



# St Luke's Catholic Primary School Shepparton North

## 2022 Annual Report to the School Community



Registered School Number: 2028

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## Contact Details

ADDRESS	629 Goulburn Valley Highway Shepparton North VIC 3631
PRINCIPAL	David Keenan
TELEPHONE	03 5822 1834
EMAIL	principal@slshepparton.catholic.edu.au
WEBSITE	www3.slshepparton.catholic.edu.au
E NUMBER	E3055

## Minimum Standards Attestation

I, David Keenan, attest that St Luke's Catholic Primary 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.

22/03/2023

**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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

David Keenan

David Keenan

Catholic Education Sandhurst Ltd

## Vision and Mission

### Our Identity

St Luke's Catholic primary School is a community that journeys together in Christ as we grow, learn, and celebrate.

### Whole School Focus Statement:

All members of our school community have a right to...

... safety ... respect ... learn & lead ... celebrate

### Our Graduate Outcomes:

St. Luke's Catholic Primary School endeavours to educate students to be:

Inquiring, critical and independent thinkers with high competencies in all areas;

Curious, imaginative and creative individuals;

Engaged and reflective learners;

Resilient, confident and adaptable problem solvers;

Informed, socially just and active citizens;

Collaborative life-long learners;

Respectful of self, others and the environment;

The best they can be.

## School Overview

St Luke's Catholic Primary School strives to...

- Teach, model and live the teachings of Jesus within a Catholic faith community;
- Celebrate the excitement of learning;
- Foster partnerships with families and the wider community to bring our children to their full potential;
- Educate the whole person- spiritually, academically, socially, emotionally, morally and physically- to nurture the well-being of all.

St. Luke's has thirteen Learning groups with two straight foundation classes and ten composite classes.

Our cohorts are grouped into units: Foundation, 1/2, 3/4, 5/6.

Since our opening in 2005, our student and staff have increased considerably and buildings have been added as part of the master plan. We have a major building project taking place. This year we completed a major build. This included 16 General Learning Areas, an auditorium and outdoor areas for passive learning. During the next 3–5 years we expect our numbers to increase due to the increase in real estate opportunities in North Shepparton.

## Principal's Report

Our enrolment at the end of 2022 was 285 students. The school is mindful of the growth in the Shepparton North area and acknowledges the need to provide a quality educational institution. We completed the oval, drainage and rural irrigation project in 2018. This has provided a wonderful area for sport and recreation.

Our main *aspirations* for 2022 were:

Leadership- To build a collaborative school culture to support high levels of collegiality, teamwork and dialogue about practice.

Catholic Identity- To foster connections with our Catholic Identity, the Emmaus story and the history of Australia, including the Aboriginal story

To sustain belief of Gospel stories by making them meaningful and relevant to student lives

Learning & Teaching- To build competencies in Literacy & Numeracy

To build a feedback culture to support student & staff learning

Pastoral Wellbeing- To foster a spiritual, healthy, safe and hope filled community that nurtures and develops the dignity of each individual

To actively build and promote the wellbeing of members of the school community

Learner Diversity- To create positive connections with internal and external supports

To foster successful learners, confident and creative individuals and informed students

Stewardship of Resources- To further develop and maintain quality learning spaces for students

To provide employees with quality work areas and resources

Toward the end of 2019 we were successful in our Non-Government Schools Capital Fund grant to the value of \$5,000,000. This grant allowed the community to construct an amazing educational institution. All students moved into 16 General Learning Areas (classrooms), an auditorium, break out spaces, toilet, kitchen facilities and a common walkway for all seasons!

Planning for the future of our school in maintaining a contemporary education institution is a goal of the school community.

## Catholic Identity and Mission

### Goals & Intended Outcomes

- To foster connections with our Catholic Identity, the Emmaus story and the history of Australia, including the Aboriginal story/tradition
- To nurture the faith development of our school community
- To sustain belief of Gospel stories by making them meaningful and relevant to student lives
- To revisit Shared Christian Praxis/Godly play and the teaching of Religious education

### Achievements

- We continue to support the ongoing faith formation and development of our students, families and staff
- Positive relationship with our parish
- Explored and modelled examples of social justice as members of a Catholic School

### VALUE ADDED

- We celebrated our role and relationship with the other Catholic schools in Shepparton and Mooroopna
- Our school had many opportunities to participate in the life of the parish

Parish Sacramental Program, Feast Days, Parish Pastoral Council

- Social justice student team
- Sandhurst Diocese initiatives such as Sandhurst Switches off, Environmental and Sustainability awareness, National Crisis Appeals
- TERM 1- CARITAS Project Compassion
- TERM 2- St Vincent de Paul
- TERM 3- Catholic Mission Australia
- TERM 4- St Vincent de Paul Christmas Hampers

## Learning and Teaching

### Goals & Intended Outcomes

- To build competencies in Literacy and Numeracy
- To establish effective PLC's (Professional Learning Teams)
- To develop a learning environment that supports student goal setting
- To foster an environment where all learning is celebrated.
- To engage in whole school Professional Learning in ASD, DSA (including differentiation)
- Whole school Professional Learning around Pre-Referral processes and procedures

### Achievements

- further developed in SMART spelling
- St Luke's was 1 of 18 Catholic schools in Victoria to show above expected growth in NAPLAN
- Reading Recovery program in Year 1 and MultiLit for other year levels
- ongoing introduction of Readers notebook, writing and Reader's Theatre
- student and staff enjoyment of literacy
- creativity in presenting pieces of writing due to remote learning. Students and staff grew in confidence
- enhanced communication via many platforms
- weekly communication with families
- Professional Learning with trained specialised professionals
- online learning

#### STUDENT LEARNING OUTCOMES

Some students engaged in the digital platform for NAPLAN in 2022. Trends and data may reflect student growth in future years.

In 2022 92% of students completed NAPLAN.

Year 3

All schools- Above average in all areas Reading, Writing, Spelling, Grammar, Numeracy

Similar Schools- Above average or same in all areas

Year 5

All schools- Above average in all areas and similar in Grammar

Similar Schools- Above average in Reading and Writing, Similar scores in Spelling, Grammar and Numeracy

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.9	-3.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	92.6	-	100.0	7.4
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.9	-	100.0	7.1
YR 05 Writing	-	96.3	-	97.1	0.8

\* 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

- To build and promote the wellbeing of all
- To develop clear expectation for a safe environment
- To develop a wellbeing leader

### Achievements

- Following the Respectful Relationships program. This resource supported the development our 'expected behaviours' matrix
- Weekly assemblies focus on aspects of our 'expected behaviours' matrix and Respectful Relationships
- Ongoing celebration of our Catholic Identity
- Class prayer, Christian meditation, and formal religion lessons are opportunities for children and staff to reflect

### VALUE ADDED

- Social Emotional Learning
- Wellbeing/Behavioural support team (staff and CES)
- Respectful Relationships
- Scriptural focus
- PBIS

### STUDENT SATISFACTION

During 2022 we communicated with students and families. Here are some responses:

- We liked the option of face-to-face or via VC
- Opportunities to visit the classrooms returned and were welcomed
- Engaging with the students and staff during learning time was a positive
- Opportunities to engage with the community during school events (e.g. Cross-country, athletics, walk for solidarity...)

### STUDENT ATTENDANCE

The school uses an online attendance/absence notification system. Parents receive a text message for unexplained attendance. The role is taken twice a day. During remote learning parents used our internal platform (Parent Access Module) to record attendance and sickness. We reviewed this throughout the year. Attendance was recorded by the teacher for those year levels meeting each day via a 'google meet'.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow-up student attendance in order to meet the requirements of the relevant act and regulations.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.3%
Y02	86.1%
Y03	87.2%
Y04	88.3%
Y05	86.3%
Y06	86.7%
Overall average attendance	86.5%

## Child Safe Standards

### Goals & Intended Outcomes

All students enrolled, and any student visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority, and we have zero tolerance to child abuse. We aim to create a child safe and child-friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

- To review each policy annually at a staff and board level.
- To remind our families of our policies and give opportunities for conversation
- To educate the school community of the Child Safe Standards via the newsletter, webpage, and physical signage.
- To continue working towards having all parents/guardians with a WWCC (Working With Children Check)

### Achievements

- Child Safe as an agenda item at a monthly board and CESM (Catholic Education Shepparton Mooroopna) meetings
- Educate families and support people to obtain a WWCC and guide through the induction process
- Acknowledge and review Child Safe standards with staff and revisit the staff handbook
- Respectful Relationships program

# Leadership

## Goals & Intended Outcomes

- To continue leadership team formation
- To build PLC leadership capacity to lead high functioning teams that focus on improved student learning

## Achievements

- Establishing goals for new members and roles for leadership (Curriculum intervention and Well-being)
- Leading a review of our strategic plan/goals
- Develop a school of dialogue via conversations
- Empower others to be 'curious'

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022	
<ul style="list-style-type: none"> <li>• NCCD, Disability Standards online modules, Student Learning Plans, Autism Australia, First Aid, Asthma, Anaphylaxis, Professional Supervision, iPad Apple sessions, engaging children through positive environments</li> </ul>	
Number of teachers who participated in PL in 2022	25
Average expenditure per teacher for PL	\$500

### TEACHER SATISFACTION

Individual Morale is high and staff love coming to work. Supportive Leadership grew and is very positive. Role Clarity and Teamwork were positive indicators of Supportive Leadership. People feel they have opportunities to grow as educators.

Staff engaged in the online and face-to-face meetings. Some feedback and comments:

- Opportunities to lead
- Encouraged by leadership to inspire others
- Inspired to be curious

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.5%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	81.8%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	7.1%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	71.4%
Advanced Diploma	7.1%
No Qualifications Listed	14.3%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	20.7
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	14.5
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

- To continue actions from a Capital perspective
- To gain a better understanding of student growth
- To celebrate the school's master capital site plan
- To continue ongoing communication with families

### Achievements

- Staff and Parents worked together to develop/review the strategic 4 year plan
- We continued meeting via video conferencing and face-to-face
- Continue promotion of the Parent Access Module- communication hub, student growth and online assessment
- Advisory Council and Community Group transparency
- Active participation in marketing the school via various platforms

### PARENT SATISFACTION

The results from the survey indicate that our Catholic Identity is very positive and inclusive across staff, students and parents.

Students feel positive at school. They feel there are different avenues for support from staff. In general students enjoy coming to school and motivated to learn.

Parents indicated that the academic standards at this school provide adequate challenge for their children. We provide extra-curricular activities and there are opportunities for leadership skills to develop. Clarity around wellbeing, processes and supports is positive. Communication and feedback between the school and family is positive.

We also encouraged feedback at online Advisory Council and Community Group meeting throughout the year (online due to Covid restrictions). Parent responses included:

- we have welcomed the return of face-to-face contact and ability to welcome new families
- we thank the teachers for making extra efforts to communicate with us and our children
- the staff have responded to the needs of our children after a different period of school due to covid.

## Future Directions

- Inspire 'curious' minds
- Explore data and what it is telling us about the needs for our students in the future workplace
- The building project (16 New GLAs) was a major focus for 2022
- Plan the next stage of capital works
- Communication and relationships
- Online marketing
- Value of marketing the school via word of mouth generated by a professional marketing plan
- Celebrate our Catholic Identity
- Supporting parents to engage in their child's learning. Being more explicit in areas of priority
- Continuing to support our wider community and Parish
- Professional learning based on our school's strategic plan
- Celebrate how good St. Luke's is and the core of being a Catholic Education Institution
- Continue to model enthusiasm and passion for learning
- Share our multi-cultural and rich community