-style-type: none"> ▶ A LESNW Working Group developed a policy and SOP for principal appointment and appraisal related to contract renewal. LESNW Council adopted Feb 2017
<ul style="list-style-type: none"> ▶ A growing sense of vulnerability is being experienced by principals ▶ Who is available to provide support? ED can at times be conflicted in support role as there are times when council may also be requiring LESNW assistance 	<ul style="list-style-type: none"> ▶ The process and documentation pertaining to the appointment of a principal, principal appraisal associated with renewal of a principal's contract will be finalised early in 2017. ▶ A range of support structures and options are provided for principals to ensure that they experience appropriate assistance and care 	<ul style="list-style-type: none"> ▶ Was a work in progress throughout 2017. The recent appointment of Strategic Leadership Director will enhance and strengthen the support provided to principals.
<ul style="list-style-type: none"> ▶ Desire for opportunities to be created in principal meetings for primary, secondary/combined principals to meet separately 	<ul style="list-style-type: none"> ▶ Facilitate opportunities for principal/directors to meet in sub groups 	<ul style="list-style-type: none"> ▶ LPA restructured meeting format to build accommodation for sub-group meetings.

1. Identity

1.4 To build a LESNW structure aligned to delivery of LESNW's strategic plan

The LESNW staff team and the secretariat structure were reshaped to facilitate delivery of LESNW strategic intentions.

The Restructure of LESNW Staff Team in 2017:

Education Team: Mignon Weckert [Educational Leadership Director]; Tori Weiss [Education Leader – Christian Studies]; Sue Kupke [Education Leader- Christian Studies, 0.8FTE]; Rod Wearn [Education Leader - Learning Technologies Facilitator]; Lynette Schiller [Early Years Learning Facilitator, 0.2FTE];

Finance Team: Brad Richmond [Business Director]; Tessa Olesnick - [Finance Assistant]; Lindy Yeatman [Finance Consultant], 0.6FTE

The combined contributions of both Jeff Harman [Finance Consultant, 0.4FTE] and Stephen Kroker [Finance Analyst, 0.4FTE] during the early part of 2017 and over the previous years is acknowledged.

Administration Team: Steve Sanders [Strategy and Project Director] Heather Waring [Executive Assistant, 0.92FTE]; Phyllis Vosgerau [Administrative Assistant]; Gerry Conley [WHS Consultant, 0.2FTE]

Stuart Traeger [Spiritual and Cultural Development Leader] – aligned with the Education Team;

John Proeve [Executive Director] – oversight of all functions of the LESNW

2. Education

2.1 To improve the quality of education within a Lutheran context

School improvement and Student Learning – (Framed around the National Leadership Team Foci)

Develop a strategy for designing, developing and nurturing school and teacher networks focused on improving student outcomes

a. Christian Studies

The Education Team worked intentionally to identify the best ways to support effective teaching of Christian Studies in the various settings. Equip workshops were offered centrally, and online in more remote locations with a continual review of the best way to engage learners. The workshops have been well attended with several being booked out. New CS leaders were supported to better understand their roles in leading learning, within their sphere of influence. Working with CS leaders in their schools, particularly secondary and R-12 schools with teaching teams was valued and provided tangible meaningful support. CS Leaders Day with Shaun Healy was well attended by over 20 schools. LESNW Education team members worked closely with LEA and other regions in the redevelopment of Accreditation, Pathways and Equip.

b. Kindergartens/EYC

An investigation into the role of Christian Studies in Kindergartens and Early Years Centres was undertaken by Sue Kupke. In 2016 the data gathering was focused on Kindergartens, in 2017 Early Years Centres. This investigation was also part of a national initiative exploring effective ways of using the CSFC with children 3-5 years. The collation, analysis and communication of research into CS in early learning sites which occurred has been undertaken and has identified key foci for future action.

c. STEM

There was increasing interest from schools to develop their understanding and engagement with STEM related learning. Members of the Education Team worked closely with AISSA and other professional networks to ensure that LESNW was able to provide relevant support in this area. Schools were supported individually and in clusters by LESNW staff. We are continuing to

review our support with future plans for after school sessions and opportunities for networking to build meaningful, engaging and innovative practice in this curriculum focus.

LESNW engaged with Flinders University faculty to identify possible connections for learning communities in STEM. It also supported schools with mapping ACARA requirements to STEM or Trans/interdisciplinary learning; provided professional learning opportunities working in partnerships with schools; and facilitated a two day in-school workshop focusing on STEM with connections to Growing Deep.

d. Mathematics

Three schools were supported to review their practices in the teaching and learning of Mathematics to better reflect research-based practices. Two of these schools are working together. The focus has been to support leaders in their role to lead this initiative while also providing whole staff professional learning sessions.

A two-day workshop in August offered to Foundation to Year 9 educators in Lutheran schools explored research-based practices and inquiry approach with opportunities of developing networks as an outcome of the workshop to support change in teacher practice and student learning.

e. Inquiry 

Data from Quality Schools Surveys and other sources prompted schools to contact the LESNW Education Team for assistance in developing more authentic student inquiry in classrooms. In addition, there was an emerging context and need for an inquiry pedagogy as all schools engage more deeply with STEM and Digital Technologies. The team worked closely with leaders and teachers in a range of schools including: Golden Grove, Concordia College – St John’s Campus, Angaston, Eudunda, Clare, Loxton, Calvary and Tanunda to identify strategies and approaches to engage learners more actively.

f. Beginning Teachers

A Beginning Teachers Day facilitated in Week 2 Term 2, engaged staff and leaders from Immanuel Primary, Novar Gardens, Immanuel Gawler and Good Shepherd Para Vista.

g. Indigenous Education

The LESNW staff formalised a Reconciliation Action Plan for the LESNW secretariat. Monica Williams from AISSA provided invaluable support for this process along with Jayne Zadow from St Michael’s Hahndorf. Terri Taylor, principal of St Michael’s, generously agreed to allow Jayne to have an enhanced role on the Indigenous Education Committee, ensuring actions in relation to the RAP and meeting minutes were implemented.

The development of the LESNW RAP continues to provide impetus for empowering our school communities to develop their own RAP and share the outcomes of actions, with opportunities of developing new networks for sharing and reflecting on practice.

<p>2. Education</p> <p>2.2 To extend the understanding of our learning communities of the Lutheran context and how it applies to education.</p>

Develop a strategy for school/community engagement with Growing Deep 

Growing Deep and school initiatives

The Education Team and Spiritual & Cultural Leader were involved in various ways supporting schools to engage with the Growing Deep document as part of school improvement and understanding the focus and work of Lutheran Schools. This included, planning for the beginning of the school year professional learning, professional learning days and staff meetings. The Education Team continued to assist schools to identify how Growing Deep connects and underpins all actions

which occur in Lutheran schools and assists in developing a common approach and language in relation to our roles, learning and relationships.

3. Leadership development and succession planning

3.1 To drive LC independence by developing leadership capacity, capability & confidence.

3.2 To support a culture in which all cluster LCs collaborate to ensure that each is sustainable and thriving, while respecting their unique points of difference.

Leadership and Governance: Leadership development (Framed around the National Leadership Team Foci)

The following opportunities were developed and provided for leaders in LESNW learning communities. The uptake was very positive and it is anticipated that more leaders will engage as time progresses.

Agile Learning Tour

Twenty leaders from EYC to Year 12 learning communities took part in a two day visit to schools in Melbourne which was hosted by Dr Ben Cleveland. Leaders were provided with an opportunity, through visits to four schools in diverse settings, to explore how a school's vision and pedagogy can be supported by the use of space. Ben also led the group in an afternoon workshop at the Melbourne School of Design.

An additional day was provided before the tour for leaders from IB PYP schools to visit two PYP schools in Melbourne (non-government and government), one with a focus on Wellbeing and the other Learner Agency.

LESNW built on the visit by continuing to work with this group of leaders, building further collaboration and assisting them to process their learning, and their planning for action for their own learning communities.

Principal Networks:

a) PYP/Lutheran Leaders group.

Network opportunities, such as interstate school visits and forums for Communication and Marketing of the benefits of an IB PYP Lutheran school, and collaboration around learner agency were made available to leaders of PYP Learning communities.

b) Small Barossa Cluster (Eudunda/Clare/Angaston)

The three leaders in these schools have been collaborating closely for the past 24 months with a focus on developing a deeper understanding and engagement with inquiry as a result of data including IB reports and Quality Schools Data. This developed into a focus on Science and Digital Technologies. The three schools continue to be involved in action research projects through a collaboration of AISSA with LESNW. LESNW is documenting this process in order to be able to share findings and identify effective practice and impact on learning.

Members of the Education Team and the Educational Leadership Director have been providing ongoing support to these schools as they collaborate and innovate with a focus on improving student learning.

c) Geographic Clusters

Some geographic clusters continue to meet with a commitment to support each other as leaders of learning. Examples include Connected Schools with two schools working together on the AISSA moderation project, BARLE with a focus on STEM and on the piloting of the national school improvement framework.

Professional Growth and Development course

Twenty leaders from primary, secondary and R-12 Lutheran schools engaged in the pilot of this

course, engaging in professional collaborative dialogue focussing on:

- examination of the role that AITSL Professional Standards for Principals, Leadership Profiles and Growing Deep can have in guiding and supporting leadership growth and development
- developing collaborative, supportive professional networks to build leadership capability
- identifying goals, strategies and measures for professional growth
- engage with Theory U; Leading with an Open Mind, Open Heart, Open Will

The development of strong professional supportive networks of leaders within our system, with a focus on effective leadership of learning and the importance of leaders continuing to reflect on their practice and identify areas for growth, is crucial to the development of a dynamic learning culture and innovation in schools.

Introduction to Wellbeing and Authentic Leadership (Lutheran Principals Australia (LESNW Chapter)

Mindful Edge were engaged to lead and facilitate professional development for LESNW Lutheran Principals to provide opportunity for leaders to reflect on and plan for growth in their leading responsibilities, spiritual journey and on-going formation and to equip them with the skills and knowledge to enhance their own wellbeing and performance.

SALLS / LMSN / Senior Primary Leaders Group

Throughout 2017 these three groups strengthened their focus on learning and innovation. Each of the leaders of the groups worked closely with members of the Education Team to facilitate meetings which reflect the learning needs of the leaders in these groups with direct connections to Growing Deep. The focus of the respective agendas was intentionally less on administrative tasks, and more dedicated to collaboration and developing a deeper understanding of important areas of learning for Lutheran Schools.

Leadership Development

Opportunities were developed and provided for leaders in LESNW Learning Communities. The uptake to date has been very positive and it is anticipated that more leaders will engage as time progresses.

As a part of the LEA national leadership development initiative, LESNW continued to engage Dr Richard Owens to facilitate a workshop for principals and directors specifically focused on a reflection of their community's present reality and vision of their preferred future.

The pivotal element of this approach to leadership development has been the establishment, fostering and nurture of networks across LESNW and LEA. The LESNW staff are intentionally working to establish networks to enhance leadership development and capacity across the region.

4. Governance, Finance and Risk Management

4.1 To provide support to all LCs to fulfil their regulatory obligations with regard to financial, industrial, WHS and other matters

Governance training and support

The LEA National Leadership Team and the regions collectively developed governance resources to be used to assist regional offices and individual learning communities to build the governance capacity of councils/boards. LESNW conducted regional governance training using these and other resources.

Review of LESNW indemnity and liability – Work in progress

The indemnity that LESNW have with the District Church, which guarantees the loans of member schools with the LLL, requires review. The indemnity was executed in July 2006, and with the LLL becoming an Authorised Deposit-taking Institution (ADI) this year, it is timely that this be revisited.

The LLL will be holding mortgage over all school land and assets as security for current and future loans with schools. This arrangement changes the liability that LESNW may need to accept, if any. The LLL lawyers will present what may be a memorandum of understanding rather than an indemnity for the consideration of LESNW Council.

This change in arrangement may also require a review of the wording within the LESNW Constitution and the constitution of member schools.

System Finance Reporting Tools

All schools have received their Board Reporting Model and have been asked to convert their reporting into the new format. This is an important financial tool that will assist school boards make informed business decisions and provide consistency of school performance data when applying for future loans. It has been recognised that the Board Reporting Model, in its current format, requires some manual data entry to populate it with individual school system data. Somerset Education is working towards automating this process.

The Somerset Education initiative has also included the rollout of one-year and ten-year Budget Models, Historical Report and Key Indicator Report.

The online portal for 2017 school survey data has been opened and schools will receive their performance reports as the data is compiled.

Soon, the LESNW Finance Team will be seeking feedback to gauge the success of this initiative. They will also be requesting a copy of each school's 2018 Board Reporting Model.

4. Governance, Finance and Risk Management:

4.2 To secure the sustainability of the LESNW region by developing consistent systems, processes & templates for use in each LC & by building financial & business acumen among LC leaders

CompliSpace

LESNW introduced the concept of a governance, risk and compliance platform and service to learning communities in early 2017. Twenty-two schools took up the opportunity and commenced implementation mid-year. Early this year (2018) most of these schools went live, introducing online policies relating to risk management, compliance, student duty of care, child protection, work health and safety, and privacy. Many schools also introduced the electronic reporting of incidents, leave application, complaint handling and financial reimbursement with further processes to be made more efficient through this platform.

Twelve schools yet to engage in this initiative have been approached to consider taking up this project, which would then ensure all LESNW schools are aligned and leveraging from each other's development of content within the system.

A Key User Group has been established and has been active in reviewing policy and developing electronic forms for sharing amongst the schools.

LESNW have their own platform for the secretariat, while also managing the Master Site which is used as a template for new schools opting into the project.

Education Geographics

LESNW was introduced to a project that Lutheran Education Queensland had undertaken, that delivered their schools with detailed demographic data, maps and analysis with regards their current

and potential markets. Several member schools had also approached LESNW seeking this type of data.

The value of the Education Geographics service was easily recognised and engaging the service as a system made it available to all schools.

Education Geographics were subsequently engaged in February 2018 on a five year contract, and as I report schools are receiving their first run of data which will be built upon as the contract continues.

Constitutions for Learning Communities

The cyclic review of learning community constitutions hit a bit of a hiatus in 2017. The focus was to have been on Kindergarten and Child Care Centre constitutions but due to the GCC/BLEA governance review, the focused efforts on LESNW learning community constitutions were distracted. Work in this area has recommenced in earnest in 2018.

3. LEA Accreditation Review

LESNW staff worked together with LEA and other regional personnel throughout to strategize the implementation of a new accreditation program to commence from the beginning of 2019.

4. ACLE 5 – July 5-7 2017 – Adelaide Convention Centre

This conference attended by 1150 participants provided the opportunity for those involved in Lutheran education across Australia and internationally to gather together to network, to worship, to be stimulated and challenged. The conference theme of People, Planet, Purpose – Reformation Starts with Us, was a stimulus to reflect upon the 500th anniversary of the Reformation, and the legacy it still provides today in our world to reform and transform through People (Edu-reformation), Planet (Eco-reformation) and Purpose (Ego-reformation). All in all, it was a successful conference and the LESNW secretariat acknowledges and thanks all those involved in the planning and convening of the event, in particular, those people directly connected with our region.

5. Enrolment Data - LESNW Learning Communities 2016/2017 – A comparison

August Census 2017 v 2016

SA	Aug 2017 Students (FTE)	Aug 2016 Students (FTE)	Difference	% Difference
	12,464	12,435	29	0.23%

NT	Aug 2017 Students (FTE)	Aug 2016 Students (FTE)	Difference	% Difference
	1,831	1,826	5	0.27%

WA	Aug 2017 Students (FTE)	Aug 2016 Students (FTE)	Difference	% Difference
	985	1,134	(149)	-13.14%

TOTAL	Aug 2017 Students (FTE)	Aug 2016 Students (FTE)	Difference	% Difference
	15,280	15,395	(115)	-0.75%

The above table indicates a difference of - 0.75% between 2016 and 2017 enrolments across LESNW Learning communities. February 2018 enrolment data indicates that total enrolments across LESNW have remained static despite variances at individual learning community sites and the impact of the closure of Ocean Forest Lutheran College, Spring Head Lutheran School and Living Waters Lutheran College, Halls Head Campus.

6. Leadership changes in LESNW - 2017

LESNW acknowledges the outstanding contributions of leaders who have finished their time of service to Lutheran education in LESNW and wish them God's abundant blessings in the next phase of their lives.

Pre-school / Kindergarten Directors

Alex Walther Acting Director, St Martins Preschool Kindergarten, Mt Gambier for a 5 term contract from the commencement of Term 4, 2017 whilst Ellen Antic is on maternity leave.

Julian Denholm - Principal Unity College, Murray Bridge, to LEVNT Director: Leadership and School Improvement from commencement of 2017.

Kaye Mathwin-Cox - LEA Director of Research and Development, to Principal *Unity College*, Murraylands, from commencement of 2017.

Pastor Rob Sellars was appointed as principal of Our Saviour Lutheran Primary School for 2017/2018.

Retirements at end of 2017

Lester Saegenschnitter principal of Concordia College, Concordia Campus retired at the end of 2017 after 42 years of distinguished service to Lutheran education.

Terry Sawade principal of Loxton Lutheran School retired at the end of 2017 after 17 yYears' committed service to Lutheran education.

Nev Grieger, principal of Navigator College, Port Lincoln retired at the end of 2017 after 37 years' outstanding service to Lutheran education.

Dianne Eckermann, principal of St Martin's Lutheran College, Mt Gambier resigned at the end of 2017 to take up appointment as the LEA Director of Leadership, commencing January 2018.

Principal/Director changes 2018

Paul Weinert – Executive Director of LEVNT to Principal Concordia College – Concordia Campus, Highgate,

Stephen Jude - Head of Junior School at Navigator College to Principal of Navigator College, Pt Lincoln
Brad Williams, Principal of Loxton Lutheran School, Loxton.

Robyn Teakle is Acting Principal at St Martins Lutheran College, Mt Gambier during Semester 1, after which newly appointed principal, **Alan Connah** will assume his position.

Kelly Crowley has been appointed as the principal of Living Waters Lutheran College, Warnbro for 2018 whilst Sue Sullivan is on leave.

Mick Emmett resigned as principal of Lobethal Lutheran School, prior to the commencement of the 2018 school year. **Cassandra Kopias**, has been appointed as principal for 2018.

Robert Hoff will retire at the end of June 2018, as principal of Immanuel Primary School. LESNW recognises the outstanding contribution that Robert has made to Lutheran education over 46 years of loyal and committed service to Lutheran Education and to education in general in South Australia and nationally through a variety of peak education bodies. We wish him God's abundant blessings for the next phase of life's journey.

7. Leadership Profile

Of those in senior leadership positions in LESNW learning communities, 47.5% are female. The national average is 48.5%. 37% of learning community principals are female compared to national average of 38% - actual numbers- 23 male; 13 female.

8. Amalgamation of schools

The strategic amalgamation of learning communities to leverage the collective strengths of the respective schools to better student learning outcomes and overall governance has been an ongoing focus for LESNW. On 1 January 2017, Faith Lutheran college and Tanunda Lutheran School joined together as one school, catering for around 800 students from ELC to Year 12.

9. Specific Grant Programs supported by the LLL and a benefactor.

Earth Care Grants

The Lutheran Laypeople's League (LLL), long term major supporter of the LCA and Lutheran education, made available \$105,000 for *LLL Earthcare Grants* for Lutheran schools.

These grants were made in conjunction with the release of the Lutheran Education Earthcare Charter at ACLE5 in July 2017.

In providing these resources, the LLL took into account the number of learning communities per region. 23 LESNW learning received grants totalling \$45,000.

Legacy to support mission initiatives in learning Communities.

Lutheran Education SA, NT & WA received a generous legacy from a member of the Lutheran Church. The donor asked that the funds be used for mission work in Lutheran learning communities. LESNW invited applications from its learning communities for grants of up to \$20,000. To date approximately half of the legacy fund money has been distributed to approved projects/initiatives. Phase two of the application process is presently underway.

10. Managing Financial Risks across LESNW

Over the past few years increasing financial hardship has been experienced by a number of learning communities for a variety of reasons, which has resulted in LESNW providing direct financial support to these schools from its redistribution fund. The extreme financial predicament of Ocean Forest Lutheran College, Bunbury WA, Living Waters Lutheran College, Halls Head Campus WA, and Spring Head Lutheran School SA, brought about their respective closures at the end of 2017. The decisions were not made lightly as the implications of closure impact on many people, students and families, staff, governing council, supporting congregation/s, LESNW and the immediate and wider community. The sale of The Living Waters Halls Head campus to Fredrick Irwin Anglican School mitigated the financial burden of this site on Living Waters Lutheran College. The debt incurred by Ocean Forest and Spring Head has and will continue to be met by LESNW. The sale of the Ocean Forest campus to Baptist Education Resources was finalised on Tuesday 16 April 2018. Expressions of interest for the repurposing of the Spring Head School site have been sought and the Spring Head Lutheran Church Council and the LESNW Council are jointly considering the future use of the site. Ideally it would be wonderful to have this site continue to be used for Lutheran education and other training and retreat purposes.

LESNW engaged an external consultant to manage the sale process for both Living Waters Lutheran School, Halls Head campus and Ocean Forest Lutheran College.

Please uphold both the Ocean Forest Lutheran Fellowship and the Spring Head Lutheran congregation as they respectively work through the implications of the closures of the school communities with which they have had very close association. For the Spring Head congregation this was for 142 years of the operation of the school.

11. Looking to the future

There is a season for everything and it is recognised that in recent time some of our learning communities have experienced very challenging circumstances as the education landscape has become more competitive and driven by consumerism. Conversely, some learning communities have been thriving and experiencing a period of resurgence and growth.

Significant investment and very extensive work by the LESNW secretariat has gone into feasibility studies for new school development opportunities at Two Wells and East Mt Barker (Aston Hills). The opportunity to expand the mission of the church through Christian education through these two potential developments is

exciting. Pragmatically however, the capacity to establish new learning communities is reliant on direct financial sponsorship of existing financially secure schools/colleges and or LESNW system support.

There is abundant reason for hope and optimism as God's hand has been very evident, even in the trials and challenges that have been faced over the past year. It is the resolve of the LESNW secretariat to continue to focus on the development of quality Christian education, robust governance and transformative system leadership to ensure the viability and sustainability of our learning communities into the future.

12. Acknowledgements and thank you

With God's direction and abundant blessings and the collective efforts of many individuals and each of the LESNW learning communities, LESNW was enabled to accomplish all that took place throughout 2017.

The contributions of the LESNW staff, the LESNW Council and Finance Committee are specifically acknowledged and immensely valued and appreciated. Without their dedication and service, the outcomes detailed throughout this report would not have been achieved.

Working together in Christ



John Proeve
Executive Director