



# St Luke's School

## Lalor

### 2022

## Annual Report to the School Community



Registered School Number: 1615

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## Contact Details

ADDRESS	1A David Street Lalor VIC 3075
PRINCIPAL	Bernadette Venables
TELEPHONE	03 9465 2099
EMAIL	principal@stlukelr.catholic.edu.au
WEBSITE	www.stlukelr.catholic.edu.au
E NUMBER	E1226

## 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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. (Draft 2022)

## School Overview

Opened in 1961, St Luke's School is situated in the northern suburbs of Melbourne. In 2022 St Luke's had an enrolment of 332 students from over 20 different cultural backgrounds. 61% 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. 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 2022.

After two years of lockdowns and heavy COVID restrictions, it was wonderful to be able to return to many of the extra curricular activities we know enrich the learning experiences offered to students. For the first time post-COVID students were once again able to enjoy camps, excursions, incursions, swimming lessons and cross-school activities such as interschool sport, district athletics and "Hoop Time".

A key focus for St Luke's in 2022 was re-building a sense of community and encouraging parents and families to once again be involved in the life of our school "on site". As such we had opportunities for parents and families to:

- join with the students for assemblies and masses
- attend excursions as "parent helpers"
- come into classrooms once per term to participate in learning activities with students

Our Parents and Friends' Association supported our school through fundraising activities which would provide both enjoyable activities for students and opportunities for parents to be involved in supporting the St Luke's Community. In 2022 we saw a return to Mothers' Day and Fathers' Day Stalls, Treat Days, Raffles and Icy Pole sales from the Canteen. The students were very excited to have these events as part of our school calendar once again! At the end of 2022 we farewelled a number of Year 6 parents who have been involved in the PFA during their time at St Luke's. In particular we recognised our PFA president whose youngest child completed Year 6 in 2022. We look forward to the continued growth of our PFA with a new group of energetic parents ready to continue the excellent work of this group into 2023!

Child safety remained an important part of our work in 2022. As part of seeking ways to engage parents and carers in the life of St Luke's, we developed an "Online Induction Course" for all parent helpers. This course must be completed by all parents who wish to volunteer in our community and is one way of ensuring that we are all aware of our responsibilities when working with children. We also continued to work with students using our school expectations and the Child Safe Standards to build a community where all feel safe, respected and welcomed.

Our Scripture theme for 2022 was, "The Spirit of the Lord is upon me..." We worked to be people of the spirit through the various social justice initiatives which took place throughout the year. Most notably was the creation of "Care Packages" for the needy and our annual



Christmas drive which saw many gifts donated by our school community for our local St Vincent de Paul conference.

As a Scalabrini school we were very excited to celebrate the canonisation of St John Baptist Scalabrini on October 9. Although we could not be in Rome for the celebration we marked this momentous occasion with a whole school mass. A statue of St John Baptist Scalabrini has now been placed in the Scalabrini Wing of our school.

May St John Baptist Scalabrini be with us as we journey in 2023 with hope!

## 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

- 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 returned in 2022 with families invited to attend.
- 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 ensuring a focal point for prayer time.
- Foyer and classroom displays that highlight 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 Learning and Teaching Leader worked together to support staff during planning. 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.
- Families were celebrated in July with a whole school mass, special lunch and craft activity (sent home as a gift to families).
- St Luke's Day was celebrated in October with a whole school mass. Andrew Chinn (professional musician, specialising in music ministry) led the music at this celebration with a small group of students. He then led workshops across the school, culminating with a concert for all students and parents. Feedback from this day was extremely positive.

- The canonisation of St John Baptist Scalabrini was celebrated with a special prayer service on assembly and a whole school mass. The parish gifted a statue of St John Baptist Scalabrini to the school.

#### 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 activities such as the development of 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

- 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.
- We further explored the inquiry process. Teachers participated in staff meetings to consider what does inquiry learning look like in a Catholic school.
- The Learning and teaching Leader and the Religious Education Leader planned together with teachers to explore connections between these curriculum areas.

#### 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.
- Differentiation remained a focus. Teachers continued to set targets for students, based on data, and to set tasks which were focussed on each students' area of need.

#### 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.

## STUDENT LEARNING OUTCOMES

The teachers implemented the school based assessment schedule. 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 tutor program was focussed on supporting students in Years 3, 4 and 5.

We received excellent results in the 2022 NAPLAN testing:

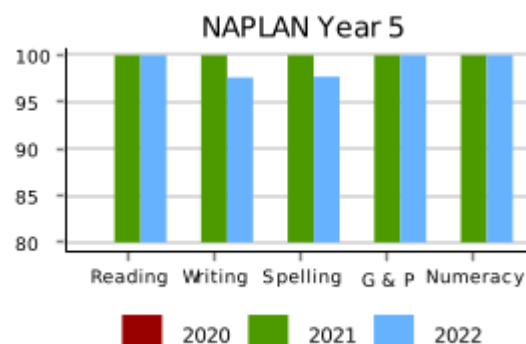
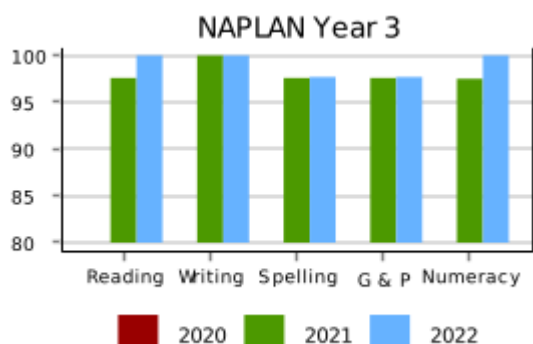
- Our Year 3 average scores in Writing, Spelling, Grammar and Punctuation were all above the state mean.
- 98% of our Year 3 students were ABOVE the National Minimum Standard in Reading and 95% were also ABOVE the National Minimum Standard for Writing. 88% were ABOVE the National Minimum Standard for Numeracy.
- Our Year 5 average scores in Reading, Writing, Spelling, Grammar and Punctuation and numeracy were all above the state mean.
- 95% of our Year 5 students were ABOVE the National Minimum standard for Reading and 98% were ABOVE the National Minimum Standard for Writing. 90% were above the National Minimum Standard for Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.6	-	97.7	0.1
YR 03 Numeracy	-	97.5	-	100.0	2.5
YR 03 Reading	-	97.6	-	100.0	2.4
YR 03 Spelling	-	97.6	-	97.7	0.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	97.7	-2.3
YR 05 Writing	-	100.0	-	97.6	-2.4

\* 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 0.6 and Learning Diversity Coordinator at 0.2 FTE.
- 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 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 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.

- 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.
- As students returned to school after multiple years of lockdowns, we continued to focus on our four expectations, supporting students to regulate their emotions and build positive social interactions within the school environment.

## VALUE ADDED

### **Student Wellbeing Programs maintained throughout 2022;**

- Social Skills programs including: SEL, intensive social skills groups
- Prep and Year 6 Transition program
- Berry Street, Friendology, Second Step program, Resilience, Rights and Respectful Relationships
- Provisional school psychologist

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

- Water Awareness Program: Year 5 and 6
- Interschool Sports Year 6
- School Sports Day with Kaboom Sports

### **School Camps and Excursions**

- Year 6 camp to Camp Jungai in Thornton
- Year 5 camp to Sovereign Hill
- Year 4 and Year 5 Extended Days
- 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.

### **The Arts**

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



- Guitar lessons (optional)

**STUDENT SATISFACTION**

Student responses to the 2022 MACSSIS Survey were pleasing with a 60% overall school positive endorsement. Particular areas of strength are:

- Learning disposition (74%)
- Rigorous expectations (73%)
- Teacher-Student relationships (70%)

**STUDENT ATTENDANCE**

In 2022, 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 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	89.3%
Y02	89.5%
Y03	87.3%
Y04	88.5%
Y05	89.7%
Y06	87.8%
Overall average attendance	88.7%

## 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.

In 2022 there was a particular focus on further developing cultural safety for Aboriginal and Torres Strait Islander peoples. Three flags - the Australian Flag, Aboriginal Flag and Torres Strait Islander Flag - are now visible at all assemblies and in the school office. An acknowledgement of Country is made publicly at every school assembly. We will continue to further develop staff knowledge and the celebration of these cultures at St Luke's in 2023.

## 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

- With teacher shortages impacting all schools in 2022, members of the leadership team spent a considerable amount of time teaching in classrooms
- Two Working Parties - one for curriculum and one for learning diversity - were introduced into the school. These groups consist of representatives from the teaching staff and a member of the leadership team. These teams work to address particular challenges/requirements within the school ensuring that staff voice is an important part of the dialogue. In 2022 the Curriculum Working Party worked with staff to develop a consistent timetable. They also attended professional learning on Aboriginal and Torres Strait Islander perspectives and led the staff in considering how these might be incorporated into teaching and learning experiences. The learning diversity team focussed on our NCCD processes and how they might be further strengthened.
- 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 buddy/mentor 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.
- New Chromebooks and iPads were purchased so that all students from Prep - Year 6 had access to a device.
- Leaders collaborated with staff to design learning experiences for students. Teaching teams were released for one day 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.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- The Curriculum Working Party attended professional learning on Aboriginal and Torres Strait Islander perspectives.

- 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 scripture.
- The Leadership Team continued to work with staff in exploring differentiation and how we can better refine our approaches to target student learning needs.
- Staff participated in meetings which explored inquiry learning to build a more consistent understanding across the year levels.
- 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 and Religious Education.
- All members of the Leadership Team were regular participants in their network meetings led by staff at Melbourne Archdiocese Catholic Schools.
- All teaching staff participated in professional learning about evidence based inclusive teaching practices following lockdown facilitated by Professor John Munro
- All teaching staff participated in a spirituality day titled, "A new look at Advent, Christmas and Spirituality" led by Jude Caspersz
- Interested staff were supported to engage in further study through the MACS sponsored study program

Number of teachers who participated in PL in 2022	25
Average expenditure per teacher for PL	\$771

**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 well-being were also provided through weekly staff updates and staff meetings.

Staff responses to the 2022 MACSSIS Survey remained strong with a 71% overall school positive endorsement. Particular areas of strength are:

- Catholic Identity (92%)
- Collaboration in teams (89%)
- Collaboration around an improvement strategy (82%)

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	88.6%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	28.6%
Graduate	14.3%
Graduate Certificate	21.4%
Bachelor Degree	71.4%
Advanced Diploma	7.1%
No Qualifications Listed	7.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	23.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	0.0

## 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

Welcoming parents and guardians back onto our school site was a key focus in 2022.

- We maintained a School Advisory Council which includes representatives from the parish and parent communities.
- 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 both on site and virtually through Google Meet to maximise participation.
- 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. Families were always invited to help with the planning and delivery of these events.
- Parent Engagement Activities were offered in Terms 3 and 4. These activities provide opportunities for parents to come into classrooms and work alongside their child. They were very well attended.
- Parents were invited to join with classes as "helpers" on excursions. One parent from each class was selected to attend in addition to the St Luke's staff.

### PARENT SATISFACTION

A limited number of 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

Responses received were strong with an 81% overall positive school endorsement. Particular areas of strength are:

- Student safety (98%)
- School climate (93%)
- School fit (88%)

We will continue to explore ways to further boost parent responses to the MACSSIS survey in 2023 as well as seeking other avenues for feedback from parents.