

St Luke's School Wantirna

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Kathryn Murphy, attest that St Luke's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

04/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

Vision

"I have come that you may have life and have it to the full" John 10:10

Mission

It is because of our belief in the person and words of Jesus Christ that we place Him in the centre of the life of our Catholic school. Therefore, we are motivated to create a climate permeated with the Gospel spirit.

St Luke's School is committed to the development of the whole person. Through the assimilation of skills, knowledge, moral and social attitudes, each person is encouraged to take his/her place as a creative member of the community.

Our belief is that every person has an innate and special worth. Therefore, at St Luke's School we endeavour to create an atmosphere in which all who experience the community may grow in their own richness, fullness and integrity. Our administration, including financial, works towards creating this atmosphere. We believe this can be achieved in the knowledge of God's love for each of us, and by an increasing awareness of a response to His Presence in our lives.

"The Catholic school tries to create within its walls a climate in which our students' faith will gradually mature and enable them to assume the responsibility bestowed by Baptism." (The Catholic School, The Sacred Congregation for Catholic Education, P.38)

We see this Catholic School as a vital part of the Parish community, with the Parish Priest as the leader of the Parish community and the principal as the administrator of the Parish school. As Pastor of the Parish community, the Parish Priest is seen as an integral part of the education and growth in faith of the children in the Parish school. The Principal and the school staff cooperate with and assist him in the fulfillment of this obligation through the religious education program which is carried out in the school and which shall be in accord with diocesan policies and guidelines.

Parents are the first and foremost educators of their children. Christian values and attitudes are taught primarily in the home, teachers, by work and example can merely reinforce these. The parents' privilege and responsibility to educate their children can be delegated in part, but never relinquished to the school.

We see the school community as an extension of the family. Therefore, parents must be involved in and work collaboratively with the school, as part of the team, if their children are to benefit from the Catholic Christian education.

The staff of this school understands that we share responsibility with the parents in awakening, nurturing and developing the child in their life of faith, and by embracing and communicating the teachings and heritage of the Catholic Church — bearing in mind the age and development of these primary school children.

It is desired that all members of our school community will work towards providing a happy and secure environment for all the children at St Luke's.

School Values

The St Luke's school values are:

- Respect — showing regard and appreciation for the worth of someone or something.
- Empathy — being sensitive to the feelings and needs of others by understanding and caring.
- Resilience — the capacity to cope with change and challenge and bounce back during difficult times.
- Responsibility — being accountable for the choices that we make for ourselves, others and the environment.
- Integrity — helps you listen to your conscience to do the right thing and to tell the truth. You act with integrity when your positive words and actions match.

School Overview

St Luke's Primary School is a Catholic school located in the outer eastern suburbs within the Archdiocese of Melbourne. Our small yet vibrant school offers an impressive curriculum, Catholic values and a lively community of parents, students and learners. In 2020 the student population was 130 housed in seven classes, one Foundation class, two Year 1/2 classes, two Year 3/4 classes and two Year 5/6 classes. There were fifteen teaching staff and seven Education Support Officers including an Office Manager.

Our school teaches a broad curriculum catering to the needs of each and every child. Our teachers work collaboratively in teams to provide consistent and relevant learning experiences for all of our students. Religious Education is central to the school curriculum and our Catholic Christian principles and values are strongly reflected in our programs, policies and actions. Christ is at the centre of everything that we do. We aim to provide an environment where students are encouraged to reach their full potential through partnerships with parents and the wider community and where students, staff and parents experience an atmosphere of mutual respect and co-operation.

St Luke's Primary School provides a strong sense of wellbeing, belonging and security, where students are given every opportunity to be affirmed in their dignity and worth and assisted to grow to the fullness of their potential. We have many programs in place that support the social and emotional needs of our students that promote our school values of integrity, respect, responsibility, empathy, resilience and integrity.

St Luke's Primary School has continued to focus on the individual needs of all students ensuring that programs are tailored to individual needs. We have placed great emphasis on teaching and learning practises and the importance of lifelong learning.

The school improvement strategic intent for St Luke's from 2020-2024 is to use evidence-based strategies and professional learning to animate our learners and develop high impact teaching strategies, so our students can live life to the full. Our three priority areas through which to achieve this are focusing on our pedagogical practices, professional learning and animating our learners.

Principal's Report

As the new Principal of St Luke's, I was excited to meet and commence my work with the community. I felt immediately welcomed by staff, students, families, Fr Joseph and the St Luke's Parish, and my first impressions were of a vibrant, caring and inclusive community. I am very pleased to present the 2020 Annual School Report to the Community.

Having completed an external review in 2019, our new School Improvement Plan for 2020-2024 was implemented with a strategic intent to use evidence-based strategies and professional learning to animate our learners and develop high impact teaching strategies, so our students can 'live life to the full'. The plan draws directly from our school vision guiding us to strive to provide our students with a variety of learning opportunities and educational experiences to promote the flourishing of each child.

PRIORITY 1: Pedagogical Practices

Goal: To use data-based evidence to inform the implementation of a range of high impact teaching strategies

Intended outcome: That data informed pedagogical practices enhance teaching and learning so that student outcomes improve

PRIORITY 2: Teacher Professional Learning

Goal: To further develop and maintain a collaborative culture of professional learning

Intended outcome: That teacher capacity and professional growth develop so that student experiences and outcomes improve

PRIORITY 3: Student Voice/Animated Learners

Goal: To empower students to take ownership of their own learning through a culture of high expectations

Intended outcome: That the students will be actively engaged in their learning so that they can reach their full potential

The worldwide pandemic due to COVID-19 presented challenges in 2020 never experienced before. Like just about all work places, education was impacted and had to adapt to remote learning and working from home. St Luke's was very well-placed to implement online learning with all students able to access a device, with the majority using school chromebooks. Staff did an enormous amount of learning and updating their technical skills, such as using Google Meets to video meet with students who were at home, utilising the collaborative functions of Google applications and Loom to record voice while reading an online book or presenting a slideshow.

As well as providing a continuity of academic learning for our students, a big focus was on the wellbeing and the connectedness of our community. There were daily video check-ins for classes with their teacher, smaller group focus sessions, online whole school prayer services and assemblies, online cooking sessions with Mrs Plimmer, dress up theme days, online incursions, a family try-athon, a virtual disco and lots of availability of our staff to troubleshoot and assist our families. The Foundation students celebrated their first 100 days of school online with a fun day full of 100 themed activities and a special party online with their Year 6 buddies.

One of our great achievements of 2020 was to present a whole school musical 'The Prize' written and directed by our talented Performing Arts teacher. Rehearsals were held online, students recorded their lines or songs on video and once we were back onsite, classes were able to record their songs. This was then all edited together and a YouTube Premier event was held where we

could all watch together from our own lounge rooms. During the long weeks on lockdown there was still a presence on site with supervision provided for children of essential workers and other children for permitted reasons. A surprise animal enclosure was constructed and on return to onsite learning in Term 4, we welcomed two rabbits, Moose and Allie, to our school community.

2020 was a year like no other, and I am very proud of the way our community came together to support one another during such a difficult time. Our staff, students and families were all amazing and our collective efforts made 2020 a success. I would like to thank Fr Joseph for his support during my first year as Principal at St Luke's and for the ongoing support he gives to the school community.

At the end of 2020 we farewelled and congratulated Mrs Carrie Rodda on her Principal appointment in Frankston South. On behalf of the community I would like to thank Carrie for the significant contribution she has made to our school, especially in her role as Acting Principal in 2018 - 2019. We wish her every success at her new school.

Kathyn Murphy

Principal

Education in Faith

Goals & Intended Outcomes

Intended Outcomes in Religious Education:

- To develop teacher understanding of Achievement Standards in RE
- To enable deep learning of high impact teaching strategies in RE
- To develop the capacity of students to identify where they can make a difference in the world

Achievements

In 2020 St Luke's Primary School continued to focus on being a welcoming and inclusive school, strengthening our individual and collective Catholic Identity. The Pedagogy of Encounter underpinned our approach to the religious education programs offered places the students' lives and questions at the centre of the learning. We are proud of the achievements accomplished in 2020 in Education in Faith.

Successes in Education in Faith in 2020:

- Staff engaged in dialogue to inform and guide the design of RE learning for encounter
- Continued to develop knowledge and understanding of Achievement Standards in RE
- Staff were involved in collaborative planning of RE units of work
- Staff encouraged to make connections with concepts across all areas of the curriculum
- Maintained opportunities for parents to be involved in faith focussed experiences both onsite and via Google Meet e.g Sacramental nights
- Held meaningful celebrations that encouraged participation of all members of our community both onsite and via Google Meet e.g. Commissioning Mass at the beginning of the Year, prayer service on the Feast of Mary MacKillop
- Weekly RE Newsletter published in the Parish Bulletin
- Mini Vinnies continued to lead the school in social justice actions or awareness campaigns

VALUE ADDED

- Rites of enrolment for Confirmation candidates
- Parish celebrations
- Confirmation and First Reconciliation Ceremonies
- Faith formation nights for Confirmation and Reconciliation
- Preparation for Sacraments
- Whole school liturgies — Beginning of the Year, End of the Year, Online liturgies
- Graduation Mass for Year Six

- Weekly staff meetings begin with Prayer
- St Luke's prayer recited at every assembly and daily in the classroom
- Classroom prayer spaces and resource for enhancing spirituality and daily prayer
- Whole school practice of daily silent Meditation
- Social Awareness fundraising by students and staff, e.g. Caritas - Project Compassion, St Vincent de Paul
- Catholic social teachings a focal point in our Christian mission
- Attendance by Religious Education Leader at RE Network Meetings/Conferences
- Professional Learning in RE for teachers
- Implementation of the Religious Education Curriculum Framework opening up a more explicit dialogue between Catholic faith and the diverse cultures and lives of students and finding new ways to express the Gospel as alive and authentic
- Mini Vinnies — a social justice initiative supporting people in need in our school and local community

Learning & Teaching

Goals & Intended Outcomes

Intended Outcomes in Learning and Teaching:

- To improve data literacy in reading, writing and mathematics to drive teaching programs
- To implement the use of high impact teaching strategies
- To develop knowledge and understanding of high performing, collaborative learning cultures through participation in The Learning Collaborative

Achievements

The staff at St Luke's have a strong focus on providing a learning environment that enables all students to be an engaged and successful learner. To improve the learning outcomes for all students a focus in our 2020-2024 SIP is to design teaching programs that use high impact teaching strategies informed by data. Building staff capacity in data literacy, collaborative teaching and learning, and development of a high performing culture are strategies St Luke's will employ over the next four years.

St Luke's were well-placed to provide continuity of learning through a remote learning program during 2020. All students had access to a device through redistribution of school Chromebooks and personal devices at home and online remote learning was able to commence at the beginning of Term 2. Initially all classes started with a daily Google Meet to meet with students to check in to see how they were, mark attendance and explain the learning activities for the day. Transition for adapting to new programs, applications, timetables and the conditions of a remote program was considered and within a few weeks all students were involved in online focused teaching sessions for Reading, Writing and Mathematics, Religious Education, Inquiry Learning, PE, Performing Arts, Auslan, Art and Social Emotional Learning programs continued to be offered throughout remote learning and were adapted to suit the learning environment at home. The school remained open for students of essential workers and for whom onsite supervision was permitted. During periods of Term 2 and 3 as many as 20% of our student population were onsite..

Successes in Learning and Teaching during 2020 were:

- Building teacher capacity in high impact teaching strategies
- Implementing the SMART Spelling approach across the whole school
- Continued to utilise Essential Assessment for pre and post testing to inform teaching and evaluate progress
- Continued to utilise Fountas & Pinnell benchmark testing for all students Years 2 - 6
- Formation of triangulation student data in Reading and Mathematics
- Tracking student progress data in reading, writing and mathematics
- Reconstructing data walls to present data across the whole school and across cohorts in reading, writing and mathematics

- Intervention or extension programs implemented for students identified through data via focus group teaching, intervention sessions and learning sprints
- Intervention continued to be implemented during remote learning through focus group teaching and sprints
- Personalised and differentiated support provided for students identified as 'at risk' in the classroom, Levelled Literacy Intervention program for students in Year 1 and Year 2 and the ERIK (Early Reading Intervention) program for students in Years 3 and Year 4
- Moderated writing samples across levels during PLTs
- Analysed qualitative and quantitative data to drive teaching and learning
- Regular meetings to monitor and plan effective remote learning programs
- Planning and monitoring individualised remote learning programs
- Strengthened the capacity of teachers to effectively use Google meet elaborations
- Continually evaluated and reviewed remote learning programs
- Strengthened the capacity of teachers to write, implement and evaluate Personalised Learning Plans
- Participated in both incursions and excursions to enhance learning
- Auslan was introduced as our language program in 2020. This has been very well-received by the community and embraced by the students
- St Luke's presented 'The Prize' musical written and directed by our Performing Arts teacher, Mrs PD. Rehearsals were held largely online during terms 2 and 3, with the cast recoding their parts at home. Once back onsite whole items were practised and recorded. The whole musical was then sewn together and presented as a YouTube Premier where we could watch it together in our own homes.
- In PE, students participated in a virtual *try-athalon* and Olympics during remote learning

STUDENT LEARNING OUTCOMES

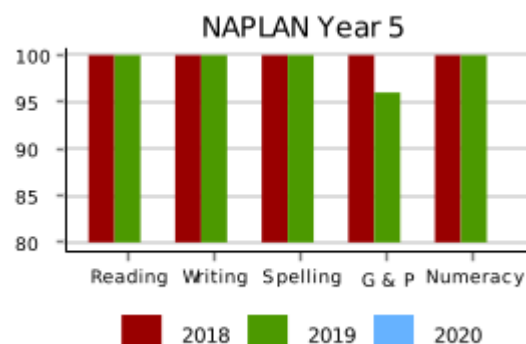
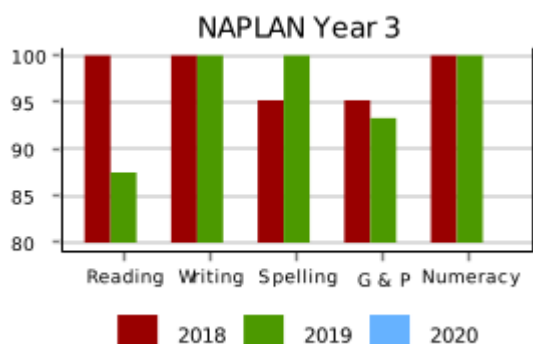
Student progress was reported to parents in written reports in at the end of terms 2 and 4. Parent teacher interviews were held via Google Meets at the start of term 3. Student growth continued to be measured through Essential Assessments, Progressive Assessment Tests, Fountas & Pinnell Benchmark Tests, PM Reading, Victorian Curriculum Standards and anecdotal teacher judgements.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.2	93.3	-1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	87.5	-12.5		
YR 03 Spelling	95.2	100.0	4.8		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	96.0	-4.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Intended Outcomes in Student Wellbeing:

- To develop a Wellbeing program based on CEMISIS data
- To develop knowledge, resources and strategies for helping children achieve their best possible mental health

Achievements

St Luke's Primary School vision "I have come that you may have life and have it to the full" encompasses the ethos of the school to provide a learning environment that enables all students to feel safe, respected, included, valued and successful. In our endeavours in this area, the focus is on developing both the social and emotional competencies of our students as well as providing learning programs that meet their diverse learning needs.

The five school values of Respect, Responsibility, Empathy, Integrity and Persistence are integrated into all aspects of the St Luke's environment. These values are explicitly focused on in Social and Emotional Learning (SEL) units of work and students are acknowledged at assemblies for demonstrating these values. Another core program of our SEL curriculum is the Resilience, Rights and Respectful Relationships program.

Restorative Practices continues to be the key strategy employed to support positive student behaviour. Common language and processes are used by all staff in both the classroom and playground environments. Restorative practice encourages and enables students to learn from their mistakes, reconcile and resolve issues with their peers. The wellbeing of our community was a priority during 2020. All staff were involved in activities to build connections and maintain a sense of community and belonging during the challenging time of Remote Learning.

All students were involved in daily class Google Meets for prayer, marking attendance, daily organisation and checking in. Small group learning was introduced giving students time with their teacher and a few peers for specific learning. Learning support staff were assigned to specific students to continue with individualised learning programs and to support them with other learning activities. Every endeavour was made to adjust, refine and revise learning programs to make remote learning as positive as possible for students and their families.

Clear, frequent and informative communication was key to the success of our community during 2020.

VALUE ADDED

- Fortnightly P-6 Friendship Groups
- Fortnightly lessons in Rights, Resilience and Respectful Relationships Program
- A range of lunchtime clubs are offered to provide an alternative off the yard for students in need:-Games Club, STEM Club, Glee Club, Mini Vinnies, Sports Club
- Running Club

- Walk to School Program
- National Day of Action Against Bullying
- Day for Daniel- Child Safety
- Twilight sports
- Provisional Psychologist on-site once a week
- Transition program Kinder to Foundation and Year 6 to Year 7
- Stephanie Alexander Kitchen Garden Program
- School Camp to Phillip Island for Years 3, 4, 5 and 6
- School Excursions and Incursions, e.g. Project Rocket
- External Music Teachers and lessons
- School Representative Council
- Buddy Program for students in Foundation and Year 6 (Better Buddies Program)
- Values awards presented at assembly and announced in newsletters
- School Values presentations at assembly
- Year 6 Leadership Program and positions
- Year 5 Leadership Program

Remote Learning

- Staff videos "We're All in This Together." and "I'll Be There For You"
- Wellbeing Wednesdays- Bring your pet to the Google meet/Wear a funny hat/Tell a joke
- Friday afternoon cooking with Mrs. Plimmer
- Wellbeing Day Friday, May 7th — No remote learning
- Friday Fun Day — August 28th Cooking/Boot camp/Art//Guess the Teacher/ Virtual Disco
- Whole School Challenge- Create Challenge, Inspire, Entertain "
- Mother's Day & Father's Day photo video presentations
- World Teachers' Day - video presentation by students
- SRC presentation at Google Meet Assembly
- School Google Meet assembly fortnightly
- Welcome back greeting by all staff- hats, balloons, signs

STUDENT SATISFACTION

Students at St Luke's displayed amazing resilience during 2020.

For our foundation students, the transition to online learning meant for many, using a device (Chromebook) they were not familiar with. For the rest of the students, the ability to borrow a school Chromebook meant that everyone was able to access the remote learning program and remain connected to their peers, teachers and support staff.

The staff gathered feedback frequently from their students. Adjustments were made to the remote programs based on the types of activities and ways of working that the students preferred.

On return to onsite learning, staff incorporated some ways of learning that students found preferable while at home. For example, students being able to record their work more often on SeeSaw, activities that allowed for more student choice and more frequent feedback from teachers. Staff attended to ways of learning and connecting, that students either missed or found ineffective while remote learning.

STUDENT ATTENDANCE

If a child is going to be absent from school, parents are expected to notify the school, via Flexi buzz, phone or email the office or teacher directly.

If a child is absent and the school have not received any communication from the parent, the school will notify the parents by 10:00am via nForma text message, advising them that their child has been marked absent from school and no communication has been received. The parents once receiving this notification are expected to contact the school via telephone. If this does not occur, the school admin officer rings the parent directly and continues down the emergency contact list until someone is contactable.

If a child is regularly absent from school, the school will contact and meet with the parents to provide support, to re-establish a regular pattern of school attendance. The School will implement the Every Day Counts (DEET) School Attendance Guidelines as described on the CEVN website.

Remote Learning

During Remote Learning student attendance was recorded during the daily morning Google Meet. Some classes also monitored attendance via a survey question to answered first thing in the morning. Parents were required to contact the school via the usual methods if a student was going to be absent. Families were contacted if we were not notified if a student's absence were unexplained. If there were repeated unexplained absences, families were contacted and staff worked with families to support them and their children to participate in remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.7%
Y02	95.6%
Y03	95.4%
Y04	91.8%
Y05	95.7%
Y06	93.9%
Overall average attendance	94.0%

Child Safe Standards

Goals & Intended Outcomes

At St Luke's Primary School, we believe that every child has the right to be safe and feel safe, whether at school or at home. Over the past year, our school has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. Ministerial Order 870 (Victorian Department of Education and Training 2016) specifies actions schools are required to take to embed the Child Safe Standards.

Achievements

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Staff participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child Safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Child safety — Risk Management practices and processes reviewed and refined
- Codes of Conducts for signed by all staff, parents, contractors and volunteers.
- Child Safety was a weekly agenda item during staff meetings
- ICT User Agreements to parents and students
- Maintained a Working With Children Check register
- Maintained a VIT register
- All staff completed online Mandatory Reporting Modules
- Reportable Conduct Scheme revisited with all staff
- Child Safe information included in school newsletter
- Visitor register maintained via VPass sign- in application

Leadership & Management

Goals & Intended Outcomes

Intended Outcomes in Leadership and Management:

- To develop a shared vision and understandings of highly effective teaching and learning practices
- To develop a culture of shared responsibility and accountability for student learning and growth
- To develop a shared understanding about student voice

Achievements

In 2020, St Luke's commenced the worked identified through the 2019 review as areas for opportunity for school improvement. The first annual action plan for the new review cycle was developed and implemented. While COVID-19 and the resulting remote learning and working from home situation changed the way in which we worked together, efforts were made to make the staff continue to feel connected, valued and confident about their work as individuals and as part of a team.

Successes in Leadership and Management during 2020 were:

- Development and implementation of the 2020 Annual Action Plan (AAP)
- Strategic planning meetings, school closure days and professional development to meet the actions of the 2020 AAP
- Professional development activities that ensured we met compliance, e.g. emergency management, first aid, mandatory reporting, anaphylaxis, child safe standards
- Strengthen Child Safe practices through revision of policies and procedures
- Reviewed and evaluated a number of policies as per our policy review cycle
- Commenced participation in The Learning Collaborative, based on the work of Lyn Sharratt and facilitated by the Eastern Region Office
- Gathered various forms of feedback throughout the year from staff, students and parents to inform decision-making
- School Leadership Team members attended relevant network days and external professional learning relevant to their roles.
- Regular meetings to monitor and plan effective remote learning programs
- Increased focus on method used for clear, concise and timely communication to all members of our community, especially during remote learning
- Allocation of resources in terms of support staff to best meet the needs of the students
- Recognition of achievements of staff and students in weekly newsletters
- Consulted staff to review staffing structure to best meet the needs of the school, both financially and operationally

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- SMART Spelling Instructor Workshops
- The Learning Collaborative Webinars
- Principal Indication — Finance, The Critical Quarter
- Women in Senior Leadership Course
- Master in Leadership — Religious Education
- Master of Business Administration — Executive
- Introduction to the 14 Parameters
- Introduction to High Impact Teaching Strategies
- SeeSaw, Loom, Google Applications (Meet, Sites, Classroom) workshops
- Mandatory Reporting Modules
- First Aid, Anaphylaxis and Asthma
- Reportable Conduct
- Disability Standards for Education refresher
- NCCD Moderation
- RE Dialogue
- Analysing and moderation of student work
- Analysing standardised data
- Literacy, Numeracy, Wellbeing, Learning Diversity, Religious Education, Admin, Finance, Deputy Principal Network meetings
- Dynamic Management Training

Number of teachers who participated in PL in 2020	13
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Average expenditure per teacher for PL	\$508
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TEACHER SATISFACTION

Despite the challenges that 2020 presented staff remained overall positive about their work. While the way in which staff teach and interacted with students and each other changed, this unprecedented year offered opportunities to renew, review and improve their practice. Feedback through staff surveys found that:

- 75% of staff felt 2020 was an opportunity phase, 25% felt they were in an adapting phase and no one felt they were in crisis
- key factors to our success were teamwork, communication, collaboration and supportive leadership, colleagues and families

- staff learnt things about the way their student learn that would not have otherwise known
- learning support staff felt there was more clarity around the work they did with students
- staff identified practices they would include in their teaching going forward

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	13.3%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	40.0%
No Qualifications Listed	13.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	8.4
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	4.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Intended Outcomes in School Community:

- To develop practices that foster an environment that embraces the education of all students
- To develop the learning partnership between school and the wider community to support rich and authentic learning experiences and improve connectedness

Achievements

St Luke's Primary School recognises that parents are the first educators of their own children and working together in partnership is essential in educating each and every child. One of the challenges faced during 2020 as a result of the COVID-19 pandemic was ensuring our community remained meaningfully connected during times of strict restrictions and lockdowns.

St Luke's is very fortunate to have a high committed, engaged and motivated Parents and Friends Association (P & F) who had plans for many community events during the year. Most of the events planned for Term 1 were able to proceed, but most of the events for the remainder of the year had to be cancelled.

The St Luke's School Advisory Board were great support during the 2020 year. We welcomed three new members onto board and continued to meet via Google Meet during the year.

One of the major community events of the year of the Parish and School Fete. This event was planned to bring the community together to celebrate the St Luke's Parish 40th Anniversary. Unfortunately this event was cancelled, but much collaborative work between the school and Parish had already happened.

Our Mini Vinnies group is another medium through which we connect with community. Linked with the St Luke's St Vincent de Paul Conference, our Mini Vinnies group seeks opportunities to offer support and raise awareness about social justice issue in our community.

St Luke's also seeks to connect with families in our community by offering a Playgroup space two morning a week for families and their pre-school aged children. Our St Luke's Playgroup is available at no cost to all families, not just those that already connect the St Luke's. The group uses one of the spaces in our hall facilities and the adventure playgroup.

Successes in School Community in 2020:

- Providing a welcoming and approachable environment
- Hosted a Commissioning Mass and beginning of the year Community Night, Athletic Twilight Sports and BBQ
- Weekly Walk to School
- Morning Running Club
- Parent helpers for classroom activities, Stephanie Alexander Kitchen Garden Program, School Banking, excursions
- Fortnightly School Assemblies
- Regular communication via the newsletter, emails, Flexibuzz, SeeSaw and the school FaceBook page

- Weekly school RE newsletter for the Parish
- Advertising articles in the local community news
- Online cooking sessions with Mrs Plimmer during remote learning
- Online forums and q&a sessions regarding remote learning and return to school via Google Meets
- Virtual tours via Google Meet for prospective parents
- Orientation sessions for 2021 Preps via Google Meet
- Involved parents and families in school activities during remote learning such as the virtual Try-athlon, the 100 Days of School celebration for the Foundation students
- Gather feedback from parents and families to inform decision-making
- Whole school musical presented via YouTube Premier

PARENT SATISFACTION

Parents were surveyed at the end of the first remote learning period. The responses indicated that the majority of our parents were satisfied with:

- our approach to remote learning
- the amount of learning students were required to complete each day
- the platform we used for remote learning
- the accessibility of the learning
- the adjustments made to cater for diverse learning needs
- the frequency of communication from the school
- the responsiveness of staff to student and parents questions

Parents were very appreciative of the time and effort the teachers had put into the Remote Learning programs, the regular feedback that was given, either directly through Google Meets or indirectly through email and Seesaw messages, and the extra-curricular activities provided to enhance wellbeing. A welcome back morning tea was provided by the parents for the staff as a sign of their appreciation.

We received many numerous positive communications from our parents expressing their gratitude for the care, support and dedication our staff displayed during remote learning. The following are some quotes from our parents:

"Awesome musical performance tonight! Thanks so much for all your hard work in putting it together! A huge effort that is very much appreciated!"

"I wanted to once again thank St Luke's for their support in 2020."

"I just wanted to say thank you so much for all your efforts for yesterday and all you're pre-planning. I feel much more at ease now and know that it couldn't have gone any better."

"I just wanted to say that this week has been one of our best with xxx this week, and I'm hoping it continues. He really enjoyed the Friday fun day and I think it is a great idea for all the kids."

"I just wanted to say thank you to all the St Luke's staff for a wonderful Friday Fun Day! The effort and organising that must have gone into that (along with the mammoth effort already being given because of lock down!) is greatly appreciated. My girls had a wonderful day, and it was such a varied program with something to suit everyone."

"I found the staff "I'll be there for you" very entertaining this morning."

"Just another email to say thanks for the continual hard work you are all putting in. Our school is very lucky to have such hardworking staff who have put together great online learning plans. I can only imagine the effort behind the scenes, so I just wanted to let you know how appreciative we are."

"I just want to say thank you for an amazing week of online learning that you have so meticulously planned out and implemented for the 3/4 students. The addition of morning google meets have been a fabulous start to the day for xxx. Then all the planned video lessons with story time, writing, maths etc are great also."

"I listen every morning to her teachers taking to the kids, they are so kind, patient, and should be seriously commended for their hard work and dedication."

"We just want to say how grateful we are for the AMAZING job you are doing in these challenging times!"

"Thank you for all your hard work, and all the hard work the other staff are doing too to make it all come together."

Future Directions

A new Leadership Team has been appointed and are enthusiastic about leading the school as we enter the second year of our School Improvement Cycle. Our strategic focus for 2020 will be on improving student growth through:

- strengthening our shared beliefs and understandings about effective teaching and learning
- using data to inform teaching
- developing our use of High Impact Teaching Strategies, particularly Learning Intentions and Success Criteria
- creating a culture of shared responsibility and accountability for the growth of all students

Professional learning will involve Learning Area Leaders facilitating dialogue with staff about student data, how to use the data to inform teaching programs, and support the development of effective Learning Intentions and Success Criteria. To gather data and inform productive conversations about best practice regular Learning Walks and Talk will be introduced for school leaders and teachers. Learning Walks and Talks will also be used to inform our next steps in professional learning.

The specific focus for Literacy is to utilise the data gathered about student reading levels using Fountas and Pinnell *Benchmark Assessment Systems* and the accompanying teaching approach to target the learning needs of each student. In Numeracy, data gathered from various sources will inform the content to be covered and instruction required to target learning programs. Another focus in numeracy will be developing student's problem-solving skills by embedding challenging tasks in the mathematics classroom. We will continue to implement best practice by participating in a numeracy collective with four other Catholic schools in our region.

Strengthening our Catholic Culture and Identity will continue to be an area of important work for St Luke's. Our Religious Education program and social justice programs will be key drivers for making explicit links with Gospel values and messages, and our actions which are the living expression of our Catholic Identity and developing a strong Catholic Culture.

Attention to the Wellbeing for our community, particularly our students, will remain high on our agenda as we recover and regroup after an unprecedented year, but also as we approach what will be the new normal of living with COVID. Continuing to implement the Berry Street Education Model (BSEM) to increase the engagement of all students, improve self-regulation, relationships, wellbeing and academic achievement will be a main focus for 2021.

In 2021 we are looking forward to welcoming and re-engaging our parents and the broader St Luke's community back to school liturgies, events, celebrations and our classrooms.