



2019 annual
REPORT





2019 annual report

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2019 annual report

INTRODUCTION



Tatachilla Lutheran College is a coeducational R-12 campus located in McLaren Vale, South Australia. The College is operated by an association of Lutheran congregations and administered by the Tatachilla Lutheran College Council.

As a school of the Lutheran Church of Australia, its central message is to make Jesus Christ known to students and families within its community. It therefore strives to balance spiritual centeredness with a high quality, innovative educational program. The College provides a comprehensive and challenging academic curriculum, with a particular focus on Performing Arts, Sport and Environmental Education. Pastoral care and wellbeing, built on Christian foundations, are integral to College life.

We have outstandingly dedicated and professional staff who work collaboratively to maximise the potential of every student. Collaborative learning of staff is critical to the ongoing advancement of the College. Overseen by a professional, volunteer based governing body, the College is expertly placed to continue the high level of care and education it has become renowned for.

The Mission and the Vision of the College are central to the daily and future actions lived out in the community. These are reinforced by the current Strategic Directions in Teaching and Learning, Wellbeing and Service Learning. The annual directions allow for regular review and connection to the central elements of the College.

The Annual Report presents information required by the Commonwealth Government.

Cain McDonald
Principal



John Dow
Head of Junior School



Sarah Hoff-Zweck
Head of Middle School



Marylyn Marshall
Head of Senior School



Neil Leek
Business Manager

governance of TATACHILLA

Ownership and control of Tatachilla Lutheran College is under the auspices of Tatachilla Lutheran College Incorporated (known as the “Association”) which consists of six associated congregations. Each Lutheran congregation member of the Association is entitled to be represented at the Annual General Meeting and any general meetings as required of the Association by five delegates, which could include the Pastor/s. Each delegate has one vote.

The Association meets once a year to receive reports from the Chairperson of the Council and the Principal, to receive the audited statements of the College for the previous year and to elect the officers and members of Council. It delegates the responsibilities of the operational aspects of the College to the College Council.

COUNCIL

The management of the College is entrusted to the Tatachilla Lutheran College Council, which is accountable to the Association and is under the Association direction.

The voting membership of Council shall comprise of up to 10 members:

- 6 (six) members who are delegate members of the associated congregations
- a representative of the Lutheran pastor's fraternal within the Association; and
- 3 (three) members from the wider community elected by the College Council.

The non-voting membership shall comprise the following:

- Principal
- College Pastor
- Business Manager

MEMBERS

| | |
|----------------|--|
| Sarah Anthoney | Chair (community member) |
| Peter Maxfield | Vice Chair (St Paul's Lutheran Church, McLaren Vale) to May 2019 |
| Paul Rogers | Vice Chair (community member) from May 2019 |
| Phil Auricht | (Our Saviour Lutheran Church, Aberfoyle Park) |
| Bruce Thompson | (community member) |
| Jack Pitcher | (St Paul's Lutheran Church, McLaren Vale) retired April 2019 |
| Beth Kaesler | (Seaford Ecumenical Mission) |
| Mike Pietsch | (Lutheran Pastors' Fraternal Rep) |
| Hayley Smith | (Seaford Lutheran Church) from November 2019 |
| Johann Breedt | (Our Saviour Lutheran Church, Aberfoyle Park) from November 2019 |

NON VOTING MEMBERS

| | |
|---------------|------------------|
| Cain McDonald | Principal |
| Jon Goessling | College Pastor |
| Neil Leek | Business Manager |

about the COLLEGE

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VISION STATEMENT

Building Community: Enriching Lives

MISSION STATEMENT

Tatachilla Lutheran College believes in teaching the Love of Christ for a fulfilling life, which values self-worth, pursues excellence and serves others.

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 Tatachilla 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

Tatachilla 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 2019 shows the following enrolments with the 2017 and 2018 census data being included for comparison. Indigenous students are included in these numbers.

| YEAR LEVEL | 2017 | M | F | 2018 | M | F | 2019 | M | F |
|--------------|---------------|--------------|--------------|-------------|------------|------------|---------------|------------|--------------|
| R | 50 | 25 | 25 | 64 | 20 | 44 | 44 | 23 | 21 |
| 1 | 50 | 28 | 22 | 51 | 26 | 25 | 70 | 22 | 48 |
| 2 | 51 | 24 | 27 | 55 | 29 | 26 | 51 | 25 | 26 |
| 3 | 56 | 27 | 29 | 56 | 27 | 29 | 56 | 28 | 28 |
| 4 | 56 | 30 | 26 | 56 | 28 | 28 | 56 | 27 | 29 |
| 5 | 56 | 27 | 29 | 56 | 29 | 27 | 80.4 | 39 | 41.4 |
| 6 | 56 | 26 | 30 | 57 | 30 | 27 | 82 | 43 | 39 |
| 7 | 112 | 56 | 56 | 112 | 47 | 65 | 118 | 64 | 54 |
| 8 | 131 | 68 | 63 | 119 | 64 | 55 | 120 | 51 | 69 |
| 9 | 111 | 50 | 61 | 125 | 64 | 61 | 111 | 58 | 53 |
| 10 | 125 | 55 | 70 | 103 | 47 | 56 | 107 | 53 | 54 |
| 11 | 111 | 51 | 60 | 111 | 49 | 62 | 85 | 39 | 46 |
| 12 | 103.4 | 46.6 | 56.8 | 103 | 48 | 55 | 107 | 45 | 62 |
| TOTAL | 1068.4 | 513.6 | 554.8 | 1068 | 508 | 560 | 1087.4 | 517 | 570.4 |

student RESULTS

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.

Total year levels 1 - 10 student attendance rate for 2019 = 90.30%.

Summary of Attendance by Year Level

| Year Level | Attendance Rate | Year Level | Attendance Rate |
|------------|-----------------|------------|-----------------|
| 1 | 90.47% | 6 | 90.51% |
| 2 | 89.43% | 7 | 93.01% |
| 3 | 88.67% | 8 | 91.56% |
| 4 | 88.68% | 9 | 91% |
| 5 | 87.74% | 10 | 89.02% |

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 (2017, 2018 & 2019)

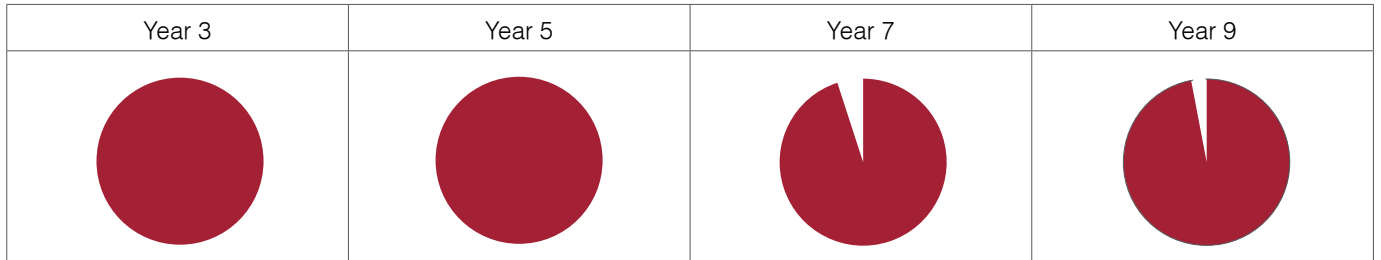
| Year | Reading | | | Writing | | | Spelling | | | Grammar & Punctuation | | | Numeracy | | |
|---------------|---------|------|------|---------|------|------|----------|------|------|-----------------------|------|------|----------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Year 3 | 100 | 98 | 98 | 100 | 96 | 98 | 100 | 98 | 100 | 94 | 98 | 100 | 96 | 96 | 100 |
| Year 5 | 98 | 100 | 100 | 96 | 94 | 95 | 98 | 100 | 100 | 98 | 94 | 99 | 98 | 100 | 99 |
| Year 7 | 98 | 98 | 98 | 92 | 96 | 97 | 96 | 94 | 97 | 97 | 96 | 92 | 98 | 100 | 97 |
| Year 9 | 96 | 98 | 99 | 88 | 82 | 87 | 93 | 90 | 99 | 93 | 96 | 95 | 100 | 100 | 100 |

NAPLAN

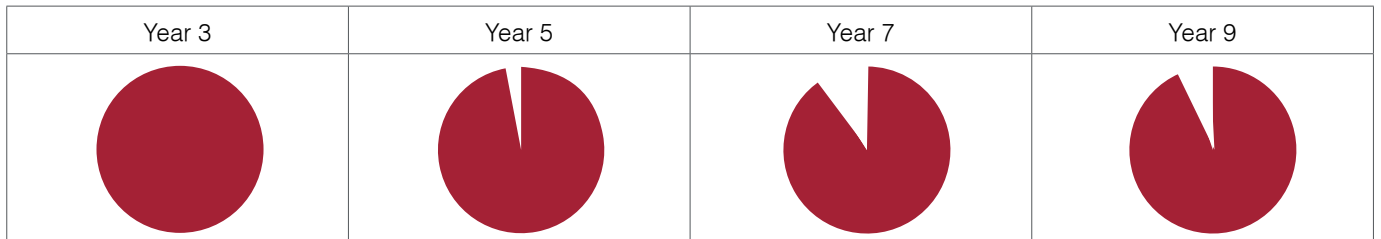
National Assessment Program Literacy and Numeracy

■ Above national benchmark
□ Below national benchmark

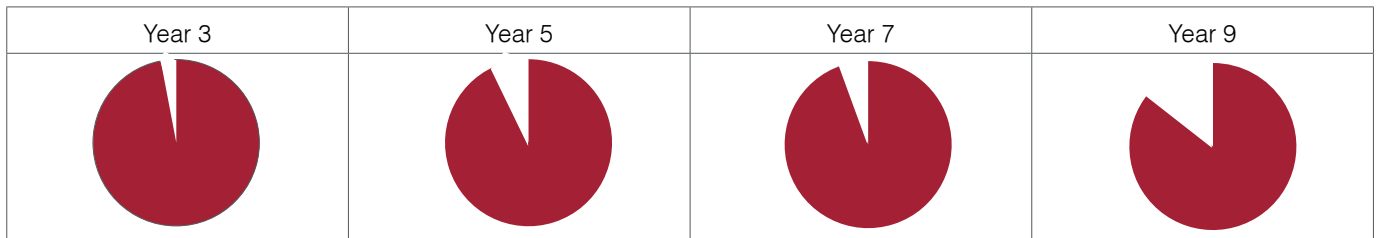
Spelling Results



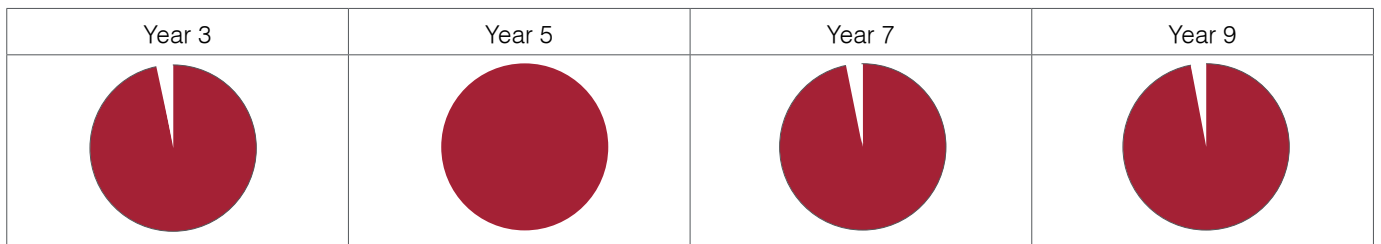
Grammar & Punctuation Results



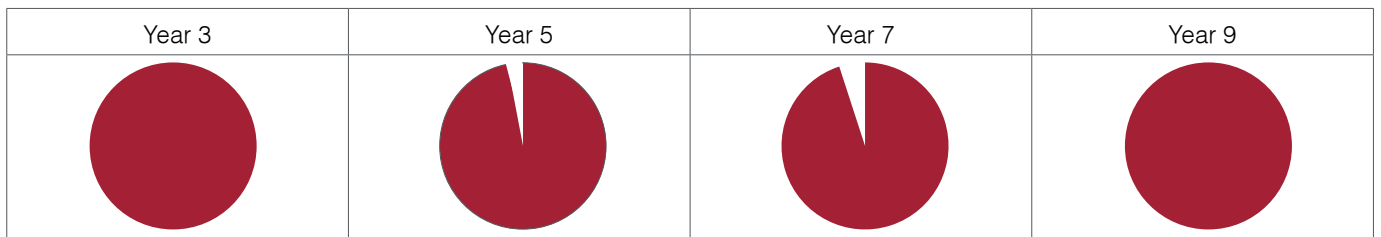
Writing Results



Reading Results



Numeracy Results



student RESULTS

SENIOR SECONDARY OUTCOMES

The following information relates to students who completed SACE Stage 2 subjects in December 2019:

| | |
|--|--------|
| Total number of Year 12 students | 104 |
| Number of students achieving SACE | 104 |
| Number of students receiving a Australian Tertiary Admissions Rank | 89 |
| Number of students in Years 8-11 who undertook at least 1 Stage 2 subject | 35 |
| Number of students receiving 1st round offers to University | 65 |
| Number of Merit Certificates issued (subject scores of '20') | 5 |
| Percentage of subject grades which were rated 'A' | 26.42% |
| Percentage of subject grades which were rated 'B' | 52.41% |
| Percentage of students with a ATAR above 90 | 12.50% |
| Number of students completing at least one unit of competency related to VET (Stage 2 subjects only) | 88 |

Proportion of students at Year 12, 2019 compared to number of students in Year 9, 2016:

| | |
|--|-----|
| Total Year 9 students in 2016 | 139 |
| Total Year 12 students in 2019 (at August Census) | 107 |
| Number of Year 9 students from Year 9, 2016, who were still enrolled at Tatachilla in 2019 | 97 |

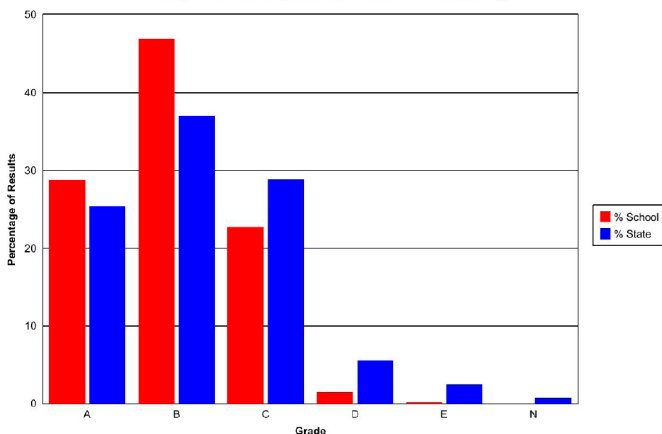
SACE RESULTS

Stage 1 School Subject Results – by Grade Distribution

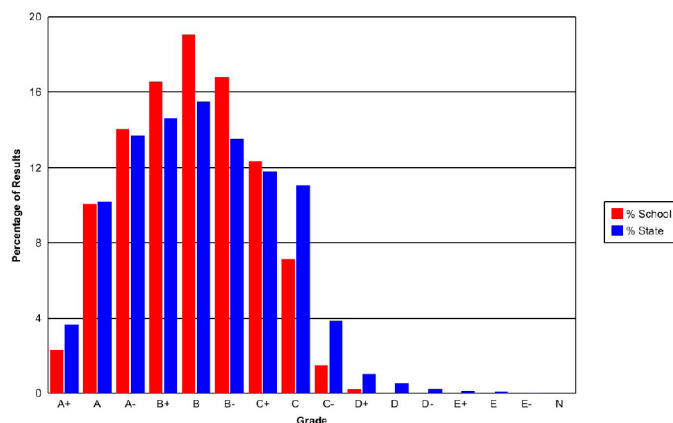
This report provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for 2019.

| Grade | Number of Results (School) | % School | % State |
|-------|----------------------------|----------|---------|
| A | 328 | 28.77% | 25.42% |
| B | 534 | 46.84% | 36.97% |
| C | 259 | 22.72% | 28.85% |
| D | 17 | 1.49% | 5.53% |
| E | 2 | 0.18% | 2.47% |
| N | 0 | 0.00% | 0.75% |

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 2019.

| Grade | Number of Results (School) | % School | % State |
|-------|----------------------------|----------|---------|
| A+ | 11 | 2.31% | 3.65% |
| A | 48 | 10.06% | 10.21% |
| A- | 67 | 14.05% | 13.72% |
| B+ | 79 | 16.56% | 14.60% |
| B | 91 | 19.08% | 15.50% |
| B- | 80 | 16.77% | 13.55% |
| C+ | 59 | 12.37% | 11.80% |
| C | 34 | 7.13% | 11.07% |
| C- | 7 | 1.47% | 3.87% |
| D+ | 1 | 0.21% | 1.04% |
| D | 0 | 0.00% | 0.54% |
| D- | 0 | 0.0% | 0.23% |
| E+ | 0 | 0.00% | 0.12% |
| 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 2019.

STAFF STATISTICS (FIGURES TAKEN FROM AUGUST 2019 CENSUS)

| | Male | Female | Total |
|--|------|--------|-------|
| Total teaching staff members (full time equivalents) | 25.8 | 55.7 | 81.5 |
| Total non-teaching staff (full time equivalents) | 8.5 | 27.1 | 35.6 |
| Total staff (full time equivalents) | 34.3 | 82.8 | 117.1 |
| Total number of staff employed | 37 | 107 | 144 |
| Total number of Indigenous staff | 0 | 0 | 0 |

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 2019 twelve permanent staff members resigned from Tatachilla Lutheran College of which two staff members moved to another Lutheran school, two staff members retired and eight staff members moved to non-Lutheran schools or other organisations. Four staff were made redundant. The staff retention from 2018 to 2019 was 89%.

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 | 588.35 | 96.44% | 207.94 | 97.76% |
| Compassionate Leave | 31.03 | 99.81% | 13.16 | 99.85% |
| Paternity Leave | 0 | 0.00% | 0 | 0% |
| Leave without pay | 128.43 | 99.22% | 15.73 | 99.82% |
| Total Days Absence | 747.81 | 95.48% | 236.84 | 97.23% |

QUALIFICATIONS OF TEACHING STAFF MEMBERS

Listed below are all teaching staff members employed during 2019 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, DCSI checks and First Aid.

| | | | |
|------------------------------|----|---------------------|----|
| Masters degree or higher | 14 | Bachelor degree | 88 |
| Post graduate qualifications | 35 | Diploma of teaching | 12 |

teaching STAFF 2019

All teaching staff have completed Child Safe Environments Training and undergone a criminal history check in accordance with the South Australian Teacher Registration Board requirements.

Jordan Allen
B.Ed.B.A

Seona Anderson
B.Ed.UppPrim.LSupp

Meredy Archer
B.Ed

Elizabeth Bentley
B.Arts, Hons Drama. Grad.Cert.NSc(Learn)

Kathy Best
B.Sc.Hons. Grad.Cert.Educ.

Belinda Birchby
B.Sc. Grad.Dip.Ed.Sec.

Jim Brown
B.Ed.Sec.Tech.Ed. Assoc.Dip.Elec.Eng

Rowan Bullock
Dip.T.Inft.Prim. B.Ed.Phys.Ed

Louise Catt
B.A. B.A.Hons. Grad.Dip.Ed.Sec.
Grad Dip Lbry Inf Mgmt

Emily Cook
B.Ed.Prim.Spec.Ed. B.Disability Studies

Therese Cook
B.T. Prim.

Sue Corner
B.Sc.(Hons) GDTL

Peter Cornthwaite
B.Ed.Prim.

Sharmayne Crowe
B.T.Jnr.Prim. Dip.Luth.Ed

Adam Deptula
B.Ed. B.Arts

Cassandra Domingo
B.A. Grad.Dip.Ed

Helen Dorling
Dip.T.Prim.

John Dow
BA, B.Ed (JP/P), M.Ed

Michael Ebert
B.Ed. M.Ed.

Jessica Felgenhaur
B.Vis.Arts. Ma. Sec Teach.

Tonia Fielke
B.Ed. B.Heath Services

Jenna Fowler
B.Ed. B Health Science

Ashlee Francis
B.Early Childhood Ed.

Timothy Frears
B.Ed.

Catherine Galdes
B.Ed JP/P B Arts. Dip Theology ALC

Marlise Gersch
B.Spec.Ed. Dip.Ed. Grad.Dip.Th.Ed.

Tess Gilbert
Ex.Sp.Sc. B.Ed.

Fiona Gore
B.T.Jnr.Prim.

Tracey Grice
B.Ed (Hons). GradCertEd (Literacy).
GradDipTheology. B.Bus

Tom Harms
B.Ed. Mis/Sec. B.App.Sc.

Stephanie Harvie
BEEd(JP/P). BA'

Trent Heaft
B.Ed.

Sarah Hoff-Zweck
B.Ed.Sec PostGrad Cert Ed.Ld.

Lindee Hopkins
B.Ed.Jnr.Prim/Prim. Grad.Cert.Ed (CS)

Ian Hopper
B.Ed.

Daniel Krieg
B.Ed.

Edwinna Lee
B.A. B.A. Hons. B.Ed.Sec.

Sandra Lee
B.Ed.

Tyson Leech
B.App.Sc.Ex.Sp.Sc. B.Ed.Sec.

Minka Lock
B.Ed. Prim.B.A.

Linda Long
B.E.Civil.Hons

Stephen Maiden
B.Ed.

Chris Majoros
B.Sc. Grad.Dip.Ed. A.Mus.A

Marylyn Marshall
B.A. Hons.GradDip.Ed.

Hannah Marsland
Cert.4.Mus.Perf. Adv.Dip.Mus.St.T. B.Mus.T.Sec.
Hons.

teaching STAFF 2019

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Sue Matena
Dip.T.Prim.

Tracy McAvaney
B.Ed. (JP/P)

Cain McDonald
B.A. B.Ed. Grad.Dip.Th.Ed. Dip.Sch.Mkt. M. Ed.

Christopher McElligott
B.Ed. (Middle/Sec) B.Arts

Stephanie McKeough
Dip.Fine.Art. Dip.T.Sec.

Bronwyn McLeod
B.Ed. M.Ed

Skye McVicar
B.Arts. Grad.Dip.Ed.

Margaret Naylor
B.Sc. Chem Grad.Cert.Ed.Sec.

Stephanie Neale
B.Ed.

Megan Norman
B.Ed.B Comm. MA.Ed.

Rachel Overstreet
B.Ed.

Joseph Paton
B.Ed.M.Ed

Deadra Peak
B.Ed Upper Primary/Lower Secondary

Susann Phair
Assoc.Dip.Bus. B.Com. B.Com.Hons. M.Ed. Grad.
Dip.Ed PhD

Robyn Phillips
M.Ed. B.Special.Ed.

Caroline Pritchard
B.A. B.A.Hons.Hist. Grad.Dip.Ed

Ian Proeve
B.Ed. Design Tech.Ed.

Ashoo Rajput
B.Ed.B.Sci.M.Ed.M.Sci.

David Robusti
B.A. B.Ed.UP/LS.

Richard Rowe
B.A.Hons. Grad.Cert.Ed.

Kate Sautner
B.A. Grad.Dip.Ed.

Rebecca Schirmer
B.Ed.Jnr.Prim/Prim. Grad.Dip.Theo.Ed.

Suzanne Schmidt
Dip.T.Prim. Grad.Dip.Theo.Ed.

Tommy Scott
B.Ed.Jnr.Prim/Prim. B.Arts

Samantha Shores
B.A. Grad.Dip.Ag. Grad.Dip.Ed.

Kristy Simpson
B.Ed. Midd/Sec. M.Med.Pharm.Biotech.

Amanda Southern
B.Ed (Hons) Prim, M. Ed (Applied Linguistics),

Eunice Sweet
B.A. Grad.Dip.Ed.E/Child

Alison Thacker
Dip.T.JP. B.Spec.Ed. M.Gifted.Ed.

Jayne Thelning
B.Early.Childhood.Ed.

Chelsea Trinder
B.A.Prof.Wr.Com. B.Ed.Sec.

Jade Turner
B.Ed.Jnr.Prim/Prim.Grad.Cert.InfoTechnology

Mark Turner
B.Sc.Ma.Comp.SC. Grad.Dip.Ed.

Karen Turner
B.A.Hons.Eng. PGCE.

Darren Vile
B.Ed.

Suzanne Vile
B.Ed. Hons.Secondary.Ed.

Peter Ward
B.Ec. B.Ed.(Mid/Sec)

Alison Watson
B.Ed. Sec.PE. Grad.Dip. Min.

Andrew Weiss
M.Ed B.Sc Grad Dip Ed

Scott Wendelborn
B.Ed.Prim.M.

Michelle White
B.Sc. B.Ed.Sec.

Grant Wildman
B.Ed. Dip.Biblical.Studies. M.Soc.Ser.

Rebecca Williams
B.A. Dip.Ed.

Lauren Witchard
B.Ed Secondary. B.Arts

Jeffrey Wong
B.Teach. (Sec) B.A.

Ben Woodhouse
B.Ed.

Shirley Yates
PhD, MA (Hons), MEd, BA, Dip Speech Therapy,
Dip Teach, Trained Teacher Cert.

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 2019.

PARTICIPATION

| | |
|---|----------|
| Total number of days spent on staff professional development external to the school (this does not include whole staff professional development conducted internally) | 177 |
| Number of teachers undertaking additional formal tertiary study | 4 |
| Cost incurred in fees etc for professional development of teachers | \$29,377 |
| Relief teacher costs for teachers attending conferences (this does not include relief teacher costs for short seminars) | \$72,450 |
| Average professional development expenditure per full time equivalent (FTE) teacher | \$1,249 |

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, Building Community: Enriching Lives. 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 curricula activities, which adds to the total educational experience.

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
- 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, with over 40 teams fielded in 2019. 2019 also saw the introduction of a Soccer Program with extra opportunities for Senior students to develop skills in game play, coaching and refereeing.
- 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.

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

- R-6 night sleepovers, excursions and swimming
- Year 7 aquatics, Years 7-9 4 night camps to the Riverland, Canberra and City Experience Camp
- Year 10, choice of a 4 night camp to the Grampians or Service Camp at Ingle Farm.
- Year 12 Retreat to Mylor

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 Chapel bands, Choirs, and String Ensembles
- Individual or small group Instrumental tuition
- Junior School & Middle School Music Evenings
- Instrumental recruitment 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
- Newsletter
- Information Evenings



FINANCIAL

The abridged Financial Statements for Tatchilla 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.

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TATCHILLA LUTHERAN COLLEGE INC ABRIDGED FINANCIAL STATEMENTS FOR 2019 STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2019

| INCOME | 2019 | 2018 |
|---|---------------------|---------------------|
| | \$ | \$ |
| Tuition Fee (Net) | 7,020,352 | 6,932,943 |
| Commonwealth Government Grants | 10,281,128 | 9,338,918 |
| State Government Grants | 2,681,347 | 2,558,421 |
| Other Income | 407,779 | 238,014 |
| TOTAL RECURRENT INCOME | \$20,390,606 | \$19,068,296 |
| EXPENSES | 2019 | 2018 |
| | \$ | \$ |
| Employee Expenses | 13,272,577 | 13,673,368 |
| Tuition Materials and Expenses | 997,102 | 1,186,936 |
| Property Expenses | 758,348 | 832,191 |
| Administration Expenses | 3,171,446 | 2,498,321 |
| Interest | 596,466 | 602,901 |
| Depreciation | 617,454 | 677,546 |
| TOTAL RECURRENT EXPENSES | 19,413,393 | 19,471,263 |
| SURPLUS FROM RECURRENT INCOME AND EXPENSES | 977,213 | (\$402,967) |
| NON OPERATING INCOME | 2019 | 2018 |
| | \$ | \$ |
| Capital Grants | 202,926 | 376,988 |
| Capital Fees & Levies | 0 | 0 |
| Profit/Loss from Sale of Fixed Assets | 9,583 | 10,362 |
| Other Non-Operating Income | 2,188 | (1,188) |
| TOTAL NON OPERATING INCOME | \$214,697 | \$386,162 |
| NON OPERATING EXPENSES | 2019 | 2018 |
| | \$ | \$ |
| 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 | \$1,191,910 | (\$16,805) |

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2019

| ASSETS CURRENT ASSETS | 2019 | 2018 |
|--------------------------------------|---------------------|---------------------|
| | \$ | \$ |
| Cash and Cash Equivalents | 163,002 | 169,737 |
| Trade and Other Receivables | 116,564 | 373,595 |
| Inventories | 159,094 | 171,469 |
| Other Current Assets | 365,315 | 268,081 |
| TOTAL CURRENT ASSETS | \$803,975 | \$982,882 |
| NON CURRENT ASSETS | 2019 | 2018 |
| | \$ | \$ |
| Property, Plant & Equipment | 31,851,895 | 32,098,378 |
| TOTAL NON CURRENT ASSETS | 31,851,895 | 32,098,378 |
| TOTAL ASSETS | \$32,655,870 | \$33,081,260 |
| CURRENT LIABILITIES | 2019 | 2018 |
| | \$ | \$ |
| Trade and Other Payables | 2,065,706 | 2,497,977 |
| Short Term Borrowings | 1,296,814 | 3,973,627 |
| Short Term Provisions | 2,232,059 | 2,468,634 |
| TOTAL CURRENT LIABILITIES | \$5,594,579 | \$8,940,238 |
| NON CURRENT LIABILITIES | 2019 | 2018 |
| | \$ | \$ |
| Long Term Borrowings | 10,657,780 | 8,944,316 |
| Long Term Provisions | 520,008 | 505,113 |
| TOTAL NON CURRENT LIABILITIES | 11,177,788 | 9,449,429 |
| TOTAL LIABILITIES | 16,772,367 | 18,389,667 |
| NET ASSETS | \$15,883,503 | \$14,691,593 |
| ACCUMULATED FUNDS | 2019 | 2018 |
| | \$ | \$ |
| Accumulated Surplus | 14,943,103 | 13,751,193 |
| Reserves | 940,400 | 940,400 |
| TOTAL ACCUMULATED FUNDS | \$15,883,503 | \$14,691,593 |



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