

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST. LUKE'S PRIMARY SCHOOL  
LALOR

2018

REGISTERED SCHOOL NUMBER: 1615



*The school maintains its compliance with an audit conducted prior to the publication of school annual report to the community.*

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## Minimum Standards Attestation

I, Franca Fedele, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

2.04.2019

## Our School Vision

### VISION STATEMENT ST LUKE'S SCHOOL

***St Luke's school is a compassionate and faith filled community dedicated to inspire and educate all.***

- We provide a safe environment where responsible risk-taking is encouraged.
- We promote lifelong learning where teamwork and independence are demonstrated.
- We reach out with empathy and inclusiveness.
- We build honest relationships which enrich our community.

June 2016

## School Overview

Opened in 1961, St. Luke's School is situated in the northern suburbs of Melbourne. It is in a unique situation regarding its status as a Parish School. Its students, and therefore the families it serves, come from a wide geographic area. In 2017, St. Luke's School had an enrolment of 332.2 students who come from 40 different cultural backgrounds with students with a Language Background other than English being 56.9% of our school population. Curriculum provision needs to be specifically designed to meet the wide variation of needs of our students.

Many parents of our students speak little or no English and interpreters (often members of staff) are used on a regular basis when meeting with families. This ensures accurate understanding of all issues and gives parents the opportunity to ask any questions they may have. Whilst the majority of parents are very interested in their child's education, and supportive of the work of the staff, due to their own very limited education, many lack the confidence and / or ability to assist their children with their work. Another factor which adds to our context is the number of CSEF (Camps, Sports and Excursions Funding) eligible families which is 35% of the school's population. These two issues are considered when setting expectations and goals for student outcomes and when establishing community relationships.

The school is housed in one building with 14 generalist classes, a learning centre, 2 multi-purpose areas, expo hall, a number of teaching spaces for smaller group work, planning/teacher resource areas, administration and other offices. Regular building maintenance ensures all areas are fully functional.

We offer a Catholic education in a safe, caring, challenging and stimulating learning environment. We value knowledge, learning and reasoning. We believe in open and honest communication between home and school to develop happy, well balanced, thinking individuals. Our school curriculum is based on the Victorian Curriculum with inquiry units of learning developed which incorporate all curriculum areas including Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capabilities. Religious Education is taught in its own right, but is also an integral element in each inquiry unit of learning. We offer specialist lessons in all year levels in Physical Education, Arts, L.O.T.E. (Italian) taught in year two to six. Private keyboard and guitar lessons are also offered as an option for students as an elective.

Digital Technologies are integrated in all key learning areas of the curriculum. All classrooms and the Mary MacKillop Learning Centre have interactive whiteboards to enhance students' learning. All students have access to portable banks of laptops, Chromebooks, iPads and e-books. These are an integral component of the learning process at St. Luke's.

Literacy and Numeracy competency are major foci at St. Luke's. The school's Literacy Program is based on the CEO Literacy Advance model. We implement programs for students at risk with language and numeracy development and we have a very comprehensive special needs program. A consistent behaviour management plan and the inclusion of the SEL (Social and Emotional Learning) program are paramount to the successful management of students and the formation of positive relationships within the school community.

In 2018, Year 6 students attended a swimming program. Camps for Year 5 and Year 6 are also conducted. As an introduction to camp, the year 4 children attend a sleepover at school. A Performing Arts program is offered to all students, with a whole school performance demonstrating the skills in drama and dance.

Year 6 students participate in Inter School Sports. A school sports carnival is held each year utilising the facilities of the neighbouring Catholic primary school, St. John XXIII, Thomastown East.

In 2018, the Year 6 Student Leaders worked with the staff in activities that involved decision-making, promotional and fund-raising skills as part of their Leadership Project. As part of this project the students ran the "Flying Bee Café" at school on Friday afternoons.

Parents and parishioners are encouraged to participate in our school activities as we continue to develop a vibrant Catholic community.

2015 was our Review year and we developed a new School Improvement Plan for the next 4 years. 2018 was the fourth year in our new cycle.

## **GOALS FOR 2018**

### **Education in Faith**

**To enliven the Catholic Identity of our school community.**

That student understand the relationship between faith and the way we are called to live.

That Catholic tradition is embedded in our learning and teaching.

### **Learning and Teaching**

**To improve the learning outcomes and engagement of each student.**

That students' learning growth in literacy and numeracy is maximised for all cohorts.

That student engagement is increased through purposeful teaching and deep, stimulating learning.

### **Student Wellbeing**

**To develop a climate that fosters confidence, positive interaction, a sense of wellbeing and resilience.**

That students are motivated and self-directed learners.

That student feel connected and engaged in their learning environment.

### **Leadership and Management**

**To build a highly effective and collaborative school where all staff are engaged and motivated to excel.**

That the staff are empowered to build their teaching capacity to improve student engagement and achievement.

That staff teamwork is effective and morale is improved.

### **School Community**

**To strengthen community partnerships to improve student learning and wellbeing.**

That parent respond to a diversity of opportunities for engagement in student learning.

## Principal's Report

Dear parents and friends of St Luke's school community,

It is with great pleasure that I present to you the Annual School report for the 2018 school year. This report outlines goals and achievements in the five sphere areas of *Education in Faith, Learning and Teaching, Well-Being, Leadership and Management and Community*. We are proud of our achievements at St Luke's and wish to ensure that the community is informed of these achievements. This report is available as a hard copy from the school or can be viewed on the school's web-site.

At St Luke's School, we believe in the empowerment of all members of the community: - students, parents and staff to develop and be responsible for the shared vision. As a school community our aim is to develop the whole child, spiritually, academically, physically, morally, emotionally and socially. We have a commitment to provide a curriculum that is of an excellent standard, inclusive of all learning styles while ensuring that it is reflective of current guidelines and incorporating innovative trends. This commitment has contributed to the positive reputation the school has in the community and we are happy to state that enrolment figures remain healthy with many families choosing to have their child educated by a committed and professional staff at St Luke's school.

There has been an extensive renovation of the grounds, construction of learning facilities and refurbishment of classroom resources throughout the school. The improved physical resources of the school have allowed the school to provide a high standard of education complementing our contemporary learning approach.

In 2018, we set the school focus: **"Though we are many, we are one"**.

We are ensuring that students saw the relevance of learning as uplifting and impacting on their total development. The theme ensured that the emphasis was on empowering students to make more of a difference to their school, families and the world in which they live.

As we continue to develop a Catholic community where all identify the importance of faith, trust and hope as key values in our interrelationships with one another, we journey together to make a difference to our students in forming their future while celebrating the past. It is with great satisfaction that I witness excellent educational practices by the staff. St Luke's school is committed to continually developing deeper and more effective teaching practices that improve student outcomes. I thank each member of staff for their enthusiasm, commitment and excellent work ethic as members of this community.

We are extremely fortunate to have the Scalabrini order of priests to assist our school and are appreciative of the Parish's continued support and assistance in our endeavours as educators.

I look forward to the 2019 school year as we continue to grow and journey as a vibrant learning community.

Franca Fedele  
Principal

## Education in Faith

### Goals & Intended Outcomes

To enliven the Catholic Identity of our school community.

#### Intended Outcomes

That student understand the relationship between faith and the way we are called to live.

That Catholic tradition is embedded in our learning and teaching.

### Achievements

- The Parish of St. Luke's consists of two Parish Primary schools, St. Luke's and St. John XXIII, East Thomastown. Many events are celebrated together: the Staff Commissioning mass, opening school year mass the Feast of the Sacred Heart Mass, St. Luke's Feast Day celebrations, Blessed John Baptist Scalabrini's feast day and the Celebration of the Sacraments.
- Weekly multi- level masses are highly valued by our parents, staff and children. These masses occur on a Friday morning at the parish mass, further emphasising the link between parish and school.
- Termly Reconciliation services for senior classes (Year 3-6) occur termly to further develop students' experience in the ritual and traditions of Catholic Sacramental life.
- The R.E. leader maintains on-going communication with the Parish Priest, the REL at St. John XXIII, Religious Education advisors for CEM and other R.E. personnel in the Parish.
- Prayer is part of each day for children and staff, with the prayer tables in all teaching areas ensuring a focal point for prayer time.
- Foyer displays that highlight significant Liturgical events of the school year and church calendar, were continually developed by staff teams with specific liturgical focuses.
- The school is involved in many events that support the local and wider community. These include Project Compassion, Catholic Mission (Mission Month: October) and St. Vincent De Paul winter and Christmas appeals.

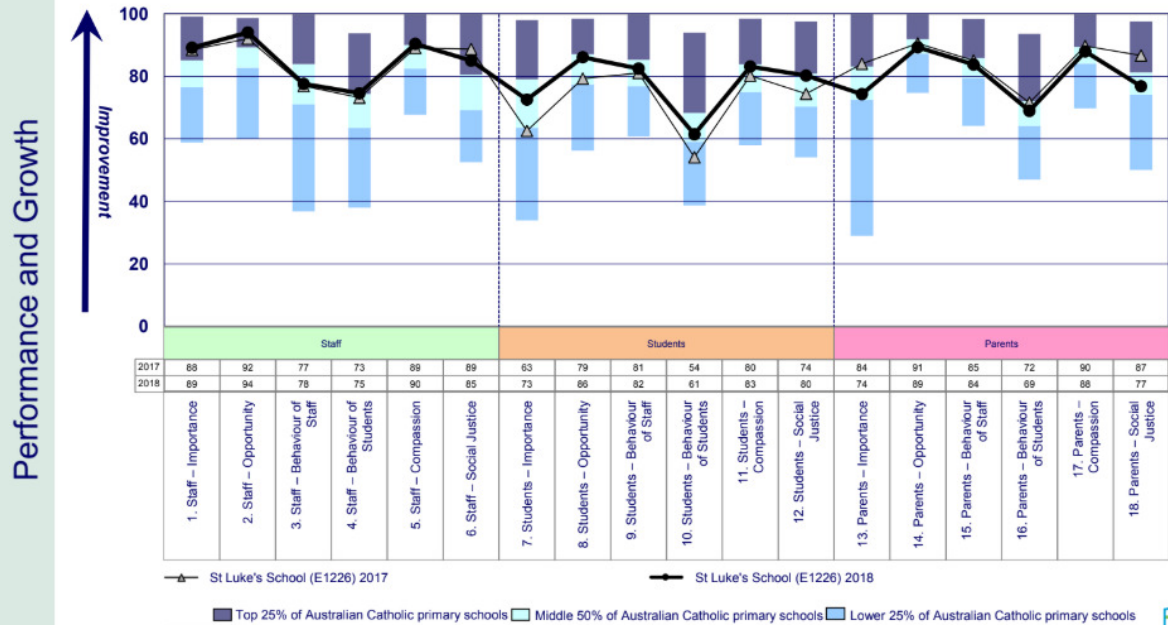
#### School Improvement Survey 2018- Catholic *Culture; Staff, Parents and Students*

- There is a high regard for the Catholic Identity at St. Luke's school as evidenced by the student, staff and parent surveys. It is encouraging to see that the importance of working in a Catholic school is high for the staff and that parents see that attending a Catholic school is important for their child's development.



**2018 Catholic Culture – actual scores ...**

Your school relative to the range for Australian Catholic primary schools.



15

insight **SRC**

 CATHOLIC  
EDUCATION  
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**VALUE ADDED**

- R.E. Program: Prep-6
- Multi -level masses, whole school Masses and prayer
- Non-Eucharistic liturgies
- Scheduled weekend family Masses for sacraments and Parish Family Masses.
- Termly Reconciliation (Years 3-6)
- Sacramental Programs, workshops and retreats for Reconciliation, Eucharist and Confirmation
- Social Justice fundraising events
- Patrons' Day Celebrations – commemorating St. Luke, St John XXIII
- Focus on Holy Week, Easter Sunday, the resurrection of Jesus as part of Lent and Easter celebrations
- The Prep children enact the nativity at the Christmas Mass celebration



## Learning & Teaching

### Goals & Intended Outcomes

To improve the learning outcomes and engagement of each student.

#### Intended Outcomes

That students' learning growth in literacy and numeracy is maximised for all cohorts.

That student engagement is increased through purposeful teaching and deep, stimulating learning.

### Achievements

#### Curriculum

- Professional Learning Team (P.L.T's) and staff meetings focussed on developing a shared educational philosophy for St Luke's, through exploration of pedagogy and teacher practice. A continued focus on STEM teaching and learning with several teachers and classes being involved in Teacher Research Action Projects to further engage students in coding, Robotics and Drones.
- Building on from a 'Culture of Thinking' professional learning has continued in the area of Visible Learning through school visits in Melbourne and Auckland, New Zealand.
- Parents attended student exhibitions of their learning.

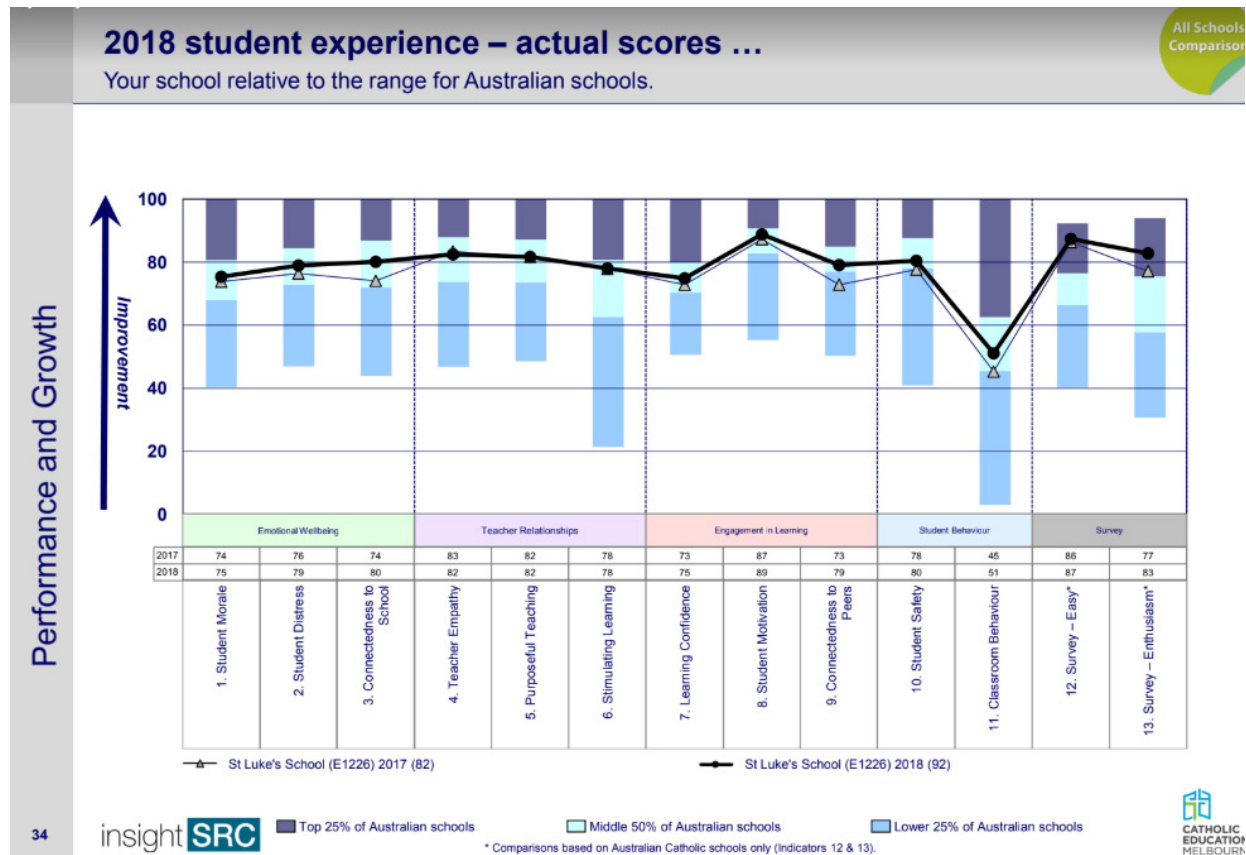
#### Literacy

- A Literacy leader was maintained at 0.6 FTE.
- Pre and post testing continued to be administered. The prep to year two assessments are in line with the schedule provided by the Catholic Education Office and submitted to the office. The year three to six assessments were administered in line with the school based assessment schedule.
- This data was analysed and extensive intervention was targeted in the form of small focused groups, in the area of reading.
- A Reading Recovery teacher was maintained to cater for the literacy needs identified for some year one students.
- Years three and five participated in NAPLAN.
- Oral language has continued to be an ongoing focus, with OLSEL strategies being used as a matter of course and beginning to permeate all of the curriculum. School based professional development was provided for teachers not trained in the program.
- Some PLTs were held for Literacy discussion, analysis of data, dialogue around pedagogy and innovative teaching and learning strategies.

#### Mathematics

- A Mathematics leader was maintained for 0.4 FTE.
- The school continued using PAT Maths material to inform teaching, assessment and reporting.
- The Mathematics leader facilitated P.L.Ts for all staff, further developing teaching strategies and curriculum content.
- Continuation and strengthening of STEM resources and coding (computational thinking).
- Evidence based learning through Mathematics testing online and SPA analysis.

## STUDENT LEARNING OUTCOMES

**School Improvement Survey 2018**

- The School Improvement Survey data indicates the level of student motivation (89%), stimulating learning (78%), learning confidence (75%) and student morale (75%) was maintained and slightly improved from (from 2017 data), suggesting that the continued staff professional learning in the area of teacher practice and the innovative curriculum have had a favourable impact on student outcomes and engagement.
- Teacher empathy at 82% indicates that the children continued to value their relationship with their teachers.

**NAPLAN DATA 2018****PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5**

NAPLAN TESTS	2016	2017	2016-2017 changes	2018	2017 – 2018 changes
YEAR 3 READING	95.8	95.7	-0.1	100	4.3
YEAR 3 WRITING	97.9	97.8	-0.1	96	-1.8
YEAR 3 SPELLING	97.9	95.6	-2.3	98	2.7



<b>YEAR 3 GRAMMAR &amp; PUNCTUATION</b>	95.8	97.8	2.0	96	-1.8
<b>YEAR 3 NUMERACY</b>	95.7	95.7	0.0	100	4.3
<b>YEAR 5 READING</b>	95.6	93.5	-2.1	98	4.5
<b>YEAR 5 WRITING</b>	97.8	95.7	-2.1	96	0.3
<b>YEAR 5 SPELLING</b>	95.6	93.5	-2.1	96	2.5
<b>YEAR 5 GRAMMAR &amp; PUNCTUATION</b>	95.6	93.5	-2.1	96	2.5
<b>YEAR 5 NUMERACY</b>	95.6	91.3	-4.3	98	6.7

Results across Year 3 and Year 5 have remained high. All students in Year 3 achieved the minimum standard for both Reading and Numeracy. Year 5 Reading and Numeracy showed good growth.



## Student Wellbeing

### Goals & Intended Outcomes

To develop a climate that fosters confidence, positive interaction, a sense of wellbeing and resilience.

### Intended Outcomes

That students are motivated and self-directed learners.

That students feel connected and engaged in their learning environment.

### Achievements

- Continuation of the role of the Student Wellbeing Leader at FTE 0.3 and Learning Diversity Leader at 0.4 FTE.
- The Student Wellbeing Support Group (SWSG) continued to monitor the Positive Behaviour Support (PBS) program to evaluate its effectiveness.
- Behaviour management policies and procedures continued within the PBS framework.
- Expectations for students' behaviour in learning areas, out in the playground and for off campus continued in the school. Detailed indicators for each expectation continued to be identified in a matrix for students (for each learning and gathering space). The four broad expectations are: **Be Responsible, Be Respectful, Be Safe and Be a Learner**. They are displayed throughout the school and sent home to parents.
- Students who demonstrated positive behaviour were rewarded by teachers and a consistent set of consequences continued to be employed by staff when students failed to follow the expectations.
- Social and Emotional Learning (SEL) continues to be embedded throughout the curriculum, with the use of the resource *Second Step* (Personal and Interpersonal development).
- The Student Wellbeing Leader supported the transition process for year 6 students through contacts with secondary school staff. Transition meetings between all stakeholders were held to share information to ensure a smooth transition for students entering secondary school.
- The Learning Diversity Leader supported the transition process for kindergarten students through contacts with pre-schools' staff. Transition meetings between all stakeholders were held to share information to ensure a smooth transition for students entering primary school.
- The Allanah and Madeleine Foundation Better Buddy program was continued whereby Prep students are "buddied" with a Year 6 student to support Prep students transition into Primary school.
- Referral to Catholic Education Melbourne student services and other outside agencies for students requiring specialist assessment continued.
- Personalised Learning Plans (PLPs) were implemented for students with special learning or social and emotional needs. This included students who were eligible for SWD funding and others who had been identified with additional individual needs.
- Review meetings once a term between classroom teachers and Learning Diversity Leader to discuss and plan PLPs.
-

- Program Support Group Meetings including parents, classroom teachers, senior staff and outside agencies were held once a term and coordinated by the Learning Diversity Leader.
- Appointment of a school counsellor (from Catholic Care) for 1 day a week to assist with those students and families experiencing emotional and social needs. Referral procedure for this program was coordinated and monitored by the Student Wellbeing Leader.
- The split lunch time for students e.g. Prep, Year 1, Year 2 and Year 6 for first lunch and Year 3, Year 4 and Year 5 second lunch was continued to allow more opportunity for students to utilise yard space to play games.
- Strong partnerships with personnel from CEM Student Services, Concord Special Development School and other professionals and agencies were fostered by the Student Wellbeing Leader, Special Education Leader and the Principal.
- 2018 saw an increase in the number of refugee families enrolling at the school. A staff member was designated to work with and support the families pastorally and learning plans were developed for language programs for the students.
- Full implementation of the Nationally Consistent Collection of Data for students with disability (NCCD) was undertaken and an NCCD team created.

#### Explanation of procedure for dealing with absences

- *In 2018, Parents were required to provide an explanation for their child's absence from school via telephone or email. Any unexplained absences were investigated via telephone and recorded on nForma.*
- *Repeated absences are recorded on a child's report after a meeting with the principal and wellbeing leader to ascertain the reason for the absences. At times special arrangements are made to ensure partial or full presence of child at school. In extreme cases CEM or other outside agencies are notified for assistance to the school and/or family.*

#### VALUE ADDED

##### Student Wellbeing Programs maintained throughout 2018;

Social Skills programs including: SEL, intensive social skills groups

- Prep and Year 6 Transition program
- Year 6 and Prep buddies
- Second Step program
- School Counsellor

##### Health and Fitness Programs

- PE Specialist Lessons Prep-6
- Water Awareness Program: Year 6
- Interschool Sports Year 6
- School Sports Day
- Healthy Tips in Newsletter

##### School Camps and Excursions

- Year 6 Camp to Camp Jungai in Thornton
- Year 5 camp to Sovereign Hill and Science Discovery Centre in Bendigo
- Year 4 Sleepover

- Excursions and incursions at each year level

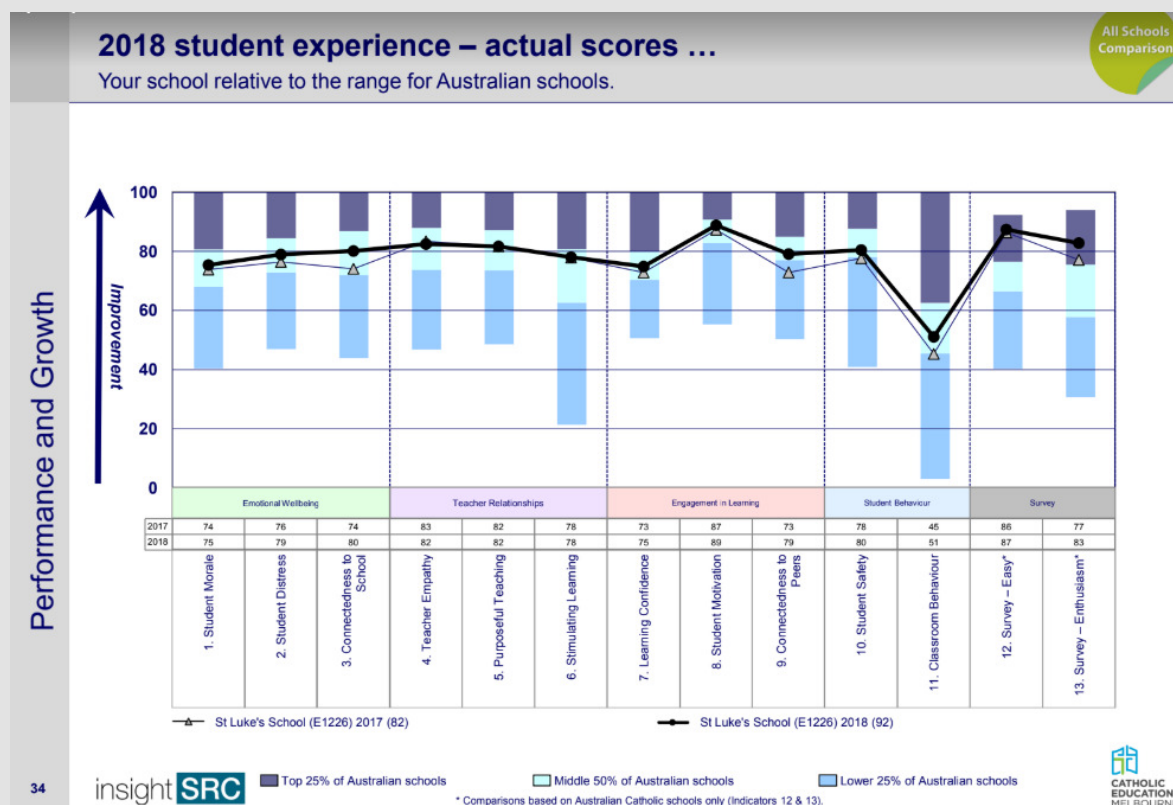
### Use of Information and Communication Technology

- Access to laptop banks and Chromebooks
- Access to iPads
- Access to mp3 players
- Use of digital still and video cameras
- ICT Technician employed to assist staff with technical needs and teaching programs.
- GAFE Implemented – Use of The Hive to communicate with students and families

### The Arts

- Visual Art Specialist Prep – four
- Keyboard lessons (optional)
- Guitar lessons (optional)
- Performing Arts program for Years Prep – 6
- School production

## STUDENT SATISFACTION



- From the School Improvement Survey Data, student connectedness to school and peers is positive showing an increase to 80% and indicative of the staff's commitment to the development of a positive school climate for student learning.
- Student safety is maintained a high level from 78% in 2017 to 80% in 2018 which is indicative of the emphasis on the application of a consistent and whole school



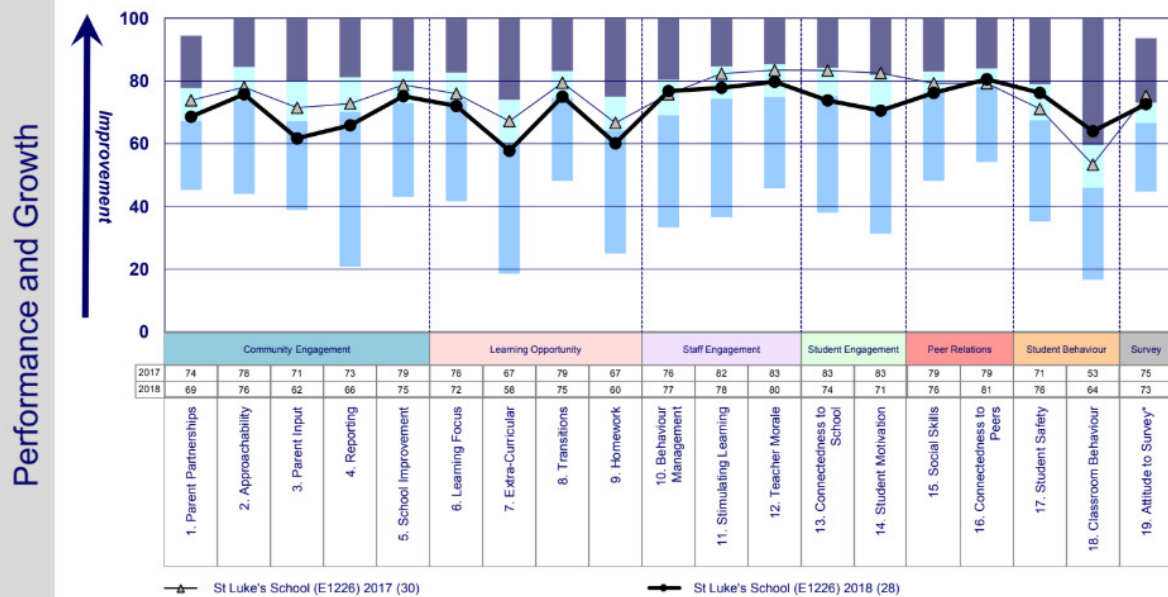
approach for playground and classroom behaviour management.

- Student motivation is high (89%) which suggests that the emphasis on focussed teaching and stimulating learning for engagement continues to reap benefits.

## 2018 parent opinion – actual scores ...

Your school relative to the range for Australian schools.

All Schools Comparison



35

insight SRC

■ Top 25% of Australian schools

■ Middle 50% of Australian schools

■ Lower 25% of Australian schools

\*Comparison based on Australian Catholic schools only (Indicator 19).

CATHOLIC  
EDUCATION  
MELBOURNE

- Parent opinion data shows behaviour management is high at 77% which is indicative of the shared understandings and consistency of the PBS framework. Parent data also indicates an awareness of the degree to which students are increasingly connected to peers which has moved upwards to 81% in 2018.

## STUDENT ATTENDANCE

### Explanation of procedure for dealing with absences

- In 2018, Parents were required to provide an explanation for their child's absence from school via telephone or email. Any unexplained absences were investigated via telephone and recorded on nForma.

Repeated absences are recorded on a child's report after a meeting with the principal and wellbeing leader to ascertain the reason for the absences. At times special arrangements are made to ensure partial or full presence of child at school. In extreme cases CEM or other

outside agencies are notified for assistance to the school and/or family.

## Child Safe Standards

### Goals and Intended Outcomes

Following the directive from CEM regarding all documentation regarding the changes to Child Safe Standards, St. Luke's has the following documents:

- Child Safety Policy
- Child Safety Code of Conduct
- Child Protection – Reporting Obligations

### Achievements

The Wellbeing Leader with the Principal used the templates provided by CEM to create the necessary policies and documents. Each document was presented to staff and to the School Advisory Council to make them all aware of the documents and the requirements regarding Child Safety and to ratify the policies. All staff completed the Mandatory Reporting eModule to ensure that everyone was aware of their obligations. The Principal implemented the new recommendations from CECV and CEM with regards to the employment of new staff. A copy of all documents are located on the school website.



## Leadership & Management

### Goals & Intended Outcomes

To build a highly effective and collaborative school where all staff are engaged and motivated to excel.

### Intended Outcomes

That the staff is empowered to build their teaching capacity to improve student engagement and achievement.

That staff teamwork is effective and morale is improved.

### Achievements

- The leadership team at St. Luke's school comprises of the Principal, Deputy Principal, Wellbeing Leader, Education in Faith Leader, Special Education Leader, Learning and Teaching Leader, and Mathematics and Literacy Leader who meet weekly. They are to be commended for their commitment and expertise in leading change and supporting staff to further their professional learning.
- At the yearly Annual Review Meeting with the principal, staff identified their professional strengths and challenges and indicated how the school could support them to develop their skills. The leadership team set goals for professional development in consultation with staff and formulated the school's annual action plan.
- The school provided additional release for literacy pre and post testing, meetings with the Special Education Leader and for planning.
- The induction process for staff ensured that new members to the staff had time to meet with the principal to ensure a smooth transition to the school. Each staff member was allocated a buddy/mentor to ensure ongoing support in the areas of procedures, expectations and structures at St. Luke's.
- In the foyer, Channel St. Luke's (TV monitor) displays children's learning and photographs of special events.
- A display in the staffroom ensures that new learning and teaching initiatives are shared as a form of professional development.
- Additional iPads and laptop banks were purchased in 2018.
- The range of resources to support learning is extensive with each teacher and leader given a budget to manage so as to continually update resources required to implement curriculum with the students.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2018

- Professional learning has a high priority at St Luke's school for all 33 staff members (25 teaching staff, 8 non-teaching staff). This is evidenced by the amount of the school budget that is allocated to the professional development area. The total expenditure for Professional Development of St. Luke's staff and associated costs in 2018 amounted to \$108,964.96. This amount averaged to

\$4359 per teaching staff member. In 2018, we have continued to recognise the value of teams of staff comprising of classroom teachers and leadership to attend professional development opportunities to implement the learning more effectively within the school setting.

- The School Improvement Survey data demonstrates support for professional development with 81% of staff indicating opportunities for professional growth at the school.
- Mentoring and coaching by senior staff and the leadership team is valued by staff and is used to improve teacher effectiveness and improve student outcome. School Improvement Survey data indicated that 84% staff identified the existence of a supportive leadership, 79% felt role clarity has been outlined and 79% identified the importance of teamwork.
- Leaders met with level teams regularly to assist in the planning and programming of curriculum. Professional learning conversations at planning sessions led to increased teacher practice and a deeper knowledge of skills and content for planning for curriculum provision. Timetable structures provided for all teachers to be released together in teams to work with leadership to analyse data, evaluate and plan programs to meet all students' needs.
- The Deputy Principal attended Northern Region Network meetings and Conference.
- The R.E leader attended Northern Region Network.
- The Special Education Leader attended cluster meetings and networks.
- The Principal attended all relevant principal meetings, CEM briefings, associated sub-group meetings and appropriate cluster groups.
- Staff new to the school attended the 2 day Positive Schools Conference.
- The Year 5 teachers along with the Principal, Learning and Teaching Leader and the Literacy/Mathematics Leader, travelled to New Zealand to learn about and be immersed in best practice in two exemplary schools.

### **Internal PL**

#### ***Staff meetings and PLTs***

Staff meetings were held weekly with specific professional learning focuses allocated to one of the five spheres. The facilitators of staff meetings included members of the leadership team, staff teams and at times, outside agencies.

From Professional Learning Team meetings, held weekly, the pedagogy of learning translated into teaching strategies to improve teacher practice and student outcomes. PLTs were facilitated by the Leadership team and also allowed opportunities for teachers to share their knowledge and expertise. PLTs allow for teachers to develop and share their professional learning in various group settings, that is, in year level teams, cross

year level teams and whole staff.

Professional reading was an expectation for all members of staff (teaching and non-teaching) and presented in many formats. Reflection and conversation was undertaken in staff meetings, on-line forums and in written form.

### ***School Closure days***

In 2018, school closure days were allocated according to CEM guidelines for whole school professional development days. The following closure days took place in 2018 focussing on;

- Faith Formation – Diversity in our Community
- Working in teams – Run by CEM staff
- Curriculum Planning for 2019

### **External PL**

Throughout 2018, the staff had opportunities for Professional Learning facilitated by external agencies/consultants. Staff was provided with external P.D. in response to the professional goal identified at the beginning of the year.

- Autism PL - CEM
- Colourful Semantics - CEM
- Religious Education Conference – CEM
- ADAVIC – Students with Anxiety
- Early Years Conference
- NCCD briefing
- Engaging in Scripture – CEM
- Leading wellbeing for learning and growth :What lies ahead?
- PROTECT : Identifying and responding to abuse.
- Graduate teachers PL - CEM

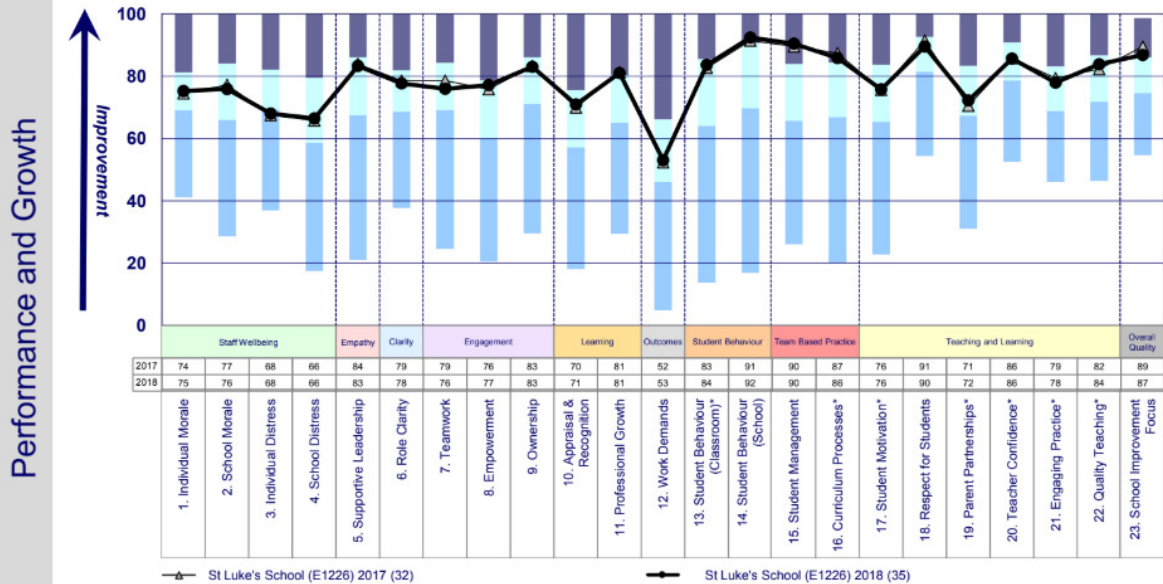
The Italian and PE teachers attended professional learning activities/conferences relevant to their roles.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	25
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$4359

TEACHER SATISFACTION

2018 school climate – actual scores ...

Your school relative to the range for Australian schools.



33

insight SRC

■ Top 25% of Australian schools    ■ Middle 50% of Australian schools    ■ Lower 25% of Australian schools

\*Teaching staff only (Indicators 13, 16-17, 19-22).

2018

The 2018 School Improvement Survey data for staff climate shows a remarkable similarity to 2017 with only 1-2% points fluctuating across many of the performance criterion. This reflects a consistency of attitudes and practices across teachers. The emphasis on professional development to embed high impact teaching strategies and the efforts to support teachers of less than 5 years practice is reflected in a growth in Quality Teaching to 84%.



## School Community

### Goals & Intended Outcomes

To strengthen community partnerships to improve student learning and wellbeing.

### Intended Outcomes

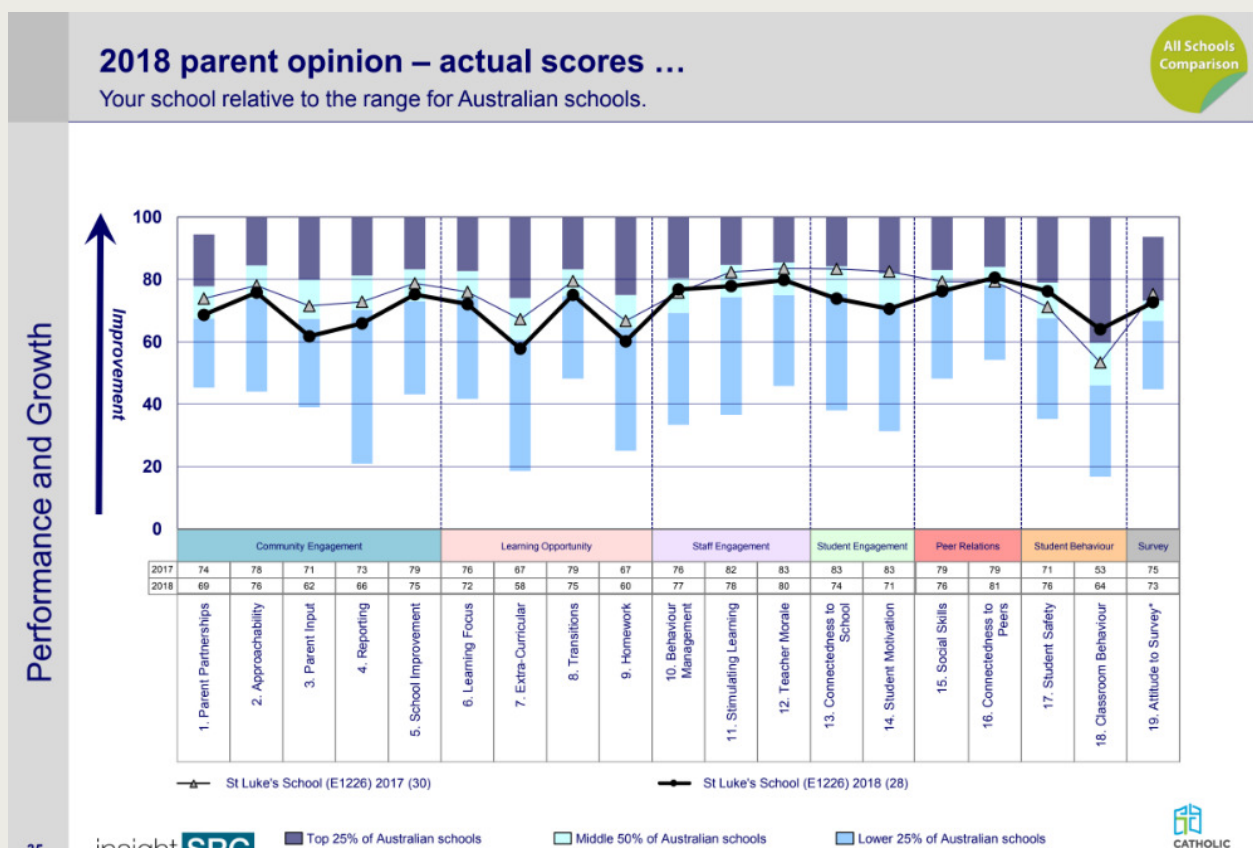
That parents respond to a diversity of opportunities for engagement in student learning.

### Achievements

- To develop the partnership with parents, the community of St. Luke's is caring, diverse and supportive in composition. The school has many structures in place to support the partnership with parents and the wider community.
- There is an active and effective School Advisory Council comprising of parents and teachers who meet with the Principal monthly. In 2018, the council made decisions in regards to extra-curricula programs, e.g swimming program and school counseling program
- The PFA worked tirelessly to raise funds to enhance student life at school, in cooperation with the school leadership team and the student leadership team.
- To discuss students' individual progress the following was continued:
  - Term 1: Formal Parent and Teacher interviews conducted and more frequent informal meetings as required by parents and/or teachers.
  - Term 2: Written reports
  - Term 3: Formal Parent and Teacher interviews conducted and more frequent informal meetings as required by parents and/or teachers.
  - Term 4: Written reports
- Parents were invited to assist the school in the classroom as assistance in the Arts program and as expert guests with students' learning.
- In 2018, The Hive, a portal for students and parents to access information and to share learning and links to any relevant websites being used at school, was further developed.
- Parents were able to access the monthly newsletter on the school's web-site and all information given to parents is translated into Vietnamese to ensure communication to all members of the school community.
- Interpreting services were provided for families, particularly in Vietnamese and Arabic.
- A bilingual resource library for parents continued in 2018.
- A School Readiness Workshop, an orientation morning tea and parent information sessions were offered to Prep parents.
- Links with the community are an important part of the curriculum. With guidance and supervision from the staff, students were encouraged to contact professionals and experts within the community to support their learning in various areas of the curriculum related to their current learning.
- Links with community agencies including Whittlesea Council and St. Monica's College were maintained to support student learning.
- St Luke's school community was actively involved in a variety of activities demonstrating service to those in need, for example, sponsorship of a World Vision child and supporting St. Vincent De Paul through the Christmas Appeal. In 2018, activities were organized to raise funds for financial support in the following areas:- Project Compassion, St Vincent De Paul winter appeal, Anzac Day badges, Legacy wrist bands, Remembrance Day poppies.

- Teachers worked in collaboration with Kindergarten and secondary school teachers to ensure smooth transition for students in Prep and Year 6.
- The PFA extended a welcoming hand to new parents, continually encouraging them to join activities run at the school: e.g. treat days, Mothers' and Fathers' Day stalls.
- A Welcome BBQ was held at the beginning of the year, all families were invited to attend.
- The Year 6 teachers participated in the City of Whittlesea Student Recognition Award.
- The use of school facilities was provided for groups within and outside the Parish (Vietnamese Language school, Karate school, Parish Motor Mission classes, Ballroom Dancing, Lalor Bingo group, Parish elderly citizens' club).

## PARENT SATISFACTION



- At St. Luke's we value parent opinion as we feel we are strengthened by an atmosphere of open communication. School Improvement Survey data indicates parents place a strong importance on communication between teachers, parents and students.
- The School Improvement Survey data undertaken in 2018 indicated 69% parent partnership with the school, school improvement 75% and approachability 76%. This indicates that parents are willing to work with staff and contribute ideas in order to improve student outcomes.
- School Improvement Survey shows that 80% of parents viewed teachers as having high morale and them being enthusiastic and passionate about their work. The PFA recognises the staff for their work on International Teachers' Day with a special morning tea.
- Enrolment demand has continued in 2018. 50 places for Prep were filled and we welcomed several children across other grade levels.
- Parent education sessions continued to be extensive in our school. The following parent education sessions were conducted in 2018:



- Sacramental workshops attended by all families whose children were receiving the Sacraments of Reconciliation, Eucharist and Confirmation.
- Cybersafety session with Brett Lee from Internet Safe Education (unfortunately this was very poorly attended by parents, only 3 attended)
- Building Resilience in our Children with Chris Daicos
- Afternoon workshops were trialed, providing a wide variety of topics for parents to explore, including Reading, Student Wellbeing and Mathematics (a small number of parents participated)
- Curriculum development in 2018 saw active participation of the wider community in the learning experiences of the students. The consolidation of contemporary learning strategies ensured for a more effective curriculum provision. The students were required to work with members of the local community e.g. traders, builders and service providers so as to develop action learning projects that were authentic and relevant to the students.

## Future Directions

In 2019 the school will undergo a thorough review utilising the NSIT model as designed by ACER.

This review will be facilitated by an independent reviewer using the design elements as prepared by ACER.

Alongside this review a member of CEM will also review the community applying the SISCEM I tools specific to a catholic school context.

VRQA compliance checklist will also be examined by an independent reviewer in August.

The majority of the review work will occur in Term 2 , 2019

The final report being presented to the community in early Term 3 will have detailed pathways for future growth and will allow for the staff to forward plan enabling a clear four year action plan indicating short and long term action and targets while maintaining and deepening success indicators.

## School Performance Data Summary

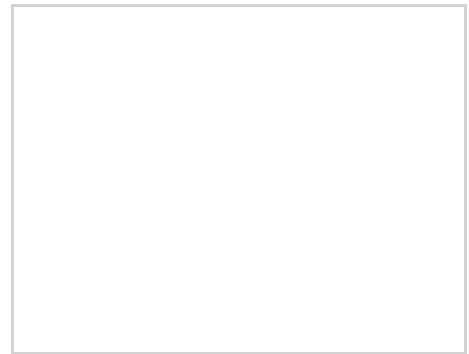
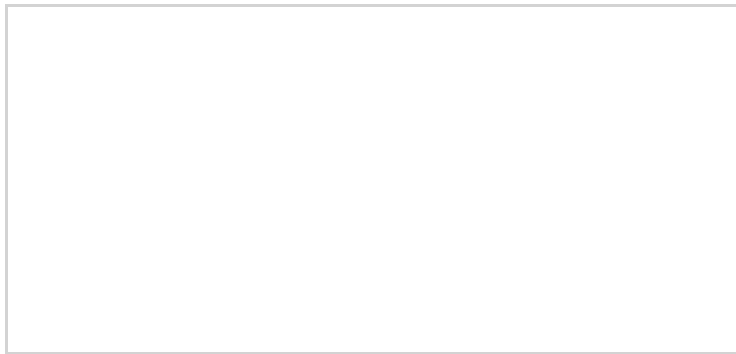
### VRQA Compliance Data

E1226  
St Luke's School, Lalor

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

NAPLAN TESTS	2016	2017	2016-2017 changes	2018	2017 – 2018 changes
YEAR 3 READING	95.8	95.7	-0.1	100	4.3
YEAR 3 WRITING	97.9	97.8	-0.1	96	-1.8
YEAR 3 SPELLING	97.9	95.6	-2.3	98	2.7
YEAR 3 GRAMMAR & PUNCTUATION	95.8	97.8	2.0	96	-1.8
YEAR 3 NUMERACY	95.7	95.7	0.0	100	4.3
YEAR 5 READING	95.6	93.5	-2.1	98	4.5
YEAR 5 WRITING	97.8	95.7	-2.1	96	0.3
YEAR 5 SPELLING	95.6	93.5	-2.1	96	2.5
YEAR 5 GRAMMAR & PUNCTUATION	95.6	93.5	-2.1	96	2.5
YEAR 5 NUMERACY	95.6	91.3	-4.3	98	6.7

Results across Year 3 and Year 5 have remained high. All students in Year 3 achieved the minimum standard for both Reading and Numeracy. Year 5 Reading and Numeracy showed good growth.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	91.46
Y2	91.25
Y3	90.98
Y4	91.96
Y5	91.16
Y6	91.91
Overall average attendance	91.45

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.26%

STAFF RETENTION RATE	
Staff Retention Rate	81.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.83%
Graduate	4.17%
Certificate Graduate	8.33%
Degree Bachelor	79.17%
Diploma Advanced	33.33%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	30

FTE Teaching Staff	23.700
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	8.292
Indigenous Teaching Staff	0