



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

**ST LUKE THE EVANGELIST
BLACKBURN SOUTH**

2019

REGISTERED SCHOOL NUMBER: 1628



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
Parish Priest's Report	6
Education in Faith	9
Learning & Teaching	11
Student Wellbeing	15
Child Safe Standards	18
Leadership & Management	19
School Community	21

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Minimum Standards Attestation

I, Elizabeth Sullivan, attest that St. Luke the Evangelist 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 2019 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.

May 4, 2020

Our School Vision

We are St Luke's.
A community of faith, learning and partnership.

Journeying together,
we strive to live the gospel
so that all may enjoy the fullness of life.

We look with wonder at our world
and embrace learning through inquiry,
through action, through reflection
to realise our potential.

We celebrate diversity and we welcome
the opportunity to live and work together.



School Overview

St. Luke the Evangelist School, Blackburn South was established in 1962. St Luke's is a Catholic co-educational school that was established from funds provided by the Parish Community. Over the years, it has nurtured many thousands of children from the Parish. We are characterised by a safe environment with a supportive parent and parish community. We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

We enjoy our modern contemporary learning facilities, in a secure environment. The school is divided into Prep, Junior, Middle and Senior learning areas. The Discovery Centre continues to provide a flexible learning space, enabling groups to work and learn together, utilising an adjoining ICT lab. Our Astroturf and large grass areas provide students with an area for sport and physical activities, while our middle area is designed for passive playground games. Our 'Hill' is a gathering place where children eat morning tea and lunch together with staff before going out to play. This area is also a place where families gather at the start and end of the day.

In 2019 our enrolment number was 194 students. Our school structure was 1 x Prep, 3 x Juniors (Years 1 and 2), 3 x Middles (Years 3 and 4) and 2 x Seniors (Years 5 and 6). Specialist classes in Social Emotional Learning, Library, Languages (Italian), Performing Arts and Physical Education provide students with opportunities to develop their skills and capabilities in many areas.

Connectedness for students has remained a focus through Wellbeing programs and Leadership opportunities. Raising student voice through Student Action Teams and within the learning environment continues to strengthen. In 2019, we continued to embed our Positive School Wide Behaviours for all members of our community. Our school wide discipline emphasises a system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to enhance our positive school environment. As a school community, we also use The Resilience Project practising Gratitude, Empathy and Mindfulness across the school.

Building the charism of St. Luke through the gospels we continued to build the Catholic Identity of our school. Luke's Gospel reminds us that Jesus came to bring the Good News and as disciples of Jesus, our mission is to live in his image. Our whole school focus for 2019 was 'Be the Good News – Promoting God's Hospitality'. Each time the school community gathered the children were reminded of this message.

Principal's Report

2019 was a year of great change at St. Luke the Evangelist Parish Primary School. The year began with Jackie Purcell as Principal, then Ed Weekes was appointed as Acting Principal when Jackie moved to a new role in Catholic Education. I was fortunate to be appointed principal and began at St. Luke's in Term Four. There were also appointments of teaching staff, support staff and administration staff throughout the year for various reasons. During all these changes, Fr. Gerard Johnson kept a close eye on all members of the community to help ensure things ran as smoothly as possible under the circumstances.

The Lukan Gospel Theme in 2019 was 'Be the Good News – Promoting God's Hospitality' and this was certainly lived at St. Luke's as evidenced by the welcome I received when I began in Term Four. Father Gerard, staff, students and parents were all an essential part of my settling in and getting to know the community and why it is so special.

Our parents contributed to the unique and welcoming community that is St. Luke's through supporting their children's learning in many and varied ways. Some of these include the Parents and Friends, Parish School Education Advisory Board members, classroom helpers, school canteen and uniform shop helpers.

As always, a highlight for the year was the biennial school musical production. In 2019 I was fortunate to attend the performance of 'The Grunch' before I had commenced as principal and was greatly impressed by the talents of the students and staff in combining to produce such a high quality show.

During 2019 St. Luke the Evangelist staff worked diligently on many aspects of the curriculum and this saw the successful completion of an external School Review which helped set future goals for the improvement of our school. We are looking forward to implementing these in 2020 and beyond.



Parish Priest's Report

Rev. Fr. Gerard Johnson P.P

My second year here: 2019 began with knowing that Jackie Purcell had chosen to move on professionally and I had to do something about the Leadership of our Parish Primary School for the year ahead. Ed Weekes was gracious in accepting the temporary role as Acting Principal, for as long as it took (1) to convene a Panel with the able assistance of Catholic Education Melbourne – Eastern Regional Office, (2) to establish the appointment of the next Principal for our School; this was to be until the end of Term Three. The Principal Panel was convened in early Term Two and able to interview all applicants with the result of recommending one successful applicant, Liz Sullivan. I was grateful to receive their recommendation. The outcome being able to offer the Principal position to Liz, who in turn accepted and began in Term Four.

Jackie Purcell, Ed Weekes, Liz Sullivan and Staff: The Leadership of our Parish Primary School was in good and safe hands every day of 2019. Jackie began the year, Ed received the 'leadership' baton professionally and Liz hit the ground running on her arrival in Term Four. Each member of our Professional Staff 'stepped up' to what was to prove to be a very challenging year for everyone concerned and because of their resilience was kept 'normal', especially for our Students.

School Review: Our Parish School was reviewed first thing in Term Four to evaluate its ongoing educative practices and to pass the stringent Victorian Registration and Qualifications Authority review that determines whether we qualify for the License necessary to remain open as a Catholic Parish Primary School. Domain 3 of the Review process identified our Parish School's culture actually promotes learning: *"The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between, staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour"*.

Parish School Education Advisory Board: In my experience, well-managed Parish School Education Advisory Boards do assist Parish Catholic Schools to function well. It met regularly throughout the year. A member of this Advisory Board accepted my invitation to sit on the Principal Panel to recommend who would be the next Principal of our Parish School. *(And importantly, the same invitation was accepted by a member of our Parent's Association. Both are significant Parish School partners who support Catholic Education, help to make it available in our Parish and who assist in making our Parish School what it is today.)*

The Advisory Board was also invited to field a representative to sit on the Parish Pastoral Council, another significant way for the School Parish Families to express their voice at the table of Parish Counsellors who have the best interests of the Parish at heart, as well as its' well-being. This is a practical way for communication to work both ways for the better functioning of our Parish Community, of which the Parish School is an integral part.

Catholic Education Melbourne Offer of Supplementary Capital Fund Support: Our application for this systemic support was made again in 2019 (*our third time*) and at CEM's recommendation, to access what our Parish Catholic School requires to undertake a significant and comprehensive refurbishment program across the learning areas of our School. It was not successful.

Sacraments of Initiation: For me many of the highlights of 2019 were the celebration of the Sacraments with all the Parish Candidates for First Reconciliation, First Eucharist and Confirmation. These are very significant moments not only in the lives of the Candidates and their families but also in the Parish Family of Families. The whole Parish gets behind every candidate, praying for them and for the sacramental 'rite of passage' in their lives, the lives of their families and the life of this Parish Family of Families.

Weekly Friday Class morning Mass: Gathering for weekday Mass on Friday mornings during School term with a different Class/Level from our Parish Primary School was certainly memorable for me each week. Parents too chose to join us for these occasions, which is indicative of their comfort being present and wanting to support the Parish School, their child(*ren*) and our weekly gathering to pray. When we gathered together as a whole Parish School Community throughout the year, the celebration for the occasion was always memorable for all the right reasons.

The Resilience Project: Our Parish Community made a significant financial investment to enable this Project to happen in our Parish School for the students, their families and Staff during 2018. It was indeed a worthwhile initiative. The Parish as a whole continues to reap the benefits as we all grow more familiar with being 'Mindful, Empathetic and Grateful', personally and communally. (*So beneficial, now that the COVID-19 pandemic is clearly keeping most of us home during the early part of this year, all safe and well*). Let's us also remember that: '1 in 7 primary school kids experience mental ill-health, 1 in 5 adults will experience mental health problems this year, 1 in 4 adolescents experience mental ill-health, 65% of adolescents will not seek help for mental illness.' Cf: <https://theresilienceproject.com.au/>

St Luke's Parish Feast Day and BBQ: What an enjoyable day we had – over three hundred Parishioners, past and present, gathered for this occasion. We prayed together, dined together and celebrated together. There was also a jumping castle made available for all our young Parishioners, encouraging them to enter into the spirit of the celebration and participate. What more could any family wish for, certainly as a Parish and as a Parish Family of Families, we spent quality time together.

The School Production – 'The Grunch': This educative initiative certainly brought out the best in all our students, some even displayed surprising entertaining talents that kept the audience enthralled. I sat with Jackie and Liz during the performance and I remember how engaged we were with what was happening on stage. The time went quickly, which is always a good sign of an enjoyable experience and the energy in the theatre was palpable.

Stewardship & Presbytery Collections: Thankyou to all the Parish School Families who continue with their regular Stewardship support for the Parish, whether that be by the Weekly Stewardship Envelope, EFT, Direct Debit/Credit, Pay n' Go or CDFpay for Parishes. One thing that has not changed is the constant appearance of '*bill*' who arrives often without notice via snail mail and

email. The work of the Church continues, both locally and universally. The work of our Parish will and must go on, even if in different forms. Your financial support enables this to happen and annually remunerates me as parish priest. For when you attend Sunday Mass each weekend, and contribute to the collections – *First is Presbytery* and *Second is Parish*, not only do you make sure the Parish remains financially solvent, (*Second collection*), you are making sure that I am being remunerated as the current parish priest, (*First collection*).

Another integral aspect to the management of our Parish School Finances here at St Luke's during 2019 was the arrival of our new Parish School Accountant, Bernard Negline. He has been diligently meticulous in his role overseeing the Parish School Accounts. His advice to Liz and I has been exemplary. (*Even the annual Parish School Finance Audit with Deloitte for last year that occurred on 10 March 2020, went without a hiccup because of his preparation, presence and expertise*).

Endorsing Emmaus College Enrolments forms for prospective Students: As Parish Priest I am often asked to endorse Application Forms for prospective Students. My signature on the form advises the School's Administration that the Applicant belongs to a Parish Family, that this Family supports the Parish and our Parish School, attends Sunday Mass, is committed to Catholic Education and is prepared to make sure all of these facets of Parish Life continue in practical ways.

'You'll know them by their fruits ...' With the able initiative of Margaret Gearon, President of the local St V de P Conference and Nina Grieve, our Parish School's Religious Education Leader, Mini Vinnies was launched. The membership within our School was significantly larger than we had anticipated and there was a broad cross section of Students from every year level. Mini Vinnies is self-governing and *'their willingness to be of service to their neighbour'* is laudable. The Students who were Altar Servers during the year complimented our regular School Masses and sometimes at our weekends Masses too, regularly assisted each other in refining their duties on the Sanctuary and encouraged others to join them.

Open Invitation extended to belong here at St Luke the Evangelist: This Invitation still stands. School Families are Parish Families and we are all in this together. For our Parish School to function well it not only needs a Professional Staff, a dedicated Parish Education Advisory Board and a supportive Parent's Association, but a healthy, robust and strong relationship with the Parish. Because Families like yours will then receive the spiritual nurturing they need to grow spiritually and in turn nurture the spirituality of the Parish Family of Families, thus both being transformed, enabling the other to be and become the best *'they'* can be.

Education in Faith

Goals & Intended Outcomes

To build a strong Catholic culture and identity based on the charism of Luke

Intended Outcomes:

- That staff, student and parent engagement and action reflect the importance of the religious dimension of the school
- That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching

Achievements

Through our school vision, combined with the Gospel of our patron Saint Luke, we are called to serve others and live and learn in harmony. Our Lukan theme for 2019 was '*Be the Good News - Promoting God's Hospitality*'. This theme reminded us that we are all on a mission to spread God's message of love to everyone. We linked the concept of 'hospitality' to our words and actions towards others - acceptance, kindness, a friendly face, a welcoming gesture. Just as Jesus accepted and loved each person, so we aimed to follow in His footsteps.

Our Year 6 leaders continued to lead the way and promote our Lukan theme and values. Our SRC/Liturgy leaders were instrumental in organising whole school Mass celebrations, centred around 'Being the Good News' to one another, enabling all school members a chance to reflect and live out this call to action on a regular basis. The practice of Christian Meditation continued throughout the school every Tuesday, Wednesday and Thursday morning, enabling all members of the school a calm, reflective space in which to start the day.

In May, St. Luke's initiated the First Mini Vinnies Group. Mini Vinnies is a group of primary school young people who get together to help those in need within their school community. Mini Vinnies introduces children to social justice issues, to the St Vincent de Paul Society and to living faith through action. Over 30 students joined the group and met on a regular basis at lunchtime. Over the year, the group planned and participated in a parish morning tea, St Vincent De Paul Winter Appeal, a colour for a cause day and 'Socktober' for Catholic Mission and fundraising for Caritas, Australia.

St Luke's once again celebrated all three Sacraments in 2019, Reconciliation, Confirmation and First Eucharist. The students learnt in class about the significance of each Sacrament as they continued to grow in their faith development. Each Sacrament were blessed occasions, with the St Luke's Parish community welcoming all students into the love and life of the Church. Parent/child Sacramental evenings were offered for each Sacrament, strengthening school/family partnerships and enriching the school religious education program. Our School Choir also sang at our Sunday Parish Masses, with Children's Liturgy sessions also taking place in our Parish Church.

School and Parish links continued to grow with senior students involved in liturgical celebrations as altar servers throughout the year. Our school choir sang at both school and Parish Masses, providing students with opportunities to connect their faith and life in the Church setting. Students attended Mass twice a term with Father Gerard. The Religious Education Leader continued to facilitate Professional Learning Team meetings each term and worked with staff once a term during Inquiry planning time.

St Luke's school leaders represented the whole school community at Diocese Mass celebrations at St Patrick's Cathedral. Our leaders celebrated together with other school students' from across

the Archdiocese of Melbourne, sharing their faith, witnessing the Good news and spreading the love of God.

VALUE ADDED

- Sacramental Celebrations
- Staff in servicing on our Lukan theme
- Sacramental Evenings
- Student Leadership and participation in Social Justice/Liturgy initiatives
- Opportunities for community prayer-weekly and for special events
- Christian Meditation
- St Patrick's Mass with SRC leaders attending
- Catholic Mission Mass with Liturgy Team attending
- Visit to Inala Village with school choir – community service
- School and Parish Masses with school choir E.g. St Luke's Day
- Graduation Mass
- Strengthening of School and Parish links – Father Gerard visiting Sacramental classes
- Students attending Friday Parish Mass – twice a term
- Deepening Student Voice – Student leaders facilitating School Assembly
- School Choir lead by Performing Arts teacher singing at Sunday Parish Masses
- Children's Liturgy at Sunday Parish Masses
- Establishment of Mini Vinnies within the school



Learning & Teaching

Goals & Intended Outcomes

To achieve continuous improvement in learning outcomes for all students

Intended outcomes

- That students' learning growth in literacy and numeracy is maximised for all cohorts
- That students are motivated, empowered and connected with their learning

Achievements

At St. Luke's we celebrate the diversity of all learners and we welcome the opportunity to live and work together. Our core work in learning and teaching this year was delving deeper into the data wall and using the case management meeting to build teaching capacity for all students on our data wall. Teachers were able to use the data wall to embark on rich conversations about what instructional strategies are required to improve learning. A school review in 2019 allowed us to acknowledge the excellent work of the teachers at St. Luke's and the journey we will need to continue in 2020 and beyond. The following achievements have supported our Annual Action Plan goals for 2019.

- Professional Learning Teams in Literacy, Numeracy, Digital Technologies, Religious Education and Student Well-Being
- Scheduled PLT's in both literacy and numeracy to support teachers with current pedagogy. In both literacy and numeracy meetings teachers explored with each other supporting the needs of individual students using data
- Scaffolded teacher capacity for interpreting and planning from data such as PAT Maths and PAT R
- Using the data wall displayed growth for a year for students in terms of one year, at, and one year below. Used traffic light system to display this
- Embedded regular case management meetings alongside the data wall to look at a child of wonder (Lyn Sharratt) Attended the Learning Collaborative, facilitated by Dr Lyn Sharratt. Began Learning Walks with the 5 essential questions.
- From Lyn Sharratt's work embedded Learning Intentions and Success Criteria across the whole school with anchor sheets to embed 'The Third Teacher'
- Continued to use the SPA Program to track assessment. The PAT R and PAT M data from this package allowed us to interpret and refine the data wall
- Essential Assessment was implemented throughout the school to provide teachers with pre and post data in mathematics
- Changes to the Semester Two student reports reflected the Victorian Curriculum. Checklists were also created for the Thinking Capabilities
- Students were given an opportunity to reflect on their learning and discuss any future goals or learning in the reports
- Maths Mornings were provided to parents regarding the learning of mathematics. This allowed parents to deepen their understanding of mathematical concepts taught at school
- Effective planning with the Teaching and Learning Leader involved in weekly planning
- School collaboration on planning through the use of Google Docs.

- Continued to maintain our E-smart School
- Embedded the digital technologies curriculum across the year levels with a specialised teacher. 2019 saw Seesaw embedded across Prep – Year 6 with information sessions for parents. Specific guidelines were established to implement protocols for posting. All students have a digital portfolio platform.
- Embedded a Techie Tip session in our general staff meetings fortnightly to enhance teachers digital technology skills
- Many excursions were planned to ensure that students engage with the learning in the classrooms
- Used NAPLAN data to inform school strengths and challenges especially for school review.
- Continuation and monitoring of Individual Learning Plans for students with specific needs
- NCCD moderation and adjustments were implemented to ensure all diverse needs were met.
- All classes continued to raise student voice in the teaching and learning process. This was evident through the use of Personal learning tasks.
- Continued to use the inquiry mapping tools to align with Victorian Curriculum.
- Specialist Programs that provide an opportunity for our students to explore new skills and talents. A school production enhanced the many talents of our students
- Embedded The Resilience Project in a weekly lesson to build students' knowledge of resilience.
- In 2019 St Luke's were part of a National School Improvement Tool (NSIT) Review. The review covered 9 domains, with commendations, recommendations and affirmations. The later part of 2019 saw the beginning of a new cycle for our School Improvement Plan (SIP) and Annual Action Plan (AAP).
- Along with the NSIT Review, St Luke's also embarked the VRQA Registration. All policies are up to date and ratified.

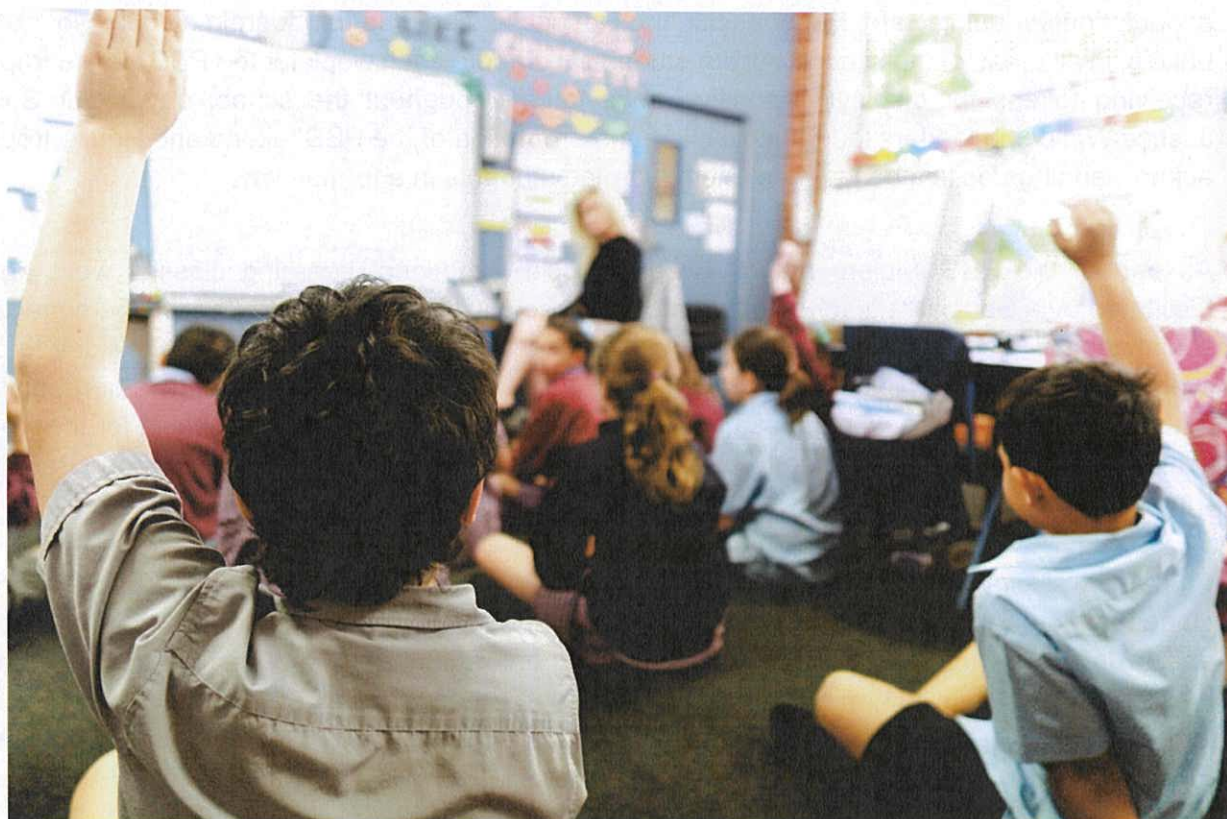
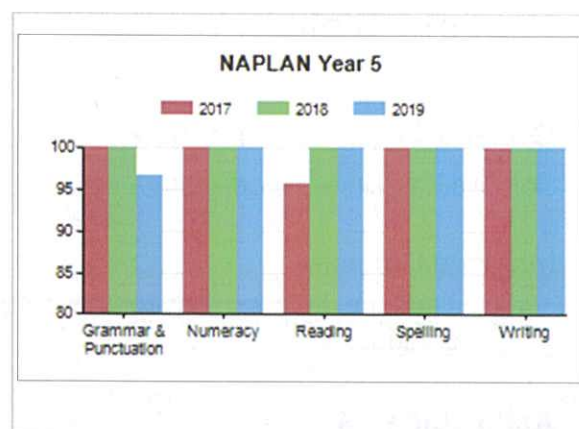
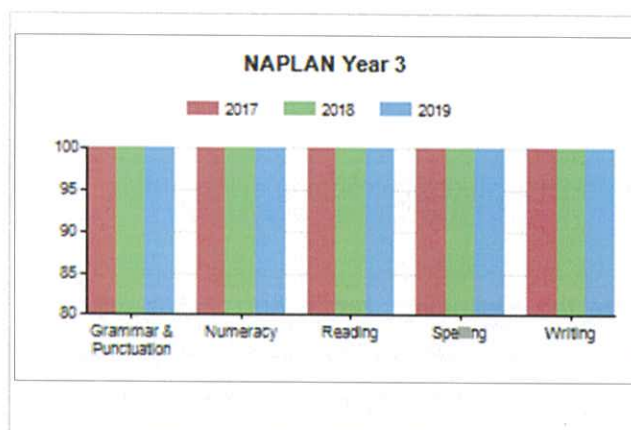
STUDENT LEARNING OUTCOMES

Our NAPLAN data over the 3 years 2017, 2018 and 2019 has been consistently 96% or more above the minimum standards as a direct result of our professional learning focus on continuing to build teacher efficacy.



E1233**St Luke the Evangelist School, Blackburn South****PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	96.6	-3.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.7	100.0	4.3	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Student Wellbeing

Goals & Intended Outcomes

To build a positive school culture which is supportive of student wellbeing and learning

Intended Outcome

- That the learning environment supports the wellbeing, behaviour and learning of all students

Achievements

In 2019, St Luke's continued to strengthen and embed our Positive Behaviour School (PBS) culture. In addition to the Behaviour matrix, a different weekly PBS focus for all members of the school was promoted each week. This was presented at Monday morning assembly as a PBS Learning Intention and included Success Criteria for the students to aim toward. The PBS expectations of being Safe, Responsible and Respectful continue to underpin all behaviour at St Luke's, in all areas of the school. All our students' compete each week for the PBS House trophy, receiving tokens for displaying positive behaviours throughout the school day. Our Social Justice/Wellbeing leaders led the collection and promotion of the PBS tokens and House trophy, acknowledging positive behaviours and rewarding students in a formal way.

As part of the PBS implementation, weekly Social Emotional Learning classes were again facilitated by a Specialist teacher in this area. These classes focussed on specific personal and social capability skills, providing students with useful strategies to help them in their day to day lives. The practice of Mindfulness continued to assist students in monitoring and self-regulating themselves, when faced with stressful moments. As part of our focus on Wellbeing for the whole school community, we continued to engage with the Resilience Project and focus on Gratitude, Empathy and Mindfulness in all we do at St. Luke the Evangelist.

Students were involved in Garden Club, School Choir, Coding Club and Library Club at different stages during the week, and these clubs were well attended by students of all ages. The Year 6 and Prep Buddy program assisted our newest school members to successfully transition from Kinder to school life with a minimum of fuss. Through Student Action Teams, our Year 6 leaders led the younger students throughout the year (SRC/Liturgy, Social Justice/Wellbeing, Environment, Arts, Library and Technology and House leaders) in a variety of activities and events.

The Learning Diversity Leader, Learning Support Officers and Learning Support teachers continued to meet regularly to foster Personalised Learning Plans for students receiving Nationally Consistent Collection of Data (NCCD) funding and to identify children requiring extra assistance in learning. Ongoing Program Support Group meetings for these children, continued to strengthen the partnership between home and school, leading to improved student learning outcomes.

VALUE ADDED

- Continued encouragement and participation of Student led activities E.g. Garden Club, Library Club and School Choir
- Building class culture through social and emotional learning including class charters at the commencement of the year
- Inquiry units with health and social and emotional components
- Positive Behaviour strategies filtering to other parts of the day
- Summary of Student Behaviour each term continues to inform staff
- Parent information evenings
- Transition program for students in Year 6 who require additional support
- Transition program for Prep students
- The Lukan theme encapsulates the Gospel values of Luke, which are enacted through interactions regarding student behaviour and expectations
- Fostering House spirit with PBS trophy, acknowledging positive behaviours at school

STUDENT SATISFACTION

The 2019 Catholic Education School Improvement Survey (CEMSIS) data showed that of the 79 students surveyed in Year 4 - 6, 67% had an 'overall positive school endorsement' as compared to the Catholic Education Melbourne (CEM) average of 66%.

The results were particularly pleasing in the area of Learning Disposition (85% positive) and Rigorous Academic Expectations (77% positive). School Belonging (79% positive) and teacher-student Relationships (71% positive) show the strength of the social connection between teachers and students and how much students feel they are valued as members of the community.

STUDENT ATTENDANCE

The procedure for student attendance/unexplained absence from school is described below;

Nforma – Unexplained Absences Notification

Roll Marking (Teachers/Office Staff)

Teachers are to mark the Nforma roll by 9am and 2.30pm

Skoolbag/Voicemail/Phone Call notifications – Office staff will forward message to teachers prior to 9am. The office staff will record all notifications received to cross check against the report before the SMS are sent to parents

VPass – (Office Staff)

Review late children and cross check against Unexplained Absences Report

Nforma - Unexplained Absences Report Generation (Office Staff)

Amend class roles if required

Re-run report if changes have been made

Any absence notifications received through the office after the SMS has been sent to parents, the roll will be adjusted by the office staff

Advise the Deputy Principal if you have no response/explanation from parents by 11.30am

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.6
Y02	92.9
Y03	93.0
Y04	94.2
Y05	94.4
Y06	93.0
Overall average attendance	93.0

Child Safe Standards

Goals and Intended Outcomes

At St Luke's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety). We take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

Achievements

In 2019, St. Luke the Evangelist was reviewed by the Victorian Registration and Qualifications Authority (VRQA) in all areas of school operation including Child Safety. Our Goal was to ensure we comply with all policies and protocols, to ensure the safety of all our students. We achieved this and were awarded certification.

Staff and parents are required to sign a Code of Conduct each year. New Prep families to the school are engaged in conversation with the Principal during Prep induction and at the Prep parent information night.

Addressing the Child Safety Standards required us to strengthen the many current policies and procedures already in place to protect the safety and wellbeing of all children. We developed and continue to update the following documents:

- Code of Conduct (for school staff, volunteers, contractors and clergy)
- Child Safety Policy
- Child Protection Policy - Reporting Obligations
- Code of Conduct for parents

Our staff have professional development around their reporting obligations and complete online Mandatory Reporting training each year. Everyone connected to our school can help children be safe and keeping children safe is everyone's responsibility in the St Luke's community.

All staff and volunteers must be registered to teach with the Victorian Institute of Teaching (VIT) and have a National Police History Check or have a current Working with Children Check if they are not registered to teach.

Risk assessments are carried out for all excursions, incursions and camps. We also regularly review supervision of students while they are on school grounds during school hours and how best to ensure their safety.

Leadership & Management

Goals & Intended Outcomes

To strengthen our school as a faith based learning and teaching community.

Intended Outcome:

- That staff collaborate to build high quality teaching in order to improve student engagement and achievement.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- The Learning Collaborative Eastern Region Workshops
- SMART Spelling
- Autonomous Language Learners (ALL)
- Renewed School Review 2019 – Principal/School Leader
- CEMSIS – School Improvement Survey and data analysis
- 2019 School Review using the National School Improvement Tool
- Integrated Catholic Online Network (ICON) Introductory Briefings
- PROTECT: Unpacking the protocol
- Child Safe Standards
- Mandatory Reporting Procedures
- First Aid training (all staff)
- Asthma & Anaphylaxis reaccreditation training (all staff)
- Parish Priest and Principal Briefings
- School Governance Briefings
- 2019 NCCD Full Day Briefing
- Victorian Association of Catholic Primary School Principals Conference
- Eastern Region Student Wellbeing Network
- Eastern Region NCCD Network Briefings
- Eastern Learning Diversity Leaders Network Meeting
- Eastern Region Religious Education Leader Network Days
- Eastern Region Deputy Principal Network Days
- Eastern Region Deputy Principal Conference
- Eastern Region Finance Cluster Meetings
- Eastern Region Learning & Teaching Network Meetings
- Administrative Officers Network Meetings
- OSR Workshop

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 368

TEACHER SATISFACTION

The 2019 Catholic Education School Improvement Survey (CEMSIS) data showed that of the Staff had an 'overall positive school endorsement' of 70% as compared to the Catholic Education Melbourne (CEM) average of 67%.

Perceptions of the overall social and learning climate of the school (78% positive) including staff relationships (85% positive) collaborative work environment and support of leadership in these areas (80% positive), were all indicators of a cohesive approach to the teaching and learning for staff and the students in their care. Importantly, 'Teachers perceptions that staff at the school have what it takes to improve instruction' (81% positive) was well above the CEM average.



School Community

Goals & Intended Outcomes

To develop strong and effective partnerships with the wider community to improve student outcomes and reflective of our Catholic identity

Intended Outcome:

- That student learning is strengthened through engagement with the community

Achievements

Evidence of achievements in School Community:

- Our successful school Musical Production 'The Grunch'
- Design and commencement of School Garden Project
- Design and installation of new School and Parish Signage
- High level of participation on various committees and community groups; Parents' Association, Uniform Shop, School Canteen and Parish School Education Advisory Board
- High number of classroom helpers each week
- Classroom helpers course run by Literacy Leader
- Extraordinary amount of support for parent social life of the community
- Extraordinary support of school fundraising activities
- Parent support with Sporting events/Interschool sports
- Strong links to the Parish through involvement in St Luke's Day celebrations, liturgies, sacramental programs and Parish Masses
- School choir and Children's liturgy (monthly participation) at Parish Mass - lead by St Luke's staff
- Open days conducted by Principal with tours led by School Leaders
- Healthy Community Initiatives continued including walk/ride to school days and daily brain food
- Extra-curricular activities conducted included Library Club, Coding Club, Chess Club, Gardening Club, Choir and Mini Vinnies
- Continuation of Positive Behaviour Strategies tokens for 'Positive school wide behaviours' - lead by our Social Justice/Wellbeing captains
- Parents' Association Functions: Prep Family Welcome Evening, School Disco, Mothers' Day Stall, Fathers' Day BBQ, Movie Night, Pyjama day
- Parent information evenings
- Class Parent Co-ordinators organise and support the social and practical elements of the classroom
- Skoolbag App to enhance school and home communication
- Sign in iPad; digital sign in of visitors to assist with child safety implementation strategies
- Christmas Carols evening
- Twilight Sports
- Staff organisation of Father's day breakfast and Mother's Day morning tea

PARENT SATISFACTION

The 2019 Catholic Education School Improvement Survey (CEMSIS) data showed that of the Parents had an 'overall positive school endorsement' of 81% as compared to the Catholic Education Melbourne (CEM) average of 77%.

The results of the CEMSIS Parent Survey showed St. Luke the Evangelist above the CEM average in 6 of the 7 categories, these being:

Family Engagement (63% positive), Barriers to Engagement (90% positive), School Fit (82% positive), School Climate (95% positive), Student Safety (76% positive) and Communication (77% positive). Parents at St. Luke's perceive us at CEM average for the seventh category, that being Catholic Identity (70%) which is, importantly still a significant result.



