



2022 annual
REPORT



2022 annual report

CONTENTS

Introduction	2
Governance of Tatachilla Lutheran College	3
Vision Statement and Aims	4
Student Results	5
Staff	11
Community	13
Financial	15

2022 annual report

INTRODUCTION

2



The 2022 Tatachilla Lutheran College Annual Report celebrates a college committed to a world-class education system that encourages and supports every student to be the best they can be. Our college strategic plan captures the College's vision, mission and strategic directions.

The College Board, led by Chair Sarah Anthoney, provided indomitable support and vision to ensure the College exceeded its strategic, educational, legal and financial obligations. Board members also played a central role in ensuring that the College provided Christ-centred quality education that was authentic to the ministry and policies of the Lutheran Church.

In 2022 students and staff, supported by the College ministry and music teams, led devotions, chapels and key spiritual celebrations. College staff engaged in retreats and professional development to deepen their faith. Members of local congregations visited the College and staff and students reciprocated these visits. Highlights of 2022 included the Blessing of the Animals, staff retreat and introduction of the new SACE subject, Spiritualities, Religion and Meaning.

Educational excellence and equity remained a priority strategic direction in 2022. While the impact of COVID continued to challenge our community, I am pleased to report significant and continued success and growth in our academic outcomes, as evidenced in our NAPLAN and SACE results.

Student-led community exhibitions and showcases provided an opportunity to celebrate student achievement. The College held art, photography and short film festivals. Students participated in STEM Artificial and Augmented Reality workshops, Australian Business and Science Weeks activities, Shark Tank Innovation seminars, work experience and career counselling expos.

The 2022 Dance Spectacular, Junior School musical Aladdin, and Art and Photographic exhibitions showcased exceptional student talent under the direction of staff, old collegians and members of our extended college community.

In 2022 the College appointed international artist Dr Daniel Connell as our 2022 Thinker in Residence. Dr Connell worked with students to co-write and illustrate a series of four books centred on the pillars of the College's strategic plan. A series of student portraits were gifted to the College to celebrate this collaboration.

The College's ecological sustainability commitment aligns with United Nations Sustainable Development Goal 15. The College's Eco Classroom Sanctuary and its staff provided opportunities for students and community members to engage in First Nations cultural immersion, learn about Australian flora and fauna and develop a deeper understanding of eco-sustainability. One highlight of the 2022 program was the Year 6 student eco-sustainability showcase.

The College's strategic commitment to wellbeing across its people, partnerships and culture was evidenced in various activities, including sports day, swimming lessons, camps and retreats. The College hosted the SA Primary Sports Association Athletics Carnival and our food technology students catered for a range of important events, including college tours, community dinners and the McLaren Vale Business Awards. Our Australian Army cadet unit led the community in Remembrance Day and ANZAC Day ceremonies.

Authentic student advocacy and voice remained a key priority. Our 2022 college captains assisted in staff appointment panels, participated in marketing consultation forums and organised social events, assemblies and chapels. Students led college tours and represented the College in state leadership training forums, local industry grants selection panels and many other community events.

Our college 'parent partners' participated in graduation events, new parent support programs and our Junior School disco. Old Collegian involvement included participation in 10 and 20-year reunions. The local Lutheran congregation visited the College to host staff luncheons and participate in an eco-spirituality seminar.

I congratulate the work of the College community in 2022.

Noel Mifsud
Principal

governance of TATACHILLA



GOVERNANCE

Tatachilla Lutheran College Incorporated is an educational institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District).

The College is supported by local congregations and is a member of Lutheran Education SA, NT & WA (LESNW).

The college Board is responsible for conducting the affairs of the college. The Board consists of ten members (seven voting) ratified by Lutheran Education SA/NT/WA.

The Board consists of up to four persons who are communing members of the Lutheran Church and voting Board members. A further three persons from the wider college community who support the objectives and basis of the Lutheran Church are also appointed as voting Board members. The college principal, business director and college pastor are non-voting members of the Board. A further voting Board member may be appointed by the Executive Director of LESNW.

The college Board delegates the responsibilities of the operational aspects of the college to the college principal.

In 2022 the college Board met on nine occasions. Three major sub-committees met over this time including the audit and compliance and policy sub-committee, the marketing and development sub-committee, and the master plan sub-committee.

COLLEGE BOARD CHAIR REPORT

I would like to thank the College Community for their continued support of Tatachilla Lutheran College. It was wonderful to see the return of College events in 2022, school excursions and camps as COVID-19 restrictions eased and parents and friends attended chapels and assemblies again.

The College is in a strong financial position that allows for future development, upgrades and building projects. We welcomed increased enrolments during this year and continue to grow our offerings to our community.

There were several significant grounds and facilities improvements in 2022 including a new playground, finalised Upgrades to the Year 5/6 Centre works to the Junior School oval and other works to continue our reinvigoration of the College whilst consolidating and undertaking master planning for the future.

The College Strategic Plan 2022-2024 was a focus for 2022. The embedding of this strategic plan in all that we do at the College will continue to provide for direction and sustainability into the future.

MEMBERS

Name	Representation	Start/ Retirement
Sarah Anthoney	Chair (2018 - ongoing)	31 October 2012
Phil Auricht	Vice Chair	1 June 2015
Paul Rogers	Member	1 June 2016
Bruce Thompson	Member	2 April 2014
Pastor Mike Pietsch	Member	1 July 2017
Hayley Smith	Member	23 November 2019
Rosalie Eckert	Member	1 July 2020
Noel Mifsud	Principal Non -Voting	1 July 2020
Christo Botha	Business Director Non-Voting	5 March 2020
Pastor Jon Goessling	College Pastor Non-Voting	23 April 2012

The four pillars of the strategic plan include Faith: Education (excellence and equity); Wellbeing (people, partnerships and culture); and Sustainability.

As a Lutheran school, we remain deeply committed our mission of teaching the love of Christ to inspire hearts and minds for fulfilling life and a better world. We aspire to do this by inspiring learners in a safe environment to live love, grow and learn.

I would like to thank all members of the College Board who have continued to provide their wise and dedicated servant leadership to Tatachilla Lutheran College in 2022.

I commend the work of Principal Noel Mifsud, Business Director Christo Botha, and Pastor Jon Goessling. I also commend the College's Executive team and all staff, students and the broader community on the College's significant success in 2022.

Sarah Anthoney
Board Chair

about the COLLEGE

4

VISION STATEMENT

The School of choice in the Southern Region - inspiring leaders in a safe environment to live, love, learn and grow.

MISSION STATEMENT

Teaching the love of Christ to inspire hearts and minds for a fulfilling life and a better world.

SEEK FRESH HORIZONS

TEACHING AND LEARNING is personalised, innovative and challenging.

WELLBEING is taught, built and embedded in our community.

SERVICE LEARNING transforms ourselves and the world.

LEARNING PRINCIPLES

At Tatchilla Lutheran College we believe that:

- Learning occurs in a safe, secure environment where the wellbeing of all learners is valued.
- Learning occurs through collaborative enterprise and individual endeavour.
- Learning is constructed by each individual, as learners make sense of the world.
- Learning occurs at different rates, in different ways and at an individual point of challenge.
- Learning through concepts promotes deep understanding, connection and transfer of knowledge and skills.
- Learning occurs when thinking critically and creatively.
- Learning promotes thoughtful reflection and response.
- Learning is supported by timely and specific feedback.
- Learning occurs through intentional and focussed time.
- Learning occurs in spaces that promote collaboration, flexibility, creativity, independence, curiosity and inquiry.

STATEMENT OF AIMS

Tatchilla Lutheran College aims to provide a program of Christian education, which will:

- provide students with a comprehensive program of education that is conducive to the development of their talents and skills for responsible Christian living and service and meets societal demands;
- encourage children to strive for excellence in learning according to individual ability;
- help children to value themselves as persons created in the image of God, redeemed by Christ, and made members of His body, the church, and to express their new life in Christ in their relationship with God and others;
- promote the spiritual life and development of children through worship, study of the Scriptures, and pastoral care, whereby they may know God and His saving love in Jesus Christ, respond in faith, and grow to Christian maturity;
- encourage children to give witness to their faith in Christ at school, at home, in their congregations and in the community;
- assist parents in fulfilling their God-given responsibilities to their children; and
- serve society by providing responsible citizens equipped to contribute positively to its well being.

tatachilla STUDENTS

Census data in August 2022 shows the following enrolments with the 2021 and 2020 census data being included for comparison. Indigenous students are included in these numbers.

YEAR	2020	M	F	2021	M	F	Non-Binary	2022	M	F	Non-Binary
R	50	30	20	54	23	31	0	60	29	31	0
1	51	28	23	51	30	21	0	54	24	30	0
2	73	23	50	52	27	25	0	49	28	21	0
3	55	28	27	73	25	48	0	56	29	27	0
4	85	43	42	56	28	28	0	79	26	53	0
5	56	27	29	84	44	40	0	56	29	27	0
6	83.6	40	43.6	76	37	39	0	101	52	49	0
7	129	65	64	139.6	66	73.6	0	107	56	51	0
8	117	63	54	136	66	70	0	139.6	60	79.6	0
9	112	49	63	118	63	54	1	132	62	70	0
10	109	56	53	102	46	55	1	104	53	50	1
11	95	46	49	102	56	46	0	101	46	55	0
12	74.6	34.6	40	89	42	47	0	93	49	44	0
TOTAL	1090.2	532.6	557.6	1132.6	553	577.6	2	1131.6	543	587.6	1



student RESULTS

BENCHMARK RESULTS

Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, numeracy, spelling, grammar and punctuation benchmarks administered through the NAPLAN tests. This is shown in table form below. It is important to note that all students including those with identified learning difficulties sat the tests to assist the College in meeting their needs. The following page displays a graphic representation of these results.

Percentages of Students Achieving National Benchmarking Standards (2019 - 2022). Note in 2020 NAPLAN did not run due to COVID.

Year	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Year 3	98	100	98	98	97	100	100	97	100	100	100	98	100	100	100
Year 5	100	100	96	95	95	96	100	96	94	99	100	96	99	100	94
Year 7	98	98	100	97	99	99	97	98	99	92	97	98	97	97	100
Year 9	99	97	94	87	94	93	99	98	96	95	95	96	100	100	100

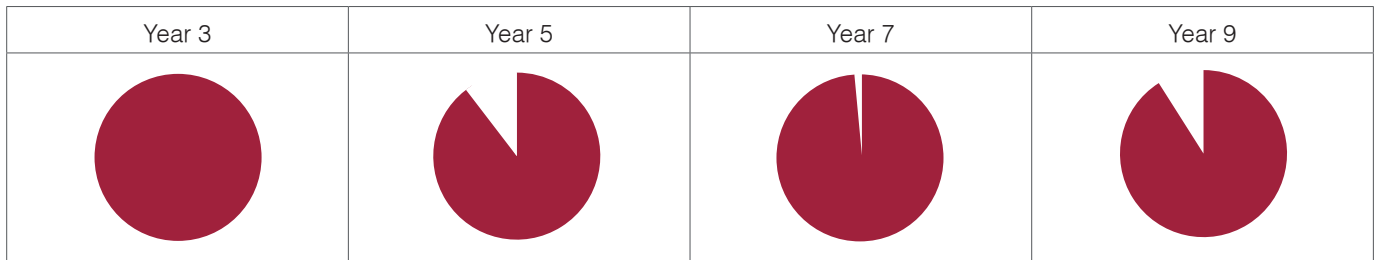


NAPLAN

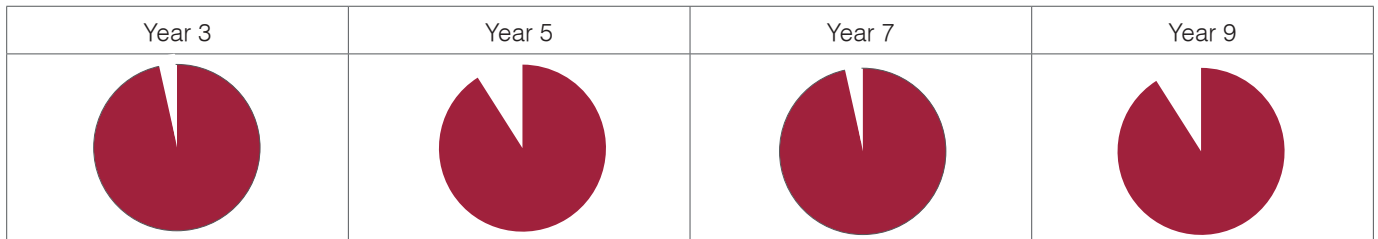
National Assessment Program Literacy and Numeracy

Spelling Results

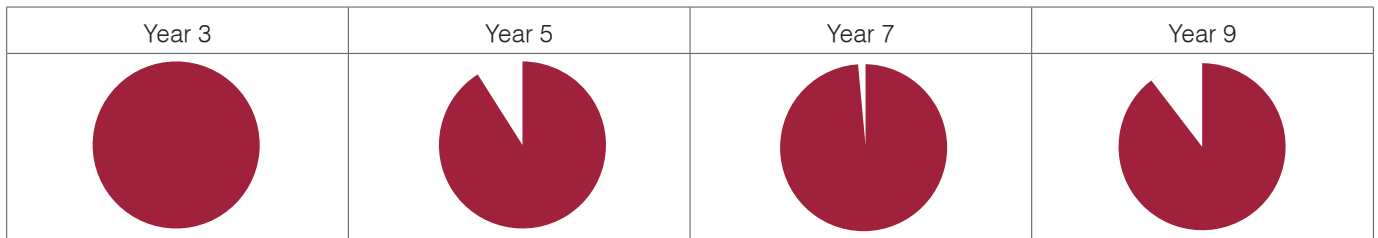
■ Above national benchmark
□ Below national benchmark



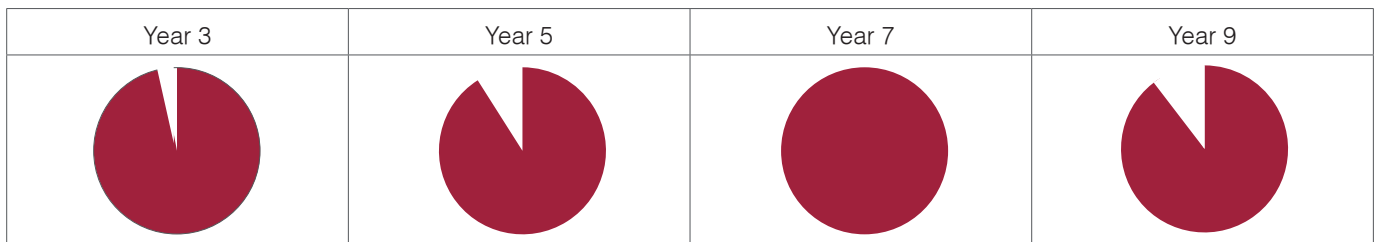
Grammar & Punctuation Results



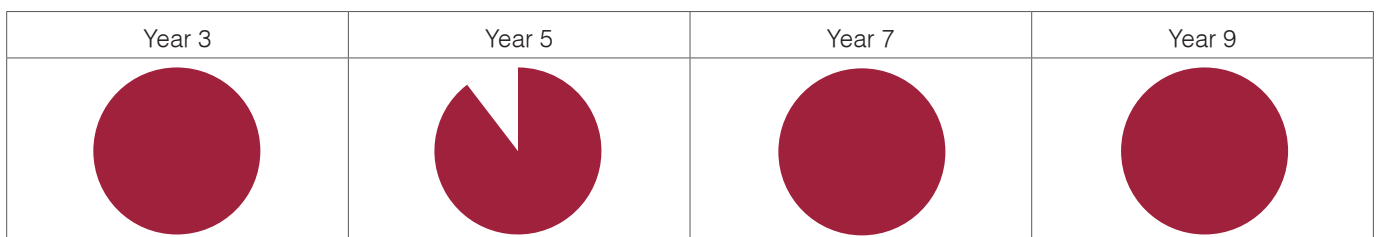
Writing Results



Reading Results



Numeracy Results



student RESULTS

8

STUDENT ATTENDANCE

The average attendance rate is quoted as a percentage and is calculated from the number of absences relative to when students were expected to be at school. It excludes absences due to representative sporting events. All parents/caregivers of not notified absentees, are contacted by support staff on a daily basis via telephone or SMS to verify the students' absence. In 2022 some students were absent due to COVID-19 related illness.

Total year levels 1 - 10 student attendance rate for 2022 = 84.40%.

Summary of Attendance by Year Level

Year Level	Attendance Rate	Year Level	Attendance Rate
1	83.38%	6	84.78%
2	83.80%	7	85.26%
3	85.93%	8	84.87%
4	84.48%	9	83.37%
5	83.41%	10	84.31%



student RESULTS

SENIOR SECONDARY OUTCOMES

The following information relates to students who completed SACE Stage 2 subjects in December 2022

SACE pass rate	100%
Total number of Year 12 students	80
Number of students achieving SACE	80
Number of students receiving a Australian Tertiary Admissions Rank	77
Number of students in Years 8-11 who undertook at least 1 Stage 2 subject	6
Number of students who applied to University	57
Number of students receiving 1st round offers to University	48
Number of Merit Certificates issued (subject scores of '20')	1
Percentage of subject grades which were rated 'A'	31.85%
Percentage of subject grades which were rated 'B'	46.3%
Percentage of students with a ATAR above 90	16.45%
Number of students completing at least one unit of competency related to VET (Stage 2 subjects only)	40

Proportion of students at Year 12, 2022 compared to number of students in Year 9, 2019:

Total Year 9 students in 2019	93
Total Year 12 students in 2022 (at August Census)	111
Number of Year 9 students from Year 9, 2019, who were still enrolled at Tatachilla in 2022	85

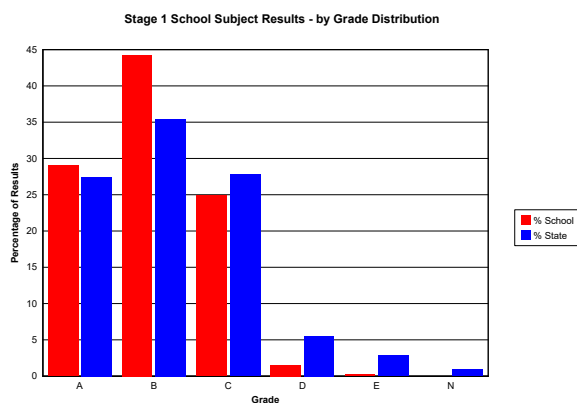
SACE RESULTS

Stage 1 School Subject Results – by Grade Distribution

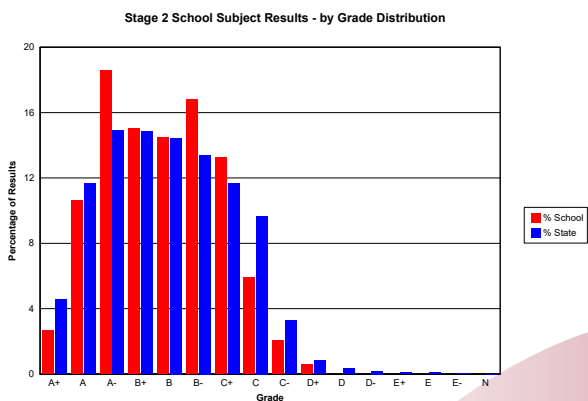
This report provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for 2022.

Grade	Number of Results (School)	% School	% State
A	355	29.03%	27.47%
B	541	44.24%	35.42%
C	305	24.94%	27.83%
D	19	1.55%	5.53%
E	3	0.25%	2.83%
N	0	0.00%	0.92%

STAGE 1 SACE RESULTS



STAGE 2 SACE RESULTS



Stage 2 School Subject Results – by Grade Distribution

This report provides a grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all graded subjects, for 2022.

Grade	Number of Results (School)	% School	% State
A+	9	2.65%	4.56%
A	36	10.62%	11.67%
A-	63	18.58%	14.89%
B+	51	15.04%	14.84%
B	49	14.45%	14.45%
B-	57	16.81%	13.41%
C+	45	13.27%	11.64%
C	20	5.90%	9.68%
C-	7	2.06%	3.29%
D+	2	0.59%	0.82%
D	0	0.00%	0.33%
D-	0	0.0%	0.19%
E+	0	0.00%	0.10%
E	0	0.00%	0.09%
E-	0	0.00%	0.03%
N	0	0.00%	0.00%

tatachilla STAFF

The teaching and non-teaching staff at Tatachilla Lutheran College contribute much to the culture of the school and the education of students. The following sections provide information relating to members of staff employed by Tatachilla Lutheran College in 2022.

11

STAFF STATISTICS (FIGURES TAKEN FROM AUGUST 2022 CENSUS)

	Non-Binary	Male	Female	Total
Total teaching staff members (full time equivalents)	0	28.1	49.2	77.3
Total non-teaching staff (full time equivalents)	0.7	9.3	22.9	32.2
Total staff (full time equivalents)	0.7	37.4	72.1	109.5
Total number of staff employed	1	40	91	132
Total number of Indigenous staff	0	1	0	1

STAFF RETENTION

It is important that the staff of a school is relatively stable but it is also healthy for a school to have some staff turnover at the end of each year. During 2022 twenty permanent staff members resigned from Tatachilla Lutheran College of which two staff members moved to another Lutheran school and fifteen staff members moved to non-Lutheran schools or other organisations and three retired. The staff retention from 2021 to 2022 was 84.62%. This variance reflects a National education trend of staff retention post the height of COVID-19.

STAFF ATTENDANCE

Teachers are required to be at school for the duration of each term and for several additional days at the beginning and end of the school year. Absences from school may be mandated (for example key professional development days) or may relate to illness, carer's leave, etc. The following table provides information regarding staff absences (in days) not related to professional activities.

	Teaching Staff (Days)	Attendance Rate (%)	Support Staff (Days)	Attendance Rate (%)
Sick/Carers Leave	859.74	96.1%	288.8	96.26%
Compassionate Leave	16	99.9%	3.53	99.9%
Paternity Leave	0	0%	0	0%
Leave without pay	90.68	99.6%	23.72	99.7%
COVID-19 Special Leave	234.88	98.9%	102.7	98.7%
Total Days Absence	1201.30	94.28%	418.75	94.08%

QUALIFICATIONS OF TEACHING STAFF MEMBERS

Listed below are all teaching staff members employed during 2022 and their qualifications. The following table provides a summary of the qualifications of teachers. Please note that some staff members included in this data were employed on a short term contract during the year. All staff have appropriate certification for Mandatory Reporting, WWCC and First Aid.

Masters degree or higher	14	Bachelor degree	80
Post graduate qualifications	30	Diploma of teaching	9

building community
ENRICHING LIVES

professional development EXPENDITURE

Tatachilla Lutheran College considers that provision for ongoing professional development of staff an essential component of the annual budget. Tatachilla Lutheran College assists teachers with the acquisition of additional relevant formal academic qualifications, provides release time and pays registration costs for teachers attending seminars and conferences. The College also supports the Leadership Development Program of Lutheran Education Australia, encourages membership of professional associations and arranges for teachers to visit other places of best practice.

The following table summarises the expenditure on professional development of staff in 2022.

PARTICIPATION

Total number of days spent on staff professional development external to the school (this does not include whole staff professional development conducted internally)	115
Number of teachers undertaking additional formal tertiary study	7
Cost incurred in fees etc for professional development of teachers (low figure due to COVID-19 restrictions)	\$21,838
Relief teacher costs for teachers attending conferences (this does not include relief teacher costs for short seminars). No conferences attended due to COVID-19.	\$0
Average professional development expenditure per full time equivalent (FTE) teacher	\$282.51

The table below summarises percentage of staff involved in professional development.

Teachers	100%
Non-Teachers	100%

COMMUNITY

Tatachilla Lutheran College has as one of its guiding principles the notion of community. This is firmly embedded in our culture and is reflected in our Vision Statement. There are a range of benefits to both the wider community and the school through the knowledge and expertise that is shared through interactions across a range of activities. Some of these activities include Performing Arts groups, student leaders and staff presenting/assisting at local community events.

Tatachilla Lutheran College students are given the opportunity to engage in a wide range of extra curricular activities, which adds to the total educational experience.

* Due to COVID some of the activities were scheduled but did not run.

Some of these opportunities are listed below.

- Regular whole college and sub-school Chapel
- Annual Sports Day carnivals, both internal and Interschool
- Annual internal and Interschool Cross Country event.
- A broad range of Vocational Education and Training (VET) programs accessible from Years 10-12 covering areas such as Hospitality, Automotive, Construction, Retail, Hair and Beauty, Sport and Recreation and Conservation and Land Management
- Futures Week, Work Experience and Australian Business Week programs at Year 10
- Extensive sport opportunities for all students including involvement in the State based SAPSASA and SSSSA competitions
- Service opportunities through leadership in House, Student Representative Council (SRC), Peer Support and Peer Tutor programs and the whole college leadership in Captains and Deputy Captains
- Inter House competitions across R-12 involving activities such as art, sport and team building programs
- A variety of clubs including debating, chess, computer gaming and other activities according to demand
- *Biennial Ski, Japan and Cambodia trips
- Student Environmental Council which has membership across R-12 and is proactive in recycling and environmental issues within and outside of the College
- Friends of the EcoClassroom, which meet regularly and is composed of staff, students and community members
- Service programs embedded in curriculum through the Christian Studies program
- *Schoolies Alternative to Shepparton and Alyawarr Region Mission Project
- *Service Learning Program trip to Ampilatwatja, NT
- Army Cadet program

A variety of Camps, Outdoor Education programs across R-12 including:

- R-6 night sleepovers, excursions and swimming
- *Years 7-9 4 night camps to the Riverland and City Experience Camp
- Year 10, 4 night camp to the Grampians
- Year 11 and 12 Retreat

A richly diverse Performing Arts program including:

- Biennial School Musical and Junior School Musical
- Annual Music Showcase (Music Festival Day)
- Annual Dance Showcase
- Concert Performances (Ensembles and soloists)
- Various Ensembles including Jazz & Concert Bands, Chapel bands, Choirs, and String Ensembles
- Individual or small group Instrumental tuition
- Junior School & Middle School Music Evenings
- Instrumental scholarship programs
- Dance programs/groups

community **FEEDBACK**

Parents, students and staff have opportunities to regularly provide feedback to the College through the following means:

- Individual Parent/Teacher Meetings
- Policy reviews
- Surveys
- Quality Schools Survey
- Direct communication
- Parent Partners Program
- Social Media Contact
- Newsletters
- Information Evenings
- Parent Partner Initiative 'Dare to Dream'
- Community Forums



FINANCIAL

The abridged Financial Statements for Tatachilla Lutheran College are presented on the next two pages. The College accounts were duly audited and certified that the financial report presents fairly the results of its operations for the year then ended.

TATACHILLA LUTHERAN COLLEGE INC ABRIDGED FINANCIAL STATEMENTS FOR 2022 STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2022

INCOME	2022	2021
	\$	\$
Tuition Fee (Net)	7,506,710	7,303,903
Commonwealth Government Grants	11,888,169	11,663,771
State Government Grants	3,259,586	3,063,524
Other Income	183,138	392,677
TOTAL RECURRENT INCOME	22,837,603	22,423,875
EXPENSES	2022	2021
	\$	\$
Employee Expenses	13,249,858	12,943,214
Tuition Materials and Expenses	856,560	897,864
Property Expenses	948,877	692,684
Administration Expenses	2,910,998	2,547,664
Interest	157,786	285,478
Depreciation	840,817	627,531
TOTAL RECURRENT EXPENSES	18,964,896	17,994,435
SURPLUS FROM RECURRENT INCOME AND EXPENSES	3,872,707	4,429,440
NON OPERATING INCOME	2022	2021
	\$	\$
Capital Grants	135,000	300,000
Profit/Loss from Sale of Fixed Assets	2,694	8,230
Other Non-Operating Income	0	186
TOTAL NON OPERATING INCOME	137,694	308,416
NON OPERATING EXPENSES	2022	2021
	\$	\$
Loss on sale of fixed asset	0	0
Other Non-Operating Expenses	0	0
TOTAL NON OPERATING EXPENSES	0	0
NET SURPLUS FOR THE YEAR	4,010,401	4,737,856
NET CASHFLOW POSITION (INCLUDING CAPITAL EXPENDITURE AND LOANS)	6,848,749	5,572,074

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2022

ASSETS CURRENT ASSETS	2022	2021
	\$	\$
Cash and Cash Equivalents	6,848,749	5,572,074
Trade and Other Receivables	358,661	368,066
Inventories	0	0
Other Current Assets	230,501	164,345
TOTAL CURRENT ASSETS	7,437,911	6,104,485
NON CURRENT ASSETS	2022	2021
	\$	\$
Property, Plant & Equipment	34,493,652	33,329,324
TOTAL NON CURRENT ASSETS	34,493,652	33,329,324
TOTAL ASSETS	41,931,563	39,433,809
CURRENT LIABILITIES	2022	2021
	\$	\$
Trade and Other Payables	2,193,277	2,640,629
Short Term Borrowings	788,714	825,288
Short Term Provisions	2,392,025	2,612,583
TOTAL CURRENT LIABILITIES	5,374,016	6,078,500
NON CURRENT LIABILITIES	2022	2021
	\$	\$
Long Term Borrowings	8,982,663	9,762,967
Long Term Provisions	331,148	359,007
TOTAL NON CURRENT LIABILITIES	9,313,811	10,121,974
TOTAL LIABILITIES	14,687,827	16,200,474
NET ASSETS	27,243,736	23,233,335
ACCUMULATED FUNDS	2022	2021
	\$	\$
Accumulated Surplus	26,303,336	22,292,935
Reserves	940,400	940,400
TOTAL ACCUMULATED FUNDS	27,243,736	23,233,335



