



# St Luke's Catholic College Primary

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# 2024 Annual School Report



**St Luke's**  
Catholic College

## Introduction

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

St Luke's Catholic College Primary 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 2024 and gives information about the next years 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 marks a year of continued growth and excellence at St Luke's Catholic College, as we reflect on the strides made in teaching, learning, and building stronger connections within our community. This year, we have deepened our focus on fostering excellence in teaching and learning, ensuring that every student is supported and challenged to reach their full potential. A key priority has been strengthening consistency and alignment across year groups. From the early years, we cultivate a learning environment where curiosity, creativity, and faith are nurtured. The foundations established in the School of Foundations are further developed as students move into the School of Leadership, where they develop self-awareness, self-direction, and a capacity to lead themselves and others. A significant focus this year has been enhancing parent engagement in student learning. Our student-led conferences have empowered students to take ownership of their learning, encouraging them to reflect on their strengths and areas for growth. These conferences have also provided parents with valuable insights into their child's progress, strengthening the connection between school and home.

Our commitment to excellence is reflected in the dedication of our teaching staff. Professional learning and collaboration remain central, with instructional leaders supporting teachers to implement high-impact teaching strategies. Our team-teaching model allows for greater differentiation and targeted support, ensuring that the diverse needs of all learners are met.

As we look ahead, we remain committed to guiding each child towards a bright and promising future. The values of integrity, respect, and faith continue to shape our approach, inspiring students to become creative contributors and innovative problem solvers. Together, we will continue to foster a learning environment where every student is empowered to thrive and to 'Live the Good News' in all they do.

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

At St Luke's Catholic College, we value the strong partnership between parents, carers, and the school in supporting student growth and success. In 2025, parent engagement remained a key focus, with parents actively involved in their child's learning journey. We appreciated the opportunity to engage with various aspects of school life, including literacy, numeracy, school reports, and the development of social and enterprise skills for a changing world.

Parents showed strong support by attending both onsite and virtual events, which provided valuable insights into student progress and helped the leadership team make informed decisions about learning and wellbeing. The student-led conferences were especially meaningful, giving students the chance to reflect on their growth while involving parents in the process.

A key development this year was the introduction of an online dashboard, giving parents a centralised platform to track their child's learning. The Seesaw app also allowed parents to view their child's work, aligned with learning outcomes, and provide positive feedback. We look forward to continuing and expanding this partnership in 2025.

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 school. The results will be used to look at further improvements at the school.

### **From the Students**

Students have played an active and influential role in shaping the culture of St Luke's Catholic College. They have led prayer, liturgy, and assemblies across classrooms, stages, and whole-school gatherings, strengthening the sense of unity and shared purpose within the student body.

Through a strengths-based approach to learning and care, students developed valuable skills in self-reflection and peer assessment, grounded in respect for self, others, and the environment. This foundation has contributed to a positive and harmonious school culture, where students feel empowered to lead and support one another.

A key development has been the rise of student-led advocacy and the creation of opportunities for others through clubs and initiatives. Students have formed clubs focused on social justice, environmental sustainability, and wellbeing, creating spaces for collaboration and positive change. The growth of student-led events, including peer mentoring programs and fundraisers, reflects a strong sense of ownership and responsibility within the student body, inspiring leadership and innovation across the college.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Having commenced in 2017, St Luke's Catholic College at Marsden Park is a next generation learning community within the Catholic Schools Parramatta Diocese of Parramatta (CSPD). As a next generation school we are constantly iterating and designing a 'new normal' for preschool 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. With a commitment to developing the whole person St Luke's Catholic College provides each student with inquiry experiences which are relevant to their real world. By providing a flexible and diverse curriculum, learning experiences will progressively be self-directed and increasingly personalised. Within a safe and secure environment, literacy, numeracy and faith formation will be viewed as strong foundations to assist young people to identify and solve problems. With each person taking responsibility for their own learning all learners participate actively in a changing world where they are called to witness, manage, relate, inquire, think and create.

### Location / Drawing Area

St Lukes Catholic College 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	72
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	42
Number of part time teaching staff	9
Number of non-teaching staff	21

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

Teachers at the school 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 Catholic College Primary can be sourced directly from the school.

## 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 school 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 school this year has included:

- Development of a multi-tiered support for student learning team ensured that a consistent approach for ensuring students were ready for learning was used across the college
- The New Scheme Teacher induction provided support and guidance, ensuring that our beginning teachers were effectively inducted and equipped to succeed in their pedagogy
- A strong focus on reading ensured that all teachers were equipped with the skills and strategies to effectively develop student reading across the college



## **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 school. 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 school 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 school engaged in the following initiatives and activities:

- Appointment of a Faith in Action co-ordinator supported the mission team in facilitating more opportunity for students to engage in outreach
- Elements of faith in action are embedded into all Religious education units of work K-10
- Development of a scope and sequence of opportunities for faith in action K-12 so all students have opportunities to develop faith in action

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 school 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.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	66%
Writing	88%	77%
Spelling	74%	61%
Grammar and Punctuation	62%	54%
Numeracy	69%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	71%
Writing	77%	67%
Spelling	80%	68%
Grammar and Punctuation	69%	65%
Numeracy	72%	68%

## Student Profile

### Enrolment Policy

St Luke's Catholic College Primary 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
413	436
Total Enrolments: 849	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	91%	4	92%
1	92%	5	92%
2	92%	6	93%
3	92%	School Average: 92%	

### 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)	496
Students with disabilities (SWD)	195
Aboriginal and Torres Strait Islander	5

## 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 Catholic College Primary 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.

Our wellbeing initiatives include:

- A strong focus on embedding social skills education ensured that all teachers were equipped to effectively develop students' social skills
- Tier 2 intervention programs ensured that students with social skill difficulties were equipped to engage appropriately with their peers
- Refinement of leadership structures and processes to support teachers in managing student wellbeing

St Luke's Catholic College Primary 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 school.

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 Catholic College Primary actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focus on development of social skills and acknowledgement at student assemblies.
- Explicit teaching of each element of our respect for self, others and the environment have been embedded in teaching and learning
- Refinement of student management flow chart to ensure responses to behaviours in breach of our expectations are clear and consistent



## Community Satisfaction

During 2024, CSPD and our school 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:

- The things we learn at school are meaningful
- The teacher uses class time to help us learn
- My teachers expect all students to do their best.

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	Find opportunities within school to name the transcendent moments so that we enhance our understanding of the purpose of our Catholic Identity.	Still Working Towards.
Priority 2	To build the capacity of staff to manage student behaviours to see less referrals of issues related to tier 1 behaviours, to executive and counsellors.	Achieved.

Projected School Priorities	
Priority 1	Improve reading outcomes for all students K-4
Priority 2	Improve student pro-social behaviours to support learning

## 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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,139,324
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,446,027
Fees and Private Income <sup>4</sup>	\$2,495,529
Other Capital Income <sup>5</sup>	\$403,649
Total Income	\$14,484,529

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$913,117
Salaries and Related Expenses <sup>7</sup>	\$9,228,234
Non-Salary Expenses <sup>8</sup>	\$12,771,376
Total Expenditure	\$22,912,727

<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