



ANNUAL REPORT 2015

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EDUCATIONAL AND FINANCIAL REPORTING

Policy

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

Procedures - Annual Report

Procedures for implementing the policy include:

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

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

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

The Principal is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies, Teacher and Educational Standards in an appropriate electronic form.

DEST Annual Financial Return

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

CHAIR OF COUNCIL'S MESSAGE

For the 2025 Strategic Plan, the school's leadership are questioning, researching, planning and executing for a very different world. The ultimate focus of the plan is that all students will become adults who will be ready to thrive in the world – making a difference by being people of integrity and compassion, with a world view shaped by St Luke's Christian values, who contribute to their community and who pursue excellence in their chosen careers.

The plan encompasses the academic, co-curricular, pastoral and environmental aspects of the school. Central to this plan is answering questions like "How will learning change? How will co-curricular activity enrich student experience? What spaces will suit learning towards 2025?"

A key part of our Strategic Plan has been the architectural masterplan for our school. Works completed in 2015 included a transformed administration area and student bathrooms in the Junior School, improvements to the Headland Road entry and expansion of the Bennett Quad for senior students. Clever design by our architects has reclaimed a significant land portion to make a larger space for Year 12 to enjoy.

2016 will see a major renovation of the John Scott Hall. Work will transform it into a high-tech performance space with state-of-the-art audio-visual technology, raked seating, a new stage area and expanded canteen and music rehearsal rooms. These projects will complete the existing Masterplan for the Headland Road site.

I wish to acknowledge Mrs Robyn Harris who stepped down as Chair of Council in November 2015 after seven years of service to the School. The School thrived in every way under her leadership. She oversaw the most significant period of growth and financial stability in the School's history, while providing wise counsel and support to Mrs Robinson.

On behalf of the School community, I acknowledge Mrs Robinson's visionary leadership of St Luke's Grammar School. Under her direction, the School has achieved year after year of outstanding educational outcomes and enriched pastoral care. This has resulted in St Luke's Grammar School being the School of choice on the Northern Beaches for families and teachers alike.

To my fellow Council Members, I extend gratitude for your wise governance and the many voluntary hours you extend to St Luke's Grammar School.

Victoria Hayman
Chair of Council

2015 Members of Council

Dr Jean Ashton
Mrs Catriona Corbett
Mrs Robyn Harris
Mr Philip King
Rev'd Clifton McDonnell
Mr Martyn Mitchell
Mrs Emma Ellis
Mr John Turner

Ex Officio

Mrs Jann Robinson, Principal
Mrs Jane Hughes, Business Manager
Ms Jessica Apperley, SASC

Governance

The School is Governed by the Sydney Anglican Schools Corporation. The Board of SASC appoints a local Council to manage the School.

On 20 October 2015 the following members (including Martyn Mitchell) undertook a 4 hour Governance Course run by Chris Berkinshaw and was Accredited by BOSTES.

Mrs R Harris (Chair)

Mrs E Ellis

Mrs C Corbett

Mr P King

Mr J Turner

Mrs V Hayman

Mrs J Ashton and Rev C McDonald were apologies and will undertake the Governance Course in 2016.

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

COMMUNITY EVENTS

Development

Thank you to the support of donors in 2015 students and staff were able to enjoy the benefits of the Landscape Project fundraising program, with greater green spaces, all-weather access to the Cottage classrooms, a secure site and access for the disabled across the many levels of St Luke's with the provision of two new lifts.

A temporary change in fundraising emphasis meant that during 2015 our fundraising focused on providing advice, marketing and administrative support to School charity initiatives. The first Junior and Senior School *Cross Country-a-thon* raised a combined \$21,000 for the children at the Watoto Ministries Orphanage in Uganda with this sum being further increased by funds raised from the annual mid-Winter Movie Night and other student donation opportunities. Other fundraising initiatives supported included the Wellspring Projects and the Black Dog Institute.

While supporting charities was a major focus, we also continued to raise funds for the St Luke's tax deductible funds; the Building, Scholarship and Library Funds and we are grateful to our donors for their continuing interest and support.

The Alumni Scholarship (part of the Scholarship Fund) was launched in 2012 to celebrate the 20th anniversary of St Luke's. This is an ongoing appeal to build a fully endowed scholarship for a student, who might otherwise not have the opportunity to attend St Luke's. Fundraising for this Alumni Scholarship was its third year and donations were gratefully received from former students, past parents and current School parents and staff. There is quite some way to go to establishing this as a fully endowed Scholarship. Donors also generously supported the Building and Library Funds. Assistance was also provided to the School through grants and in-kind support, for example, new higher fencing around the oval was constructed with the assistance of a community grant from Toyota Financial Services, and Gummerson Fabrics enabled the School to purchase classroom materials at cost.

Community Outreach

In a new initiative, at the final Dress and Technical rehearsal for the school production, *Little Shop of Horrors*, families and guests staying at the Royal Far West Children's Home were invited to view the production, meet with the cast and crew and enjoy a light meal before the show. Volunteer parents and former students cooked up a storm and provided a fantastic welcome to St Luke's.

2015 also saw the inaugural Mothers and Friends Breakfast held to celebrate Mother's Day. The event, which sold out in just three weeks, saw more than 400 mothers, special friends and students breakfast together before listening to Principal, Mrs Jann Robinson, spoke to mothers about parenting and the conversations that every parent needs to have with their children. It is intended that future Mother's and Father's Day events are held on alternate years.

In Terms 2 and 4, Parent Forums were held to provide an informal opportunity for the Principal, Mrs Robinson, and members of the School Executive to address parents and for parents to raise issues and ask questions. The informality and candid nature of the meetings and discussions were appreciated.

The community performance highlight of the year was the *Black & Bling Cabaret*, held in September. The concert featured parent, Peter Byrne and his band, in the *Forever Diamond Show*, supported by our very own inaugural *St Luke's Community Choir*.

Development and Communities also provided exhibition and event management across the school for the majority of events, including Speech and Presentation Days, the Year 12 Valedictory Dinner, the Senior and Middle School Showcases, Grandparents Day and theatrical productions to name a few.

In September the online St Luke's Photo Album service was launched to enable parents and carers to purchase professional photographs taken of their children while engaged in activities at school. The use of this service provides cost recovery for the hire of professional photographers. These professional images are taken for school publications and promotions and therefore, not normally available to parents and carers. Access is password protected and orders are reviewed to comply with child protection requirements.

Community involvement with the School continued strongly through the year through the network of Class Parents. Class parents support the school through *friend raising*, rather than fundraising and they worked tirelessly in teams to organise many successful events including the annual Trivia Night, Mother's and Father's Day Stalls, and supporting the mid-Winter Movie Night and Mother's and Friends Breakfast as well as year group get-togethers and social events.

The St Luke's community also includes former students and former staff and during the year the school continued to build connections with these key community members including welcoming back the Class of 2006 for their 10-year Reunion and in October, the Class of 2010 for their Five-Year Reunion.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2015

The students performed at a high standard in the Higher School Certificate in 2015. Our top ATAR was 99.7 and 25% of students achieved an ATAR over 90, with approximately 53% of students achieving an ATAR over 80.

Five students were recognised in the 'All Rounders' list for gaining 90 or more in 10 units or more.

Course	Candidates	Performance Band achievement by number and %	
		Bands 3 – 6 (E3 and E4 for Extension courses)	Bands 1 – 2 (E1 and E2 for Extension courses)
Ancient History	25	100	0
Biology	16	100	0
Business Studies	36	97.23	
Chemistry	15	100	0
Design & Technology	18	100	0
Drama	5	100	0
Economics	14	100	0
English Standard	9	100	0
English Advanced	66	100	0
English as a Second Language	3	66.7	33.3
English Extension 1	8	100	0
English Extension 2	4	100	0
Geography	17	100	0
Information Processes & Technology	4	100	0
Legal Studies	7	100	0
General Mathematics	45	100	0
Mathematics	30	96.67	3.33
Mathematics Extension 1	17	88.24	11.76
Mathematics Extension 2	5	100	0
Modern History	14	100	0
History Extension	4	100	0
Music 1	2	100	0
Music 2	3	100	0
Music Extension	1	100	0
Personal Development, Health & Physical Education	25	100	0
Physics	18	100	0
Software Design and Development	7	100	0
Studies of Religion 1	29	100	0
Visual Arts	12	100	0
Chinese Continuers	1	100	0
Chinese Background Speakers	3	100	0
French Continuers	3	100	0
French Extension	1	100	0
Automotive	1	100	0
Construction	1	100	0
Human Services	1	100	0
Tourism, Travel & Events	1	100	0

- 100 % of students at St Luke's Grammar School qualified for the HSC.
- 6 students of the cohort of 78 included a VET course in their program of study.

Comparative Performance Over time: HSC Results

Course	School Mean	State Mean	Performance Band achievement by % Bands 3 – 6 (<i>Bands E3 and E4 for Extension subjects</i>)					
			2015		2014		2013	
			School	State	School	State	School	State
Ancient History	79.42	71.34	100	82.6	100	82.99	100	83.52
Biology	79.74	71.13	100	83.8	100	86.58	100	91.34
Business Studies	77.61	73.65	97.23	87.46	92.31	87.60	100	87.74
Chemistry	83.07	75.81	100	93.18	100	91.53	100	91.75
Design & Technology	80.83	76.25	100	94.59	100	95.00	100	96.71
Drama	90.44	77.81	100	97.98	100	98.42	100	97.75
Economics	78.37	76.12	100	92.05	93.75	91.08	88.24	86.42
English Standard	73.42	67.10	100	84.18	100	85.20	100	78.57
English Advanced	81.79	80.43	100	98.24	100	99.90	97.34	98.38
English as a Second Language	67.27	70.86	66.7	82.36	100	88.66	100	83.40
English Extension 1 (/50)	42.25	41.80	100	94.11	100	93.02	92.86	88.37
English Extension 2 (/50)	42.58	39.54	100	82.39	62.5	77.46	100	77.93
Geography	79.93	73.85	100	86.73	100	84.37	100	83.41
Information Processes & Technology	76.10	72.36	100	84	n/a	n/a	n/a	n/a
Legal Studies	82.89	74.60	100	88.9	100	83.58	100	88.18
Mathematics General 2	80.38	68.64	100	74.22	92.50	74.99	100	75.15
Mathematics	81.78	77.89	96.67	90.5	90.63	91.34	100	92.29
Mathematics Extension 1	79.69	81.20	88.24	84.14	95.66	84.42	100	83.56
Mathematics Extension 2	82.72	82.28	100	86.18	100	86.42	50	87.21
Modern History	83.44	75.29	100	89.4	100	89.35	100	90.55
History Extension (/50)	41.15	38.64	100	78.17	80	77.72	80	73.76
Music 1	88.30	80.60	100	97.51	100	96.98	100	97.52
Music 2	85.00	86.68	100	99.86	100	100	100	99.89
Music Extension	40.00	43.60	100	93.17	n/a	n/a	n/a	n/a
Personal Development, Health & Physical Education	80.57	73.10	100	90.41	90.91	88.31	100	82.41
Physics	78.83	72.66	100	89.34	100	90.63	100	88.84
Software Design & Development	86.54	73.53	100	88.44	100	90.35	100	90.61
Studies of Religion 1 (/50)	40.31	38.49	100	95.38	100	93.86	100	93.83
Visual Arts	84.37	79.21	100	97.99	100	97.10	100	98.21
Chinese Background Speakers	81.80	81.72	100	97.9	100	97.84	100	98.24
French Continuers	84.80	82.16	100	97.53	100	97.38	100	97.7
French Extension	45.00	41.50	100	90.97	n/a	n/a	n/a	n/a

NAPLAN

In Years 3, 5, 7 and 9 in all elements, St Luke's students achieved a mean above the National Average. The elements contributing to the Literacy score are Reading, Writing, Spelling and Grammar and Punctuation.

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

Performance Band Achievement as a Percentage of Student Number

2015 NAPLAN Test	Year 3 Percentage of students in band		Year 5 Percentage of students in band	
	Bands 3 - 6	Band 1 - 2 (Band 1 is Benchmark Year 3)	Bands 4 - 8	Band 3 (Benchmark Year 5)
Reading	98	2	100	0
Writing	100	0	98	2
Spelling	96	4	100	0
Grammar	94	6	98	2
Overall Numeracy	96	4	100	0

2015 NAPLAN Test	Year 7 Percentage of students in band		Year 9 Percentage of students in band	
	Bands 5 - 9	Band 4 (Benchmark Year 7)	Bands 6 - 10	Bands 5 (Benchmark Year 9)
Reading	100	0	99	1
Writing	100	0	95	5
Spelling	100	0	98	2
Grammar	100	0	99	1
Overall Numeracy	100	0	100	0

Average School Achievement in Comparison to National Average 2015

LITERACY – Reading 2015	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	489	534	609	631
National Average	426	499	546	580

LITERACY – Writing 2015	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	447	504	560	598
National Average	416	478	511	547

LITERACY – Spelling 2015	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	440	530	591	628
National Average	409	498	547	583

LITERACY – Grammar 2015	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	472	551	610	614
National Average	433	503	541	568

NUMERACY – 2015	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	460	539	618	651
National Average	398	493	543	592

DETAILS OF ALL TEACHING STAFF AND PROFESSIONAL LEARNING

Professional learning

The staff professional development days at the beginning of each term focused primarily on how staff can implement the Learning at St Luke's framework in each classroom. As well as whole school professional development session, all staff participated in Professional Learning Groups. These groups met eight times throughout the year for just under an hour each time with all teaching staff involved (staff participation = $87 \times 8 = 716$). As well as the whole-school focus on developing students' capacity to learn, other sessions attended by the whole school staff focused on new ways of using technology, work, learning about new applications for the iPad, and looking at current trends in education which should be shaping practice in the classroom.

Description of Professional Learning Activity (Internal PD courses)	Staff Participation (no. of staff x no. of events x no. of days)
iPads – Useful Tricks	45
Using Google Applications in the Classroom	47
How to make the most of Verso	40
Using Clickview	33
Learning at St Luke's	293
Using Edumate and Verso	104
New Staff Induction	3
Review of Critical Incident Policy	92
Child Protection Seminar	121
Teaching for Character Development	77
Coaching	16

As well, staff undertook external professional development in the following areas.

Description of Professional Learning Activity (External PD Courses)	Staff Participation (no. of staff x no. of events)
First Aid	31
Senior School Curriculum/Australian Curriculum and pedagogy (external)	35
Conferences	80
Christian Ministry (external)	5
Gifted and Talented/Learning Support	1
Technology	7
Junior School Curriculum/Australian Curriculum/Pedagogy	18
Leadership	11
Student welfare/Positive Psychology	29
Accreditation	9
Library	4
Careers	9
Counselling	3

Teaching Standards

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	Teaching staff 88
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualification	1
(iii) Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

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

Workforce composition

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

Number of Indigenous Staff 0

STUDENT ATTENDANCE

FORM	Overall	Male	Female
Year 7	96.30%	96.50%	96.00%
Year 8	95.50%	95.40%	95.60%
Year 9	95.80%	95.80%	95.70%
Year 10	95.20%	96.00%	94.30%
Year 11	96.20%	96.90%	95.40%
Year 12	96.80%	96.90%	96.70%

RETENTION RATES

Comparison of Students Progressing from Year 10 through to Higher School Certificate years:

Actual: At the end of 2014, 6 students left Year 10 at the end of the year and did not continue into Year 11, 2015 at St Luke's. They moved to other schools to complete their schooling. Such vacancies were absorbed by 8 new students who commenced in Year 11, 2015 (Local and Overseas Students).

ENROLMENT POLICY (see Appendix 1)

1. St Luke's has a comprehensive intake and is open to all students regardless of ethnic background or religious denomination. For full text of Policy see Appendix 1.
2. There are no pre-requisites for continuing enrolment. A student's enrolment may be withdrawn where a serious breach of the School Rules in relation to prohibited substances occurs, or for serious breaches of conduct or if fees are not paid.

Enrolment profile

At the beginning of 2015, St Luke's Grammar School had approximately 940 students in Years K to 12, made up of:

- **Junior School** - Kindergarten to Year 6 – approximately 360 students
(Pre-K also operates a three day program with 24 full time equivalent students)
- **Senior School** - Year 7 to Year 12 – approximately 580 students

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

In the Senior School, there are four classes in each Year group in Years 7 & 8, with additional streams incorporated from Year 9 onwards in line with elective selections.

Students come predominantly from the local Northern Beaches area.

Approximately 2% of the student population is from overseas.

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

POLICIES FOR STUDENT WELFARE; DISCIPLINE AND REPORTING COMPLAINTS AND GRIEVANCES

Policies are accessible via the Staff Handbook, Student Diary and the OH&S Manual which are available on request from Reception.

Student Welfare

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

Student Welfare aims to:

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

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

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

The following policies and procedures were in place in 2015

Policy	Changes in 2015	Access to full text
Child Protection <ul style="list-style-type: none"> • Definitions • Legislation • Reportable conduct • Reporting procedures 	Policy updated in light of changes to legislation	Staff Handbook
Security Policy <ul style="list-style-type: none"> • Evacuation • Lock down • Security of grounds 	New evacuation plan to incorporate completed building. Lock Down policy extended Changes to persons responsible	OHS Manual
Codes of Conduct <ul style="list-style-type: none"> • Staff and student • Behaviour management 	Supervision of students on camps and excursions revised to reflect risk management	Staff Handbook
Pastoral Care policy <ul style="list-style-type: none"> • Roles and responsibilities • Critical incident policy 	Role Description of Year Co-Ordinator established Updated annually	Staff Handbook

Internet Policy <ul style="list-style-type: none"> • Internet use • Plagiarism 	Email policy reviewed and updated	Student Diary Staff Handbook
Anti-bullying Policy <ul style="list-style-type: none"> • Definition • Actions 	Updated for BYOD In 2013 a unified policy across the school	Student Diary Staff Handbook
Staff Grievance Policy	Policy confirmed	Staff Handbook

Policies for Student Discipline

Student management aims to:

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

Consequences for Inappropriate Behaviour

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

Student Support

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

Positive Acknowledgement

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

Policies for Complaints and Grievances

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

Respect and Responsibility

In 2006, the School introduced a community service program for students in Years 7-9. The students undertake community service outside of school time and find projects within their own communities. This has been expanded with all students in Year 9 undertaking the Bronze Duke of Edinburgh Awards Scheme and Arranounbai School Community Service Project.

Each year the School runs programs to promote respect and responsibility. The student leadership teams are mentored by senior staff members. Years 10-12 undertook leadership training and these focussed on promoting responsibility.

The Peer Support Mentoring and Buddy Programs and the Buddy Program are used across the School to promote responsibility and respect.

STUDENT, STAFF AND PARENTAL SATISFACTION

2015 Parent and Student Feedback

St Luke's Grammar School is committed to listening to the views and expectations from key stakeholders and conducts independent parent and student surveys to provide performance feedback on a wide range of related education topics.

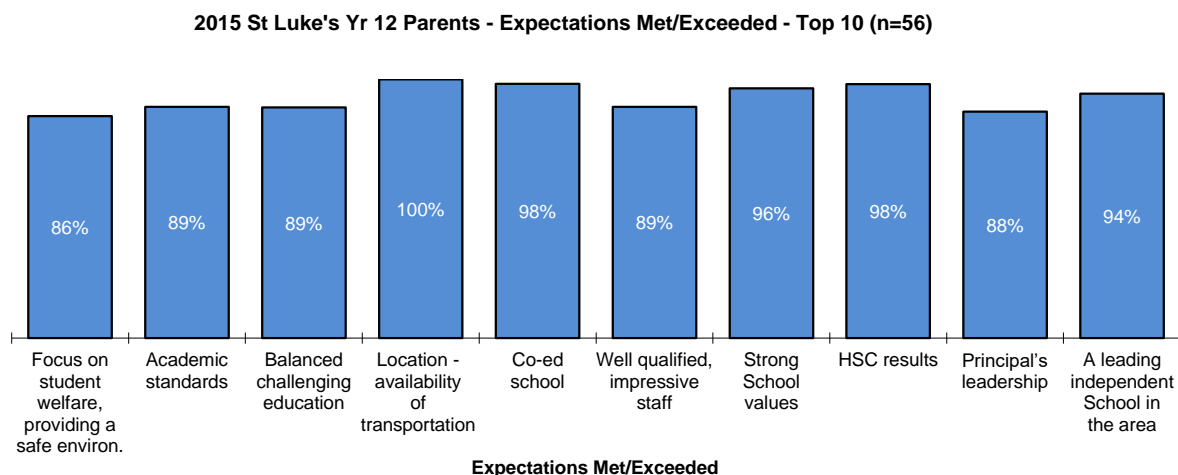
The feedback from these surveys greatly assists the School with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

For the 2015 review a total of 223 parents and 78 students from Years 3, 5, 8, 10 & 12 participated in surveys and provided views on such areas as academic performance, Christian Education, student welfare, co-curricular, sport, teaching, communication, facilities and resources and administration and leadership.

Year 12 Parents

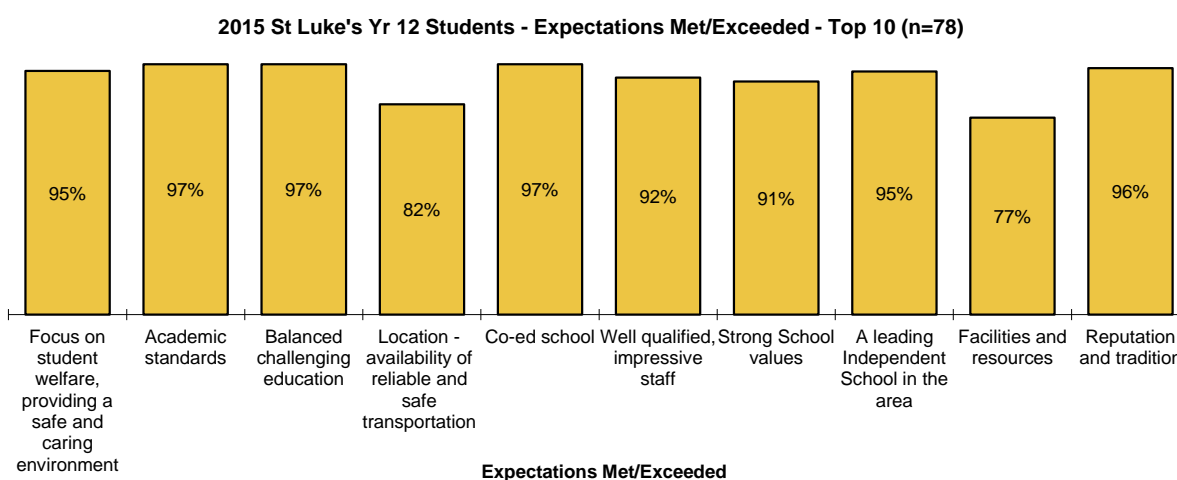
A selection of some of the top level findings are detailed below, ranked in order of the importance the Year 12 Parents placed on reasons for choosing a school for their child:

- 86% of parents' expectations were met or exceeded in relation to focus on student welfare
- 89% of parents' expectations were met or exceeded in relation to academic standards
- 89% of parents' expectations were met or exceeded in relation to a balanced challenging education
- 100% of parents' expectations were met or exceeded in relation to location
- 98% of parents' expectations were met or exceeded in relation to a co-ed school



Year 12 Students

- A selection of some of the top level findings are detailed below, ranked in order of the importance the Year 12 Parents placed on reasons for choosing a school for their child:
- 95% of students' expectations were met or exceeded in relation to focus on student welfare
- 97% of students' expectations were met or exceeded in relation to academic standards
- 97% of students' expectations were met or exceeded in relation to a balanced challenging education
- 82% of students' expectations were met or exceeded in relation to location
- 97% of students' expectations were met or exceeded in relation to a co-ed school



Parents and students were asked to provide open responses to the most valued aspects of St Luke's Grammar School. The most frequently nominated aspects are:

Year 3 Parents	Year 10 Parents
Quality of staff	Safe, nurturing environment
Safe, nurturing environment	Quality of staff
Pastoral care at the School	Child's happiness at the School
Quality of education	Small size of the School
School values	School values
Year 5 Parents	Year 12 Parents
Small size of the School	High quality student wellbeing program
Safe, nurturing environment	A high quality, well balanced education
School values	Close knit, supportive community
Quality of staff	High quality teaching
Quality of education	Opportunities for students to reach their potential
Year 8 Parents	Year 12 Students
Small size of the School	Friendships with other students
School values	Strong, supportive & caring community
Quality of education	Quality relationships with teaching & other staff
Quality of staff	High quality education
Safe, nurturing environment	High quality teaching

SCHOOL DETERMINED IMPROVEMENT TARGETS

Targets for 2014

1. Launch **Learning@STLUKE'S** to future proof students
 - **Learning@STLUKE'S** was launched in Term 1: The Staff adopted the new language of learning early. Students embraced the changes and have shown an understanding of the new language.
2. Measure the changes in *Language@STLUKE'S*
 - Changes were measured through:
 - Staff Surveys
 - Student Surveys
 - Reporting
 - Demonstrated a significant take up of change
3. Improve transparency of reporting to parents
 - Established clearer criteria in a number of areas for awards and grades which led to greater transparency

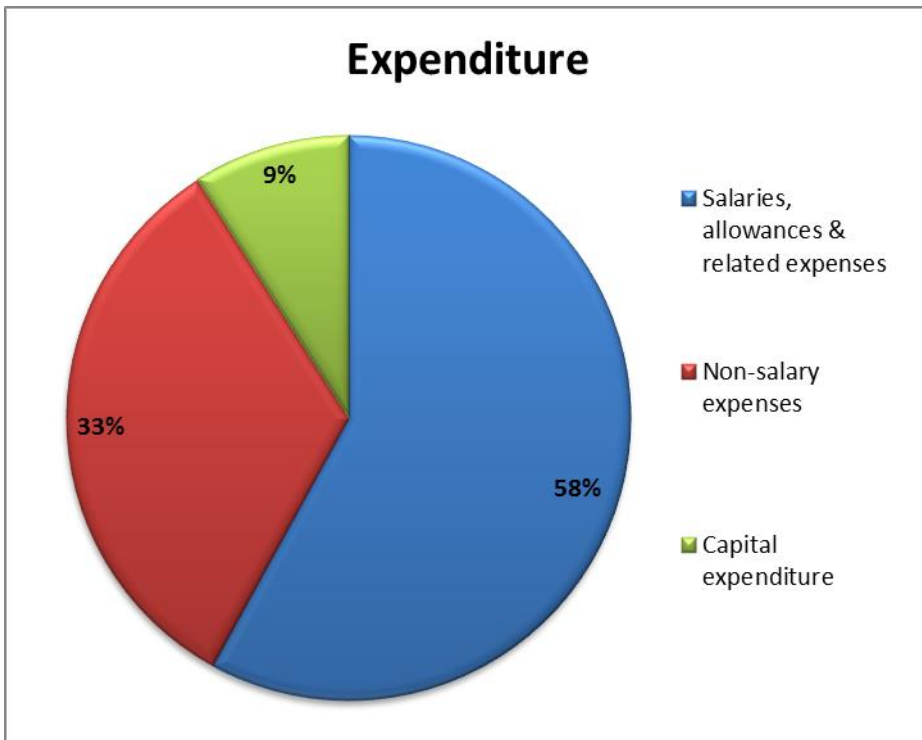
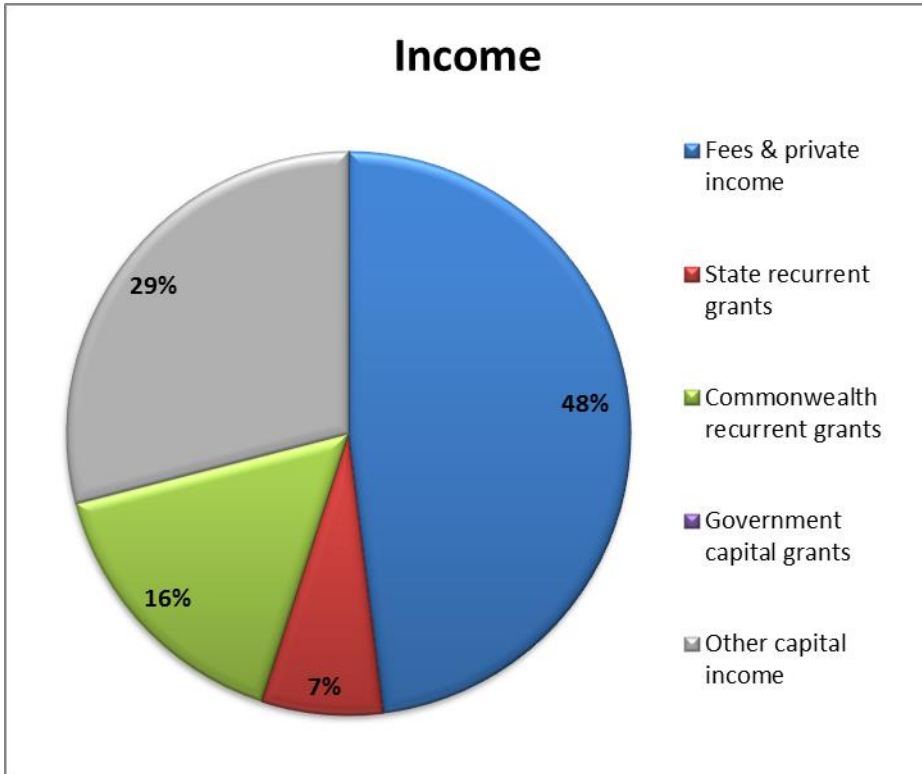
Targets for 2015

1. Establish Professional Learning Groups
 - *Those were established and are providing both professional reading as well as peer observation opportunities.*
2. Collect Data to assess student progress
 - *This was done in both Junior and Senior Schools and has been used to establish and monitor areas for improvement.*
3. Lift Literacy Levels in Junior School
 - *The Junior School undertook intensive training on “Words their Way” and direct instructional techniques do lift literacy. The NAPLAN result in 2016 will be used to assess effectiveness.*

Targets for 2016

1. Whole School Classroom observations to ensure that classroom practices are aligned to **Learning@STLUKE'S**.
2. Further development of sequential Pastoral Care Program Years 7-12.
3. Strengthen Community Relations with Partner organisations.

FINANCIAL STATEMENT SUMMARY



ABOUT THIS REPORT

In preparing this Report, the School Executives have gathered information from evaluations conducted during the year and analysed other information about the School's practices and student learning outcomes. The Executives have determined targets for the School's future development.

Members of the School Executive Committee included:

Mrs Jann Robinson	Principal
Dr Peter Downey	Deputy Principal
Mr Jennifer Pollock	Deputy Principal – Curriculum
Dr James Pietsch	Dean of Professional Learning and Development
Rev John French	Chaplain
Mr Nigel Wickham	Dean of Students
Mr Adam Lear	Head of Junior School
Mrs Jane Hughes	Business Manager
Mrs Danielle Hargrove	Director of Marketing and Enrolments
Mr Andrew Longhurst	Director of ICT
Ms Jodie Bennett	Assistant Head of Junior School
Ms Kai Romot	Director of Development

APPENDIX 1

ENROLMENT POLICY AND PROCESS

1.0 ENROLMENT CRITERIA AND ETHOS

Our selection criteria are established to reflect the ethos of our School. Consequently, we seek to enrol those children we judge to be best able to benefit from the Academic Program we offer, who demonstrate a willingness to participate in the full range of activities, and whose families understand and are supportive of the Christian aims and objectives of the School.

2.0 POLICY STATEMENT

We will assess all applications to enrol against the following criteria:

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

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

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

3.0 NOTES AND PROCEDURES

i) ENROLMENT PROCESS “POINTS OF ENTRY”

The School's normal entry points are Pre-Kindergarten (Cottage), Kindergarten, Year 7 and Year 11. We will however, consider applications for entry to other Years when places become available. Due to the high demand for places, we advise parents to submit an *Application to Enrol* for their child well before the desired Year of entry.

The School has limited places to offer. After these places are offered, a waiting list is drawn up. This list will be used to make later *Offers of Enrolment* if students to whom initial offers were made decide not to accept their offers, or if students already enrolled withdraw from the School.

ii) RECEIVING AN *Offer of Enrolment*

The School's Enrolment Process is outlined on Page 3 of this document. All *Offers of Enrolment* are subject to an interview with the Principal. Prior to the School making an *Offer of Enrolment*, an *Application to Enrol*, together with an *Application Fee*, needs to be received and processed. All Applicants are assessed against the Enrolment Criteria, and Applicants that meet the Enrolment Criteria are sent an invitation to participate in the Enrolment Interview. Successful Applicants then receive an *Offer of Enrolment*.

iii) DEFERRING AN *Offer of Enrolment*

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

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

iv) ENROLMENT CONTRACT

Parents may accept a place for their child by signing the *Enrolment Contract* and paying the required Enrolment Fee. This will establish the parents' agreement to support the School Rules and Policies, to pay the School Fees and Charges, to accept the Conditions of Enrolment and the consequences of suspension or termination of Enrolment.

v) FEES DURING THE ENROLMENT PROCESS

- Application Fee (\$200) to be paid and forwarded with the *Application to Enrol* form. This amount is non-refundable and does not guarantee a place at the School.
- Acceptance Fee (\$1500) – to be paid within twenty-one (21) days of the *Offer of Enrolment*, unless otherwise specified at the time of offer. This Fee confirms a student's enrolment at St Luke's and is non-refundable.

vi) PRIVACY OF INFORMATION SUPPLIED

All Enrolment information that parents supply during the Enrolment Process will be kept confidential and accessed only by those staff involved in the Enrolment Process. If an *Application to Enrol* is not successful we will retain the information, with the permission of the parents, in case a place should become available later.

vii) PARENT'S DECLARATION

In completing the *Application to Enrol* form we will ask Parents to declare that to the best of their knowledge they have:

- disclosed any special needs of their child
- provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s) and
- completed fully the *Application to Enrol* form

If a parent withholds information relevant to the Application and Enrolment Process then we will reserve the right to refuse, or terminate the Enrolment Process on these grounds.

viii) WHEN GUARDIANS OR CARERS ARE ENROLLING STUDENTS

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

ix) ENROLMENT PROCESS

Parents'/Guardians' Action	The School's Action	Comments
STAGE 1 – Application to Enrol		
<ul style="list-style-type: none"> Parents request information regarding the School 	<ul style="list-style-type: none"> We send an Application to Enrol form with School Prospectus. 	<ul style="list-style-type: none"> Note: School Tours are conducted on a weekly basis for families wanting to visit the School.
<ul style="list-style-type: none"> Parents complete the Application to Enrol, and return it together with the Application Fee, and all required documents, to have their child placed on the Waiting List. 	<ul style="list-style-type: none"> We receive and process completed Application to Enrol forms. We send a letter confirming our receipt, and outlining the next stages of the Enrolment Process. 	<ul style="list-style-type: none"> As we receive each Application to Enrol, we add the child's name and contact details to our "Waiting List" for the relevant Year. The Application Fee is non-refundable and paying it does not guarantee an Offer of Enrolment.
STAGE 2 – Enrolment Interview		
	<ul style="list-style-type: none"> We contact Parents to schedule an Enrolment Interview, at the appropriate time. 	<ul style="list-style-type: none"> For Cottage and Kindergarten entry, Enrolment Interviews are scheduled approximately 2 years prior to entry. For Year 7 entry, Enrolment Interviews are scheduled approximately 2 years prior to entry. Note: Students enrolled into the St Luke's Junior School automatically proceed to Year 7, without having to participate in an additional Year 7 Enrolment Interview. For Years 1 – 11 (not including Year 7), Enrolment Interviews are scheduled approximately 2 terms prior to entry. NOTE: The School endeavours to interview all Applicants within the above time frames. However, the scheduling of an Enrolment Interview may be delayed, subject to a place being available.
<ul style="list-style-type: none"> Attend the scheduled Enrolment Interview with the student. 		<ul style="list-style-type: none"> Attending an Enrolment Interview does not constitute or guarantee an Offer of Enrolment.
STAGE 3 – Offer and Acceptance		
	<ul style="list-style-type: none"> Following the Enrolment Interview, we notify the Applicant of the outcome of the Enrolment Interview. Subject to the School's Enrolment Policy and subject to a place being available, successful Applicants are extended an Offer of Enrolment and are sent an Enrolment Contract for parents to sign. 	<ul style="list-style-type: none"> We usually make an Offer of Enrolment within 2 – 3 weeks of the Enrolment Interview taking place. Depending on when a position becomes available, an Offer of Enrolment may be delayed up until or beyond the actual desired date of entry, or not at all. In cases where an Offer of Enrolment is not extended within the 2 – 3 week timeframe, Applicants are sent a letter outlining the status of their Application.
<ul style="list-style-type: none"> Accept the Offer of Enrolment by signing the Enrolment Contract and paying the non-refundable Acceptance Fee 	<ul style="list-style-type: none"> Process the receipt of the Enrolment Contract and Acceptance Fee and send a letter of Confirmation of Enrolment 	<ul style="list-style-type: none"> The Acceptance Fee is non-refundable. Orientation information is sent to newly enrolled students approximately at the end of Term 3 of the year prior to entry.

ix) ENROLMENT POLICY CHANGES

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

APPENDIX 2

CHILD PROTECTION POLICY

1.0 RATIONALE

The School will provide a safe and secure environment for all students. The School has a duty of care to all students and in matters of Child Protection will through proactive and reactive means seek to ensure the safety of children and young people. The School will comply with all statutory regulations in relation to Child Protection. This will include the screening of staff, responding to allegations against staff and reporting procedures. This Policy is informed by the Legislative requirements set in:

- The Ombudsman Act 1974
- The Commission for Children and Young People Act 1998
- The Children and Young Persons(Care and Protection) Act 1998
- The Child Protection Legislation Amendment Act 2003
- Child Legislation Amendment (Wood Inquiry Recommendations) Act 2009

2.0 POLICY STATEMENT

- For the purpose of this policy Staff refers to the teaching Staff and/or those who have direct supervision of students.
- The Head of Agency responsible for reporting matters relating to Child Protection is the Principal.
- A child for the purpose of this policy is all the students enrolled in the school.

3.0 NOTES / PROCEDURES

Procedures:

1. All teaching staff provide the School with their Working With Children Check Number. This will be checked by the Business Manager prior to employment.
2. All Volunteers will provide the School with a Working With Children Check Number prior to taking up a direct supervisory role with children.
3. All parent volunteers provide a Working With Children Check Number.
4. All Staff will be instructed on the first day of Term 1 each year of their responsibility as Mandatory Reporters incorporating the information contained in the *Keeping them Safe* Legislation
5. Where changes occur during the year all staff will receive an update at a whole school staff meeting
6. All Staff will be informed that all allegations must be investigated.
7. Staff will be made given information on those matters which must be reported
8. Where a teacher suspects a child is subject to sexual or physical abuse or has any concerns about a child's safety and well-being they must report the matter to the Principal.
9. Teachers in the Junior School are required to report any disclosures made to them of a child protection nature to the Head of Junior School who will notify the Principal. Teachers in the Senior School must report such matters to the Principal.
10. The Principal will use the NSW Mandatory Reporter's Guide to determine the actions that need to be taken.

11. The Principal will report all findings of significant harm to Community Services the Ombudsman or appropriate statutory authority.
12. In all other cases appropriate support mechanisms will be established by the School as the School does not have access to Child Wellbeing Units.

Investigating and Reporting Procedures:

The Mandatory Reporter's Interactive Website will be used to determine the nature of the allegation and the action that needs to be taken. Where allegations of physical and /or sexual abuse are made against an employee an assessment will be carried out to ensure the safety of the child. An investigation will be conducted in accordance within the following guideline:

1. All allegations made against an employee will be investigated.
2. Where a reportable allegation or reportable conduct is made against an employee the Ombudsman will be notified within 30 days. An enquiry can be undertaken to clarify the nature of the allegation
3. Where there are reasonable grounds to suspect the child is at risk of significant harm the Department of Community Services will be notified
4. Where there is an alleged criminal offence the police will be notified
5. Where the death of a child occurs the police and Community Services will be notified
6. Where an allegation is made which is not of a reportable kind the Head of Agency will investigate and maintain written records of the incident and findings on the employees file and send a Notification to the AIS
7. Confidentiality will be maintained at all times
8. All allegations will be investigated and documented. Procedural fairness will be ensured in all investigations.
9. For excursion see the protocol relating to excursions for Child Protection

NB

- Allegations against the Principal:
The Chairman of School Council is to be notified. The Chairman may consult with the School Council and members of the School's Senior Executive
- A full manual relating to Child Protection is available in the Principal's Office. It is a reference available to all staff.
- This policy is to be read in conjunction with the Staff Code of Conduct and Excursion Policy

APPENDIX 3

DISCIPLINE POLICY

1.0 RATIONALE

St Luke's Grammar School is committed to the positive well-being and welfare of all its students. As such, any student management and welfare policies will reflect the School's Christian character. St Luke's Grammar School endeavours to create a safe environment and to foster and promote positive relationships. All members of the School community - students, staff and parents - are to be treated with respect.

The care and nurture of students is the responsibility of all members of staff. According to the situation the Counsellor, Deputy Head of Junior School, Head of Junior School, Year Coordinator, Dean of Students, Dean of Professional Learning and Development, Deputy Principal Curriculum, Deputy Principal and Principal can be utilised.

Discipline is based on students accepting responsibility for their behaviour and realising that, as in the world beyond the school gate, there are consequences for unacceptable behaviour. This is within an overall framework of the philosophical underpinning that in nearly all cases, students are provided with a model of restorative justice.

Discipline will be appropriate for the misdemeanour and age of the student and all disciplinary actions will be underpinned by procedural fairness and restorative justice. There will be an absence of public humiliation and a clear explanation given to the student for the consequence.

The Discipline Policy is applicable to all Overseas Students and where the Overseas Student's parent is not available as the first contact, the guardian or designated carer will be informed.

Corporal punishment is not used by the School, nor are other agencies or parents given instruction or authorised by the School to use corporal punishment. Parents are advised that the School's discipline on School matters is sufficient and they should not add to the discipline imposed by the School.

In all matters the School will ensure procedural fairness whereby students will be given the right to a meeting and be given the right to an unbiased decision:

- This will mean the student can request and have a support person present when being asked about matters of a disciplinary nature.
- Students will not be subject to unfair pressure
- Students and parents will have the right to answer any matters raised with them and to give an account of the matter
- Students will be dealt with in a non-judgemental manner without assumption of guilt or blame.

Parents will be included in the flow of information.

The Principal has the overriding authority to implement disciplinary procedures in accordance with the School's Discipline Policy.

The policy on Disciplinary practice should be read in conjunction with the School's Anti-Bullying Policy and the School Rules and Procedures.

2.0 POLICY STATEMENT

The School's Discipline Policy should enable the Executive and Teaching staff to clearly identify and implement the disciplinary procedures within the School. All discipline measures will be implemented with procedural fairness and with the overall aim for restorative justice.

3.0 NOTES / PROCEDURES

3.1 Senior School

General Discipline Guidelines

- Students are required to abide by the School's Rules and to follow the directions of teachers and staff within the School.
- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
- The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged behaviour and the specific circumstances. The student is advised of the allegation and will be informed of the procedural steps to be followed in dealing with the matter. Parents may be informed either in writing or verbally. Students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- The penalties imposed will vary according to the behaviour and the prior record of the student. The disciplinary response in relation to the level of behaviour is outlined in the policy. Corporal punishment is not permitted.
- Where the offending behaviour is of a serious nature or a student's record of behaviour needs to be reviewed, then a suspension or expulsion may result.
- The Principal has the overall discretion to suspend a student with the possibility of expulsion in relation to a behavioural incident or incidents.

Procedural Discipline Policy

- Staff who have pastoral concerns about any student/s are encouraged to discuss the concerns with key Pastoral staff. The recommended staff member for the initial discussion is the Year Coordinator.
- Classroom behavioural issues (low level) or failure to complete work will be addressed by the teachers and in particular situations discussed with the Head of Department and appropriate action taken.
- Consistent behavioural issues in the classroom or a higher level incident need to be discussed with the HOD and referred to Year Coordinators. After consultation disciplinary procedures may be implemented. These incidents are to be documented and placed on the student's file. Parents are informed and the student's progress monitored.

- All bullying incidents are referred to Dean of Students as per the Anti-Bullying Policy. Year Coordinators will be informed of the incident/s. The incident will be documented and investigated by the Dean of Students or Deputy Principal.
- Serious pastoral incidents are to be referred directly to the Dean of Students, Deputy Principal and /or Principal.
- Child Protection issues are referred to the Principal, and Staff Members are required to follow the School's Child Protection Policy.
- Students who have higher level incidents or may disrupt the learning of other students, may be placed on a Student Report Card at the discretion of the Dean of Students or Year Coordinator.
- Any incidents or where a suspicion or disclosure of Self Harm occurs is referred to the School Counsellor and Principal.

Strategies for Student Management and Pastoral Care

Lower Level Behavioural Incidents:

Discussion after class/activity:

- This involves discussion between a staff member and student to resolve behavioural issues that have arisen in class or during an activity. A note may be placed in the student's diary and the School's Database.

Departmental / Teacher interview or service:

- This involves students making up lost or wasted time, at the discretion of the class teacher or HOD. This will not take place after school without parental knowledge and agreement. Contact home to parents via email or phone is encouraged. Year Coordinators informed.

Clean up Duty:

- This can take place at recess or lunch under the direction of the staff member responsible or staff member on duty.

Seating Plan and Movement of Student:

- At the discretion of the teacher, students can be moved to a different seat in the classroom or placed in a space to complete independent work. Students may be sent to the Deputies' Office for discussion with the Dean of Students, Deputy Teaching and Learning or Deputy Principal.

Medium Level Behavioural Incidents:

Friday detention:

A Friday detention is issued by any staff member for more serious misbehaviour or repeated low level incidents: Disrespect to staff, repeated low level incidents, continued disruption of learning, unsafe behaviour in class are examples of behaviour that could lead to a Friday detention.

- **Report Card:**

This is a behaviour management card that is issued by the Year Coordinator or Dean of Students. The student is required to have their report card signed and comments documented after each scheduled class. The card will run for a length of time specified by the Year Co-ordinator or Dean of Students. Unsatisfactory comments will result in further sanctions. Parent interview or communication will take place.

- **Parental Meeting:**

This applies as a result of a continued pattern of misbehaviour or serious misconduct. Concerns are discussed with parents and written reports are filed.

High Level Behavioural Incidents:

Community Service is issued by the Dean of Students or key Pastoral Staff in relation to a student's behaviour or damage caused by a student.

In School Suspension is issued by the Dean of Students in relation to student behaviours or repeated Medium level incidents.

- **Suspension:**

The School reserves the right, should the need arise, to suspend a student from school for a period of time for a major breach of discipline. Should this occur, parents would be immediately informed of the suspension, and the reasons for it. The parents may be called in for interview, at the Principal's discretion.

- During this period the student is not allowed to come into school until the suspension is completed.
- A student is suspended by the Principal or (in the Principal's absence) by the Dean of Students or Deputy Principal for a period of time commensurate with the offence.
- Staff will be informed of a student's suspension. Staff may be required to supply work for the student.
- A suspended student will be interviewed both before and after the suspension period by any of the following staff: Principal, Deputy, Dean of Students, Year Co-ordinator.

To facilitate a student's return to school, expectations will be clearly explained together with any possible consequences for a repeat breach of school discipline.

The Principal has the overriding authority on all student suspensions and may suspend a student if the safety of the student or other members of the School community cannot be assured.

(For a lesser offence, a student may be suspended 'in school'. In such circumstances, the student will be isolated and provided with work.)

Involvement of Counsellor or External Agency

If a student's breach of discipline or behaviour raises broader concerns about the student's mental / emotional health or social capability, the School may (as a condition of ongoing enrolment) require the student to meet with the School Counsellor, and/or at the parents' expense, to undertake some form of external assessment or counselling from an accredited professional.

Exclusion

The Principal or Acting Principal will conduct the interviews and action in relation to exclusion of a student.

The School will not act to prevent the enrolment of a student/s into other schools.

Request for Student Withdrawal

In the case of a major breach in discipline, a student's place at the School may be withdrawn. As with suspension, parents will be invited for an interview and reasons for requesting the student's withdrawal explained.

Within the Discipline Policy, students and parents will have the opportunity to provide a response to any matters.

3.2 Junior School

Behaviour and Discipline Code

The aims of discipline in the School environment are:

- to promote a stable atmosphere for learning and social development.
- to foster the development and maintenance of self-control by the student, with teacher and parental support.

Students need to be part of any behaviour and discipline code with input both at the class and school level. Each student is part of the community and as such, has rights and responsibilities. An understanding of these rights and responsibilities is essential. It is important that the school work in partnership with the home to assist students develop self-discipline and good behaviour.

The behaviour and discipline Code therefore relates to:

- Students Rights and Responsibilities
- The School Code of Behaviour
- Expectations and Strategies to promote Acceptable Behaviours
- Identification of and strategies for dealing with Unacceptable Behaviours including bullying and harassment

The Junior School Code of Behaviour

- I will respect every students' right to quality education
- I will be honest and considerate toward others
- I will be polite, act safely and show respect to all persons and property
- I will take pride in myself and my School

Student Rights and Responsibilities

Rights	Responsibilities
To have the opportunity to learn	To cooperate with teachers and other students so that they can be taught without disruption.
To be treated fairly and with respect	To treat others with respect and compassion and to exercise self-control.
To know that personal property will be safe	To look after our School property and to respect the property of others.
To be safe from physical danger	To help keep our School safe and not put others or myself in physical danger.
To settle problems without shouting or hurting others	To try to talk out problems and if we can't resolve it, to ask for help from a teacher.

School Rules and Guidelines for Junior School Students

Be in the right place at the right time doing the right thing

- Be punctual to class, prayers and assemblies at all times.
- Only go into a classroom if you have arranged to do so with the teacher.
- Stay in the supervised playground area.
- If in the playground before 8.30 a.m. sit on the silver seats for Years 2-6, and in the amphitheatre for Years K-1.

Respect other people and their belongings

- Use appropriate language and speak kindly.
- Knock on the door of any classroom or the office before entering as a visitor.
- Stand, when instructed, when a visitor enters the room for the first time each day and say good morning or afternoon when addressed.
- Look after school property and the property of others.

Apply yourself to your work.

- Use your classroom time wisely.
- Assist other children to work.
- Complete all set homework.

Show pride in your school.

- Wear full school uniform to and from school and in public.
- Be neat and tidy at all times.
- Keep classrooms and playground tidy and place all rubbish in a bin.

Help make your school a safe, happy and secure place.

- Treat others as you would like to be treated.
- Walk when inside buildings, on stairs and going around corners.
- Wear school sun-hat in the playground and at sport.

Strategies for Promoting Positive Behaviour

Positive discipline is essential in formulating a behaviour management plan. The use of positive feedback is generally more effective in the management of behaviour than negative comments or consequences. It is most important to acknowledge when students are doing the right thing.

The Junior School endeavours to implement:

- appropriate curriculum to meet the needs of each student so that they can achieve success in learning and develop positive self-esteem.
- programs which develop self-discipline, self-review, communication and responsible decision making.
- appropriate support programs.
- the consistent use of good behaviour management techniques such as:
 - being punctual to class and providing a high profile of supervision at all times.
 - giving clear directions.
 - expecting students to comply and follow directions.
 - regularly noticing and commending students for complying with rules and directions.
 - avoiding the use of ridicule, embarrassment or 'put downs'.
 - encouraging on task learning behaviour by moving around the room and maintaining a high level of supervision.
 - refocussing and redirecting attention when students become restless or inattentive.
 - having a plan for managing behaviour disruptions.
 - following up any significant behaviour disruptions.
- The use of positive reinforcers including:
 - the provision of positive feedback and encouraging comments.
 - acknowledgment of effort.
 - the use of merit certificates, awards and other appropriate School based rewards.
 - commendation or recognition at assemblies and special School occasions.
 - referral to the Deputy Head of Junior School or to the Head of Junior School.
 - regular ongoing contact with parents.

Junior School: When intervention is required:

Behaviour	Responsibility
Minor behaviour disruptions	These behaviours are dealt with by the class teacher, specialist teacher or supervising teacher. Specialist and supervising teachers shall inform the class teacher of the incident and the action taken. <i>Frequent Repetition</i> of these behaviours shall be referred to the DHJS.
Major behaviour disruptions	These behaviours require referral to the DHJS or HJS. These include behaviours observed or reported in the classroom or playground. Decisions as to suspension, exclusion or expulsion are the responsibility of the Head of Junior School in consultation with the Principal.

Strategies used in the Junior School:

Classroom – Minor

- Establish classroom goals/rules/code of conduct in negotiation with the students to give them ownership of the rules. These rules should be positive and consistent.
 - Reward positive behaviour.
 - Use a warning system that the children understand. Be consistent.
 - Have time out within the classroom at a prearranged location for persistent misbehaviour.
 - Place on lunchtime detention (cross grade).
- Discuss with DJS.
 - Notify parents if a pattern of continual misbehaviour develops.

Classroom – Major

- Immediate removal from the class – child to be sent to DJS or HJS if DJS unavailable.
- Collaboration with parents.
- Classroom management / behaviour modification / regulation program implemented
- Update regularly, initially on a daily basis between student, class teacher, and DHJS to weekly to term. Update with student, class teacher, DJS, HJS and parent(s) at prearranged intervals.
- Discussion and referral to School Counsellor, HJS.
- Referral to HJS and subsequent meetings with HJS, parents, class teacher, DJS and School Counsellor.

Playground – Minor

- Discuss the student's inappropriate behaviour and reason for it.
- Suggest alternative activities.
- Have the student stay with the teacher on duty or have "time out".
- Restitution - e.g., pick up papers or other School service.
- Exclusion from play (send to DJS).
- Place on lunchtime detention.

Playground – Major

- Immediate removal from the playground, send to DJS or HJS.
- Notify Parents.
- Meet with parents, class teacher, DJS / HJS.

Procedures for Parents

When a difficulty arises within the Junior School community, parents are encouraged to:

Minor Difficulties

- Speak with your child's class teacher outlining your, and/or your child's, concerns or events that have occurred.
- The teacher will follow this up, seeking information from the relevant parties and will inform the HOJS of the situation.
- The teacher will contact the parent keeping them informed of what is happening and the process being followed.
- Work with the teacher to implement a process to help overcome the difficulty.
- If this is not successful, make a time to talk with the Head of Junior School, outlining events and concerns.
- HJS will communicate with all parties involved before working out a path of action.

More Serious Incidents

Contact with the HJS as soon as a more serious concern arises. The HJS will investigate the issue with all concerned parties and take appropriate action.

APPENDIX 4

ANTI BULLYING POLICY

1.0 RATIONALE

St Luke's Grammar School is committed to developing the well-being of each student within its community. The well-being of each student encompasses his/her spiritual, emotional, social and physical development and safety, which means each student has a right to feel safe, secure and accepted within the School.

The School acknowledges that bullying does occur. Bullying behaviour is recognised as being anti-social and unacceptable and as such not only affects the victims of bullies and the perpetrators but also those who witness bullying. Left unchecked, bullying behaviours can have a profound long-term effect on the culture of a school.

The School aims to work with students, parents and teachers to prevent bullying, raise awareness and to encourage reporting.

The Policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the School.

It is the responsibility of all members of the community to support and promote our Anti-Bullying Policy.

The School aims to create a safe, supportive and caring environment free from intimidation, where difference is respected. The School will not tolerate any behaviour that contradicts this philosophy.

2.0 DEFINITION OF BULLYING

Bullying is repeated psychological or physical oppression of a less powerful person or group of persons by a more powerful person or group of persons (Rigby, 1996) that creates a risk to mental and/or physical health and safety. Bullying is ongoing in nature.

Bullying can take many forms. It can be physical and psychological, direct, as in name calling and hitting, and indirect, as in exclusion and rumour spreading. It may manifest itself in the form of emotional, social, verbal/textual and/or physical incidents.

It can include cyber-bullying which is a form of bullying carried out through an internet service such as e-mail, chat-room, discussion board, online social networking, instant or web pages. It also includes bullying through mobile phone technologies such as SMS, social media applications, voice recording and/or video, webcam and still photography.

Examples of bullying include:

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Hitting • Kicking • Spitting • Throwing object • Biting • Tripping 	<ul style="list-style-type: none"> • Persuading another person to assault someone
Non-physical		
a) Verbal	<ul style="list-style-type: none"> • Verbal insults • Name calling / teasing • Threats • Homophobic or racial remarks 	<ul style="list-style-type: none"> • Persuading another person to insult someone • Spreading rumours
b) Non-verbal	<ul style="list-style-type: none"> • Threatening or obscene gestures / written material • Cyber-bullying 	<ul style="list-style-type: none"> • Removing and hiding belongings • Deliberate exclusion from a group • Ignoring • Mimicking
Cyber-bullying	<ul style="list-style-type: none"> • Sending texts, emails • Social Media text & media 	<ul style="list-style-type: none"> • Creating webpage or entries on Facebook, social media application or similar sites which defame

3.0 RIGHTS AND RESPONSIBILITIES

Members of the School community have a right to:

- Be safe at school, free from fear of bullying, harassment and intimidation
- Know that their concerns will be addressed
- Be given appropriate support

Members of the School community have a responsibility to:

- Refrain from engaging in bullying behaviours
- Report bullying of self and/or others
- Assist with implementing the School's anti-bullying plan

SCHOOL RESPONSIBILITIES

St Luke's Grammar School must:

- Provide access to the Anti-Bullying Policy to all members of the School community via the School website and hard copies on request
- Provide and follow procedures and protocols for the management of reported bullying incidents
- Review and clarify roles of student support staff including Class Teachers, Tutors, Year Co-ordinators, Heads of Department, Executive Staff and School Counsellors
- Provide specific activities in classes, Tutor Time and Assemblies which promote values associated with anti-bullying
- Provide restorative support and guidance to victims of bullying
- Provide restorative intervention with and restorative support for those who bully
- Work with the parents/caregivers of victims and those who bully to resolve bullying issues
- Review and evaluate the Anti-Bullying policy annually

Teacher Responsibilities

Teachers must:

- Model anti-bullying attitudes and behaviour
- Encourage the teaching of respect, tolerance and difference through Key Learning Areas
- Be alert to signs of distress or suspected incidents
- Listen non-judgementally to reports of bullying
- Provide immediate support for the victim
- Ensure the immediate safety of the victim
- Immediately report suspected bullying to the relevant Class Teacher and then Head of Junior School (Junior School) or to Dean of Student and cc Year Co-ordinators and Tutors.

Student Responsibilities

Students must:

- Show respect for all members of the school community
- Refrain from bullying behaviours
- Speak out against bullying and report it when they see it
- Report bullying if they are victims
- Support students who are bullied

Parent Responsibilities

Parents must:

- Support values of respect and tolerance in the home
- Encourage their children to discuss bullying
- Be alert to signs of distress or anxiety in their child
- Report bullying and encourage their child to report bullying
- Work with the School to resolve bullying issues

4.0 RESPONDING TO REPORTED BULLYING

Different responses may be appropriate depending on the nature and level of seriousness of bullying.

The Bullying Test

The bullying test will be used initially to determine if the incident is in fact bullying.

The investigator asks:

Does the incident involve an imbalance of power, words or actions which are unprovoked and intended to hurt, harm or frighten and has it occurred on more than one occasion? If the answer is yes, then it is bullying.

If it is not a bullying incident it could be:

- Conflict – may require conflict mediation
- Discipline – may require disciplinary action
- Learning – may require learning support
- Welfare – may require investigation or personal support or referral.

The Level Test

The following guidelines are used to decide whether the incident is a low level or high level incident

Low level

- Victim is not typically teased or harassed and/or
- Bully is not a repeat offender and/or
- Bullying behaviour appears less harmful

High level

- Victim is often harassed and/or
- Bully often engages in such behaviour and/or
- Bullying behaviour is causing distress or harm

The School will ensure:

- Procedures and protocols are followed
- Parents are informed and included in discussions
- Documentation is gathered
- A restorative approach is taken
- Methods of intervention will be appropriate for the level of seriousness of the bullying act

5.0 PROCEDURES AND PROTOCOLS

Should an instance of bullying be reported, the Head of Junior School or Dean of Students will implement an investigation within a timely manner and will ensure procedural fairness and confidentiality. Appropriate and timely support, management and resolution of reported bullying incidents will be offered to all persons involved.

Documentation gathered will include:

- What was allegedly said and done to the complainant
- The date, time and the place where the incident(s) happened
- Names of witnesses to the incident
- The reaction of the complainant
- Notification of the incident to the parents of those students involved
- Follow-up actions

Follow-up actions by the School will ensure:

- Assessment of the level of seriousness of the bullying act
- The use of the method of shared concern if it is a first offence for the offender or the use of an appropriate method of intervention (see Appendix 1) according to the level of bullying and whether there is group involvement
- The application of appropriate consequence if it is a subsequent or serious level offence
- Resolution of the problem in a restorative and fair manner
- A restorative and rehabilitative plan for both the perpetrator(s) and victim(s) of bullying behaviour
- Possible referral of the perpetrator(s) and victim(s) to the School Counsellor
- Monitoring of the situation
- Advice to the complainants that they may take the matter further if they are not satisfied with the way the complaint is handled
- Appropriate feedback to the parents of students involved

6.0 METHODS OF INVESTIGATION

There are six approaches taken to investigate suspected bullying.

The Traditional Disciplinary Approach

This method uses the imposition of sanctions or punishments on the offender. It can be used in cases of violence or criminal behaviour or in cases for which counselling approaches are unsuccessful.

Strengthening the Victim

This approach aims to teach the victim to act more assertively. It is limited to bullying which is verbal.

Mediation

This approach requires the students in conflict to work with a trained teacher or peer-mediator, to find a mutually acceptable way of resolving their problem. It requires the willingness of the parties involved to meet and seek a solution.

Restorative Practice

This approach requires the offender to reflect upon his or her unacceptable behaviour and experience regret and to act to restore the damaged relationship with both the victim and the school community. It relies on the readiness of the victim to accept the offender's restorative action.

The Support Group Method

This approach involves the students who have been identified as bullying someone being confronted at a group meeting with evidence of the victim's distress. Those present also include a number of students who are supportive of the victim. The victim is usually not present.

The Method of Shared Concern

This approach involves working first with the victim and then with witnesses and finally with the suspected bully, in one-to-one meetings. When progress has been made, a meeting is held with the suspected bully to plan how the problem might be resolved. Subsequently they are joined by the victim to negotiate an agreed solution.

7.0 WHERE A STUDENT REPEATEDLY BULLIES OTHERS

A first time incident will be dealt with using the Method of Shared Concern unless the incident requires punishment.

Subsequent incident(s) will incur disciplinary actions which are in line with the specific details of the situation. These actions will follow the School's disciplinary policy.

In repeated high level incidents which have been thoroughly investigated by Executive staff Internal suspension, Exclusion from School (by the Principal) or Parent Interview by the Principal to discuss continuing enrolment may occur.

The student should be notified of their position in the process at each incident.

8.0 WHAT BULLYING IS NOT

Many distressing and unacceptable behaviours are not examples of bullying even though they are unpleasant and require teacher intervention and management.

Mutual conflict – in mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Single episode act of nastiness or meanness, or random acts of aggression or intimidation – single episodes of nastiness or physical aggression are not the same as bullying. If a person is verbally or physically abused on one occasion they are not being bullied.

As the school has a duty of care to provide students with a safe and supportive school environment, single episodes of nastiness or physical aggression will not be ignored or condoned.