



# St Luke's Arrunga

## 2024 Annual School Report



**St Luke's**  
Catholic College

St Luke's Arrunga  
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Catholic Schools  
Parramatta Diocese

## Introduction

### **About the Annual School Report**

St Luke's Arrunga is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next year's priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs. Kelly Bauer

2024 has been a year of meaningful growth and connection at St Luke's Catholic College Arrunga. As a community grounded in faith and guided by our mission to nurture faith-filled children to become creative contributors and innovative problem solvers for a changing world, Arrunga continues to offer a learning environment where each student's identity, strengths, and aspirations are central to their experience.

Learning at Arrunga is highly personalised, with every child supported through a curriculum that values curiosity, independence, and practical achievement. Across the year, students have been actively engaged in experiences that develop self-direction, communication, and social participation. Foundational skills in literacy and numeracy are prioritised throughout all learning, with intentional teaching strategies that meet students where they are and build success step by step. Whether reading for meaning, developing communication through visual supports, or applying numeracy in real-life contexts, students are supported to access and progress their learning in ways that are meaningful to them.

Inclusion is embedded in daily practice at Arrunga. Whether through shared programs, community events, student leadership opportunities, engagement in lessons or working in collaborative learning spaces, students at Arrunga are visible and valued contributors to the life of the college. They participate, lead, and belong.

This year, we continued to challenge each learner to meet and grow their own goals, with the support of a passionate team and the wider college community. Our students demonstrate that when learning is tailored and inclusion is authentic, remarkable progress occurs. Each day, they show what it means to Live the Good News.

As we look to the future, we remain committed to walking alongside every student and family, continuing to shape a community where belonging, purpose, and possibility go hand in hand.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

In 2024, the partnership between families and St Luke's Arrunga remained a vital part of our learning community. Parents played an active role in supporting their child's education by attending school events, participating in collaborative planning, and engaging in regular conversations about learning and progress. Through platforms like Seesaw, families had meaningful opportunities to view and respond to their child's work,

closely aligned with individual learning goals and outcomes. This connection allowed parents to witness the development of their child's independence and confidence over time. There is a strong and shared belief among families that St Luke's Arrunga is a place where their child is known, supported, and given every opportunity to learn and flourish—academically, socially, and emotionally.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of College. The results will be used to look at further improvements at the College.

### **From the Students**

In 2024, students at St Luke's Arrunga have continued to be actively engaged in the life of the college, participating in rich educational, spiritual, and social opportunities alongside their peers. They have embraced leadership roles in classroom and whole-school prayer, liturgies, and assemblies, demonstrating a strong sense of belonging and contribution to the broader St Luke's community.

Personalised learning plans are developed in partnership with students and their families, ensuring that learning goals are purposeful and achievable. These plans allow teachers to design experiences that respond to individual needs and remove barriers to engagement. Daily routines are structured to promote consistency, maximise learning time, and foster confidence in independent learning.

A hands-on, experience-rich approach remains central to our practice, particularly in areas such as science, technology, and the creative arts. Students are supported to explore, create, and problem-solve using a wide range of tools and technologies that enhance both access and engagement.

This year also marked continued growth in collaboration across the college, with teachers working across both Arrunga and mainstream settings. This shared model strengthens consistency in practice, deepens inclusion, and ensures that students benefit from a broad range of teaching expertise and approaches, and allows for greater opportunities for community engagement throughout the college. Through these connections, students at Arrunga continue to be valued and visible members of the college, contributing meaningfully to our shared mission and culture.

## School Context

### History of the College

Having commenced the secondary school aspect in 2018, St Luke's Catholic College at Marsden Park is a next generation learning community within the Catholic Schools Diocese of Parramatta (CSDP). As a next generation school we are constantly iterating and designing a new normal for pre-school to post-school learning in an environment which nurtures faith-filled, curious children to become creative contributors and innovative problem solvers for a changing world.

St Luke's Arrunga School is a high support needs setting that serves students from Kindergarten to Year 8 and will be expanded to serve students to Year 12 in future years.

Annexed within the St Luke's Catholic College Community, St Luke's Arrunga School enrolls students who have a diagnosis of moderate intellectual disability as a primary disability and low adaptive functioning.

St Luke's Arrunga School is a purpose built learning environment which promotes a personalised approach to the needs and adjustments that students with a moderate intellectual disability and low adaptive functioning require.

With a commitment to developing the whole person, St Luke's Arrunga School provides each student with learning experiences which are relevant to their real world. By providing a flexible and diverse curriculum, learning experiences are life skilled, focussed and increasingly personalised.

Within a safe and secure environment, literacy, numeracy and faith formation are viewed as strong foundations to assist young people identify and solve problems. With each individual accessing personalised learning, all learners are able to access relevant tools to enable them to participate actively in a changing world.

### Location / Drawing Area

The school is located on the corner of Northbourne Drive and Frontier Avenue in the Elara Estate, Marsden Park and draws on students from Marsden Park, Colebee, Riverstone, Windsor Downs, Berkshire Park and beyond.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	16
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	5
Number of part time teaching staff	1
Number of non-teaching staff	10

### Total number of teaching staff by NESA accreditation level

Teachers at the College are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Luke's Arrunga can be sourced directly from the College.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The College takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the College this year has included:

- Refine and enhance the multi-tiered system of support for student learning to ensure a consistent, college-wide approach to preparing students for learning.
- Design and implement personalised learning with extensive adjustments for each student across all key learning areas.
- Develop and deepen understanding of the new Religious Education curriculum, Encountering Jesus.

## Catholic Identity and Religious Education

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at College. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the College are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the College engaged in the following initiatives and activities:

- Participated in Socktober, raising awareness and critical funds to support mission programs for children from disadvantaged and vulnerable backgrounds around the world.
- Took part in Winter Sleepout activities to deepen understanding of youth homelessness and raise funds in support of St Vincent de Paul
- Donated food and goods to the Christmas Hamper Appeal in support of Jesuit Social Services at Emerton.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our College is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Involvement of staff in externally provided university courses such as Graduate Diplomas and Masters degrees
- Professional Learning meetings dedicated to the development of knowledge of "Encountering Jesus"
- Ongoing in class coaching of teachers around the pedagogical content knowledge of Religious Education



## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

**In consultation and collaboration with the school's 2024 parents the students that were age appropriate for NAPLAN were given a disability exemption.**

### **Record of School Achievement (RoSA)**

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

**In 2024 no students received a RoSA.**

### **Higher School Certificate (HSC)**

**In 2024 no students undertook HSC courses.**

## Student Profile

### Enrolment Policy

St Luke's Arrunga follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
29	11
Total Enrolments: 40	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	7	82%
1	92%	8	85%
2	87%	9	79%
3	88%	10	N/A
4	81%	11	N/A
5	88%	12	N/A
6	86%		School Average: 85%

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in

writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	27
Students with disabilities (SWD)	40
Aboriginal and Torres Strait Islander	1

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Luke's Arrunga is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

- A strong focus on embedding social skills education ensured that all teachers were equipped to effectively support the development of students' social skills.
- Strong collaboration with system personnel, parents, and external specialists ensured timely and responsive support tailored to individual student needs.
- A focus on community participation fostered a strong sense of belonging among students within the St Luke's community.

St Luke's Arrunga bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the College.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Luke's Arrunga actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused on developing social skills and establishing consistent norms for learning through our Multi-Tiered System of Support for Learning.

- Embedded the explicit teaching of respect for self, others, and the environment across all areas of teaching and learning.
- Consistently used common language and universal supports to reinforce respect for self, others, and the environment.

## Community Satisfaction

During 2024, CSPD and our College utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- My child feels safe at school
- Teachers help students develop positive friendships
- My child is encouraged to do their best work

Areas of strength from the student feedback include:

- My teacher relates well with me
- I enjoy school
- I learn every day

Areas of strength from the staff feedback include:

- I have access to the resources and systems (e.g. policies, guidelines, materials, equipment, technology, etc.) I need to do my job effectively
- I trust my leader
- My leader's behaviour is consistent with my organisation's Catholic mission.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Continue to establish best practice in collaboration to meet the individual needs of students.	Ongoing
Priority 2	Enhance opportunities for students to engage in community connections	Ongoing

Projected School Priorities		
Priority 1	Continue to establish best practices in collaboration to meet the individual needs of students.	
Priority 2	Enhance further opportunities for students to engage in community connections	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$1258885
Government Capital Grants <sup>2</sup>	0
State Recurrent Grants <sup>3</sup>	\$325660
Fees and Private Income <sup>4</sup>	\$124677
Other Capital Income <sup>5</sup>	\$17258
Total Income	\$1726480

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$7537
Salaries and Related Expenses <sup>7</sup>	\$1225370
Non-Salary Expenses <sup>8</sup>	\$456637
Total Expenditure	\$1689544

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses