



St Luke's Catholic College Secondary

2024 Annual School Report



St Luke's
Catholic College

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Cnr Frontier Avenue Northbourne Drive
Marsden Park 2765
0298543000
stlukesmarsdenpark@parra.catholic.edu.au
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 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 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 grow in self-awareness, self-direction, and a capacity to lead themselves and others. Finally, in the School of Entrepreneurs, students explore who they are, what they can do and what problems they want to solve, while engaging in the endless possibilities that learning provides.

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—evident in our outstanding HSC results. In addition, students accessed a substantial number of opportunities to bring their tertiary study or work forward into their secondary years.

As we look ahead, we remain committed to guiding each child toward 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

In 2024, St Luke's Catholic College continues to recognise and celebrate the vital role parents play in the life of our school. Throughout the past year, parents have actively partnered with us by engaging in a variety of school experiences, including student-led conferences, subject selection evenings, life design discussions, and learning walks.

Whether joining us on campus or connecting through virtual platforms, families have demonstrated a strong commitment to supporting their child's learning journey. These interactions have not only strengthened the partnership between home and school but have also provided valuable insights that informed leadership decisions around learning, wellbeing, and faith formation.

Looking ahead, we are excited to further expand on-site opportunities for families to be involved in liturgies, learning celebrations, and co-curricular events, while continuing to harness the flexibility of platforms like Zoom.

Importantly, parents now have more visibility into their child's learning progress than ever before. Through the Canvas online platform and the newly developed student data dashboard, families can access real-time updates and monitor growth across

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 remained deeply involved in the life of St Luke's Catholic College, actively contributing to our community through leadership, participation, and celebration. They led prayer, liturgies, and assemblies within classrooms, across stages, and during whole-school gatherings—demonstrating confidence, faith, and a strong sense of belonging.

With a strengths-based approach to learning and care, students continued to build their capacity for self-reflection and peer assessment, guided by the values of respect for self, others, and the environment. These practices have contributed to a harmonious and inclusive student culture.

Our commitment to student wellbeing was further supported through a range of positive wellbeing programs designed to foster connection, resilience, and self-awareness. These initiatives have had a tangible impact on student engagement and overall school climate.

Student leadership continued to thrive, with our Year 12 House Leaders acting as advocates and role models across the College. Their presence was felt throughout the year as they led and supported key events, including the highlight of our calendar—the K–12 House Launch.

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	95
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	65
Number of part time teaching staff	11
Number of non-teaching staff	19

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 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:

- Teachers engaged in professional learning to strengthen subject-specific writing instruction, improving student engagement and literacy outcomes within each Key Learning Area.
- The New Scheme Teacher induction provided support and guidance, ensuring that our beginning teachers were effectively inducted and equipped to succeed in their pedagogy
- Professional learning focused on strengthening collaborative practices, with teachers engaging in co-planning, co-teaching and reflection to enhance the consistency and quality

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
- 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 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.

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 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	67%
Writing	82%	65%
Spelling	90%	72%
Grammar and Punctuation	74%	61%
Numeracy	80%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	68%	63%
Writing	71%	61%
Spelling	88%	72%
Grammar and Punctuation	59%	55%
Numeracy	67%	63%

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:

- The number of students issued with a RoSA in Year 10 was 2.
- The number of students issued with a RoSA in Year 11 was 4.

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					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	80%	67%	84%	59%	0%	56%
English Advanced	100%	96%	100%	95%	0%	94%
Studies of Religion 1	97%	80%	99%	84%	92%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 4.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Care, Beauty Services (Make-Up), Com Services - Intro.

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	
	2024	
	School	State
Mathematics Extension 2	100%	86%
Design and Technology	100%	77%

HSC Results Comment

The 2024 HSC results at St Luke's Catholic College reflect strong achievement across a wide range of subjects. Most subjects had significantly performed in the top three bands and achieving significantly above state averages. Strong results were evident across the cohort, with high average ATAR results. Every student graduated with a clear post-school

pathway, supported by purposeful planning and personalised learning. These results reflect the commitment of students, staff and families, and affirm the strength of our approach to education.

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 2024	
Number of Boys	Number of Girls
434	437
Total Enrolments: 871	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	88%
8	91%	11	92%
9	90%	12	94%
College Average: 91%			

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 78%.

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.

Post School Destination	
University	63%
Technical and Further Education (TAFE)	10%
Workforce	7%
Other/Unknown	21%

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)	546
Students with disabilities (SWD)	147
Aboriginal and Torres Strait Islander	8

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:

- A strong focus on embedding social skills education ensured that all teachers were equipped to effectively support the social development of students
- Strong collaboration with system personnel, parents and external specialists ensured timely, responsive support tailored to individual student needs
- Development of tier 2 collective intervention programs and a rich transition program

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:

- 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
- Development of specific and explicit programs to enhance a culture of inclusion within St Luke's

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:

- 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	Improve Year 7-10 writing achievement through explicit domain-specific writing instruction as evidenced by improvement in scheduled collection of student writing samples.	Achieved.
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.	Achieved.

Projected School Priorities	
Priority 1	Improve student learning outcomes in each KLA across Years 7-10
Priority 2	Improve student's ability to connect what they are learning in Religious Education to their faith in action.

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 ¹	\$10,522,624
Government Capital Grants ²	\$619,919
State Recurrent Grants ³	\$2,760,526
Fees and Private Income ⁴	\$4,588,989
Other Capital Income ⁵	\$535,361
Total Income	\$19,027,419

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$994,680
Salaries and Related Expenses ⁷	\$13,636,281
Non-Salary Expenses ⁸	\$4,677,080
Total Expenditure	\$19,308,041

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses