

St Luke's School Wantirna

2022 Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview6

Principal’s Report7

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing16

Child Safe Standards19

Leadership21

Community Engagement25

Future Directions27

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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 small yet vibrant school offers an impressive curriculum, Catholic values and a lively community of parents, students and learners. In 2022 the student population was 150 housed in seven classes, three Prep/1 classes, one Year 2 class, one Year 3 class, one Year 4/5 class and one Year 5/6 class. The staff group consisted of fourteen teaching staff, including the Principal 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 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 2022 St Luke's School report to the community. As a school we have achieved many things this year and have much to celebrate. First and foremost has been an uninterrupted year of face to face learning, which has allowed all our curricular and extracurricular programs and activities to proceed as planned. A particular focus has been attending to the wellbeing, and social and emotional needs of our community as we reconnected and established our operating norms in a COVID world.

St Luke's welcomed 26 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 2022 is 150. Our class structure for the year has been three Prep/1 classes, and one class of Year 2s, Year 3s, 4/5s and 5/6s. Our staff consisted of fourteen teaching staff, six 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 as well as from Mercy Connect and Aquinas College.

In the third year of our School Improvement Cycle we 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

Staff engaged in a professional learning experience at the National Gallery of Victoria 'Art and Spirituality". The purpose of this day was to encounter the sacred through the National Gallery of Victoria's diverse collection of art, develop a deeper appreciation of the Judeo-Christian and Catholic traditions through understanding the worlds of the artist, artwork and viewer, and

unpack the signs, symbols and stories used by artists and apply their meaning to contemporary times.

Professional learning for staff included deepening our understanding of the High Impact Teaching Strategies, learning intentions and success criteria, third teacher and descriptive feedback, and exploring effective ways of implementing these into classroom practice. All staff were involved in visiting other Catholic primary schools in the outer east to learn from our colleagues and broaden our experience of great practices happening in Catholic education. Staff also dedicated time to developing our knowledge and practice in effective mathematical and writing pedagogies, and wellbeing theories underpinning the Berry Street Education Model.

Students have thrived as they engaged with a full year of learning programs face to face. Our data shows that there has been great progress in all areas of the curriculum for the students. This year Digital Technologies was introduced as a specialist subject for all year levels. Students have also enjoyed extracurricular activities such as excursions, incursions, interschool sport, camps, swimming, social justice fundraising, cooking and the various clubs on offer. Visual Arts have been a major focus for 2022, culminating in a whole school Art Show to be exhibited on St Luke's Feast Day, October 18th.

In 2021 Melbourne Catholic Archdiocese Schools (MACS) became the governing body for all Catholic schools in the Melbourne Archdiocese. This change in governance model brings opportunity for a shared and aspiring quality in how we serve students and their families. The Parish Priest and Principal hold distinctive roles of leadership in the parish and school community and will continue to work collaboratively to provide the environment and faith community in which the school's catholic mission and identity can be expressed.

From this change in governance, the St Luke's School Advisory Board was dissolved and the St Luke's School Advisory Council (SAC) established. The council consists of six parents and ex officio members (Parish Priest, Principal and Deputy Principal). The SAC have worked this year to establish our operating norms, familiarisation with the school climate and culture, purpose and of course advising the school leadership in school related matters. The members have been a very dedicated and supportive group to work with this year.

Our Parents and Friends group focussed on reconnecting our community, re-establishing some of their beloved activities such as the after school BBQ on the last day of term, the Mother's and Father's Day stalls, the BBQ at Twilight sports, themed dress up days, the whole school disco and the upcoming Family Night, which this year will be Bingo. 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 2022 a success.

I am very pleased to present the 2022 Annual School Report to the Community.

School Advisory Council Report

The St Luke's School Advisory Council (SAC) was established in 2022 under the new Melbourne Catholic Archdiocese Schools (MACS) governance model. The members of the board consisted of some parents that had previously been on the St Luke's School Education Board, some parents were newly appointed, as well as ex officio members, Parish Priest, Fr Joseph, Principal Kathryn Murphy and Deputy Principal, Julie Crowe.

The SAC met six times throughout the year. Induction to the SAC was the focus of the first meeting and subsequent meetings focused on the School Improvement and Annual Action Plan, the new Child Safety Standards, Melbourne Archdiocese Catholic Schools: School Improvement Surveys (MACSSIS) Data, school enrolments, proposed budgets and school organisation for 2023.

The SAC were committed to their purpose and offered insightful advice on items discussed.

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 2022 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 which places the students' lives and questions at the centre of the learning. We are proud of the achievements accomplished in 2022 in Education in Faith.

Successes in Education in Faith in 2022:

- Celebrated Catholic Education Week 2022 promoting this year's theme "The Way of the Gospel by incorporating the gospel message into everything we do."
- Celebrated the 'Year of the Family' - Monthly parish family masses
- Whole School Masses - Alleluia Day, The Feast of St Luke's day
- Level Masses
- Catholic Identity data analysis PD
- Engaged in discussion on the Pedagogy of Encounter to further develop planning for rich units of work
- Further developed knowledge and understanding of Achievement Standards in RE
- Worked collaboratively with the planning of RE units of work
- Whole school PD - Encounter the sacred through the National Gallery of Victoria's diverse collection of art.
- Weekly staff prayer, daily prayer in classroom and to begin assembly
- Whole school meditation
- Reviewed RE planning units making the connections with concepts across all areas of the curriculum especially Inquiry
- Maintained opportunities for parents to be involved in faith focussed experiences e.g Sacramental nights
- Introduced resources and sample units to guide planning
- Celebrated the Easter Season - pancake making, project compassion, whole school participation in the Stations of the Cross
- Staff engaged in a full day PD day, Spiritual art

- Weekly RE Newsletter published in the Parish Bulletin
- Mini Vinnies continued to lead the school in social justice actions or awareness campaigns to support people in the local community: Project Compassion, recycling shoe drive, Mini Vinnies OP shop store, The Wishing Tree, Crazy Hair food drive
- Participation in RE network meetings
- Special Days - Holy week celebrations, Harmony Day , Mind, Body and Soul Day
- Christmas Carols
- Parishioners carols and morning tea
- Art Show -Spiritual Art Pieces
- Christmas Carols

VALUE ADDED

- A sense of social justice is strongly promoted at St Luke's through Mini Vinnies through the St Vincent de Paul Charity. Weekly meetings, Caritas through Project Compassion
- Linking our Catholic Faith to our values and everything we do at St Luke's e.g. Gardening Club, always finding new ways to express the gospel as alive and authentic
- Celebration of First Reconciliation, Eucharist and Confirmation through Faith formation nights for parents - First Reconciliation, Eucharist and Confirmation, Faith formation days for Eucharist and Confirmation
- Whole school liturgies — Beginning of the Year, End of the Year, Graduation Mass for Year Six
- Promoting the intrinsic value of every individual e.g. Year 6s Attended the International Women's Day luncheon at Mater Christi College. Theme: Be the best version of yourself, growth mindset and ' BE KIND'.
- St Luke's feast day celebrations - Mass and Kaboom Activities
- Held meaningful celebrations that encouraged participation of all members of our community: Father's and Mother's Day paraliturgies. Beginning of the Year, prayer service on the Feast of Mary MacKillop
- Celebrated the Year of Family through prayer, gospel readings, art and newsletter items

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 perf

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 a focus in our 2020-2023 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 four years of the current SIP.

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. We reviewed assessment tools and practices which resulted in the development of a whole School Data Plan.

Our school was also a participant in the Mathematics Leadership Grant. The goal was to set up structures that maximised the learning and teaching of Mathematics. This included regular facilitated planning meetings, data analysis and a minimum 5 hours of mathematics learning focus per week including intervention or extension. A Mathematics Heatmap was introduced, incorporating the key elements of effective teaching in Mathematics. Staff evaluated both successes and future goal setting.

The emphasis on learning intentions and success criteria across all year levels has had a positive impact in the learning and teaching of all students and 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 students' learning needs is at the core of all curriculum design. Vibrant learning programs and resources were assessed to ensure that every child maximises their progress across a range of learning areas and appreciates their unique talents and worth. Throughout this year we have implemented numerous digital tools during staff meetings to increase the engagement in these discussions and continue to monitor the growth and progress of all of our students

Successes in Learning and Teaching during 2022 were:

- Building teacher capacity in high impact teaching strategies
- Consolidating the SMART Spelling approach across the whole school
- 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 or extension programs implemented for students identified through data via focus group teaching, intervention sessions and learning sprints
- Personalised and differentiated support provided for students identified as 'at risk' in the classroom, Phonological Awareness program for students in Preps, 1 and 2s. ERIK (Early Reading Intervention) program for students in Years 3 and Year 4
- In 2021 we were invited to join the pilot program for the newly rewritten ERIK reading program, now called ERIKsen. Strand 1 Phonemic Awareness, Strand 2 (Grade 1) Strand 3 Accuracy (Grade 2) Early Reading (Grade 2, 3, 4). This program was implemented in 2022
- Moderated writing samples across levels during Professional Learning Teams
- Professional Learning days - Whole school visit to other schools to strengthen, refine and improve our practices focusing on: Data walls, Learning Intentions and Success Criteria, The Third Teacher / anchor charts
- Whole school PD day - Engagement in Mathematics
- Student surveys to evaluate Engagement in Mathematics
- Attended and presented at the Eastern Region Learning Fair
- Analysed qualitative and quantitative data to drive teaching and learning
- Regular meetings to monitor and plan effective onsite and 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
- Strengthened the use of many online digital platforms e.g. Seesaw teachers
- Digital Technologies specialist subject introduced for all levels
- Government supported Tutor program in both Literacy and Numeracy - Term 3 & 4

STUDENT LEARNING OUTCOMES

In 2022 St Luke's student progress was reported to parents in written reports in at the end of terms 2 and 4 as has traditionally taken place, and Parent Teacher Interviews were scheduled to take place at the end of Terms 1 and 3, so that parents have the opportunity to receive feedback every term. 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.

Students identified as 'at risk' have individual learning plans written to target their specific needs. The plans may include specialised programs designed by our Learning Area Leaders

and delivered by these leaders or Learning Support Staff. Other programs and adjustments are designed by the classroom teachers to be implemented in the classroom to make the learning accessible to these students. Program Support Meetings are held regularly to monitor, review and revise specific goals and learning outcomes.

NAPLAN 2022

Year 3

Our Year 3 students performed well in all areas of NAPLAN. Our mean in all areas was higher than the state mean, with particular strengths in Numeracy and Writing.

Year 5

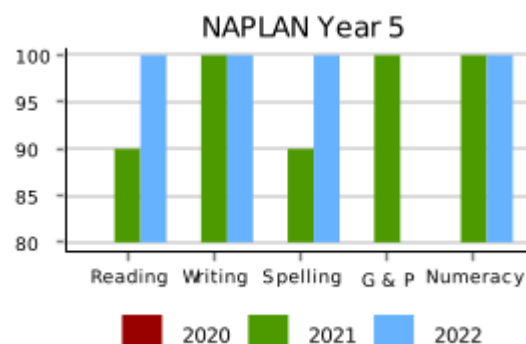
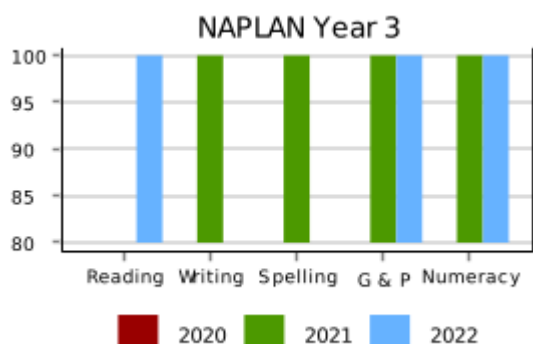
Our Year 5 students perform well in NAPLAN. This group showed strength in the areas of Writing and Spelling.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	94.1	-5.9
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	90.0	-	100.0	10.0
YR 05 Spelling	-	90.0	-	100.0	10.0
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 CEMSIS 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 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 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.

A particular focus this year has been attending to the wellbeing, and social and emotional needs of our community as we reconnected and established our operating norms in a COVID world. 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 3 of the Berry Street Education Model: Stamina. They examined how to create a culture of academic persistence through nurturing resilience, emotional intelligence and a growth mindset.

After school BBQ's were reintroduced to foster a sense of community and give teachers and families a chance to reconnect.

VALUE ADDED

- 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 and Garden 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 Camp to Flinders for Years 3, 4, 5 and 6
- School Excursions and Incursions
- External Music Teachers and lessons
- School Representative Council
- Buddy Program for students in Prep 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
- Mother's Day & Father's Day paraliturgies
- Whole School Carols event

STUDENT SATISFACTION

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

Rigorous Expectations - 81% positive (MACS average 78% positive)

School Climate - 67% positive (MACS average 61% positive)

Enabling Safety - 62% positive (MACS average 57% positive)

Student Voice - 68% positive (MACS average 57% positive)

Catholic Identity - 71% positive (MACS average 63% 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.5%
Y02	90.3%
Y03	90.4%
Y04	89.6%
Y05	89.1%
Y06	91.4%
Overall average attendance	90.1%

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. In 2022, the revised Victorian Child Safe Standards came into effect on July 1. These new 11 standards replaced the previous seven Child Safe Standards (and principles) which had been in place since 2016. The revised Victorian CSS support greater national consistency, reflecting the National Principles for Child Safe Organisations, developed following the Royal Commission into Institutional Responses to Child Sexual Abuse. The CSS include new requirements, including:

- the involvement of families and students in child safety efforts
- focus on the safety of Aboriginal children and young people
- management of the risk of child abuse in online environments
- governance, systems and processes to keep students safe.

The CSS are underpinned by Ministerial Order No. 1359 (MO 1359), which was released by the Victorian Government on 10 February 2022. MO 1359 defines the actions schools and school boarding premises must take to meet the requirements associated with the new CSS. MO 1359 replaces the previous Ministerial Order No. 870.

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.

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 Conduct signed by all staff, parents, contractors and volunteers.
- Child Safety a weekly agenda item during staff meetings
- Internet 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

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 2022, 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 Learning Intentions and Success Criteria, feedback, develop understanding of the elements of the Assessment Waterfall and further development our data literacy and using data to inform teaching.

Through careful management of resources, school structures were maintained to enable Learning Area Leaders to facilitate productive conversations about students 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 2022, the Leadership Team set aside specific time to focus on strategy. All members of the Leadership Team participated in the online School Improvement Learning Collaborative (SILC) professional learning workshops with Simon Breakspear. Tools introduced and explored in these workshops were used to reflect on, evaluate and plan for our strategic intentions. Breaking down our improvement strategies into short 'sprints' enabled us to clearly articulate the actions, potential barriers, targeted teachers and students, timelines and desired outcomes. It also enabled us to acknowledge achievements and celebrate success.

Facility upgrades that were undertaken in 2022 were installing two classrooms and a large shared learning space with new carpet tiles, new devices were purchased including 145 Chromebooks for students and 15 Dell Laptops for teaching staff, a new web based phone system was installed, some areas of the school were repainted and a new ride on mower was purchased.

Successes in Leadership and Management during 2022 were:

- Development and implementation of the 2022 Annual Action Plan (AAP)
- Strategic planning meetings, school closure days and professional development to meet the actions of the 2022 AAP
- Professional development activities that ensured we met compliance, e.g. emergency management, first aid, mandatory reporting, anaphylaxis, child safe standards

- Introduction of the new Victorian Child Safe Standards
- Reviewed and evaluated a number of 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 Lyn Sharratt and 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 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 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 St Luke's School Advisory Council

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- The School Improvement Learning Collaborative Webinars with Lyn Sharratt and Simon Breakspear
- Participation in the ERIKsen Pilot initiative
- Introduction to the Assessment Waterfall
- Further development of Learning Intentions and Success Criteria, Learning Walks and Talks, and High Impact Teaching Strategies
- Berry Street Education Model Modules
- All staff visited another school to observe Learning and Teaching Practices
- Staff Professional Learning activity at the National Gallery of Victoria, RE and Art
- Mandatory Reporting Modules
- First Aid, Anaphylaxis and Asthma training

<ul style="list-style-type: none"> • Reportable Conduct • Disability Standards for Education refresher • NCCD Moderation • RE Dialogue • Analysing and moderation of student work • Analysing standardised data • Curriculum and Pedagogical Content Knowledge development • Literacy, Numeracy, Wellbeing, Learning Diversity, Religious Education, Admin, Finance, Deputy Principal Network meetings • MACS Re-imagining Languages and Teachers as CoLearners PD • Dynamic Management Training • NAPLAN Online Training • Principal Learning Team meetings 	
Number of teachers who participated in PL in 2022	14
Average expenditure per teacher for PL	\$1697

TEACHER SATISFACTION

During 2022, the staff have continued to develop a positive culture and collegial work environment. A full year of onsite working enabled relationships between the staff as colleagues, team members and leadership to strengthen. 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 2022 MACSSIS highlight particular areas of staff satisfaction:

- Staff-leaderships relationship - 95% positive (MACS average 79% positive)
- Instructional Leadership - 74% positive (MACS average 54% positive)
- Psychological Safety - 84% (MACS average 64% positive)
- Collaboration around an improvement strategy 92% (MACS average 71% positive)
- Catholic Identity 84% (MACS average 47% positive)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
Graduate	8.3%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	50.0%
No Qualifications Listed	16.7%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.0
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.6
Indigenous Teaching Staff (Headcount)	0.0

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. As the year progressed and restrictions due to COVID were continually removed we embraced the opportunity to once again connect and participate with our community.

The focus of our highly committed and motivated Parents and Friends Association (P & F) was to organise and promote activities that reconnected our community, rather than on raising funds. Throughout the year they held events such as after school BBQs, Mother's Day and Father's Day stalls, Easter Egg raffle, the Colour Explosion, 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 2022 year St Luke's participated in many opportunities to engage with our local Catholic Secondary Colleges in various programs and events. We welcomed children from the 4 year old group at Watch Me Learn Kindergarten to use our library and our choir sang carols for various community groups.

Successes in School Community in 2022:

- Providing a welcoming and approachable environment
- Held an assembly to commissioning of staff and school leaders
- Twilight Sports and BBQ
- After school BBQ each term
- Colour Explosion event
- 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 Paraliturgy and Morning Tea
- Year 5/6 Lighthouse Mentor Program with St Joseph's

- Year 6 students attended an International Women's Day event at Mater Christi College
- Year 4, 5 and 6 students attend the St Joseph's and Mater Christi Colleges production of the Sound of Music.
- Year 4, 5 and 6 students attend the Emmaus College production of Anastasia.
- Incursions - Knox police, Boronia firefighters and an air paramedic, Lottie (road safety)
- Excursions: Wantirna Mall, Sovereign Hill, The Aquinas Long Walk - National Reconciliation Week. - "Be Brave. Make Change", Mater Christi and St Joseph Taster days
- Whole school Book Week parade and rotations
- National Schools Tree Day - Nick Wakeling visit and donation of indigenous vegetation in our school grounds
- Year 6 - Go Green Sustainability Summit online
- Regular communication via the newsletter, emails, Operoo, SeeSaw and the school FaceBook page
- Weekly school RE newsletter for the Parish
- Advertising articles in the local community news
- St Luke's Art Show
- School Christmas Carols event
- Camps: Golden Valley Finders Camp, Phillip Island 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 - 89% positive (MACS average 85% positive)
- Communication - 77% positive (MACS average 72% positive)
- Student Safety - 77% positive (MACS average 72% positive)

Future Directions

The staff have a clear vision for as we enter the fourth and final year of our School Improvement Cycle. Our strategic focus for 2022 will continue to 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 effective feedback and Case Management
- creating a culture of share responsibility and accountability for the growth of all students.

In 2023, St Luke's will undertake our 4 yearly review to reflect on the 2020 - 2023 School Improvement Plan. This process will involve evaluating actions and evidence from the last four years that demonstrate our achievements of the goals in our School Improvement Plan. We will assess our practices against the standards in the School Improvement Framework and from this write the Improvement Plan for the next four years.

Professional Learning will continue to focus on Learning Intentions and Success Criteria, with the students developing greater ownership of their learning through the co-construction of Success Criteria. Learning Area Leaders will continue to facilitate dialogue with staff to strengthen data literacy to inform teaching programs, evaluate students growth and reflect on the effectiveness of the programs. Learning Walks and Talk will remain an important practice for school leaders and teachers to gather data, provide feedback, evaluate staff professional learning and inform future learning. The staff professional learning cycle will be more fully developed to include the opportunity for feedback from multiple sources, be more closely aligned with school priorities and shared with more staff members.

2023 will see a transformation of the St Luke's Languages program. As part of the MACS Re-imagining Language program, our staff will take on the contemporary approach, Teacher as Co Learners, for the teaching and learning of Indonesian. In this approach Indonesian will have 15-minute daily lessons with their classroom teacher learning the language alongside the students. Staff will be supported both in the classroom and in weekly meetings by a native Indonesian-speaking language assistant. We are very excited to be involved in the Re-Imagining Languages program.

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.

Implementation of the new Child Safe Standards and continuing to build a culture of child safety will be important work in 2022.

In 2022, 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.