



# St Luke's School

## Lalor

### 2021 Annual Report to the School Community



Registered School Number: 1615

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## Minimum Standards Attestation

I, Bernadette Venables, attest that St Luke's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

02/04/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

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.

## School Overview

Opened in 1961, St Luke's School is situated in the northern suburbs of Melbourne. In 2021 St Luke's had an enrolment of 317 students from over 20 different cultural backgrounds. 58% of our students identify as having a language background which is other than English. At St Luke's we embrace difference and diversity. We aim to ensure that all members of our community feel welcome and supported. All children are encouraged and actively supported to express their culture and enjoy their cultural rights.

As a Catholic Community we are committed to our Scalabrini Charism. The Scalabrinians arrived in Australia on 2 November 1952. Their founder, Blessed John Baptist Scalabrini is revered as a man of action. His work was focused on serving the poor and Christ in the needy and those who were suffering. He particularly loved emigrants and during his lifetime he founded the Congregation of the Missionaries of St Charles, the St Raphael Lay Association for Assistance to Migrants and the Missionary Sisters of St Charles. Following in his footsteps, and working together with the Scalabrinian priests in our parish, we too seek to live our faith through serving the poor in practical ways. We strive to extend particular care to those most in need, including the refugees and migrants in our community.

Our school provides a distinctly Catholic education which supports all to investigate, critique and inquire. We seek to support learners to find meaning by engaging with the Catholic tradition and the deep questions they have about life and the world. As part of our commitment to making a positive difference in the world, we explicitly and implicitly support and promote the principles of Australian democracy.

The staff of St Luke's are committed to their own learning and growth, both academically and spiritually. This, in turn, supports us to design learning experiences which are meaningful and empowering for students. Our use of data and evidence as part of the planning process ensures that learning experiences are targeted towards student needs, maximising growth for all.

The staff of St Luke's are committed to ongoing improvement. At our most recent review, the following priorities were identified:

- To develop a whole school pedagogical approach based on evidence to achieve growth for all students.
- To further embed a professional learning culture of high expectations underpinned by collaboration.
- To develop a vibrant and welcoming community where partnerships are deepened within the school to enhance student learning.

The pages of this report further elaborate on our successes in each of the above priority areas.

St. Luke's Primary School is committed to creating an environment where the safety, wellbeing, and participation of all children within our care is paramount. We have zero tolerance for racism,

bullying, harassment or abuse of any form. We believe strongly in a positive approach to behaviour which supports student learning and promotes a culture of safety for all.

## Principal's Report

It is with great pride that I share the Annual Report to the School Community for 2021.

2021 was a year of change at St Luke's with Franca Fedele, our principal of 12.5 years retiring at the end of Semester 1. I was given the privilege of leading St Luke's from July 13.

It was wonderful to begin 2021 with many of the events that we were unable to hold for much of 2020 such as assemblies, masses and excursions. As the year progressed however, we returned to tightened restrictions and lockdowns and many of these events could not go ahead for Semester Two.

As our students, staff and families faced further extended periods of distance learning, we took the opportunity to seek feedback from all stakeholders around our approach. As a result of listening to the voice of parents, students and staff we introduced a number of changes to our distance learning program:

- Google Meets each morning so that students could see one another
- Daily video messages from the principal visible on The Hive
- Differentiated tasks in Reading, Writing and Mathematics so that teachers could better target student learning needs
- Lunchtime clubs which students could choose to attend
- Learning Grids on Fridays which were themed, offered a break from the screen, choice for students and an opportunity for siblings to work together (even if they were in different year levels)
- Online incursions with different presenters

Feedback from students and parents about these changes was positive and, for many students, it helped to motivate and engage them during this challenging time. I am very grateful to the staff for their professionalism, hard work and dedication, particularly during the challenges presented in Semester Two, which ensured that we were able to support our students with quality learning experiences.

To further support our families, a "Remote Learning Help" page was added to The Hive. This included a "Remote learning Guide", offering answers to frequently asked questions and assisted in clarifying their role during distance learning. I would like to thank our families for their support with learning during the lockdown periods. We know that it was incredibly challenging to balance the demands of working and supervising learning from home. School and home working together provided the greatest possible benefits for our students.

Student wellbeing was a priority during lockdowns. Wellbeing resources were available on The Hive as were reminders about wellbeing delivered via daily video messages. Staff also regularly



communicated with families - checking in with both students and parents - to offer support when needed. Our students are to be congratulated for the way in which they approached both the periods of remote learning and the transition back to on site learning. 2021 required them to not only be resilient but also adaptable. They have worked incredibly hard to achieve success and should be very proud.

Our Scripture theme for 2021 was, "I was a stranger and you welcomed me..." As a newcomer to the St Luke's community, I can say that I felt this scripture every day as I was so generously welcomed by staff, students and parents. Despite the challenges of ongoing lockdowns, I felt that I was able to get to know the community in small ways and saw first hand the dedication of staff, the care and commitment of our families and the resilience of our children. It is a privilege to be part of the St Luke's community and I look forward to 2022 with great optimism!

## Education in Faith

### Goals & Intended Outcomes

**Goal:** To develop a vibrant and welcoming community where partnerships are deepened within the school to enhance student learning.

**Intended Outcome:** That students are empowered and animated learners able to participate fully in school life and the wider community.

### Achievements

- The Parish of St. Luke's consists of two Parish Primary schools, St. Luke's and St. John XXIII, East Thomastown. Traditionally, many events are celebrated together: the Staff Commissioning Mass, opening school year Mass, St. Luke's Feast Day celebrations, Blessed John Baptist Scalabrini's feast day and the Celebration of the Sacraments. Many of these were not able to happen in 2021 due to COVID restrictions.
- 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. Parish-School masses did not occur regularly through 2021 due to the COVID restrictions. Families were encouraged to view weekly mass that was being live-streamed by the parish on St Luke's parish Face book page. Students participated in non-Eucharistic liturgies held in the classroom once schools re-opened for face-to-face learning.
- Termly Reconciliation services for senior classes (Year 3-6) were planned to further develop students' experience in the ritual and traditions of Catholic Sacramental life. These occurred in Term One and then ceased due to COVID restrictions.
- The Religious Education leader maintained ongoing communication with the Parish Priest, the Religious Education Leader at St. John XXIII, Religious Education Advisors from MACS and other R.E. personnel in the Parish.
- Prayer was part of each day for children and staff, with prayer tables reflecting the Church's liturgical year 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.
- Due to the impact of state wide lockdowns during 2021, the sacraments of Eucharist and Confirmation for students in Years 4, 5 and 6 were held in November. The Sacrament of First Reconciliation for the Year 3 students was held in March.
- Guided Christian Meditation continued for students, supported by the classroom teacher and the Religious Education Leader.
- Contemporary pedagogy in Religious Education, focused on dialogue, continued to be explored with staff and students. The Religious Education Leader maintained a focus on supporting staff with professional learning in this area.
- The Catholic Identity of St Luke's School was enhanced through the work of the Religious Education Leader in dialogue with staff and the use of the school portal to share prayer and reflections about feast days, special celebrations and other liturgical events.

## VALUE ADDED

- Religious Education Program: Prep-6 aligns with Horizons of Hope, the education framework for the Archdiocese of Melbourne. Religious Education Curriculum content is developed from the Renewed Framework for Religious Education and the Melbourne Archdiocese Text series 'To Know, Worship and Love.'
- Multi-level masses, whole school masses and prayer until COVID restrictions prevented large group gatherings. During the COVID restrictions, masses were conducted, and all classes participated via Google Meet. Masses were also recorded and uploaded on the Hive for families to view.
- Non-Eucharistic liturgies (during COVID masses and liturgies were held as Google Meets with classes based in their rooms)
- Termly Reconciliation (Years 3-6) which was halted during COVID restrictions
- Sacramental programs for Reconciliation, Eucharist and Confirmation
- Mission Month and the Season of Creation were celebrated virtually during remote learning with themed grids for families to use.
- As part of the term 4 Advent and Christmas focus, Year Prep enact the Nativity from Luke's Gospel. This was recorded and uploaded on the Hive.
- Year 6 Graduation was celebrated with a Mass during the day with year 6 and REL and Principal present and P-5 participating via Google Meet.
- The end of year Thanksgiving mass was celebrated by Father Luciano. The whole school participated and responded to Mass via Google Meet.

## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To develop a whole school pedagogical approach based on evidence to achieve growth for all students.

#### Intended Outcomes:

- That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.
- That staff members are proficient in the use of data through rigorous dialogue and consistent and effective practice focused on growth and learning progression.

### Achievements

#### Curriculum

- Professional Learning Teams (PLTs) 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.

#### Literacy

- A Literacy Leader was maintained.
- Pre and post testing continued to be administered. The prep to year two assessments were in line with the schedule provided by MACS (Melbourne Archdiocese Catholic Schools) and submitted to the office. The Year 3-6 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.
- Some PLTs were held for Literacy discussion, analysis of data, dialogue around pedagogy and innovative teaching and learning strategies.
- During remote learning in Semester Two, staff professional learning focussed on differentiating learning for student needs, particularly in the area of writing.

#### Mathematics

- A Mathematics Leader was maintained.
- The school continued using PAT Maths material to inform teaching, assessment and reporting.
- The Mathematics leader facilitated PLTs for all staff, further developing teaching strategies and curriculum content.

- Continuation and strengthening of STEM resources.
- Evidence based learning through Mathematics testing online and SPA (Student Performance Analyser) analysis.

### STUDENT LEARNING OUTCOMES

The teachers implemented the school based assessment schedule and all data was collated on SPA. Additional testing was completed with students who had shown areas of need following the return to on-site learning. These assessments assisted teachers in deciding which students would need to be included in extra intervention sessions provided by the tutor program.

The Year 3 and Year 5 students participated in NAPLAN. The Year 3 results showed a maintained level of achievement in both Grammar and Punctuation and Writing. There was a dip in the results from 2019 to 2021 in the areas of Reading, Spelling and Numeracy. The analysis of these results helped inform the interventions that were put in place by the tutor program.

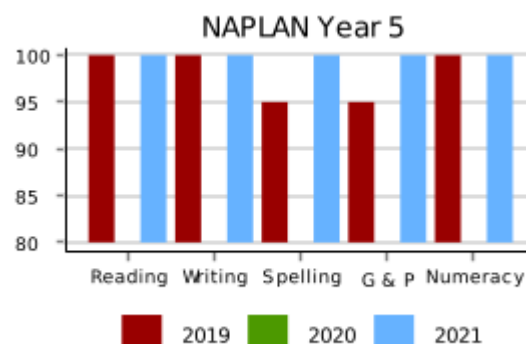
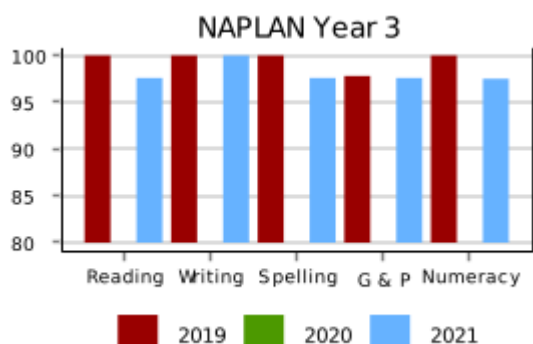
The Year 5 results revealed that Grammar and Punctuation showed a significant improvement and all other areas were maintained from 2019 to 2021. Comparing the cohort of students from 2019 Year 3 to 2021 Year 5, gains were made in Grammar and Punctuation and all other areas maintained the high levels achieved in Year 3. As a result, more interventions were put in place for Year 3 students rather than Year 5.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.8	-	-	97.6	-
YR 03 Numeracy	100.0	-	-	97.5	-
YR 03 Reading	100.0	-	-	97.6	-
YR 03 Spelling	100.0	-	-	97.6	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	95.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	95.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

**Goal:** To develop a vibrant and welcoming community where partnerships are deepened within the school to enhance student learning.

#### Intended Outcomes:

- That students are empowered and animated learners able to participate fully in school life and the wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

- Continuation of the role of the Student Wellbeing Leader at FTE 0.4 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 were 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.
- The Learning Diversity 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-school staff. Transition meetings between all stakeholders were held to share information to ensure a smooth transition for students entering primary school.
- Referral to Melbourne Archdiocese for Catholic Schools 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 NCCD 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 ISN Cadetship Program for 2 days 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 and Learning Diversity 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 MACS Student Services, Concord Special Development School and other professionals and agencies were fostered by the Student Wellbeing Leader, Learning Diversity Leader and the Principal.
- Full implementation of the Nationally Consistent Collection of Data for students with disability (NCCD) was undertaken.
- During the statewide lockdowns of 2021, specific emphasis was placed on the wellbeing of students. Time was given for the students to adjust to the online learning changes and activities that promoted the students' physical and mental wellbeing to support them during the period of remote learning. A Wellbeing resource was produced for parents and guardians and published on the Hive, to support families during the periods of remote learning and also for when the students returned to onsite learning.
- When the children returned to onsite learning, the teachers focussed on settling the children back in and emphasis was placed on student relationships as many struggled with the return to onsite learning and interacting with others. The number of playground behaviour incidents increased and teachers were reminded to return to the SWPBS expectations and the use of the visual matrix to re-teach the expectations. A focus on respect, one of the behaviour expectations, was prevalent throughout the school.

## VALUE ADDED

### **Student Wellbeing Programs maintained throughout 2021;**

- Social Skills programs including: SEL, intensive social skills groups
- Prep and Year 6 Transition program
- Year 6 leadership program
- Berry Street, Friendology, Second Step program
- School Counsellor Health and Fitness Programs
- Online lunchtime clubs during remote learning (Art, Dance, STEM, Lego, Sport)

### **PE Specialist Lessons Prep-6**

- Water Awareness Program: Year 6 (planned but cancelled due to COVID)
- Interschool Sports Year 6 (planned but cancelled due to COVID)
- School Sports Day (planned but cancelled due to COVID)

### **School Camps and Excursions**



- Year 6 camp to Camp Jungai in Thornton
- Year 5 camp to Sovereign Hill (planned but cancelled due to COVID)
- Year 4 and Year 5 Extended Days (planned but cancelled due to COVID)
- Excursions and incursions at each year level (held online)

#### **Use of Information and Communication Technology**

- Access to laptop banks and Chromebooks
- Access to iPads
- 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.
- A new and updated Hive was created

#### **The Arts**

- Visual Art Specialist Prep - Year 6
- Keyboard lessons (optional)
- Guitar lessons (optional)

### **STUDENT SATISFACTION**

Parents, students and staff were asked to offer feedback after the lockdown during July. The data collected indicated that there were many challenges with the students completing their learning at home - particularly with maintaining student motivation and engagement. As a result, when remote learning took place later in Term 3, many changes were implemented and various levels of support were introduced to assist students during this time. Examples include additional Google Meet lessons, differentiated learning tasks, Google Meet check-ins and class Google Meets in the morning, many one-on-one or small group sessions to support students in particular areas of the curriculum. Teachers checked in regularly with their students to determine if extra support was required, and they sought feedback regarding the learning that was happening.

Despite extended periods of remote learning, the 2021 MACSSIS student results showed slight increases in 8 of the 10 areas assessed (compared with 2019 data). This has led to an overall rise in the students' positive endorsement of St Luke's. Particularly pleasing is that students identified a 5% increase in their perception of teacher-student relationships.

### **STUDENT ATTENDANCE**

In 2021, 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. Significant absences were 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 were made to ensure partial or full presence of child at school. In extreme cases MACS or other outside agencies were notified for assistance to the school and/or family.

During COVID, the roll was marked each day indicating if students were offsite (learning at home) or present (onsite for supervision). All students were expected to attend their class Google Meet in the morning, run by their class teacher. If a student did not attend the morning Google Meet the teacher recorded this and multiple absences were reported to the principal who then contacted the parents to find out if there were something that could be done to ensure the student attended. The teacher also recorded and reported to the principal if students did not attend other scheduled Google Meets or if there was limited work being submitted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.5%
Y02	95.2%
Y03	94.5%
Y04	94.9%
Y05	95.8%
Y06	94.7%
Overall average attendance	95.3%

## Child Safe Standards

### Goals & Intended Outcomes

Following the directive from MACS regarding all documentation regarding the Child Safe Standards, St Luke's has the following documents:

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

These documents were revisited and adjusted as necessary.

### Achievements

The Wellbeing Leader worked with staff to ensure that the area of Child Safety was continually in the foreground. Any changes made to core documents were presented to staff to make them all aware of and to ratify the changes. All staff completed the Mandatory Reporting eModule to ensure that everyone was aware of their obligations. The principal implemented the recommendations from CECV and MACS regarding the employment of new staff. A copy of all documents are located on the school website.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:** To further embed a professional learning culture of high expectations underpinned by collaboration.

**Intended Outcome:** That staff capacity is developed through the performance and development cycle in order to drive the improvement agenda.

### Achievements

- A team with representatives from both leadership and the teaching staff worked together to develop a Performance and Development Cycle. This cycle was used to drive professional growth for staff with each staff member setting goals and an action plan in dialogue with the principal. Staff reflected on their progress each term in a meeting with the principal, bringing evidence of their development. We were invited to present our work in this space to the staff of the Northern Region Office (Melbourne Archdiocese Catholic Schools).
- During Semester Two the Leadership Team worked with staff to explore differentiation and how it might be more formally implemented into our learning design. As part of leading this change, the team engaged with the work of Viviane Robinson and Carol Ann Tomlinson.
- During Remote Learning expectations for staff were clearly documented and communicated. Staff had the opportunity to meet regularly with leaders to receive support and feedback.
- The school provided additional release for Literacy pre and post testing, meetings with the Learning Diversity Leader and for planning.
- The induction process for staff ensured that new members 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.
- The range of resources to support learning continued to be maintained with each teacher and leader given a budget to manage. This ensured that resources were able to be updated and that any resources required to implement the curriculum effectively could be purchased.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

Despite the challenges presented by restrictions and lockdowns in 2020, we were able to provide a number of internal opportunities for professional learning:

- Staff received some training in the new curriculum for students learning English as an additional language. This learning was facilitated by the Literacy Leader and EAL/New Arrivals Teacher.

- Our ongoing relationship with Tech in Edu meant that professional learning in ICT was available for staff. During remote learning, staff had the opportunity to meet (online) to learn about contemporary tools that they might be able to use to engage students learning from home.
- As part of the re-drafting of our school vision, the staff engaged in professional reading about the Scalabrini Charism, the Melbourne Archdiocese vision for Catholic schools and contemporary educational practices.
- The Religious Education Leader provided professional learning for staff in contemporary approaches for teaching scripture.
- The Leadership Team researched and then led the staff in exploring differentiation and how we can better refine our approaches to target student learning needs.
- Leaders met with level teams regularly to assist in the design of learning experiences for students.
- Professional learning conversations at planning sessions supported teachers to inquire into their own practice and identify areas for future development.
- Timetable structures enabled teachers from the same level to be released together to work with members of the leadership team. This provided space to evaluate and plan programs that meet all students' needs.
- Regular Professional Learning Team meetings and Staff Meetings supported teachers to build their knowledge and practice in the areas of English, Mathematics, Diversity (catering for the needs of all learners) and Religious Education.
- Year 3 teachers attended the Grammar in Context professional learning with external facilitators.
- All members of the Leadership Team were regular participants in their network meetings led by staff at Melbourne Archdiocese Catholic Schools.

Number of teachers who participated in PL in 2021	25
Average expenditure per teacher for PL	\$910

### TEACHER SATISFACTION

We continued our practice of seeking feedback from staff to assist in the ongoing improvement of St Luke's. This feedback was collected in a variety of ways including informal verbal interactions, through formal staff meetings and online surveys. During the Semester 2 period of Remote Learning, teacher feedback informed not only the dialogue around our approach but also the areas for staff professional learning.

Staff well-being continued to be a priority with leaders allocated to support particular groups within the staff. This ensured that all staff had someone on the leadership team that they could speak with in addition to the principal. Explicit opportunities to focus on staff well-being were

also provided through weekly staff updates, staff meetings and a "Self-Care September" calendar shared with all staff.

Staff responses to the 2021 MACSSIS Survey remained strong with an 85% overall school positive endorsement. This is 18% higher than the average for all Melbourne Archdiocese Catholic Schools. Particular areas of strength are:

- Catholic Identity (96%)
- School Climate (95%)
- Staff-Leadership Relationships (94%)

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	80.8%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	91.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	21.7%
Graduate	4.3%
Graduate Certificate	13.0%
Bachelor Degree	78.3%
Advanced Diploma	17.4%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	24.3
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	9.3
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**Goal:** To develop a vibrant and welcoming community where partnerships are deepened within the school to enhance student learning.

**Intended Outcome:** That families are actively engaged to participate in the life of the school.

### Achievements

Although COVID-Safe restrictions have made it difficult to engage with the St Luke's community in traditional ways, we sought to be creative in how we might work with families and the broader community:

- To support families during remote learning, a parent handbook was developed and published on The Hive. This booklet recognised the essential role that parents played at this time and sought to clarify their role, identify the supports available and answer frequently asked questions.
- Between the first and second lockdowns in Semester Two (July/August) parents were asked to offer feedback on our approach to remote learning. This feedback was brought into dialogue with feedback from staff and students, leading to adjustments being made in our approach. Numerous emails with positive feedback were received about these changes.
- Teachers and leaders regularly communicated with families to "check in". The aim of these conversations was to reassure families of the great work they were doing, offer support where possible and build our understanding of what families were experiencing.
- A series of well-being resources were posted on the Hive to support both parents and students.
- To address the challenge of coming to know a new principal whilst students were off-site, a video message was posted on The Hive every day.
- Maintaining a focus on our Catholic Identity and supporting families to pray at home was important. Prayer and reflection resources were added to The Hive to support this.
- Community events and parent information sessions from external providers were advertised to the community. Feedback from parents indicates that there was some engagement with these.
- Two community art competitions were integrated into the Visual Arts program offered during remote learning. Students from St Luke's were successful in having their work recognised.
- Whenever possible, meetings were held virtually. This enabled parent-teacher interviews and sacramental preparation evenings to proceed.
- When students were on-site, significant events such as Prep Graduation and assemblies were filmed and placed on The Hive for families.
- Our End of Year Mass with Year 6 students as well as the Sacraments of Confirmation and Eucharist were streamed for families to join virtually as numbers in the church were limited.



As we move into 2022, we hope to work together with parents in identifying ways they can once again be actively engaged to participate in the life of St Luke's.

## PARENT SATISFACTION

Twenty responses were received from parents in the annual MACSSIS Survey. This survey gathers parent perspectives in across the following seven areas:

1. Family Engagement
2. Barriers to Engagement
3. School Fit
4. School Climate
5. Student Safety
6. Communication
7. Catholic Identity

After two years interrupted by lockdowns and significant restrictions on parent attendance at school, we have seen that our data across 6 of the seven areas has fallen below the level of our 2019 data. It is pleasing to note, however, that despite a drop in data, in six of the seven areas the perception of families at St Luke's is higher than the average result of other MACS schools. This is an indication that, despite the challenges of the past two years, we are still performing well when compared with other schools in the Archdiocese of Melbourne.

Families' perceptions of the social and learning climate of the school remained constant from 2019 to 2021 and is slightly above the average for other MACS schools. Family Engagement, the degree to which families are partners with their child's school, is an area which will be a focus moving forward into 2022.

In addition to the MASSIS Survey, families were also asked to contribute their perceptions of our approach to remote learning and how this might be improved. We received 40 responses to this survey. The data was analysed and, along with feedback from staff and students, was used to make adjustments to our approach. These changes were met with a favourable response from families. Emails and comments received were shared with staff weekly.

## Future Directions

After reflecting on our current School Improvement Plan, the following areas have been identified as priorities for 2022:

- Developing a whole school pedagogical framework which summaries our learning and teaching practices at St Luke's.
- Continuing to focus on contemporary ways to teach scripture in line with the Pedagogy of Encounter (teaching approach in Melbourne Catholic Schools).
- Celebrating 25 years since the beatification of Blessed John Baptist Scalabrini.
- Further refining planning structures which support teachers in designing meaningful, engaging and targeted learning experiences for students.
- Leaders further supporting teachers as part of the Performance and Development Cycle.
- Strengthening parent partnerships.