



# St Luke's Catholic College Secondary

## 2023 Annual School Report



**St Luke's**  
Catholic College

St Luke's Catholic College Secondary  
Cnr Frontier Avenue Northbourne Drive  
Marsden Park 2765  
0298543000  
[stlukesmarsdenpark@parra.catholic.edu.au](mailto:stlukesmarsdenpark@parra.catholic.edu.au)  
[www.stlukesmarsdenpark.catholic.edu.au](http://www.stlukesmarsdenpark.catholic.edu.au)

## Introduction

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

St Luke's Catholic College Secondary 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 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-Anne Bauer**

2023 marks a landmark year in the life of our vibrant learning community. This year, we celebrate not just the achievements and milestones of our students and staff but also the fulfilment of a vision deeply rooted in our mission to "nurture faith-filled children to become creative contributors and innovative problem solvers for a changing world". At St. Luke's, we embark on a transformative journey with each child, beginning from the tender age of three in our Early Learning Centre. Here, our youngest learners cultivate the seeds of curiosity and compassion. As they progress to the foundational years, they develop essential skills that form the bedrock of lifelong learning. Our curriculum and pedagogical strategies are designed to ensure that every child is encouraged and equipped to do their best and achieve excellence. The educational voyage continues in the School of Leadership, where students learn about self-awareness and self-direction, gaining insights into how to lead themselves and others effectively. This progression culminates in the School of Entrepreneurs, where students are inspired to become masters of their own destinies, innovating and creating opportunities not just for themselves but for society at large. 2023 marks a monumental chapter in our history as we celebrated the graduation of our first Year 12 cohort, witnessing the fruition of years of hard work with outstanding Higher School Certificate results. This year, we focused on stretching and challenging each learner, fostering an environment where effort and excellence is an expectation. As they strive to meet their potential, our students are living embodiments of our school motto, "Live the Good News". Their successes and growth testify to the efficacy of our educational approach and our commitment to nurturing not only their academic abilities but their character and spirit. Together, we look forward to continuing this journey, guiding each child towards a bright and promising future.

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 role parents played in 2023 through parent engagement in events that focused on aspects of school life including student-led conferences, school reports, subject selections, life design opportunities and parent learning walks.

Parents showed a great willingness to support the learning of their child by attending engagements with attendance at onsite and virtual events. These events, and the information which flowed from them, allowed the principal and leadership team to make key decisions about aspects of learning, care and faith for our context. As 2024 comes we look forward to opening up for more on-site opportunities such as liturgies, celebrations of learning and sporting events while still utilising the opportunities afforded to us by Zoom. Parents also enjoyed the opportunity to engage with their child's learning in real-me

through the Canvas online application. Most pleasingly, the development of a dashboard of student data gave parents access to ongoing data about their child and their growth in learning over time.

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**

Students have been most involved with the life of the college. Students led prayer, liturgy and assemblies in classrooms and within stage and whole school gatherings.

With a strengths-based approach to learning and care, each student developed self-reflection and peer assessment through the lenses of respect for self, respect for others and respect for the environment. This contributed to a harmonious and united student body. The introduction of a daily wellbeing focus with half an hour a day dedicated to wellbeing and connection to others had a positive impact on students. Our student leadership model commenced and saw Yr 12 House Leaders act as student advocates and agents of change - leading the study body at multiple celebrations across the year, the most notable of which was our House Launch celebration for K-12.

Students at the college 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 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 Parramatta Diocese of Parramatta (CSPD). 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. 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 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	99
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	42
Number of part time teaching staff	26
Number of non-teaching staff	31

### 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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at St Luke's Catholic College Secondary 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:

- The College launched our first Highly Accomplished and Beginning Teacher PLCs. These were facilitated by Heads of School and the College Principal with support of CSPD.
- Based on the 2023 Learning goal regarding stretch and challenge, Years 5-12 staff participated in 2 Big Rock Professional Learning series and associated between session tasks.
- Teachers engaged in new curriculum implementation and evaluation at SDDs.

## 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:

- Raising awareness focus on a Food Drive for JSS - Ignite Food Store at Emerton.
- We conducted 3 events for the Winter Sleep Out. Years 5-8 had an awareness-raising evening and Years 9-12 had the overnight Winter Sleep Out.
- Ongoing engagement with the Vinnie's Van in the Mt Druitt and Parramatta area.

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:

- Inquiry leaders have worked with staff to develop content knowledge and the experiential Inquiry approach to RE engage the Head, Heart, and Hands.
- Staff Formation focussed on prayer in an order to collaborate in the process of writing our school prayer.
- PL focussed on Learner Agency which has further enhanced teacher pedagogy and has linked well with our inquiry learning to empower learners.

## 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 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	68%
Writing	78%	63%
Spelling	85%	73%
Grammar and Punctuation	12%	64%
Numeracy	69%	67%

## NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	71%	63%
Writing	67%	58%
Spelling	84%	71%
Grammar and Punctuation	69%	56%
Numeracy	76%	64%

### 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 2023:

- The number of students issued with a RoSA in Year 10 was 114.
- The number of students issued with a RoSA in Year 11 was 80.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023					
	School	State	School	State	School	State
English Standard	84%	59%	0%	0%	0%	0%
English Advanced	100%	95%	0%	0%	%	0%
Studies of Religion 1	99%	84%	0%	0%	0%	0%

Total number of Year 12 students engaged in either a VET or NESAs endorsed courses: 79.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Early Child Education & Care, Work Studies.

### School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Mathematics Standard 2	76%	57%
PDHPE	100%	62%

### HSC Results Comment

This year marked the release of our inaugural HSC students' results. Throughout 2022, numerous students undertook accelerated courses, a trend that continued into this year. We have endeavoured to provide our students with diverse credentials, early university admission offers, and various pathways to higher education. The students and their teachers have worked hard over the past three years to pursue excellence in their

approach to their studies. This years results are extremely pleasing. Schools are ranked according to the number of band 6s compared to the number of exams sat. This is referred to as the "success rate". Students received 16 Band 6s across all courses. This is a "success rate" of 6.3. The state average success was 5.4. Students achieved 110 Band 5 and 6s over 261 exams.

## Student Profile

### Enrolment Policy

St Luke's Catholic College Secondary 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 2023	
Number of Boys	Number of Girls
371	377
Total Enrolments: 748	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	94%	10	93%
8	92%	11	95%
9	91%	12	94%
College Average: 93%			

### 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.

### **Student retention rates**

The retention rate of students for Year 10 to Year 12 was 72%.

### **Post School Destination**

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<b>Post School Destination</b>	
University	71%
Technical and Further Education (TAFE)	12%
Workforce	12%
Other/Unknown	5%

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

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

<b>Student Body Characteristics</b>	
Language background other than English (LBOTE)	278
Students with disabilities (SWD)	148
Aboriginal and Torres Strait Islander	9

## 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 Secondary 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:

- We launched our first House System which saw the introduction of our first team of student house leaders and involved our entire K-12 community.
- Regular House group and year group assemblies to recognise achievement, nuances of Houses and support the social and emotional wellbeing of students.
- Vertical House groups for Mentor sessions to support students transitioning to the College and enhance House Spirit.

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

- Continuation of the embedding and living of our College expectations - Respect for self, others and environment at all House, Year and College events.



- Students volunteered as school Ambassadors and took guests on tours of the College and acted as subject matter experts on panels for guests.
- Senior Students participated in a Leaders Symposium with neighbouring Diocesan schools.

## Community Satisfaction

During 2023, 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:

- Teachers are responsive.
- Concerns are responded to respectfully and thoroughly.
- Children feel safe at school.

Areas of strength from the student feedback include:

- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Areas of strength from the staff feedback include:

- Teachers are professional and create new learning opportunities for students.
- Teachers collaborate with school leaders to create a safe and orderly school environment.
- School leaders have helped me establish challenging and visible learning goals for students.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Stretch and Challenge for all learners. Learners across Years 7-12 will be met where they are at, experienced modelled instruction and motivation to achieve the best possible outcomes.	Achieved.
Priority 2	Ensuring our ongoing assessment of new metrics of success is supported by rigorous teaching practice.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve Year 7-10 writing achievement through explicit domain-specific writing instruction as evidenced by improvement in scheduled collection of student writing samples.	
Priority 2	Find opportunities within and across the daily life of the school to name the transcendent moments so that we enhance our understanding of the purpose of our Catholic Identity.	

## 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>	\$10,076,264
Government Capital Grants <sup>2</sup>	\$259,852
State Recurrent Grants <sup>3</sup>	\$2,709,666
Fees and Private Income <sup>4</sup>	\$3,647,343
Other Capital Income <sup>5</sup>	\$433,363
<b>Total Income</b>	<b>\$17,126,488</b>

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$20,639,718
Salaries and Related Expenses <sup>7</sup>	\$12,590,199
Non-Salary Expenses <sup>8</sup>	\$3,352,318
<b>Total Expenditure</b>	<b>\$36,582,235</b>

<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