



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Luke's Primary School
WANTIRNA

2019

REGISTERED SCHOOL NUMBER: 1782



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Contact Details

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ACTING PRINCIPAL	Carrie Rodda
PARISH PRIEST	Father Joseph Amal
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E NUMBER	1306

Minimum Standards Attestation

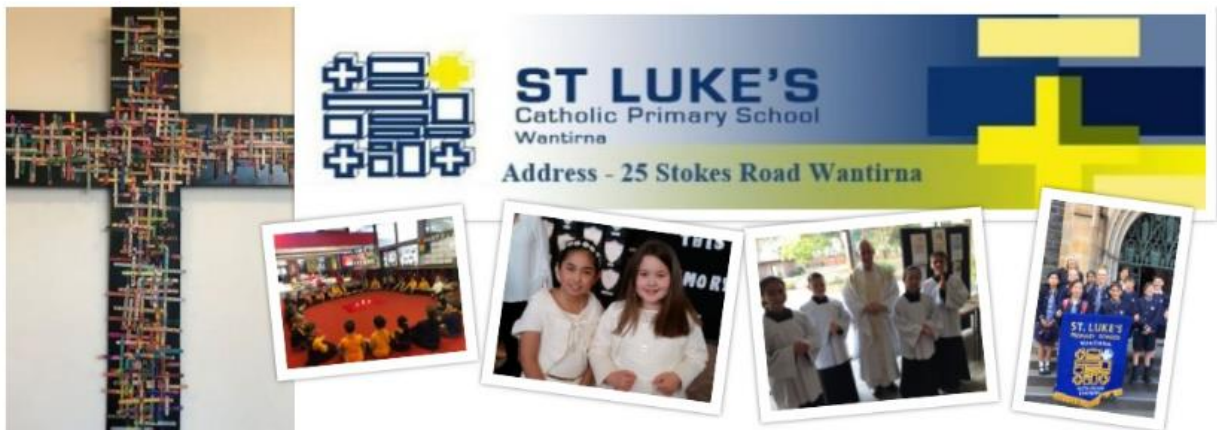
I, Carrie Rodda, attest that St Luke's Primary School is compliant with:

- 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Date: 10/5/2020

Our School Vision

*"I HAVE COME THAT YOU MAY HAVE LIFE,
AND HAVE IT TO THE FULL"*



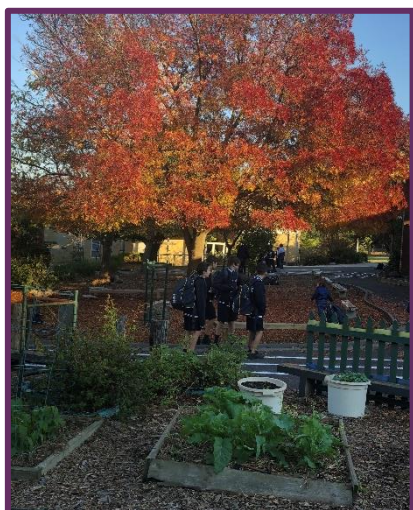
School Overview

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.

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

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

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



Principal's Report

It is with great satisfaction that I present the Annual Report for St Luke's Primary School to the community. At St Luke's Primary School we have had great success and this success attests to the commitment of the staff, parents, students and community to ensure that our school continues to work together as one for the greater good. Working together as one community of learners.

School Improvement has continued to be a major focus for all staff over the past year as we navigate ways to make our school an even better place and an exceptional school for learning. As a school we are committed to embedding 'best' teaching practices and pedagogical understandings as we encourage students to strive for excellence in all they do. This comes from commitment from our whole community.

In 2019 our school participated in a School Review. The School Review was a great opportunity to celebrate the many great achievements our school has experienced over the past four years and reflect upon the growth and commitment of our staff. The School Review also was an opportunity to refine our practices and procedures. As part of this process the School reviewer Christine Wakeling provided recommendations for the future of St Luke's. We have used these recommendations to construct our School Improvement Plan, which will be in place for the next four years. We would like to thank Christine for the important role that she plays in education and ensuring that St Luke's is well on track for the years to come!

Technology upgrades continued in 2019, with the purchase of new Chromebooks for the 1/2 level. These learning devices have proved to be very useful and easily utilised by students and staff and are a great tool for learning. These devices now allow for all the students in our school to utilise their own device, becoming a one to one technology school. This now means that all our students from Year 1 to Year 6 have their own Chromebook to assist with their learning. Foundation students continue to work with iPads, which we feel are age appropriate.

Child safety has continued to be a priority and we have continued to embed a culture of safe practices for the benefits of all the students in our care. As a community we feel that this area is a top priority and as a school we will continue navigate this space for the protection of all of our students. We thank all the parents, staff and community members who have supported us in the implementation of these important safety measures.

I would like take this opportunity to thank to Fr. Joseph Amal, our Parish Priest, for his spiritual guidance and support to our school during 2019. We are fortunate to have a Parish Priest who gives so much of his time and effort to the school community. I also would like to thank our school Leadership Team, School Staff, Advisory Board, the Parents and Friends Committee and the entire St Luke's community for their commitment and devotion to our school. Working together in partnership has ensured that our community has continued to flourish and shine.

As our school continues to grow and flourish, we welcome in 2020 our newly appointed school Principal Ms Kathryn Murphy. We look forward Kathryn's contribution in leading our school community.

Education in Faith

Goals & Intended Outcomes

- *To strengthen our Catholic Identity.*
- *To build student understanding and appreciation of the faith-based values of the Church which will strengthen and enabling real life connections.*
- *To enhance the profile and parent perception of the Catholic Culture in the school.*



Achievements

In 2019 St Luke's Primary school continued to focus on being a welcoming and inclusive school, strengthening our individual and collective Catholic Identity. St Luke's Primary School is continuing to build and strengthen the use of a dialogical approach, based on the Pedagogy of Encounter, focussing on embedding the Horizons of Hope Curriculum Framework into our practice.

The CEMSIS student survey data indicated that:

- 81% of students felt that Catholic celebrations and traditions, such as prayer, social justice, sacraments and Mass, were a regular part of school life, which was above the average Catholic school comparison of 61%.
- 78% of students felt that their teachers clearly present the Catholic faith in a way that relates to their life, which was above the average Catholic school comparison of 61%.
- 97% of students felt that class prayer was extremely important to them and to the school, which was above the average Catholic school comparison of 84%.

The CEMSIS staff data indicated that:

- 92% of staff felt that they understood the Catholic ethos underpinning the policies and practices of the school, which was above the average Catholic school comparison of 82%.
- 92% of staff felt that respect for the Catholic religion was greatly emphasised at our school, which was above the average Catholic school comparison of 89%.

The CEMSIS parent data indicated that:

- 100% of parents felt that significant emphasis was placed on the Catholic ethos of our school, which was above the average Catholic school comparison of 86%.
- 100% of parents felt that respect for the Catholic religion was emphasised at our school, which was above the average Catholic school comparison of 91%.
- 100% of parents felt that respect for religious belief in general is emphasised at our school, which was above the average Catholic school comparison of 86%.

VALUE ADDED

- Rites of enrolment for Confirmation and Eucharist candidates
- Parish celebrations
- Confirmation, First Eucharist masses and First Reconciliation Ceremony
- Faith formation nights for Confirmation, Reconciliation and Eucharist
- Preparation for Sacraments
- Commitment Masses
- Whole school re-enactment for Lent "The Passion"
- Whole school liturgies for Advent
- School/Class/Level Masses
- Graduation Mass for Year Six
- Weekly reflections at Staff Meetings
- St Luke's prayer recited at every assembly and daily in classroom
- Classroom prayer spaces and resources for enhancing spirituality and daily prayer
- Daily silent Meditation across the whole school
- Social Awareness fundraising by students and staff, e.g. Caritas - Project Compassion, St Vincent de Pauls
- Catholic social teachings a focal point in our Christian mission
- Attendance by Religious Education Leader at RE Network Meetings/Conferences
- Professional Learning in RE for teachers
- Implementation of the Religious Education Curriculum Framework opening up a more explicit dialogue between Catholic faith and the diverse cultures and lives of students and finding new ways to express the Gospel as alive and authentic
- Staff participation in St Luke's Day Parish celebrations, e.g. The Most Holy Body and Blood of Christ Benediction and procession
- Christmas Carols Concert and Nativity Story
- Glee Club singing at Religious events
- Mini Vinnies – a social justice initiative supporting people in need in our school and local community



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Learning & Teaching

Goals & Intended Outcomes

- *To improve student outcomes in English with a focus on reading.*
- *To improve student outcomes in Mathematics with a particular focus on number and problem solving.*
- *To develop contemporary learning and teaching practices.*
- *To strengthen team and teacher capacity to make learning visible.*

Achievements

- Introduced one to one Chromebooks in Year 1/2.
- Updated whole school assessment schedule.
- Continued to evaluate pre and post testing through Essential Assessment to inform teaching and evaluate student progress.
- Implemented Fountas & Pinnell bench mark assessment testing for all students from Year 2-6.
- Triangulated data for all students in Reading and Mathematics.
- Tracked data per student and cohort in English and Mathematics.
- Refined and reconstructed Reading, Writing and Mathematics Data Walls showing the level of achievements of each child.
- Student growth in Reading is being closely monitored through the use of a regular data sets.
- Extensively analysed data to determine the students most in need of intervention or extension.
- Adjusted curriculum to target student's point of need through the implementing of Sprints, intervention classes and focus group teaching.
- Provided classroom support in Mathematics.
- Personalised and differentiated support provided for students identified as 'at risk' in the classroom, Levelled Literacy Intervention program for students in Year 1 and Year 2 and the ERIK (Early Reading Intervention) program for students in Years 3 and Year 4.
- Moderated writing samples across Levels during PLT's.
- Provided opportunities for teachers to have professional conversations around moderation.
- Co-constructed Rubrics for the social purposes of writing.
- Presented and analysed Tableau data.
- Aligned Professional Development with our Annual Action Plan and School Improvement Plan.
- Analysed qualitative and quantitative data to drive teaching and learning.
- Evaluated student learning during English, Mathematics, Inquiry and Religion with the use rubrics and self-evaluation processes.
- Provided formal written reports in Term 2 and Term 4.
- Offered Parent Teacher Interviews in Term 1 and Term 3.
- Staff participated in professional learning around Seven Steps to Writing Success to have a whole school writing approach.

STUDENT LEARNING OUTCOMES

NAPLAN 2019

Reading Year 3

In Reading, our Year 3 students' median score was significantly above the state. The top 25% of our students were significantly above the state's top 25% and our bottom 25% were slightly below the state.

Reading Year 5

In Reading, our Year 5 students', the median score was above the state's median score. Both our top 25% and the lowest 25% were working above the state.

Numeracy Year 3

In Numeracy, our Year 3 students' median score was equal to the state's median score. Our top 25% of students were equal to the state's top 25% and our bottom 25% were above the state.

Numeracy Year 5

In Numeracy, our Year 5 students' median score was significantly above the state's median score. Our bottom 25% of students were comparative to the state's bottom 25% and our top 25% were significantly above the state's top 25%.

Summary

In Writing, Numeracy, Spelling, Grammar and Punctuation in Year 3 the median score in all areas were comparative to the state. Reading is significantly above the state's median score.

In Reading, Writing, Numeracy, Spelling, Grammar and Punctuation in Year 5, the median score in all areas were above the state.

NAPLAN 2017 - 2019

In Year 3 Reading, over the past 3 years, the school's median score has been comparative to the state with a significant improvement in 2019.

In Year 5 Reading, over the past 3 years, the school's median score has been comparative to the state's median score with a significant high in 2019.

In Year 3 Numeracy, over the past 3 years, the school's median has been comparative to the state's median score.

In Year 5 Numeracy, over the past 3 years, the school's median has been comparative to the state with a significant high in 2019.

Student Wellbeing

Ensuring that our school is a safe, respectful and enriching environment is the responsibility of all members of the St Luke's Community.

Goals & Intended Outcomes

- *To engage students through a variety activities and programs.*
- *To improve student relationships.*

Achievements

- Embedded Friendship Groups fortnightly focusing on the School values and building positive and effective relationships.
- Incorporated the Rights, Resilience and Respectful Relationships Program fortnightly to further develop understanding and positive relationships.
- Planned and taught Foundation to Year 6, Positive Choices unit in Term 1 covering aspects of physical, social and emotional wellbeing.
- Designed and implemented a Year 5 Leadership Program.
- A variety of Lunchtime clubs available daily that tap into different student needs.
- Committed to the use of the Assertive Discipline Program.
- Tracked student's behaviour regularly both in the classroom and on the playground.
- Developed cohesive Intervention tracking data for students at risk.
- Reported on Social and Emotional learning as outlined in the Victorian curriculum.
- Successfully participated in a School NCCD Review, facilitated by Price Cooper Waterhouse.



VALUE ADDED

- Fortnightly Friendship Groups
- Fortnightly lessons in Rights, Resilience and Respectful Relationships Program
- A range of lunch time clubs offered - providing an alternative off the yard for students in need:
 - Games Club
 - STEM Club
 - Glee Club
 - Mini Vinnies
 - Running Club
 - Sports Club
- Harmony Day – shared family lunch
- Reconciliation Long Walk and Assembly
- Walk to School Program
- National Day of Action Against Bullying
- Day for Daniel- Child Safety
- Life Education Van
- Sporting Events
- Provisional Psychologist on site once a week
- Social Worker professional placement
- Transition program Kinder to Foundation and Year 6 to Year 7
- Stephanie Alexander Kitchen Garden Program
- School Camp to Adanac for Grade 5/6's
- Introduced School Camp for Grade 4's to Stringybark Lodge
- School Excursions and Incursions, e.g. Kids View Social Justice Conference
- External Music Teachers and lessons
- School Representative Council
- Swimming Program for students in Foundation to Year 6
- Buddy Program for students in Foundation and Year 6 (Better Buddies Program)
- Values awards presented at assembly and announced in newsletters
- Values presentations at assembly
- Sport house events
- Family Week activities
- Kindness card initiative
- Good choices initiative
- Year 5 Leadership Program



STUDENT SATISFACTION

The 2019 CEMSIS data indicated:

- 65% of students are excited about going to school (CEM average 61%)
- 80% of students are confident they can do the work given them (CEM average 74%)
- 81% of students would persist with tasks when they are challenging (CEM average 79%)
- 90% of students try hard at school (CEM average 89%)
- 77% of students feel accepted at school (CEM average 72%)
- 79% of students like being with their classmates (CEM average 80%)
- 91% of students feel the adults at the school care about them and their future (CEM average 81%)
- 79% of students feel that the energy at St Luke's is positive (CEM average 74%)
- 82% of students would be happy to have their teachers again (CEM average 72%)

STUDENT ATTENDANCE

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

If a child is absent and the school have not received any communication from the parent, the school will notify the parents by 10:00am via text message, letting them know 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 secretary 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 CECV website.



Child Safe Standards

At St Luke's Primary School, we believe that every child has the right to be safe and feel safe, whether at school or at home. Over the past year, our school has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. Ministerial Order 870 (Victorian Department of Education and Training 2016) specifies actions schools are required to take to embed the 7 Child Safe Standards.

Goals and Intended Outcomes

- *To provide opportunities for staff to be aware of their legal obligations.*
- *To provide opportunities for the wider community to understand our commitment to child safety.*
- *To ensure the safety and wellbeing of all students enrolled in our school.*

Achievements

- Codes of Conducts for signed by all staff, parents, contractors and volunteers.
- Child Safe was a weekly agenda item during Staff meetings and a regular agenda item at the School Advisory Board Meetings.
- Child Safety team met regularly and revised policies and processes.
- Updated all Policies relating to Child Safety.
- Pre-employment reference checks refined.
- Professional learning around 'PROTECT'.
- Working with Children's Check register created and regularly updated.
- VIT Register maintained and regularly updated.
- Child Safety Risk Management processes refined.
- Audited areas of the school, to ensure safety for all including closing off certain areas during outside play.
- On Line Mandatory Reporting Modules completed by all staff.
- Reportable Conduct Scheme School revisited by all staff.
- Child Safe information in school newsletters.
- The embedding of Child safe policies and commitments into every day practice.
- Training of teachers, non-teaching staff and volunteers in the area of child safe.
- Child safety – Risk Management practices constantly updated.
- Visitors sign in procedures streamlined through V Pass which incorporates the St Luke's Code of Conduct.

PROTECT

Protecting children & young people
from abuse is our responsibility



Leadership & Management

Goals & Intended Outcomes

- *To improve the professional culture in the school.*
- *To improve the school's organisational structures.*

Achievements

- Led staff through a successful S.I.F Review.
- Updated policies and procedures in preparation for the 2019 Review.
- Consulted parents, staff and the wider community about various policies.
- Continued to develop and update the school website with current programs and practices at St Luke's Primary School.
- Developed a 'Staff' website with the organisational features teachers require.
- Restructured ARM meetings and professional learning goals documentation and accountability.
- Continued to develop a school culture, where communication channels between all members of the school community are continually informed - agendas, minutes, Weekly Memo, newsletters, school app.
- Further developed positive relationships between the school, parents, and parish community and outside organisations – outward facing.
- Provided opportunities including financial support for staff to continue further academic studies. (Graduate Diplomas and Masters Study)
- Continued to develop a professional learning culture through the continuation of a professional feedback protocol involving teachers becoming critical friends.
- Weekly staff meetings and staff memo continued ensuring that there was clear and accurate communication across the school.
- Maintained our strong Child Safe Practices by reporting regularly to parents, placing it as an agenda item at staff and parent committee meetings and the updating of policies.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Staff participated in a range of professional learning programs focussing on the goals, intended outcomes and strategies of the Annual Action Plan. These were conducted at the school, by the Catholic Education Office, external educational institutions and with educational consultants.

DESCRIPTION OF PL UNDERTAKEN IN 2019

Dynamic Emergency Management, Mandatory Reporting, First Aid, Anaphylaxis Management, Literacy, Numeracy, Seesaw, Religion Planning, Writing in Context, Child Safe, Reportable Conduct, Disability Modules, Asthma Management, CEOM - Parish Priest and Principal Briefings, Religious Education Planning Primary, Eastern Region Literacy Leadership Networks, VCEMEA 2018 Changes – Information Briefing - School Leaders, Eastern Region Learning & Teaching Networks, Eastern Region: Understanding Autism Spectrum Disorder, School Governors and Principals Briefing, Eastern Region SWL Primary Networks, Eastern Region Deputy Principal Networks, NCCD Briefings, Eastern Region RE Leadership Networks, Eastern Region Principal Networks, New Arrival Networks, SMART Spelling, Lyn Sharratt Parameters, Eastern Region PAT Data Analysis, Beyond Blue – Be You Modules, OLT Working in Partnership with Parents, VRQA Training facilitated Jan Kovak, University degree subjects by various staff, School Policy and Procedures, OHS

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

All Staff

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$660
(13.7 full time staff)

TEACHER SATISFACTION

The CEMSIS data indicated.

- 92% positive correlation that teachers were confident that they can motivate students.
- 92% positive correlation that teachers know how to assist students to learn at a high level.
- 83% positive correlation that teachers are willing to try new approaches with teaching and learning.
- 90% positive correlation that the principal is clear on the purpose of working as a team to improve teaching and learning.
- 100% positive correlation that staff show great respect towards students.

School Community

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.

Goals & Intended Outcomes

- *To strengthen partnerships between the school, Parish and the community – outward facing.*

Achievements

- Provided a welcoming and approachable environment for all.
- Hosted community based and events, including Welcome School Mass and Community Night Parents and Friends events, After School BBQ's, Mother's Day and Father's Day breakfasts, Athletics Twilight Sports, Harmony Day, Weekly Walk to school, Anzac Day Service, Sorry Day Reflection, Book Week events, Assemblies, Colour Run, Family Week shared lunch, Open Nights, weekly Running Club for students and parents
- Provided opportunities for parent involvement and engagement throughout the school, including classroom helpers, P&F members, excursions, incursions, special food days, Stephanie Alexander Kitchen Garden, School Advisory Board Members, Banking Mums Playgroup etc.
- Provided regular communication between school and home via the newsletter, emails the school app Flexi buzz and the St Luke's official FaceBook Page.
- Engaged with the wider community at a variety of levels e.g. choir performances at the Wantirna Mall, students raising funds for Project Compassion, Caritas and various charities, Aquinas Long Walk, Parish Volunteers program, Kinder Reading Program, Mini Vinnies
- Developed partnerships with community organisations, St John's Ambulance, RACV - Street Safe, Watch me Grow Child Care, Aquinas and Avila College – work experience, Commonwealth Bank, Biggin Scott Wantirna, Bakers Delight Wantirna Mall, Monash College, Young Engineers, Cairn Millar Institute, Swinburne University
- Contributed weekly to the Parish newsletter, updating the wider community of school events and 'What's Happening' at St Luke's Primary School.
- Opened up our school library to local crèche's to utilise the facilities.

PARENT SATISFACTION

The CEMSIS parent survey data indicated a:

- 86% positive correlation that the parents would recommend our school to prospective families.
- 87% positive correlation that parents felt a sense of belonging towards the school.
- 93% positive correlation that parents felt comfortable sharing information with school staff.
- 100% positive correlation that parents believe that great emphasis is placed on Catholic ethos.



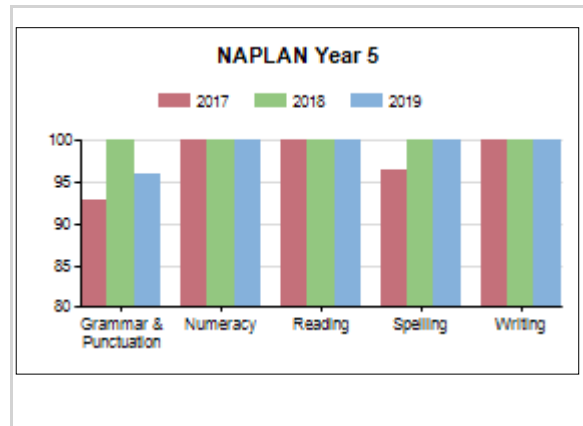
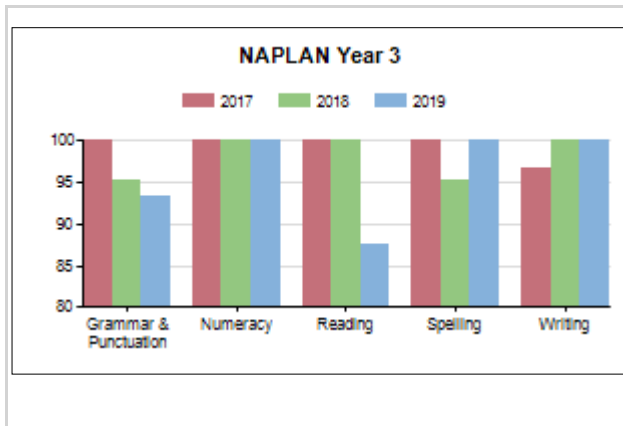
School Performance Data Summary

E1306

St Luke's School, Wantirna

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	95.2	-4.8	93.3	-1.9
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	87.5	-12.5
YR 03 Spelling	100.0	95.2	-4.8	100.0	4.8
YR 03 Writing	96.7	100.0	3.3	100.0	0.0
YR 05 Grammar & Punctuation	92.9	100.0	7.1	96.0	-4.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.4	100.0	3.6	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.4
Y02	92.0
Y03	90.3
Y04	91.8
Y05	91.7
Y06	91.4
Overall average attendance	91.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.6%

ALLSTAFF RETENTION RATE

Staff Retention Rate	84.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.3%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	40.0%
No Qualifications Listed	13.3%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	13
Teaching Staff (FTE)	9.3
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0