Lutheran Schools Association SA, NT & WA Inc
2016 Executive Director's Report to LSA AGM, 19 May 2017.

Throughout 2016 a myriad of challenges and opportunities were presented to the LSA office and wider secretariat, and across LSA learning communities. It is fair to say that we may have initially been aghast at some of these and overwhelmed with joy and optimism at others. Regardless, every circumstance provided an opportunity to reflect the nature of Christ, displaying love, humility, hope, forgiveness, service, compassion, courage, justice and appreciation.

In compiling this report, the hand of God is abundantly evident in the direction and shaping of the LSA and its member communities. The aim of this report is to provide insight into the Lutheran Schools Association and its core functions and service during 2016.

1. **LSA Governance: LSA Council**

   Council Membership 2016
   Lester Saegenschnitter, Principal, Concordia College, Highgate [Chairperson]; James Borman, Governor, Unity College, Murray Bridge; Jayne Zadow, Governor, Crossways Lutheran School, Ceduna; 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; Sally Axten, Indigenous Education Committee; Julian Bayha, Pastor, Langmeil Tanunda; 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. **LSA Strategic Plan 2016**

Strategic Goal	Project / Initiative intended to drive delivery of each strategic goal
1. Identity	
1.1 To grow and enhance clearly our relationships with, and our responsibilities to, our partners and statutory bodies in education	- Articulate/document roles of LEA, LEQ, LEVNT, LCA, LCA SA/NT, ALC. AISSA and our relationship & responsibilities to/with them. - Implement a relationship building plan. - Seek appropriate and effective working relationships with other education entities for the benefit of our LCs
1.2 To refresh the LSA brand to build clarity and confidence across the region	LSA secretariat to clarify LSA brand.
1.3. To clearly articulate the type and parameters of service which the LSA team can deliver to LC	Develop a formal feedback process to review the effectiveness of the LSA team
1.4 To build an LSA structure aligned to delivery of LSA's strategic plan	Clarify and document roles for LSA staff

	• Align all PL and PD to best practice principles with a view to shaping the preferred future for LSA system.
2. Education	
2.1 To improve the quality of education within a Lutheran context	• Constant improvement in the quality of teaching, enabling learners to bring out their God-colours within a Lutheran context. • Equip staff in LCs to maintain and construct 'Lutheran identity'
2.2 To extend the understanding of our LCs of the Lutheran context and how it applies to education.	• Strengthening sustainability of initiatives • To explore and develop an understanding of Growing Deep and how it relates to the work of the team
3. Leadership development and succession planning	
3.1 To drive LC independence by developing leadership capacity, capability & confidence.	• Embed the Principal appraisal process in local sites • Deliver governance training to governors, principals and business managers at hub/cluster gatherings
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.	• Explore the potential that clusters can add to Lutheran Education in our Region • Work with the Region to define the scope and opportunities associated with Clusters
4. Governance, Finance and Risk management	
4.1 To provide support to all LCs to fulfill their regulatory obligations with regard to financial, industrial, WHS and other matters	• Improve communications with Schools • Review and document all existing processes • Provide professional learning and development opportunities for LC • Clarify WHS/HR Advisory services; • Create LSA financial tools • Conduct collective property valuations
4.2 To secure the sustainability of the LSA region by developing consistent systems, processes & templates for use in each LC & by building financial & business acumen among LC leaders	

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1. Identity

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

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Over the past 12 months the National Leadership Team (comprised of LEA and Regional Exec Directors and Deputy Directors or equivalent and the LEA Directors Formation and Leadership and Research Development)

has placed significant emphasis around building relationships and aligning LEA national and regional goals in key foci projects.

NLT meetings have comprised a series of workshops focused on developing a systemic approach to priority initiatives through strategic alignment. This process has been facilitated by consultant, Dr Richard Owens, who specialises in organisational change and design. As a result of these sessions, NLT have discussed current systemic challenges and developed preferred futures driven by key initiatives.

The resulting initiatives could have a profound influence on the spiritual leadership of schools and learning outcomes of students if supported by improved national and regional collaboration. The success of implementing these initiatives relies heavily on a restructured and expanded NLT membership along with increased role clarity and communication systems. While there is a degree of uncertainty about the future due to the GCC Governance Review, there is collective commitment to improving the way initiatives are generated, prioritised and implemented.

This process begins with the capacity of LEA to manage the communication flow from national office to regional office and increased commitment towards authentic collaboration. From a regional perspective, we have placed much significance on the outcomes of these workshops and are committed to their implementation.

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

The outcome of the work around refreshing the LSA Brand will be shared at the AGM.

1. Identity
1.3 To clearly articulate the type and parameters of service which the LSA team can deliver to LCs

LSA Secretariat and staff team action plans in response to feedback at the end of 2016

Feedback from Principal's meetings Term 4 2016	Actions in response to this feedback
▶ Clarity sought on LSA staff roles ▶ Some differing perspectives and expectations were expressed as to the role of the LSA in providing advice, support and direction to leaders and learning communities ▶ Desire for some targeted leadership development opportunities ▶ Desire for intentional governance training for chairs of council and council members ▶ 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 ▶ A growing sense of vulnerability is being experienced by principals	▶ The LSA staff Education Team and Business Performance team to share with membership about their respective team roles and portfolios ▶ The LSA staff and secretariat will continue to focus on empowerment and building capacity across the membership ▶ The LSA office to offer a suite of leadership development opportunities for principals. ▶ The LSA office to conduct governance training for chairs of councils/boards. ▶ A Leadership Learning and Development Framework will be jointly determined by the principal cohort and the LSA ED and ELD ready for implementation in 2017. ▶ 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.

▶ Who is available to provide for support? ED can at times be conflicted in support role as there are times when council may also be requiring LSA assistance ▶ Desire for opportunities to be created in principal meetings for primary, secondary/combined principals to meet separately	▶ A range of support structures and options are provided for principals to ensure that they experience appropriate assistance and care. ▶ Facilitate opportunities for principal/directors to meet in sub groups

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1.   Identity

1.4 To build an LSA structure aligned to delivery of LSA's strategic plan

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The LSA staff team and the secretariat structure have been reshaped to align with the LSA strategic intentions. Refer to Attachment A.

The LSA Staff Team in 2016:

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];

Business and Finance Team: Steve Sanders [Business Performance Director]; Stephen Kroker [Finance Analyst, 0.4FTE]; Lindy Yeatman [Finance Consultant, 0.6FTE]; Jeff Harman [Finance Consultant, 0.4FTE]; Tessa Olesnicky - [Finance Assistant];

Administration Team: Steve Sanders [Business Performance 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 LSA.

The LSA council has two active sub-committees: Finance and Indigenous Education.

The Finance Committee meets monthly and oversees the LSA Secretariat finances, distribution of commonwealth and state government funding, monitors individual learning community finance score cards, manages all loan applications (including approval process as applicable), monitors LSA system finance risk and other functions from time to time.

The Indigenous Education committee operated under a revised term of reference in 2016. The focus of the committee has been advocacy and support for learning communities. The committee provided the impetus to the development of an LSA Secretariat Reconciliation Action Plan (RAP). This will be presented at the AGM. A Project Officer position (approximately 10 days per year) is being created to assist in the delivery of key goals.

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2.   Education

2.1 To improve the quality of education within a Lutheran context

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The LSA Education Team have worked with principals/leaders to develop projects which have a focus on 'improvement in teaching and learning'. Each project includes the following:

- clear goals based on school data,
- how the project fits within the school's strategic plan,

- strategies for improvement,
- identification of roles of the school leaders, and LSA staff
- timeline for support
- ways to measure success.

A major focus in all projects and initiatives is connection to the Australian Curriculum and planning to ensure that units are taught with integrity, relevance to students, reflect inquiry pedagogy, a conceptual focus and where formative assessment informs future learning.

Use of ICT including ipads to transform learning is also a focus in several projects.

Ongoing support for individual leaders and clusters of leaders planning for 2017 with a specific focus on Mathematics and other STEM related subjects, was provided. Support for Early Years leaders through the Early Years Leaders meetings included sharing Quality Improvement Plan priorities.

Another emphasis has been *support principals in their roles as pedagogical leaders.* Examples of this include development of Learning principles/philosophy/practices. The LSA Education Team has worked in collaboration with AISSA educational consultants on joint projects with some learning communities.

A *network of Principals and leaders of PYP Lutheran schools* was established as a result of a whole day workshop provided by LSA. The network continues meet for a day each term in schools to explore latest developments and research in the PYP and Lutheran education, visit classrooms and share practice, provide support and guidance to each other, develop innovation and improvement in learning with the aim to develop a strong network of IB Lutheran schools. The first workshop at IPS Novar Gardens focused on inquiry and the second meeting in term 3 at Encounter focused on collaboration and innovation.

Another key area of focus has been *Professional Conversations: Cluster group meetings,* eg Secondary Academic Leaders in Lutheran Schools (SALLS), Christian Studies leaders. Senior school leaders are encouraged and supported to ensure a learning focus with connections to Growing Deep are embedded within their agendas. LSA staff are providing support and advice regarding this focus.

Lutheran Middle School Network (LMSN): The middle school network requested support to explore the alignment of curriculum documents, learning principles, Growing Deep and pedagogical approaches. A meeting exploring these areas was facilitated in term 4 with a view to continue in 2017.

The Screening of 'Most Likely to Succeed' documentary: Two screenings of the international award winning documentary occurred in 2016. Leaders were invited to attend with interested staff and then discussions were facilitated after the screening focusing on "What does this mean for our practice?". This was another opportunity for leaders and staff to collaborate around a common interest, to share and reflect on practice and to plan for innovation.

The LSA has actively promoted and supported the formation of clusters within and beyond current geographic networks with a specific learning focus i.e. effective teaching of mathematics, inquiry and STEM.

Another key focus has been *analysis of Quality Schools data to inform possible areas of support for schools,* ie. effective teaching of Christian Studies, religious identity, culture and ethos, providing teachers with meaningful feedback, student engagement and agency. This has occurred through the development of focused clusters, projects, research around specific areas. SALLS has committed to examining the data and supporting each other in interpretation and ways to use the data to improve learning outcomes as part of their scheduled meetings.

All members of the Education Team have actively promoted the use of the Quality Schools data as part of their work with schools.

Exploration into support of students with special learning needs.

The Exec Director (ED) and Educational Leadership Director (ELD) have had various interactions Aspect Schools – the School Group that operate 'Tree Top' school at Ashfield. Various school site visits in and around Sydney were made in November. The Aspect School philosophy is about extending the specialist

support to students in schools through the establishment of satellite classrooms. The feasibility of LSA learning community involvement is presently being explored.

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2.   Education:

2.2 To extend the understanding of our learning communities of the Lutheran context and how it applies to education.

This is the core work of the LSA Education Team and the strategies employed emanate out of *'Growing Deep'.*

1. Growing Deep and ways to use it in schools is being promoted to all communities in LSA via workshops, cluster meetings, communication/publications.

2. Explicitly building in reference to Growing Deep/Quality Schools Data in all support work occurring with schools, either at the school site or through clusters.

3. Growing Deep use within the LSA office focusing on Culture. The Education team has developed strategies to support Spiritual and Professional Growth as well as a commitment to forms of Affirmation which have been identified by team members.

The LSA Education Team engaged in *Research into the understanding of and practices relating to Christian Studies and Christian Education in Kindergartens.* It is intended that the research will also include other Early Years learning communities, ie. Early Learning Centres in schools and Child Care Centres. The findings of the research will inform the support provided by LSA in relation to Christian Studies and Christian Education in these learning communities.

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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.

The LSA engaged Dr Richard Owens to facilitate an exploration into future leadership development directions for the LSA. This process initially involved a reflection on the present reality and then shifted focus to the vision of the future. The process enabled the LSA staff team leaders to get clarity around the creation of a shared vision and then the turning of the vision into specific goals and shared commitment to future actions.

The pivotal element of the future leadership development direction is the establishment, fostering and nurture of networks across LSA and LEA. Different types of networks, as given below, serve different purposes and can function simultaneously. The LSA staff are intentionally working to establish networks to enhance leadership development and capacity across the region.

The underlying principles of the 'vision deployment matrix' have direct applicability to individual learning communities.

Types of networks:

Peer leadership

‣ A system of social ties among leaders who are connected through shared interests and commitments, shared work, or shared experiences. Leaders in the network share information, provide advice and support, learn from one another, and occasionally collaborate together.

Organisational leadership

‣ A set of social ties that are structured to increase performance. Teams or communities of practice are intentionally created to bridge silos within organisations that interfere with performance. At the inter-organisational level, leadership networks support organisations with shared interests to produce a product or deliver a service more efficiently.

Field-policy leadership

‣ A network connecting leaders who share common interests and who have a commitment to influencing a field of practice, or policy. Effective field-policy leadership networks make it easier for leaders to find common ground around the issues they care about, mobilise support, and influence policy and the allocation of resources.

Collective leadership

‣ A self-organised system of social ties among people attracted to a common cause or focused on a shared goal. Network members exercise leadership locally. These networks are often rooted in a sense of community and purpose; they may be driven by a desire to achieve a specific goal, or simply by the desire of each member to belong to something larger than oneself.

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

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LSA Workplace Culture and Practice: Guiding Principles for LSA Secretariat and Learning Communities

The following statement has formed the basis of the current LSA SA Enterprise Bargaining negotiations.

LSA Workplace Culture and Practice

Learning communities reach their potential through enhancing the effectiveness of workplace culture. A learning community with a strong workplace culture will perform better and deliver improved results in all areas of its service to students, the community and its operation.

There are other factors that influence workplace culture, but the following five elements when understood and practiced, will provide a solid foundation for continual improvement:

Vision – vision or mission statement, which guides the learning community's values and provides it with a purpose. The purpose orients every decision staff make and is a foundational element of the learning community's culture.

The vision is outworked, monitored and reported through a process of strategic planning which ensures ongoing improvement and sustainability of the learning community.

Values – the learning community's values are the core of its culture. The vision articulates the learning community's purpose and the values offer a set of guidelines on the behaviours and mindsets needed to achieve the vision.

The core values of Lutheran learning communities are: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

Practices – values are of little importance unless they are encased in a learning community's practices. The learning community's policies and guidelines need to reflect their values and need to be part of review criteria for individuals (annual reviews) and the learning community (surveys). Data and knowledge management methods are used to ensure that resources are efficiently organised and managed to provide an effective, safe and caring, growth-oriented learning and working environment.

People – to build a great culture the people need to share the core values or have a willingness and ability to embrace the values. It's not just about recruiting the most talented staff but also the best suited to the learning community's culture. The learning community's recruitment process needs to be stringent and every effort needs to be invested into recruiting the best cultural fit. People are empowered and supported to make decisions within their own areas of responsibility. People are accountable for their own actions, behaviours and decisions.

Story – Lutheran education and each learning community have a unique history and story. Researching these stories, shaping and recording them and retelling them, are important in creating a strong workplace culture. The rituals, symbols, visual displays and practices convey its Christ-centered identity.

Place – place, whether geography, architecture or aesthetic design – impacts the values and behaviours of staff and students. These places and environments help shape and reflect the learning community's culture. For example, open architecture is more conducive to certain learning and office behaviours, like collaboration. Evidence is gathered to develop and implement improvement plans and policies for the continuous development of teaching and learning, the institution and the facilities.

Vision, objectives, scope and deliverables (i.e. what has to be achieved)
LSA is here to serve and support the Learning Communities in developing their workplace culture and practice. To assist learning communities in achieving great workplace culture, the LSA will work with learning community leaders, to imbed and improve upon the elements listed above.

Growing Deep, the Leadership and Formation Framework, is an aligned reference which will help identify areas of focus to improve workplace culture.

Improved workplace culture will be achieved through regular communication between employees and employees and employees and employers, focusing on the possibilities, exploring the unknown and focusing on solutions rather than the problems.

In great learning communities, something happens that transcends policies and practices. It isn't what the learning communities are doing, it is how their leaders are doing it.

Enterprise Agreements, Workplace Agreements, programs and policies are essential, but they are tools that leaders and managers use to systemically create a great workplace that's aligned with the learning community's values and beliefs. It is the appropriate implementation of these practices that make the difference in whether these investments become assets or actually detract from a workplace culture.

Learning communities have such a strong workplace culture that compliance type requirements such as reporting, procedures, policies etc. are 'just how we do it around here' and love, respect and grace is evident in all dealings and relationships.

Valuing Safe Communities (VSC)

The ongoing training of facilitators and staff was programmed throughout the year. Each learning community is to have an accredited VSC facilitator. It is the responsibility of the principal/director of each learning community to ensure that all staff maintain currency of their VSC certification.

Governance training and support

LEA and the regions have collectively developed governance resources that can be used to assist regional offices and individual learning communities, to build the governance capacity of councils/boards. There will continue to be development of these resources so that they are applicable to ongoing professional learning.

Financial oversight and professional learning
The LSA Finance Team provided regular professional development workshops and training for LC business managers and finance staff. These workshops provide opportunities for networking and collaboration amongst the LSA staff and the finance and business staff of LCs.

Governance, Finance and Risk Management:
4.2 To secure the sustainability of the LSA region by developing consistent systems, processes & templates for use in each LC & by building financial & business acumen among LC leaders

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The LSA is acutely aware of the governance, risk and compliance challenges faced by its learning communities and has actively sought ways to support learning communities in addressing these challenges.

The LSA has been researching several options and believes that the online services offered by CompliSpace will meet this need. A system level approach will bring cost efficiencies that will enable these services to be affordable to learning communities.

The LSA encourages all learning communities to participate, as this service will greatly assist in minimising risk and improving compliance to authority regulations and legislation.

Constitutions for Learning Communities
Throughout 2016 there was ongoing refinement of the Board Only, Board and Congregation and Board and Association model constitutions. The focus had been on Kindergarten and Child Care Centre constitutions, and specific constitutions of other associated bodies linked to some member schools / colleges e.g. Old Collegians, Foundations.

Leon Zander who has been instrumental in bringing about constitutional reform across LSA has finished his direct involvement with the leaders and councils/ boards of learning communities in reviewing their organisation's constitution. The LSA acknowledges the outstanding service that Leon has provided to the LSA and its member kindergartens, child care centres, schools and colleges over many years.

3. **LSA 2016 Data**
   Enrolments – LSA Learning Communities 2015/2016 – A comparison

	Aug 2016 Students (FTE)	Aug 2015 Students (FTE)	Aug16 / Aug 15 Change	Aug16 / Aug 15 % Change
SA TOTAL - PRIMARY	7,508	7,539	(31)	-0.40%
SA TOTALSECONDARY	4,935	4,981	(46)	-0.90%
SA TOTAL (excl kindies & ELC)	**12,443**	**12,520**	**(77)**	**-0.60%**
School	**Aug 2016 Students (FTE)**	**Aug 2015 Students (FTE)**	**Aug16 / Aug 15 Change**	**Aug16 / Aug 15 % Change**
NT Primary	982	935	47	5%
NT Secondary	828	911	-83	-9%
NT TOTAL	1,810	1,846	(36)	-2%
WA Pre-Primary	76	60	16	26.70%
WA Primary	591	635	(44)	-6.90%

WA Secondary	**543**	**577**	**(34)**	**-5.90%**
WA TOTAL	**1,210**	**1,272**	**(78)**	**-6.10%**
LSA Total	**15,463**	**15,628**	**165**	**-1.10%**

The August census shows a 1.1% reduction in LSA enrolments. The contraction of enrolments experienced by some LSA learning communities has also been evident across other non-government and independent school systems, and at the individual school level.

4. **Leadership**

   4.1 Leadership changes in LSA - 2016 /2017

   Caroline Hayes, Head of School, Living Waters, Halls Head Campus (Jan-July 2016).
   Patrick Moore, Deputy Principal**,** Living Waters, Halls Head Campus from July 2016.
   Kellie Squire - resigned as Director of *Zion Kindergarten*, Gawler at the end of Term 2.
   Marita Vivian was appointed as interim Director for the remainder of 2016. She was subsequently appointed to the permanent position as Director of *Zion Kindergarten.*
   Andrew Messenger resigned as principal of *St Paul, Blair Athol* at the end of Term 2.
   Leila Mattner was appointed as the interim principal of *St Paul, Blair Athol* for the remainder of 2016. She was subsequently appointed to the position of principal of St Paul.
   Julian Denholm - Principal Unity College, Murray Bridge, to LEVNT Director: Leadership and School Improvement.
   Kaye Mathwin-Cox - LEA Director of research and Development, to Principal *Unity College*, Murraylands.
   Linda Warner resigned as principal of *Our Saviour*, Aberfoyle Park at the end of 2016. Pastor Rob Sellars was appointed as interim principal for 2017.
   Luke Schoff, Assistant Principal, *Immanuel Primary School*, Novar Gardens was appointed as Principal of *St James Lutheran College,* Hervey Bay Qld from the commencement of 2017.

   4.2 Spiritual leadership – facilitated by Stuart Traeger (Spiritual and Cultural Leader)

   A variety of options for spiritual reflection and growth were provided to whole learning communities, leaders, including principals, directors, sub-school heads, deputy principals and business managers. The modality of delivery of spiritual reflection and growth options is contextualised to the audience and the desired outcomes. Increasingly, learning communities have built into their yearly program a 'spiritual retreat' (up to a day or longer) where for all staff there is opportunity to delve deeper into personal spiritual growth and formation.

   An option of an extended spiritual retreat encompassing Central Australia was researched and offered to leaders. It was anticipated that such an experience could be accessed by principals as part of their 'sabbatical' program. The program did not eventuate due to insufficient interest.

   With the Lutheran Principals Association's intention around supporting principal well-being through the development of a suite of sabbatical opportunities and experiences, perhaps experiences such as the above might be taken up in the future.

   Pastoral support continues to be provided to leadership and staffs, individually and collectively on a needs basis.

5. **LEA Accreditation**

   5.1 Pathways (staff formation program)
   LSA continued working with individual learning communities in monitoring the delivery of Spiritual and Theological Pathways at the local level. Principals, learning community pastors and the LSA Spiritual and Cultural Development Leader, Stuart Traeger, took an active role in the facilitation of these two modules.

Learning communities that were intentional in delivering Pathways Spiritual as a part of new staff induction demonstrated best success in the timely delivery of Pathways. Conversely, learning communities that have not adopted a structured approach to the delivery of Pathways may have found themselves in a situation where staff, new to Lutheran education, have not fulfilled the accreditation requirements within the prescribed three-year period (as per the LSA Enterprise Agreements) upon appointment.

Pathways, together with '*Growing Deep',* which is applicable to all staff in Lutheran learning communities, are crucial to the formation of staff in Lutheran learning communities.

5.2 EQUIP

The LSA Education Team continued to provide EQUIP workshops covering each of the modules at some point during 2016. These workshops were presented both at the LSA office and within learning community settings.

LEA completed a review of Accreditation during 2016 and is in the process of preparation for the implementation of a revised approach scheduled to commence in 2019.

6. LSA Staff conference 2016

The conference theme: **SHARE, SERVE, LEAD** focused on three critical elements that significantly shape Lutheran education and its culture today and will continue to do so into the future. The 'Growing Deep' leadership framework was the foundation from which the presentations on the day were based.

The conference program, simultaneously conducted across two sites –at Immanuel College and Concordia College, endeavoured to cater for the broad spectrum of staff within our learning communities.

The LSA acknowledges both Immanuel and Concordia Colleges for the outstanding way in which they facilitated the conference and provided amazing hospitality to all participants.

The LSA greatly acknowledges and thanks the Conference Planning Committee, Darren Stevenson, Cain McDonald, Penny McKenzie, Terry Sawade, Kaye Harris, Shane Schoff, Paul Fielke, Lee Kroehn, Briony Carmen, Lindy Yeatman, Tori Weiss, Sue Kupke, Rod Wearn and Mignon Weckert for their sustained efforts to bring the conference to fruition.

7. Finance Matters

7.1 LLL transition to becoming an Approved Deposit Institution (ADI)

The LLL Board has resolved to pursue a direction that overhauls its loan management and credit control policy. This is associated with the LLL transitioning to become an ADI in the future but is also considered pivotal with respect to general matters of good governance and risk management in a modern financial climate. The central feature of this proposed policy change is to enable the LLL to take loan security from the LCA and its borrowing entities. This change in status for the LLL will have implications for learning communities with respect to their financial obligations related to all borrowings.

7.2 Revaluation of land and buildings (for insurance and accounting purposes)

The LLL has the requirement that land and buildings in LSA entities to be revalued at least once every 5 years. The LSA has engaged a company to do all LSA valuations on a 5-year cycle. This system approach has brought competitive pricing for the revaluation reviews. It is recognised that some learning communities recently independently undertook such a revaluation. This has been accounted for in the review schedule.

7.3 SES review

During 2016 the LSA applied to the commonwealth government to have a system SES review. In summary, 8 schools received a better (decreased) SES and 6 schools received a worse (increased)

SES. There were 8 schools with a change in their SES but as their SES was 93 or below there is no impact on the SRS funding calculations. There was no change for 13 schools. The new SES average of 99 has been applied to the 2016 and 2017 years.

It is anticipated the change from average SES 100 to 99 (based on same enrolment as 2016) will provide additional funding in the vicinity of:

	2016	2017
Commonwealth	$169,000	$209,000
State	$ 52,000	$ 59,000
Total	$221,000	$268,000

7.4 DECD Affiliate Kindergarten Funding Deed 2017 – 2026
The LSA negotiated a long-term funding agreement for its five DECD Affiliate Kindergartens. The Department will provide funding in two instalments per year. This mechanism of funding provides greater staffing flexibility to the LSA in delivering preschool for a minimum of 360 and a maximum of 396 of Full Time Equivalent (FTE) children (15 hours a week with UA or 12 hours per week without UA) across our five kindergartens.

7.5 Management of System financial risk – Contingent Liability.
The Finance Committee and LSA Council continue to monitor the financial risk exposure of the LSA which has been precipitated by the reduction of enrolments at some learning communities. The capacity of these learning communities to meet their loan repayments has been challenged and hence the LSA, through its funding formula, has provided financial assistance. In some instances, learning communities have been able to renegotiate the terms and conditions of loan repayments with the LLL.

8.   Learning community developments

8.1. Future education provision in the greater Mt Barker region – Adelaide Hills
The Working Group responsible for considering the future direction of Lutheran Education in the Adelaide Hills engaged an independent consultant to pressure test a range of ideas and findings. This review resulted in 14 recommendations being delivered and subsequently endorsed by the Adelaide Hills Lutheran School and Church Councils, and LSA Council.

The recommendations are now being actioned, with several requiring further investigation and review by the Working Group, newly formed focus groups and independent consultants.

8.2. Two Wells – Liberty College
Planning for the new B-12 Lutheran College at Two Wells progressed well throughout 2016, with the new school being named 'Liberty College' and the establishment of a focus group to consider the Educational Brief. An educational vision, social context model and pedagogical use drivers were all outcomes of the Education Brief and these have greatly influenced and shaped the site Master Plan.

The partnership with the donors of the land, the Hickinbotham Group, remains strong, as we work collaboratively to deliver Lutheran education and ministry opportunities to the community of Two Wells

8.3. Roseworthy
There was no progress in 2016 on the concept development around establishing a Lutheran learning community at Roseworthy.

8.4 Feasibility study into option to operate Child Care Centre at Adelaide University campus at Roseworthy
The LSA undertook a feasibility study into an option to operate a Child Care Centre at Adelaide University campus at Roseworthy. After due diligence, the initial expression of interest in the reestablishment of the Child Care Centre was withdrawn, based on a financial risk assessment by the LSA Finance Committee.

8.5 Western Suburbs Adelaide
A preliminary feasibility study into the establishment of a Lutheran primary school in the vicinity of the West Lakes redevelopment is being undertaken.

9. **Working together in partnership**

    9.1 LSA Reconciliation Action Plan (RAP)
    The LSA RAP is in the final stages of receiving formal authorisation from Reconciliation Australia. The RAP will be launched at the AGM on 19 May.
    The contributions and efforts of Rod Wearn, Mignon Weckert and Jayne Zadow towards the development of the LSA staff RAP are acknowledged.

    9.2 Working in partnership with the Independent Schools Association SA, WA and NT.
    The LSA is very fortunate to have a very strong and collegial relationship with the AIS.

10. **Special Acknowledgements**
    I take this opportunity to sincerely thank Lester Saegenschnitter as Chair of the LSA Council and all council members for the role they played in the governance of the LSA and the support shown to the LSA staff team. We also particularly thank retiring Council members, Jayne Zadow and Julian Bayha for their service.

    The role and function of the LSA continues to morph and adapt to meet the needs of the LSA membership. All members of the LSA staff made significant contributions to enable the effective operation of the office and the support provided to the LSA membership throughout the year. The introduction of two team leaders, Mignon Weckert – Educational Leadership Director and Steve Sanders – Business Performance Director (Finance & Administration), who both did, and continue to do an outstanding job in their respective roles, has been instrumental in the focused attention to specific elements of the LSA strategic intentions.

The LSA is blessed to have an amazing collective of principals, senior leaders and staff that are committed to the mission and ethos of Lutheran education and a desire to make a difference in the lives of the young people within their care. We have experienced changing and challenging times. The shared will and support provided to others is highly valued and appreciated.

It would be remiss not to acknowledge the encouragement and support provided to the LSA by LCA SA/NT District Bishop, David Altus and the LCA WA District Bishop, Greg Pfeiffer during 2016. The partnership the LSA has with the Church is very strong and enabling and we look forward to this continuing.

Working together in Christ

John Proeve

LSA Council
LSA EXECUTIVE DIRECTOR
Senior Academic | Principals | Christian Studies Leaders
EDUCATIONAL LEADERSHIP DIRECTOR
Education Leaders | Spiritual & Cultural Development Leader
Primary Deputies | Task Groups | Primary Chaplains
Indigenous Education | Pastors & Chaplains
LEARNING CULTURE
Administration | Finance
BUSINESS PERFORMANCE DIRECTOR
Business Managers | Finance Committee

Business Performance Director
Business Performance
People
Leadership
Workplace Culture
Solutions & Processes
Monitoring & Accountability
Systems

Spiritual & Cultural Development Leader
Well-being
Programs
Community
Authentic Lutheran Culture
Leadership
Worship
Theology

Education Team
Teaching & Learning
Designing Learning
EQUIP
LEARNING Culture
Professional Conversation
Knowledge Understanding
Christian Studies
Educational Leadership Director
Reference Groups