

Lutheran School Wagga Wagga

# ANNUAL REPORT

2025

CHAIR

Mrs Johanna Stanton

PRINCIPAL

Mrs Hollie Kinning

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## 1. Message from key school bodies

### Chair of the School Board

We continue to be blessed by God's provision and grace each year at Lutheran School Wagga Wagga (LSWW). The 2025 academic year commenced with 335 enrolments and 43 staff members. At the August census, enrolments stood at 332 students.

The School Board met 12 times throughout the year. Amanda Capello (P&F representative) resigned in May 2025, and this position remained vacant for the remainder of the year. We extend our sincere thanks to all Board members for their commitment, service, and dedication to the ongoing governance of LSWW.

Throughout 2025, the Board reviewed and updated a range of school policies and received regular reports from the Principal, Business Manager, and Finance Committee. In alignment with compliance requirements, Board members also completed both online and face-to-face governance training modules provided by AISNSW, supporting our continued professional development as required by NESAs.

We are particularly thankful for the leadership and dedication of the school's executive staff. During 2025, a principal appraisal process affirmed Mrs Hollie Kinning's many leadership strengths and recognised the positive direction in which she is guiding our school.

The contributions of the Parents and Friends Committee were once again greatly appreciated this year. Through both friend-raising and fundraising events, the Committee generously supported the school and contributed valuable resources for the benefit of our students and community.

A new Strategic Plan was developed during 2025 through consultation with a range of stakeholders. As part of this process, the school's Mission and Vision statements, along with the school values, were reviewed and revised.

### Key Strategic Initiatives


1. Teaching & Learning
2. Community Connections
3. Mission & Ministry
4. Effective Organisation & Management

The Board remains committed to monitoring the progress of these initiatives. Refurbishment of school facilities continues to be guided by the Strategic Plan, with a vision to ensure our learning spaces reflect our values and support contemporary pedagogy for the next decade and beyond. During 2025, refurbishment of the Year 5 classroom was completed, along with external painting of the entire school. We look forward to further refurbishments in 2026.

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

We give thanks to God for the many blessings poured out upon Lutheran School Wagga Wagga—where excellence in education is seamlessly integrated with sharing the love of Jesus Christ and the grace of God. We pray for continued blessings and guidance in 2026.

Respectfully submitted,



Johanna Stanton  
Chairperson School Board

## School Principal

2025 was another busy and opportunity-filled year at Lutheran School Wagga Wagga, marked by a strong sense of stability, continued growth, and a clear focus on our future direction.

A key achievement for the year was the development of our new 2025–2029 Strategic Plan, which will guide our work over the coming years. Built around four pillars; *Teaching and Learning, Community Connections, Effective Organisation and Management, and Mission and Ministry*, this plan reflects our commitment to providing a high-quality, Christ-centred education and strengthening our school community.

Throughout the year, students engaged in a rich and diverse range of learning experiences. Their achievements were evident not only in the classroom but also through participation in a wide variety of co-curricular opportunities, including ICAS, Mathematics Olympiad, chess, sport, music, and the Wagga Eisteddfod for Dance and Choral Speech. Our students demonstrated enthusiasm, resilience, and a willingness to challenge themselves.

A highlight of 2025 was our involvement in Tournament of Minds, where we had the privilege of hosting the event. Our students achieved outstanding success, winning both sections and progressing to compete at a state level in Sydney. This was a wonderful example of teamwork, creativity, and problem-solving in action.

Significant improvements to our physical environment also took place, including the refurbishment of the Year 5 classrooms and the exterior painting of the school, enhancing the learning environment for our students. Alongside this, we continued to review and update key policies and procedures to ensure our practices reflect current needs and support student wellbeing and learning.

Importantly, 2025 was a year characterised by consistency of leadership, which provided a strong foundation for staff, students, and families. This stability enabled us to build momentum in our strategic priorities and strengthen the sense of connection across our school community.

Our school continues to be a place where students are known, valued, and supported to grow academically, socially, and spiritually. This is made possible through the dedication of our staff, the support of our families, and the enthusiasm of our students.

I commend this report to you and thank our entire school community for their contribution to what has been a year of stability, progress, and shared achievement. As we move forward, we do so with confidence and a clear vision for the future.



*Hollie Kinning*

Hollie Kinning  
Principal

## 2. Contextual Information about Lutheran School Wagga Wagga

Lutheran School Wagga Wagga is the city's longest-established independent primary school. For more than 40 years, LSWW has provided a high-quality education for students from a wide range of backgrounds.

Our graduates leave with a love of learning, strong values, and solid academic foundations, equipping them with a broad range of opportunities as they transition into secondary education.

At the heart of Lutheran School is a strong culture of relationships, which we believe is central to the educational experience. Families are drawn to our commitment to educating the whole child—intellectually, physically, socially, emotionally, and spiritually. They value a school where teachers genuinely care for their children, support their learning, and encourage growth in all aspects of life. Our approach is grounded in the biblical principles of the Lutheran Church of Australia.

Our teachers are experienced in supporting the development of children from ages 5 to 13. They understand how children learn and are committed to working in partnership with parents to support each child's holistic growth. Learning at LSWW extends well beyond the classroom, with opportunities in sport, music, art, service learning, drama, and camps forming an integral part of the student experience.

Students also participate in a range of fortnightly clubs, such as Chess, Muddy Club, Cooking, and Robotics, with offerings adapting to student interests. These opportunities support the development of important life skills including resilience, adaptability, collaboration, and confidence.

Through extension programs such as Tournament of Minds (TOM), the Australian Problem-Solving Mathematics Olympiad (APSMO), ICAS, and leadership opportunities, students are encouraged to think creatively, solve problems, and develop the capabilities needed for the future.

Our parent community plays an important role in the life of the school. Families are actively involved in a range of events throughout the year, with many opportunities to connect, support one another, and contribute to the broader school community.



## 3. Student Performance in National and Statewide Tests

### Literacy and Numeracy Assessments

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.

<b>READING</b>			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	435	402	431
Year 5	498	492	509

<b>WRITING</b>			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	444	414	437
Year 5	521	480	499

<b>SPELLING</b>			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	438	405	429
Year 5	522	487	506

<b>GRAMMAR AND PUNCTUATION</b>			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	463	408	444
Year 5	520	497	520

<b>NUMERACY</b>			
Level	Average Score (LSWW)	Average Score (State)	Average Score (Similar schools)
Year 3	441	405	431
Year 5	518	492	510

## 4. Staffing – Qualifications and Accreditation

### Teacher qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	22
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

### Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	2
Provisional	0
Proficient Teacher	20
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>22</b>



## 5. Staff Professional Learning

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

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

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

Professional Learning	Staff involvement
CPR	42
First Aid, Anaphylaxis	26
Child Protection & Mandatory Reporting	44
Spiritual Retreat	42
EQUIP – Accreditation to teach Christian Studies in a Lutheran School	3
Connect – Training for teachers new to Lutheran Education	2
Writing Improvement PL	24
LEA Valuing Safe Communities	43 + Volunteers
AISNSW Riverina Hub Meeting (4 over the year)	2
LEVNT Principals & Business Managers Meeting (4 over the year)	2
AISNSW Governance Training	2 + School Board
Resilience Project Teacher Wellbeing Seminar	2
Refresh, Reconnect, Refocus Program	1
AISNSW Science Curriculum Workshop	24
AISNSW HSIE Curriculum Workshop	24
NCCD 360 Webinar	2
Bill Rogers Behaviour Management Workshop	3
AISNSW Annual Briefing	2
NCCD	38
LEVNT Christian Studies Leaders Network	1
ACLE (Australian Conference on Lutheran Education) 2025	2
AISNSW Wellbeing Conference	1
LEVNT Chaplaincy Meeting	1
AISNSW CMEA workshop	2
Leadership Development Program 10	1
AISNSW Primary Curriculum Network meetings	2
LEVNT Primary Senior Leaders Network meetings	1
Trauma Aware Educator	10
Centre for Effective Reading Tutor Training	2
MultiLit MiniLit Sage Program Training	2

## 6. Staff Team Profile and Composition

LSWW was privileged to have 43 staff (as at the August census) working together for the benefit of students and the school community. This comprised 22 teaching staff and 21 non-teaching staff. As a number of these staff were part time, the full-time equivalent was 18.6 teaching staff and 16.3 non-teaching staff.

Currently, no staff identify as Indigenous.

SCHOOL STAFF 2025	
Teaching staff	22
Full time equivalent teaching staff	18.6
Non-teaching staff	21
Full time equivalent non-teaching staff	16.3

## 7. Student Attendance

The average daily attendance rate during the reporting period as collected for the DET return was 91.55% as shown in the table below.

YEAR LEVEL	AVERAGE ATTENDANCE RATE
K	92.75%
1	90.43%
2	92.27%
3	92.95%
4	90.64%
5	90.86%
6	90.77%
Total	91.55%

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

Parents or carers of students who are absent are required to provide the school with a written explanation, either paper based or electronically, of the reason for their child's absence. When a teacher receives this information, it is immediately directed to the school office staff for filing or follow-up.

A designated member of the office staff monitors the provision of explanation of absentees and follows up with parents or carers who do not provide an explanation within a reasonable time frame.

Parents can inform the school of their child's absence through Parent Lounge, the school app, by contacting the school office or email to [absentee@lpsww.nsw.edu](mailto:absentee@lpsww.nsw.edu)

An SMS message is sent by 10:00am each morning to any parent whose child is absent from school when the school has not been informed of their absence.

Extended absences or significant unexplained absences are reported to the Principal.

If there is not a satisfactory explanation, and/or the attendance is considered unlikely to improve, the

Principal will take steps in terms of any mandatory reporting requirements that may have evolved from the parent or carer contact. Extended leave of absence is requested by parents in writing to the Principal.

## 8. Policies

Our school is committed to the ongoing review and refinement of all policies and procedures to ensure they remain current, compliant, and responsive to the needs of our community. Policies are approved at both the School Board and school level, ensuring appropriate governance, accountability, and alignment with strategic priorities. Through established review cycles, designated responsibilities, and regular monitoring, policies are systematically evaluated to reflect legislative requirements, best practice, and emerging risks.

The following School policies are publicly available on the website

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



## 9. School Determined Priorities for Improvement

Following a strategic planning process throughout 2025, the following four improvement priorities were identified for development over the years 2025–2029.

### 1. Teaching and Learning

*LSWW is a community which challenges and equips individuals to flourish through an innovative educational program, inspiring them to be lifelong learners.*

- Embed a culture of continuous professional development and growth for all staff to enhance capacity, effectiveness and engagement.
- Recognise every child as intentionally created by God and actively support their growth so that they flourish in all aspects of school life.

### 2. Community Connections

*LSWW is a community which is caring, inclusive and serves others, placing relationships at the heart of all school life.*

- Development of a Community Connections team that explore, engage with, build and strengthen relationships across other faiths and cultures.
- Embed a strong practice of service to others.

### 3. Mission and Ministry

*LSWW is a community which promotes Lutheran identity through the gospel which informs all learning and teaching, relationships and school activities while nurturing each individual spiritually.*

- Development of a Christian Life Team that explore and strengthen Christian practices that are grounded in our Lutheran identity, nurturing faith and spiritual growth across the school community.
- Strengthen our pastoral care framework that supports the wellbeing, belonging and holistic development of community members.

### 4. Effective Organisation and Management

*LSWW is a community committed to best practices that foster a safe, effective, and growth-oriented learning and working environment, ensuring sustainable development and continuous improvement.*

- Alignment of school procedures, policies and operations with best practice to ensure consistency and effectiveness.
- Develop a master plan including a timeline for improvement to school infrastructure

Improvement tasks and projects related to these priorities and undertaken in 2025 continued progress toward achievement of the goals set forth in the [LSWW Strat Plan FINAL.pdf](#).

# Lutheran School Wagga Wagga

## Strategic Initiatives 2025 – 2029

### MISSION

To serve in a Christ-centred community, connected with families, nurturing students to grow in a love of learning and flourish in every part of life.

### VISION

Shaping faithful hearts and curious minds for a life of purpose.

**Courage**

**Compassion**

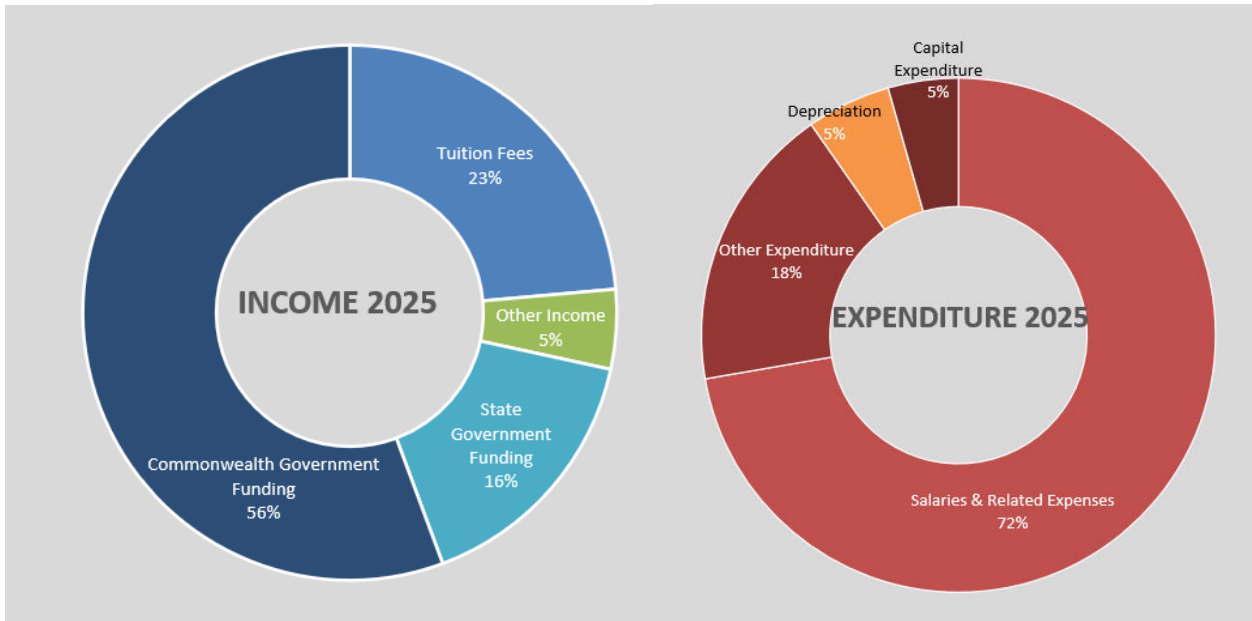
**Resilience**

**Respect**



## 10. Summary of Financial Information

A summary of the Financial Statements for the year ended 31 December 2025 is shown below:



For more detailed information regarding the School's financial performance visit the Australian Charities and Not-for-Profits Commission (ACNC) website at [www.acnc.gov.au](http://www.acnc.gov.au)



## 11. Looking Forward

In the year ahead, strategic priorities will continue to be aligned to the School's 2025–2029 Strategic Initiatives, and will continue to be embedded through the annual School Improvement Plan and existing practices. Specifically, next steps are as follows:

- Embed an understood shared Mission, Vision and Values for Lutheran School
- Develop a Student Learner Profile which reflects the school's Mission, Vision and Values
- Update the school's Master Plan for future developments and develop a timeline for improvement to school infrastructure
- Refine our teaching pedagogy to ensure that it is reflective of the extensive current research of explicit direct instruction and high impact teaching strategies
- Develop and publish the school's Philosophy of Teaching and Learning

