Lutheran Education SA, NT & WA Inc
Executive Director's Report to LESNW AGM, 24 May 2019.

Over the past year a myriad of challenges and opportunities were presented to the LESNW secretariat, and across our learning communities. Some situations significantly impacted individual learning communities and LESNW and there were others that provided overwhelming joy and optimism. 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 LESNW and its member communities.

1. LESNW Governance: LESNW Council

Throughout 2018 the council commissioned a review of the governance structure of LESNW through a consultancy undertaken by Garry Le Duff. A synopisis of the review was shared by Garry Le Duff at the 2018 LESNW AGM. The outcome of this process has been a restructure of the LESNW Board to reflect a hybrid model of composition- a combination of the constituent- representation and expertise based membership.

With the pending change to the governance structure and the mechanism for the selection of board members, the LESNW Council appointed a Governance Committee to develop a new constitution and guide the implementation of the new governance structure.

Transition to new LESNW Board in 2019

The new LESNW Constitution was adopted at 31 January 2019 General Meeting of the Association It has subsequently been approved by the LCA SA-NT DCC and the Office of Consumer and Business Services.

LESNW Board Nomination Process
The Governance Committee (Chair, Vice Chair and Executive Director) very ably assisted by Heather Waring developed a Board Nomination package which was distributed to Principals and Chairs of councils/boards to use when approaching prospective nominees to the board.

Council Membership 2018

Daryl Trigg, Principal, Immanuel Lutheran Primary School, Gawler; [Chairperson]; Matt Schmidt, Governor, Good Shepherd Lutheran School, Para Vista; [Vice Chairperson]; James Borman, Governor, Unity College, Murray Bridge; Rod Dissell, Teacher, Endeavour College, Mawson Lakes; Corrin Townsend Head of Senior School, Unity College, Murray Bridge; Phil Zanker, Business Manager, Unity College, Murray Bridge; Sally Staggs, Business Manager, Concordia College, St John's Campus, Highgate; Geoff Johnston, Pastor, Holy Trinity, Hampstead; Patrick Moore, Deputy Principal, Living Waters Lutheran College, Warnbro; Eunice Stoll, Principal, Living Waters Lutheran School, Alice Springs; John Proeve, Executive Director.

With Gratitude and Thanks

I take this opportunity to personally express my depth of gratitude and thanks to the 2018 council members for the contribution made to LESNW throughout year, and also for the support provided to both me and the secretariat staff team. I acknowledge the additional time and commitment that the

members of the Governance Working Group (Daryl, Matt and Corrin) gave throughout the governance structure process.

It is also appropriate at this point to acknowledge the outstanding commitment and effort given to LESNW by the Finance Committee. This committee chaired by David Wilksch and comprised Neil Leek, Graeme Kluske, Daryl Trigg, Craig Fielke, Darren Cossens, Brad Richmond and Heather Waring as minute secretary give tirelessly of their time and expertise to lead and oversee the financial and risk management of LESNW which is inclusive of distribution of funding all loan approval processes.

Special thanks to Daryl Trigg for the tremendous job done in leading council through what was a challenging and interesting journey in 2018 and for his genuine care and concern shown to me and the secretariat staff.

LESNW Nomination to BLEA

LESNW Council nominated Lester Saegenschnitter as the LESNW nominee to BLEA. This nomination was accepted by LCA GCC in December 2018 and Lester will fill this position for a two-year term.

2. LESNW Strategic Intentions 2018

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

The following documents the key outcomes in the four LESNW Focus Areas over 2018:

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

The National Leadership Team including LEA and regional ED's and Deputy or other Director and three principals, one from each region and the LEA Formation and Leadership Directors focused attention on refining the key foci and goals for national initiatives in the areas of leadership development, Lutheran identity through the development of Connect – An introduction to Lutheran Education (replacing Pathways) and EQUIP Modules 1 & 2, and business performance.

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

Through communication via PaD meetings, Cluster/Hub Groups, LESNW workshops, News4Leaders and LC Visits by LESNW staff, the LESNW membership are informed of the type and parameters of the service that the LESNW team are able to provide and deliver.

It however should not be seen as the sole responsibility of the LESNW secretariat team to outwork its service to its members. LESNW works collectively with its membership and best serves when informed in a timely manner of any specific needs from its LCs. To this end LCs are encouraged to initiate communication and seek the service of the LESNW secretariat as needed.

1. Identity

1.4 To build an LESNW structure aligned to delivery of LESNW strategic plan

The LESNW staff team and the secretariat structure continued to evolve to facilitate to delivery of LESNW strategic intentions. The appointment of Roger Anderson to position of Strategic Leadership Director added new dimension to the breadth of expertise of the secretariat team.

LESNW Staff Team in 2018:

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

Finance Team: Brad Richmond [Business Director]; Tessa Olesnicky - [Finance Assistant – resigned in August]; Felicity Burton- [Finance Officer from September until January 2019]; Ben Bol Bol [Finance Officer from March 2019] 2019 Lindy Yeatman [Finance Consultant], 0.6FTE

Administration Team: Heather Waring [Executive Assistant, 0.92FTE]; Phyllis Vosgerau [Administrative Assistant]; Gerry Conley [WHS Consultant, 0.4FTE]

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

Steve Sanders [Strategy and Project Director]

Roger Anderson [Strategic Leadership Director]

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

2. Education

2.1 To improve the quality of education within a Lutheran context

Learning Community Improvement and Student Learning –

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

    a. **Christian Studies**

    The LESNW Ed team set up a Google Doc to identify the Current Reality/Preferred Future for LESNW and its LCs using Quality Schools data, teacher port folio data, CS leaders meeting, school observations and discussions with leaders.

    Two core areas emerged: One in relation to Connect (still in progress). Focus two: developing a multifaceted approach to working with schools to develop learning environments in CS where students are actively engaged, motivated, take risks and have a strong learner voice. The LESNW Education team are exploring how the use of this lens through which they view all aspects of their work. Actively searching to work with schools who have a whole school focus

/project which aligns.

Stemming out of the Quality Schools survey data, there has been a focus on Christian Studies Leaders and Learning Leaders leading the development of conceptual thinking, planning for inquiry and allowing agency in Christian Studies within and between learning communities. The engagement of learner voice is increasingly shaping Christian Studies learning.

b. LESNW commissioned case study 'Inquiring into inquiry-based leadership, the ACE Project'

This case study, commissioned (LESNW) and conducted over 24 months, was driven by the continuing need to develop 'best practice' leadership models to achieve optimal learning outcomes for students. It has as an added impetus the findings in the ICSEI Monograph, *Leadership Learning for Systems Change* (1) which posits that,"… sustained, collaborative engagement with learning experiences that integrate a focus on self-development, team learning, generative dialogue and systems thinking can play a vital role in both leadership and system development."

This study highlighted that such practices need to be documented, analysed and learning disseminated across the LESNW system so that best practice leadership, informing best practice learning engagement for students, is considered by other LESNW leaders. The report will be shared during 2019.

c. STEM

Members of the LESNW Education team continue to provide ongoing support to individual and clusters of learning communities as they collaborate and innovate with a focus on improving student learning.

d. Beginning Teachers

A Beginning Teachers Day facilitated by LESNW secretariat staff, engaged staff and leaders from some learning communities and was valued and appreciated by the participants.

e. Indigenous Education

The key focus of the Indigenous Education Reference Group (comprised of LESNW staff and LC representatives) has been to establish a strong relationship with Australian Together. In 2019 it is hoped that curriculum material which has been trialled in a few LESNW LCs will increasingly be adopted and implemented across LESNW LCs.

f. **Quality Schools Survey (QS)**, an LEA initiative focused on the ongoing development, support and growth of principals and leadership teams for school improvement and to enhance their understanding of their respective learning community as part of Lutheran education and an integral part of the LCA. The QS survey also served to provide valuable longitudinal data both for individual schools as well as LEA and the regions.
The aggregated regional data was enlightening and informed dialogue with LCs representatives and some of the professional learning conducted by the Ed team.

LESNW staff continue to offer support to schools to interpret the data and to develop an improvement plan. Part of the role of the LESNW office is to assist LC understanding of where 'an improvement plan' sits within the overall LC strategic plan.

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

Develop a strategy for school/community engagement with Growing deep
Growing deep informs all the interaction, dialogue and learning shared by LESNW secretariat staff with LCs. It is the lens through the Lutheran context is explored. The engagement of LCs in Growing deep has increased exponentially over the past 12 months, which is very heartening.

LESNW Staff Conference Schedule (2019)

One way in which LESNW has historically extended the understanding to our learning communities of the Lutheran context and how it applies to education, has been through LESNW staff conferences. While there are many positive benefits that emerge from system conferences, they do present a number of issues:

1. Cost – for some schools can be to the extent that it is their whole PD budget for the year
2. Distance to get to the conference and timing of the conference
3. Logistics – we are too big now to be altogether easily (and cheaply)
4. Content – having a conference that speaks to all contexts is almost impossible
5. Organisation – the conference organisation usually falls back heavily onto secretariat staff.

The LESNW Council made the decision to not hold a LESNW system conference in 2019 owing to the above issues and will undertake to further review during 2019 the future of such system conferences.

LEA Accreditation requirements – new policy 2019 which applies to all LESNW staff
The new requirements for all levels of accreditation come into effect during 2019

At (non CS teachers)
- Completion of *Pathways* including
  - Submission of ePortfolio (satisfactory completion = At status granted)
  - Opportunity to opt-out of tertiary assessment as a unit towards a GradCert

Ac (CS teachers)
- Completion of *Pathways* including
  - Submission of ePortfolio (satisfactory completion = At status granted)
  - Opportunity to opt-out of tertiary assessment as a unit towards a GradCert
- Completion of *Equip 1* and *Equip 2* including
  - Submission of ePortfolio (satisfactory completion = Ac status granted)
  - Opportunity to opt-out of tertiary assessment as a unit towards a GradCert

Al (leaders – principals, deputy principals, heads of subschools)
Completion of *Pathways* including
  - Submission of ePortfolio (satisfactory completion = At status granted)
  - Opportunity to opt-out of tertiary assessment as a unit towards a GradCert

- Completion of Christian Studies in Lutheran Education
- Completion of GradCertLeadership (satisfactory completion = Al status granted)

The opportunity exists for Non-teaching staff to complete *Pathways* and submit evidence of learning towards a Certificate (if they have no degree), or a GradCert (if they have a degree)

Maintaining accreditation status – new policy 2019
Teaching staff will be required to maintain their accreditation status by undertaking relevant professional development as follows:
At – 25 hours every five years
Ac – 50 hours every five years
Al/Acl – 50 hours every five years

Over the past two months the LEA regions have been working closely with LEA to shape the new 'Pathways' and 'Equip' programs ready for implementation in 2019.

There has been some challenge around the writing of the resource material for 'Pathways' now called 'Connect – An introduction to Lutheran Education'. This material is now progressively being phased in.
The LESNW Education staff team are commended on their commitment to effect the smoothest possible transition for all learning community staff to the new LEA Accreditation Programs.

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.

Dr Richard Owens, who specialises in organisational change and design, continued to work with LESNW through his engagement with the LESNW Secretariat staff and 13 Leadership Lab 1 participants to address current systemic challenges and develop preferred futures through the lens of 'Awareness Based System Leadership' (ABSL).

The ABSL approach significantly informed the leadership development initiatives across LESNW. The establishment of professional collaboration groups utilising existing entities such as Secondary Academic Lutheran Leaders, Primary Deputy Principals, PLP Leaders and Christian Studies Leaders, has reshaped the purpose and therefore the intentionality around learning and growing of these respective groups. The emergence of Leadership Lab 2 comprised of 9 principals, 1 vice principal and 2 LESNW secretariat staff

Why the focus on ABSL?
There are three core capabilities that system leaders develop in order to foster collective leadership.

1. The first is the ability to see the larger system. Helping people see the larger system is essential to building a shared understanding of complex problems.

2. The second capability involves fostering reflection and more generative conversations. Reflection means thinking about our thinking, holding up the mirror to see the taken-for-

granted assumptions we carry into any conversation and appreciating how our mental models may limit us.

3. The third capability centres on shifting the collective focus from reactive problem solving to co-creating the future. Artful system leaders help people move beyond just reacting to these problems to building positive visions for the future

Framework for Principal/Director Reviews

The LESNW secretariat reinstituted the 3 year principal review process, which lapsed in 2017, pending the development of a LEA national approach. As there has been no progress is this regard LESNW Principals and Directors (PaD) together with LESNW secretariat staff will be developing during 2019 a principal/director review framework to guide both informal and formal review processes.
In the meantime, the principal review process used by LESNW over the past few years, based on Growing deep is continuing.

Leadership Development Program (LDP)
This LEA national leadership development program being conducted over 2018/2019 was offered to 9 staff across LESNW.
During 2019 a review of LDP will be undertaken and recommendation about future leadership development programs will be presented to the BLEA Board in September 2019.

Principal Networks:

a) Principal and Directors (PaD)
The formalisation of PaD driven by the executive group during 2018 has been received positively by principals and directors and has direct links with cluster/hub groups.

b) Geographic Clusters/Hub Groups
During 2018 there was a focus from PaD on creating a clarity of purpose and direction for the cluster/hubs. This has brought new energy and vitality to the professional engagement and the opportunity for LESNW secretariat involvement.

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

Learning Community Governance Support
LESNW secretariat staff worked with learning community governing councils/boards to assist their understanding of governance and in turn their effectiveness. The key focus has been on clarifying a vision for a preferred future, a gap analysis between their current reality and this preferred future and the strategic actions to bridge this gap.

New Learning Community Model Constitutions

A template has been prepared for each model of governance within our schools, Board only and Board and Members. Each template has adopted the recent LCA Synod decision with regards the construct of membership of Boards. They have also addressed the current government funding requirements and provide for governance best practice.

The templates are consistent with the new LESNW constitution.
Both templates have been developed in consultation with expertise legal advice and have been reviewed by the LCA SA-NT District Constitutions Committee.

System Finance Reporting Tools
The launch of the Somerset Education project took place in February where Principals, Chairs of Council and Business Managers were introduced to the suite of financial tools accessible to learning communities to better assess financial performance and minimise associated risk.

The finance reporting tools serve to assist learning community staff and boards/councils in the analysis of their financial performance, establishing a common understanding of key performance indicators, benchmarks and strategies to improve operational performance.

Workplace Culture and Practice

In learning communities, the preferred workplace culture is significantly informed by *Growing deep.*

Each Learning community council/board has a key responsibility to ensure that there is clarity about the preferred workplace culture, to monitor the culture and to ensure that the principal/director receives appropriate support in imbedding the preferred workplace culture.

Creating positive workplace culture is ongoing and a journey. The LESNW secretariat endeavours to work alongside principals and directors through intentional engagement and regular communication and the facilitation of staff development programs. At times this will take the form coaching and mentoring principals and directors focusing on the preferred workplace culture and imbedding this into the workplace culture and practice.

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

The introduction and implementation of CompliSpace, a system initiative aimed to assist LCs establish a robust policy platform, mitigate risk and ensure compliance is met has been positive but not without challenges.

The common issue is the on-going 'cost' and the personnel requirements associated with maintaining the CompliSpace portal. LESNW is exploring how this can be creatively resolved.

Education Geographics – Management and Marketing Strategies

Education Geographics has provided each member school with their demographic dashboards, maps and analysis. School leadership teams, including governors, were invited to meet with Education Geographics personnel in mid May to unpack the data. The collective feedback on these personalised sessions was generally very positive.

Opportunities exist for greater collaboration between schools in close proximity to each other such as the Barossa, Adelaide Hills and Southern Vales.

LESNW staff will continue to work with learning communities on understanding and applying their data.

3. **Enrolment Data - LESNW 2017/2018 – A comparison**

	SA 2017	SA 2018	NT 2017	NT 2018	WA 2017	WA 2018 LWLC	LESNW 2017	LESNW 2018
Primary	7564	7,590	1011	997	**LW** - 878	284	9048	8,871
Secondary	4908	4,938	820	837	**OF** - 107	470	6239	6,245
Total	**12,472**	**12,528**	**1,831**	**1,834**	**985**	**754**	**15,287**	**15,116**

Overall, the census analysis shows static system wide movement (excluding closed schools) with a reduction of only 1 full time student.
Interestingly, Indigenous enrolments increased by 46 students (6.5%) spurred on by gains at Yirrara College (Alice Springs) up by 30 students (13.4%) and Crossways (Ceduna) up by 25 students (27.5%).

4.**Leadership changes in LESNW – 2018**

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

Principal and Director Appointments

Immanuel Primary School
Robert Hoff retired End of Term 2 2018 and Rebecca Clements was appointed Principal of Immanuel Primary School from Term 3 2018 until end of 2019 while the Council pursues a permanent appointment.

Crossways Lutheran School, Ceduna
Francois Pienaar resigned in January 2019.
Craig Kupke (on secondment from Unity College, Murray Bridge) was appointed on a 12-month contract for 2019.

Living Waters Lutheran College, Warnbro
Sue Sullivan resigned after taking leave during Term 4 2017 – December 2018.
Kelly Crowley was Principal during the period of Sue Sullivan's leave.
Francois Pienaar was appointed principal and commenced in January 2019.

Lobethal Lutheran School. Cassie Kopias, Interim Principal 2018, was appointed as principal from January 2019.

Our Saviour Lutheran School, Aberfoyle Park
Pastor Rob Sellars retired from role as principal at the end of 2018.
Paula Skinner was appointed as principal and commenced in January 2019.

Yirara College, Alice Springs
Roger Ashcroft resigned at the end of 2018 to take up Position as LEVNT Director of Innovation and Leadership.
Chris England was appointed as principal and commenced in January 2019.

St John's Eudunda
Paula Skinner resigned at the end of 2018.
Tony Peters was appointed as principal and commenced in January 2019

St Jakobi Lutheran School, Lyndoch.
In December 2018, Kathryn Krieg applied for and was granted 12 months leave.
Julian Helbig (Deputy Principal Immanuel Lutheran School, Gawler) was seconded to be Acting Principal for 2019.

Kathryn Krieg has subsequently informed the St Jakobi School Council and community that she will be resigning from her position as principal effective 30 June 2019.
The St Jakobi School Council will commence the principal appointment process in May 2019. Julian Helbig will continue as Acting Principal for all of 2019.

St Martin's Kindergarten, Mt Gambier – Ellen Quirk (Director on maternity leave T4 2017 -Dec 2018) and Alex Walther (Acting Director T4 2017-Dec 2018) commenced a job share arrangement as Directors 2019 – 2022) Alex Walther 0.6 FTE and Ellen Antic 0.4FTE.

Zion Kindergarten, Gawler
Marita Vivian (Director) is on maternity leave for 2019.
Rosalie Hoklas was appointed Acting Director for 8 weeks of Term 1 2019

Samantha Harding was appointed Acting Director from Week 9 Term until end of 2019.

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5. LESNW New Development Proposals

5.1 Liberty College, Two Wells

There has been very significant work done by many people within LESNW membership and outside to further progress the development proposal for Liberty College.

The Business Case for Liberty College has been endorsed by the LESNW Finance Committee, LESNW Board, LCA SA-NT DCC and the Loan Application for Stage 1 is in the final stages of approval.

Subject to loan approval, the Development Application for Stage 1 will be submitted to Adelaide Plains Council in July, advertising for a Principal will commence imminently and construction will begin in early 2020.

It is proposed that Liberty open in 2021 with a Reception to Year 9 intake, and that it will have a strong entrepreneurial, interdisciplinary and collaborative educational focus.

LESNW would like to thank all those from within our learning communities that have contributed into the research and planning of the project and we look forward to sharing the journey as it unfolds.

5.2 Spring Head Camp and Retreat Centre

Subsequent to the closure of Spring Head Lutheran School at the end of 2017 there has been extensive exploration undertaken into the repurposing of the site for other educational use. While undertaking due diligence on the conversion of Spring Head School into a Camp and Retreat Centre LESNW were advised that the reuse of the site would be a non-conforming development under the Development Act.

This does not preclude the Camp and Retreat Centre from being considered but that greater scrutiny of the project is required.

The Development Application for the Camp and Retreat Centre has been submitted and a decision is expected towards the end of the year.

Pending development approval, an agreed lease arrangement and loan approval, the Camp and Retreat Centre will be operational in 2020.

6 Managing Financial Risks across LESNW

6.1 LESNW Future Fund

Historically, LESNW has primarily relied on sourcing financial assistance from the Lutheran Church of Australia via LLL Australia's (LLL) lending facilities to finance structural system opportunities. In 2019, LLL Australia was successful in being nationally recognised as an Authorised Deposit-taking Institution (ADI) and by extension has formalised its lending mechanisms to ensure compliance with the ADI regulations. One key element of ADI status requires enforceable mortgage security over any future financing arrangements and LESNW recognise that under this new financing framework its capacity to provide adequate security was limited.

The LESNW Future Fund (FF) has been established to maintain sustainable cash reserves within the LESNW entity structure to provide adequate mortgage security and or limit system indebtedness over the funding of system development opportunities. Such activities include, but is not limited to,

development of new learning communities, debt servicing in the event of learning community closure, and asset acquisition.

The FF exists to provide confidence to stakeholders that the LESNW system operates within its mandated capacity to ensure financial sustainability whilst delivering quality educational outcomes and considered growth opportunities. The FF operates within the existing financial monitoring and risk management framework of LESNW.

FF contributions are reliant on accumulated deposits generally sourced through:

- diverted LESNW cash surplus,
- FF levies,
- Donations,
- Bequests,
- Other mechanisms deemed appropriate by the LESNW Board.

6.2 **The System Development Fund**

The System Development Fund (previously System Support Fund hereafter SDF) provides a cost recovery mechanism for Lutheran Education South Australia, Northern Territory and Western Australia Inc. (hereafter LESNW) system wide initiatives and identified financial development for member communities presenting signs of financial distress. This financial assistance recognises the obligation made under the guidance of LESNW Board in partnership with Member Communities.

Historically, the System Development Fund has been funded by re-distributing a percentage of Australian Government recurrent funding in line with previous policy determinations and practices. Whilst this method has been appropriate for managing system requirements, changes to recurrent funding legislation requires additional transparency and accountability in distributing these funds to the LESNW system. From 2018, the SDF will be funded via an annual levy calculated as a percentage of funding using foreseeable SDF commitments to determine the appropriate member contribution.

SDF exists to provide confidence to stakeholders that member communities are operating in a "going concern" capacity to ensure ongoing delivery of quality educational outcomes. The SDF operates within the existing financial monitoring and risk management frameworks of LESNW.

7.Acknowledgements and thank you

I acknowledge the amazing commitment and contribution that the LESNW Secretariat Staff Team have individually and collectively given to LESNW through their work and service over the past 12 months. It is a pleasure to be a part of this dedicated and selfless team. I thank them for the kindness, love and care they show to me and each other.

I also want to commend the principals and directors of our learning communities for their passion and resolve to ensure that their respective communities maintain focus on their Lutheran identity and promote excellence in learning and have students at the heart of everything they do. You all do an incredible job.

I finally want to thank our chairs of governance, who volunteer their time to lead their respective learning communities in the vital role of governance oversight. Your commitment and service is an absolute gift to your learning community and LESNW.

Working togther in Christ

