

Lutheran Ormeau Rivers District School
(LORDS)

Annual Report 2024



Welcome. LORDS is an independent Lutheran co-educational College for students from Kindergarten to Year 12 which seeks to provide quality Christian education in a caring environment.

DISCOVER MORE ABOUT OUR COLLEGE COMMUNITY

90%

OVERALL STUDENT
ATTENDANCE

100%

UNIVERSITY OFFERS

4 ★

PARENT
SATISFACTION

Principal Ms Jodie Hoff | **Council Chair** Mrs Karen Koehler

Our Students



 384 FEMALE STUDENTS	 373 MALE STUDENTS	757 TOTAL STUDENTS
---	---	------------------------------

2024 Attendance Rate (%) by Year Level*

Prep – Year 6

93	91	91	90	91	90	91
PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Year 7 – Year 12

88	88	87	84	85	92	90%
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	OVERALL

*The average student attendance rate.

Management of Non-Attendance

Students and families are expected to provide notification from home if they are planning on being away, or are away on school days. Administration staff follow up with parents / caregiver if no notification has been given. Class teachers and administration staff follow up if there is a pattern of absence occurring or a recording of long absences. Records of student attendance are kept on the School's database.



★ ★ ★ ★ ★

OVERALL STUDENT SATISFACTION*

*Quality Schools Survey results when averaged

NAPLAN results are publicly available at
<https://www.myschool.edu.au/>

To find out more about *Our Students* contact LORDS on 07 5540 8888



Learning experiences

Christian Education



- + Regular times for school chapels
- + Class devotions
- + Christian Studies

Music & The Arts



- + Strings and band from Year 3
- + Instrumental lessons
- + Vocal ensembles
- + Specialist ensembles
- + Musicals in primary and secondary
- + Choir and Eisteddfod performances
- + Wakakirri Eisteddfod
- + QTC Scene Project

Sport



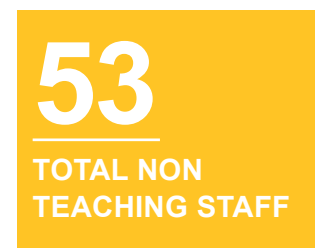
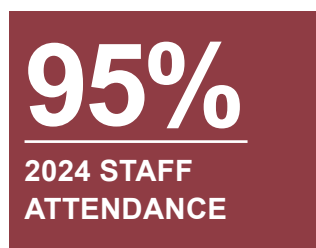
- + Inter-school sports competition (Year 4 - 12)
- + Inter-House Swimming, Cross-Country and Athletics carnivals
- + District, Regional, State, National and Lutheran School sporting competitions
- + Club Netball, Futsal, Basketball and Touch Football competitions
- + Kokoda Challenge
- + Fitness Club

LOTE



- + Japanese P-12
- + Japanese Culture Day P-6
- + Study Tour to Japan 9-12
- + Japanese Speech contest
- + Host visiting Japanese Students

Our Staff



Staff Learning

Professional Learning opportunities are provided for both teaching and non-teaching staff. The Staff Development Program has been compiled to include support and growth in the following two areas:



Educational

- + Undertaking of the annual government legislated accountable training sessions and the Lutheran Church of Australia (LCA) mandated training sessions
- + Restorative Practices
- + Project-Based Learning & Human Centred Design
- + ATAR Preparation
- + Teacher/colleague observation and feedback sessions

Theological



- + Participation in regular worship and spiritual development workshops.
- + Staff Professional Development including units from the 'Connect' program
- + Encouragement for teaching staff to undertake the Graduate Certificate in Lutheran Education
- + Service Learning
- + Staff Spiritual Retreat



Level of Attainment	Number of Staff
Doctorate	1
Masters	19
Post Graduate Diploma/ Certificate	34
Bachelor Degree	88
Diploma/Certificate	49

Staffing composition, including Indigenous staff

Full-time teaching staff	55
Part-time teaching staff	19
Full-time non-teaching staff	14
Part-time non-teaching staff	39
Indigenous staff	0

Professional Development

Average expenditure on PD per teacher: \$1051.60

Teacher participation in professional development (PD)

Description of PD activity	Number of days teachers participated in activity
Service-Learning & Theology	60
Conferences and workshops	214
First Aid / CPR / WH&S	188
Christian Studies Equip	36
Restorative Practices	34
Total days	532

Our Community

Parent and Community Engagement at LORDS

At LORDS, we believe education is a shared journey - one that is enriched by strong partnerships between home, school and the broader community. In 2024, the active engagement of parents and community members continued to be a vital part of who we are and how we grow together. Leadership Team members participated in Master Classes in Parent Engagement facilitated by Independent Schools Queensland (ISQ).

Community partnerships have also provided authentic learning opportunities, supported service initiatives and extended our students' sense of connection to the world beyond the school gates. Together, we nurture confident, compassionate learners who are ready to lead and serve.

We are deeply grateful for the ongoing support, encouragement, and presence of our parents and community - a foundation that strengthens the heart of LORDS.

✓ Friends of LORDS Activities

- + Meetings are held regularly where parents are able to meet other parents and discuss matters in relation to providing the best resources possible.

✓ Voluntary Support

- + Special Events
- + Classroom Help
- + Fund Raising
- + Sport Helpers
- + Tuckshop On Wheels Services



✓ Funding

Find out more about Sources of School Funding at <https://www.myschool.edu.au/>

To find out more about
Our Community contact
LORDS on 07 5540 8888

✓ Class Support

- + Sporting Program
- + Reading Program
- + Excursions
- + Liaising with teachers regarding community facilities and events
- + Parent Carers (P-6)
- + Guest Speakers in Classrooms



✓ Engagement

- + Class Events
- + Open Days
- + Parent/Teacher/Student Conferences
- + Parent Engagement Evenings
- + Sporting Carnivals
- + Assemblies
- + Worship/Special Worship Services
- + Music and Sporting Events
- + LORDS Celebrates
- + Arts Soirees
- + Mothers & Fathers Day Celebrations
- + Grandparents & Special Friends Day

✓ Communication

- + Class Teacher's letters
- + Fortnightly Newsletter
- + Parent Information
- + Facebook
- + Website
- + App
- + Parent Connection Evenings
- + Learning Showcases

Our Graduates

43

SENIOR
STATEMENT

100%

QCE

17

ATAR CANDIDATES

6

SAT

30

VET QUAL

67%

% reporting
an ATAR or
Equivalent of >87

100%

SAT & QCE

100%

QTAC OFFERS

Fields of Further Study

Architecture & Building

Engineering

Health

Management & Commerce

Science & Maths

Society & Culture

Next Step Destination Survey 2024

- + Conducted March – June 2025
Students participated online or via a computer-assisted telephone interview
- + Results available on the LORDS website in September 2025



Descriptive Information

Refer to information on our website:	www.lords.qld.edu.au
School Sector:	Independent
School's Address:	68 Mirambeena Drive, Pimpama, Qld, 4209
Total Enrolments:	757 (as of August census 2024)
Year Levels Offered:	Prep - Year 12
Co-educational or Single Sex:	Co-educational

Characteristics Of The Student Body

Lutheran Ormeau Rivers District School (LORDS), located on the northern end of the Gold Coast, draws its students from a wide area including Bethania, Beenleigh and Shailer Park through to Benowa and Nerang.

LORDS is a co-educational school with 50.7% females and 49.3% males. In 2024, less than 2.2% of the student population were indigenous students. 13.6% of the student body was from a variety of cultural backgrounds with English as the second language being spoken at home.

Distinctive Curriculum Offerings

LORDS' vision is for a community focused on:

- **Learning for life**
- **Serving with hands, head and heart**
- **Developing relationships with God, others and self**

At its core, LORDS focuses on the Lutheran Education Australia values for Lutheran Schools:

Love, Justice, Compassion, Forgiveness, Courage, Humility, Hope, Quality, Appreciation and Service.

These values play a vital role in how we live, learn and 'be' together in community.

Inspiring Great Humans

As a Lutheran School, we believe, "Education is not just about the teaching of what (some particular subject or another); it is also about the growing of a who. What kind of humans are we developing here?" (T Christenson)

With this thinking in mind The LORDS Ways focus clearly on developing skills that students will need for now and the future. These ways of being, thinking and learning contribute to the development of the whole person and are reflected in teaching and learning strategies from P-12. Spiritual reflection and connection, ethical behaviour, personal and social competence (well-being) and the ability to develop intercultural understanding are also important attributes and skills that underpin learning and teaching at LORDS.



LORDS has three big overarching questions that guide our learning and teaching:

1. What would you like to create?
2. What problems would you like to solve?
3. How can you serve your community?

Service Learning

At LORDS, our approach to Service Learning allows students and staff to explore and answer these very questions. At its heart, Service Learning focuses on:

- A real problem that needs to be solved in the community or globally
- Authentic links to the curriculum
- Benefiting both community partners and the students involved
- Active and ongoing reflection (what have I learnt about myself, others and the world from this experience?)

Developing real partnerships with local community organisations and global organisations such as Australian Lutheran World Service, Rosies, St Vinnies and TriCare Nursing Centre is a feature of a LORDS education. We want students to understand their role as citizens of not only Australia, but the world, through working alongside people and 'getting their hands dirty', understanding the needs of another and standing up for others in a knowledgeable and caring way. LORDS continues to develop partnerships with organisations supporting the homeless and people in aged care.

Junior School (Prep-6) specialisation subjects include Physical Education, Music, STEM and Japanese. Electives and rotations in the Middle School (Year 7-9) include Music, Japanese, Drama, Visual Arts, Design Technology, Home Economics, Business Studies, ICT and Civics and Citizenship. STEM (Science Technology Engineering Mathematics) offerings are also available in Years 8 & 9 with students focussing on a passion pathway.

In 2024 our ninth cohort of Year 12 students graduated. Students in the Senior School (Year 10-12) have opportunities to explore varied pathways for their future through work experience, career planning sessions, career expo visits and subject selection information evenings. Students are able to study at TAFE, other partner registered training organizations or university while at school, and engage with school based traineeships and apprenticeships. Senior School subjects include General Maths, Maths Methods, Specialist Maths, Essential Maths, English, Essential English, Biology, Chemistry, Physics, Psychology, Modern History, Geography, Business, Legal Studies, Japanese, Music, Music Extension, Drama, Visual Arts, Engineering, Design, Industrial Technology Skills, Arts in Practice, Fashion, Hospitality, Sport and Recreation, and Health and Physical Education.

LORDS implements the Australian Curriculum. Core subjects include Mathematics, English, Science, History / Geography, Physical Education, Japanese and Christian Studies.

Currently, our Year 3-5 students engage with an outdoor education experience during the year and Year 6 students travel to Canberra. Our Year 7, 8 and our Year 11 cohorts have camps throughout the year. Our Year 9 students participate in a one-week service-learning experience called 'Stepping Up, Stepping Out' and are involved in a street retreat for a week learning about the issues for people who experience homelessness and encountering firsthand what it is like to be homeless. Our Senior cohort engages in a retreat experience as part of the completion of their secondary education journey.



Years 8 and 9 Passion and Purpose Pathways

In 2024, we consolidated our Passion and Purpose Pathways elective program which was introduced the previous year. This approach amplifies student voice while providing opportunities for choice and challenge within a rich learning and enhanced engagement for students in Years 8 and 9.



This reimagined elective program:

- Encourages students to develop their passions and expertise in particular subjects while at the same time allowing them to take calculated risks, exploring and trying subjects they may not have tried before.
- Considers student interest when negotiating, developing and implementing units
- Allows students to have a greater choice and variety in subject selection
- Motivates students and promote resilience
- Builds into the units, rigorous assessment that is task-oriented, relevant, purposeful, and connected to real life
- Provides greater homogeneity and community between Year 8 and 9 students.

Why have we taken this approach?

Current research suggests that adolescents learn best when they:

- Understand the relevance/purpose of the learning experience
- Have opportunities to make contributions
- Are engaged in challenges, simulations, experiences and role plays
- Are given independence and self-efficacy
- Can creatively explore and problem solve.

(Learning Design with the Adolescent Brain in Mind, Gardner, M et al, 2020)

The teaching and learning focus for the Year 8 and 9 Passion Purpose Pathways is underpinned by Ways of Learning, Ways of Being, Ways of Thinking and the development of creativity, curiosity, critical thinking, independence, collaboration, service, bravery, empathy and responsibility.

The Passion and Purpose Pathways for Year 8 and 9 is a vertically grouped program, where students from both Year levels are in the same classes and have opportunity to interact and work together on assessment tasks and projects.

Extra-Curricular Activities

LORDS offers a range of extra-curricular activities. Students have opportunity to join the school choir (Year 1-12), as well as a senior ensemble and a beginners band. There is a Junior School Band Program which starts in Year 3. Private tuition lessons in piano, guitar, strings, drums, woodwind, singing, dance and visual arts are available. Our choirs are involved in the local eisteddfod. A Secondary School Musical is held every two years with a Junior School Musical held in the alternate year.

Fit Club and involvement in an inter-school sport competition enrich students' learning opportunities. Students are involved in School, District and Inter-Lutheran sporting carnivals (swimming, cross-country and athletics) with opportunity to progress to Regional, State and National level. Students, from Years 6 to 12, have the opportunity to be involved in the Kokoda Challenge held on the Gold Coast and Brisbane. Netball, futsal, touch football and soccer teams are a vibrant part of our sport program. A gardening club meets regularly during and after school hours.

Students develop their leadership skills through their involvement via the Student Council, House Captains and Service Team. A focus on supporting the work of Australian Lutheran World Service (ALWS) is part of both our extra-curricular and curricular program.

Learning Enhancement

Students identified with particular needs, work with staff in our Learning Enhancement team. The team work alongside class teachers and families to support student learning.

Social Climate Of The School

Pastoral Care

At LORDS, pastoral care is at the heart of who we are. It shapes how we relate to one another, how we support our students, and how we nurture a safe, inclusive, wholistic and compassionate learning environment grounded in our Christian values.

In 2024, pastoral care continued to be a whole-school commitment - woven through every relationship, classroom, and program. Our staff walked alongside students with empathy, encouragement and care, ensuring each young person felt known, valued, and supported to grow not only academically, but socially, emotionally and spiritually.

Key highlights this year included:

- Structured Wellbeing Programs across Primary and Secondary, focused on emotional literacy, respectful relationships, resilience and positive decision-making (eg, Play is the Way, Cyber-safety workshops and circle time)
- Daily Devotions, Chapel and Worship that fostered a strong sense of belonging, purpose, and connection to God and one another.
- Peer and Cross-Age Buddy Opportunities, which built trust and leadership across Year levels.
- Individualised Support through the pastoral leaders, ensuring students had the help they needed during challenging times.

Pastoral care, service opportunities and community events were also expressions of our spiritual life - where values such as compassion, humility, forgiveness and hope were not only taught but lived.

Spiritual Life

The spiritual life of LORDS remains central to our identity as a Lutheran school - a community grounded in grace, shaped by faith, and called to love and serve.

In 2024, our students and staff engaged in a rich rhythm of worship, prayer and reflection. Regular chapel services, daily devotions and special worship events provided opportunities to explore God's Word, grow in faith and live out the message of Christ in everyday life.

Christian Studies lessons encouraged students to ask big questions, explore meaning and purpose, and develop respect for diverse beliefs while deepening their understanding of the Christian story. Our school theme, drawn from Scripture, guided reflections and conversations throughout the year, inspiring a shared sense of purpose and connection.

Restorative Practice

Anti-bullying strategies are implemented and regularly reviewed, with a wide range of strategies being employed.

Through **Restorative Practices** we are able to bring people together to resolve and deal with conflict in a structured and supportive environment where relationships can be put right and harm can be dealt with so that all parties involved can move forward.

Students need to understand the importance of living in



community where learning, people and the environment are to be respected so that all members of the community feel safe (physically and emotionally) and effective learning can take place.

Parent, Teacher And Student Satisfaction With The School

LORDS regularly conducts in-house Parent Satisfaction Surveys as well as focused and qualitative surveys surrounding parent engagement and communication, student surveys surrounding Years 8/9 elective programs and Year 12 satisfaction following graduation. These surveys show the strengths of the school and also allow for the development of various focus areas for future strategic plans to be determined.

Teacher annual reflections are conducted which give staff the opportunity to express openly in writing and verbally their joys and challenges, as well as any issues they would like to see the School address. Feedback can be provided to staff about their performance and professional development goals are discussed. Such opportunities have proven to be helpful in developing a supportive professional learning community where staff feel cared for, listened to and part of a team. Further, staff participate in in-house Satisfaction Surveys which provide valuable information to enable LORDS to maintain and grow a positive employment environment.

Our Open Door Policy ensures parents have access to staff whenever they have an issue they would like addressed.

Our Friends of LORDS meetings are open to the community and allow families to share insights about the school and ways in which they are able to participate.

School Improvement

LORDS has a current Strategic Plan which concludes at the end of 2025. Following this, a new strategic plan will be released and will set both the tone and direction for LORDS into the foreseeable future.

The principal reports each month to the School Board on strategic priorities and progress. Each sub-school has an action plan connected to the strategic plan and school improvement.

Parents and the wider school community are kept informed of developments and changes via our school newsletter The LORDS Voice and Parent Connect evenings relating to:

- Social Innovation
- Parent Engagement
- The LORDS Story
- Facilities for the future

Across all areas, school improvement is regularly monitored through internal review processes, strategic planning workshops, data analysis, and community consultation. Updates are provided to the School Council, shared with staff and community stakeholders, and inform our ongoing planning cycles.

School Income Broken Down By Funding Source

Please refer to the Myschool website www.myschool.edu.au

Year 12 outcomes

Please refer to the MySchool website www.myschool.edu.au

Apparent retention rate

	Year 10 Base (2022 August Census)	Year 12	Apparent Retention Rate
Number of Students	55	43	78%

Child Safe Principles

Clear Policies & Procedures

- + Policies and procedures are regularly reviewed and updated to ensure they provide clear and concise expectations and include relevant steps should there be concerns or incidents

Reporting & Response Mechanisms

- + Policies and procedures are regularly reviewed and updated to ensure they provide clear and concise expectations and include relevant steps should there be concerns or incidents. Familiarity with these is included in our staff training

Staff Training

- + All staff and School Board members complete Child Protection training every year. All volunteers in the school complete Valuing Safe Communities and Child Protection training prior to engaging in volunteer activities within the school.

Risk Management

- + Of utmost importance is the safety and wellbeing of every child at LORDS. Staff regularly identify, assess and manage risks within the school environment as well as for off-campus activities and excursions. Formal procedures are in place to facilitate the identification of risks and the appropriate measures to mitigate potential risks.

Communication and Support

- + Through our open communication channels and support with and between staff, we are committed to keeping every child safe at LORDS. This enables staff to feel knowledgeable and supported when they identify concerns for a child as they move through the correct reporting process. Support is available for children, families and staff as required through our comprehensive Pastoral Care team. All school buildings display signage with information and contact details for staff members to whom students can report any concerns. Our Child Protection Policy is available on our LORDS website and from our Administration offices

Continuous Improvement

- + Child Protection, policies and procedures are regularly reviewed and updated taking into account staff feedback and changes in legislation

Child Participation

- + Through continuous communication and engagement with all students, LORDS staff ensure child will know they will be heard and supported if they seek help

Safe Recruitment Practices

- + Our recruitment process includes mandatory evidence of Blue Card accreditation as well as strict protocols and procedures for the recruitment of staff and engagement of volunteers.

Contact person for further information:

Please contact Ms Jodie Hoff (Principal) for further information on the school and its policies.

2024 Annual Report

Lutheran Ormeau Rivers District School (LORDS)

The Australian Government and Queensland State Government require schools to report a range of school performance information to their school communities within six months of the end of the school year.

In combining the requirement for both Governments, this report has been prepared under the following areas:

- School Details
- School Culture
- Professional Engagement
- Key Student Outcomes
- Satisfaction

For further information regarding the 2024 Annual Report please contact LORDS on 07 5540 8888.

