



St Luke the Evangelist School Blackburn South

2020

Annual Report to the School Community



Registered School Number: 1628

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Contact Details

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Minimum Standards Attestation

I, Liz Sullivan, attest that St Luke the Evangelist School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

16/03/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

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

St. Luke the Evangelist School, Blackburn South was established in 1962. St Luke's is a Catholic co-educational school that was established from funds provided by the Parish Community. We are characterised by a safe environment with a supportive parent and parish community. We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

We enjoy our contemporary learning facilities, in a secure environment. In 2020 our enrolment number was 196 students. Our school structure was 1 x Prep, 2 x Juniors (Years 1 and 2), 3 x Middles (Years 3 and 4) and 3 x Seniors (Years 5 and 6). Specialist classes in Social Emotional Learning, Library, Languages (Italian), Performing Arts and Physical Education provided students with opportunities to develop their skills and capabilities in many areas.

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 continues to strengthen. In 2020, we continued to embed our Positive School Wide Behaviours for all members of our community when onsite and through our virtual learning spaces. Our school wide discipline emphasises a system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to enhance our positive school environment. As a school community, we also use The Resilience Project practising Gratitude, Empathy and Mindfulness across the school.

Building the charism of St. Luke through the gospels we continued to build the Catholic Identity of our school. Luke's Gospel reminds us that Jesus came to bring the Good News and as disciples of Jesus, our mission is to live in his image. Our whole school focus for 2020 was 'Reach out in Love and Mercy' based around The *Parable of the Prodigal Son* from Luke 15: 11-32.

Principal's Report

In 2020 The Impact of Covid-19 covered all aspects of school life and led to many notifications, changes, adaptations and restrictions which all did their best to adhere to. Staff, parents and students all worked their way through the year doing their best in whatever form that took: 'home school', working from home, isolating, virtual meetings and the list goes on.

Lockdown and Online Learning were challenging for some and not so for others - all students gained something from it and reflections of the students revealed this in their end of year reports. Things such as appreciation, resilience, valuing others were all things our students spoke of along with boredom, frustration and worry.

Financially the pandemic also had an impact and as a result we froze fees for the 2021 school year. Our outstanding school fees were addressed and where fee relief or payment plans were requested we worked with families to find a solution.

The Renovation and Building Project progressed and in late 2020 we successfully had our initial application to the Planning, Building and Finance Committee at Catholic Education Melbourne approved. It has been a long and involved process, but we are now much closer to the end than the beginning which is very exciting. We also worked to address some of our long-standing maintenance issues including drainage, leaks and replacing and repairing playground equipment.

At the conclusion of the 2020 year, Governance of Catholic Parish Primary Schools transferred to Melbourne Archdiocese Catholic Schools (MACS). This means the Parish Priest is no longer the employer of school staff but rather MACS is the employer. The Parish Priest remains a vital person in relation to the pastoral and sacramental life of the Parish school. St. Luke the Evangelist School and Parish worked together to ensure all information and transfers of property etc. were put in place in line with the new governance regulations.

Parish Priest's Report

COVID-19 pandemic this year ... including two lock-downs

- Annual focus for Parish and School: '*Reach out in Love and Mercy*' (Matt. 5:7)
- Liz Sullivan, Principal, begins as ex-officio member of the Parish Pastoral Council
- Communication to Parents/Carers to advise: "*We write to you today to reassure families impacted financially by the pandemic that we want to assist you in every way possible to continue your child's enrolment at St. Luke the Evangelist.*" 22 April 2020
- Partial Funding for School Refurbishment confirmed and process for allocating it gets underway with the choice of Architect and a School Master Plan prepared
- Governance of Parish School transferred to MACS (*Melbourne Archdiocese Catholic Schools*) after receiving ultimatum and directive from the Archbishop
- Signing off on STA and RUBLA documents (*School Transition Agreement and Right to Use Land and Buildings*) to transfer Parish School Governance to MACS (*Melbourne Archdiocese Catholic Schools*)
- Work with Parish School Education Advisory Board to encourage/invite Parish School Families to support and be more involved in the life of the Parish; introduce MACS' directive to transition to School Advisory Council (SAC)
- All celebrations of Parish Sacraments were transferred to 2021
- Retirement of Mary Perkins after 15 years of faith-filled service as our valued Parish School Secretary

Education in Faith

Goals & Intended Outcomes

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

Intended Outcomes:

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 approaches to learning and teaching

Achievements

Through our school vision, combined with the Gospel of our patron Saint Luke, we are called to serve others and live and learn in harmony. Our Lukan theme for 2020 was 'Reach out in Love and Mercy'. This theme reminded us that we are all on a mission to spread God's message of love and mercy to everyone. We linked the concept of mercy to our words and actions towards others - forgiveness, compassion, a friendly face, a welcoming gesture. Just as Jesus shows love and mercy to others, so we aimed to follow in His footsteps.

Our Year 6 leaders continued to lead the way and promote our Lukan theme and values. Our Mini Vinnies/Liturgy leaders were able to assist in the organisation of our only whole school Mass celebration to welcome the new year. This celebration centred around 'Reaching out in Love and Mercy' to one another, enabling all school members a chance to reflect and live out this call to action on a regular basis. During Terms One and Four, the practice of Christian Meditation continued throughout the school every Tuesday, Wednesday and Thursday morning, enabling all members of the school a calm, reflective space in which to start the day.

Our School Choir managed to sing at one Sunday Parish Mass, combined with a Children's Liturgy session also taking place in our Parish Church.

During online learning, classroom prayer continued to take place during Google Meets. The RE curriculum was transferred to online learning with all students receiving at least one hour per week of RE instruction.

Student Semester Reports were condensed, with a written summary for RE in Semester One and a written summary and checklists in Semester Two.

St. Luke's Feast Day was celebrated via video messages and student artwork which was collated into a video recording for all members of Parish and school community. This was a collaborative effort, strengthening the ties between School and Parish.

Level Masses were able to take place at the end of the year, enabling all staff and students to celebrate the conclusion of their school year in a meaningful way.

VALUE ADDED

- Staff in servicing on our Lukan theme
- Student Leadership and participation in Social Justice/Liturgy/ Mini Vinnies initiatives

- Opportunities for community prayer
- Christian Meditation
- Deepening Student Voice - Student leaders facilitating online School Assembly
- Staff attended an online Advent reflection session, deepening their understanding of this special time in the Church calendar
- Senior Classrooms led the school in online Advent assemblies.

Learning & Teaching

Goals & Intended Outcomes

To systematically collect, analyse, discuss and utilise whole school data sets.

That student outcomes and experiences improve.

To build a professional learning community characterised by evidence based, strategic, consistent and accountable practices.

That staff efficacy and practices will improve through explicit and targeted feedback

To have a shared understanding and implementation of differentiation for teaching across all learning areas.

That learning experiences are designed to cater for all individual differences to meet students learning and wellbeing needs

Achievements

At St. Luke's we are a community of learners that strive to improve the learning opportunities for all. During remote learning our teachers, students and parents were able to successfully navigate the learning space with courage and great determination. The following achievements have supported our annual action plan goals for 2020.

- Professional Learning Teams in Literacy, Numeracy, Digital Technologies, Religious Education and Student / Teacher Well-Being
- Scheduled PLT's in both literacy and numeracy to support teachers with current pedagogy. In both literacy and numeracy meetings teachers explored with each other supporting the needs of individual students using data
- Scaffolded teacher capacity for interpreting and planning from data such as PAT Maths and PAT R
- Embedded regular case management meetings alongside the data wall to look at a child of wonder (Lyn Sharratt) Attended the Learning Collaborative, facilitated by Dr Lyn Sharratt (online). Continued Learning Walks with the 5 essential questions. A proforma was developed to help with recordings of these walks
- Continued to use Learning Intentions and Success criteria with a focus of the Assessment Flow Chart from Lyn Sharratt
- Refined our learning intentions and success criteria to upskill teachers to develop cognitively demanding intentions
- Effective planning with the Teaching and Learning Leader involved in weekly planning
- School collaboration on planning through the use of Google Docs.
- Continued to maintain our E-smart School
- Embedded the digital technologies curriculum across the year levels with a specialised teacher. Seesaw and Google Classrooms were used to work remotely across the school
- Continuation and monitoring of Individual Learning Plans for students with specific needs

- NCCD moderation and adjustments were implemented to ensure all diverse needs were met even across the remote learning period
- All classes continued to raise student voice in the teaching and learning process. This was evident through the use of Personal learning tasks
- Continued to use the inquiry mapping tools to align with Victorian Curriculum
- Specialist Programs that provide an opportunity for our students to explore new skills and talents
- Embedded The Resilience Project in a weekly lesson to build students' knowledge of resilience

STUDENT LEARNING OUTCOMES

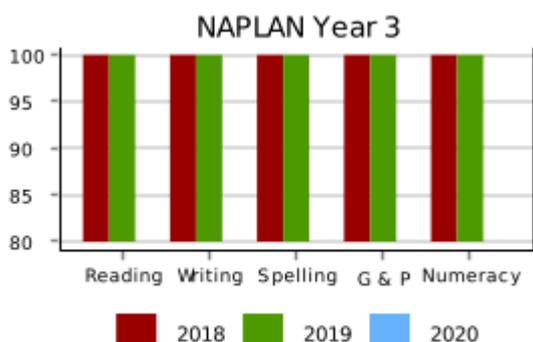
- The Numeracy, Literacy and Learning and Teaching leaders attended professional development regarding a Data plan. Began a system of where teachers are to put their data, so that all can view and interpret results
- Using the data wall displayed growth for a year for students in terms of one year, at, and one year below. Used traffic light system to display this
- Continued to use the SPA Program to track assessment. The PAT R and PAT M data from this package allowed us to interpret and refine the data wall
- Essential Assessment was implemented throughout the school to provide teachers with pre and post data in mathematics. This information was a second source of data used to put on the Data wall
- Changes to the Semester One and Two student reports reflected the Victorian Curriculum and the requirements due to the impact of learning in COVID-19.
- Students were given an opportunity to reflect on their learning and discuss any future goals or learning in the reports

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	96.6	-3.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

That learning experiences are designed to cater for all individual differences to meet students learning and wellbeing needs.

That student outcomes and experiences improve.

Achievements

In 2020, St Luke's continued to strengthen and embed our Positive Behaviour School (PBS) culture. In addition to the Behaviour matrix, a different weekly PBS focus for all members of the school was promoted each week during Term One. This was presented at Monday morning assembly as a PBS Learning Intention and included Success Criteria for the students to aim toward. The PBS expectations of being safe, responsible and respectful continue to underpin all behaviour at St Luke's, in all areas of the school.

As part of the PBS implementation, weekly Social Emotional Learning classes were again facilitated by a Specialist teacher in this area. When we were placed in extended lockdown, these were offered as part of online learning. The practice of Mindfulness continued to assist students in monitoring themselves and self-regulating, when faced with stressful moments. As part of our focus on Wellbeing for the whole school community, we continued to engage with the Resilience Project and focus on Gratitude, Empathy and Mindfulness in all we do at St. Luke the Evangelist.

The Learning Diversity Leader, Learning Support Officers and Learning Support teachers continued to foster personalised learning plans for students receiving Nationally Consistent Collection of Data (NCCD) funding and to identify children requiring extra assistance in learning. These programs were run through regular one to one online meets.

Online Program Support Group meetings for these children, continued to strengthen the partnership between home and school, leading to improved student learning outcomes.

VALUE ADDED

- Building class culture through social and emotional learning including class charters at the commencement of the year.
- Inquiry units with health and social and emotional component
- Parent information evenings online promoting learning and resilience
- Transition program for Prep students
- The Lukan theme encapsulates the Gospel values of Luke, which are enacted through interactions regarding student behaviour and expectations
- Online check-ins with classroom teachers to monitor student wellbeing and engagement

STUDENT SATISFACTION

Students had a mixed response to the year of 2020 as it was something which none of us had experienced.

Student Reflection Report comments indicated the following:

- Feelings of connection online
- Some feelings of isolation as the lock-down continued
- Enjoyment of the changes in approaches which took place with online learning as the year progresses
- Actively engaging in showing work to peers and delivery of completed tasks through video, text, photos and voice recordings
- Appreciation of their teachers and being able to return to school onsite
- Pride in the way they managed themselves through such difficult circumstances

STUDENT ATTENDANCE

During onsite learning, the marking of attendance was as follows:

Nforma - Unexplained Absences Notification

Roll Marking (Teachers/Office Staff)

Teachers are to mark the Nforma roll by 9am

Skoolbag/Voicemail/Phone Call notifications - Office staff will forward message to teachers prior to 9am. The office staff will record all notifications received to cross check against the report before the SMS are sent to parents

VPass - (Office Staff)

Review late children and cross check against Unexplained Absences Report

Nforma - Unexplained Absences Report Generation (Office Staff)

Amend class roles if required

Re-run report if changes have been made

Any absence notifications received through the office after the SMS has been sent to parents, the roll will be adjusted by the office staff

Advise the Deputy Principal if you have no response/explanation from parents by 11.30am

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.7%
Y02	95.1%
Y03	96.0%
Y04	94.6%
Y05	96.4%
Y06	97.7%
Overall average attendance	95.9%

Child Safe Standards

Goals & Intended Outcomes

At St Luke's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)). We take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

Achievements

Staff and parents are required to sign a Code of Conduct each year. New Prep families to the school are engaged in conversation with the Principal during Prep induction and at the Prep parent information night, both of which were held online in 2020.

Addressing the Child Safety Standards requires us to continue to strengthen the many current policies and procedures already in place to protect the safety and wellbeing of all children. We developed and continue to update the following documents:

- Code of Conduct (for school staff, volunteers, contractors and clergy)
- Child Safety Policy
- Child Protection Policy — Reporting Obligations
- Code of Conduct for parents

Our staff have professional development around their reporting obligations and complete online Mandatory Reporting training each year. Everyone connected to our school can help children be safe and keeping children safe is everyone's responsibility in the St Luke's community.

All staff and volunteers must be registered to teach with the Victorian Institute of Teaching (VIT) and have a National Police History Check or have a current Working with Children Check if they are not registered to teach.

Risk assessments are carried out for all excursions, incursions and camps. We also regularly review supervision of students while they are on school grounds during school hours and how best to ensure their safety.

Leadership & Management

Goals & Intended Outcomes

At St Luke the Evangelist our Strategic Intent is:

We promote a culture of continuous Professional Learning to deliver consistent and collaborative Curriculum based on data to enable each student to flourish within a Local Catholic Parish context and the wider community.

Achievements

In 2020, St Luke's continued to focus on Numeracy, and began to evaluate data to assist in ensuring Literacy was also becoming a more particular focus, especially writing.

We began the process of teacher goal setting using AITSL standards to promote areas of growth for teachers in their classroom practice. This was linked to Annual review meetings later in the year.

Our specific intentions were to engage in professional learning and practice that:

- Builds teacher knowledge of the Victorian Curriculum
- Builds teacher knowledge, understanding and use of different forms of assessment data
- Builds teacher understanding of effective pedagogies for building understanding and differentiation
- Builds teacher fluency in undertaking learning and teaching cycles
- Builds student capacity to see errors as opportunities to learn
- Builds student capability to articulate current and future learning

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

After Term One 2020, all workshops and Professional Learning were held in an online format. Staff attended these as required and as they were able to do so.

- Regular Leadership and Staff briefings and Professional Learning Team meetings
- The Learning Collaborative Eastern Region Workshops
- SMART Spelling
- Integrated Catholic Online Network (ICON) Administration and Finance Briefings and Training
- Mandatory Reporting Procedures
- First Aid training (all staff)
- Asthma & Anaphylaxis re-accreditation training (all staff)
- School Governance Briefings

- Eastern Region Student Wellbeing Network
- Eastern Region NCCD Network Briefings
- Eastern Learning Diversity Leaders Network Meeting
- Eastern Region Religious Education Leader Network Days
- Eastern Region Deputy Principal Network Days
- Eastern Region Learning & Teaching Network Meetings
- Digital Curriculum planning, scope and sequence F-6
- Level 2 First Aid training
- Emergency Management training

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$668

TEACHER SATISFACTION

The staff at St Luke the Evangelist were incredibly dedicated and student focused during 2020 in both online and onsite learning. Feedback over time through staff discussions, individual meetings, emails and written feedback encompassed the following:

- Ability to interact online in small groups with students was beneficial
- Staff changed approaches as they became more proficient with online learning platforms
- Videos were made, presentations and demonstrations for student learning sessions created
- Friday Wellbeing days were very beneficial and successful
- Mindfulness videos created meditation opportunities
- Staff meetings online allowed all staff to be involved rather than only those onsite
- Hours worked were longer in preparation and responding to questions email etc. from students working at flexible times to suit their family's needs
- Frustration with lack of engagement from some students over time in online learning
- Great relief and joy at returning to onsite learning in Term Four

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.4%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	78.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	30.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	70.0%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	14.4
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

That students, parents and staff make explicit links between Catholic Social Teaching and Contemporary Life.

That explicit links are lived and lived out through involvement and dialogue in our local Catholic Parish and the wider community.

Achievements

Evidence of achievements in School Community:

- Twilight Sports
- School Leadership contacted all families by telephone to check in on their wellbeing
- Online meetings and participation of various committees and community groups; Parents' Association, Uniform Shop, Parish School Education Advisory Board and Parish Pastoral Council
- Open days conducted by Principal with tours led by School Leaders and transition to online tours during Covid-19 restrictions
- Parent information evenings run by external contractors which were held online and relating to Student and Family Wellbeing and Human Development Education
- Skoolbag App to enhance school and home communication
- Online video newsletter 'Tuesday Newsday' to share student's experiences, achievements and celebrate their learning
- Annual Footy day held online
- Staff Video of hope and connection sent to all families
- Online, video dance classes led by external company for fun, active relief for students and parents

PARENT SATISFACTION

Parents began the year positively, and we held an extremely successful Twilight Sports/Welcome Evening. As the year went on, and restrictions were put in place, some feelings of isolation from the school community surfaced through emails, telephone conversations and online discussions.

Online assembly/newsletters were appreciated and were a positive way for families to engage. Regular and clear communication from the school was appreciated by many parents during the differing degrees of lock down.

Parent Interviews and meetings held online was successful and allowed for flexibility with attendance.

New families for Prep transition were pleased with online meets, information and small group orientation times onsite to meet their teacher and some of their future classmates.

Year 6 graduation was able to go ahead onsite with reduced numbers which was an enjoyable and successful evening. Parents commented that it was very much led by students rather than staff and adults, which was appreciated.