



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Luke's School

1A David Street, LALOR 3075

Principal: Bernadette Venables

Web: www.stlukelr.catholic.edu.au

Registration: 1615, E Number: E1226

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 26 Mar 2024

About this report

St Luke's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Luke's school is a vibrant Catholic learning community. Enlivened by our Scalabrini and Lukan traditions we are called to celebrate diversity. Through meaningful learning experiences we aspire to engage, challenge and empower each student to excel as lifelong learners.

School Overview

Opened in 1961, St Luke's School is situated in the northern suburbs of Melbourne. In 2023 St Luke's had an enrolment of 315 students from over 20 different cultural backgrounds. 65% 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 needy 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. 2023 was a year of review for the St Luke's school community. Throughout this year we took time to reflect on our achievements and to set our direction for the next four years. This process involved

consultation and dialogue with staff, students and parents. The results of this review and new goals set are detailed in the Principal's Report.

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 2023 which shares our achievements in line with our School Improvement Plan (2020-2023).

Whilst the report which follows focuses on our 2020-2023 goals and intended outcomes, a significant event for 2023 was our School Review. As part of our ongoing cycle of school improvement, the staff, students and families of St Luke's undertook a process of reflection throughout the year so that we may identify our strengths and opportunities for future growth. Our reviewer, David Allibon, considered our reflections and also met with staff, students and families to make recommendations for our next strategic plan.

Our review was incredibly positive, with the following strengths being recognised:

- Leadership has a clear focus on enacting the school vision and mission and a clear direction for improving teaching and learning. They support a positive learning culture in a safe and orderly school environment.
- The school has a strong commitment to improving teacher practice and leadership and staff express collegiality, team support and a willingness for continued improvement. Leadership invests in collaborative approaches through targeted whole school professional learning to plan for teaching and learning and wellbeing.
- Commitment to the school's Catholic identity, RE program, culture of welcome and the staff's knowledge of individual students makes St Luke's a school of choice for families seeking a supportive and inclusive Catholic education for their child.
- There is a continuing emphasis on student wellbeing with an array of structures in place to support the students. A schoolwide approach to wellbeing, with a focus on increasing student confidence and resilience, has been implemented.

From the recommendations received at the conclusion of the review process, the following goals have been identified for our 2024 - 2027 Strategic Plan:

- To implement a whole school learning model which articulates the beliefs, pedagogical approaches, scope and sequence, instructional practices, and expectations of each key learning area.
- To embed consistent and evidence based pedagogy and practise from Prep – Year 6
- To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.

We are very excited at the prospect of working on these goals over the next four years to further strengthen the excellent work which is already happening at St Luke's. Our 2023

quote from St John Baptist Scalabrini inspires us as we step into 2024 with a sense of
“courage...calm and trust in God.”

Catholic Identity and Mission

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

- We began the year with a whole school focus based from Saint John Baptist Scalabrini “Have courage, be calm and trust in God” This led prayer and faith formation for 2023.
- Weekly multi-level masses are highly valued by our parents, staff and children. These masses occurred on a Friday morning at the parish mass, further emphasising the link between parish and school. Families were always invited to attend and participate.
- 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.
- 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 ensures a focal point for prayer time.
- Foyer and classroom displays that highlighted significant liturgical events of the school year and church calendar, were continually developed by staff teams.
- The sacraments of Reconciliation, Eucharist and Confirmation were celebrated for students in Years 3, 4 and 6.
- 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 and the Principal worked together to support staff during planning sessions. They also led the staff in professional learning to explore Catholic pedagogy with an inquiry focus.
- Staff worked with the Religious Education Leader to further build their knowledge and understanding of exploring scripture in meaningful and engaging ways with students.

- Holy Week and Easter, high points of the Church's Liturgical Year, were celebrated with whole school events led by the Religious Education Leader and the Year 6 Liturgy team.
- Families and Grandparents were celebrated in May and July with whole school masses, special lunch and morning tea and activities that celebrated these feasts and celebrations. Gifts were made by students and sent home to families.
- St Luke's Feast Day was celebrated in October with a whole school mass and special afternoon of activities where students engaged in scripture and created artwork, as well as an afternoon of activities in the park.
- The seasons of Advent and Christmas were celebrated and led by Andrew Chinn. He led workshops across the school, culminating with a concert for all students and parents. Feedback from this day was extremely positive.

Value Added

- Religious Education Program: Prep-6 aligns with Horizons of Hope and 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.'
- Regular multi-level masses and whole school masses.
- Vocal prayer at all school gatherings.
- Daily, vocal, classroom prayer.
- Termly Reconciliation (Years 3-6).
- Sacramental programs for Reconciliation, Eucharist and Confirmation.
- Celebrating key events and seasons including families, St John Baptist Scalabrini, St Luke, Year 6 graduation and the end of the school year with Mass.
- Reaching out to the community through faith in action projects, such as the collection of items for care packages and the Christmas gift appeal for St Vincent De Paul.

Learning and 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

- Members of the Leadership Team planned together to support the development of Throughlines which connect various areas of the Victorian Curriculum with Religious Education.
- Leaders and teachers collaboratively planned for students across all areas of the curriculum as part of regular weekly planning sessions
- The Assessment Schedule was updated to include new assessment tools in English and Mathematics
- Excursions/incursions were organised for students to enhance inquiry unit learning, build background knowledge, topic vocabulary and increase engagement.

Literacy

- A Literacy Leader was maintained.
- Existing Universal assessments continued to be administered
 - P-2 MACS Assessment requirements
 - P-6 Literacy Assessments in line with school Assessment Schedule
- New evidence based Universal Screening and Diagnostic Assessments were introduced to drive high quality, explicit instructional practise and identify areas for intervention.
- Data was analysed, and extensive intervention was targeted in the form of small focused groups, in the area of reading (phonemic awareness, phonics and fluency).

- Professional Learning Team meetings and Staff meetings were held for Literacy Instruction Development
 - Introduction to evidence-based Structured Literacy - explicit and systematic teaching of all components of Literacy.
 - P-2 Focus on understanding the 6 main components of Reading Instruction
 - Data conversations for future learning and identification of students requiring additional support.
 - Explore low variance instructional routines to enhance student outcomes and engagement.
 - High impact strategies for teaching students who are English as Additional Language Speakers
- Differentiation remained a focus.
- Staff participated in Melbourne Archdiocese Catholi Schools Intensive School Partnership Initiative - an action research project designed to improve Literacy learning outcomes for students and build internal capacity. There was a specific focus on high-impact EAL pedagogical practices.

Mathematics

- A Mathematics Leader was maintained.
- The school continued using PAT Maths material to inform teaching, assessment and reporting.
- Essential Assessment was introduced to support staff to collect and analyse pre data before planning Mathematics lessons. This same process is followed for post data.
- Plans commenced for professional learning and staff were enrolled in programs at Monash University (beginning in 2024) to support the development and implementation of intervention in Mathematics.
- Staff were supported by the Mathematics Leader to explore contemporary pedagogy in Mathematics.
- The Mathematics leader facilitated PLTs for all staff, further developing teaching strategies and curriculum content.

Student Learning Outcomes

The teachers implemented the school based assessment schedule. Additional testing was completed with students who had shown areas of need. These assessments assisted teachers in deciding which students would need to be included in additional support sessions provided by the tutor program.

We received excellent results in the 2023 NAPLAN testing:

- Our Year 3 average scores in Writing, Spelling, Grammar and Punctuation were all above the state and national mean. Our average Numeracy and Reading scores were in line with the state and above the national mean.
- Our Year 5 average scores in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy were all above the state and national mean.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	436	76%
	Year 5	536	79%
Numeracy	Year 3	413	67%
	Year 5	510	71%
Reading	Year 3	413	71%
	Year 5	509	79%
Spelling	Year 3	438	73%
	Year 5	523	81%
Writing	Year 3	442	90%
	Year 5	509	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 0.6 and Learning Diversity Coordinator at 0.6 FTE.
- Behaviour management policies and procedures continued within the Positive Behaviour for Learning 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 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.
- 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 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.
- Strong partnerships with personnel from MACS Student Services 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.
- Year 5 participation in the Parade College Manchester City Football School and Manchester City Shield Competition
- Partnerships with local high schools to support transition for the Year 5 and Year 6 students.
- Year 6 students had the opportunity to lead key areas of the school as "Student Leaders". Students planned and led initiatives such as a Nude Food Day, the sale of ANZAC merchandise, collection of care items and Christmas gifts for St Vincent de Paul, leadership of school assemblies and school tours for prospective parents and rewards for students demonstrating the school expectations.

Value Added

Student Wellbeing Programs maintained throughout 2023:

- Social Skills programs including: SEL, intensive social skills groups, Stop. Think Do Program, Peaceful Kids, Relax Kids
- Prep and Year 6 Transition program
- Berry Street, Friendology, Second Step program, Resilience, Rights and Respectful Relationships
- Provisional school psychologist

Specialist Areas

- Physical Education Specialist for students in Prep - Year 6
- Water Awareness Program for students in Year 5 and 6
- Interschool Sports for students in Year 6
- School Tabloid Sports Day
- Italian Specialist Lessons for students in Prep - Year 6
- Visual Art Specialist for students in Prep - Year 6
- Performing Arts Specialist Lessons for students in Prep - Year 6
- Keyboard lessons (optional)

- Guitar lessons (optional)
- School Bush Dance

School Camps and Excursions

- Year 6 camp to Camp Jungai in Thornton
- Year 5 camp to Sovereign Hill
- Year 4 Extended Day
- Excursions and incursions at each year level

Use of Information and Communication Technology

- Access to laptop banks and Chromebooks (one device per student in Years 2-6)
- Access to iPads (one device per student in Years Prep - 1 plus a bank of devices for other year levels)
- 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.

Student Satisfaction

Student responses to the 2023 MACSSIS Survey were pleasing with a 64% overall school positive endorsement. Particular areas of strength are:

- Rigorous expectations (76%)
- School climate (74%)
- Teacher-student relationships (73%)

Student Attendance

In 2023, parents were required to provide an explanation for their child's absence from school via telephone or Operoo. Any unexplained absences were investigated via telephone (including SMS) and recorded on nForma. Administration staff are responsible for following up daily absences with parents. All absences were recorded on a child's report. Significant absences were investigated by the Principal and advice sought from MACS or other agencies where necessary.

Average Student Attendance Rate by Year Level	
Y01	90.5%
Y02	91.0%
Y03	91.3%
Y04	89.8%
Y05	92.3%
Y06	89.2%
Overall average attendance	90.7%

Leadership

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

- The school provided additional release for Literacy pre and post testing, meetings with the Learning Diversity Leader and for planning.
- Each staff member was allocated a contact from the leadership team 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.
- Leaders collaborated with staff to design learning experiences for students. Teaching teams were released for four hours each term to plan integrated curriculum units and religious education units with members of the leadership team. This has enabled stronger connections to develop across the various learning areas.
- All areas of the Victorian Curriculum and Religious Education Curriculum Framework curriculum continued to be allocated and refined into Thoughtlines which are taught in increasing complexity from Prep - Year 6.
- Current school practices were audited using the School Improvement Framework rubrics to assist us in celebrating our achievements over the review period and planning areas for growth.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

- Our ongoing relationship with Tech in Edu meant that professional learning in ICT was available for staff.
- The Religious Education Leader provided professional learning for staff in contemporary approaches for teaching prayer.
- Staff from St Luke's and St John XXIII engaged in professional learning focussed on the mission of Catholic Education. This day was facilitated by numerous guest speakers.
- A number of staff attended the Australian Catholic University Ballarat Conference, "Effective Teaching of Reading and Spelling".
- Education Support Staff and Prep - Year 2 staff received professional development in the Decodable Readers Australia resources.
- Year 3 - Year 6 staff received professional development in the Smart Spelling resources
- Leaders met with level teams regularly to assist in the design of learning experiences for students.
- Professional learning conversations as part of the Performance and Development Cycle 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, Learning Diversity, Religious Education and Wellbeing.
- All members of the Leadership Team were regular participants in their network meetings led by staff at Melbourne Archdiocese Catholic Schools.
- Interested staff were supported to engage in further study through the MACS sponsored study program.
- We engaged with Melbourne Archdiocese Catholic Schools in an Intensive Partnership focussed on Literacy and English as an Additional Language. As part of this process, the Leadership Team attended professional development days facilitated by Dr Simon Breakspear.
- All staff received training in First Aid.

Number of teachers who participated in PL in 2023	28
Average expenditure per teacher for PL	\$700.00

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.

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 wellbeing were also provided through weekly staff updates and staff meetings.

Staff responses to the 2023 MACSSIS Survey remained strong with a 82% overall school positive endorsement. Particular areas of strength are:

- Staff-leadership relationships (96%)
- Catholic Identity (92%)
- Support for teams (88%)

Teacher Qualifications	
Doctorate	0.0%
Masters	17.9%
Graduate	7.1%
Graduate Certificate	10.7%
Bachelor Degree	53.6%
Advanced Diploma	7.1%
No Qualifications Listed	3.6%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	27.0
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	10.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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

- A newly appointed Community and Parent Engagement Leader role of 0.4 FTE was begun in 2023.
- A School Advisory Council, which included representatives from the parish and parent communities, was maintained.
- Year levels continued to join with the parish fortnightly for mass.
- Social justice activities supported our local St Vincent de Paul conference.
- More regular updates were sent to families through Operoo. These updates highlighted key events within the community and encouraged families to attend.
- Community events and parent information sessions from external providers were advertised to the community.
- The Whittlesea Show art competition was integrated into the Visual Arts program. Students from St Luke's were successful in having their work recognised.
- Parent meetings to ensure that parents were involved and informed with sacraments and events such as camp were offered.
- Events such as whole class assemblies were open for parents to attend. These were also filmed and placed on The Hive to help engage those families unable to attend on site.
- The Parents and Friends Association organised a number of events for students and families including a Welcome BBQ and Christmas BBQ. Families were always invited to help with the planning and delivery of these events.
- Parent Engagement Activities were offered every term. These activities provided opportunities for parents to come into classrooms and work alongside their child. They were very well attended.
- Parents were invited to join classes as "helpers" on excursions. At least one parent from each class was selected to attend in addition to the St Luke's staff.

- In partnership with the local community centre, our students were involved in providing creative input into a community mural.
- Partnerships with local high schools continued to be strengthened, to support transition for the Year 5 and Year 6 students.

Parent Satisfaction

It was pleasing to see more parents participate in the 2023 MACSSIS, however the number of responses received, still only represents a small percentage of the community.

Responses received indicated a 61% overall positive school endorsement. Particular areas of strength are:

- School climate (76%)
- Family engagement (65%)
- School fit (62%)

In addition to the MACSSIS, our school review report includes the following parent satisfaction information:

- The community values the school's culture of embracing diversity. They recognise and celebrate the Catholic identity of the school and the connectedness with the parish Church.
- Parents value the opportunities for parent engagement in the school.
- Parents affirmed the school's culture of welcome and hospitality and appreciation of the school's safe physical environment.

We will continue to explore ways to further boost parent responses to the MACSSIS survey in 2024 as well as seeking other avenues for feedback from parents.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.stlukelr.catholic.edu.au