

2022



2022

ANNUAL REPORT

DEE WHY | BAYVIEW

CELEBRATING
30
YEARS OF ST LUKE'S

ST LUKE'S
GRAMMAR SCHOOL



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INTRODUCTION

Education and Financial Reporting

Policy

The School will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School as required from time to time.

Procedures - Annual Report

Procedures for implementing the policy include:

- The Principal will be responsible for coordinating the final preparation and distribution of the Annual Report to the NESA and other stakeholders as required.
- The Deputy - Curriculum is responsible for the collection, analysis and storage of performance in State-wide tests and examinations and providing the relevant data and information to the coordinator for inclusion in the Report.
- The Principal will be responsible for collecting, storing and providing data for details on all teaching staff.
- The Deputy - Curriculum and the Admissions Coordinator will be responsible for collection, storage and providing relevant data on retention rates and enrolment policy.
- The Head of Senior School and Heads of Junior Schools will be responsible for providing information on policies relating to student welfare, discipline, and reporting complaints and resolving grievances.
- The Principal in consultation with the School Executive sets the School determined improvement targets and the Deputy - Curriculum in conjunction with the Principal will provide the information for the Report.
- Determination of the specific content to be included in each section of the Report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the Report in an appropriate form to send to NESA.
- Setting the annual schedule for:
 - > delivery of information for each reporting area to the co-ordinator.
 - > preparation and publication of the Report.
 - > distribution of the Report to NESA.

Requests for additional data from the NSW Minister of Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal will be responsible for coordinating the School's response.

The Principal is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form.

DEST Annual Financial Return

The Anglican School Corporation will be responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

THEME 1

A Message from Key School Bodies

St Luke's Grammar School

St Luke's Grammar School is an independent Anglican, co-educational school, with approximately 1300 students across our two campuses on Sydney's beautiful Northern Beaches. One campus is located in Dee Why (Pre-K to Year 12) and a second campus is in Bayview (Pre-K to Year 6).

Since its establishment in 1993, St Luke's Grammar School has built a reputation for learning excellence. In 2014, the Teaching and Learning framework, **LEARNING@STLUKE'S**, was introduced, and it has enabled students to thrive in a culture that places value, not only on learning outcomes, but also on building student agency in learning, and character development. The **LEARNING@STLUKE'S** framework was audited in 2022 and now includes wellbeing dispositions that students apply as part of their learning. **LEARNING@STLUKE'S** is directly linked to the aims of the School, which are:

- Solid Christian Foundation - St Luke's is a place where students, staff and parents can express and explore the Christian faith.
- Learning Excellence - Students are challenged to grow as a learner equipped with the skills necessary for the world beyond the School gate.
- Steadfast commitment to Student Welfare and Pastoral Care - The School promotes the resilience and the well-being of students and encourages staff and parents to work in partnership to support students as they develop holistically.

A Message from the School Council



2022 was a milestone year for St Luke's Grammar School, celebrating thirty years since it was formed in 1993. A lot has happened since then. We've more than doubled from the 488 students to a School with two campuses and a third on the way at 800 Pittwater Road. The School is a well-respected and much-in-demand school on the Northern Beaches.

St Luke's reputation of excellence in learning continued with the Class of 2022 achieving 33rd in the State HSC and the first non-selective school on the Northern Beaches. The School has maintained its ranking as the top Independent School on the Northern Beaches consistently since 2013. NAPLAN results for 2022 were also very strong with close to 90% of students across all years achieving in the top 3 Bands, well above State average.

After consulting widely for input, a new Strategic Plan for 2023 - 2027 has been launched. It has five strategic pillars which will drive the school's focus over the next five years:

1. A flourishing community
2. Personal best, together
3. The whole person matters
4. Passion for service
5. An eye on the future

Intentional focus on the whole person led to the appointment of two new staff in 2022 - our Head of Ministry and Service and Head of Wellbeing. Together they've brought new energy and passion to the critical areas of spiritual, physical and mental health. A third staff appointment, our new Student Futures Specialist, is an essential resource for older students as they navigate the often confusing world beyond the school gate.

Facility improvements for the schools have been boosted with the Development Application for the final stage of the Sports Centre at 224 Headland Road approved. Construction on the second full-size basketball court and additional sports facilities will commence in 2023.

Finally, the partnership between staff and parents, with the support of the Principal and Executive, demonstrates the strength of values and the resourcefulness of the community at St Luke's. The School Council is especially grateful for the outstanding leadership of the Principal, Executive and staff.

Mrs Victoria Hayman
Chair of Council

A Message from The Principal



2022 was St Luke's 30th year as a co-educational C-12 school but the history of St Luke's goes well beyond the 30 years we celebrated this year. In 1962, 61 years ago, two schools were set up on the Dee Why site - Roseby Preparatory School & St Luke's Anglican School for Girls. Peninsula Grammar (Boys) School was founded at Warriewood in 1982, 41 years ago, but it wasn't until 1993 that these three schools merged to form St Luke's Grammar School. More recently, our Bayview Campus has become part of St Luke's but a school has been on the Loquat Valley site in Bayview since 1948 - so St Luke's Bayview is actually 75 years old this year. We marked 30 years of St Luke's with a *Twilight Festival* - a community celebration with over 2,000 people in attendance, highlighting our wonderfully engaged and supportive school community.

This year once again saw our incredible Year 12 students achieve exceptional results in the HSC. We are very proud of our students and staff for achieving results that placed us 33rd in the state in the 2022 HSC examinations, with 10 all-rounders and 50% of our students achieving an ATAR over 90. This is an outstanding achievement for a non-selective school and in fact makes us the top non-selective co-educational school in NSW north of the harbour. Our school's success is due to the hard work of all of our students, staff and the wonderful support of our families. The collective efficacy of all staff leads to the strong learning culture we enjoy at St Luke's.

During 2022 we conducted a thorough review of our **LEARNING@STLUKE'S** Framework. The review involved focus groups, surveys and discussions with staff and students to determine what was working and what in the framework could be refreshed and improved. The "new" **LEARNING@STLUKE'S** framework captures much of what it means to be a powerful learner and also now includes our wellbeing dispositions to help students understand their emotions and develop strategies to stay mentally healthy. I often describe **LEARNING@STLUKE'S** as a Learning and Character Development Framework, but now it is even more holistic, recognising the importance of wellbeing in achieving our potential as learners, as well as flourishing as people.

In 2022 we developed our new Strategic Plan, which was launched at our Presentation and Celebration events at the end of the year by School Council Chair, Victoria Hayman. This Strategic Plan was developed with wide consultation and will guide us as a school over the next five years. We think the Mission Statement accurately captures the essence of who we are as a school - *we are a community where everyone is known and together we pursue excellence in education and Christian character, equipping graduates to serve and impact the world.*

As an Anglican School, our Christian faith underpins our values and our desire to help every child achieve their potential in an environment of inclusivity and opportunity. The School Executive has developed one and five year goals around each of the Strategic Pillars and we are looking forward to implementing some great initiatives to provide further opportunities for our students.

The incredible talent of St Luke's has been on show at the many performing arts events this year, like our Junior School Musical, *Moana*, as well as Senior and Junior Gala Concerts, inclusion in the Manly Jazz Festival and *Stories in the Dark* drama performances. The new Senior Dance program has been a welcome addition with two eisteddfod groups in 2022 enjoying the new sprung floor in the Corbett Centre.

The appointment of a Head of Basketball in 2021 and Head of Football in 2022 has led to more robust programs to develop our sportspeople. Over 100 students also have surf lessons each week and these programs are going from strength to strength. Our new indoor basketball court has had constant use since opening and our sports offerings now include a running club, touch football, 24 spin bikes, Peninsula Cup tennis, kayaking and new fitness classes.

Capital works projects this year included the new Design & Technology workshops with a clever design to provide light, visibility and updated equipment. All Dee Why administration offices were refurbished and the expanded sick bay, staffed by our very kind Nurse Kate, has also seen positive improvements in care.

As we began 2022, there was some trepidation as to whether COVID would continue to impact school operations. Happily it was back to "business as usual" in most domains, however, we are looking forward to rebuilding our service program in 2023. It has been a joy and privilege to lead the school through 2022 and I am grateful for the wonderful support of our students, staff, parents and School Council.

Mr Geoff Lancaster
Principal

Community Engagement

The role of Volunteers in our School Community is invaluable. This year we saw over 180 Community Volunteers engage across the Bayview and Dee Why Campuses.

In 2022 we welcomed 180 volunteers on-site, these consisted of our wonderful Community Parents and Community Representatives generously connecting and supporting our St Luke's families.

We also had volunteers assist in the learning hub, the canteen's, supporting the music and drama productions; packing over 1,700 gifts for the Mother's and Father's Day stalls and assisting at the Junior School Disco where we had 430 children wanting their faces painted and a BBQ dinner cooked for them. There were many other moments where the community said 'yes'. Thank you for your enthusiasm and your valuable time. If you are interested to volunteer at St Luke's please do contact the Community Engagement Team

In June we saw the return of the very popular St Luke's Community Trivia Night, with 300 parents and staff in attendance. The John Scott Hall was transformed into a fabulous environment where each table of friends chose their own dress-up theme. It was a lot of fun with lots of laughter. The Trivia Night is a *friendraiser* for the school community, however with some amazing raffle prizes and terrific auction items we raised over \$15,000 on the night, which is incredible. This money has been donated to World Vision's Working to serve First Nation's Communities' program:

<https://www.worldvision.com.au/global-issues/work-we-do/supporting-indigenous-australia>

Our Mother's and Father's Day breakfasts were able to be held at both campuses and they were beautiful events, bringing the community together. Such a lovely way for the students to share a breakfast with their parents, grandparents, or special friends.

It has been our pleasure to collaborate with the school community, engaging with Students, Staff and Families. We look forward to connecting with you in 2023.

THEME 2

Contextual Information about the School and the Characteristics of the Student Body

The School's Mission - We are a community where everyone is known and together we pursue excellence in education and Christian character, equipping graduates to serve and impact the world.

The learning culture at St Luke's Grammar School is based on an environment that promotes powerful learning and seeks to develop character. Students are encouraged to not only learn the content required for external examinations such as the HSC, but to also strengthen their capacity to learn.

Our lessons are designed in a dual-focus mode, allowing students to engage with knowledge and understanding through the **LEARNING@STLUKE'S** character dispositions. Students are guided towards:

- becoming young people of virtuous character who bring about restoration in our world as people of kindness, grace, compassion, humility, justice and joy;
- strengthening their emotional aspects of learning as resilient learners;
- developing their cognitive capacities as resourceful thinkers;
- engaging in deliberately relational aspects of learning and grow their relational abilities;
- becoming adaptable in managing their strategic aspects of learning through reflectiveness.

In focusing on these dispositions, students are also encouraged to use their skills to impact on the lives of others positively. Furthermore, students have opportunities to flourish as human beings, and serve one another and members of their community, seeking ways to restore our broken world.

The **LEARNING@STLUKE'S** framework serves to amplify the aims of the School, which are to build a learning culture that provides students with a:

- Solid Christian Foundation
- Strong Focus on Learning Excellence
- Commitment to Student Welfare

LEARNING@STLUKE'S

<p>Kindness</p> <p>Interact with patience and generosity; be helpful and friendly toward others.</p>	<p>Grace</p> <p>Show understanding towards one another by withholding judgement; celebrate the success of others.</p>	<p>Justice</p> <p>Treat others with respect; ensure your behaviour and contributions support the learning and wellbeing of everyone; give everyone the same chance for their voice to be heard.</p>	 <p>Be Restorative</p>	<p>Compassion</p> <p>Be mindful of the suffering and struggles of those around you; when you see a need, act upon this.</p>	<p>Humility</p> <p>Recognise the possibility of learning from others; dedicate yourself to seeking truth even at risk of being wrong.</p>	<p>Joy</p> <p>Respond to circumstances with hope and gratitude, rejoicing in the love of God and trusting that He is in control.</p>
<p>Self-awareness</p> <p>Identify and understand your emotions, thoughts, and values and how they influence your learning and life. Recognise your strengths and limitations with a sense of confidence.</p>	<p>Emotional Management</p> <p>Manage your emotions, thoughts and behaviours. Lessen the impact of negative emotions; build positive emotions to improve your wellbeing.</p>	<p>Coping</p> <p>Nurture, protect and replenish yourself through positive relationships, learning, community and faith to carry on through difficult times in life.</p>	 <p>Be Resilient</p>	<p>Managing Distractions</p> <p>Concentrate on the task at hand; know when to take a break and refresh yourself. Create your best learning environment to maintain focus and be absorbed in your learning.</p>	<p>Perseverance</p> <p>Show determination and courage by working through challenges. Recognise that mastery of any learning requires consistent effort and deliberate practice.</p>	<p>Recovering</p> <p>Bounce back from frustration or failure in your learning. Try a different approach; don't get bogged down when things don't go to plan; be flexible and adapt in light of changing circumstances.</p>
<p>Movement</p> <p>Move your body to boost your mood, fitness, concentration, alertness and improve the quality of your sleep.</p>	<p>Rest</p> <p>Get a good night's sleep to have energy for the day. Have regular downtime to close stress cycles and replenish your attention and motivation.</p>	<p>Nourish</p> <p>Keep well hydrated and eat a wide variety of nutritious food to keep you in good health and maintain energy levels. Immerse yourself in nature.</p>	 <p>Be Resourceful</p>	<p>Reasoning</p> <p>Use your logical and rational skills to analyse and think deeply about complex situations; critique information and construct valid arguments.</p>	<p>Capitalising</p> <p>Identify and make the most of the resources and opportunities available to you from the wider world; benefit from the learning of others when developing solutions.</p>	<p>Curiosity</p> <p>Adopt an inquisitive attitude to life; ask questions of yourself and others; creatively explore possibilities and imagine innovative solutions; be adventurous in your investigations; try things out to see what happens.</p>
<p>Relationships</p> <p>Establish and maintain supportive and inclusive interactions with others; respect personal boundaries; help to ensure that everyone belongs in the St Luke's community.</p>	<p>Empathy</p> <p>Actively listen to others to value and understand their perspective. Have an awareness of the connection between the actions of others and their feelings, thoughts and words.</p>	<p>Contribution</p> <p>Look beyond yourself; serve others, especially those in need. Offer help with compassion, generosity, and respect.</p>	 <p>Be Relational</p>	<p>Interdependence</p> <p>Know when it's appropriate to learn on your own or with others; value the role others can play in your learning and the impact you can have on their learning.</p>	<p>Collaboration</p> <p>Maximise the impact of group activities by utilising roles and responsibilities; draw on the strengths of team members to achieve learning goals together.</p>	<p>Imitation</p> <p>Intentionally adopt values, habits or effective methods that are modelled by others.</p>
<p>Goals</p> <p>Set goals to provide a sense of purpose, accomplishment and direction in life. Create good habits; identify and break bad habits.</p>	<p>Meaning</p> <p>Know what gives you value and purpose; consider the sense of meaning and belonging that the Christian faith can bring; focus on what is really important; have confidence in the face of adversity.</p>	<p>Decision-making</p> <p>Make thoughtful, caring, constructive and ethical choices about your behaviour and social interactions. Evaluate the benefits and consequences of your actions for personal and collective wellbeing.</p>	 <p>Be Reflective</p>	<p>Organising</p> <p>Plan and implement effective strategies towards achieving your learning goals; think about the obstacles you may encounter and how you might overcome these; plan regular times to revise previous learning.</p>	<p>Making Links</p> <p>See connections between concepts and experiences; notice subtle patterns and details to weave a web of understanding. Pull out the essential features and carry them forward to aid further learning.</p>	<p>Meta-learning</p> <p>Know yourself as a learner through self-evaluation; understand the learning process and apply to your own learning; monitor and review your learning.</p>



Solid Christian Foundation

The School's Motto is "*Christ our Light*".

St Luke's, while an Anglican school, enrolls students from many different faiths and backgrounds. The demand for St Luke's continues to increase, as families choose the School because of its welcoming, inclusive and service oriented culture.

As an Anglican School, students will experience an inclusive community which treats each person as important because they are made in the image of God. The School applies an intellectual rigour to all subjects and also to the study of the Christian faith. Students are encouraged to bring an open and critical mind as they learn about the rich Christian heritage of our society and what it can offer us today. The Christian life of the School, experienced in Chapel, Christian Studies and in the community, seeks to be one of restoration, through grace, kindness, compassion, justice, humility and joy.

Strong Focus on Learning Excellence

With a mission to provide a high quality education within a learning community which values life-long learning, St Luke's aims to develop students as resilient, resourceful, reciprocal, reflective and restorative learners.

Students set academic goals, and reflect upon their learning strategies and progress in order to achieve their goals.

While St Luke's Grammar School is academically non-selective, the academic achievements of our students are outstanding. Students have consistently achieved exceptional results in the HSC, the National Assessment Program for Literacy and Numeracy (NAPLAN) tests and ICAS Competitions.

The HSC results for 2022 were commendable and revealed some excellent achievements reflecting the continuing trend in high achievement by the students. The 2022 HSC results ranked St Luke's as follows:

2022 Ranking
2nd on the Northern Beaches - After Manly Selective High School
1st on the Northern Beaches - 1st Independent School on the Northern Beaches.
Top co-educational Independent School north of the Harbour Bridge.

In recent years, St Luke's Grammar School has achieved the ranking of "Top Independent School on the Northern Beaches" a number of times: 2008, 2009, 2010, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020 2021 and now again in 2022..

Commitment to Student Welfare

The health and well-being of all students is central to the mission of St Luke's.

The School has established student welfare structures to encourage students in positive endeavour and to discourage students from, and educate them about, inappropriate behaviour.

Student welfare is managed in both Junior School campuses by the respective Heads of Junior School, assisted by the Stage Co-ordinators, and in the Senior School, by the Head of Senior School, who is assisted by the Year Coordinators.

Location and Facilities

The **Dee Why Campus** (Cottage - Year 12) is located on Headland Road, on top of the hill behind the iconic Officeworks / Fitness First buildings, on the border of Dee Why and North Curl Curl. The School is situated in a suburban neighbourhood setting, with beautiful ocean views to the south and the Stoney Range Regional Botanic Garden to the north.



The **Bayview Campus** (Cottage - Year 6) is located at 1977 Pittwater Rd (corner Loquat Valley Road), Bayview, adjacent to the waters and parks of Pittwater.



Cottage (Pre-School) Program

Cottage consists of either a 5-Day or a 3-Day 'School Readiness' program for children turning four years old by 31 March. Cottage students experience a delightful introduction to the rich and exciting world of learning at school.

At the **Dee Why** Campus, there are two Cottage (Pre-School) programs, each with a classroom teacher and a teacher's aide. One program (5-Day) runs from Monday-Friday and a second program (3-Day) runs from Monday-Wednesday.

The **Bayview** Campus also provides a 5-Day program and a 3-Day program, from Monday to Wednesday. Each class also has a lead teacher and a teacher's aide.

The Cottage Program provides a developmentally appropriate blend of play-based and more formalised learning activities in a resource-rich environment. In addition to Literacy, Numeracy and experiential play, Cottage students receive specialist teaching in Music, Languages, PE, Christian Studies and Information Skills.

Junior School (Kindergarten to Year 6) - Dee Why and Bayview Campuses

The Junior School is a dynamic and busy environment for approximately 600 students from Cottage to Year 6 at the Dee Why and Bayview Campuses.

At the **Dee Why** Campus, there are two classes in each Year group, with approximately 23 - 27 students per class. There are additional teacher's aides and specialist teachers assisting in all Year groups on a regular basis.

At the **Bayview** Campus with current demand indicating future growth, it is projected that Kindergarten to Year 6 will have 2 classes per year group. Currently there is one stream in K-2 and Year 6 with approximately 20-28 students per class. In Years 3 –5 there are 2 streams with approximately 28 – 34 students per class. There are additional teacher's aides and specialist teachers assisting in all Year groups on a regular basis.

The St Luke's Junior School has a well-established reputation for its caring and supportive environment and is characterised by the importance it places on the development of relationships, based on mutual respect, between all members of the School and the wider community.

The Junior School's core purpose is to ensure develop a life-long love of learning and know themselves well as learners. It is the commitment of each member of staff to provide a rigorous and differentiated learning experience for each student within an environment that is defined by fun, engagement, discovery and curiosity.

Senior School (Years 7 to 12)

St Luke's provides an environment where students are encouraged to be resilient and resourceful learners, confident to challenge assumptions and being comfortable with questioning. Reciprocal learning allows them to be reflective and open to the ideas of others, while fostering a strong sense of self as a learner. Academic programs at St Luke's Senior School aim to foster a joy for learning through the development of 21st Century learning skills. Students are challenged to reach their potential and are actively encouraged to strive for academic excellence.

In 2022, Years 7 – 12 at St Luke's are 5-stream, with approximately 135 students per Year group.

At St Luke's, we have reshaped our approach to teaching and learning; we maintain a strong emphasis on literacy and numeracy, while at the same time encouraging our students to become more powerful learners. Hence, teaching and learning programs have a two-fold focus:

1. Developing a student's capacity to learn, and
2. Addressing the content and skills specified within each subject syllabus.

Teaching and learning programs for Years 7 to 9 students have been developed to cater for the specific and unique learning needs of adolescents at a time when there are profound changes in their physical, intellectual, social and emotional development.

Teaching and Learning programs for Years 10 to 12 students cater for young men and women preparing for life beyond School. There is a strong emphasis on the development of leadership skills, independence and responsibility. Students are prepared well for the Higher School Certificate and supported appropriately to deal with the related pressures and demands. The broad range of elective subjects, sports and co-curricular opportunities on offer is supported by a committed and professional staff.

Governance

St Luke's Grammar School is governed by the Anglican Schools Corporation. The Board of Anglican Schools Corporation appoints a local Council to manage the School.

Members of Council

Mrs Victoria Hayman (Chair)
Mr John Turner
Mr Matt Elkan
Mr Martyn Mitchell
Mrs Cassandra Matthews
Mrs Sophie Stokes
Mr Nathan Campbell

Ex Officio

Mr Geoff Lancaster, Principal
Ms Jane Hughes, Business Manager
Mr Michael Newman, Anglican Schools Corporation

At each Meeting, Council Members are required to Declare any Conflict of Interest or any change to their status as Responsible Persons. There are policies requiring this and the training of Board Members.

THEME 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN)

In May 2022, the National Literacy and Numeracy Assessments were undertaken by students in Years 3, 5, 7 and 9.

In Years 3, 5, 7 and 9 in all elements, St Luke’s students achieved a mean above the National Average.

The elements contributing to the Literacy score are Reading, Writing, Spelling and Grammar and Punctuation.

The elements contributing to the Numeracy score are Number, Algebra, Measurement and Space.

NAPLAN Results

The results of 2022 NAPLAN are available at: <http://www.myschool.edu.au>

Performance Band Achievement as a Percentage of Student Number

2022 NAPLAN Test	Year 3 Percentage of students in band		Year 5 Percentage of students in band	
	Bands 3 – 6	Bands 1 – 2 (Band 1 is Benchmark Year 3)	Bands 4 – 8	Bands 1 – 3 (Band 3 is Benchmark Year 5)
Reading	96.2	3.8	100	0
Writing	98.7	1.3	98.9	1.1
Spelling	98.7	1.3	98.9	1.1
Grammar	97.4	2.6	100	0
Overall Numeracy	100	0	98.9	1.1

2022 NAPLAN Test	Year 7 Percentage of students in band		Year 9 Percentage of students in band	
	Bands 5 – 9	Bands 1 – 4 (Band 4 is Benchmark Year 7)	Bands 6 – 10	Bands 1 – 5 (Band 5 is Benchmark Year 9)
Reading	99.3	0.7	99.2	0.8
Writing	100	0	98.4	1.6
Spelling	100	0	99.2	0.8

Grammar	99.3	0.7	98.4	1.6
Overall Numeracy	100	0	100	0

Average School Achievement in Comparison to National Average 2022

LITERACY – Reading 2022	Year 3 (Bands 1 – 6)	Year 5 (Bands 3 – 8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	493	555	595	628
National Average	438	510	543	578

LITERACY – Writing 2022	Year 3 (Bands 1 – 6)	Year 5 (Bands 3 – 8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	455	516	576	615
National Average	422	484	530	560

LITERACY – Spelling 2022	Year 3 (Bands 1 – 6)	Year 5 (Bands 3 – 8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	442	524	581	607
National Average	418	505	547	577

LITERACY – Grammar 2022	Year 3 (Bands 1 – 6)	Year 5 (Bands 3 – 8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	473	529	581	622
National Average	433	499	533	573

NUMERACY 2022	Year 3 (Bands 1 – 6)	Year 5 (Bands 3 – 8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	459	534	604	638
National Average	400	488	546	584

THEME 4

Senior Secondary Outcomes

Granting of Records of School Achievements

All students entered for the Higher School Certificate in 2022 completed the HSC Examinations and have received their HSC Testamurs and Records of Achievement from the NSW Educational Standards Authority. No students applied prior to or additionally for Records of School Achievement.

Results of the Higher School Certificate 2022:

The students performed at a high standard in the Higher School Certificate in 2022.

- 56% of students achieved one or more of the Band 6 results.
- 73% of students achieved one or more of the Band 5 results
- 28 % students with an ATAR of 95+
- 50% students with an ATAR of 90+
- 75 % of students achieved an ATAR over 80.
- Median ATAR of 89.95 (ATAR of middle student)
- The top ATARs were 99.7, 99.3 and 99.1

% of students in top 4 bands for each subject in HSC 2022

Course	Candidates	Performance Band achievement by %	
		Bands 3 – 6	Bands 1 – 2
Ancient History	15	93.34	6.66
Biology	38	94.74	5.26
Business Studies	54	100	0
Chemistry	22	100	0
Dance	1	100	0
Design & Technology	33	100	0
Drama	3	100	0
Economics	40	100	0
English Standard	7	100	0
English Advanced	107	99.07	0.93
English Extension 1	14	100	0
English Extension 2	3	100	0
Geography	10	100	0
Information Processes and Technology	2	100	0
Legal Studies	20	90	10
Mathematics Standard 2	56	100	0
Mathematics Advanced	53	100	0
Mathematics Extension 1	26	100	0
Mathematics Extension 2	7	100	0
Modern History	19	100	0

History Extension	11	100	0
Music 1	8	100	0
Music 2	2	100	0
Music Extension 1	1	100	0
Personal Development, Health & Physical Education	27	100	0
Physics	19	100	0
Software Design and Development	3	100	0
Studies of Religion 1	13	100	0
Visual Arts	8	100	0
Chinese Continuers	1	100	0
Chinese Extension	1	100	0
French Beginners	1	100	0
French Continuers	5	100	0
French Extension	1	100	0
German Continuers	1	100	0
German Extension	1	100	0
Spanish Beginners	1	100	0
Swedish Continuers	2	100	0
Hospitality	1	100	0

- 100% of Year 12 students at St Luke's Grammar School who entered for an HSC qualified for the HSC.
- 2 students of the cohort of 114 included a VET course in their program of study.

Comparative HSC Performance Over time

Course	School Mean 2022	State Mean 2022	Performance Band achievement by % Bands 3 – 6					
			2022		2021		2020	
			School	State	School	State	School	State
Ancient History	83.89	71.98	93.34	82.20	100	77.67	100	83.59
Biology	81.10	70.03	94.74	79.24	100	90.58	100	86.41
Business Studies	81.34	73.95	100	89.40	100	85.92	97.23	82.04
Chemistry	80.98	72.51	100	84.23	100	88.29	100	90.06
Design & Technology	85.37	77.62	100	96.24	100	96.73	100	97.71
Drama	91.40	80.71	100	98.35	100	98.32	100	97.45
Economics	81.26	77.26	100	92.72	100	94.08	100	90.96
English Standard	72.74	69.88	100	87.56	90	90	100	88.69
English Advanced	86.35	81.53	99.07	99.06	100	99.10	100	99.26
English Extension 1 (/50)	44.75	41.79	100	99.54	100	93.63	100	92.54
English Extension 2 (/50)	45.73	39.89	100	98.80	100	83.86	100	82.41
Geography	79.84	75.19	100	89.22	100	91.20	100	86.52
Information Processes and Technology	83.30	71.60	100	83.84	-	-	-	-
Legal Studies	84.28	73.78	90	84.01	100	85.37	100	88.10
Mathematics Standard 2	82.58	70.87	100	81.15	100	77.86	95.24	74.90
Mathematics Advanced	87.63	78.31	100	94.28	100	93.63	100	95.55

Mathematics Extension 1	81.48	77.45	100	93.80	79	74.11	100	74.25
Mathematics Extension 2	90.46	81.43	100	95.98	100	86.48	100	83.86
Modern History	83.73	73.67	100	88.16	100	83.3	100	83.77
History Extension (/50)	40.50	39.47	100	97.73	86	77.17	80.00	76.06
Music 1	89.65	81.88	100	97.29	100	98.14	100	97.62
Music 2	84.00	86.40	100	97	100	99.70	100	100
Music Extension	49.40	45.75	100	100	100	95.27	100	97.25
Personal Development, Health & Physical Education	83.29	69.75	100	78.97	100	85.69	100	84.91
Physics	85.96	74.25	100	86.48	100	90.40	100	85.47
Software Design and Development	85.07	74.45	100	86.03	-	-	-	-
Studies of Religion 1 (/50)	38.90	37.91	100	95.59	100	91.52	100	93.80
Visual Arts	90.63	81.36	100	98.29	100	98.24	100	97.76
Chinese Continuers	90.80	84.87	100	99.52	-	-	-	-
Chinese Extension	40.00	44.43	100	100	-	-	-	-
French Continuers	88.20	80.38	100	95.73	100	97.48	100	96.78
French Extension	42.00	39.34	100	100	-	-	-	-
Italian Beginners	N/A	N/A	N/A	N/A	100	93.76	100	88.94
Spanish Beginners	N/A	N/A	100	97.90	100	90.89	-	-
Swedish Continuers	N/A	N/A	100	100	100	100	-	-
Hospitality	N/A	N/A	100	76.42	-	-	-	-
Construction	-	-	-	-	100	66.07	100	67.34
Entertainment Industry	-	-	-	-	100	84.77	-	-
Tourism, Travel and Events	-	-	-	-	100	79.37	100	88.87

N/A = not available

THEME 5

Teaching Qualifications and Professional Learning

St Luke's Grammar School provides staff with opportunities to grow and develop as expert educators who learn from evidence-based research.

Professional Learning

Underpinned by our Strategic Plan 2017-2022, the professional learning culture focused on our aim to continue to equip students to flourish within and beyond the school gate. Prioritising the strategic goal of 'Excellence in Learning' saw our learning community prioritise three goals:

- Grow and sustain the learning culture, clearly articulating the core principles of learning to the School Community
- Professionally equip practitioners to build students' learning capacity and character
- Develop students as effective, powerful learners, fostering a sense of wonder, inquiry and innovation, and continue to develop strategies to build character

Due to the COVID-19 pandemic, our focus continued to be on agility during Term 3 and 4. Continual improvement to our **Off-Campus Learning Model** across the school was implemented throughout this time.

St Luke's professional learning strategy was realised through an Impact Thinking Model. It included a deliberate Working Party team approach, informed by staff feedback, setting the collective learning vision for all staff.

Teacher Accreditation (NESA and ISTAA)

St Luke's Grammar School maintained our NESA Provider status, however, due to the COVID-19 pandemic, we were unable to host our annual NESA-registered BLC Conference. All teachers with pending NESA deadlines for achievement of their next steps were successful. There were two teachers who submitted their ISTAA Experienced Teacher Application in 2022.

Whole School Needs-based Training and Professional Development

Whole School Professional Development also included areas which relate to Child Protection, Critical Incidents and Emergency Procedures (including training of Wardens), Grow Your Mind - Staff Resilience with Alice Peel, a presentation from Tom Sherrington - Walkthrus a step by step guide to instructional coaching as well as updated information regarding Record Management (Roll Marking and Report Writing) and School Procedures. Other sessions focused on staff and student wellbeing, and upskilling for Teacher Accreditation at the Proficient and Experienced levels.

Additionally, staff undertook professional development in the following areas:

Description of Professional Learning Activity	Staff Participation
Child Protection Training	All Staff
Conferences - AIS Wellbeing, ANCOS, AHISA Director of Studies, AHISA, Languages, Learning and Caring, Business Studies, Commerce, EduTECH, HICES, IPSHA, Learning Support, Legal Studies, Music, NESA TENS, Science & Wellbeing	34
Critical Incidents and Emergency Training	All Staff
Data Analysis	2
Driver Training (bus)	1
First Aid	56
Junior School Curriculum and Pedagogy – Languages, Literacy, Mathematics, Problem Solving, THRASS, Writing	29
Leadership Seminars for Executive and Senior Staff	4
Learning Enhancement	10
LEARNING@STLUKE'S	All Teaching Staff
Learning Walks	All Teaching Staff
NAPLAN- Administrator Training	3
Network Meetings – ASC, Careers, Curriculum, Department Heads - Maths, Science, English, HICES, IPSHA, NESA Tens	28
Senior School – Curriculum and Pedagogy (Christian Studies, English, History, Languages, Mathematics, PDHPE, Science, Social Science, TAS, Visual Arts)	56
Sport Coaching: AFL, Fun Run Coordination, Mountain Biking, Rugby League	8
Student Futures - careers	2
Student Wellbeing	29
TAA Update	All Teaching Staff
Teacher Accreditation & Mentoring	12
Warden Training	65
Whole School (Conducting)	1
Whole School (Law Update)	1
Whole School (NCCD)	1
Working Smarter with Outlook	20

Teaching Qualifications

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	121
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualification	0
(iii) Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Cross Reference <http://www.myschool.edu.au>

THEME 6

Workforce Composition

Workforce compositions are documented on the My School website: <http://www.myschool.edu.au>

St Luke's Grammar School had no Aboriginal and Torres Strait Islander employees in 2022.

THEME 7

Student Attendance and Retention Rates

93% of students attended school on average each school day in 2022..

The whole school attendance rate - Bayview & Dee Why Campuses for 2022 was 92.6%.

Year Level	Overall Attendance	Male Attendance	Female Attendance
Cottage	89.88%	92.40%	87.39%
Kindergarten	90.45%	90.41%	90.45%
Year 1	91.96%	93.02%	90.92%
Year 2	92.51%	92.15%	92.28%
Year 3	90.18%	90.18%	90.81%
Year 4	93.35%	93.34%	94.44%
Year 5	92.85%	92.85%	94.21%
Year 6	92.79%	92.79%	93.46%
Year 7	93.80%	94.10%	93.60%
Year 8	92.90%	92.90%	93.10%
Year 9	93.10%	93.10%	93.70%
Year 10	92.20%	92.20%	91.60%
Year 11	94.30%	94.30%	93.90%
Year 12	94.00%	93.60%	94.40%

Student Attendance Policy

The NSW Registration Manual requires:

(3.8) the Principal to keep a register, in a form approved by the Minister of the enrolments and daily attendances of all children at the School;

(3.6.2) that a registered non-government school must provide a safe and supportive environment by:

- Having in place policies and procedures that provide for student welfare; and
- And maintaining a student enrolment and attendance register.

Daily Attendance Register

St Luke's Grammar School keeps a register of the daily attendance of all students at the School in electronic form. Attendance registers are in a form approved by the Minister for Education, and the New South Wales attendance register codes.

The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Reason for absence
- Documentation to substantiate reason for absence.

In cases where attendance rates raise concerns, the school works with the parents and the student to develop an Attendance Improvement Plan that responds to specific contributing factors.

Retention Rates for 2022

At the end of the 2022 school year, five students left the Year 10 cohort to complete their schooling in other schools and did not continue into Year 11 2023 at St Luke's. Six new students joined the Year 11 cohort at the beginning of 2023.

THEME 8

Enrolment Policy

St Luke's has a comprehensive intake and is open to all students regardless of ethnic background or religious denomination.

There are no prerequisites for continuing enrolment. A student's enrolment may be withdrawn where a serious breach of the School Rules in relation to prohibited substances occurs, or for serious breaches of conduct or if fees are not paid.

Enrolment Profile

Dee Why Campus

At the beginning of 2022, St Luke's Grammar School (Dee Why Campus) had approximately 1137 students in Years K to 12, made up of:

- **Junior School** - Kindergarten to Year 6 – approximately 347 students (Dee Why operates a Pre-K three and five day program with 35 full time equivalent students)
- **Senior School** - Year 7 to Year 12 – approximately 790 students

In the Junior School, there are two classes in each Year group, from Kindergarten to Year 6.

In the Senior School, there are six core subject classes in Years 7, 8, 11 and 12. In Years 9 and 10 there are five core subject classes. Year 11 and Year 12 have 6 core subject classes and additional streams, in line with elective selections.

Students come predominantly from the local Northern Beaches area.

There are approximately equal numbers of boys as girls in the School.

Bayview Campus

At the beginning of 2022, St Luke's Grammar School (Bayview Campus) had approximately 195 students in Years K to 6. (Bayview also operates a Pre-K three and five day program with 18 full time equivalent students).

Students come predominantly from the local Northern Beaches area.

Enrolment Policy

1.1 Enrolment Process – Stage 1 – Enquiry and Application

The School captures the following data, as a minimum once an online application is submitted via the EnrolHQ enrolment platform:

- The prospective student's name, date of birth (age), address
- The prospective student's desired year or entry
- The parents' name and contact details including mobile number and email
- ACARA Data Collection information
- A copy of the child's birth certificate
- Evidence of Australian citizenship (required if applying from overseas or if both parents are born outside of Australia)
- Evidence of eligibility to be in Australia – Visa (required if student is not an Australian citizen)

Note: The submission of an Application to Enrol form does not guarantee that the prospective student will proceed to Enrolment Interview.

Enrolment Points of Entry

- Due to the high demand for places, parents are advised to submit an Application to Enrol for their child well before the desired Year of entry.
- The School's normal entry points are Pre-Kindergarten (Cottage), Kindergarten, Year 7 and Year 11. The School will also consider applications for entry to other Years when places become available.
- The School has limited places to offer. In cases where demand exceeds places available, prospective students are placed on a Waiting List. The Wait List will be used to make subsequent Offers of Enrolment, subject to future availability and successful review of the prospective student's Application to Enrol, in relation to the School's Enrolment Criteria.

1.2 Enrolment Process – Stage 2 – Enrolment Interview (and Enrolment Criteria)

St Luke's assesses all Applications to Enrol against the following Enrolment Criteria, to determine which prospective students proceed to Enrolment Interview:

Enrolment Criteria:

- The prospective student has a brother or sister who is a current student at the School. (Sibling)
- The prospective student has a parent or sibling who is an ex-student of the School. (Alumni)
- The prospective student has an affiliation with a church. (Association)
- The date of application.
- The ability of the prospective student to benefit from the educational offering of the School.
- The ability of the prospective student to contribute to the School co-curricular opportunities and community.
- School reports, test results and aptitudes.

Note: None of the above by itself is a determining factor, nor is there any particular order in which the criteria are considered.

Note: Enrolment decisions taken are the responsibility of the Principal. No discussion of these decisions will be entered into.

Note: Participation in an Enrolment Interview does not guarantee that the prospective students will be extended an Offer of Enrolment.

1.3 Enrolment Process – Stage 3 – Offer and Acceptance (and Commencement)

Upon the Acceptance of an Offer of Enrolment, as a minimum, the School captures the following information on the School's database (Edumate) via EnrolHQ:

- The date of enrolment (commencement at the School)
- The student's previous school (if over the age of 6)
- The student's medical information
- The student's learning abilities
- A copy of parent's driver's licence or passport
- Up-to-date AIR Immunisation History Record

Deferring an Offer of Enrolment

- Whilst it is possible to defer a student's Application to Enrol to a later point of entry, it is not possible to defer an Offer of Enrolment. If the School offers a student a place for a particular entry point, that offer only applies to that point of entry - it does not apply for a later entry point.

For example, if the School offers a child a place starting in Kindergarten, but the parents decide that they wish to defer the child's entry until Year 7, they cannot defer the original offer to take it up at the later entry point. They can however, choose to have their child remain on the normal "Wait List" for the next point of entry. The School will reconsider their Application to Enrol at the next entry point, with all other applications.

Enrolment Contract

- Parents acknowledge that the Enrolment Contract entered into, in order to enrol their child at St Luke's Grammar School, is with the Anglican Schools Corporation.
- Parents may accept a place for their child by signing the Enrolment Contract and paying the required Acceptance Fee. This will establish the parents' agreement to support the "Terms and Conditions of Enrolment", which relate to School Rules and Policies, including the obligations of parents and students, the payment of School Fees and Charges, conditions surrounding special needs, health and safety, and the consequences of suspension or termination of Enrolment.

1.4 Enrolment Process – Stage 4 – Withdrawal

In the event that a student intends to withdraw from the School, a full term's notice of the withdrawal, in writing to the Principal, is required in order for the family to avoid a Penalty Fee for insufficient notice of the withdrawal.

In the event that a student leaves the School prior to the completion of Year 12, as a minimum, the School requires parents to provide the following information. This information is then captured on the School's database (Edumate):

- The date of leaving the School
- The student's destination (in cases where a student leaves prior to Year 12)

Note: In cases where a student leaves prior to Year 12 and the destination of the student is unknown, the School notifies a Department of Education and Communities officer, with home liaison responsibilities, and provides the following information:

- The student's full name
- The student's date of birth
- The student's last known address
- The student's last date of attendance
- The Parents' names and contact details
- An indication of possible destination
- Any other information that may assist the officers to locate the student
- Any known work health and safety risks associated with contacting the parents or students.

1.5 The register is retained for a period of seven years after the last entry was made.

1.6 Fees During the Enrolment Process

- Application Fee (\$220) to be paid via the EnrolHQ Enrolment platform at Application Stage. This amount is non-refundable and does not guarantee a place at the School.
- Acceptance Fee (Senior School \$2000; Junior School \$1500) – to be paid via the EnrolHQ Enrolment platform within twenty one (21) days of the Offer of Enrolment, unless otherwise specified at the time of offer. This Fee confirms a student's enrolment at St Luke's and is non-refundable.

1.7 Privacy of Information Supplied

- All Enrolment information that parents supply during the Enrolment Process will be kept confidential and accessed only by those staff involved in the Enrolment Process.
- The student's information will be retained on the School's database for a minimum of 7 years.

1.8 Parents Declaration and Obligation

- In completing the Application to Enrol form we will ask Parents to declare that to the best of their knowledge they have:
 - disclosed any special needs of their child
 - provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s) and
 - completed fully the online Application to Enrol form
- If a parent withholds information relevant to the Application and Enrolment Process then we will reserve the right to refuse, or terminate the Enrolment Process on these grounds.
- It is the parents' responsibility to ensure that the School is advised of any changes of contact details that occur at any time during the Enrolment Process. The School waives any responsibility for non-contact of a parent during the Enrolment Process in the event that the contact details are not updated.

1.9 When Guardians or Carers are Enrolment Students

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most of our enrolments involve the natural parents of children so we have chosen to use this terminology to simplify our documents. However, we readily accommodate an Application to Enrol, where guardians or carers have responsibility for a student's application.

1.10 Enrolment Policy Changes

The School reserves the right to alter its Enrolment Policy. Parents are encouraged to contact the School to find out if there have been any changes.

Enrolment Process

Parents'/Guardians' Action	The School's Action	Comments
STAGE 1 – Application to Enrol		
<ul style="list-style-type: none"> Parents request information regarding the School through our website 	<ul style="list-style-type: none"> We respond to the enrolment enquiry and provide information regarding the possible enrolment of their child and steps to take to apply for a possible place. 	<ul style="list-style-type: none"> Note: School Tours are conducted on a regular basis for families wanting to visit the School.
<ul style="list-style-type: none"> Parents submit an online Application through EnrolHQ (online enrolment platform), together with the Application Fee, and all required documents, to have their child placed on the Waiting List. 	<ul style="list-style-type: none"> All applications are placed on a waitlist in EnrolHQ (online enrolment platform). EnrolHQ confirms receipt of the application 	<ul style="list-style-type: none"> As we receive each Application, we add the child's name and contact details to our "Waiting List" for the relevant Year. The Application Fee is non-refundable and paying it does not guarantee an Offer of Enrolment.
STAGE 2 – Enrolment Interview		
<ul style="list-style-type: none"> Attend the scheduled Enrolment Interview with the student. 	<ul style="list-style-type: none"> We contact Parents to schedule an Enrolment Interview, at the appropriate time. 	<ul style="list-style-type: none"> For Cottage and Kindergarten entry, Enrolment Interviews are scheduled approximately 18 months prior to entry. For Year 7 entry, Enrolment Interviews are scheduled approximately 2 years prior to entry. Note: Students enrolled into the St Luke's Junior School at Dee Why and Bayview automatically proceed to Year 7, without having to participate in an additional Year 7 Enrolment Interview. For Years 1 – 11 (not including Year 7), Enrolment Interviews are scheduled approximately 1-2 terms prior to entry. NOTE: The School endeavours to interview Applicants within the above time frames. However, the scheduling of an Enrolment Interview may be delayed, subject to a place being available. Attending an Enrolment Interview does not constitute or guarantee an Offer of Enrolment.
STAGE 3 – Offer and Acceptance		
	<ul style="list-style-type: none"> Following the Enrolment Interview, we notify the Applicant of the outcome of the Enrolment Interview. Subject to the School's Enrolment Policy and subject to a place being available, successful Applicants are extended an Offer of Enrolment and are sent an Enrolment Contract for parents to sign via EnrolHQ. 	<ul style="list-style-type: none"> We usually make an Offer of Enrolment within 1 – 2 weeks of the Enrolment Interview taking place. Depending on when a position becomes available, an Offer of Enrolment may be delayed up until or beyond the actual desired date of entry, or not at all. In cases where an Offer of Enrolment is not extended within the 1 – 2 week timeframe, Applicants are sent a letter outlining the status of their Application.
<ul style="list-style-type: none"> Accept the Offer of Enrolment via EnrolHQ. Parents are required to sign the Enrolment Contract and pay the non-refundable Acceptance Fee 	<ul style="list-style-type: none"> Process the receipt of the Enrolment Contract and Acceptance Fee and EnrolHQ sends a letter of Confirmation of Enrolment 	<ul style="list-style-type: none"> The Acceptance Fee is non-refundable. Orientation information is sent to newly enrolled students approximately at the end of Term 3 of the year prior to entry. For late enrolments, the Orientation is emailed immediately after the Offer of Enrolment is accepted.

THEME 9

Student Welfare, Anti-Bullying, Discipline, Complaints and Grievances

Policies for student welfare, anti-bullying, discipline and complaints and grievances are in place and are located on Complispace.

Policies are available upon request by contacting the Business Manager.

Summary of Student Welfare Policy

Student welfare focuses on wellbeing, inclusion and engagement. It supports anti-discrimination, anti-bullying and anti-harassment policies and promotes an environment committed to building positive mental health in students. Wellbeing, inclusion and engagement link students to School.

Student Welfare aims to:

- Establish a system in which every student is known well by Year based Pastoral Staff.
- Provide positive, appropriate and effective student management.
- Eliminate psychological, social and physical bullying so that students can attain their potential confidently in a safe, supportive environment.
- Foster the academic, spiritual, social, emotional and physical development of every student
- Promote individual empowerment and leadership.
- Create an environment in which students are encouraged to recognise their individual gifts and talents and in which students have the confidence to push through their comfort zones to experience new challenges, opportunities and personal achievements.

Provide opportunities for students to participate in community service activities in the School and/or Community.

Student welfare involves student management, leadership and co-curricular involvement. Wherever possible, the Parent / Staff / Student team is acknowledged and used in student support.

The following policies and procedures were in place in 2022

Policy	Changes in 2022	Access to full text
Child Protection <ul style="list-style-type: none"> • Definitions • Legislation • Reportable conduct • Reporting procedures 	Policy updated in light of changes to legislation	Complispace
Security Policy <ul style="list-style-type: none"> • Evacuation • Lock down • Security of grounds 	New evacuation plan to incorporate new buildings Warden training for all staff Changes to persons responsible	WHS Manual Complispace
Codes of Conduct <ul style="list-style-type: none"> • Staff and student • Behaviour management 	Supervision of students on camps and excursions revised to reflect risk management	Complispace
Pastoral Care policy <ul style="list-style-type: none"> • Roles and responsibilities • Critical incident policy 	Role Description of Year Coordinator established Updated annually	Complispace
Internet Policy <ul style="list-style-type: none"> • Internet use • Plagiarism 	Email policy reviewed and updated	Student Diary Staff Handbook
Anti-bullying Policy <ul style="list-style-type: none"> • Definition • Actions 	Reviewed and updated to reflect the new roles in the school and common language across the 3 areas of the school	Student Diary Staff Handbook
Staff Grievance Policy	Policy confirmed	Complispace

Summary Student Discipline Policy

Student management aims to:

- Acknowledge and celebrate student achievements and successes
- Facilitate students taking responsibility for their actions
- Parent / Staff / Student discussions and meetings if a student needs ongoing support

Consequences for Inappropriate Behaviour

Consequences for Inappropriate Behaviour vary from community service to loss of playground privilege, withdrawal from class, Friday detentions, Saturday detentions and, in extenuating circumstances, suspension from class and school.

Student Support

Student Support can occur at differing levels depending on student response. These levels include the subject teacher, Classroom Teacher (Primary), Pastoral Care Teachers, Year Coordinator, Head of Department, Counsellor, Chaplain, Assistant Head of School, Head of School, Deputy Principal and Principal.

Positive Acknowledgement

The Commendation system has the School acknowledge students not just academically but in contributing to the tone of the School. The system of student embroidery in the Senior school acknowledges both excellence and contribution to sporting and cultural activities. This is ongoing.

Summary Complaints and Grievances Policy

The School has structures in place for responding to complaints from students and parents. The full text is available in the Staff handbook. Parents and/or students have access to the senior management team of the School.

THEME 10

School Determined Improvement Targets

Targets for 2021

1. Wellbeing - Develop student and staff wellbeing groups to build a scope and sequence C-12 and trial wellbeing initiatives.
2. Leadership - Implement 360° review process for Executive staff. Provide additional leadership support and training for middle leaders (eg Heads of Department)
3. Student tracking - improve student academic tracking and provide point in time snapshot of student progress.
4. Strategic Planning - begin process of developing 2022-2025 Strategic Plan.
5. Cross campus - create stronger links between the Bayview and Dee Why Junior Schools.

Achieved 2021

1. Wellbeing team formed and Scope and Sequence draft developed. Employment of Head of Wellbeing at the end of 2021 for commencement in 2022. Trial of Grow Your Mind successful in Junior School.
2. Leadership 360 review postponed to 2022 due to COVID interruptions.
3. Historic NAPLAN and other external testing data uploaded onto Edumate. Students snapshot report developed in Edumate. Role of Data Analyst created for 2022.
4. Strategic planning process began with external group Seed to clarify the schools Christian focus and language.
5. Regular cross-campus planning meetings. Creation of Cross campus stage coordinators for 2022 school year.

Targets for 2022

1. Completion of student Wellbeing scope and sequence
2. Review of Learning@StLuke's
3. Development of 2022-2027 Strategic Plan
4. Style guide for Christian messaging
5. Commencement of Reconciliation Action Plan
6. Use of data to identify underachieving students
7. Improvement of new staff mentoring process

Achieved 2022

1. Wellbeing Scope and Sequence developed and implemented via Pastoral Care.
2. Learning@StLuke's Framework reviewed and updated to include Wellbeing disposition alongside learning and character development. Launched to staff at the end of 2022.
3. Strategic planning completed and 2022-2027 Strategic Plan presented at 2022 Awards night.
4. Draft Key Messaging guide completed as part of strategic planning.
5. RAP committee formed towards the end of 2022.
6. Data analyst role created for 2022
7. Process of mentoring new staff refined to differentiate between experience levels better.

THEME 11

Initiatives Promoting Respect and Responsibility

The School continued its focus on **LEARNING@STLUKE'S** and the Restoration dispositions were emphasised through assemblies and teaching:

- Kindness
- Grace
- Compassion
- Humility
- Justice
- Joy

Each year the School runs programs to promote respect and responsibility. The student Leadership Teams are mentored by Senior staff members. Years 10-12 undertake leadership training and these focus on promoting responsibility. Year 12 Service Captains were appointed for 2023.

Across the School, the Peer Support Mentoring and the Buddy Programs promote responsibility and respect. It allows students from different age groups to support each other. The older students take responsibility for delivering the programs.

All of these activities are designed to assist students to grow the dispositions of Compassion, Kindness, Grace, Humility, Justice and Joy.

THEME 12

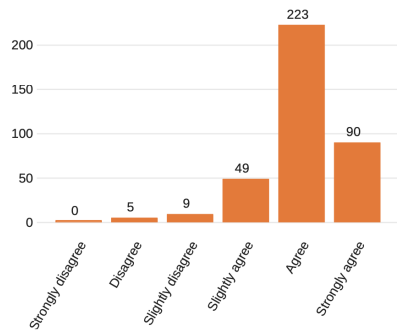
Parent, Student and Teacher Satisfaction

2022 Parent and Student Feedback

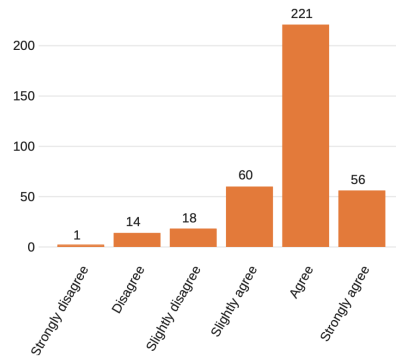
St Luke's Grammar School is committed to listening to the views and expectations from key stakeholders and regularly commissions independent surveys to provide performance feedback on a wide range of related education topics. During 2022 we engaged the AISNSW to support our school and conducted the Perspectives - Your school in focus suite of surveys. These evidence-informed surveys collect relevant and important information from across different stakeholder groups, providing us with a diverse range of insights. The feedback from these surveys greatly assisted the School with both its operational and strategic planning and our determination to continually improve the educational experience offered to the students. Sample Survey responses are included below.

Parents

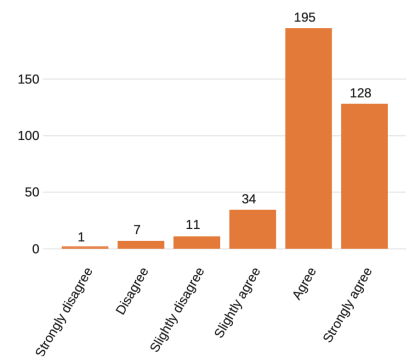
The school's vision and mission clearly explain the school's priorities



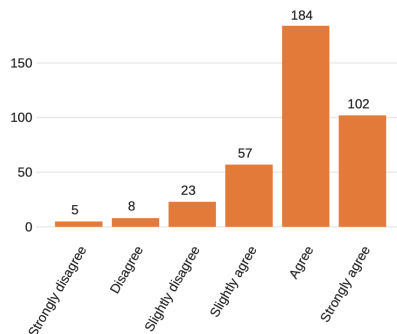
Students and staff follow the school rules



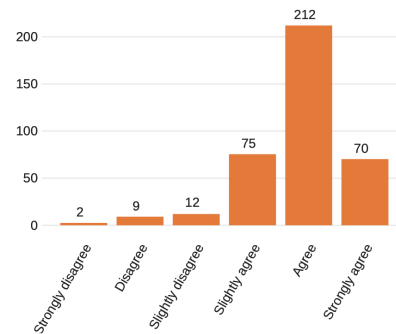
Buildings, classrooms and grounds are well maintained



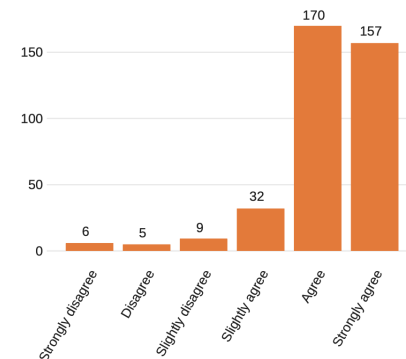
Teachers know my child's academic strengths and challenges



Teachers create learning experiences that interest my child

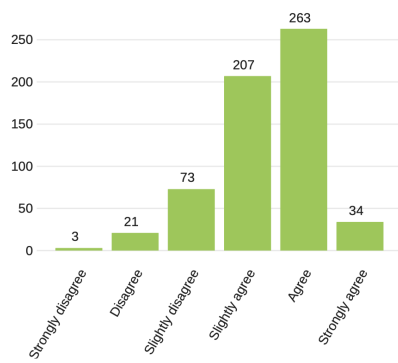


My child feels like they belong at this school

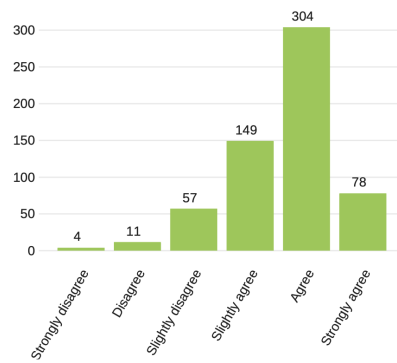


Students

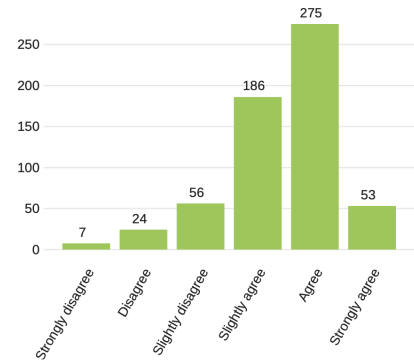
Students and staff follow the school rules



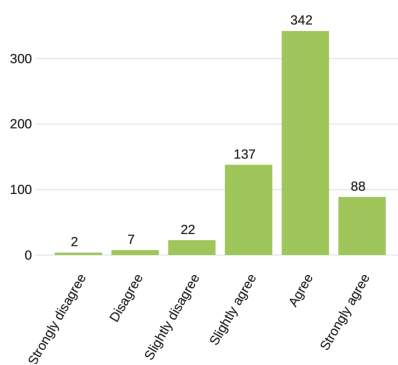
Buildings, classrooms and grounds are well maintained



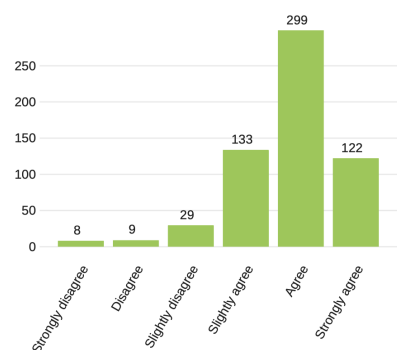
Teachers teach in ways that make it easy to learn



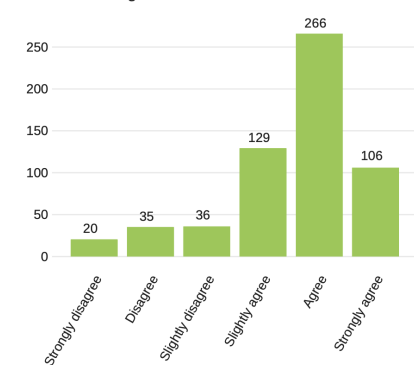
Teachers give me learning that challenges me



I know what I am good at, and what I need to work on

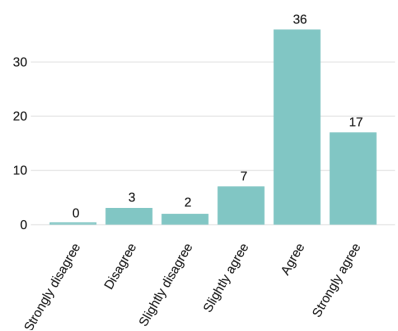


I feel like I belong at this school

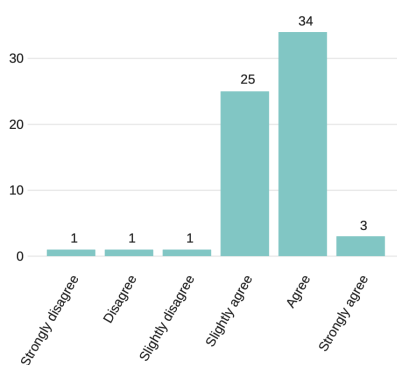


Staff

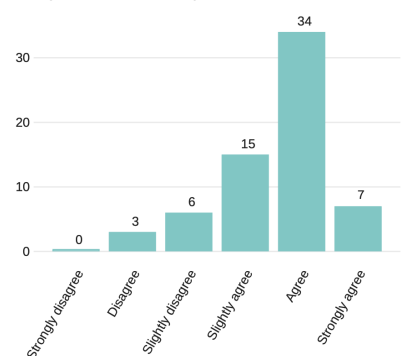
The school's vision and mission clearly explain the school's priorities



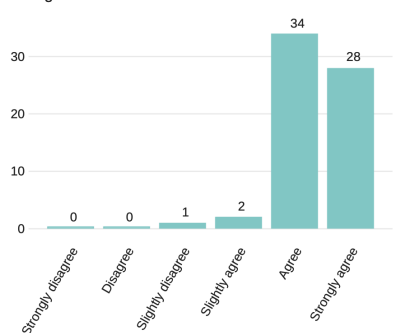
Students and staff follow the school rules



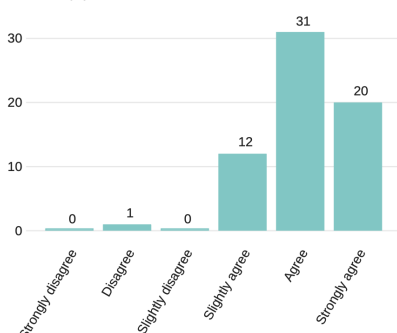
Buildings, classrooms and grounds are well maintained



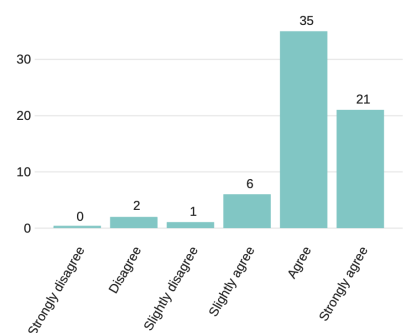
Teachers know their students' academic strengths and challenges



Teachers use a range of high impact teaching strategies in their daily practice



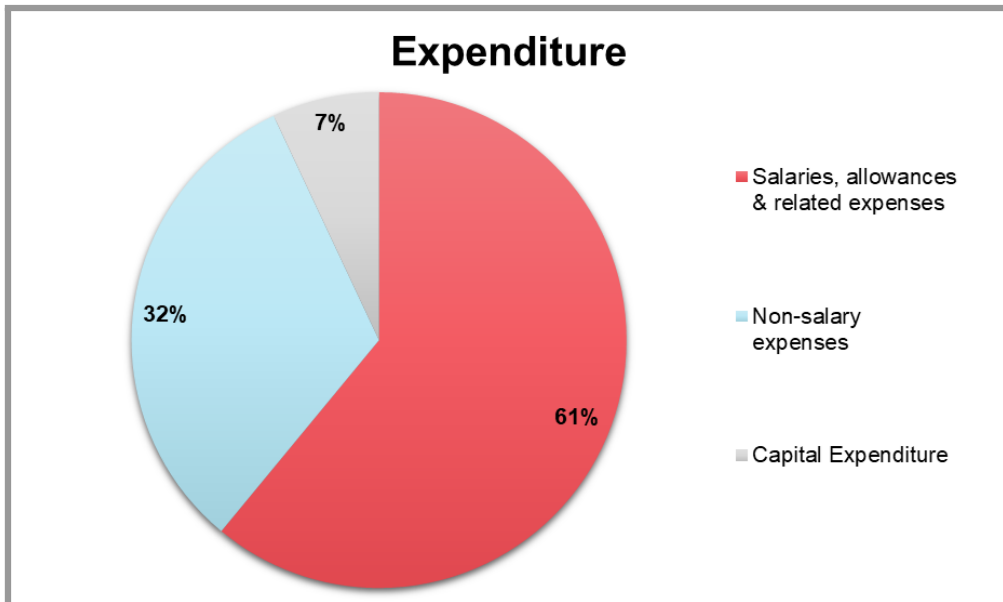
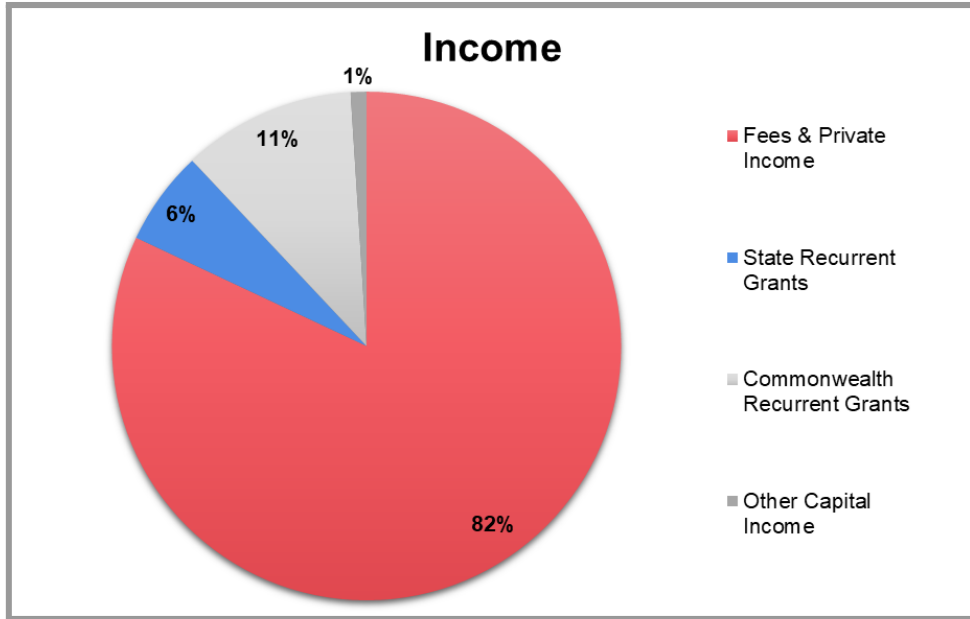
The school values and supports ongoing professional learning



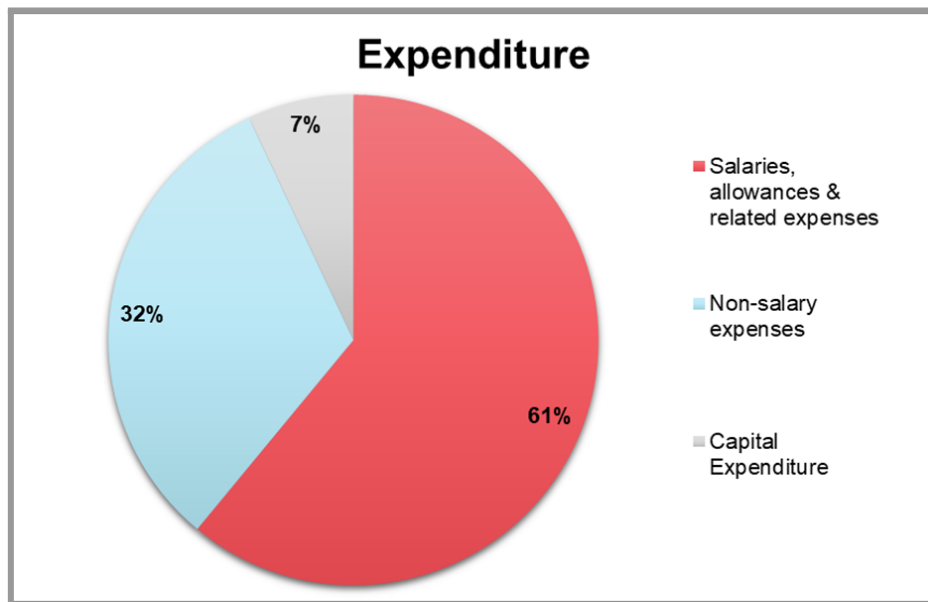
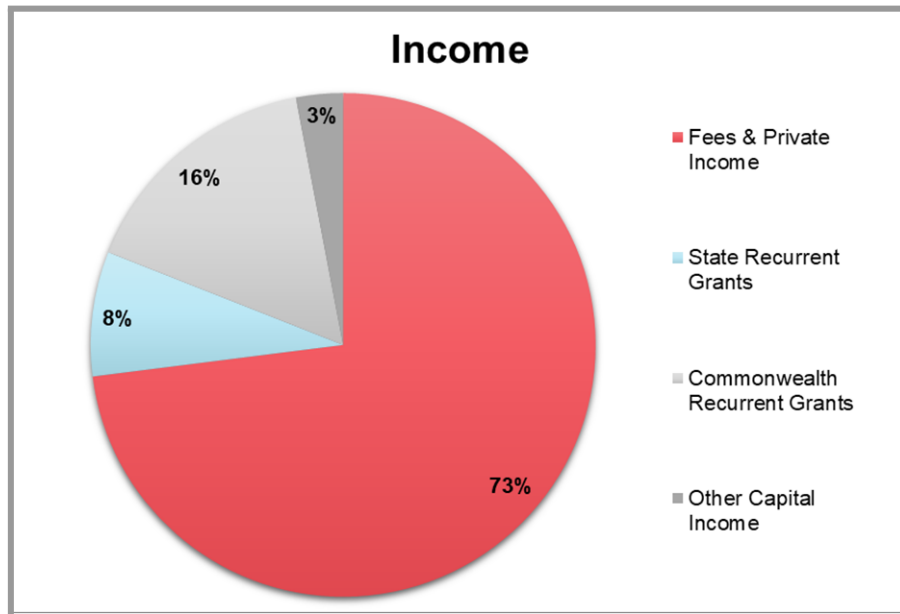
THEME 13

Summary Financial Information

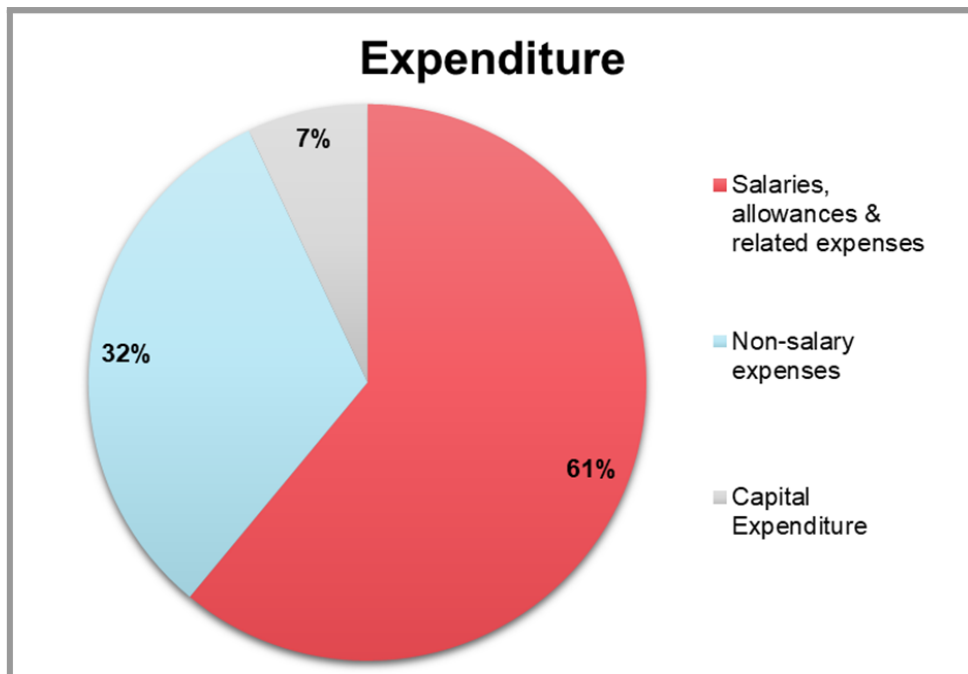
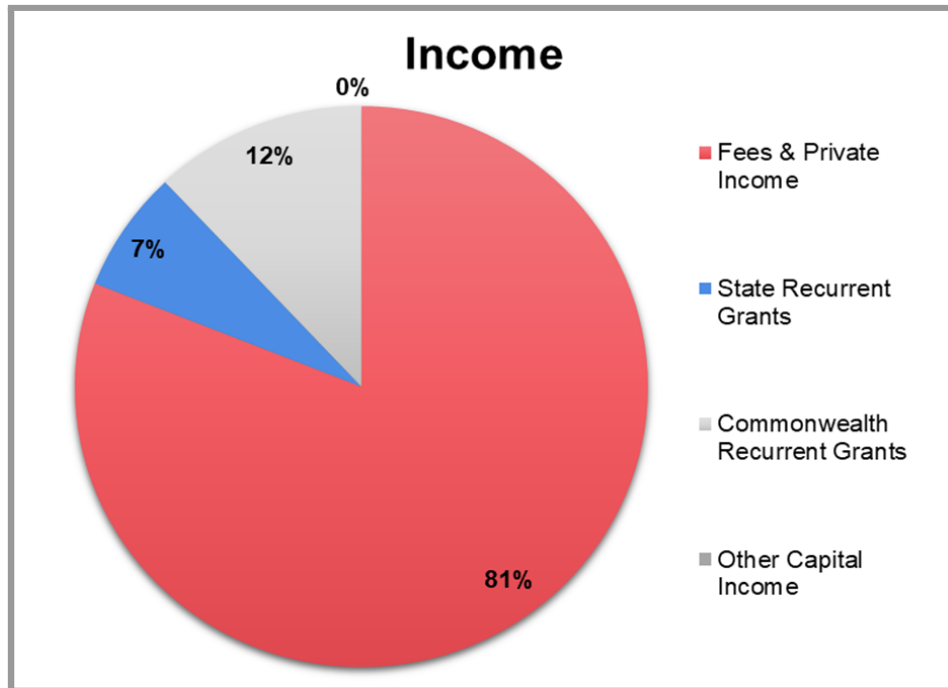
Dee Why Campus



Bayview Campus



Dee Why & Bayview Campus



THEME 14

Publication Requirements

This Annual Report has been uploaded to NESA on RANGS Online by 30 June 2022 and is available online on the Schools website at www.stlukes.com.au.

The report is able to be provided to those unable to access the internet by contacting The Principal's Office (02) 9438 6237.

Additional information that is requested by the Minister will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA.

In preparing this Report, the Executives and Directors have gathered information from evaluations conducted during the year and analysed other information about the School's practices and student learning outcomes.

Members of the Executive Committee included:

Mr Geoff Lancaster	Principal
Dr Kester Lee	Deputy Principal
Ms Jane Hughes	Business Manager
Mr David Chilton	Head of Ministry and Service
Ms Jennifer Pollock	Deputy - Curriculum
Mr Mark Liddell	Head of Learning and Innovation
Mrs Alana Koch	Head of Wellbeing
Mr Nigel Wickham	Head of Senior School
Mrs Gaby Smith	Assistant Head of Senior School
Mrs Melanie Bryden	Head of Junior School - Dee Why Campus
Ms Alice Glyde	Assistant Head of Junior School - Dee Why Campus
Mr Peter Scott	Head of Junior School - Bayview Campus
Ms Rebecca Willis	Assistant Head of Junior School - Dee Why Campus