



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Luke's School

25 Stokes Road, WANTIRNA 3152

Principal: Kathryn Murphy

Web: [www.slwantirna.catholic.edu.au](http://www.slwantirna.catholic.edu.au)

Registration: 1782, E Number: E1306

---

## Principal's Attestation

---

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

---

## About this report

---

St Luke's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

---

## Governing Authority Report

---

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

---

## Vision and Mission

---

### 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 fulfilment 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 vibrant school offers an impressive curriculum, Catholic values and a lively community of parents, students and learners. In 2023 the student population was 165 housed in eight classes, a Prep class, three Year 1/2 classes, two Year 3/4 classes, and two Year 5/6 classes. The staff group consisted of seventeen teaching staff, including the Principal, eight Education Support Officers and 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 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 and 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 practices and the importance of lifelong learning.

The school improvement strategic intent for St Luke's from 2020-2023 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

---

It is a pleasure to present the 2023 St Luke's School report to the community. As a school we have achieved many things this year and have much to celebrate. We have enjoyed a year full of learning, activities and events. Wellbeing and positive mental health has been a major focus to support students' self-regulation, relationships and wellbeing to increase engagement and improve achievement.

St Luke's welcomed 20 new prep students to our school cohort, and combined with enrolments in other year levels throughout the year, the total student population at the end of 2023 is 166. Our class structure for the year has been one Prep class, three 1/2 classes, two 3/4 classes and two 5/6 classes. Our staff consisted of seventeen teaching staff, eight learning support officers and one Administration Manager. Throughout the year we have had a number of volunteers that have worked regularly at St Luke's including parents, grandparents, other family members and volunteers from Mercy Connect.

We are in the fourth and final year of our School Improvement Cycle and we have continued to focus on our 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

This, the final year of our improvement cycle also involved a formal external review and to prepare for this we reflected on our achievements and used recommendations from the reviewer to set our 2024-2027 School Improvement Plan.

Staff engaged in an Imaginative Prayer professional learning experience. Staff were led through a series of activities to understand and experience different ways of engaging with Scripture through imaginative prayer and practical ways of implementing this approach in the classroom. Imaginative prayer is an approach to reading and praying with sacred scripture made famous by St Ignatius of Loyola. The approach makes use of children's vivid imaginations to create powerful and immersive scriptural experiences. All imaginative prayer experiences involve a detailed exploration of the historical and literary context of the passages.

Staff engaged in professional learning through facilitated planning where student data was stimulus for all discussions. Staff identified data trends, using these to celebrate progress, and for designing the learning programs to target student growth. We worked on developing consistency of practice across the school, implemented new assessment tools and updated delivery of curriculum particularly in the areas of reading and cognitively demanding tasks in mathematics. We completed the final module in the Berry Street Education Model that uses classroom-based strategies to increase the engagement of all students.

A more formalised process for the development of Teacher Professional Learning Plans was implemented and involved setting goals, seeking peer feedback, gathering evidence and reviewing progress.

During Term 4 St Luke's undertook the mandatory School Review that happens every four years. The review process has two dimensions: Improvement and Compliance. School Review enables ongoing monitoring, deep learning and measuring of impact on improvement, as well as ensuring schools continue to meet external legislative and regulatory requirements. Our staff have engaged in self-assessment and reflection of our improvement and performance over the life of our current School Improvement Plan (SIP) via engagement with and completion of the School Improvement Framework (SIF) Rubric.

I am very proud to report that St Luke's was very successful in both dimensions of our review. Our reviewer highlighted strengths of our school as:

- A culture of welcome and inclusion is evident. Families value and trust the school and there is a strong sense of community.
- Caring and committed staff demonstrate collective efficacy, teamwork and a strong commitment to pastoral care.

- The distributed leadership model. Leaders are perceived by staff to be supportive, approachable and open-minded.
- Staff expertise to use data to direct learning has been an area of significant growth.
- The whole school approach to third teacher strategies that guide and scaffold learning is embedded.

Opportunities for Improvement were identified as:

- Applying the umbrella of the eXcel Framework: Wellbeing for learning in Catholic school framework, to more clearly connect wellbeing, learning and Catholic ethos.
- Documenting a development plan for the leadership team and aspirant leaders that adds clarity and invests time and resources in fostering and consolidating skills.
- Developing a whole school communication strategy that includes teacher communication to families so that there is more consistent curriculum information, and expectations of the content and frequency information that is sent home via digital platforms.
- Building on existing community partnerships and fostering new ones, could result in the realisation of innovative and challenging projects for students.
- The outdoor learning environment and garden presents untapped opportunities for learning linked to themes of sustainability and stewardship of the planet.

These opportunities will form the basis for developing our 2024 - 2027 School Improvement Plan and yearly Annual Action Plans.

Students thrived as they engaged with learning and extra curricular programs offered throughout the year. Our data shows that there has been great progress in all areas of the curriculum for the students. This year Indonesian was introduced through a Teachers as Co Learners model where the targeted language is taught for 15 minutes every day. This model involves both the teacher and the students learning the language together. Visual Arts was also introduced as a specialist subject for all year levels. Students have also enjoyed extra curricular activities such as excursions, incursions, interschool sport, camps, swimming, social justice fundraising, cooking and the various clubs on offer. Performing Arts was a major focus this year and culminated in the presentation of our whole school musical 'When I Grow Up'. It was a fabulous night for our community to come together to enjoy being entertained and celebrate the extraordinary talents of our students.

The St Luke's School Advisory Board (SAC) set two main focuses for the year, to gain understanding of the type activities our parents and families would like to be involved in and the ways we can share with the broader Wantirna and Knox community the unique educational experiences of the students at St Luke's, thus attracting greater enrolments. The members of the SAC have continued to be a committed group and have been a great source of support and considered advice on a range of school matters.

Our Parents and Friends group have been very active this year running their weekly lunch or snack days for the students. They have hosted a BBQs at Bunnings as well as at our school Athletics Carnival. They held their annual Mother's and Father's Day stall and were key supporters of our Mother's and Father's Day Breakfasts. The students loved dancing up a storm at the Disco, as well as getting their nails painted at the event. This group of parents do so much around our school to support and promote our sense of community and belonging.

St Luke's is very blessed to have very enthusiastic, creative, compassionate and kind students. They continue to take on the opportunities and challenges presented to them in all aspects of student life. Our staff are dedicated, caring and continually working to provide our students with the best learning programs and provide each other with collegial friendship and support. We are grateful to our parents and families for entrusting us to partner with them to educate their children. They continue to be supportive and appreciative of the school's efforts. I would like to thank Fr Joseph for the support he has given me personally and professionally, as well as that of the staff and school community. Wherever possible the St Luke's Parish have worked in partnership with the school and our collective efforts made 2023 a success.

---

## Catholic Identity and Mission

---

### 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 2023 St Luke's Primary School continued to focus on being a welcoming and inclusive school, strengthening both individual and collective Catholic Identity. The Pedagogy of Encounter underpinned our approach to the Religious Education Program.

#### Successes in Education in Faith in 2023

- Embraced the gospel message into everything we do." e.g relationships, clubs, behavioural policy
- Celebrated school liturgies
- Built relationship with St Luke's Parish e.g, planned and celebrated St Luke's Day
- Participated in a whole school retreat day introducing the practices and structures of imaginative prayer
- Analysed data for review
- Acknowledged the main events of the liturgical calendar throughout the year and incorporated important elements into lesson plans
- Developed the capacity of students to identify where they can make a difference in the world
- Undertook fundraising projects to raise money for Project Compassion: recycling, shoe drive, Mini Vinnies toy shop, The Wishing Tree, Crazy Hair Day
- Worked collaboratively with the planning of RE units of work - Engaged in discussion on the Pedagogy of Encounter to further enhance rich units of work
- Developed the importance of prayer through daily prayer in the classroom, assembly, staff memo, whole school meditation
- Maintained opportunities for parents to be involved in faith focussed experiences e.g Sacramental nights, newsletter
- Celebrated the Easter Season - pancake making, project compassion, whole school participation in the Events of Holy Week
- Hosted and participated in the Social Justice program 'Kidsview'
- Attended community events; Long Walk, Christmas Carols in the Mall

- Participated in RE network meetings
- Participated in special Days - Holy Week celebrations, Harmony Day, Mind, Body and Soul Day
- Christmas Carols
- Parishioners carols and morning tea

## Value Added

St Luke's Catholic Primary School partners with families and the parish community to develop a strong understanding of Catholic traditions and Gospel teachings. We believe that our Catholic faith promotes the development and well-being of all students- emotionally, physically, socially and spiritually.

Our Religious Education curriculum at St Luke's uses a variety of resources such as To Know, Worship and Love and the RE Curriculum Framework along with many resources found on Catholic Education Victoria Network (CEVN).

Students learn about Jesus through scripture reading, discussion and analysis. Collaboratively planned units provide opportunities for students to reflect on and respond to questions and draw authentic links between how God calls us to live life in today's modern Australian society.

St Luke's has a strong sense of social justice and it is strongly promoted at St Luke's through Mini Vinnies. Students come together weekly during their recess to share and put into action ways they can support St Vincent de Paul Project Compassion and needs within our school community.

St Luke's Year 6 students introduced a "Walking with Jesus" award as a way of recognising the ways students are living out the gospel values. This award is presented at our fortnightly assembly. St Luke's community celebrates many important events as a school community e.g. Father's and Mother's Day liturgies, the beginning of the year mass, faith commitment masses, St Luke's Day and many more.

The Sacraments are a special part of our faith development at St Luke's. All candidates preparing to receive the Sacraments of Reconciliation, First Holy Communion and Confirmation were supported through participation in Family Faith nights, Faith Formation Days and units of work completed in the classroom.

The staff were given the opportunity to further their own faith development and connectedness as educators in a Catholic school through participation in a whole school retreat day, introducing the practices and structures of imaginative prayer. Many staff engaged in additional PD offered by MACS.

---

## Learning and 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 perform

### Achievements

The staff at St Luke's have a strong focus on providing a learning environment that enables all students to be engaged and successful learners. To improve the learning outcomes for all students. The focus in our 2020-2023 SIP was to use high impact teaching strategies, build staff capacity in data literacy and provide opportunities for collaborative teaching and learning. Through participation in the School Improvement Learning Collaborative (SILC), we have focused on building teacher capacity to implement both engaging and personalised learning, based on rigorous and consistent use of data, reflective practice and feedback.

The emphasis on learning intentions and success criteria across all year levels has had a positive impact on the learning and teaching of all students. The introduction of consistent 'third teacher' charts assisted our students to feel like co-contributors to their learning. Teachers developed consistent planning tools that fostered engaging, differentiated and highly personalised learning for all students. Understanding each student's learning needs are at the core of all curriculum design. Targeted learning programs and resources were consolidated so that every child maximises their progress across a range of learning areas. Throughout this year we implemented numerous digital tools during staff meetings to increase engagement in these discussions and continue to monitor the growth and progress of all of our students

In Mathematics, facilitated planning sessions have focussed on analysing data; PAT Mathematics, Essential Assessment, Early Years Numeracy Interview. Results informed teaching programs identifying student understanding, learning goals and growth. Collaborative planning has provided an opportunity to build teacher efficacy in the learning and teaching of Mathematics.

#### Achievements

- Build teacher capacity in high-impact teaching strategies

- Continued to utilise Essential Assessment for pre and post-testing to inform teaching and evaluate progress
- 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 and extension programs implemented for students identified through data via focus group teaching, intervention sessions and learning sprints
- Updated resources for guided reading the Junior school to reflect the decodable sequence and explicit teaching of letters and sounds.
- Personalised and differentiated support provided for students identified as 'at risk' in the classroom, Phonological Awareness programs (ERIKSEN and Speld SA & LLLL)
- Moderated writing samples across levels during Professional Learning Teams supported by the Brightpath program. Allowing teachers to pinpoint progress on the writing continuum and track over time.
- Attended and presented at the Eastern Region Learning Fair
- Strengthened the capacity of teachers to write, implement and evaluate Personalised Learning Plans
- Participated in both incursions and excursions to enhance learning
- Strengthened the use of many online digital platforms e.g. Seesaw
- Introduced Visual Arts specialist subject for all levels
- Introduced Indonesian as our Language, teachers as co-learner, for all levels

## Student Learning Outcomes

In 2023 St Luke's student progress was reported to parents in written reports at the end of terms 2 and 4, and Parent Teacher Interviews, at the end of Terms 1 and 3. Student growth was measured through Essential Assessments, PAT Progressive Assessment Tests, both Adaptive and regular formats, Fountas & Pinnell Benchmark Tests, PM Reading, and anecdotal teacher judgments based on the Victorian Curriculum Standards

Students identified as 'at risk' had individual learning plans written to target their specific needs. The plans included specialised programs designed by our Literacy and Numeracy Leaders.

Adjustments were implemented in the classroom to make learning accessible to all students. Program Support Meetings were held regularly to monitor, review and revise specific goals and learning outcomes.

### NAPLAN 2023

#### Year 3



Our Year 3 students performed well in NAPLAN. Our mean in all areas was higher than the state mean, with particular strengths in Reading, Spelling and Maths.

#### Year 5

Our Year 5 students perform well in NAPLAN. This group showed strength in the areas of Writing and Spelling.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	439	60%
	Year 5	493	72%
Numeracy	Year 3	440	85%
	Year 5	490	68%
Reading	Year 3	434	89%
	Year 5	525	89%
Spelling	Year 3	446	88%
	Year 5	515	83%
Writing	Year 3	431	88%
	Year 5	528	83%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

---

## Student Wellbeing

---

### Goals & Intended Outcomes

#### Intended Outcomes in Student Wellbeing:

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

### Achievements

St Luke's Primary School's 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 Resilience 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 continue 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.

We began the year with a unit of work on wellbeing focusing on personal relationships and what is needed to care for and nurture the 'whole self'. We had an incursion from The Wellbeing Show which aims to promote the attitudes and behaviours that each student needs to acquire, in order to be successful academically, in social interactions with others and to generally experience happiness and wellbeing within themselves.

The staff participated in Professional Development which focused on the Domain 5 of the Berry Street Education Model: Character. Exploring character helps you develop awareness of who you want to be (values) and how you want to act (strengths) Using character strengths helps to build positive emotions, social connectedness and wellbeing

Teachers attended after-school BBQ's to foster a sense of community and give teachers and families a chance to connect outside of the classroom.

## Value Added

- A range of lunchtime clubs are offered to provide an alternative off the yard for students: Games Club, STEM Club, Glee Club, Mini Vinnies, Sports Club and Garden Club
- Running Club
- Walk to School Program
- National Day of Action Against Bullying and Violence
- Day for Daniel - Child Safety
- Harmony Day
- National Reconciliation Week and Sorry Day
- Twilight sports
- Transition program Kinder to Foundation and Year 6 to Year 7
- Stephanie Alexander Kitchen Garden Program
- School Camp to Golden Valley for Years 3, 4, 5 and 6
- School Excursions and Incursions
- External Music Teachers and lessons
- School Musical
- School Representative Council
- Buddy Program for students in Prep and Year 6
- School Values presentations at assembly
- Values awards are presented at assembly and announced in newsletters.
- Year 6 Leadership Program and positions
- Year 5 Leadership Program
- Mother's Day & Father's Day Events and Liturgies
- Whole School Carols event

## Student Satisfaction

**The followings students responses from 2022 MACSSIS highlight particular areas of students satisfaction:**

- Rigorous Expectations - 79% positive (MACS average 77% positive)
- School Climate - 62% positive (MACS average 59% positive)
- Enabling Safety - 60% positive (MACS average 58% positive)
- Teacher-Student Relationships - 74% positive (MACS average 71% positive)
- Catholic Identity - 74% positive (MACS average 65% positive)

## Student Attendance

If a child is going to be absent from school, parents are expected to notify the school, via Operoo, phone call or email the office or their 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.8%
Y02	91.0%
Y03	91.0%
Y04	92.3%
Y05	88.8%
Y06	89.5%
Overall average attendance	90.9%

---

## Leadership

---

### 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 2023, St Luke's reviewed and prioritised areas identified for improvement in the School Improvement Plan. Our intentions for the year were to improve student growth through continuing to develop a culture of shared beliefs and understanding about teaching and learning, to expand our knowledge and use of High Impact Teaching Strategies, specially effective use of the 'Third Teacher' in our classroom spaces, feedback, develop an understanding of the elements of the Assessment Waterfall and development of Staff Professional Learning Plans.

Through careful management of resources, school structures were maintained to enable Learning Area Leaders to facilitate productive conversations about student data. Staff meetings and level planning meetings were scheduled to align with addressing priorities in the Annual Action Plan and utilising Learning Area Leaders and Support Staff to support the learning programs, teachers and students.

In 2023, the Leadership Team set aside specific time to focus on strategy. All members of the Leadership Team participated in the School Improvement Learning Collaborative (SILC) professional learning workshops with Simon Breakspear which focussed on Building a Culture of Feedback. Tools and strategies introduced and explored in these workshops were for Enhancing feedback habits and reducing feedback avoidance. All members of the Leadership Team also participated in a 3-day workshop 'Crucial Conversations' that developed and refined our skills to step into difficult conversations and uphold the dignity of those involved by entering into relational dialogue for improved results.

2023 also involved working with ARM Architecture to develop a Master Plan for St Luke's. A working party was established and participated in a series of workshops to develop ideas for the plan. Existing buildings and site conditions were assessed, future forecasts for

enrolments and underlying demand was analysed and current facilities utilisation was also analysed.

The Master Plan solution was developed using the principles of:

- a welcoming front door
- improved student outcomes
- excellent learning environments, and
- right sized school.

The proposed Master Plan consists of four stages and will consolidate and refurbish the existing spaces to create a more sustainable and operationally efficient school. Broadly, the works are:

- Demolish underutilised relocatables
- Decommission current staff and student toilet blocks and replace/upgrade to provide amenities that are open, visible and safe
- Update the current classrooms and refurbish the open learning areas
- Create a new entrance pathway to increase street presence
- Refurbish the administration building and the central courtyard.

St Luke's will be seeking funding via State or Commonwealth Capital Grants to undertake the improvements to infrastructure proposed in the Master Plan.

Facility upgrades that were undertaken in 2023 were replacing old desks and chairs in the year 5/6 classes with new furniture, replacing existing fencing at the front of the school and installing additional fencing to make the school complete secure made possible via the Schools Upgrade Grant and shade sails were installed at the front of the school to create an outdoor learning space, these were funded via the Victorian Government's Shade Sail Grants. In the school grounds, rotting garden sleepers were replaced with new concrete sleepers and a tree audit was conducted to assess the health and safety of the tree. Recommendations in the audit were completed.

During the second half of 2023, St Luke's prepared for our 4 yearly review. Time was allocated so that all staff could participate in analysis of data and reflection on our achievements towards meeting the goals we set in our School Improvement Plan for 2020-2023. This was a very rewarding experience where we were able to acknowledge and celebrate

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

- Development and implementation of the 2023 Annual Action Plan (AAP)
- Strategic planning meetings, school closure days and professional development to meet the actions of the 2023 AAP
- Professional development activities that ensured we met compliance, e.g. emergency management, first aid, mandatory reporting, anaphylaxis, child-safe standards
- Reviewed and evaluated many policies as per our policy review cycle
- Adapted the new MACS compliance Policies to the St Luke's context
- Continued participation in The School Improvement Learning Collaborative (SILC), based on the work of Simon Breakspear 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 learning programs
- Increased focus on method used for clear, concise and timely communication to all members of our community
- Allocation of resources in terms of Learning Area Leaders to best meet the goals of the AAP and support staff
- 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
- Implementation of the CEMEA 2022
- The School Improvement Learning Collaborative meetings and webinars facilitated by Simon Breakspear
- Further development of Learning Intentions and Success Criteria, Learning Walks and Talks, the Assessment Waterfall, 'third teacher' or anchor charts and High Impact Teaching Strategies
- Berry Street Education Model Modules
- "Imaginative Prayer" Staff Professional Learning activity
- Mandatory Reporting Modules
- First Aid, Anaphylaxis and Asthma training
- Reportable Conduct
- Disability Standards for Education refresher
- NCCD Moderation
- RE Dialogue
- Analysing and moderation of student work

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Analysing standardised data</li> <li>• Curriculum and Pedagogical Content Knowledge development</li> <li>• Cognitively Demanding Tasks in Maths</li> <li>• Literacy, Numeracy, Wellbeing, Learning Diversity, Religious Education, Admin, Finance, Deputy Principal Network meetings</li> <li>• MACS Re-imagining Languages and Teachers as Co-Learners PD</li> <li>• Dynamiq Emergency Management and Warden Training</li> <li>• NAPLAN Online Training</li> <li>• Principal Network Meetings</li> <li>• 5 day Indigenous Immersion Experience in Cape York with Principal Network</li> <li>• 2 day Deputy Principal Conference</li> <li>• 2 day Principal Network Conference</li> <li>• Applying a resilience model facilitated by Salutegenics</li> <li>• ICON Administration meetings</li> <li>• Implementation sessions for Brightpath and Elastik platforms</li> <li>• Teacher use of Brightpath and Elastik platforms</li> </ul>	
Number of teachers who participated in PL in 2023	17
Average expenditure per teacher for PL	\$1485.00

## Teacher Satisfaction

During 2023, the staff have continued to develop a positive culture and collegial work environment. The staff at St Luke's are extremely hardworking and have high expectations of themselves and each other. They are dedicated to their students and the school community.

**The following Staff responses on the 2023 MACSSIS highlight particular areas of staff satisfaction:**

- School Climate - 88% positive (MACS average 73% positive)
- Staff-leaderships relationship - 97% positive (MACS average 80% positive)
- School Leadership - 77% positive (MACS average 58% positive)
- Staff Safety - 80% positive (MACS average 66% positive)
- Collaboration around an Improvement Strategy - 83% positive (MACS average 66% positive)
- Support for Teams - 81% (MACS average 67% positive)
- Catholic Identity 83% (MACS average 75% positive)



<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	9.5%
Graduate	4.8%
Graduate Certificate	0.0%
Bachelor Degree	42.9%
Advanced Diploma	28.6%
No Qualifications Listed	14.3%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	11.6
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	7.9
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### 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. This has fostered the students' sense of community and further established a real sense of belonging.

Family school partnerships are an important aspect of the work we have undertaken at St Luke's. Staff have worked to build family-school partnerships, safe in the knowledge that studies show how positive relationships between parents and teachers help students engage in the community and perform better academically.

The staff continues to work on strategies to support communication with families in the school community through the use of Seesaw, fortnightly newsletters, improvements to the school website, surveys, Operoo notifications, Parent Teacher interviews, Community events such as Christmas Carols, the Knox Festival, Mother's Day and Fathers' Day breakfast and paraliturgies, class masses, fortnightly assemblies, Sacrament Nights, Information Nights and St Luke's Day festivities.

The Parents and Friends Association (P & F) and the School Advisory Council are also paramount in building connections between school and families. The focus of our highly committed and motivated P & F was to work tirelessly to raise funds. Throughout the year they held events such as after school BBQs, Bunnings barbecue, Mother's Day and Father's Day stalls, an Easter Egg raffle, whole school disco and lunch and snack days.

Our Mini Vinnies group is another medium through which we connect with the 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 issues in our community.

Throughout the 2023 year, St Luke's participated in many opportunities to engage with our local Catholic Secondary Colleges in various programs and events. We also welcomed

children from the 4 year old group at Watch Me Learn Kindergarten to use our library. Our school choir sang carols for various community groups including our parishioners and the Arcare Knox facility.

### **Successes in School Community in 2023:**

- Providing a welcoming and approachable environment
- Commissioning assembly for staff and school leaders
- Welcoming assembly for our Prep students
- School Athletics Carnival and BBQ
- After school BBQ each term
- Weekly Walk to School
- Morning Running Club
- Parent helpers for classroom activities, Stephanie Alexander Kitchen Garden cooking program and excursions
- Fortnightly School Assemblies
- Mother's and Father's Day Breakfast including a liturgy
- Year 5/6 Lighthouse Mentor Program with St Joseph's
- Year 4, 5 and 6 students attend the Emmaus College production of Little Women
- Incursions - Knox Police, Boronia Firefighters, an Air Paramedic, Lottie the Crossing Lady (Knox Council road safety), Wild Life Exposure, Honey Bees, Craft Power, Life Education, Metro Trains
- Excursions - Sovereign Hill, The Aquinas Long Walk - National, Werribee Zoo, Healesville Sanctuary, Sustainability Education Centre, Parliament House, St Patrick's Cathedral, Immigration Museum
- Whole School Book Week parade and rotations
- Regular communication via the newsletter, emails, Operoo, Seesaw and the school Facebook page
- Advertising articles in the local community news
- St Luke's Production - When I Grow Up
- School Christmas Carols event
- Camp - Golden Valley Flinders Camp
- The school choir sang Christmas Carols at Wantirna Mall, St Luke's Parishioners morning tea and Arcare Knox
- Gather feedback from parents and families to inform decision-making

### **Parent Satisfaction**

**The following Family responses from 2022 MACSSIS highlight particular areas of parent satisfaction:**

- School Climate - 88% positive (MACS average 84% positive)
- Barriers to Engagement - 68% positive (MACS average 66% positive)

- Student Safety - 78% positive (MACS average 70% positive)

---

## Financial Performance

---

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.slwantirna.catholic.edu.au](http://www.slwantirna.catholic.edu.au)