



**St Luke's Catholic Parish
School, CAPALABA**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Luke's Catholic Parish School caters for children from Prep through to Year 6. In partnership with our families, our Parish, the Catholic Education Centre and wider community, St Luke's offers a curriculum which supports the growth and development of the whole child: socially, emotionally, spiritually, intellectually and physically.

Our staff respect the uniqueness and dignity of each child and base teaching/learning programs on sound educational theory and practise. Set amid pockets of natural bushland and native gardens, our modern buildings and facilities offer an attractive and welcoming learning environment for children in Prep to Year 6.

St Luke's provides the perfect blend of the small school community with the resourcing of a large school. The welcoming environment ensures that all students feel safe and happy, leading to a joyful education.

School progress towards its goals in 2021

Catholic identity

Goal: To continue to embed Catholic Perspectives in English and HPE and to look for opportunities to embed in other subject areas.

Strategies:

- APRE to support planning.
- Continued PD from APRE and EO:RE.

Success measures:

- Common language is developed amongst staff.
- Planning includes CP.

Ongoing professional learning has been provided to staff in the area of embedding Catholic Perspectives. These Catholic perspectives are embedded across English and Health units and staff have been able to incorporate these into other subject areas. A reference chart has been created by staff and is located in the planning room for reference when creating units listing our staff common language in English. Unit plans have a dedicated space for the inclusion of Catholic perspectives in each unit.

Catholic identity

Goal: To continue to provide formation opportunities for staff and students.

Strategies:

- Finalise St Luke's Formation Plan
- Provide professional learning opportunities for staff in Formation areas of Community and Sacramentality.

Success measures:

- Self-reflection and evaluation during and end of each unit.

St Luke's created a Formation Plan to provide professional learning for staff using the six BCE formation modules for staff. Two modules were completed in 2021 with further modules to occur over the next four years.

Staff found these spiritually rewarding and provided context for their own faith journey and how this can be linked to the teaching experiences provided during their RE units.

Learning and teaching

Goal: Continue to embed the BCE Effective and Expected practices across the teaching and learning cycles.

Strategies

- Short cycle planning in English continued and Numeracy introduced
- Learning Intentions and Success Criteria for each unit, short cycle plan and English and Mathematics lesson.

Success measures:

- LW&T data.
- Increased student numbers meeting BCE and school benchmark targets.
- Clear alignment of practice and philosophy to school's Vision for Learning and Pedagogical framework as evident in planning and teaching.

St Luke's continued the learning journey of utilising the BCE Effective and Expected practices in all areas of teaching and learning. Teachers are consistently using short cycle planning in English, using a common planning template (across all subject areas), and integrating our language of learning which aligns to the BCE model of pedagogy. Learning Intentions and Success Criteria are visible and evident in RE, English and Maths lessons – with continued emphasis on this in 2022. All teachers use short cycle units in RE focussed on deep and surface learning, core and complimentary scripture and prayers. The teachers are using short cycle units in Mathematics.

A new Vision for Learning was created in 2021 to clearly outline the beliefs about learning and learners at St Luke's. This has provided clear alignment of practice and philosophy from the Vision for Learning to units and teaching cycles.

Our people

Goal: To finalise the creation of and embed the St Luke's Staff Values.

Strategies

- Posters of values and how we demonstrate each value visible to staff.
- Values used as foundation to PD and staff meetings – bring us back to the 'why'.

Success measures:

- Staff collaboration and levels of trust increase visible through direct and open communication.

This year the staff finalised our own staff values. The five values of Respect, Communication, Trust, Positivity and Teamwork are visible and referred to in PD sessions, staff meetings and as our common way of working as professional colleagues. There is a strong bond amongst the staff with a great sense of professionalism, trust and respect which is evident in the way staff communicate and interact.

Diversity and inclusion

Goal: To redefine the processes and practices of our school Model of Support.

Strategies

- 2 Learning Engagement Teachers employed.
- Model of Support process and policy clearly defined and articulated to staff.
- PD from Support Team and PLL.
- Request for Support through Engage.
- 4C's model

Success measures:

- Request for support process streamlined and actioned quicker and with efficiency.

St Luke's created a new model of support in 2021 and this process will continue to evolve in 2022. There was a distinct plan to employ teachers to work in classrooms, using the 4 Cs model to co-plan, co-teach, co-debrief and co-reflect. Our philosophy of the most qualified person working with the students is reflected in the Learning Engagement Teachers and their timetable. Through the Request for Support process on Engage, teachers are able to identify students that through the levels of teaching response require strategic intervention. The weekly Student Support Team use the referrals and identify who or what support is required. Data is also used by the ST:IE and PLL to identify students or areas for further support from the Support Team.

Future outlook

Priorities

Catholic Identity

Goal To create a common language and understanding of our four school values.

Strategies for improvement

- create awards for St Luke's Feast Day that recognise and celebrate students living these values each day
- Align school prayer to values – change last sentence
- information in newsletter for parents

Success measures – student voice articulating what the values mean to them through written and/or visual representation

- reward recipients
- visual representation – mosaic, pathway, signs etc etc TBC

Diversity and inclusion

Goal To build our connections to the First Nations Peoples (Qandamooka) and the land.

Strategies for Improvement

- renaming of classroom blocks to Jandai language + new art images on buildings
- participation in UQ PHD The Arts and Indigenous Culture project
- January PD Cultural Immersion day for staff
- RAP working committee
- Revitalisation of Bush Tucker garden to include native plants

Success Measures

- submitting RAP to Narragunnawali
- continue to recognise First Nations Peoples through St Luke's Mob leading the Acknowledgement of Country

Learning and Teaching

Goal To build a common understanding and consistent use of the Instructional Loop within all classrooms, with an emphasis on assessment and feedback.

Strategies for improvement

- create a professional learning community to share and mentor expert teaching and learning ideas.
- professional development for teachers on effective feedback strategies
- creation of banks of annotated samples for teacher (on portal) and student reference (in classrooms)
- enhancing reporting feedback to parents
- create EIA to detail specifics

Success measures

- students have greater clarity around their learning journey – what are they learning and what do they need to improve
- improved student learning outcomes – PM, NAPLAN, SRS data
- greater clarity for parents around student progress

Learning and Teaching

Goal To build a common understanding and consistent approach to the writing process.

Strategies for improvement

- professional development for staff in area of writing with PLL, BCE EO and external consultants
- Common approach to writing creating a St Luke's writing process – specific steps and language

Success measures

- improvement in NAPLAN results
- St Luke's writing process clearly defined and used across P-6
- consistency of practice across school (reduce variance)

Wellbeing

Goal To embed the wellbeing strategy of Zones of Regulation across school.

Strategies for improvement

- Guidance Counsellor to provide lessons in each classroom introduce the three zones, associated emotions and strategies to remain in the green zone.
- teachers to complete follow up lessons as part of the Health curriculum
- ensuring posters are visible in all rooms and are referred to regularly
- teachers use red, orange and green symbols to check in with student wellbeing

Success measures

- students can articulate in what zone they learn best and what zone they are in currently
- high levels of student engagement in classrooms
- reduction of students being sent to office, ST:IE room or needing Blue Room at play time and Engage incidences

Our school at a glance

School profile

St Luke's Catholic Parish School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	349	179	170	5

Student counts are based on the Census (August) enrolment collection.

Families who attend St Luke's School are drawn from the suburb of Capalaba and nearby areas. The nearby properties are a combination of acreage (Capalaba West and Sheldon) and higher density housing nearer to the commercial centre in Capalaba. St Luke's is a diverse community in terms of socioeconomic status and educational background. St Luke's primary school has a strong connection to St Luke's Childcare Centre which is situated on the Parish grounds, this provides a smooth transition for young learners into our community. Brisbane Catholic Education and St Luke's have a dedicated approach to supporting students with learning needs. Student learning at St Luke's is informed by data gathering processes for individuals as well as groups. The data informs our decisions about learners and learning, and 2020 results indicate further improvement in many areas. The student body as a learning community has experienced significant improvement in recent times.

Curriculum implementation

Curriculum overview

St Luke's offers a wholistic curriculum that is based on the Australian Curriculum and related resources. The P to 6 Curriculum in 2021 offers a comprehensive program which is focused on the foundations of literacy and numeracy. Brisbane Catholic Education provides resources and support for our school community as we endeavour to support the 'lifelong learning' needs of our students. In addition to the key learning areas which are a feature of all Catholic School communities, St Luke's offers the following distinctive curriculum initiatives and extra-curricular offerings:

- 'School Wide Positive Behaviour Support' – underpins our student behaviour program. This program involves the development of simple rules and expectations that are set within a positive rewards system. The program also involves students in the development of a class charter, which determines behavioural expectations in each classroom. This is supported by a variety of programs which build social and emotional skills.
- Specialist teachers in Art, Music, HPE, Japanese and Dance.
- A speech pathologist for two days per week to work with identify students with speech language needs and building capacity in teachers to work with these students.
- Primary Learning Leader to assist and support with planning, monitoring and assessing learning activities for all students within the BCE learning framework.
- Support Teacher and Learning Engagement Teacher to work with students who require support to engage in learning, have learning difficulties and to challenge and extend those able.
- Coding, Robotics, Engineering lessons and clubs across Prep to Year 6.

Extra-curricular activities

St Luke's offers a wide variety of extra-curricular activities including:

- Instrumental Music Lessons.
- Piano lessons.
- Canberra Tour for Year 6, Outdoor Education camp for Year 5, excursions for Prep to Year 6.
- Leadership and community service activities for Year 6.
- Auskick, Basketball and Netball programmes, Chess Club, Dance, Drama and Sport Aerobics groups held at St Luke's school.
- St Luke's Arts Night and School Choir performances.
- Cross country & athletics training for all students in Prep to Year 6.
- Sporting events connected to Redlands District and Catholic Schools cluster: swimming, cross country and athletics.
- Inter-school sports for all students Years 5 and 6 in netball, soccer, AFL, touch, cricket and volleyball.

How information and communication technologies are used to assist learning

St Luke's views the use of information and communication technologies as a means to support learning in a digital age. Each student from Prep to Year 6 has their own school supplied iPad. Students in Years 4 to 6 are permitted to take their device home to support their learning at home. The devices are used across all areas of the curriculum using a variety of apps and online resources. Teachers have been led by BCE EO ICLT Curriculum professional learning to utilise ICLT in teaching and learning experiences.

Social climate

Overview

St Luke's Catholic Parish School, Capalaba was established by the Presentation Order and their founder, Nano Nagle is famous for her saying "Not words, but deeds". Today, St Luke's Catholic Parish School promotes a social climate that is Catholic, inclusive and focused on quality education. The school's Vision and Mission focus in a very significant way on promoting gospel values, social justice in action, care for each other and care for the environment. St Luke's takes its place among the Catholic schools in the Redlands to bring "Christ into our Living". St Luke's builds a positive social environment by: Guidance Counsellor (two days per week), Friends for Life program, Year 6 Leadership program, Schoolwide Positive Behaviour Support, Buddies, the religious and prayer life of the school. The School Board supported by an active P&F association, promotes partnerships within and beyond the school. The staff of St Luke's are active in their support of the students within the school context and outside the school in many and varied extra-curricular activities.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	98.3%
School staff demonstrate the school's Catholic Christian values	96.7%
Teachers at this school have high expectations for my child	91.5%
Staff at this school care about my child	95.1%
I can talk to my child's teachers about my concerns	96.7%
Teachers at this school encourage me to take an active role in my child's education	88.5%
My child feels safe at this school	95.1%
The facilities at this school support my child's educational needs	93.4%
This school looks for ways to improve	93.2%
I am happy my child is at this school	88.5%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	92.5%
I enjoy learning at my school	90.0%
Teachers expect me to work to the best of my ability in all my learning	94.3%
Feedback from my teacher helps me learn	95.7%
Teachers at my school treat me fairly	90.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	84.3%
I feel safe at school	85.6%
I am happy to be at my school	87.1%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	97.4%
School staff demonstrate this school's Catholic Christian values	94.6%
This school acts on staff feedback	94.3%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	86.8%
In general students at this school respect staff members	92.1%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	97.3%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parent involvement is an essential aspect of school life at St Luke's. Our P&F association plays a vital role in nurturing our sense of community, in supporting the maintenance and improvement of the learning environment for our students, and in addressing and responding to broader educational issues. Under the umbrella of the P&F, parent class representatives are nominated each year to enhance communication between parents and the school. School and community life at St Luke's are closely linked to the community life of the St Luke's Catholic Parish family. At the commencement of the year, Parent information sessions and Parent Partnership interviews provide an opportunity for parents and teachers to develop a shared understanding and commitment to the children in their care. St Luke's offers multiple other opportunities for parents to meet informally or formally with the teacher, including opportunities to discuss diverse student learning needs with the Support Teacher: Inclusive Education. Parents of students on Personalised Learning Plans meet regularly to monitor and review the adjustments made to support learning. The Pastoral School Board supports the strategic direction of the school and is a gathering of staff, Parish and parent representatives.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	29	15
Full-time Equivalents	23.4	8.5

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	7
Bachelor degree	16
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives in 2021 were as follows:

- Numeracy
- Catholic Perspectives PD
- ICLT PD
- Literacy effective and expected practices
- Differentiation practices – catering for all learners
- Senior First Aid and CPR re-certification
- Refinement of planning and PLP practices and templates.

Covid-19 prevented several planned PD events from occurring in 2021.

The proportion of the teaching staff involved in professional development activities during 2021 was 98%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.4%

Average attendance rate per year level			
Prep attendance rate	94.6%	Year 4 attendance rate	93.5%
Year 1 attendance rate	93.5%	Year 5 attendance rate	92.0%
Year 2 attendance rate	94.7%	Year 6 attendance rate	92.2%
Year 3 attendance rate	93.0%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use the eMinerva system to record student attendance and absences. If a student is absent for more than 3 days without explanation, the parents are contacted by school leadership to determine a reason for the absence and confirmation of a return date. Attendance is taken twice each day (by 9.00am and 2.00pm) with parents being contacted if their child is absent without explanation. If a student is absent for part of a day or for a longer period, it is recorded using eMinerva. St Luke's supports the BCE goal of 90% attendance for all students. To assist in achieving this goal parents are informed of the importance of attendance via school communication and students maintaining high attendance levels are rewarded.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	
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7. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

8. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.