



St Luke's School

Lalor

2020

Annual Report to the School Community



Registered School Number: 1615

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Contact Details

ADDRESS	1A David Street Lalor VIC 3075
PRINCIPAL	Franca Fedele
PARISH PRIEST	Fr. Luciano Toldo
SCHOOL BOARD CHAIR	
TELEPHONE	03 9465 2099
EMAIL	principal@stlukelr.catholic.edu.au
WEBSITE	www.stlukelr.catholic.edu.au
E NUMBER	E1226

Minimum Standards Attestation

I, Franca Fedele, 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 2020 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 School.

05/05/2021

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

Our School Vision

ST LUKE'S SCHOOL VISION STATEMENT

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. It is in a unique situation regarding its status as a Parish School. Its students, and therefore the families it serves, come from a wide geographic area. In 2020, St. Luke's School had an enrolment of 325 students who come from 40 different cultural backgrounds with students with a Language Background other than English being 56.9% of our school population. Curriculum provision needs to be specifically designed to meet the wide variation of needs of our students.

Many parents of our students speak little or no English and interpreters (often members of staff) are used on a regular basis when meeting with families. This ensures accurate understanding of all issues and gives parents the opportunity to ask any questions they may have. Whilst the majority of parents are very interested in their child's education, and supportive of the work of the staff, due to their own very limited education, many lack the confidence and / or ability to assist their children with their work. Another factor which adds to our context is the number of CSEF (Camps, Sports and Excursions Funding) eligible families which is 30% of the school's population. These two issues are considered when setting expectations and goals for student outcomes and when establishing community relationships.

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

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

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

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

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

Principal's Report

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

It is with great pleasure that I present to you the Annual School report for the 2020 school year. This report outlines goals and achievements in the five sphere areas of Education in Faith, Learning and Teaching, Well-Being, Leadership and Management and Community. We are proud of our achievements at St Luke's and wish to ensure that the community is informed of these achievements. This report is available as a hard copy from the school or can be viewed on the school's web-site.

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

In 2020, we set the school focus:

"I was a stranger and you welcomed me..."Matthew 25:35.

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

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

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

I look forward to the 2021 school year as we continue to grow and journey as a vibrant learning community.

Franca Fedele

Principal

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. Many events are celebrated together: the Staff Commissioning mass, opening school year mass the Feast of the Sacred Heart Mass, St. Luke's Feast Day celebrations, Blessed John Baptist Scalabrini's feast day and the Celebration of the Sacraments. Many of these were not able to happen in 2020 due to COVID.
- 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, these masses did not occur through 2020 due to the COVID restrictions. The families were encouraged to view weekly mass that was being livestreamed by the parish on Facebook.
- Termly Reconciliation services for senior classes (Year 3-6) occur to further develop students' experience in the ritual and traditions of Catholic Sacramental life, these occurred in term 1 and then ceased due to COVID restrictions.
- The R.E. leader maintains on-going communication with the Parish Priest, the REL at St. John XXIII, Religious Education advisors for CEM and other R.E. personnel in the Parish.
- Prayer is part of each day for children and staff, with the prayer tables in all teaching areas ensuring a focal point for prayer time.
- Foyer displays that highlight significant Liturgical events of the school year and church calendar, were continually developed by staff teams with specific liturgical focuses.
- The school is involved in many events that support the local and wider community. These include Project Compassion, Catholic Mission (Mission Month: October) and St. Vincent De Paul winter and Christmas appeals (which were placed on hold during COVID)
- Due to the impact of the statewide lockdowns during 2020, the only sacrament that was held was Reconciliation for the Year 3 students.
- Christian Meditation was introduced to teachers and students by the Religious Education Leader.
- The Catholic Identity was maintained through the REL and the use of the school portal to share prayer and reflections about feast days and special celebrations.

VALUE ADDED

- R.E. Program: Prep-6 based on Horizons of Hope, the new 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 were included via Google Meet.
- Non-Eucharistic liturgies (during COVID masses 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
- Patrons' Day Celebrations - commemorating St. Luke, St John XXIII via whole school Google Meet liturgy and class based activities
- The Prep children enact the nativity when the Gospel is read at the Christmas Mass celebration (this celebration was held via Google Meet so that the whole school was able to participate)

Learning & Teaching

Goals & Intended Outcomes

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

Intended Outcome: That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.

That staff are proficient in the use of data through rigorous dialogue and consistent and effective practice focused on growth and the learning progression.

Achievements

Curriculum

- Professional Learning Team (P.L.T's) and staff meetings focussed on developing a shared educational philosophy for St Luke's, through exploration of pedagogy and teacher practice. A continued focus on STEM teaching and learning.

Literacy

- A Literacy leader was maintained at 0.8 FTE.
- Pre and post testing continued to be administered. The prep to year two assessments are in line with the schedule provided by the Catholic Education Office and submitted to the office. The year three to six assessments were administered in line with the school based assessment schedule.
- This data was analysed and extensive intervention was targeted in the form of small focused groups, in the area of reading.
- Some PLTs were held for Literacy discussion, analysis of data, dialogue around pedagogy and innovative teaching and learning strategies.

Mathematics

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

Impact of COVID

The students were able to move their learning to an online platform during the period of Remote Learning mandated by the statewide lock downs throughout 2020. The children were involved in Google Meet lessons with the teachers and accessed their learning through the Hive (student portal).

Specialist teachers created video lessons to keep the children engaged in physical activity and creative arts. Curriculum leaders uploaded activities and videos for the children to engage with a broad range of learning.

As the children returned to onsite learning in term 4, emphasis was placed on assessing student needs and addressing those through the introduction of targeted intervention. Education Support Staff were utilised to implement the Corrective Reading program for students in Years 3 and 4.

STUDENT LEARNING OUTCOMES

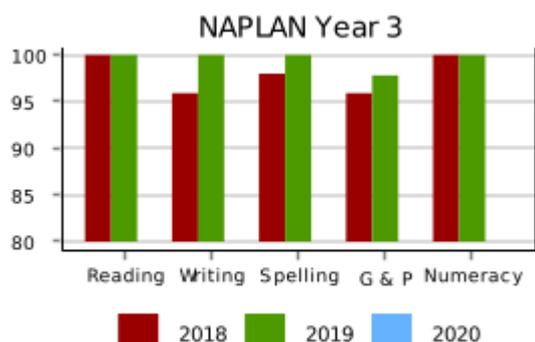
The teachers implemented the school based assessment schedule and all data was collated on SPA. Additional testing was completed with students who had shown areas of need following the return to onsite learning after the term 3 period of remote learning. These assessments assisted teachers in deciding which students would need to be included in extra intervention sessions and be part of the 2021 tutor program.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.9	97.8	1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	98.0	100.0	2.0		
YR 03 Writing	95.9	100.0	4.1		
YR 05 Grammar & Punctuation	95.8	95.0	-0.8		
YR 05 Numeracy	98.0	100.0	2.0		
YR 05 Reading	98.0	100.0	2.0		
YR 05 Spelling	95.8	95.0	-0.8		
YR 05 Writing	95.8	100.0	4.2		

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

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 are displayed throughout the school and sent home to parents.
- Students who demonstrated positive behaviour were rewarded by teachers and a consistent set of consequences continued to be employed by staff when students failed to follow the expectations.
- 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.
- The Alannah and Madeleine Foundation Better Buddy program was continued whereby Prep students are "buddied" with a Year 6 student to support Prep students transition into Primary school.
- Referral to Catholic Education Melbourne student services and other outside agencies for students requiring specialist assessment continued.
- Personalised Learning Plans (PLPs) were implemented for students with special learning or social and emotional needs. This included students who were eligible for 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.
- The split lunch time for students e.g. Prep, Year 1, Year 2 and Year 6 for first lunch and Year 3, Year 4 and Year 5 second lunch was continued to allow more opportunity for students to utilise yard space to play games.
- Strong partnerships with personnel from CEM Student Services, Concord Special Development School and other professionals and agencies were fostered by the Student Wellbeing Leader, Special Education Leader and the Principal.
- As more refugee families enrolled at the school in 2020, a staff member was designated to work with and support the families pastorally and learning plans were developed for language programs for the students.
- Full implementation of the Nationally Consistent Collection of Data for students with disability (NCCD) was undertaken and an NCCD team created.
- During the statewide lock downs of 2020, specific emphasis was placed on the wellbeing of students. Time was given to 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 students struggled with the return to onsite learning and interacting with other children. 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.

VALUE ADDED

Student Wellbeing Programs maintained throughout 2020;

- Social Skills programs including: SEL, intensive social skills groups
- Prep and Year 6 Transition program
- Year 6 and Prep buddies
- Second Step program
- School Counsellor

Health and Fitness Programs

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

School Camps and Excursions

- Year 6 camp to Camp Jungai in Thornton (planned but cancelled due to COVID)
- 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 (planned but cancelled due to COVID)

Use of Information and Communication Technology

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

The Arts

- Visual Art Specialist Prep - six
- Keyboard lessons (optional)
- Guitar lessons (optional)

STUDENT SATISFACTION

The parents were asked to complete a survey after the first lock down in March. The parents indicated that there were many challenges with the students completing their learning at home. As a result when the second stage of remote learning took place in Term 3 many changes were implemented and various levels of support were introduced to support students during this time, including additional Google Meet lessons, many as one on one 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.

STUDENT ATTENDANCE

In 2020, Parents were required to provide an explanation for their child's absence from school via telephone or email. Any unexplained absences were investigated via telephone and recorded on nForma.

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

During COVID, the roll was marked each day indicating if students were offsite (learning at home) or present (onsite for supervision). If a student did not attend their scheduled Google Meet times 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.9%
Y02	93.8%
Y03	95.0%
Y04	94.0%
Y05	95.3%
Y06	94.0%
Overall average attendance	94.5%

Child Safe Standards

Goals & Intended Outcomes

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

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

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 document were presented to staff and to the School Advisory Council 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 new recommendations from CECV and CEM 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

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- The staff participated in professional learning about the Scalabrini traditions and charism. This day included pre-reading about the formation of the Scalabrini order and the day was conducted by Franca Fedele (principal), Ann Frigo (REL), Fr. Luciano Toldo (parish priest) and Fr. Emilio Vaccarro (assistant priest).
- Leaders met with level teams regularly to assist in the planning and programming of curriculum. Professional learning conversations at planning sessions led to increased teacher practice and a deeper knowledge of skills and content for planning for curriculum

provision. Timetable structures provided for all teachers to be released together in teams to work with leadership to analyse data, evaluate and plan programs to meet all students' needs.

- The Deputy Principal attended Northern Region Network meetings
- The R.E leader attended Northern Region Network.
- The Learning Diversity Leader attended network meetings and met with CEM NCCD learning consultant.
- The Wellbeing Leader attended Northern Region Network meetings and met with the CEM Student Wellbeing consultants.
- The Principal attended all relevant principal meetings, CEM briefings, associated sub-group meetings and appropriate cluster groups.

Number of teachers who participated in PL in 2020	24
Average expenditure per teacher for PL	\$547

TEACHER SATISFACTION

Teachers provided feedback on various elements of the 2020 school year.

Verbal feedback was sought from teachers throughout the period of remote learning to determine if processes were effective and to identify what needed to be adjusted or further developed.

The principal and some teachers received emails from parents and students acknowledging the work that was being done to ensure that families were connected during the period of remote learning.

Following any professional learning activity teachers are required to complete a Professional Development Learnings proforma which provided feedback on the professional learning activity and the impact it will have on their teaching.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	4.3%
Graduate Certificate	8.7%
Bachelor Degree	82.6%
Advanced Diploma	21.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.4
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

- To develop the partnership with parents, the community of St. Luke's is caring, diverse and supportive in composition. The school has many structures in place to support the partnership with parents and the wider community.
- There is an active and effective School Advisory Council comprising of parents and teachers who meet with the Principal monthly.
- The PFA worked tirelessly to raise funds to enhance student life at school, in cooperation with the school leadership team and the student leadership team until the onset of COVID restrictions.
- To discuss students' individual progress the following was continued:

Term 1: Formal Parent and Teacher interviews conducted and more frequent informal meetings as required by parents and/or teachers.

Term 2: Written reports

Term 3: Formal Parent and Teacher interviews conducted and more frequent informal meetings as required by parents and/or teachers.

Term 4: Written reports

- Parents were invited to assist the school in the classrooms, participating in learning activities based on various areas of the curriculum and as expert guests with students' learning until the onset of COVID restrictions.
- In 2020, The Hive, a portal for students and parents to access information and to share learning and links to any relevant websites being used at school, was further developed. This became the primary platform for the online learning that the students undertook during the lock downs in Term 2 and Term 3.
- Communication to parents was made through Operoo with all information and correspondence being delivered to parents electronically.
- Interpreting services were provided for families, particularly in Vietnamese and Arabic.
- A bilingual resource library for parents continued in 2020.
- Links with the community are an important part of the curriculum. With guidance and supervision from the staff, students were encouraged to contact professionals and experts within the community to support their learning in various areas of the curriculum related to their current learning.
- St Luke's school community is usually actively involved in a variety of activities demonstrating service to those in need, for example, supporting St. Vincent De Paul through winter and the Christmas Appeal. In 2020, due to COVID many of these activities were not able to be

organized to raise funds for financial support in the following areas:- Project Compassion, St Vincent De Paul winter and Christmas appeal, Anzac Day badges, Legacy wrist bands, Remembrance Day poppies.

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

PARENT SATISFACTION

Parent satisfaction was gauged using a parent survey after the first period of remote learning in March/April of 2020. This survey asked parents to provide some feedback regarding the operation of remote learning and this feedback was used to make changes to procedures and processes when the second period of remote learning happened in term 3.

Many parents provided verbal feedback regarding Google Meets when their children were involved in a Google Meet. Any technological problems were dealt with and devices were provided to families that required them.

The principal and some teachers received emails from parents acknowledging the work that was being done in preparing for the students learning and the provision of Google Meets to ensure some connection for the children with their peers and teacher was maintained.

When the students returned to onsite learning there were many changes made to the regular procedures regarding drop off and pick up. These changes impacted on parents as they were not permitted on site, and they were required to line up and wait for the students to be brought to them at the gate designated as their pickup point. This took some getting used to, however with some adjustments the process began to become normal. Parents were asked to provide feedback about processes and procedures.