



# 2023

## Annual Report to the School Community

### St Luke's Catholic Primary School



629 Goulburn Valley Highway, SHEPPARTON NORTH 3631

Principal: David Keenan

Web: [www3.slshepparton.catholic.edu.au](http://www3.slshepparton.catholic.edu.au)

Registration: 2028, E Number: E3055

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## Principal's Attestation

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I, David Keenan, attest that St Luke's Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 Apr 2024

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## About this report

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St Luke's Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 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, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### 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.

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## School Overview

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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 as follows: Foundation, 1/2, 3/4, 5/6.

Since opening in 2005, our school community has experienced significant growth in both student and staff numbers. This expansion has been accompanied by the addition of new buildings as part of our master plan.

Looking ahead, we anticipate a further increase in our numbers over the next 3–5 years. This growth is attributed to the rising real estate opportunities in Shepparton North, which is expected to contribute to our expanding student and staff population.

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## Principal's Report

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Our enrolment at the end of 2023 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 2023 were:

Leadership- To foster a collaborative school culture that promotes extensive collegiality, teamwork, and constructive dialogue regarding professional practices.

Catholic Identity- To promote meaningful connections between Catholic Identity, the Emmaus story, and Australia's history, encompassing the Aboriginal narrative.

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

Learning & Teaching- To develop literacy and numeracy competencies.

To establish a feedback culture to enhance student and staff learning.

Pastoral Wellbeing- To cultivate a community that fosters spirituality, health, safety, and hope, nurturing the dignity and development of each individual.

To actively promote and cultivate the wellbeing of all members within the school community.

Learner Inclusion- 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 enhance and sustain quality learning environments for students.

To offer employees quality workspaces and resources.

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

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To foster meaningful connections with our Catholic Identity, the Emmaus story, and Australia's history, including the Aboriginal tradition.

To nurture the faith development of our school community.

To make Gospel stories relevant and meaningful to students' lives to sustain belief in them.

To revisit Shared Christian Praxis/Godly play and enhance the teaching of Religious Education.

### Achievements

To support the continuous faith formation and development of our students, families, and staff.

To foster positive relationships with our parish community.

To explore and exemplify social justice principles as integral 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

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## Learning and Teaching

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### Goals & Intended Outcomes

- To craft a targeted School Improvement Agenda for the years 2024-2026 rooted in thorough data analysis
- To develop a comprehensive Data Plan to effectively monitor student improvement and growth over time
- To utilise data to pinpoint learning gaps and tailor instruction accordingly through differentiation
- To establish effective Professional Learning Communities (PLCs).
- To cultivate a culture that celebrates all forms of learning.
- To engage in whole-school Professional Learning focusing on ASD, DSA (including differentiation) and best teaching practices.
- To organize whole-school Professional Learning on Pre-Referral processes and procedures.

### Achievements

Achieve above-expected growth in specific areas of children's learning.

Implement MultiLit for additional year levels.

Introduce Readers notebooks, writing activities, and Reader's Theatre.

Foster enjoyment of literacy among students and staff.

Encourage creativity in presenting writing pieces, particularly in remote learning contexts, leading to increased confidence for students and staff.

Enhance communication using various platforms.

Maintain weekly communication with families.

Participate in Professional Learning sessions with trained specialized professionals.

Incorporate online learning strategies and resources.

## **Student Learning Outcomes**

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

In 2023 96% of students completed NAPLAN.

Year 3

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

Students with similar backgrounds- at expected

Year 5

All schools- At expected

Students with similar backgrounds- at expected

Our students growth increased at a more positive % compared to students with the same starting score and similar background

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	418	60%
	Year 5	480	65%
Numeracy	Year 3	419	74%
	Year 5	471	64%
Reading	Year 3	434	84%
	Year 5	502	85%
Spelling	Year 3	429	72%
	Year 5	478	68%
Writing	Year 3	439	95%
	Year 5	484	79%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

- To foster and promote the wellbeing of all
- To communicate clear expectations for a safe environment and how everyone may contribute
- To review each Child Safe policy annually
- 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

- Following the Respectful Relationships program. This resource supported the ongoing development our 'expected behaviours' matrix
- Utilising the smiling minds program
- Mental Health In Primary Schools framework
- 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
- 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

### Value Added

- Social Emotional Learning
- Wellbeing/Behavioural support team (staff and CES)
- Mental Health In Primary Schools program
- Respectful Relationships program
- Scriptural focus
- PBIS program

## Student Satisfaction

In 2023, some students completed the ORIMA survey

- They appreciated having the choice between face-to-face interactions, virtual meetings and parent/teacher meetings
- Visiting classrooms and helping out at school events such as Cross-country, athletics, and end of term bbqs
- Engaging with students and staff during learning sessions was seen as a positive experience.

## 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 continue to review our process each year.

Procedure:

- Staff complete the roll twice a day
- Parents alerted via sms for unexplained absence
- We use our SIMON platform to monitor absences
- We use the data to form the base of communication with families
- Depending on the circumstances an attendance plan will be developed with the family

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.

Reporting Period Semester One 2023

Proportion of Students attending 90% or more =65%

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.4%
Y02	89.2%
Y03	90.0%
Y04	91.7%
Y05	91.4%
Y06	91.7%
Overall average attendance	90.7%

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## Leadership

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### Goals & Intended Outcomes

- To continue leadership team formation
- To build PLC leadership capacity to lead high functioning teams that focus on improved student learning
- Develop a pedagogical framework outlining effective teaching methods
- Offer coaching feedback to teachers regarding instructional practices to optimize student learning outcomes

### 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'

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
NCCD, Mandatory Reporting, Individual Learning Plans, Safety Plans, Autism Australia, First Aid (including Asthma & Anaphylaxis), Manual Handling (objects), OHS, Child Safety, Code of Conduction, Induction for new staff, Science of Reading, visiting others schools, scripture, Religious Education Accreditation	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$500.00

### Teacher Satisfaction

The staff completed the ORIMA survey in 2023.

Individual morale among staff is high, and they genuinely enjoy coming to work. Supportive Leadership has shown significant growth and is viewed very positively. Role Clarity and Teamwork are notable indicators of this supportive leadership. Staff feel they have ample

opportunities to grow as educators. In meetings, both online and face-to-face, staff have expressed the following feedback and comments:

- They appreciate the opportunities to take on leadership roles.
- They feel encouraged by leadership to inspire others.
- They are inspired to cultivate 'curiosity'.
- They are invited to share their educational philosophy
- They are encouraged to learn from every experience and never stop learning

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	11.8%
Graduate	11.8%
Graduate Certificate	5.9%
Bachelor Degree	47.1%
Advanced Diploma	5.9%
No Qualifications Listed	17.6%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	20.8
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	12.9
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- To continue initiatives from a capital perspective.
- To enhance understanding of student growth.
- To celebrate the school's master capital site plan achievements.
- To maintain consistent communication with families.
- To explore ways of enaging with each other and promoting St Luke's (digital marketing, website enhancement, content creation, partnerships, word of mouth, targeted campaigns)

### Achievements

- ongoing review of the strategic plan
- weekly communication voia a number of platforms
- developing opportunities for more creative teacher and famliy conversations e.g. different parent/teacher format, utilising in-school events
- exploring the goals for the Community and Advisory Groups. Communicate these to our community and wider community

### Parent Satisfaction

Parents were invited to participate in the ORIMA based surveys:

The school's Catholic Identity is positively perceived by staff, students, and parents! The fact that students feel supported and motivated to learn, and that they enjoy coming to school, reflects a nurturing and engaging learning environment.

Continued review and sharing (transparency) of this data is viewed as 'positive communication' by families.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www3.slshepparton.catholic.edu.au](http://www3.slshepparton.catholic.edu.au)