



St. Luke the Evangelist Blackburn South

REGISTERED SCHOOL NUMBER: 1628

2012

ANNUAL REPORT TO THE SCHOOL COMMUNITY



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Contact Details

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Our School Vision

We are St Luke's.

A community of faith, learning and partnership.

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

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

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



School Overview

A Community of Faith, Learning and Partnership

St. Luke the Evangelist School, Blackburn South was established in 1962. In 2012 our school enjoyed contemporary learning facilities and play areas. The school was divided into a Prep learning area, Junior area and Middle/Senior learning area. The Discovery Centre continued to provide a flexible learning space enabling groups to work and learn together utilising the ICT lab and centre. The astroturf and landscaped areas continued to provide students with many spaces for sports and activity or passive playground games. The quadrangle and 'hill' is a gathering place where children meet to share morning tea and lunch. It is also a place where families gather at the start and end of the day.

In 2012 the number of enrolments was 193 students with 22.8% of students from a LBOTE background (Languages other than English). The school structures were 2 x Prep classes, 3 x Junior classes (Years 1 and 2), 2 x Middle classes (Years 3 and 4) and 2 x Senior classes (Years 5 and 6). Specialist classes in Positive Education, LOTE (Italian). Performing Arts and Physical Education provided students with opportunities to develop their skills and capabilities in many areas. Intervention support was provided through Reading Recovery, LNSLN and supported programs in the school.

Throughout 2012 our school was a pilot for the Change 2 process. At the end of this process, the team devised an action based around all members of our school community working collaboratively. The process involved parent and student focus groups to provide feedback progressively.

In 2012 we entered the first year of our School Improvement Plan. Our major foci for the year was to provide children with engaging contemporary activities in Religious Education, improve achievement in Numeracy and Literacy, foster resilience in our children, increase the use of effective feedback and increase connections with the local and global communities.

In 2012 key areas of focus were to further build capacity in the areas of Literacy, Numeracy and Contemporary Learning. We continued our involvement in the Contemporary Learning Research Project in partnership with the Catholic Education Office. Through our 2012 goal of 'Developing Strong Collaborative Partnerships' we developed understandings of contemporary pedagogy and tools in order to provide authentic and rich learning opportunities to engage students in their world. This has been an area of steady growth and engagement for staff and students.

Connectedness for students has remained a focus through Wellbeing programs and Leadership opportunities. Raising student voice through Student Action teams and within the learning environment continued to grow.

Building the charism of Luke through the gospels continued to build the Catholic Identity of our school. Luke (4:18) reminded us that Jesus came to bring the Good news and as disciples of Jesus our mission is to live in his image. This gospel quote reminds us of our responsibility to bring the good news to all others. Our whole school focus for 2012 was 'Shepherding the Other' based on the parable of The Good Samaritan. Each time the school community gathered the children were reminded of this message.

Our school community celebrated the 50th anniversary of our Parish in 2012. This event was marked with a Mass and an exhibition of artefacts from the first church and school. It was a wonderful community event with many groups from the school and parish working collaboratively together.

Principal's Report

I am pleased to present the 2012 Annual Report to the Community as it highlights again the wonderful work of our school community over the year. 2012 was a year of collaboration as we worked with staff, student and parent groups to consider our school's strengths and challenges. This was achieved through the Change 2 process and our School Board Parent Forum. A wonderful outcome of this process was to open up the lines of communication between all stakeholders. Positive feedback highlighted improvement in the all areas of Teaching and Learning, raising our Catholic Identity and development of the teaching and learning, and play areas of the school site. The new school website was also launched midyear and provided an excellent reflection of our school, our learning and our achievements.

Throughout 2012 we continued to develop our pedagogy in order to improve learning outcomes for students. Religious Education, Literacy, Numeracy and Wellbeing remained priority areas. As a Contemporary Learning Research school – connecting and collaborating with others continued to be a focus. Our goal of 'Developing Strong Collaborative Partnerships' allowed our students to collaborate locally and globally to enhance their learning and understanding of the world. The ongoing use of web 2.0 tools, particularly of class and individual blogs has enabled students and staff to engage in authentic and purposeful learning opportunities.

Student Wellbeing priorities complimented our understanding and dialogue around pedagogy and have contributed to the ongoing Improvement of the school culture and learning environment. Home/school partnership continued to be a key element to success for children and was evidenced through classrooms programs, information evenings, school events, wellbeing initiatives and social functions.

Through the CLRP, individual student and class blogs continued to be an important tool in connecting to parents and the local and global world. These blogs also became powerful reflection tools to enable deep thinking about the learning students are engaged in. We continue to work with parents to build their understanding of how these tools support and enable learning opportunities for their children.

Community events included a Family Maths evening, Resilient Children evening, Twilight Sports, the Sacraments of Eucharist and Penance, St Luke's Feast Day, St Luke's 50th Anniversary Celebrations and our School Board Parent Forum.

I thank the staff for their ongoing commitment to provide excellent learning opportunities and support to students. I am also thankful to Father Spierings for his enthusiasm and support of the school. St Luke's School is an exciting place in which to learn and grow, we continue the learning journey together and work to improve the outcomes for our students.



Julie David
Acting Principal

Education in Faith

Goals & Intended Outcomes

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

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

Achievements

Through the gospel of Luke, and our school motto – “I have come to bring the good news” (Luke 4:18), we are called to consider how we bring the good news to the other in our daily lives. At all school assemblies, through prayer and faith opportunities, in classes and at Mass, we celebrate our faith and make connection to the ways we bring the good news.

In 2012 our school community adopted the theme of ‘The Good Shepherd’ based on the parable in Luke’s gospel. This theme led to the action of ‘shepherding the other’ throughout our school community. Each time the school gathered the children were reminded about our theme and the all of the students from Prep to Year 6 were able to explain what it meant to shepherd the other.



Student Action Teams in Social Justice and Liturgy continued to demonstrate their ability to lead community in prayer and raised awareness of Indigenous Reconciliation and world poverty, making links to gospel values and daily action. It has been pleasing to see individual students taking on community actions.

Two of our staff members went to the Philippines to work with teachers and children over there for a couple of weeks during their holidays. When they came back they shared their story with the staff and

students. Some of our students attended the Kids View Conference in 2012 and this will become an annual event.

Christian Meditation continued to be embedded on Tuesday and Thursday mornings and all classes participated in this exercise. The students respond positively to this experience and the practice was revisited for all staff during a Professional learning Team meeting during the year.

In 2012 we celebrated the Sacraments of Reconciliation and Eucharist. These were wonderful community celebrations and the tradition of a Eucharist breakfast continued. The process for the Sacrament of Reconciliation changed with the children receiving the sacrament over three Saturday mornings. The format for the Parent/Student Information evenings changed this year with the teachers facilitating and the students leading the sessions. Our Sacramental Parent evenings were lead by our Religious Education Leader and class teachers.

Parents have taken on the role of training the senior children to be altar servers.

The Religious Education Leader continued to facilitate Professional Learning Team meetings each term and worked with staff twice a term during their planning time. When working with teams the Leader lead staff to develop understandings of the Religious Education Units and their link to Inquiry, assessment and promotion of contemporary resources. Liturgy has continued to be well supported by the REL and choir, and student participation in all faith opportunities reflects the importance for students to be involved and contribute to our Church celebrations.



Over the year the school worked closely with the Parish to plan, organise and celebrate our 50th Anniversary of St. Luke's Parish. This involved many evening meetings and liaising with key people to bring all the elements together. Our REL planned the Mass in conjunction with the 'Anniversary Committee'. This was a wonderful celebration that involved all of the community. Photo : 4 Principals (past and present)

The children visited Inala Aged Care and sang Christmas songs for the residents. This action supports our vision of bringing the Good News to others.

VALUE ADDED

- Catholic Identity Project – raising the Charism of Luke 'The Good Shepherd'
- Sacramental Programs
- Student Leadership and participation in Social Justice and Liturgy Action teams
- Opportunities for community prayer
- Sacramental Evenings facilitated by the teachers and led by the students
- Visit to Inala Village with school choir – community service
- School and parish masses with school choir
- Embedded practice of Christian Meditation
- 50th Anniversary Parish Celebrations
- Two staff members going to the Philippines and sharing their experience with the school community
- Group of students attending the Kids View Social Justice Conference

Learning & Teaching

Goals & Intended Outcomes

To create a stimulating learning environment in which students achieve continuous improvement and success



Intended outcomes

- That student achievement in Numeracy will improve
- That student achievement in Spelling will improve
- That students are more engaged in their learning

Achievements

Building the learning culture to enhance teacher and student learning and engagement has been a central focus. To following structures and professional opportunities support these goals:

- Professional Learning Teams in Literacy, Numeracy, ICT, RE , Contemporary Learning and Student Wellbeing
- 2 x half day term planning with a Consultant (developing rich Inquiry units)
- effective planning structures with Teaching and Learning Leader involved in weekly planning with teams
- planned professional learning opportunities
- continuing involvement in the Contemporary Learning Research project
- pilot for the Change2 process
- building leadership capacity of all staff
- Staff exploring Personal Professional Learning



These actions reflect the school's priority to engage students, develop deep thinking and improve the capacity of staff to facilitate powerful learning using contemporary tools. Classrooms are well resourced with technology to assist learning, recording and reflection. Local and global connections provided opportunity for authentic and purposeful learning and the use of experts and learning from others became a powerful tool in 2012. Many

classes shared learning together, cross age opportunities to learn from peers was evident in many Inquiry sessions and through the blogs students discovered they could learn from and share with a variety of people to gain broader understandings of the world.

A Family Information evening on Numeracy (P-6) led by staff and students provided parents with information on how numeracy learning looks in classrooms across our school. With many students leading the activities and assisting parents on the use of blogs and contemporary tools, parents discovered how articulate and confident our students are in their daily learning. All year levels continued to raise student voice in the teaching and learning process.



Continual reflection on the management of curriculum, data collection, assessment and reporting is critical to ensuring the ongoing improvement of student outcomes. Effective

feedback was recognised as an effective tool in improving student learning. Using NAPLAN data to inform school strengths and challenges has been an important focus. The role of learning support (Angela Yeates) for students in Years 3 to 6 has supported students with specific needs. Reading Recovery (Ronnie Etheve) and Student Services (Janette Clark/Angela Yeates) together with class teachers also monitor and develop Individual Learning Plans for students. Rachael Hibbins joined our staff and works mainly in the Junior area.

The following Positions of Leadership (POL's) were recommended by staff until the end of 2013, to support the School Improvement plans.

- | | | |
|------------------------------|----------------|---------|
| • Numeracy Leader | Verona Gridley | (POL 2) |
| • Religious Education Leader | Marg Yore | (POL 2) |
| • Sport Coordinator | Michael Crowe | (POL 1) |

Our school offers a comprehensive range of Specialist programs, providing students with an opportunity to explore new skills and talents. These programs build connectedness and offer opportunity for creativity. The Art Show provided an excellent venue for highlighting the skills and talents of the students in Visual Arts.

- | | |
|---------------------|--------------------|
| ▪ Christy Riddiford | Performing Arts |
| ▪ Barb Bellesini | Positive Education |
| ▪ Celia Coffa | ICT / eLearning |
| ▪ Heather Davey | Library |
| ▪ Angela Senzo | Italian (LOTE) |
| ▪ Matthew Campbell | Physical Education |

The following tables present a snapshot of the NAPLAN testing results showing the proportion of Year 3 & 5 students meeting national reading, writing, spelling and numeracy minimum standards for the past 3 years.

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2010	2011	2012	2010	2011	2012
Reading	100%	90.5%	93.3%	100%	100%	100%
Writing	100%	100%	100%	100%	100%	100%
Spelling	100%	95.2%	100%	100%	92%	100%
Grammar & Punctuation	96.3%	100%	100%	100%	100%	93.3%
Numeracy	100%	95.2%	100%	100%	100%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Reading	4.3%	-9.5%	2.8%	0%	0%	0%
Writing	0%	0%	0%	0%	0%	0%
Spelling	4.3%	-4.8%	4.8%	0%	-8%	8%
Grammar & Punctuation	0.6%	3.7%	0%	0%	0%	-6.7%
Numeracy	0%	-4.8%	4.8%	3.3%	0%	0%

NAPLAN tests provide a valuable snapshot of a student's learning on a particular day and should be considered in light of all other data and information the school gathers about a student's improvement and effort. The 2012 results demonstrate a slight increase in Numeracy, Spelling and Reading in Year 3 – consistent with our knowledge of needs in this cohort and recognition that Numeracy across our system (Government and Catholic schools) will be a focus area for improvement. Grammar and Writing maintained at this level. Year 5 data highlights consistency in all areas with a growth in Spelling and a decrease in Grammar and Punctuation. This area has been noted as a priority area in the next School Improvement phase.

Parent, teacher and student satisfaction

Surveys provide valuable information about areas to investigate further through dialogue with students about their learning and student relationships. Such data challenges teacher, parent and student perceptions about the effectiveness of the school environment in areas of wellbeing, engagement and relationships. Students indicated a consistent attitude to most areas of the survey with little change between the 2011 - 2012 student data. A slight increase in purposeful teaching, motivation, teacher empathy and connectedness to peers was evident. Parent surveys demonstrated consistent satisfaction with school climate and student engagement. Parent indicated a slight drop in their satisfaction of the classroom student behaviour. The emerging patterns between student and parent data require further investigation and conversation to build the story behind these results. Staff feedback regarding the Catholic culture of the school shows marked improvement but students and parents again highlight that student behavior is an issue to focus on in the future.

VALUE ADDED

- PLT- interpretation of assessment.
- PLTs and actions around spelling assessment, practice, resources, best practice and AusVELS Scope and Sequence
- time built into meeting time for tracking students and recording data
- creation of senior space to promote personalised learning
- visiting of other schools to open discussion around learning
- continued work with consultant around contemporary practices
- involvement in Contemporary Learning Research Project
- continued focus on improving student outcomes
- building staff capacity in ICT through Techie Brekkie sessions
- staff involved in personalised action research
- encourage learning conversations at PT interviews to include student voice
- Maths family night
- Use of contemporary tools to engage/connect and collaborate with students in the local and global world – blogging, skypeing, twitter
- learning support for students identified 'at risk'
- sustainable practices
- student presentation of learning at Parent evenings
- student participation in the Mid year interviews
- Curriculum Newsletter
- A group of Senior Students won ACMI ScreenIt Award in the Bullying NoWay category

Student Wellbeing

Goals & Intended Outcomes

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

Intended outcomes:

- That students become more confident and resilient
- That student behaviour is more reflective of Gospel values

Achievements

Throughout 2012, staff leaders continued to align Religious Education and Wellbeing practice to strengthen school culture and build resilience. Positive Education supported Wellbeing initiatives and focussed on positive student relationships and build resilience in order to build a respectful culture. Opportunities for students to continue to develop social skills, resilience and confidence were enacted within Positive Education lessons, classroom and specialist programs, sports, student leadership and buddy and transition programs. The continuation of the Better Buddies program was a positive inclusion in the school curriculum, complimenting the strong buddies program already in place.



Student leadership opportunities through SRC, Library Monitors, Social Justice Leaders, Environment Team Leaders, Liturgy Leaders, Sports Captains and Chess Club continued to grow throughout the year. Student initiated lunchtime clubs such as Lego/ Kids Got Talent/Board games/Book Club – were encouraged and facilitated. Enabling student's initiatives was an important aspect of building student voice and confidence. Good attendance and engagement from children was evident as was their eagerness to be involved in student initiated and lead opportunities.

Engaging students in dialogue about social issues through class meetings/circle time fostered resilience and enabled a deeper understanding of the needs and feelings of others. Vertical collaborative Circle Time proved to be a real success in 2012. The Circle Time groups consisted of students from every year level. Our idea of working collaboratively will continue to be a focus in 2013.

The Special Needs Coordinator (Janette Clark) Integration Aide/Learning Support teacher (Angela Yeates) and class teachers meet regularly to develop individual learning plans for students receiving LNSLN funding and children identified as requiring assistance in some learning areas. Ongoing parent support meetings for these children develop partnership between home and school in the learning process.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.40%

Year 2	95.27%
Year 3	94.35%
Year 4	96.84%
Year 5	96.83%
Year 6	97.20%
Overall average attendance	95.82%

- If children are absent for more than two days in a row then the Wellbeing Leader or Deputy Principal phones the parents of the child who is absent.

VALUE ADDED

- Wellbeing team and SWB annual Action plan
- Student leadership teams and clubs eg: chess/ Lego/ games
- Class and School charters/Circle time and class meetings
- Positive Education program
- Continuation of Better Buddy program
- Continue with Harmony Bears
- Introduction of 'Brain Food' for each class at 10am
- Implementation of Marathon Club for children and families each Monday and Friday morning at 8.15-8.35am
- Summary of Student Behaviour each term
- Reviewed and implemented structure for Student Leadership
- Student Wellbeing leader involvement in "Westgate Advisory Group" at CEO around partnerships with parents
- resilience evening with school psychologist around resilience
- increase lunchtime activities including student driven activities



STUDENT SATISFACTION

Student surveys indicate an area of improvement in purposeful teaching and motivation to learn. The results reflect an overall improvement in engagement to learn. There is still some concern around classroom behaviour so this will become a priority for 2013.

Leadership & Management

Goals & Intended Outcomes

To strengthen the school as a reflective learning community

Intended outcomes:

- That improved feedback processes will lead to enhanced staff professional growth
- That expectations are clearly understood and implemented by all

Achievements

Building the learning culture continued to be a focus in 2012. The Professional Learning opportunities undertaken by staff continue to be linked to the School Improvement and Annual Action plans.

Positions of leadership focus on key learning areas and learning teams dialogue around student work and use data, in order to plan for ongoing improvement. Student work is at the centre of these learning conversations (PLT's, ARM) as we work to build a supportive and collaborative culture where learning is shared. More effective communication between community members has developed and improved through the use of the newsletter, blogs and our school app.

The allocation of physical, human and financial resources continues to grow and support each area of the Improvement spheres. We continued to build ICT resources to assist the learning environment – with over 120 technology devices in the school, students have excellent access to technology to enable reflection, connection and collaboration. The inclusion of iPads in each classroom has assisted learning and professional development.

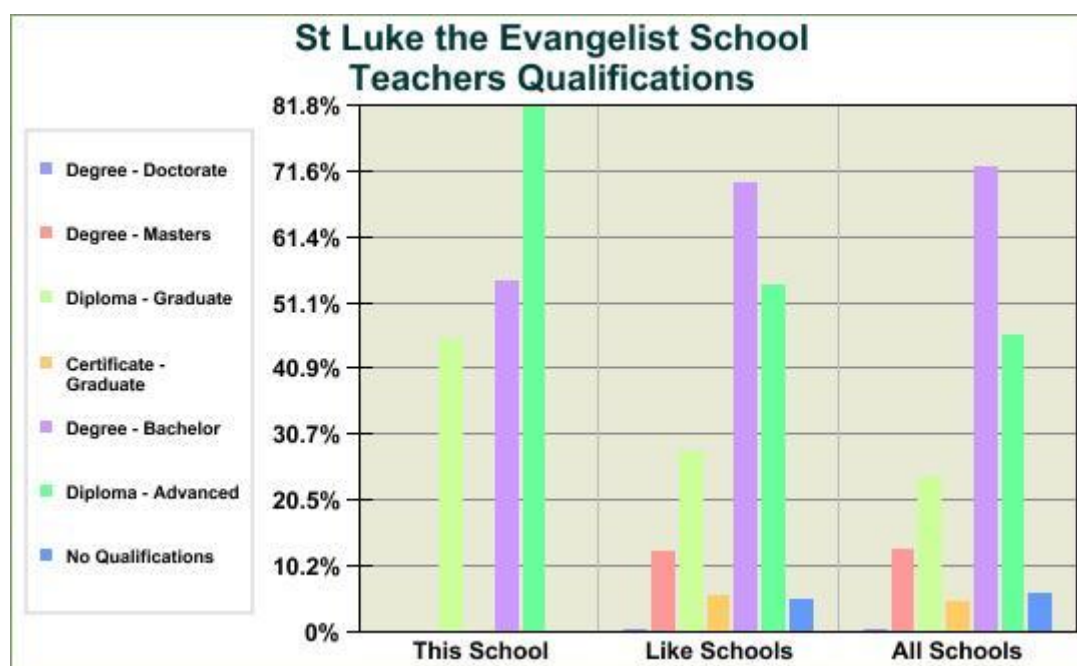
The Leadership team (Deb Egan, Julie David, Chris McDonald, Verona Gridley, Janette Clark and Marg Yore) continued to meet together each term for a full day and afternoon sessions. Building the capacity of these leaders in the areas of Teaching and Learning, Wellbeing, Religious Education, Literacy and Numeracy has continued to be an important focus.

The Staff at St Luke's school demonstrate a high level of commitment in planning and preparation, involvement in after hours programs, support of the Sacraments, meetings, school events and attending school and parish functions especially the 50th Anniversary celebrations throughout the year. Their ongoing willingness to be involved and contribute to the life of the school is a strength of our school environment. The Staff are also to be commended on their ongoing and open communication with parents about student's needs and progress.

Our school was involved in a pilot for the Change 2 process. This process enabled each member of our community (staff, students and parents) to have a voice. Our goal for this process was to create a culture of collaboration between all stakeholders. The culmination of this process has lead to Collaborative Circle time throughout the school. The staff created opportunities to work collaboratively with each other, sharing their expertise and learning spaces. Staff members have been empowered to share their personal learning journey with their peers.

TEACHING STAFF ATTENDANCE RATE	95.59 %
STAFF RETENTION RATE	95 %

Teachers Qualifications - St Luke the Evangelist School - 2012



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

CEO Leadership Conference: Deb Egan, Julie David, Chris McDonald, Marg Yore: 4 staff

CEO International Speaker Series - Helen Timperley: 5 staff

CEO Leading the Implementation of the Australian Curriculum: Deb Egan, Chris McDonald: 2 staff

CEO Launch of ICON School Improvement Model: Deb Egan, Chris McDonald: 2 staff

CEO OSR, Global Budgeting and GER: Deb Egan: 1 staff

CEO Enhancing Principal Leadership Capabilities: Deb Egan: 1 staff

CEO Harnessing the Potential of the Next Generation: Deb Egan, Verona Gridley, Celia Coffa, Chris McDonald, Kathryn Fitt, Marie Kennedy, Michelle Scott: 7 staff

CEO The Year of Luke: Marg Yore: 1 staff

CEO ICON Change 2 Marketplace: Deb Egan, Verona Gridley, Chris McDonald: 3 staff

CEO Annual Report to the School Community: Deb Egan: 1 staff

CEO LNSLN online 2013 briefing session: Janette Clark: 1 staff

Stephanie Alexander Kitchen Garden Foundation (Kitchen Gardens Tour): Michelle Scott, Deb Egan: 2 staff

Autism Professional Development: Marie Kennedy, Rachael Hibbins: 2 staff

nForma Training: Celia Coffa, Deb Egan: 2 staff

ACU Maths Conference: Verona Gridley, Kathryn Fitt: 2 staff

Regional networks are regularly accessed and provide learning opportunities for the following:

Principal:	Deb Egan
Deputy Principal:	Julie David
Religious Education Leader:	Marg Yore
Teaching and Learning:	Chris McDonald
Literacy Leaders:	Janette Clark/Chris McDonald
CeLL (Junior Literacy):	Janette Clark
Numeracy Leader:	Verona Gridley
CLRP Opportunities:	Team and Leader
ELearning/ICT:	Celia Coffa
Student Wellbeing/Student Services:	Janette Clark
Syndal District School Sports Association:	Michael Crowe
Reading Recovery:	Ronnie Etheve
Integration Aide/Learning Support:	Angela Yeates
Administration:	Anne Marie Smith/Mary Perkins

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

51

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$220.00

STAFF COMPOSITION

PRINCIPAL CLASS

2

TEACHING STAFF (HEAD COUNT)

17

FTE TEACHING STAFF

10.7

NON-TEACHING STAFF (HEAD COUNT)

4

FTE NON-TEACHING STAFF

1.89

INDIGENOUS TEACHING STAFF

0

TEACHER SATISFACTION

2012 Insight SRC staff data demonstrated improvement in the alignment of the pillars of engagement, learning, empathy and clarity. There was a slight growth in all pillars except for clarity which remained the same.

A key priority of the school is to develop feedback strategies to build teacher confidence, utilize expertise and have increased opportunities to share learning with each other. The opportunity to dialogue about teaching and learning practice and to challenge and affirm each other will be critical to the improvement framework. Sharing learning and expertise with others within and beyond the school is also an important aspect of enhancing teacher capacity.

VALUE ADDED

- Professional learning opportunities
- Sharing the learning with other schools – several school visits to St Luke’s modelling of classroom practice and the use of contemporary tools
- Sharing the learning with other schools – St. Luke’s staff visited other schools
- Staff presentations at Professional learning Networks – Celia Coffa/Chris McDonald/Marie Kennedy/Verona Gridley
- Local and Global connections and the work of St Luke’s highlighted in online resources eg: Bright Ideas Blog / BrainPop
- Introduction of the School App
- Building leadership team and leader capacity
- Development of ICT resources
- Teaching and Learning leader, Numeracy Leader and Religious Education Leader at level planning
- Inquiry based/Contemporary Learning planning with consultant – Deb Vietri
- Undertaking the Change 2 project at the end of 2011 and completed in Term 1 2012
- Introduction of weekly memos for communication
- PLT’s and ARM’s focus on student learning and reflection around evidence
- Leadership meetings regularly schedules to build capacity

School Community

Goals & Intended Outcomes

To develop effective community partnerships in support of student learning and wellbeing

Intended outcomes:

- That there will be increased connections with the local and global communities
- That the Prep enrolments increase

Achievements

A strong community spirit is evident in all aspects of school life at St Luke's School. Partnership between school and home is encouraged and parents are involved in the faith development and education of their child. Regular communication about curriculum and wellbeing issues occurs via newsletter, intranet and meetings between parents and teachers. There has been an emphasis on emailing our newsletter and teachers are beginning to also send updates via email to make our school more sustainable.

In 2012, the individual and particularly, the class blogs have continued to develop and parents are encouraged to use these as a 'lens' into the classroom environment. We encourage parents to comment, to pose questions and to use these blogs as a further vehicle for



engagement in learning. The blogs have assisted classes and the school make connections with other schools local and globally so that we can learn about the similarities and differences in lifestyle, culture and countries. Classroom activities, excursions, Canteen, Family Picnic, Twilight Sports, Sacraments, Mother's/Father's Day celebrations, Italian Day, Visual Arts Show and working bees all encourage participation and involvement and build the community of our school.

Throughout the year parents participated in classrooms learning – as the voice of experts to share their knowledge and experience with students. Parents led workshops or information sessions and it was excellent to hear them commenting they felt more involved and part of the learning as a result.

St Luke's School Board supported the initiatives of the school and provided a parent perspective. The School Board continued to address the strengths and recommendations for improvement. In the second half of 2012 a 'Parent Forum' was held by the School Board. The findings from this forum will lead change over the next couple of years.

Similarly, the Parent Association and parent representatives supported the school through fundraising and community events. Both parent bodies are essential to the school community and are amazingly generous with their time and enthusiasm for the school. Other community

groups such as Netball also offer further opportunities for involvement. The After School Care group and Uniform Shop also provide an important service for the community. OSH club was introduced as the provider for after school care services and now we have a working partnership with Orchard Grove Primary School to provide Before and After School Care.

VALUE ADDED

- Parent focus groups and forum to gather feedback/input on school issues
- Family Picnic
- Grandparents Day
- Twilight Sports
- Mother's Day Morning Tea
- Father's Day Breakfast
- Visual Arts Show
- Italian Day
- Build stronger links with pre-school centres and local kindergartens by staff visits to the local kindergartens
- increased use of email to advertise blogs
- continued focus on developing partnerships through the use of class blogs and student individual blogs
- School leaders regularly contributed to the newsletter
- New parent notice board
- Working with parish on the 50th anniversary celebration

PARENT SATISFACTION

Parents express general satisfaction in all aspects of the School curriculum, practice and environment. Surveys indicate that they would like to see an emphasis on classroom student behaviour.

General feedback on a daily basis is that parents feel their child is safe and happy but sometimes other children impact on their ability to learn. Parent feedback reflects that there is good communication with the school and that they are able to discuss issues with the class teacher or Principal. This is reflective in the children's comments on building positive relationships.

Opportunity for involvement in the school is varied – such as classroom support, events etc. Experiences such as the Family Picnic, Market Day and our Production provided great experiences for families to celebrate together.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	62,460
Other fee income	57,194
Private income	48,909
State government recurrent grants	436,936
Australian government recurrent grants	1,284,338
Total recurrent income	1,889,837
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,445,357
Non salary expenses	247,670
Total recurrent expenditure	1,693,027
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	88,149
Other capital income	445,000
Total capital income	533,149
Total capital expenditure	519,571
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	16,875
Total closing balance	409,500

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.