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Contact Details

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  Lalor VIC 3075 |
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<thead>
<tr>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs. Franca Fedele</td>
</tr>
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<td>PARISH PRIEST</td>
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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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

VISION STATEMENT
ST LUKE’S SCHOOL

Inspired by the example of St. Luke we strive to reach out, welcome and support those whose lives we touch.

Our whole community, comprising students, parents, staff and wider parish, work in partnership to be witnesses to the following ideals.

• We demonstrate and live the Gospel values while nourished by our Catholic Faith and the tradition of our Church community.

• We promote a safe and supportive culture where we display resilience and are socially and emotionally competent.

• We aim to provide engaging and authentic learning where we become lifelong learners.

• We engage in the celebration of diversity through tolerance and inclusiveness.

• We empower all people, through mutual respect, to develop and be responsible for our shared vision.
School Overview

St. Luke’s School was opened in 1961 and is situated in the northern suburbs of Melbourne. St. Luke’s School 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 2014, St. Luke’s School had an enrolment of 340 students who come from 24 different cultural backgrounds with students with a Language Background other than English being 67.4% 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 EMA eligible families 42.9% 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 15 generalist classes, 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. Buildings attached to the hall are being utilised for activities such as drama, music and are used by community groups. From 2012, outside facilities have been improved to facilitate students’ safety and comfort as we added much needed synthetic playing surfaces and seating areas.

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 Essential Learning Standards with inquiry units of work developed which incorporate Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. Religious Education is taught in its own right, but is also an integral element in each inquiry unit of work. We offer specialist lessons in all year levels in Physical Education, Music, L.O.T.E. (Italian) taught in year three to six and a Health and Physical Education program in Prep to Year two. Private keyboard lessons are also offered as an option for students as an elective.

Information and Communication Technology is integrated in all key learning areas of the curriculum. All classrooms and the Learning Centre have interactive whiteboards to enhance student’s learning. All students have access to portable banks of laptops, PCs, 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 in years P-4, and Read to Learn Strategy in Years 5 and 6. We implement programs for students at risk with language and numeracy development and we have a very comprehensive special needs program. A consistent behavior 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 2012, the school began the Positive Behavior Support program as developed by the Catholic Education Office.

Year 3 & 4 students attend a swimming program and years 5/6 participate in a ballroom dancing program. Camps for Year 5 (Australian History based) and Year 6 (Environmental and
activity based) are also conducted. In 2012, Little Devils Circus, a fine motor and gross motor skills development program, was introduced for years Prep to 4 to be conducted biannually. In 2014, a Performing Arts program was introduced for 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 2014, 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 run a “Flying Bee Café” at school each morning and Friday afternoons.

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

In 2014, we initiated a sister school program with Cahaya Nur Elementary School in Indonesia.

GOALS FOR 2014

**Education in Faith**

To strengthen the school’s Catholic culture and embed Gospel values in the life of the school community.

That staff, student and parent interactions are increasingly based on gospel values, Catholic traditions and our Catholic story.

That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

That the link between parish and school is further enhanced.

To develop the understanding and application of scripture. (Gospel of Luke)

**Learning and Teaching**

To achieve continuous improvement and success in learning outcomes for all students.

That students’ oral language will improve.

That student achievement in Mathematics will improve.

That student achievement in Reading will improve.

That analysed assessment is used to improve focussed teaching to improve student outcomes.
That the principles of Contemporary Learning and Thinking be embedded in teacher practice to improve students’ learning and outcomes.

That the principles of Asian perspectives are incorporated within the curriculum.

**Student Wellbeing**

To empower students to become confident, active, resilient members of the school community.

That students develop a greater sense of responsibility for their behaviour and their safety.

That students maintain their level of self-confidence and self management.

**Leadership and Management**

To strengthen the professional learning and team culture of the school.

That the stimulating nature of the learning environment continues to improve based on professional learning, sound pedagogy and professional dialogue.

That staff develop a clearer understanding of school goals and professional expectations.

That staff teamwork will be more effective.

That professional feedback processes are improved.

**School Community**

To embed dynamic community partnerships in support of learning and wellbeing.

That there are increased opportunities for community members to deepen their understanding of the learning processes.

That connections within the learning community are deepened and enriched.
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 2014 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 2014, we set the school focus: “Reach Out and Live as Jesus”. The focus was 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 a difference to their school, families and the world in which they live. As a result of this focus we introduced the key Christian tradition of Social Justice.

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 ethics 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 2015 school year as we continue to grow and journey as a vibrant learning community.

Franca Fedele
Principal
Education in Faith

Goals & Intended Outcomes

To strengthen the school’s Catholic culture and embed Gospel values in the life of the school community.

Intended Outcomes

That staff, student and parent interactions are increasingly based on gospel values, Catholic traditions and our Catholic story.

That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

That the link between parish and school is further enhanced.

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 beginning year Staff Mass, the Feast of Sacred Heart Mass, St. Luke’s Feast Day celebration and the Sacraments of Reconciliation and Confirmation. In 2014 the two schools also joined together to celebrate the canonisation of St. John XXIII and celebrated Discipleship with a mass at St. Patrick’s Cathedral.

• During staff meetings, the R.E. leader worked with the staff to deepen knowledge and understanding of the Canonisation of St. John Paul II and St. John XXIII.

• Weekly 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 on a Friday morning to further develop students’ experience in the ritual and traditions of Catholic Sacramental life.

• The R.E. leader maintains ongoing communication with the Parish Priest, the REL at St. John XXIII, Religious Education advisors for the CEO 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 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.
There is a high regard for the Catholic Culture at St. Luke’s school as evidenced by the student, staff and parent surveys with importance, opportunity and compassion as strengths.

**VALUE ADDED**

- R.E. Program: Prep-6
- School Masses and Prayer
- Non-Eucharistic liturgies
- Year level Masses
- Scheduled weekend family masses for sacraments
- Termly Reconciliation (Years 3-6)
- Sacramental Programs, workshops and retreats for Reconciliation, Eucharist and Confirmation
- Parent Faith Development Sessions
- Mission Week fundraising
- St Luke’s Feast Day Celebrations
- Student leaders attended Archdiocese events for example St. Patrick’s Feast Day and Mission Mass
- San Donato festa.
Learning & Teaching

Goals & Intended Outcomes
To achieve continuous improvement and success in learning outcomes for all students.

Intended Outcomes
That students’ oral language will improve.
That student achievement in Mathematics will improve.
That student achievement in Reading will improve.
That the student’s engagement continues to improve through a stimulating learning environment.
That the principles of Contemporary Learning and Thinking be embedded in teacher practice to improve students’ learning and outcomes.
That the principles of Asian perspectives are incorporated within the curriculum.

Achievements
Curriculum

- Staff continued to implement and develop contemporary learning strategies through curriculum planning.
- Further purchases of iPads and laptops provided greater access to Information Communication Technologies to support the learning and teaching program. Ipad applications relevant to all curriculum areas.
- 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.
- The ‘planning pathway’ developed in 2012 was continued in 2014. (See appendix 1)
- The staff participated in a second year of professional learning facilitated by School Advisors in Mathematics (SAMs) CEOM, under the Strategic Support in Mathematics initiative.
- A team of teachers took part in the Reading to Learn professional learning program aimed at improving reading and writing skills.

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.
• The school introduced PAT Reading to set benchmarks for reading.
• A teacher was employed (0.6 FTE) to support the literacy program in years 2 - 4.

**Mathematics**

• A Mathematics leader was maintained for 0.4 FTE.
• A teacher was employed (0.2 FTE) to support the mathematics program in years 4 and 5.
• 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 introduced by the SAMs.
• In consultation with the staff, the Mathematics leader and SAMs developed a Mathematics Annual Action Plan.
School Improvement Survey 2014

- The School Improvement Survey data indicates the level of student motivation (80%), stimulating learning (72%), learning confidence (70%) and student morale (65%) was high, suggesting that the staff professional learning in the area of teacher practice and the innovative curriculum have had a favourable impact on student outcomes.
- The high level of supportive leadership at St. Luke’s demonstrates the commitment of leadership to mentor and assist staff to develop effective teacher practice which impacts positively on student outcomes.
- Teacher empathy at 80% indicates that the relationship that the children have with their teachers is important to them and they value them.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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<tbody>
<tr>
<td><strong>YEAR 3 READING</strong></td>
<td>98 %</td>
<td>100%</td>
<td>2%</td>
<td>91%</td>
<td>-9%</td>
</tr>
<tr>
<td><strong>YEAR 3 WRITING</strong></td>
<td>98 %</td>
<td>100%</td>
<td>2%</td>
<td>98%</td>
<td>-2%</td>
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<tr>
<td><strong>YEAR 3 SPELLING</strong></td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>98%</td>
<td>-2%</td>
</tr>
<tr>
<td><strong>YEAR 3 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>93 %</td>
<td>100%</td>
<td>7%</td>
<td>98%</td>
<td>-2%</td>
</tr>
<tr>
<td><strong>YEAR 3 NUMERACY</strong></td>
<td>95 %</td>
<td>100%</td>
<td>5%</td>
<td>100%</td>
<td>0%</td>
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<td><strong>YEAR 5 READING</strong></td>
<td>96 %</td>
<td>100%</td>
<td>4%</td>
<td>92%</td>
<td>-8%</td>
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<td><strong>YEAR 5 WRITING</strong></td>
<td>98 %</td>
<td>87.2%</td>
<td>-10.8%</td>
<td>88%</td>
<td>0.8%</td>
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<td><strong>YEAR 5 SPELLING</strong></td>
<td>100%</td>
<td>90.2%</td>
<td>-9.8%</td>
<td>92%</td>
<td>1.8%</td>
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<td><strong>YEAR 5 GRAMMAR &amp; PUNCTUATION</strong></td>
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<td>-5.3%</td>
<td>90%</td>
<td>-2.7%</td>
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<tr>
<td><strong>YEAR 5 NUMERACY</strong></td>
<td>98 %</td>
<td>87.8%</td>
<td>-10.1%</td>
<td>90%</td>
<td>2.2%</td>
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### STUDENT LEARNING OUTCOMES

NAPLAN data shows that there has been a decline in Reading scores in both year three and year five. The high standard in Numeracy has been maintained in year three and there has been an increase in the year five results.

There have been slight fluctuations in other areas, with year three Writing, Spelling, Grammar and Punctuation remaining high.
Student Wellbeing

Goals & Intended Outcomes

To empower students to become confident, active, resilient members of the school community.

Intended Outcomes

That students develop a greater sense of responsibility for their behaviour and their safety.

That students develop greater self-confidence and self-management.

Achievements

- Continuation of the role of the Student Wellbeing Leader at FTE 0.3 and Special Education Leader at 0.3 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. In addition, community service was introduced as a consequence for severe outside behaviour.
- Social and Emotional Learning (SEL) continues to be embedded throughout the curriculum, with the introduction of the resource **Second Step** (Personal and Interpersonal development).
- The Student Wellbeing Leader supported the transition process for both kindergarten and year 6 students through contacts with the pre-schools and secondary school staff. Transition meetings between all stakeholders were held to share information to ensure a smooth transition for students entering primary school or secondary 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 the Catholic Education Office student services and other outside agencies for students requiring specialist assessment continued.
- Individual Learning Plans (ILPs) were implemented for students with special learning or social and emotional needs. This included students who were eligible for LNSLN funding and others who had been identified with additional individual needs.
- Review meetings once a term between classroom teachers and Special Education Leader to discuss and plan ILPs.
• Program Support Group Meetings including parents, classroom teachers, senior staff and outside agencies were held once a term and coordinated by the Special Education Leader.
• Appointment of 1 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.
• School counsellor and Student Wellbeing Leader facilitated small group social skills lessons focusing on student’s developing friendship skills.
• 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 CEOM Student Services, Concord Special Development School, Austin Hospital, Larmenier and other professionals and agencies were fostered by the Student Well-Being Leader and the Principal.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall average attendance</td>
<td>93.33 %</td>
</tr>
</tbody>
</table>

There has been a 2% increase in student attendance from 2013 to 2014 due to a decrease in the number of families travelling overseas with students to visit extended families.

• NON-ATTENDANCE MANAGEMENT
When a student has been absent for 3 consecutive days the teacher informs the principal who will arrange for a call to be made to the family to enquire about the absence. Repeated absences are recorded on a child’s report.

VALUE ADDED

Student Wellbeing Programs maintained throughout 2014;

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 3 and 4
• Ballroom dancing years 5 and 6
• Interschool Sports Year 6
• School Sports Day
• Healthy Tips in Newsletter
• Tennis clinics

School Camps and Excursions
• Year 6 Camp to Mountain Ash Retreat in Toolangi
• Year 5 camp to Early Settlement in Swan Hill
• Year 4 Sleepover
• Excursions and incursions at each year level

Use of Information and Communication Technology
• 4 Computers in each junior classroom.
• Access to 6 laptop banks of 20.
• Access to iPads and e-Books.
• Access to mp3 players
• Use of digital still and video cameras
• ICT Technician employed to assist staff with technical needs and teaching programs.
• School Intranet/My Classes utilised throughout school

The Arts
• Music Specialist Prep – Six
• Keyboard lessons (optional)
• Guitar lessons (optional)
Performing Arts program for Prep – Year 6
From the School Improvement Survey Data, student connectedness to school and peers is positive, indicative of the staff’s commitment to positive school climate for student learning.

Student safety is high (80%), which is indicative of the emphasis on playground and classroom behaviour management.

Student motivation is high generally as a result of focussed teaching.
Results show that the parents have confidence in the well-being programs implemented within the school as the data shows that student engagement and school climate are in the top 20% of all Victorian schools.

Parent opinion data shows behaviour management is high at 80% which is indicative of the shared understandings and consistency of the PBS framework.
Leadership & Management

Goals & Intended Outcomes

To strengthen the professional learning and team culture of the school.

Intended Outcomes

That the stimulating nature of the learning environment continues to improve based on professional learning, sound pedagogy and professional dialogue.

That staff develop a clearer understanding of school goals and professional expectations.

That staff teamwork will be more effective.

That professional feedback processes are improved.

Achievements

• The leadership team at St. Luke’s school comprises of the Principal, Deputy Principal, Education in Faith Leader, Well-Being Leader, the Special Education Leader, the Learning and Teaching Leader, 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 in consultation with the School Development Committee.

• To assist and further develop termly goal setting, GROWTH Walks were continued. These peer and collegial sessions allowed staff to view and refine individual and team teaching strategies that are most effective for students’ learning.

• 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.

• A display in the staffroom ensures that new learning and teaching initiatives are shared as a form of professional development.

• A sister school program was established with Cahaya Nur Elementary School in Indonesia.

• Additional iPads and laptop banks were purchased in 2014.

• 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 2013

- Professional learning has a high priority at St Luke’s school for all 30 staff members (24 teaching staff, 6 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 2014 amounted to $41,378. This amount averaged to $1293.06 per teaching staff member and was a substantial decrease from 2013. In 2014, 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 63% 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 62% staff identified the existence of a supportive leadership, 59% felt role clarity has been outlined and 55% 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.

- A ‘Planning Pathway’ was developed to assist teachers’ learning and understandings. *(See Appendix 1)*

- The Literacy and Mathematics Leader continued to attend the Northern Region Literacy and Numeracy Cluster Meetings.

- The Student Wellbeing Leader and members of the leadership team participated in two days professional development with the Catholic Education Office, as well as attending regular Wellbeing Cluster group meetings and special education meetings of schools in the Northern region.

- The Deputy Principal attended Northern Region Network meetings and Conference.

- The R.E leader attended Northern Region Network.

- The Principal attended all relevant principal meetings, CEOM briefings, associated sub-group meetings and appropriate cluster groups.
• The REL and Principal attended an overseas conference in Italy in the Education in Faith sphere.

**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 2014, school closure days were allocated according to CEOM guidelines for whole school professional development days. The following closure days took place in 2012 focussing on;

- Developing a team culture – 2 day conference
- Attendance at the National Partnerships: Mathematics days (2 days)
- Curriculum planning for 2015.

**External PL**

Throughout 2014, the staff have had opportunities for Professional Learning facilitated by external agencies/consultants. Staff were provided with external P.D. in response to the professional goal identified at the beginning of the year.

External P.D. involving a team of staff included:

- School wide Positive Behaviour Support
- Reading to Learn
- Sustainability
- Cued Articulation
- EAL
- Challenging Student Behaviour – Larmenier Patrice Wiseman

The Music teacher, Italian teacher and PE teacher attended professional learning activities/conferences relevant to their roles.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 32 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $1293.06 |

TEACHER SATISFACTION

2014 school climate – percentiles...

Your school's strengths & areas for improvement relative to Victorian schools*
The School Improvement Survey data for staff climate continues to show teachers working in teams (curriculum processes 90%) while developing professionally (professional growth 63%) so as to continue to improve student outcomes (engaging practice 85% and quality teaching 83%).
School Community

Goals & Intended Outcomes

To embed dynamic community partnerships in support of learning and wellbeing.

Intended Outcomes

That there are increased opportunities for community members to deepen their understanding of the learning processes.

That connections within the learning community are deepened and enriched.

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 2014, the council focused on developing resilience in students and adults.
- 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.
- Parenting education (four sessions 7pm - 9pm) in Vietnamese facilitated by Fr. Joe Binh from Salesian College.
- 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 through the classroom helpers program, reading parents, assistance in the Arts program and as expert guests with students’ learning.
- Parents were able to access the weekly 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 2014.
- A School Readiness Workshop, an orientation morning tea and parent information sessions were offered to Prep parents.
- The school worked closely with the staff from St. John XXIII school to continue the parish Sacramental program and the celebration of Discipleship linked to the canonization of St. John XIII and St. John Paul II and the celebration of St. Luke’s Feast Day.
- 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.
- The school choir participated in some wider community events. The choir in 2014 consisted of around 25 students.
- 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 2014, the student leadership team organised activities 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’ Day afternoon tea and mothers’ and fathers’ day stalls.
- “Meet the Teacher” morning teas were arranged at the beginning of the school year for all prep parents.
- 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).

2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY
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 indicated that we have maintained a high level of parent satisfaction, generally being in the high 20 percentile for school climate and student engagement.

The School Improvement Survey data undertaken in 2014 indicated 79% parent partnership with the school, improvement 83% and approachability 83%. This indicates that parents are willing to work with staff and contribute ideas in order to improve student outcomes.

School Improvement Survey shows that 84% 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, in turn the staff acknowledged the work of the parents by hosting a thank you morning tea at the end of the year.

Enrolment demand has continued in 2014. 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 2014:
- Helping your child read; 30% of targeted parents attended
- Two parenting workshops for Vietnamese families were facilitated by Father Jo Binh: 45 families attended (a handful of families being from outside the school community and from the surrounding area)
- Sacramental workshops attended by all families whose children were receiving the Sacraments of Reconciliation, Eucharist and Confirmation.

Curriculum development in 2014 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.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>0</td>
</tr>
<tr>
<td>Other fee income</td>
<td>127,624</td>
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<tr>
<td>Private income</td>
<td>77,909</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>546,414</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,607,513</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,359,459</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,356,438</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>527,376</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2,883,814</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>222,741</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>222,741</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>182,534</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>196,250</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>168,750</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The School Improvement Framework formed the basis of the school’s 2014 Annual Action Plan which outlined the following goals and intended outcomes:

**Education in Faith**

To strengthen the school’s Catholic culture and embed Gospel values in the life of the school community.

- That staff, student and parent interactions are increasingly based on gospel values, Catholic traditions and our Catholic story.
- That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.
- That the link between parish and school is further enhanced.

**Learning and Teaching**

To achieve continuous improvement and success in learning outcomes for all students.

- That students’ oral language will improve.
- That student achievement in Mathematics will improve.
- That student achievement in Reading will improve.
- That analysed assessment is used to improve focussed teaching to improve student outcomes.
- That the principles of Contemporary Learning and Thinking be embedded in teacher practice to improve students’ learning and outcomes.
- That the principles of Asia and Australia’s engagement with Asia are incorporated within the curriculum.
**Student Wellbeing**

To empower students to become confident, active, resilient members of the school community.

- That students develop a greater sense of responsibility for their behaviour and their safety.
- That students maintain their level of self-confidence and self management.

**Leadership and Management**

To strengthen the professional learning and team culture of the school.

- That the stimulating nature of the learning environment continues to improve based on professional learning, sound pedagogy and professional dialogue.
- That staff develop a clearer understanding of school goals and professional expectations.
- That staff teamwork will be more effective.
- That professional feedback processes are improved.

**School Community**

To embed dynamic community partnerships in support of learning and wellbeing.

- That there are increased opportunities for community members to deepen their understanding of the learning processes.
- That connections within the learning community are deepened and enriched.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03</strong> Reading</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>91.5</td>
<td>-8.5</td>
</tr>
<tr>
<td><strong>YR 03</strong> Writing</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>98.0</td>
<td>-2.0</td>
</tr>
<tr>
<td><strong>YR 03</strong> Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
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<tr>
<td><strong>YR 03</strong> Grammar &amp; Punctuation</td>
<td>92.9</td>
<td>100.0</td>
<td>7.1</td>
<td>98.0</td>
<td>-2.0</td>
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<tr>
<td><strong>YR 03</strong> Numeracy</td>
<td>94.6</td>
<td>100.0</td>
<td>5.4</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td><strong>YR 05</strong> Reading</td>
<td>96.0</td>
<td>100.0</td>
<td>4.0</td>
<td>92.0</td>
<td>-8.0</td>
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<tr>
<td><strong>YR 05</strong> Writing</td>
<td>98.0</td>
<td>87.2</td>
<td>-10.8</td>
<td>88.2</td>
<td>1.0</td>
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<tr>
<td><strong>YR 05</strong> Spelling</td>
<td>100.0</td>
<td>90.2</td>
<td>-9.8</td>
<td>94.1</td>
<td>3.9</td>
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<td><strong>YR 05</strong> Grammar &amp; Punctuation</td>
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<td>92.7</td>
<td>-5.3</td>
<td>90.2</td>
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<tr>
<td><strong>YR 05</strong> Numeracy</td>
<td>97.9</td>
<td>87.8</td>
<td>-10.1</td>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate %</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>92.96</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.17</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.02</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.49</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.76</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.60</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.33</td>
</tr>
</tbody>
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 81.13%

STAFF RETENTION RATE

Staff Retention Rate 88.00%
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>15.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>15.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>5.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>75.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>45.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>30</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>30.000</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>7</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.006</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>