



# 2024

## 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 Mar 2025

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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 Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

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 Foundation, 1/2, 3/4, 5/6. We have 37 staff. Their roles are teachers, learning support officers, administration and reception, grounds and maintenance.

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. As the numbers increase, we have the capacity to build and meet the communities' requirements.

Looking ahead, we anticipate a steady 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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At the end of 2024, St Luke's proudly served 285 students, continuing our mission to provide inclusive, high-quality education for all. We embrace and respect people of all faiths, genders, sexualities, abilities, and cultures, fostering a welcoming and diverse school community.

Our shared site with Year 9 Notre Dame College creates a vibrant educational hub in a beautiful rural setting. Students in Foundation to Year 6 benefit from modern facilities and expansive outdoor spaces, supporting both academic and personal growth.

Through high-impact pedagogical strategies, learning at St Luke's is relevant, contemporary, and differentiated to meet individual student needs. Staff professional development is closely aligned with the direction of Catholic Education Sandhurst, ensuring consistency and excellence in teaching practice.

Following a review of our leadership structure, we now have a highly effective team driving innovation and growth. Our NAPLAN results reflect this progress, and we are committed to further improvement in 2025.

Our students continue to shine in a variety of areas:

Academic Excellence: Success in the Furphy Writing Competition and winning the Sandhurst Language and EAL Film Festival.

Sporting Achievements: Outstanding performances in badminton, a new sport for our region, as well as cross country, swimming, athletics, cricket, tennis, basketball, soccer, and football. We host our own cross country on school grounds and athletics at the Shepparton Sporting Precinct. Plans are underway for our first swimming carnival in 2025.

Arts and Culture: Our school choir is growing and performing at both community and parish events. Performing and Visual Arts are specialist subjects, with student talents showcased within and beyond the school.

We actively participate in significant cultural events and spiritual learning opportunities. Staff recently attended a spirituality day at Winton Wetlands, walking alongside our Aboriginal Education team from CESL. We acknowledge the Yorta Yorta people, whose land our school occupies.

Our community partnerships continue to thrive, including our collaboration with Shepparton Access. Participants join us for events like Book Week, Mother's/Father's Day, and sporting

events. Our Mini-Olympics was a standout event, with Sam Birrell MP joining in the celebration.

We acknowledge the support of our local shire council for the new footpath along the school's frontage, enhancing safety for families and residents in nearby housing estates.

With only 20 years of history, St Luke's is still early in its journey—but we are proud of how far we've come. We remain committed to providing a contemporary, inclusive, and inspiring educational experience for every student, every day.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

At St Luke's, we are deeply committed to nurturing the spiritual life of our school community and fostering a strong, living connection to our Catholic Identity. Our goals in this area include:

**Fostering Meaningful Connections:** We aim to deepen our community's connection with the story of Emmaus, the richness of Australia's history, and the enduring wisdom of Aboriginal traditions. These narratives help shape a shared understanding of faith, journey, and belonging.

**Nurturing Faith Development:** We are dedicated to supporting the faith journey of every member of our school community—students, staff, and families—through prayer, reflection, and shared spiritual experiences.

**Making the Gospel Relevant:** We strive to bring Gospel stories to life in ways that are meaningful and relatable for our students, helping them see the relevance of these teachings in their everyday lives and sustaining belief through lived experience.

**Staff Formation in Spiritual and Religious Education:** We are committed to providing high-quality formation opportunities for staff, enabling them to grow in their own faith and confidently lead others in spiritual and religious education.

Through these goals, we continue to build a faith-filled, inclusive, and reflective school culture where the Gospel is lived, shared, and celebrated.

### Achievements

#### Living Our Faith at St Luke's

St Luke's holds a unique position among primary schools, as we are not located within walking distance of our parish church. Despite this, we maintain a strong and active connection with St Brendan's Parish:

- We attend St Brendan's Church once per term, and host class Masses on our school grounds in our smaller auditorium, creating sacred spaces within our own environment.
- We actively support the parish sacramental program, walking alongside families in their children's faith journeys.
- We join with St Brendan's Primary School and Notre Dame College for parish celebrations and special feast days, strengthening our shared Catholic identity.

#### Faith in Action

Our community is committed to living out Gospel values through acts of service and compassion:

We regularly raise funds for Project Compassion, supporting global initiatives through Caritas.

In times of local or national need, we respond with generosity.

### **Celebrating Our Patron**

On October 18, we celebrated St Luke's Feast Day with a joyful concert and performance day featuring Catholic musician Andrew Chinn. A highlight of the day was seeing some of our students featured in the National Pilgrims of Hope video, the official hymn for the Jubilee Year 2025—a proud moment for our school community.

## **Value Added**

### **Strengthening Our Catholic Community Connections**

St Luke's continues to celebrate and nurture its strong relationships with other Catholic schools in Shepparton and surrounding towns, fostering a spirit of unity and shared mission.

Our school actively participates in the life of the parish, with involvement in:

Sacramental programs

Feast day celebrations

Parish Pastoral Council activities

Celebrations of parish ministries

Baptism formation sessions for parents

These opportunities deepen our connection to the parish and enrich the spiritual life of our school community.

### **Celebrating Diversity and Culture**

The Feast of Christ the King is a significant event that highlights the cultural diversity of our parish. Our students proudly participate in the procession of flags, representing the many nations that make up our vibrant faith community.

### **Honouring Country and Tradition**

A particularly special moment this year was the blessing of the Acknowledgement of Country plaque in our parish garden. This event was a meaningful expression of our commitment to reconciliation, respect, and recognition of Aboriginal culture and spirituality.

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## Learning and Teaching

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### Goals & Intended Outcomes

School Improvement Agenda 2024–2026

St Luke's is committed to a focused and data-informed approach to school improvement. Our agenda for the next three years includes the following key priorities:

#### 1. Strategic Planning and Data-Driven Improvement

Craft a Targeted School Improvement Agenda grounded in thorough data analysis to guide decision-making and resource allocation.

Develop a Comprehensive Data Plan to effectively monitor student progress and growth over time, ensuring timely and informed interventions.

Utilise Data to Identify Learning Gaps and implement differentiated instruction tailored to individual student needs.

#### 2. Professional Collaboration and Learning

Establish Effective Professional Learning Communities (PLCs) across Foundation–Year 6, with targeted groupings (F–2 and 3–6) to foster collaboration, shared practice, and collective responsibility for student outcomes.

Engage in Whole-School Professional Learning focused on:

- Autism Spectrum Disorder (ASD)
- Diverse Student Abilities (DSA), including differentiation
- MultiLit program
- Evidence-based best teaching practices

#### 3. Culture of Learning and Inclusion

-Cultivate a Culture that Celebrates All Forms of Learning, recognising academic, creative, social, and emotional growth.

-Continue Ongoing Safeguarding Training, ensuring all staff are informed and engaged in best practices for child safety and wellbeing.

### Achievements

Throughout the year, St Luke's has made significant strides in enhancing student learning and engagement. Our key achievements include:

**Above-Expected Growth:** Students demonstrated above-expected growth in targeted areas of learning, reflecting the impact of focused teaching strategies and data-informed instruction.

**Expanded MultiLit Implementation:** The MultiLit program was successfully extended to additional year levels, providing structured literacy support and improving reading outcomes.

**Fostering a Love of Literacy:** A strong culture of literacy has been nurtured among both students and staff, with a noticeable increase in enthusiasm and enjoyment for reading and writing.

**Creative Writing Expression:** Students were encouraged to present their writing in creative ways, particularly during remote learning. This led to increased confidence and pride in their work—for both students and staff.

**Enhanced Communication:** Communication with families was strengthened through the use of various platforms, ensuring timely and accessible updates.

**Consistent Family Engagement:** Weekly communication with families was maintained, reinforcing strong school-home partnerships.

**Professional Learning:** Staff participated in targeted professional learning sessions led by trained specialists, supporting the development of best teaching practices.

**Integration of Online Learning:** Online learning strategies and digital resources were effectively incorporated into classroom practice, enhancing flexibility and engagement.

## Student Learning Outcomes

In 2024, 88% of students at St Luke's completed NAPLAN, with some students engaging in the digital platform for the first time. As this transition continues, future trends and data may provide deeper insights into student growth and digital assessment readiness.

### Year 3 Performance:

Compared to all schools: Above average in Writing and Spelling

At expected level in Reading, Grammar, and Numeracy

Compared to students with similar backgrounds: At expected level across all domains

### Year 5 Performance:

Compared to all schools: At expected level across all domains

Compared to students with similar backgrounds: At expected level

Growth Insights:

Students at St Luke's demonstrated more positive growth compared to peers with the same starting scores and similar backgrounds, indicating the effectiveness of targeted teaching strategies and support programs.

### Positive Learning Trajectory

In addition to NAPLAN results, our internal assessments and testing confirm a consistent and positive trend in student learning at St Luke's. These results reflect the effectiveness of our teaching strategies, targeted interventions, and commitment to continuous improvement.

The alignment between national assessments and our own data provides strong evidence that students are progressing well and achieving growth across key learning areas.

<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	415	61%
	Year 5	491	74%
Numeracy	Year 3	399	64%
	Year 5	501	65%
Reading	Year 3	417	67%
	Year 5	498	70%
Spelling	Year 3	438	81%
	Year 5	481	65%
Writing	Year 3	441	94%
	Year 5	476	79%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

St Luke's is committed to creating a school environment where every student feels safe, supported, empowered, and respected. Our approach to child safeguarding and wellbeing includes the following key priorities:

#### **Safe and Supportive Learning Environments**

Foster learning spaces that promote student wellbeing, resilience, and success.

Empower students to take an active role in managing their wellbeing and contributing to a positive school culture.

#### **Clear Expectations and Shared Responsibility**

Communicate clear expectations for maintaining a safe environment and outline how students, staff, and families can contribute to this shared responsibility.

#### **Policy Review and Transparency**

Conduct a biannual review of the Child Safeguarding Policy to ensure it remains current, effective, and aligned with best practices.

Provide families with regular reminders of our policies and create opportunities for open dialogue and feedback.

#### **Community Education and Awareness**

Educate the school community about child safeguarding through:

Newsletters

School website updates

Visible signage around the school grounds

#### **Working with Children Checks (WWCC)**

Continue working towards the goal of having all parents and guardians who engage with the school community hold a valid Working with Children Check, reinforcing our commitment to student safety.

### Achievements

At St Luke's, we are committed to nurturing the whole child—spiritually, emotionally, and socially—through a range of intentional programs and practices:

#### **Promoting Respect and Wellbeing**

We have implemented the Respectful Relationships program, which has directly supported the development and refinement of our 'Expected Behaviours' matrix.

The Mental Health in Primary Schools (MHIPS) framework continues to guide our approach to student wellbeing.

Weekly assemblies reinforce key messages from both the Respectful Relationships program

and our behaviour matrix, promoting a consistent and positive school culture.

### **Celebrating Our Catholic Identity**

Our Catholic identity is celebrated and embedded in daily school life through:

Class prayer

Christian meditation

Formal religious education lessons

These practices provide opportunities for reflection, connection, and spiritual growth for both students and staff.

### **Child Safeguarding and Community Engagement**

Child Safeguarding is a standing agenda item at both Advisory Council and staff meetings, ensuring it remains a visible and ongoing priority.

We have actively educated families and support people on the importance of obtaining a Working with Children Check (WWCC) and guided them through the induction process.

Staff have acknowledged and reviewed the Child Safeguarding Standards, with regular reference to the staff handbook.

All required online and in-person professional learning modules have been completed in alignment with Catholic Education Sandhurst Ltd. requirements.

### **Value Added**

At St Luke's, we are committed to supporting the development of every student through a comprehensive and integrated approach to social, emotional, and spiritual wellbeing. Our framework includes:

#### **-Social and Emotional Learning (SEL)**

We embed SEL across the curriculum to help students develop self-awareness, emotional regulation, empathy, and positive relationship skills—essential foundations for lifelong wellbeing and success.

#### **-Wellbeing and Behavioural Support**

Our Wellbeing and Behavioural Support Team, in collaboration with Catholic Education Sandhurst Ltd. (CESL), provides targeted support for students and staff. This team works proactively to address behavioural needs and promote a positive school culture.

#### **-Mental Health in Primary Schools (MHIPS)**

Through the MHIPS program, we are building capacity to identify and respond to mental health needs early, ensuring students receive the right support at the right time.

#### **-Respectful Relationships Program**

This program supports the development of respectful, safe, and inclusive relationships. It also underpins our Expected Behaviours Matrix, which is reinforced weekly through assemblies and classroom discussions.

## Positive Behaviour Interventions and Supports (PBIS)

Our PBIS framework promotes consistent, school-wide expectations and positive reinforcement strategies, helping to create a safe and supportive learning environment for all.

### -Scriptural Focus

Grounded in our Catholic identity, we integrate scriptural reflection into daily practice, helping students connect Gospel values to their everyday lives and relationships.

## Student Satisfaction

In 2024, some students participated in the ORIMA survey, offering valuable feedback on their experiences at St Luke's. Their responses highlighted several key strengths in our school culture and community connections:

### Student Reflections

Students appreciated having flexibility and choice in how they engage with the school community, including face-to-face interactions, virtual meetings, and parent/teacher conferences.

They expressed enjoyment in both the indoor and outdoor learning environments, which support a dynamic and engaging educational experience.

Classroom visits and participation in school events—such as cross-country, athletics, and end-of-term BBQs—were seen as positive and inclusive experiences.

Students valued the opportunity to interact with staff during learning sessions, fostering stronger relationships and a sense of belonging.

### Community Connections

Engagement with community organisations was viewed positively, offering students real-world connections and broader learning opportunities.

Students enjoyed participating in national and local initiatives, such as Project Compassion, which helped them understand the importance of service and social justice.

Our ongoing partnerships with Shepparton Access and Year 9 students from Notre Dame College (particularly during PE lessons) were especially appreciated, enriching the school's inclusive and collaborative culture.

## Student Attendance

At St Luke's, we are committed to maintaining high levels of student attendance, recognising its critical role in supporting student learning and wellbeing. In 2024, our attendance rate was 90%, and we continue to refine our processes to ensure accuracy, transparency, and family engagement.

### Attendance Monitoring System

We use an online attendance and absence notification system integrated with the SIMON platform.

Rolls are marked twice daily—morning and afternoon—by classroom staff.

Parents are alerted via SMS for any unexplained absences, prompting timely communication and follow-up.

During remote learning periods, families used our internal Parent Access Module (PAM) to record attendance and illness, ensuring continuity in monitoring.

### **Communication and Follow-Up**

Attendance data is used as the foundation for communication with families, helping to identify patterns and provide support where needed.

In cases of ongoing or concerning absences, an individual attendance plan is developed in collaboration with the family to support regular school attendance.

### **Annual Review and Compliance**

Our attendance procedures are reviewed annually to ensure they remain effective and aligned with best practices.

We adhere to the School Attendance Guidelines set by the Victorian Government, which apply to all registered schools. These guidelines outline the legal and procedural requirements for recording, monitoring, and following up on student attendance in accordance with relevant acts and regulations.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	88.9
Y02	91.8
Y03	88.3
Y04	90.4
Y05	90.4
Y06	91.9
Overall average attendance	90.3

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## Leadership

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### Goals & Intended Outcomes

As part of our ongoing commitment to excellence in teaching and leadership, we advanced several strategic priorities:

**Leadership Team Formation:** We are continuing to strengthen our leadership team, ensuring it is well-equipped to guide the school community with clarity, purpose, and shared vision.

**Building Leadership Capacity:** A key focus is on developing the leadership capabilities of staff, empowering them to lead high-functioning teams that are dedicated to improving student learning outcomes.

**Pedagogical Framework Development:** We are in the process of designing a comprehensive pedagogical framework that outlines effective, evidence-based teaching practices to support consistent and high-quality instruction across all classrooms.

**Low Variance Curriculum:** Teachers are being supported in delivering a low variance curriculum that promotes consistency, clarity, and equity in student learning experiences.

**Instructional Coaching Exploration:** We are exploring instructional coaching models to provide targeted, ongoing professional support for staff, with the goal of enhancing teaching practice and fostering positive student learning outcomes.

Together, these initiatives reflect our shared commitment to cultivating a culture of leadership, collaboration, and instructional excellence.

### Achievements

In alignment with our commitment to continuous improvement and staff empowerment, several key initiatives have been implemented:

**Reviewed and Renewed Goals:** Every staff member has engaged in the process of establishing refreshed goals, with a strong focus on curriculum intervention and well-being. This ensures alignment with both individual aspirations and whole-school priorities.

**Strategic Plan Review:** Leadership has initiated a comprehensive review of our strategic plan and goals, fostering a shared vision and clear direction for the future.

**A School of Dialogue:** We have cultivated a culture of open, respectful communication by strengthening positive relationships across all levels. This is evident in the structure and tone of staff meetings, as well as in F–2 and 3–6 team collaborations.

**Fostering Curiosity:** Staff are encouraged and supported to lead with curiosity—exploring new ideas, asking thoughtful questions, and inspiring others to do the same.

Together, these initiatives are building a dynamic, reflective, and future-focused learning community where every staff member feels valued, heard, and empowered to grow.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
NCCD, Mandatory Reporting, Individual Learning Plans, Safety Plans, Autism Australia, First Aid (including Asthma & Anaphylaxis), Manual Handling (objects), OHS, Child Safeguarding, Code of Conduct, Induction for new staff, Science of Learning, scripture, Religious Education Accreditation, exploring our data and developing plans.	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$800.00

**Teacher Satisfaction**

In 2024, staff participated in the ORIMA survey.

The results reflect a high level of individual morale, with staff expressing genuine enjoyment in coming to work. Supportive leadership has shown marked improvement and is now viewed very positively across the team. Key indicators of this include enhanced role clarity and strong teamwork. Staff reported feeling well-supported in their professional growth as educators.

During both online and in-person meetings, staff shared the following reflections:

- They value the opportunities to step into leadership roles.
- They feel empowered by leadership to inspire and uplift others.
- They are motivated to foster a sense of curiosity in their work.
- They are encouraged to articulate and share their educational philosophies.
- They are supported in embracing continuous learning and growth from every experience.

These insights highlight a thriving, collaborative culture where staff feel valued, inspired, and

empowered to grow. The positive momentum built in 2024 sets a strong foundation for continued success and innovation in the years ahead.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	1
Bachelor Degree	15
Advanced Diploma	1
No Qualifications Listed	7

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	22.6
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	9.76
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

As we continue to grow and evolve, several key initiatives are being prioritized to strengthen our school community and enhance our impact:

**Capital Development Initiatives:** We are committed to continuing our capital works initiatives, ensuring that our physical environment supports innovative learning and community engagement.

**Understanding Student Growth:** A renewed focus is being placed on deepening our understanding of student growth, using data and reflective practices to inform teaching and learning.

**Celebrating Capital Achievements:** We proudly acknowledge the milestones achieved through our Master Capital Site Plan, which reflect our shared vision and long-term planning.

**Consistent Family Communication:** Maintaining clear, consistent, and meaningful communication with families remains a priority, fostering trust and strong partnerships.

**Community Engagement and Promotion:** We are actively exploring creative and strategic ways to engage with our broader community and promote St Luke's. This includes:

- Enhancing our digital presence through website improvements and content creation
- Leveraging digital marketing and targeted campaigns
- Building partnerships and encouraging word-of-mouth advocacy

These initiatives reflect our commitment to excellence, connection, and innovation—ensuring St Luke's continues to thrive as a vibrant, future-focused learning community.

### Achievements

We are proud to acknowledge the following accomplishments that reflect our ongoing commitment to strategic growth, community engagement, and innovative communication:

**Strategic Plan Review:** We have maintained a consistent focus on reviewing and refining our strategic plan to ensure it remains responsive to the evolving needs of our school community.

**Multi-Platform Communication:** Weekly communication with families and stakeholders has been strengthened through the use of multiple platforms, ensuring timely, accessible, and transparent updates.

**Creative Family Engagement:** We are developing new opportunities for meaningful conversations between teachers and families. This includes exploring alternative parent-teacher meeting formats and leveraging in-school events to foster deeper connections.

**Community and Advisory Group Goals:** We are actively exploring and defining the goals of our Community and Advisory Groups. These goals will be clearly communicated to both our internal and wider communities to enhance transparency and engagement.

These achievements demonstrated our dedication to building a connected, forward-thinking school environment where collaboration and communication are at the heart of everything we do.

## Parent Satisfaction

Parents were invited to participate in the ORIMA-based surveys, contributing valuable insights into the school's culture and direction.

The results affirm that St Luke's Catholic Identity is strongly and positively perceived by staff, students, and families. Notably, students report feeling supported, motivated to learn, and genuinely happy to attend school—clear indicators of a nurturing and engaging learning environment.

Families have expressed appreciation for the ongoing review and transparent sharing of survey data, viewing it as a form of positive and open communication that strengthens trust and connection within the school community.

This feedback reinforces our commitment to continuous improvement, authentic engagement, and a shared sense of purpose across all stakeholders.

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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)