

St Luke's Catholic Primary School Shepparton North

2021 Annual Report to the School Community



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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 2021 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 Schools.

30/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

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.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

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 wellbeing of all.

St. Luke's has twelve 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 2004, we have our numbers have increased and buildings have been added as part of the master plan. Currently, we have a major building project taking place. This will see 16 General Learning Areas, an auditorium and outdoor passive play area constructed.

Principal's Report

Our enrolment at the end of 2021 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 2021 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 will allow the replacement of portable GLA's with purpose built permanent facilities. Throughout 2020, planning took place for the start of the project in January 2021. Although 2020 was impacted by the Pandemic, we continued to develop as a community. As a community we will plan for future challenges using the experience of 2020.

Catholic Mission and Identity and Education in Faith

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 & 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

Due to the interruptions of COVID 19, the goals of 2020 were continued in 2021

- 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

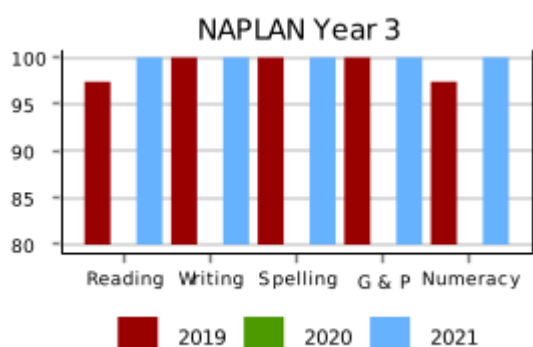
We continued to use our ongoing online assessment tool through the remote learning experience.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	97.4	-	-	100.0	-
YR 03 Reading	97.4	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	90.3	-	-	92.6	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	96.7	-	-	92.9	-
YR 05 Writing	100.0	-	-	96.3	-

* 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.



Pastoral 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)
- Making Jesus Real
- Respectful Relationships
- Scriptural focus

STUDENT SATISFACTION

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

- we liked when the teacher or learning support officer (LSO) rang and checked in
- the daily 'google meets' as a class were good because we could ask questions
- having some opportunities for drive-bys to collect readers was good

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	93.6%
Y02	93.0%
Y03	95.2%
Y04	94.1%
Y05	94.0%
Y06	94.4%
Overall average attendance	94.0%

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 & Management

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 Wellbeing)
- Leading a review of our strategic plan/goals

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- NCCD, Disability Standards online modules, Student Learning Plans, Autism Australia, First Aid, Asthma, Anaphylaxis, Professional Supervision, iPad Apple sessions

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 meetings provided due to Covid restrictions. They had the opportunity to provide feedback on process for remote learning. Some feedback and comments:

- one meeting a week even if it is to touch base and see how each person is going
- we need ideas regarding communication with students and their families
- we are supporting each other well and checking in on those students who may be vulnerable
- it is very challenging being on-site for supervision roles and performing online 'google meets' for those children at home

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.5%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	82.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.7%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	6.7%
No Qualifications Listed	13.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	18.3
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	1.0

School Community

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
- Continue promotion of the Parent Access Module- communication hub, student growth and online assessment
- Advisory Council and Community Group transparency

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 miss the 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 responded to ideas around daily online opportunities for years 3-6

Future Directions

- The building project (16 New GLAs) was a major focus for 2021
- Communication and relationships
- 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