



Leighland

CHRISTIAN SCHOOL



ANNUAL REPORT 2021

Leighland Christian Parent Controlled School Association Inc.



Vision Statement

Leighland Christian School strives to be a loving Christ Centred Community demonstrating a vibrant faith and commitment to God's Word.

We are dedicated to educational excellence and seek to encourage each individual to explore and pursue their God given potential, inspiring a lifelong passion for learning and serving.

Core Values

- Using a Biblical perspective to nurture Christian values
- Seeking educational richness and diversity
- Working in close partnership with parents and carers
- Developing the God given potential of individuals
- Pursuing truth with transparency and integrity
- Promote grace, respect and dignity
- Building strong Christian character traits
- Demonstrating faith, hope and love

Mission Statement

Learning and serving together in Christ.



SEASONS

"There is a time for everything, and a season for every activity under the heavens:

*a time to be born and a time to die,
a time to plant and a time to uproot,
a time to kill and a time to heal,
a time to tear down and a time to build,
a time to weep and a time to laugh,
a time to mourn and a time to dance,
a time to scatter stones and a time to gather them,
a time to embrace and a time to refrain from embracing,
a time to search and a time to give up,
a time to keep and a time to throw away,
a time to tear and a time to mend,
a time to be silent and a time to speak,
a time to love and a time to hate,
a time for war and a time for peace."*

Ecclesiastes 3:1-8

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Board President's Report

James Hills

The past 2 years have presented challenges for all of us, and the School Community has not been immune from this. There has been the impact of COVID-19 and then the tabling, watering down and then shelving of the Religious Discrimination Bill – which was an important process in seeking protection from the increasing discrimination people of faith are being subjected to. It is important however, to recognise in all this that God is sovereign and He knows the beginning from the end. Our church bible study group has been going through the book of the Acts and we have been looking at the way in which the apostle Paul in returning to Jerusalem was subject to persecution where the outcome for him looked bleak, but God rescued him again and again in an unlikely way, enabling his purpose to be fulfilled. Amid all the opposition the word from the Lord to Paul was “Be of good cheer, Paul; for as you have testified for Me in Jerusalem, so you must also bear witness at Rome” (Acts 23:11). Nothing was going to stop God’s purpose from being fulfilled despite all the odds.... And this is the confidence we have as we look to the year ahead.

Before I mention some of the significant progress and achievements from 2021, I want to firstly acknowledge our current Board members. They have provided immense support and hours of voluntary commitment to the governance of this School. There has been very strong unity and purpose in the important decisions and strategic guidance for the School. I also want to particularly acknowledge Jannet de Bruyn who will be finishing her term on the Board this year. Jannet has now given 9 years to the Board, with the last 5 years as Board President before handing over this role to enable a smooth transition. Jannet was very committed to providing strong support and care for our School Leaders and regularly met in person with Glenn Mace and Liz Scheu to provide feedback, as well as a listening ear.

Of particular significance for the School this last year, has been the restructuring of the leadership of the School. This has been something that the Board has been working towards for a couple of years. With increasing requirements for demonstration of good governance, there was recognition of the need to provide increased support for the Board through the employment of a Senior Principal. The development of this model was supported by several reviews undertaken by Christian Education National (CEN) and recommendations based on these reviews.

As part of this restructure, Glenn’s role as Principal of Ulverstone finished and I want again to acknowledge Glenn and his faithful contribution, commitment and leadership for this School over many years. Glenn came into the role as Principal during a difficult season and due to his strong rapport and genuine care for the staff, parents and students, he was instrumental in bringing stability and care to restore community and rebuild trust through this difficult time. He also worked hard to develop a much closer relationship between the Ulverstone and Burnie Campuses of Leighland Christian School, as well as Devonport Christian School, working closely with both Principals and parents which led to a greater transfer of students from Year 6 into High School at Ulverstone.

Last year, Liz was reaffirmed by the Board as the Principal of the Burnie

Campus for the next 5 years and David Grey was reaffirmed as the Business Manager. David’s role in supporting the financial management of the School, as well as the Board in his role as Board Secretary, should also be acknowledged – his wisdom, care and Godly example are a great encouragement to us all, and as you will see from David’s report, this School’s financial position at the end of last year was very strong.

At the end of last year, we were also able to confirm the full Senior Leadership Team including Elizabeth Scheu, Katrina McNab, Kelly Dernehl, Patrick Fabian and David Grey, with Natasha Mackinnon joining the Team as the Senior Principal at the start of 2022. We are blessed to have a team of such strong and Godly leaders.

Re-registration was another very significant achievement last year with the School awarded a full 5 years and with very positive feedback from the review team. As a Board, we recognise the enormous amount of work that goes into this process and are grateful for this provision, which will allow the Board to focus on other areas of development over the next few years. A special thank you to the Senior Leadership Team of Glenn, Liz and David for leading this process and all of the staff who contributed to this success.

Enrolment growth over the past 4 years has contributed to the School’s strong financial performance and a big part of this has been the strong support from both our Burnie Campus, as well as Devonport Christian School for feeding into Year 7 at Ulverstone. As most will be aware, Devonport Christian School will be starting their journey towards establishing a High School with the start of Year 7 in 2023. This will inevitably impact on our Year 7 enrolment numbers next year. While this will need to be considered in plans for our School, we see this as a significant blessing for Christian education on the North West coast, providing increased opportunity for educating our children in the North West in an environment where Christ is central. The Boards and Senior Leaders of both Schools have a strong and positive relationship that is focused on the big picture for Christian education on the Coast.

As we look to the future, we believe strongly that there will be significant opportunities for good growth at both of our Campuses and for Christian Schools right along the Coast and on this basis, we need to be continually planning for accommodating these opportunities. In addition to the classroom upgrades in Ulverstone over the last holiday break, there are plans this year for a new bus shelter at Burnie and a new front entrance at Ulverstone. Plans are also being developed for a new classroom for Burnie for 2023 and further planning is continuing for upgrades to Ulverstone as part of the overall Master Plan for the School.

During the next 6 months, we will be working hard to develop a new Strategic Plan for the School to support the new structure and direction to enable us to take hold of the opportunities for the future. It is with confidence and excitement that we look to the opportunities ahead of us with God’s help and blessing.



Senior Principal's Report

Natasha Mackinnon

A New Season - "Preparing our children for the future – the important skill of learning to learn"

Seasons are periods of time. Different seasons can bring us great joy, peace, and fulfilment, or productivity and change, or they can also present significant challenges and be times of grief.

Importantly, seasons have a beginning and they have an end. We should expect this cycle and intentionally live each season of God's plan for our life under heaven, until we enter His unending season of fullness of life in Heaven for eternity. For now, we are invited and encouraged to learn to see the beauty in each season, as in Ecclesiastes 3:11a:

"He has made everything beautiful in His time."

As I read the reports from 2021 and spend hours with our new Senior Leadership Team, staff, students, parents, and the School Board, all the above emotions of recent seasons have been present. I want to acknowledge the work of others before me and on behalf of the Leighland Christian School Community, thank them for their hard work, commitment to community, and sharing the message of a loving Christ with the North West coast of Tasmania during 2021.

Personally, I have also moved into a new season as my family relocated to beautiful Tasmania and I took up the new role as Senior Principal of Leighland Christian School. Although I cannot speak directly to the

events at Leighland in 2021, I can certainly speak to the new season we have entered in 2022.

It's an exciting time to be in Christian education. Christian schooling has long held a transforming vision for education. We are dedicated to educational excellence and seek to encourage each individual to explore and pursue their God given potential, inspiring a lifelong passion for learning and serving. We want to be a school known for our vibrant faith and commitment to God's word, and instil the skills to serve God and our communities, as ministers of reconciliation, pursuers of peace, and as good stewards.

As we are looking to the future and preparing our students to leave school and enter adulthood and the workforce, learning as a life skill will be a feature at Leighland Christian School.

It is a common story in education for students to endure school and have education "done to them". Learning is not something you do for a season for 13 - 18 years and then you get a job, earn money and never have to learn again. Our current students now live in a season where the world of work is changing rapidly. By necessity, learning within organisations is now an ongoing expectation. The best organisations in the world are Learning Organisations. We aim to instil in our LCS students a love of learning that will last a lifetime, and they will be set

"The new world demands citizens who are self-learners, creative and resourceful. Problem solvers who can adjust and adapt to constant change. Independent thinkers willing to explore and chart their own paths."



“We seek to encourage each individual to explore and pursue their God given potential, inspiring a lifelong passion for learning and serving”

up to succeed whatever the future holds. As Eric Hoffer has observed, “In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

In many industries across the world, the most in-demand occupations and specialisations did not exist ten or even five years ago. The pace of change is set to accelerate. Technology is rapidly advancing and many of our traditional jobs are no longer in demand. Advanced organisations are inventing new ways of working. We do not know what the future will look like exactly, but we do know new ways of working and new types of jobs are being invented. A popular estimate from research completed by The World Economic Forum suggests, “up to 65% of children entering school today will end up working in a type of job that does not yet exist.”

How do we educate our kids to ensure they are prepared for a future that we cannot yet see or fully understand? We need to teach them the skills that will help them navigate an uncertain future, however it may look.

Education can no longer focus only on transferring explicit knowledge from one generation to the next. According to the OECD 2030 Future of Education and Skills Project: “We need to replace old education standards with an educational framework that combines knowledge acquisition, with the 21st century skills of creativity, critical thinking, communication, and collaboration.”

In a rapidly changing world, where we cannot predict what technologies will influence the future, we must teach children to teach themselves and love learning. Students need not just knowledge, but also the skills, attitudes, and values to thrive in, and shape their own future for a more empowered global citizenship. This has never been more evident than in the current pandemic.

The pandemic has taught us we need to be agile. The world was

thrown into chaos and most schools were not ready. The new world demands citizens who are self-learners, creative and resourceful. Problem solvers who can adjust and adapt to constant change. Independent thinkers willing to explore and chart their own paths.

Traditional schools continue to enforce and prioritise compliance, metrics and consumption over creativity, problem solving and entrepreneurship. Giving kids choices and responsibilities builds a sense of excitement, accountability and purpose. Students need lots of opportunity to play around, explore their interests and dive deeply into their passions.

At Leighland Christian School, we will spend time with our students, parents and as staff, working through what this looks like for our community. We are re-evaluating our School structures and subjects, promoting more student voice, choice and agency in their learning. Please take the time to speak to your children and ask them what they want to learn and then let us know so we can support them. Let’s encourage the love of learning, let’s encourage curiosity, the asking of questions and discovering the new.

We are committed to teaching new skills and preparing our students for a wonderful world. A wonderful world that was lovingly created by our Loving Father.

“So be strong and courageous! Do not be afraid and do not panic before them. For the Lord your God will personally go ahead of you. He will neither fail you nor abandon you.”

Deuteronomy 31:6

With an uncertain path ahead, we can all take confidence and courage knowing our great God will guide us and never abandon us.

“Learning is not something you do for a season and then you are done with it.”





Burnie Campus Report

Elizabeth Scheu Principal - Burnie Campus

This year was an eventful, exciting, interesting, and sometimes challenging one in the life of the School, with many changes taking place and seasons coming to an end for some of our staff. I want to begin my report by acknowledging Glenn Mace, the Ulverstone Principal, for his leadership, servant heart, and Godly character as he faithfully led the School for many years. I wish him all the best as this season of service comes to an end, and God leads him to his new position, wherever that may be.

In March, we submitted our Schools Registration portfolio, having worked tirelessly on it over many months and years for some areas of the report. It took a team of people to collate and craft the submission to be able to meet the rigorous standards set by the School's Registration Board, who also completed a school visit as part of the process.

The final result was 5 years of registration with no conditions, meaning that we met every standard to the highest level with no areas that needed to be addressed or refined. They looked at:

- Governance
- Student learning
- Curriculum
- Assessment and Reporting
- Student Welfare
- Staff
- Facilities and environment
- Enrolment and attendance
- Number of students
- Complaints Management
- Behaviour Management
- Compliance with law

The assessing team were excited by the learning spaces and staff presentations during the visit. They were very complimentary of our students, their behaviour, and how the facilities had been maintained. It was a time consuming but an extremely valuable process that resulted in a fantastic outcome for our School.

STAFF PROFILE

All of our teachers are registered with the Tasmanian Teacher Registration Board, and each staff member, regardless of their position within the School, holds a current Working with Vulnerable People Card.

Over the course of the school year, I am a constant presence in the classrooms and work to be in each space at least once a week. This allows me to know what is happening in the classroom, connect with the students, and support the staff and students in any way they may need it.

Teachers complete a formal appraisal process that is separated into two distinct parts allowing me to have discussions with them about

their professional journey, areas of strength, and identified areas for support. This process is supported with formal classroom observations before each appraisal and aligns with the AITSL Professional standards for teachers.

This year, we have tightened the Professional Learning Communities across both Campuses and actively looked for opportunities to engage with other CEN schools for staff professional development.

The Teachers, Teacher Aides, and Administration team work together to create a safe and supportive environment for our students where they are known, cared for, and challenged to be their best in their pursuits.

Full time teaching staff: 6

Part time teaching staff: 6

Non-teaching staff: 6

Administration staff: 3

CHANGES TO STAFFING

We were honoured to farewell Mrs Mary Burgess as she retired at the end of the school year. It would be remiss of me not to acknowledge her incredible contributions to Leighland Christian School over many years of very faithful service to the children and families in our community.

Mr Heath Richardson also tendered his resignation after working as the groundsman at Burnie for many, many years. We wish him all the best in his new endeavours.

Mrs Angella Jackson finished the year on maternity leave as they welcomed baby Maya into their family.

Mrs Cornette van der Merwe finished teaching at Burnie as she took up a full-time teaching role on the Ulverstone Campus from the start of 2022.

Mrs Tamara Grey finished her time as the school Community Relations Officer, having faithfully served the School and building our profile in the local and broader communities. She was heavily involved in supporting the transition from PiP (Parents in Partnership) to LinC (Leighland in Community) growing the number of people engaging with the emerging parent groups, the School Fair, documenting each school event and providing wisdom and guidance with promotional material, among many other things.

STUDENTS

Our student numbers fluctuated around 125 over the school year, with some new families moving into the area and some current ones moving out.

We were pleased to see that 16 out of our 21 Year 6 students transitioned to the Ulverstone Campus, to begin their High School pathway.

Student Leaders were appointed as they progressed through the selection process. They took on and led such events as Worship Wednesday and Fitness Friday. The leaders for 2021 were:

Captains: Lucy Lithgow and Isla Burgess

Burnie Youth Council: Grace Anderson and Tahlia Booth

Sports Captains: Darcie Tolley, Ruby James and Lilah Hanigan

SCHOOL CURRICULUM

Over the course of the school year, teachers engaged with the complete (8 part) Child Safe training, unpacking each module and discussing its impacts on our classes and students. This is an area that is becoming more prevalent in the training of teaching staff, to ensure best practice in the School.

We then worked through the CEN publication Heartbeat, a collection of insights into educators' reflections around biblically faithful Christian education. Each chapter was addressed and presented by a different teacher each week, followed by time spent exploring how we could apply their wisdom to our classroom and professional practices.

Teacher planning across Prep to Year 6 is based on the Australian Curriculum as its foundational document; however, each teacher weaves through their lessons and classroom practices a Biblical thread that is at the core of what we do and how we teach. Students engage in all 8 curriculum areas, have a specialist Music, PE, and Library lesson each week, taught by staff who work across both Campuses. Kinder follows the Early Years Learning Framework.

Pre-Kinder ran once a week for 5 weeks in Term 4, ensuring that the students were given the best possible opportunity to settle into school life and routine before starting Kinder in the coming year. This was very well attended by all parents and some grandparents.

We continued to develop the links between the Ulverstone and Burnie Campuses with at least one cross-campus professional learning community each Term. This time allowed teachers to plan the delivery of the curriculum with others working in the same year levels to ensure consistency where possible.

Staff completed many online courses and webinars presented by Independent Schools of Tasmania over the school year around such subjects as professional development, teaching practices, classroom management, and subject specific content.

Innovative teaching practices were implemented in the Year 1 and 2 learning space, with the area being opened into one large classroom that still allowed for individualised and focused learning.

Parents received feedback on their child's progress through parent/teacher interviews, progress and report cards, one on one ILP and SSP meetings.

Staff continued to use SEQTA as their planning framework, and their work was checked each Term by me.

Students completed formalised testing including, but not limited to, PAT testing, OARS (Prep testing), standardised tests in class, levelled reading and comprehension, and progress tests over the course of the school year. Teachers also complete many informal observations on a student and their individual progress against the Leighland Learner Traits and the School Values.

CAMPUS PROJECTS & UPGRADES

On Friday 5 March, we held the Official Opening of The Ark, Canteen, Learning Enrichment Centre, and the STEAM Centre, with the facilities being opened by Mr Gavin Pearce MP. It was a truly spectacular morning that was God honouring and showcased the School beautifully.

The Learning and Sensory Gardens were completed allowing students the opportunity to collect seeds, plant, grow and harvest the crops grown over the school year.

NAPLAN

Year 3 and 5 students completed NAPLAN tests electronically, with the Year 3 writing test still done with paper and pencil. The School was well prepared for the delivery of these tests, and technically everything went very smoothly. Students had engaged with the online platforms and completed practice tests prior to the testing window, which we held across 3 days.

Some areas returned very promising results, and others that remain a focus area for us to continue to upskill the students in the coming year/s.

Year 3

Above State average in Reading, Spelling, Grammar and Punctuation, and Numeracy.

Above National average in Reading, Spelling, Grammar and Punctuation, and Numeracy.

Year 5

Above State average in Writing, Spelling and Grammar and Punctuation.

Above National average in Writing.

CROSS CAMPUS COLLABORATION

Where possible, we took the opportunity to collaborate with the staff and students from the Ulverstone Campus, including sporting events, the Year 5 and 6 camp, Kinder play days, excursions, and also creating opportunities for teachers to meet regularly together.

One of the year's best events was the Combined Music Day held in Burnie. The whole Ulverstone Primary school joined us for rotational activities and choir training before presenting to parents from both Campuses at the Burnie Arts and Function Centre.



ASSOCIATION WITH FELLOW CEN SCHOOLS

Where possible, we took the opportunity to interact with fellow CEN schools at the professional level and with their students.

All staff engaged in the CEN State Conference held in Launceston, and teachers were part of a combined moderation day held on the Burnie Campus. This allowed each teacher from several schools to meet with their peers, present some active work samples and then moderate them against the standards and 5-point scale to ensure consistency in our setting and marking of tasks. It was a pleasure to host Circular Head Christian School (CHCS), Devonport Christian School (DCS), and both Primary teams from Leighland Christian School on the day.

We had cross-campus visits with CHCS and combined sports days that DCS and CHCS were invited to be part of over the course of the year.

PROFESSIONAL DEVELOPMENT

Teachers complete a series of compliance training courses each year on our SALT platform, covering everything from Child Safety to Workplace Health and Safety.

Teachers and teacher aides completed some ADHD training with Jo McLean at the start of the year.

As a Campus, we hosted a prac teacher from the University of Tasmania and another student completing their Teacher Aide training certificate.

PLAYGROUP

Playgroup went from strength to strength over the year, seeing many new families coming into the School, connecting with one another and taking the opportunity to learn about Christian Education at Leighland Christian School. Many of these families with school aged children then enrolled them for Kinder. Many thanks to Ms Anita Gibson for her planning and leading in Playgroup.

BUILDING COMMUNITY

Building a strong school community continues to be a focus for us, and even though COVID-19 restrictions impacted some planned events and access to the School, there was still plenty of opportunities to be involved including:

- Classroom help and volunteers across most of our classes
- Year 6 Graduation Assembly and Dinner
- A wonderful evening at our Welcome BBQ
- Cross-Campus Music Day and Performance
- Carnivals and Sporting events
- Book Week and Book Fair
- LinC Committees & events
- End of year picnic
- Celebration Service
- Worship Wednesday and Fitness Friday

SCHOOL FAIR

On Friday 15 October, we held our LinC Carnival. We were blessed with amazing weather, willing workers, and lots to see and do. It was a scaled down event compared to what we usually hold, but there was a sense of joy and happiness to be together and to really share a time that celebrated our School Community.

2021 was another COVID-19 interrupted year, but looking back on it, it's wonderful to see how God faithfully provided for our Schools, for each other and how we were able to flourish as a School Community. To God be the glory as this year, this season comes to a close allowing us to confidently look forward to what God has in store for Leighland Christian School in the coming years.

ENROLMENT FIGURES				
Year Group	Census 2019	Census 2020	Census 2021	May 2022
Kinder	20	15	14	20
Prep	13	20	17	18
Year 1	8	12	18	21
Year 2	20	8	14	19
Year 3	17	18	7	14
Year 4	20	15	19	11
Year 5	14	21	17	19
Year 6	24	14	21	15
Total	136	123	127	137

NAPLAN EVALUATION 2021 – SUMMARY OF RESULTS FOR YEAR 3 & 5 STUDENTS NATIONAL MINIMUM STANDARDS (NMS)				
		Below NMS	At NMS	Above NMS
Year 3	Reading	17%	0%	93%
	Writing	17%	17%	67%
	Spelling	0%	17%	84%
	Grammar and Punctuation	0%	0%	100%
	Numeracy	0%	0%	100%
Year 5	Reading	0%	12%	89%
	Writing	0%	0%	99%
	Spelling	0%	18%	77%
	Grammar and Punctuation	12%	12%	71%
	Numeracy	0%	24%	77%

Ulverstone Campus Report



Kelly Dernehl
Assistant Principal
(Secondary)



Katrina McNab
Assistant Principal
(Primary)



Patrick Fabian
Director of Teaching
and Learning

Never has a Bible verse been so relevant for the Ulverstone Campus, as Ecclesiastes 3:1-8 was in 2021. For Ulverstone, this year has brought many changes, as seasons have come to an end, and new seasons have begun. Perhaps the biggest ending of a season, was that of the principalship of Mr Glenn Mace, who faithfully served as a Teacher for 19 years before serving as Campus Principal for 5 years. There is no doubt that God used Mr Mace to bring Leighland into a new season when he began as Principal, and just as God changes the seasons, so he brought Glenn's season to an end at Leighland, as He prepared for Leighland to enter into a new season. The Ulverstone community would like to thank and honour Glenn for his faithful service to Leighland, and pray a blessing on him, as he too, enters into a new season of calling by God.

Throughout 2021, God called a number of new leaders to Leighland who now serve on the Senior Leadership Team – Mrs Kelly Dernehl, Dr Katrina McNab and Mr Patrick Fabian. At the end of 2021, the School appointed a new Senior Principal, Mrs Natasha Mackinnon, to serve as Principal over both the Ulverstone and Burnie Campus. Together, with Mrs Elizabeth Scheu as the Principal of the Burnie Campus, and Mr David Grey – Business Manager, this new Senior Leadership Team will guide Leighland Christian School into a new season, under the wisdom and ultimate leadership of our Lord Jesus Christ.

STAFF PROFILE

All teachers are registered with the Tasmanian Teachers Registration Board, and all staff employed by the School hold a current Working with Vulnerable People Card. Teaching staff are appraised twice per year and are supported with ongoing coaching and Professional Learning aligned with the Australian Professional Standards for Teachers.

Teacher Aides also receive regular professional development in supporting students with additional needs, as well as supporting teachers in providing enriching learning experiences for students.

Full time teaching staff: 23

Part time teaching staff: 25

Full time non-teaching staff: 2

Part time non-teaching staff: 37

CHANGES TO STAFFING

There were a number of staff changes in 2021, as God called for seasons to end at Leighland Christian School, calling staff into new

seasons for His purpose. We said farewell to Mr Ben Freshney, the Head of Primary who was replaced by Dr Katrina McNab in Term 4. The Head of Learning Support, Mrs Joanne McLean also moved into a new season on the East Coast of Tasmania, and she was replaced by Mrs Myriama McNab.

Leighland also welcomed a number of new teachers who have brought fresh perspectives and energy to the Leighland teaching team. New teachers to the Primary School included Mrs Regina Keep and new teachers to the Secondary School included Mrs Laura Gerlach, Miss Alice Huett, Mr Ben Mace, and we welcomed Mrs Cornette van Der Merwe from the Burnie Campus. We also welcomed Mrs Judie Bennett and Mrs Alison Gray to the Learning Support Team. In Term 3, Mr Glenn Mace took leave, and Mrs Kelly Dernehl took on the role of Acting Principal for the remainder of the year. This was a season of true 'team' as the Leighland team came together to continue outstanding teaching and learning practices for the students.

BUILDING COMMUNITY

Although COVID-19 restrictions impacted the way in which events were held, the Ulverstone Campus was able to find new and innovating ways in which to build and maintain a sense of community throughout 2021. This included events such as continued Parent Help, Parent-Teacher evenings and Meet the Teacher events, Book Fair and the annual Book Week Parade, Kinder orientation sessions, a number of Leighland in Community (LinC) events such as Dance parties and Gingerbread house making days, the annual Celebration Service, which was a ticketed event and a wonderful night to celebrate the learning of our students and the season of 2021.

SCHOOL REGISTRATION

This year saw the School go through the process for Registration. For Secondary curriculum, this presented the School with the opportunity to review documents, policies and teaching planning in the classroom. The School provided unit plans and examples of assessments to demonstrate how it teaches to the Australian Curriculum requirements. Part of the process was auditing planning and documentation in the School Learning Management System, SEQTA, confirming that planning was up to date, thorough and aligned to curriculum.

INFORMATION TECHNOLOGY

2021 saw the preparation for the implementation of individual devices for students in Years 10 to 12. This involved the School IT department testing different options of devices so that we had the most appropriate devices available. This will allow our students to be able to have more access to ICT and assist with their learning in the classroom and at home, as well as supporting our families by including the device and IT support in fees. In addition, appropriate documentation and policies were prepared to support this program.

The School began utilising the program ClickView, an online resource of films, video clips and TV series to be used for educational purposes for both teachers and students. This will greatly assist teachers to be able to share clips with students online, as well as use the provided digital teaching resources. Professional Learning and familiarisation on the use of the program were provided for staff, as well as updated guidelines for the showing of appropriate video clips and communicating with families.

NAPLAN

NAPLAN EVALUATION 2021 SUMMARY OF RESULTS FOR YEAR 3 & 5 STUDENTS NATIONAL MINIMUM STANDARDS (NMS)				
		Below	At NMS	Above
Year 3	Reading	0%	0%	84%
	Writing	0%	0%	100%
	Spelling	0%	0%	89%
	Grammar and Punctuation	0%	0%	89%
	Numeracy	11%	0%	83%
Year 5	Reading	0%	10%	85%
	Writing	10%	14%	71%
	Spelling	0%	10%	86%
	Grammar and Punctuation	0%	19%	78%
	Numeracy	0%	0%	95%
NAPLAN EVALUATION 2021 SUMMARY OF RESULTS FOR YEAR 7 & 9 STUDENTS NATIONAL MINIMUM STANDARDS (NMS)				
Year 7	Reading	0%	7%	89%
	Writing	8%	10%	83%
	Spelling	0%	0%	89%
	Grammar and Punctuation	0%	9%	86%
	Numeracy	0%	9%	88%
Year 9	Reading	8%	15%	74%
	Writing	15%	23%	59%
	Spelling	10%	23%	60%
	Grammar and Punctuation	10%	13%	75%
	Numeracy	0%	0%	85%

The School completed the NAPLAN tests in Term 2, after not having the tests due to COVID-19 in 2020. The NAPLAN tests are an opportunity for the School to be able to gain data and insight into the progress of our students in Years 3, 5, 7 and 9, and their development across the years. The School can be proud of the fact that, overall, the data revealed our students are performing above the Tasmanian average in Numeracy and Literacy. Staff met in the primary and secondary groups to look at the data, particularly to identify which areas our

students need additional support in. In addition to NAPLAN, our Primary and Secondary students in Prep - Year 9 took part in the online PAT tests for Literacy and Numeracy. The data collected from this gives the School a better understanding of student development, as well as areas where students require greater assistance in their learning. Leighland Christian School has been part of the BASE Australia project for a number of years. The Prep teacher, Miss Shaylyn Evans, uses the BASE feedback to inform her teaching and learning planning. It also enables her to measure student learning in the Prep year. The School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART) is a screening test of phonological awareness and early alphabet knowledge administered by Mrs Claire Walker, the Ulverstone Kinder teacher. The SEAPART information is also used to inform her teaching and learning planning.

SENIOR SCHOOL

Students studying Tasmanian Assessment, Standards and Certification (TASC) subjects in 2021 performed very well, working towards their Tasmanian Certificate of Education (TCE) and Australian Tertiary Admission Rank (ATAR). In fact, three of our students were ranked in the top one hundred of students in Tasmania for their ATAR, which is an impressive achievement for our students, as well as for a school of our size. Out of 37 students who completed Year 12, 30 of these students were successful in receiving their TCE. The School also participated in the annual Moderation for TASC subjects, as well as the process for Quality Assurance. This helps ensure that our School is teaching and assessing in accordance with the requirements of TASC and in line with other schools in the State. It also provides a valuable opportunity for teachers to reflect on their teaching and assessment practices.

INTERNATIONAL COMPETITIONS AND ASSESSMENT FOR SCHOOLS (ICAS) TESTING

2021 saw the introduction of the ICAS competitions. These online tests offered students in both Primary and Secondary the opportunity to test their skills in different subject areas such as Mathematics, Spelling and Writing, Digital Technologies and Science. Students were presented with certificates for their achievement, with three of our students receiving medals for being among the top performing students in Australia.

As this was the year of "Team", a great emphasis was placed on the different learning areas with Heads of Department and other leaders meeting together twice a Term. This was to enable collaboration, planning and sharing of ideas for developing and improving the School and to create a more cohesive approach to teaching. Part of this included regular, short professional learning using the "HITS", High Impact Teaching Strategies, to be able to reflect, share and discuss ideas for teaching practice and strategies.

Part of being a Team was greater collaboration between Primary and Secondary on the Ulverstone Campus. This involved regular meetings between the two curriculum leaders (Head of Curriculum and Head of Primary) as well as reviewing and revising communication around reporting.

YEAR 7 FACILITIES

2021 also saw the beginning of planning for the redeveloped Year 7 classrooms and structure. In 2022, Year 7 students will have their core subjects together in the same classroom space in order to minimise interruptions and to create a more Middle Years approach to schooling, assisting with the transition from Primary school. Part of this involved the selection of furniture to allow greater collaborative approaches to learning, and refurbishment of the classrooms, with one of the Computer Labs transformed. In addition, several of the general classrooms will be refurbished and modern furniture ordered.

PATHWAYS

The School continues to desire to provide our students with opportunities to consider their pathways and futures. This included information sessions for subject selections for students from Years 8-10,

as well as an open event for families considering enrolment at Leighland for Years 11 and 12. This provided families and prospective students with the opportunity to hear more about us as a Christian School and the subject opportunities available. Current students also had opportunities to learn more about UTAS and university opportunities, careers and trades, as well as Year 10 students participating in Work Experience. Thanks goes to Mrs Dianna de Deuge for her organisation of many of these events and activities.

SCHOOL CURRICULUM OPPORTUNITIES

Leighland Christian School is committed to providing a thriving learning environment in which students can develop their individual talents, interests and abilities. Excursions provide rich and authentic learning experiences and therefore, form an important part of our teaching and learning programs. In 2021, Kinder joined the Burnie Kinder class for two grand adventures, a Water Fun Day at Burnie Campus and a visit to Guide Falls Farm at Ridgley. Despite the rain, the Kinders had a fun day experiencing nature in action. Prep enjoyed two excursions with the Burnie Prep class, visiting the Tasmanian Arboretum at Eugenana to participate in Arbor Week activities and the multi award-winning Wings Wildlife Park to see over 150 different species. Narawantapu National Park was the ideal location for the Year 1/2 Burnie and Ulverstone classes to learn about animal habitats, plant habitats and the water cycle. Year 3 and 4 classes secured highly sought-after tickets and were able to attend Tasmania's premier Agfest field day at Carrick in May. Year 5 and 6 students from both Campuses headed off to the much-anticipated Hobart camp in July. The event allowed students to spend extended time participating in activities such as team building challenges, problem solving using knowledge they have gained, developing leadership and collaborative skills as well as historical learning about Australia's First Settlers and their impact on Indigenous Australians, and the structure of Australian Government. Kinder to Year 3 students participated in Bravehearts Ditto's Keep Safe Adventure program where they learnt about the right to feel safe, being able to say no, and what to do when they feel unsafe.

The Combined Campus Choir celebration was held at the Burnie Arts and Function Centre. Ulverstone students travelled to the Leighland Burnie Campus and spent the morning with the Burnie students, participating in a range of activities. After lunch everyone travelled to the Centre where students, families and teachers were entertained by the various Leighland choirs and bands. Our Music teacher, Mrs Del Polden, is to be congratulated for organising this very successful celebration event. Kinder to Year 6 students travelled to the Burnie Arts and Function Centre to attend a performance of the Burnie Musical Society show, entitled 'Moana'. It was exciting to see familiar faces from Leighland performing in the show. The Swimming Carnival, Athletics Carnival and Cross Country events were also held across both Campuses in 2021.

Students at Leighland are encouraged to consider how they can support and encourage people outside of their local community. Initiatives in 2021 included Beanies for Brain Cancer and filling shoeboxes for Operation Christmas Child.

The theme for Book Week 2021 was Old Worlds, New Worlds, Other Worlds. Students and teachers enjoyed dressing up for our annual Book Character Dress Up Day in August. Primary classes were given

an opportunity to participate in the Premier's Reading Challenge. The Premier described the 10-week Challenge as a way to encourage a love of reading for life.

TEACHER PROFESSIONAL DEVELOPMENT

As a member of Independent Schools Tasmania (IST), teachers have access to a range of professional learning opportunities throughout the year. In 2021, Primary teachers participated in the following IST sessions and external learning opportunities: Reimagining the Literacy Block, Autism in the Early and Primary Years, Loose Parts Play, Emotional Literacy, Musical Futures-New Approaches and the Christian Education National (CEN) State Conference.

PLAYGROUP

Mrs Claire Walker hosted two playgroup sessions each Monday morning throughout the school year. Between 16 and 21 families enjoyed the activities each week. Highlights of the year included the Gross Motor Morning with Mr McDermott, Mother's Day and the Beach Party.

ENROLMENTS				
Year Group	Census 2019	Census 2020	Census 2021	May 2022
Kinder	10	19	19	19
Prep	16	11	19	22
1	18	21	14	19
2	16	20	24	15
3	18	15	18	25
4	20	20	16	18
5	20	21	21	17
6	33	22.6	24	22
7	44	78.2	67.6	66
8	65	47	68	67
9	45	67.4	42	72
10	51	42	69.4	45
11	40	43	31	51
12	37	32	37	22
Total	433	459.2	470	480





Business Managers's Report

David Grey

FINANCIAL RESULT

The financial result for 2021 produced a healthy surplus of \$1,680,831, an excellent result. The main factors were an increase in overall enrolments for a fourth consecutive year and expenditure being kept within budget. The major projects in 2021 included the new Year 11 & 12 classrooms and a significant investment in ICT equipment.

Total expenditure increased in 2021 by \$552,813 over the previous year, and income for the same period improved by \$1,330,835, including the \$400k Capital Grant allocated from the Burnie MPEC project in 2020,

contributing to the improved end of year result. The surplus helped fund capital works and projects, including work for the new Year 11 & 12 classrooms in Ulverstone, ICT equipment, furniture, equipment, and minor works totalling \$778,000.

The table below (Expenditure 2016 -2021) shows the expenditure trends over the last six years. Wages and associated liabilities continue to account for 71% of our expenses and General Operating costs account for 18% of the Budget, which means many of the budget costs are fixed. Student support increasing to almost 5%. Maintenance 5% and finance costs less than 1% account for the remainder.

EXPENDITURE 2016- 2021						
Expenditure Category	2021	2020	2019	2018	2017	2016
Total Salaries/Wages	7,119,986	6,899,925	6,501,803	5,978,579	5,904,677	6,117,413
Total Student Support	487,862	334,204	383,864	361,610	367,180	357,015
Total Maintenance	501,783	490,298	485,990	405,087	375,746	385,526
Total General Operating	1,812,927	1,680,792	1,678,909	1,597,150	1,518,029	1,558,486
Total Borrowing Costs	46,272	40,800	41,627	52,073	61,184	69,152
Total Operating Costs	9,968,832	9,446,019	9,154,349	8,450,524	8,267,932	8,573,000
Capital Grants received	400,000	100,000				
Operating (Loss) / Surplus	2,080,831	1,372,809	1,142,983	1,215,115	589,043	(62,151)

“ ... God will credit righteousness for us who believe in Him who raised Jesus our Lord from the dead. He was delivered over to death for our sins and was raised to life for our justification. ”

Romans 4:24-25



MAJOR PROJECTS & DEBT

As detailed in the table on the next page, the investment total last year was \$920,915 and the historical investment in building projects and major items for Ulverstone and Burnie, from 2009 – 2021 exceeds 16.9 million dollars. The total loan balance as at 31.12.21 was \$1,543,985, a reduction of \$177,654 on the previous year. Loan interest rates are forecast to rise in coming years, so this is a good position and a manageable debt level for a school of our size.

CAPITAL WORKS 2021

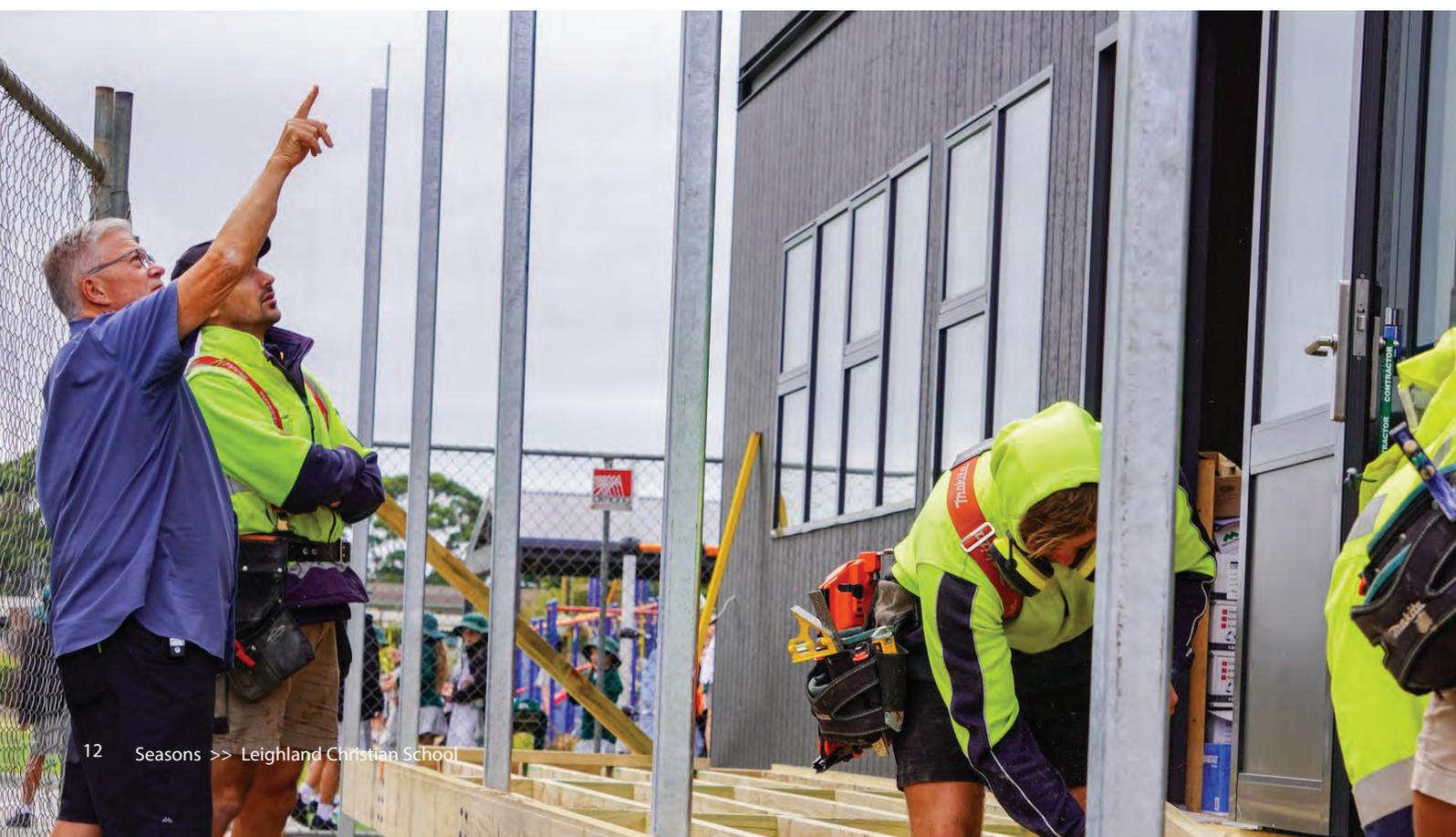
The major projects completed in 2021 included the building of two new classrooms in Ulverstone and the upgrade of ICT equipment including new laptops and devices, including additional devices for the Year 10-12 laptop program. There was also a garden project completed in Burnie and the installation of the lighting, audio and sound system for the new Ark. In Ulverstone, the CCTV network was upgraded and a new laser printer purchased for the Design in Technology area.

One of the most significant risks identified by our insurers and auditors in 2021 was cyber security as this affected a growing number of schools across Australia in 2021. This year, we invested in upgrading our network infrastructure to improve data security and disaster recovery systems, and in 2022, there will be a focus on staff training for cyber security, policy review and multi-factor authentication to further protect our data and ICT network.

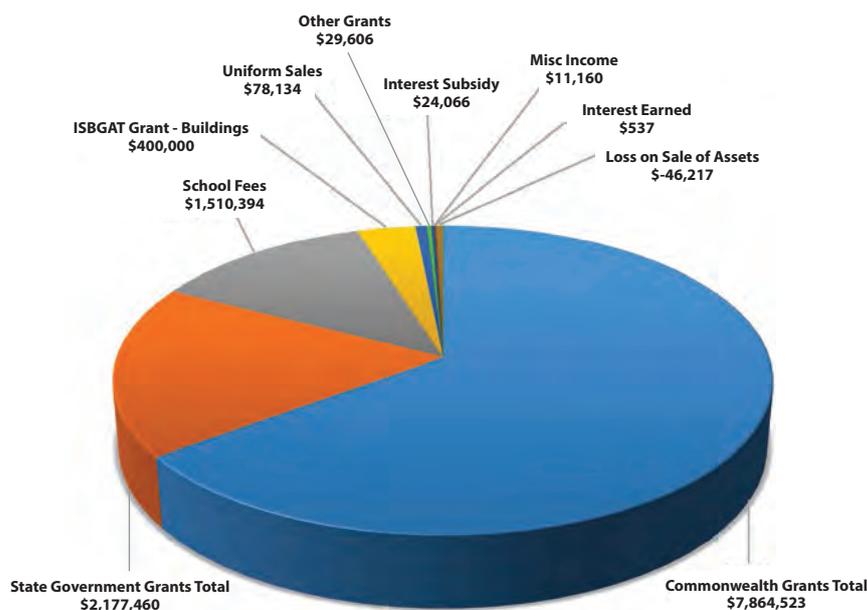
LEIGHLAND CHRISTIAN SCHOOL PROFIT & LOSS SUMMARY 2016 - 2021						
P&L (Summary)	2021	2020	2019	2018	2017	2016
TOTAL INCOME	11,649,663	10,718,828	10,297,332	9,665,639	8,856,974	8,510,849
TOTAL EXPENSES	9,968,832	9,446,019	9,154,349	8,450,524	8,267,932	8,573,000
NET OPERATING SURPLUS	1,680,831	1,272,809	1,142,983	1,215,115	589,042	-(62,151)
ISBGAT Capital Grants (Buildings)	400,000	100,000	0.00	0.00	0.00	0.00
TOTAL CHANGES IN EQUITY	2,080,831	1,372,809	1,142,983	715,115	589,042	-(62,151)

CHANGES COMPARED TO THE PREVIOUS YEAR					
	2021	2020	\$ Diff	% Diff	
Total Fees	1,510,394	1,073,518	436,876	40.70%	😊
Total Grants	10,071,589	9,424,009	647,580	6.87%	😊
Total Income	12,049,663	10,818,828	1,230,835	11.38%	😊
Total Wages	7,119,986	6,899,925	220,061	3.19%	😊
Total Student Resources	487,862	334,204	153,658	45.98%	😊
Total Maintenance	501,783	490,928	11,485	2.34%	😊
Total General Operating	1,812,927	1,680,792	132,135	7.86%	😊
Total Finance Cost	46,272	40,800	5,472	13.41%	😊
Total Operating Cost	9,968,832	9,446,019	522,813	5.53%	😊
Net Operating Surplus	2,080,831	1,372,809	708,022	51.57%	😊

Please Note: There is a complete set of audited financial statements available on request from the Business Manager. Email: d.grey@leighland.tas.edu.au



Total Income 2021 - \$12,049,663



TOTAL INCOME 2021	
Commonwealth Grants Total	7,864,523
State Government Grants Total	2,177,460
School Fees	1,510,394
ISBGAT Grant - Buildings	400,000
Uniform Sales	78,134
Other Grants	29,606
Interest Subsidy	24,066
Misc Income	11,160
Interest Earned	537
Loss on Sale of Assets	-46,217
TOTAL	12,049,663

BUILDING FUND

The Building Fund balance on 31/12/2021 was \$852,608 growing by a total of \$30,069 in 2021. No funds were withdrawn from the Building Fund during this period. The Building fund is a registered Tax Deductible Gift Recipient Fund registered with the Australian Tax Office. This means that donations to this fund are tax deductible. I would like to thank those people who have donated to the Fund over the last twelve months. If you would like to contribute to the Building Fund, then please contact the Business Manager.

DETAIL OF CAPITAL EXPENDITURE – 2021

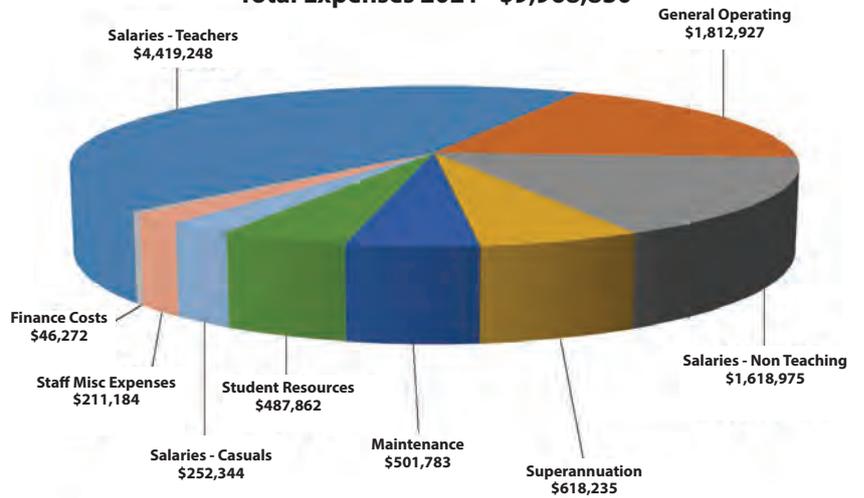
Ulverstone building projects & new Year 11 & 12 classrooms	291,677
Ulverstone equipment including new Laser Cutter for DIT	149,247
Ulverstone furniture and fittings	45,489
ICT hardware upgrades Ulverstone & Burnie	374,755
Burnie buildings & playground projects	51,492
New furniture Burnie	2,266
New equipment Burnie	5,989
TOTAL	920,915

CAPX YEAR	Building and Minor Works Projects	ICT & Technology	Equipment	Furniture	Text Books	Vehicles	Grant Total for Years 2009 to 2021
CAPX 2009	1,864,437	71,788	70,729	26,852	5,254		2,039,060
CAPX 2010	2,193,065	272,180	42,491	98,028	6,877		2,612,641
CAPX 2011	860,685	237,386	68,762	116,571	8,039		1,291,443
CAPX 2012	966,699	271,302	38,496	17,333	13,106	38,650	1,345,586
CAPX 2013	573,580	112,445	46,216	32,158	12,524		776,923
CAPX 2014	196,843	123,930	34,929	16,511	15,491		387,704
CAPX 2015	316,304	220,721	43,434	15,761	15,597		611,817
CAPX 2016	273,912	126,383	21,525	15,038	9,252	28,016	474,126
CAPX 2017	140,573	312,193	30,995	7,218	5,045		496,024
CAPX 2018	532,473	565,969	236,419	10,148	0	47,752	1,392,760
CAPX 2019	969,275	278,583	242,930	52,075	13,797	48,752	1,605,413
CAPX 2020	2,396,576	105,041	209,867	235,134	0	0	2,946,618
CAPX 2021	321,310	374,755	175,412	47,755	1,683	0	920,915
TOTAL \$	11,605,732	3,072,676	1,262,205	690,582	106,665	163,170	16,901,030



Total Expenses 2021 - \$9,968,830

TOTAL EXPENSES 2021	
Salaries - Teachers	4,419,248
General Operating	1,812,927
Salary - Non Teaching	1,618,975
Superannuation	618,235
Maintenance	501,783
Student Resources	487,862
Salaries - Casuals	252,344
Staff Misc Expenses	211,184
Finance Costs	46,272
TOTAL	9,968,830



BALANCE SHEET REPORT

The Balance sheet remains in a very healthy position with a moderate debt level and provision for staff entitlements increasing only marginally. Cash at the Bank is 5,314,682 with total liabilities of 3,875,688. For future development, the relationship we have with our Bank is important. To borrow money and be able to invest in future projects, the financial health of the School is a critical issue, which the Bank assesses annually, so the Balance Sheet is a key tool in meeting their covenant benchmarks.

BALANCE SHEET: (SUMMARY)							
		2021	2020	2019	2018	2017	2016
	CLOSING BALANCE PREVIOUS YR	15,433,719	11,407,980	10,264,997	9,459,882	8,960,836	9,022,986
	TOTAL CURRENT ASSETS	5,707,934	3,913,050	3,835,955	3,466,000	3,617,374	3,074,201
NON CURRENT ASSETS	NON CURRENT ASSETS						
	Property Plant & Equipment	15,682,304	15,549,870	10,786,128	9,950,931	9,165,723	9,262,705
	Unexpired Interest Vehicle Loans	0	0	0	0	0	0
	TOTAL NON CURRENT ASSETS	15,682,304	15,549,870	10,786,128	9,950,931	9,165,723	9,262,705
	TOTAL ASSETS	21,390,238	19,462,920	14,622,083	13,416,931	12,783,097	12,336,906
CURRENT LIABILITIES	CURRENT LIABILITIES						
	Trade Creditors & Accruals	91,877	58,990	72,339	131,049	182,823	236,684
	Sundry Creditors	0	0	0	0	0	0
	School Fees Paid in advance	18,863	79,395	27,429	18,343	13,576	19,779
	GST Liability	184,386	174,146	184,593	155,590	97,793	64,298
	Deposits Held for Third Parties	58,205	79,087	89,836	95,438	82,650	84,641
	Financial Liabilities (secured)	189,466	192,473	133,507	124,468	123,834	120,207
	Asset Purchase Loans - Vehicles	0	0	0	0	0	0
	Provision for Long Service Leave	761,587	634,485	606,247	588,615	572,735	537,692
	Provision for Annual Leave	38,688	38,688	27,794	28,329	26,797	31,485
	Grants Received in Advance	1,110,522	1,093,379	1,147,713	979,802	900,113	908,274
	TOTAL CURRENT LIABILITIES	2,414,905	2,350,644	2,289,457	2,121,633	2,000,322	2,003,060
NON CURRENT LIABILITIES	NON CURRENT LIABILITIES						
	Better Business Loan (Secured)	1,354,519	1,529,166	805,514	942,670	1,037,633	1,161,243
	Asset Purchase Loans - Vehicles	0	0	0	0	0	0
	Provision for Long Service Leave	106,264	149,392	119,133	87,631	195,264	211,766
	TOTAL NON CURRENT LIABILITIES	1,460,783	1,678,558	924,647	1,030,301	1,232,897	1,373,010
	TOTAL LIABILITIES	3,875,688	4,029,201	3,214,104	3,151,934	3,233,219	3,376,070
	NET ASSETS	17,514,550	15,433,719	11,407,980	10,264,997	9,549,882	8,960,836

“And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us.”

Romans 5:5

CONCLUSION

The 2021 year was a very good year for financial performance, and this can be attributed to the fourth consecutive year of enrolment growth, combined with sound financial management. The major building project was the construction of two new classrooms at Ulverstone and the ongoing upgrade of the ICT network and equipment. Planning progressed to include the introduction of a new laptop program for Years 10 – 12 and the upgrade of the ICT network storage and disaster recovery hardware and software systems. COVID -19 continued to pose a threat affecting all schools, increasing the costs for cleaning, personal hygiene, and restricting activities such as excursions, camps, and whole school activities. We continued to abide by the direction given by Public Health and IST in managing this risk.

The leadership team navigated school re-registration and directed enormous effort to this process. It was very gratifying to achieve a successful five year registration period, the maximum registration provided to any school. The audit team was very complimentary of both Campuses, and from my perspective, this included: the teaching resources, facilities and external playgrounds that we provide for students and staff, recognition of sustainable financial management, and compliance with legislation including the increasing focus on risk management and Board governance. This was a very good result for our School, and I would like to thank our Principals Glenn Mace and Liz Scheu, our Senior Staff team, and the Admin and Finance Team for all their effort to achieve this outcome.

The report on the investment in our School since 2009 for building development projects, capital improvements, and resources across both campuses, shows there was a total capital investment of \$16.9 million dollars. This includes new buildings, ICT equipment, furniture, plant & equipment, and textbooks. This is very different from the early days when our School had only minimal resources. A total of \$4.3 million dollars being provided through the commonwealth Capital Grants Program and retained earnings and bank loans funded the remaining balance. This highlights the need for ongoing planning and the financial balance required to ensure good stewardship to keep debt levels manageable and fees affordable.

Last year, we also successfully negotiated a new multiple enterprise agreement (CMEA) for our teaching staff, with six other CEN schools. This will see salaries and conditions improve over the next three years.

The agreement also embeds our Statement of Faith in our industrial agreement, further confirming our Christian ethos, core values, and biblical foundation. These strategic decisions are designed to underpin our future ability to remain a Christ Centred School and teach from a Christian World View.

This has also been a year of significant change in key staff, and in particular, I want to pay tribute to our inaugural Community Relations Officer, Tamara Grey, who did so much amazing work over the last three years in building our community profile and expanding our brand recognition through social media, publications, community events, and other advertising mediums. I also pay tribute to our Senior Leadership Team Principals Glenn and Liz; you are both amazing leaders and wonderful colleagues and much was achieved over the last three years, as we worked closely together.

We need to praise God for this remarkable season and give thanks for the many things achieved. It is equally important to look forward to the new chapter unfolding and to praise God. Change is never easy but God only ever wants the best for His people, so we can look forward in hope and expectation under a new leadership model.

The Board was again very active throughout 2021, with the review and restructure of the Senior Leadership being a significant focus. The stability, unity, and experience of the Board is a great blessing and not something we should take for granted. I thank each member of the Board for their commitment and desire to raise high the banner for Christian Education.

I also acknowledge and thank all our staff, but particularly those who provide support in the areas of: Administration, Community Relations, Teacher Aides, and school Maintenance, for these staff often go unnoticed yet play a significant and vital role in supporting, serving, enabling and underpinning the teaching staff, parents and students.

It continues to be a privilege to serve and work in the Leighland and CEN community and I give God all the praise and thanks.





Leighland

CHRISTIAN SCHOOL



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BURNIE CAMPUS

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