



2020

ANNUAL REPORT
DEE WHY | BAYVIEW

ST LUKE'S
GRAMMAR SCHOOL



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INTRODUCTION

Education 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 coordinating the final preparation and distribution of the Annual Report to the NESA and other stakeholders as required.
- The Deputy - 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 coordinator for inclusion in the Report.
- The Principal will be responsible for collecting, storing and providing data for details on all teaching staff.
- The Deputy - Curriculum and the Admissions Coordinator will be responsible for collection, storage and providing relevant data on retention rates and enrolment policy.
- The Head of Senior School and Heads of Junior Schools 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 - Curriculum 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 NESA.
- 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 NESA.

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 coordinating the School's response.

The Principal is responsible for the collection of the relevant data and for ensuring it is provided to NESA 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.

THEME 1

A Message from Key School Bodies

St Luke's Grammar School

St Luke's Grammar School is an independent Anglican, co-educational school, with approximately 1300 students across our two campuses on Sydney's beautiful Northern Beaches. One campus is located in Dee Why (Pre-K to Year 12) and a second campus is in Bayview (Pre-K to Year 6).

Since its establishment in 1993, St Luke's Grammar School has built a reputation for learning excellence. In 2014, the new Teaching and Learning framework, **LEARNING@STLUKE'S**, was introduced, and has enabled students to thrive in a culture that places value, not only on learning outcomes, but also on building student agency in learning and character development. The **LEARNING@STLUKE'S** framework is strongly linked to the aims of the School, which are:

- Solid Christian Foundation - St Luke's is a place where students, staff and parents can express and explore the Christian faith.
- Learning Excellence - Students are challenged to grow as a learner equipped with the skills necessary for the world beyond the School gate.
- Steadfast commitment to Student Welfare and Pastoral Care - The School promotes the resilience and the well-being of students and encourages staff and parents to work in partnership to support students as they develop holistically.

A Message from the School Council



2020 was a year like no other. The staff, students and families of St Luke's Grammar School navigated with great resilience the rollercoaster that was the 2020 school year.

Despite the unprecedented challenges, St Luke's continued to excel academically. The Year 12 cohort persevered and by collectively supporting each other, they placed 24th in the NSW HSC rankings. This outstanding effort was a testament to the hard work of students and the passion and expertise of our staff, all underpinned by the St Luke's learning framework.

At the end of the second term, St Luke's closed a significant chapter as we farewelled Mrs Jann Robinson after fifteen years of stellar service. The whole School community made it a very special and memorable farewell, despite the COVID social distancing restrictions!

The commencement in the third term of Mr Geoff Lancaster as the third School Principal of St Luke's Grammar School brought a different energy and focus for staff and students. In a short time, Mr Lancaster built relationships with the community, listening to understand where St Luke's could further improve or accelerate. He has initiated a number of projects to improve the sporting offering as well as increase collaboration between the two campuses.

Construction of the new Junior School Precinct at Dee Why was completed and officially opened in June by the Archbishop of Sydney. The new learning spaces have brought agility and flexibility to learning with teachers creating the spaces needed for different activities. The relocation of Junior School classes paved the way for the Link Building renovation with construction close to completion by year end. It will provide new Food Technology classrooms and preparation areas, a new Science lab, refurbished classrooms and breakout collaboration spaces.

2020 placed a great load on our community, particularly our staff. The School Council has expressed its gratitude to all for remaining strong throughout this difficult year while also supporting the seamless transition of School Principals.

Mrs Victoria Hayman
Chair of Council

A Message from The Principal



At the end of each year we celebrate some of the objective, or clearly definable, achievements of our students at our Awards Celebrations, however, there are also many gains that our students have made that are harder to quantify.

As parents, we may wonder if our child is growing into a thoughtful young adult? How do they compare to other children their age? Are they happy? Do they respect others? When I speak with parents, they are naturally interested in academic achievement, but usually even more interested in their children's friendships, peer groups, involvement, citizenship, character, faith and happiness. These are difficult things to measure quantitatively but essential for us to work hard to develop in our students. We also want our students to try new things and step out of their comfort zone by taking considered risks.

2020 was a year where everyone has had to learn new things and be flexible. Our students and teachers made the best of a season of off-campus learning as we all felt the pressures of the wider community where many families faced overwhelming challenges and disappointments. Many in our community did let their guard down and showed vulnerability, building new connections, realigning priorities and developing a larger global perspective.

Our staff, students and parents demonstrated so many of the dispositions of our **LEARNING@STLUKE'S** framework - character traits that we know our students need to live life to the full. These include the dispositions of kindness and compassion and the domains of Resilience, Resourcefulness, Reciprocity and Reflectiveness.

As staff, we have great hope for the young people in our care. We don't want them to be passive bystanders just trying to "get through" school. We want them to grab opportunities confidently and enjoy the challenges they face, to love their time at St Luke's, to live life with joy and passion.

I hope that our community will take time to stop to reflect on the successes of 2020 - the risks taken, the moments of growth, and the connections we have all made through sharing our lives with others.

Mr Geoff Lancaster
Principal

Community Engagement

In 2020, the Schools Community Engagement efforts pivoted in response to the changed COVID-19 requirements.

The year commenced strongly, with parents and carers onsite to attend Orientation Days, Information Evenings, Sport events and School Tours. Over 50 Community Parents, across both the Dee Why and Bayview Campuses worked together to welcome new families to the School and commence their organisation of social events and volunteer rosters. The ever-popular St Luke's Community Trivia Night saw more than 270 parents and staff attend, and was successful in raising funds used for creating play spaces at each campus. The Trivia Night, however, was the last onsite Community organised event that was able to be held at the School for the majority of the year. The Drama production of Peter Pan & Wendy that was held just after the Trivia Night, signified the first of many events that were to change due to COVID. Not knowing whether an audience would even be allowed, the cast and crew of the School's Drama production of Peter Pan truly embodied the show-biz phrase, "The Show Must Go On", producing a spectacular and memorable performance. Despite a significantly reduced audience, the show was a grand scale production, showcasing the immense talents of the students and staff involved.

Fortunately, the Community Parents were quick to change gears, and were creative in helping to keep the St Luke's community connected. After a crash course in Zoom, they continued to organise catch-ups, wine nights, book clubs and movie parties - all in online mode. The Year group parent communication platforms provided a much sought after link, where parents and carers could stay connected and seek advice and updated School information during COVID.

Whilst restrictions began to ease towards the end of the year, and modified events began to re-emerge after the COVID hiatus, parents were still unable to come onsite and had to continue their community building activities off-site or online. A highlight of the year was finally being able to invite Year 12 parents onsite for a modified version of the traditional Valedictory Dinner (renamed Year 12 Formal to meet COVID restrictions). The sense of excitement (at being onsite once again) and gratitude in being able to be part of such a milestone moment (having previously been denied the privilege to attend the Year 12 Graduation Assembly), was such a memorable occasion for all, and a wonderful way for Year 12 to end their Schooling at St Luke's.

Despite the restrictions faced in 2020, the sense of community remained strong throughout the year, with parents and families taking the opportunity to build on the connections in re-imagined ways.

THEME 2

Contextual Information about the School and the Characteristics of the Student Body

The School's Vision is *"Equipping Students to make a difference in the world."*

The learning culture at St Luke's Grammar School is based on an environment that promotes powerful learning and seeks to develop character. Students are encouraged to not only learn the content required for external examinations such as the HSC, but to also strengthen their capacity to learn.

Our lessons are designed in a dual-focus mode, allowing students to engage with knowledge and understanding through the **LEARNING@STLUKE'S** character dispositions. Students are guided towards:

- becoming young people of virtuous character who bring about restoration in our world as people of kindness, grace, compassion, humility and justice;
- strengthening their emotional aspects of learning as resilient learners;
- developing their cognitive capacities as resourceful thinkers;
- engaging in deliberately relational aspects of learning and grow their reciprocity;
- becoming adaptable in managing their strategic aspects of learning through reflectiveness.

In focussing on these dispositions, students are also encouraged to use their skills to impact on the lives of others positively. Furthermore, students have opportunities to flourish as human beings, and serve one another and members of their community, seeking ways to restore our broken world.

The **LEARNING@STLUKE'S** framework serves to amplify the aims of the School, which are to build a learning culture that provides students with a:

- Solid Christian Foundation
- Strong Focus on Learning Excellence
- Commitment to Student Welfare

Solid Christian Foundation

The School's Motto is *"Christ our Light"*.

St Luke's, while an Anglican school, enrolls students from many different faiths and backgrounds. The demand for St Luke's continues to increase, as families choose the School because of its welcoming, inclusive and service oriented culture.

As an Anglican School, students will experience an inclusive community which treats each person as important because they are made in the image of God. The School applies an intellectual rigour to all subjects and also to the study of the Christian faith. Students are encouraged to bring an open and critical mind as they learn about the rich Christian heritage of our society and what it can offer us today. The Christian life of the School, experienced in Chapel, Christian Studies and in the community, seeks to be one of restoration, through grace, kindness, compassion, justice and humility.

Strong Focus on Learning Excellence

With a mission to provide a high quality education within a learning community which values life-long learning, St Luke's aims to develop students as resilient, resourceful, reciprocal, reflective and restorative learners.

Students set academic goals, and reflect upon their learning strategies and progress in order to achieve their goals.

While St Luke's Grammar School is academically non-selective, the academic achievements of our students are outstanding. Students have consistently achieved exceptional results in the HSC, the National Assessment Program for Literacy and Numeracy (NAPLAN) tests and ICAS Competitions.

The HSC results for 2020 were commendable and revealed some excellent achievements reflecting the continuing trend in high achievement by the students. The 2020 HSC results ranked St Luke's as follows:

- | | |
|---------------------------------------|--|
| ● 24 th in the State | Overall |
| ● 13 th in the State | Independent Schools (incl Single Sex / Co-Educational) |
| ● 10 th in the State | Comprehensive Schools (incl Single Sex / Co-Educational) |
| ● 6 th in the State | Co-Educational Schools (incl Selective / Comprehensive) |
| ● 2 nd in the State | Comprehensive Co-Educational Schools |
| ● 2 nd on Northern Beaches | Overall (after Manly Selective High School) |
| ● 1 st on Northern Beaches | All Comprehensive Schools |

In recent years, St Luke's Grammar School has achieved the ranking of "Top Independent School on the Northern Beaches" a number of times: 2008, 2009, 2010, 2013, 2014, 2015, 2016, 2017, 2018, 2019 and now again in 2020.

Commitment to Student Welfare

The health and well-being of all students is central to the mission of St Luke's.

The School has established student welfare structures to encourage students in positive endeavour and to discourage students from, and educate them about, inappropriate behaviour.

Student welfare is managed in both Junior School campuses by the respective Heads of Junior School, assisted by the Stage Co-ordinators, and in the Senior School, by the Head of Senior School, who is assisted by the Year Coordinators.

Location and Facilities

The **Dee Why Campus** (Cottage - Year 12) is located on Headland Road, on top of the hill behind the iconic Officeworks / Fitness First buildings, on the border of Dee Why and North Curl Curl. The School is situated in a suburban neighbourhood setting, with beautiful ocean views to the south and the Stoney Range Regional Botanic Garden to the north.



The **Bayview Campus** (Cottage - Year 6) is located at 1977 Pittwater Rd (corner Loquat Valley Road), Bayview, adjacent to the waters and parks of Pittwater.



Cottage (Pre-School) Program

Cottage consists of either a 5-Day or a 3-Day 'School Readiness' program for children turning four years old by 31 March.

Cottage students experience a delightful introduction to the rich and exciting world of learning at school.

At the **Dee Why** Campus, there are two Cottage (Pre-School) programs, each with a classroom teacher and a teacher's aide. One program (5-Day) runs from Monday-Friday and a second program (3-Day) runs from Monday-Wednesday.

The **Bayview** Campus also provides a 5-Day program and a 3-Day program, from Monday–Wednesday. Each class also has a lead teacher and a teacher's aide.

The Cottage Program provides a developmentally appropriate blend of play-based and more formalised learning activities in a resource-rich environment. In addition to Literacy, Numeracy and experiential play, Cottage students receive specialist teaching in Music, Languages, PE, Christian Studies and Information Skills.

Junior School (Kindergarten to Year 6) - Dee Why and Bayview Campuses

The Junior School is a dynamic and busy environment for approximately 550 students from Cottage to Year 6 at the Dee Why and Bayview Campuses.

At the **Dee Why** Campus, there are two classes in each Year group, with approximately 24 - 26 students per class. There are additional teacher's aides and specialist teachers assisting in all Year groups on a regular basis.

At the **Bayview** Campus with current demand indicating future growth, it is projected that Kindergarten to Year 6 will have 2 classes per year group, with approximately 52 students across each year group. Currently there is one class per Year group, with approximately 20 – 26 students per class. There are additional teacher's aides and specialist teachers assisting in all Year groups on a regular basis.

The St Luke's Junior School has a well-established reputation for its caring and supportive environment and is characterised by the importance it places on the development of relationships, based on mutual respect, between all members of the School and the wider community.

The Junior School's core purpose is to ensure develop a life-long love of learning and know themselves well as learners. It is the commitment of each member of staff to provide a rigorous and differentiated learning experience for each student within an environment that is defined by fun, engagement, discovery and curiosity.

Senior School (Years 7 to 12)

St Luke's provides an environment where students are encouraged to be resilient and resourceful learners, confident to challenge assumptions and being comfortable with questioning. Reciprocal learning allows them to be reflective and open to the ideas of others, while fostering a strong sense of self as a learner. Academic programs at St Luke's Senior School aim to foster a joy for learning through the development of 21st Century learning skills. Students are challenged to reach their potential and are actively encouraged to strive for academic excellence.

In 2020, Years 7 – 10 at St Luke's are 5-stream, with approximately 125 students per Year group. Years 11 & 12 are 4-stream, with approximately 100 students per Year group, but will increase to 125 per Year group as the groups progress through.

At St Luke's, we have reshaped our approach to teaching and learning; we maintain a strong emphasis on literacy and numeracy, while at the same time encouraging our students to become more powerful learners. Hence, teaching and learning programs have a two-fold focus:

1. Developing a student's capacity to learn, and
2. Addressing the content and skills specified within each subject syllabus.

Teaching and learning programs for Years 7 to 9 students have been developed to cater for the specific and unique learning needs of adolescents at a time when there are profound changes in their physical, intellectual, social and emotional development.

Teaching and Learning programs for Years 10 to 12 students cater for young men and women preparing for life beyond School. There is a strong emphasis on the development of leadership skills, independence and responsibility. Students are prepared well for the Higher School Certificate and supported appropriately to deal with the related pressures and demands. The broad range of elective subjects, sports and co-curricular opportunities on offer is supported by a committed and professional staff.

Governance

St Luke's Grammar School is governed by the Anglican Schools Corporation. The Board of Anglican Schools Corporation appoints a local Council to manage the School.

Members of Council

Mrs Victoria Hayman (Chair)
Mr John Turner
Mr Matt Elkan
Mr Martyn Mitchell
Mrs Cassandra Matthews
Mrs Sophie Stokes
Mr Nathan Campbell

Ex Officio

Mrs Jann Robinson, Principal & Mr Geoff Lancaster, Principal
Ms Jane Hughes, Business Manager
Mr Michael Newman, Anglican Schools Corporation

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.

THEME 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN tests did not take place in 2020 due to COVID-19

THEME 4

Senior Secondary Outcomes

Granting of Records of School Achievements

All students entered for the Higher School Certificate in 2020 completed the HSC Examinations and have received their HSC Testamurs and Records of Achievement from the NSW Educational Standards Authority. No students applied prior to or additionally for Records of School Achievement.

Results of the Higher School Certificate 2020

The students performed at a high standard in the Higher School Certificate in 2020.

- 64% of students achieved one or more of the Band 6 results
- 82% of students achieved one or more of the Band 5 results
- 53% of students achieved an ATAR over 90
- 76% of students achieved an ATAR over 80.
- Median ATAR of 90.28 (ATAR of middle student)
- The top ATAR was 99.3

Course	Candidates	Performance Band achievement by number & %	
		Bands 3 – 6	Bands 1 – 2
Ancient History	14	100	0
Biology	29	100	0
Business Studies	36	97	3
Chemistry	21	100	0
Design & Technology	21	100	0
Drama	7	100	0
Economics	26	100	0
English Standard	12	100	0
English Advanced	82	100	0
English as a Second Language	2	100	0
English Extension 1	9	100	0
English Extension 2	3	100	0
Geography	9	100	0
Legal Studies	18	100	0
Mathematics Standard 2	42	95	5
Mathematics	44	100	0
Mathematics Extension 1	19	100	0
Mathematics Extension 2	7	100	0
Modern History	13	100	0
History Extension	5	80	20
Music 1	5	100	0
Music 2	5	80	20
Music Extension 1	3	100	0
Personal Development, Health & Physical Education	25	100	0
Physics	23	100	0
Software Design and Development	7	100	0
Studies of Religion 1	20	100	0
Visual Arts	16	100	0
Chinese and Literature	1	100	0
French Continuers	2	100	0
German Extension 1	1	100	0
Italian Beginners	2	100	0
Japanese Beginners	2	100	0
Spanish Continuers	2	100	0
Construction	1	100	0
Electrotechnology	1	100	0
Hospitality	3	100	0
Tourism, Travel and Events	4	100	0
Dance	1	100	0

- 100 % of students at St Luke's Grammar School qualified for the HSC.
- 9 students of the cohort of 96 included a VET course in their program of study.

Comparative HSC Performance Over time

Course	School Mean 2020	State Mean 2020	Performance Band achievement by % Bands 3 – 6					
			2020		2019		2018	
			School	State	School	State	School	State
Ancient History	86.50	72.10	100	83.59	100	83.79	100	84.04
Biology	84.43	72.39	100	86.41	96.16	84.07	100	89.40
Business Studies	81.87	71.99	97.23	82.04	97.23	82.89	100	86.60
Chemistry	81.54	75.52	100	90.06	100	87.62	88.44	88.58
Design & Technology	86.86	78.54	100	97.71	100	95.04	100	96.40
Drama	92.11	79.62	100	97.45	100	98.12	100	97.47
Economics	84.43	77.02	100	90.96	100	92.22	100	92.01
English Standard	78.30	69.93	100	88.69	100	87.22	100	84.41
English Advanced	87.75	81.33	100	99.26	100	98.83	100	98.41
English EAL/D	73.00	70.27	100	83.75	100	85.26	100	84.13
English Extension 1 (/50)	45.12	41.66	100	92.54	100	93.87	100	94.93
English Extension 2 (/50)	45.50	39.43	100	82.41	50	79.79	100	71.12
Geography	84.78	74.45	100	86.52	96.16	86.82	100	87.24
Information Processes & Technology	-	-	-	-	-	-	100	86.41
Legal Studies	88.33	74.97	100	88.10	100	83.18	100	84.76
Mathematics Standard 1	-	-	-	-	100	58.83	-	-
Mathematics Standard 2	81.37	68.40	95.24	74.90	98.04	56.16	100	79.12
Mathematics	86.90	79.20	100	95.55	100	92.17	100	92.36
Mathematics Extension 1	88.76	78.49	100	74.25	96	80.11	100	79.60
Mathematics Extension 2	84.97	81.46	100	83.86	100	85.86	100	85.41
Modern History	83.06	72.53	100	83.77	100	85.66	100	81.41
History Extension (/50)	38.84	38.36	80.00	76.06	85.70	76.59	83.32	78.68
Music 1	87.68	81.56	100	97.62	100	97.82	100	97.89
Music 2	82.56	87.03	100	100	100	100	100	91.42
Music Extension	48.27	45.10	100	97.25	100	97.83	100	96.00
Personal Development, Health & Physical Education	87.46	72.46	100	84.91	100	87.77	100	85.49
Physics	82.75	73.99	100	85.47	100	85.41	89.46	86.74
Senior Science	-	-	-	-	-	-	100	86.69
Software Design & Development	85.34	73.82	100	87.39	100	86.48	100	88.43
Studies of Religion 1 (/50)	41.11	37.69	100	93.80	100	95.62	100	93.17
Visual Arts	90.96	81.02	100	97.76	100	97.64	100	99.14
Chinese and Literature	84.40	81.72	100	96.30	100	98.98	100	98.70
French Continuers	88.90	81.92	100	96.78	100	97.04	100	96.53
Spanish Continuers	83.10	77.63	100	98.15	-	-	-	-

THEME 5

Teaching Qualifications and Professional Learning

St Luke's Grammar School strives to provide staff with opportunities to grow as expert practitioners who are informed by current research.

Professional Learning

Underpinned by our Strategic Plan 2017-2022, the professional learning culture focused on our aim to continue to equip students to flourish within and beyond the school gate. Prioritizing the strategic goal of 'Excellent in Learning, and drawing on the 2019 St Luke's Institute of Learning Action Research Project, 2020 saw our learning community prioritize three goals:

- Grow and sustain the learning culture, clearly articulating the core principles of learning to the School Community
- Professionally equip practitioners to build students' learning capacity and character
- Develop students as effective, powerful learners, fostering a sense of wonder, inquiry and innovation, and continue to develop strategies to build character

These were realised through the theme: **Diving deeper with dispositions through feedback.**




Due to the COVID-19 pandemic, our intended focus shifted during Term 1 to include training sessions on using online learning tools. A model for **Off-Campus Learning** across the school was established, aspects of which continued to be applied as students returned slowly back to face-to-face learning.

St Luke's professional learning strategy was realised through an Impact Thinking Model. It included a deliberate Working Party team approach, informed by staff feedback, setting the collective learning vision for all staff. The learning vision draws on the **LEARNING@STLUKE'S** Framework articulated through our **St Luke's 2020 Logic Model** (pg.20-21) for a purposeful delivery plan.

Routines of Practice		
Expertise Development Targets (EDTs)	Term 1	New professional learning cycle was developed and staff used it to approach goal-setting and their Sprints working towards improving student learning.
Staff Professional Learning Days	Term 1	Reimagining learning progressions and development of the Learning Wheels
	Term 2	Developing learning habits and strengthening shared language; including a special focus on Off-Campus Learning
	Term 3	Renewal, Recovery, Hope, New opportunities. Staff feedback and reflections on our learning capacities and how they have served students and staff during Off-Campus Learning. Surveys from parents and students were used to inform our understanding. Video reflections from students were also used to assist in considering how students experienced their learning during the COVID-19 pandemic.
	Term 4	The School's NESA Accredited Building Learning Character Conference (BLC2020) was scheduled as a BLC Day. External participants could not attend due to the pandemic. Staff learned from an international speaker and Australian educator, Bron Jones who delivered a Zoom session on Effective Feedback in Action. Through an interactive webinar, staff explored a range of evidence-informed approaches to providing manageable, high-quality feedback:

		<ul style="list-style-type: none"> → core principles of effective feedback (emerging from the literature) → methods for integrating feedback into regular everyday classroom teaching → the links between instruction and feedback (responsiveness to learners) → human complexities of giving feedback - why it's a nuanced part of teaching → techniques to support students to act on feedback. <p>The Term 4 end-of-year L@SL session focused on reflections from evidence, evaluations of individual growth and new target-setting.</p>
Professional Learning Groups (PLGs)	2 per Term	Staff engaged in reading Guy Claxton's <i>'Learning Power Approach'</i> book using either the primary or high school version, depending on their core teaching role. Teachers particularly reflected on how they use the language of learning to develop improved habits and grow resourceful, compassionate learners who strive for justice.
Learning Sprints	Each Term	Informed by current research on teacher expertise and student growth, teachers engaged in the Agile Schools' Teaching Sprints. This evidence-informed approach allowed teachers to collaboratively and deliberately design, implement, and evaluate their impact. Sprints were adjusted in Term 4 to specifically align with the focus on feedback following Bron Jones' talk.
Stories of Impact	Each Term	The Shared Practice staff development afternoon meetings took place in Terms 1 and 3 only due to the COVID-19 pandemic and change of usual routines. Staff presented their strategies, interventions, and evaluations of their Learning Sprints. These included an emphasis on embedding online learning tools into lesson design.
Leadership modelling and communication		<p>Two Learning Leaders were appointed to work as Mentors to new staff and to contribute to the strategic vision of L@SL.</p> <p>The L@SL Working Party continued their strategic goals through the team-identified Delivery Plan and regular meetings each term. This year, more than ever, L@SL became the backbone of our School as we braced for and navigated through a global pandemic.</p> <p>The redesigned New Staff Induction Model was launched at the start of the year with very positive feedback from teachers undertaking the process.</p> <p>Off-Campus Learning Model, website and supporting resources were developed, including staff training sessions. Surveys were sent out to our students, parents and staff at key points in time in order to gather and action feedback. Our exemplary tools were shared with a number of other schools, as we continued to share openly and support our colleagues beyond St Luke's.</p> <p>The Student Think Tank continued their contributions to students' perceptions of L@SL. They were integral in developing the Learning Wheels which were able to be published in the 2021 Student Diary.</p>

St Luke's Grammar School - **LEARNING@STLUKE'S** Framework 2020 Logic Model

AIMS		St Luke's Learner / Graduate Disciplinary Knowledge, Skills, and Learning Dispositions			
Students 	Activate strategies for each disposition	Articulate learning using L@SL language / meta-learning	Engage in positive relationships with peers and teachers	Embrace both the learning and performance modes	Exhibit humility of disciplinary learning as they develop content knowledge
	<ul style="list-style-type: none"> → continue to develop skills as independent learners → be resourceful when unsure and attempt multiple strategies → self-evaluate and set goals accordingly → lean on the dispositions to amplify their learning 	<ul style="list-style-type: none"> → be able to explain their learning using the language of the dispositions → understand themselves as learners → take responsibility for their learning → be actively engaged in the learning process → be able to identify which dispositions they are using specific to each task 	<ul style="list-style-type: none"> → value peer-to-peer feedback → have positive relationships with everyone in the class → feel comfortable learning with peers 	<ul style="list-style-type: none"> → enjoy the grapple feeling that comes with the learning process → take risks with their learning → be motivated by the opportunity to challenge and extend their learning dispositions → be comfortable in performance mode → be energised by discovering new ideas 	<ul style="list-style-type: none"> → engage in co-constructing knowledge and understanding with their peers → know their content and how they learn best under a range of circumstances → participate in learning by contributing generously to one another
Teachers 	Design powerful learning	Embed dispositions effectively in lesson design	Grow as professional experts	Collaborate with colleagues	Cultivate positive relationships
	<ul style="list-style-type: none"> → deliver well-sequenced instructional lessons strive for best teaching practices and be willing to improve and adopt new, evidence-based methods 	<ul style="list-style-type: none"> → plan lessons that target particular dispositions and allow students to stretch these → challenge students through dual-focus lesson design → have a primary focus on developing dispositions → discuss students' use of dispositions with parents 	<ul style="list-style-type: none"> → share readings and discussions → share of practice and examples of what learning looks like in the classroom → mentor new staff 	<ul style="list-style-type: none"> → work together to reflect on practice → actively share their strategies and intentions → enjoy having an open classroom 	<ul style="list-style-type: none"> → create 'safe places' for student learning → build positive relationships with students → authentically 'know' or 'see' their students and how they learn best
Organisational Actions: 	Leadership	Focussed on Teachers	Focussed on Students	Focussed on Parents	
	Team Meetings <ul style="list-style-type: none"> • Working Party • Learning Leaders • PLG Leaders • HoD/Stage Coordinators' Meetings External Advisors <ul style="list-style-type: none"> • Critical Consultations Whole School <ul style="list-style-type: none"> • 5R Term Domains • Learning Wheels • BLC Conference • Staff PD Days 	Practice Improvement routines <ul style="list-style-type: none"> • Learning Walks and Lesson Observations • Stories of Impact • Sprints • PLGs • Expertise Development Targets • Staff PD Days • BLC Conference • Peer Mentors • Lesson planning, programming, and assessment Induction of New Staff <ul style="list-style-type: none"> • Staff Induction • Learning Mentors • Class Observations & Debriefs 	Pastoral Care <ul style="list-style-type: none"> • Goal-setting and reflection • Deliberate disposition-building activities • Year 12 Graduates Post-School Survey Visible Learning <ul style="list-style-type: none"> • L@SL Student Think Tank • Hot Seat Assembly • Learning Assembly • Awards • Student Voice Grammar News 	Communication <ul style="list-style-type: none"> • Speeches • Grammar News • Home Learning • PTIs + Reports • Social Media / Marketing • Information Evenings • Learning Seminars 	
LEARNING@STLUKE'S					

Teacher Accreditation (NESA and ISTAA)

St Luke's Grammar School maintained our NESA Provider status, however, due to the COVID-19 pandemic, we were unable to host our annual NESA-registered BLC Conference.

All teachers with pending NESA deadlines for achievement of their next steps were successful. There were 3 teachers who submitted their ISTAA Experienced Teacher Application in 2020.

Whole School Needs-based Training and Professional Development

Whole School Professional Development also included areas which relate to Child Protection, Critical Incidents and Emergency Procedures (including training of Wardens), Privacy Update, Conversations on Faith and Culture, Copyright in Education, ICT: Designing Learning with Canvas and SeeSaw, Online Readiness for Off-Campus Learning, Well-being, and Teacher Accreditation Authority updates and procedures.

Additionally, staff undertook professional development in the following areas:

Description of Professional Learning Activity	Staff Participation
Child Protection Training	All Staff
Conferences – Economics, EduTECH, Legal Studies, Music	5
Conversations in Faith & Culture	All Staff
Copyright for Education	All Staff
Creating Safety in the Classroom	All Teaching Staff
Critical Incidents and Emergency Training	All Staff
Data Analysis	1
Designing Learning with Canvas and Seesaw	All Teaching Staff
Driver Training (bus)	3
First Aid	52
First Aid (Advanced)	18
Junior School Curriculum and Pedagogy – Literacy, Mathematics, Problem Solving, THRASS, Writing	30
Leadership Seminars for Executive and Senior Staff	2
LEARNING@St Luke's	All Teaching Staff
Learning Walks	All Teaching Staff
Network Meetings – Careers, HICES Deputies, HICES Pastoral Care, IPSHA G n T, IPSHA Art, IPSHA Junior School, IPSHA Music	11
Online Readiness	All Teaching Staff
Privacy Update	All Staff
School Counsellor Seminars/Courses	2
Senior School – Curriculum and Pedagogy (Canvas, English, Mathematics, Music, PDHPE, Science, Social Science, Visual Arts)	27
Sport: Rugby League, Touch Football and Mountain Bike Coaching	6
Student Wellbeing	15
TAA Update	All Teaching Staff
Teacher Accreditation	10
Technology Training	6
Warden Training	60
Wellbeing Presentation	All Staff
Whole School (Law Update)	1
Whole School (NCCD)	1
Whole School (Risk Management)	1

Teaching Qualifications

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 115
(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>

THEME 6

Workforce Composition

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

St Luke's Grammar School had no Aboriginal and Torres Strait Islander employees in 2020.

THEME 7

Student Attendance and Retention Rates

96% of students attended school on average each school day in 2020.

The whole school attendance rate - Bayview & Dee Why Campuses for 2020 was 95.51%.

Year Level	Overall Attendance	Male Attendance	Female Attendance
Cottage	93.67%	91.74%	95.13%
Kindergarten	94.98%	93.98%	96.28%
Year 1	94.35%	93.22%	95.53%
Year 2	95.53%	95.93%	95.13%
Year 3	96.39%	95.70%	97.02%
Year 4	95.72%	95.42%	96.13%
Year 5	95.91%	96.00%	95.96%
Year 6	95.23%	95.43%	95.00%
Year 7	96.60%	96.20%	96.90%
Year 8	95.40%	95.60%	95.20%
Year 9	95.90%	95.80%	96.00%
Year 10	95.10%	93.90%	96.40%
Year 11	95.90%	96.20%	95.70%
Year 12	96.40%	96.40%	96.50%

Student Attendance Policy

The NSW Registration Manual requires:

(3.8) the Principal to keep a register, in a form approved by the Minister of the enrolments and daily attendances of all children at the School;

(3.6.2) that a registered non-government school must provide a safe and supportive environment by:

- Having in place policies and procedures that provide for student welfare; and
- And maintaining a student enrolment and attendance register.

Daily Attendance Register

St Luke's Grammar School keeps a register of the daily attendance of all students at the School in electronic form. Attendance registers are in a form approved by the Minister for Education, and the New South Wales attendance register codes.

The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Reason for absence
- Documentation to substantiate reason for absence.

In cases where attendance rates raise concerns, the school works with the parents and the student to develop an Attendance Improvement Plan that responds to specific contributing factors.

Retention Rates for 2020

At the end of the 2019 school year, 9 students left the Year 10 cohort to complete their schooling in other schools and did not continue into Year 11 2020 at St Luke's. Four new students joined the Year 11 cohort at the beginning of 2020.

THEME 8

Enrolment Policy

St Luke's has a comprehensive intake and is open to all students regardless of ethnic background or religious denomination.

There are no prerequisites 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

Dee Why Campus

At the beginning of 2020, St Luke's Grammar School (Dee Why Campus) had approximately 1034 students in Years K to 12, made up of:

- **Junior School** - Kindergarten to Year 6 – approximately 341 students (Pre-K also operates a three-day program with 32 full time equivalent students)
- **Senior School** - Year 7 to Year 12 – approximately 693 students

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

In the Senior School, there are five classes in Year 7 through to Year 10. Year 11 and Year 12 have additional streams, 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.

Bayview Campus

At the beginning of 2020, St Luke's Grammar School (Bayview Campus) had approximately 158 students in Years K to 6.

Students come predominantly from the local Northern Beaches area.

Enrolment Policy

1.1 Enrolment Process – Stage 1 – Enquiry and Application

Upon the receipt of an Application to Enrol form, as a minimum, the School captures the following data on the School's database (Edumate):

- The prospective student's name, date of birth (age), address
- The prospective student's desired year or entry
- The parents' name and contact details

Note: The submission of an Application to Enrol form does not guarantee that the prospective student will proceed to Enrolment Interview.

Enrolment Points of Entry

- Due to the high demand for places, parents are advised to submit an Application to Enrol for their child well before the desired Year of entry.
- The School's normal entry points are Pre-Kindergarten (Cottage), Kindergarten, Year 7, Year 10 and Year 11. The School will also consider applications for entry to other Years when places become available.
- The School has limited places to offer. In cases where demand exceeds places available, prospective students are placed on a Waiting List. The Waiting List will be used to make subsequent Offers of Enrolment, subject to future availability and successful review of the prospective student's Application to Enrol, in relation to the School's Enrolment Criteria.

1.2 Enrolment Process – Stage 2 – Enrolment Interview (and Enrolment Criteria)

St Luke's assesses all Applications to Enrol against the following Enrolment Criteria, to determine which prospective students proceed to Enrolment Interview:

Enrolment Criteria:

- The prospective student has a brother or sister who is a current student at the School. (Sibling)
- The prospective student has a parent or sibling who is an ex-student of the School. (Alumni)
- 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 co-curricular opportunities and community.
- School reports, test results and aptitudes.
- The prospective student has an affiliation with a church. (Association)

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

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

Note: Participation in an Enrolment Interview does not guarantee that the prospective students will be extended an Offer of Enrolment.

1.3 Enrolment Process – Stage 3 – Offer and Acceptance (and Commencement)

Upon the Acceptance of an Offer of Enrolment, as a minimum, the School captures the following information on the School's database (Edumate):

- The date of enrolment (commencement at the School)
- The student's previous school (if over the age of 6)
- The student's Medical information
- ACARA Data Collection information

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 the School offers 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 the School offers a child a place 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. However, they can choose to have their child remain on the normal "Waiting List" for the next point of entry. The School will reconsider their Application to Enrol at the next entry point, with all other applications.

Enrolment Contract

- Parents acknowledge that the Enrolment Contract entered into, in order to enrol their child at St Luke's Grammar School, is with the Anglican School's Corporation.
- Parents may accept a place for their child by signing the Enrolment Contract and paying the required Acceptance Fee. This will establish the parents' agreement to support the "Terms and Conditions of Enrolment", which relate to School Rules and Policies, including the obligations of parents and students, the payment of School Fees and Charges, conditions surrounding special needs, health and safety, and the consequences of suspension or termination of Enrolment.

Terms and Conditions of Enrolment:

- Refer to the document titled, "Terms and Conditions of Enrolment"

1.4 Enrolment Process – Stage 4 – Withdrawal

In the event that a student intends to withdraw from the School, a full term's notice of the withdrawal, in writing to the Principal, is required in order for the family to avoid a Penalty Fee for insufficient notice of the withdrawal.

In the event that a student leaves the School prior to the completion of Year 12, as a minimum, the School requires parents to provide the following information. This information is then captured on the School's database (Edumate):

- The date of leaving the School
- The student's destination (in cases where a student leaves prior to Year 12)

Note: In cases where a student leaves prior to Year 12 and the destination of the student is unknown, the School notifies a Department of Education and Communities officer, with home liaison responsibilities, and provides the following information:

- The student's full name
- The student's date of birth
- The student's last known address
- The student's last date of attendance
- The Parents' names and contact details
- An indication of possible destination
- Any other information that may assist the officers to locate the student
- Any known work health and safety risks associated with contacting the parents or students.

1.5 The register is retained for a period of seven years after the last entry was made.

1.6 Fees During the Enrolment Process

- Application Fee (\$220) 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 (Senior School \$2000; Junior School \$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.

1.7 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.
- The student's information will be retained on the School's database for a minimum of 7 years.

1.8 Parents Declaration and Obligation

- 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.
- It is the parents' responsibility to ensure that the School is advised of any changes of contact details that occur at any time during the Enrolment Process. The School waives any responsibility for non-contact of a parent during the Enrolment Process in the event that the contact details are not updated.

1.9 When Guardians or Carers are Enrolment 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.

1.10 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.

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.

THEME 9

Student Welfare, Anti-Bullying, Discipline, Complaints and Grievances

Policies for student welfare, anti-bullying, discipline and complaints and grievances are in place and are located on Complispace.

Policies are available upon request by contacting the Business Manager.

Summary of Student Welfare Policy

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 2020

Policy	Changes in 2020	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	Complispace
Security Policy <ul style="list-style-type: none"> • Evacuation • Lock down • Security of grounds 	New evacuation plan to incorporate new buildings Warden training for all staff Changes to persons responsible	WHS Manual Complispace
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	Complispace
Pastoral Care policy <ul style="list-style-type: none"> • Roles and responsibilities • Critical incident policy 	Role Description of Year Coordinator established Updated annually	Complispace
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 	Reviewed and updated to reflect the new roles in the school and common language across the 3 areas of the school	Student Diary Staff Handbook
Staff Grievance Policy	Policy confirmed	Complispace

Summary Student Discipline Policy

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), Pastoral Care Teachers, Year Coordinator, Head of Department, Counsellor, Chaplain, Assistant Head of School, Head of School, Deputy Principal and Principal.

Positive Acknowledgement

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

Summary Complaints and Grievances Policy

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.

THEME 10

School Determined Improvement Targets

Targets for 2019

1. Every teacher visibly outlining Learning intentions for each lesson.
2. Every teacher giving students transparent success criteria.
3. Student writing improving in Junior School.

Achieved

1. Teachers adopted the pattern of having a learning intention visible for each lesson. Students feel it really helped to have it explicit for each lesson. Teachers have either done this through Canvas or on the board. Feedback has been received by students about its usefulness.
2. The transparency of the success criteria has allowed for both teacher feedback to students. Where students are using the criteria, they are clearer about the teacher's expectations.
3. The Big Write was launched in the Junior School. It has worked well at helping students to both increase the amount they write as well as to improve the content of what they are writing. The School was hoping to assess the impact in NAPLAN Writing but this won't be possible in 2020.

Targets for 2020

1. These have had to be modified because of the impact on schooling by COVID-19. However, the focus in the Junior School is on numeracy and literacy growth for each student. In the Senior School – increasing student's ability to self-manage their learning.

Achieved

1. Staff and students showed flexibility and resilience in managing off-campus learning.
2. Reformation of Literacy Committee with focus on implementing Big Write and THRASS across both Junior School campuses.

Targets for 2021

1. Wellbeing - Develop student and staff wellbeing groups to build a scope and sequence C-12 and trial wellbeing initiatives.
2. Leadership - Implement 360° review process for Executive staff. Provide additional leadership support and training for middle leaders (eg Heads of Department)
3. Student tracking - improve student academic tracking and provide point in time snapshot of student progress.
4. Strategic Planning - begin process of developing 2022-2025 Strategic Plan.
5. Cross campus - create stronger links between the Bayview and Dee Why Junior Schools.

THEME 11

Promoting Respect and Responsibility

In 2006, the School introduced a community service program for Senior School students. The students undertake community service outside of school time and find projects within their own communities. This expanded in 2008 with all students in Year 9 undertaking the Bronze Duke of Edinburgh Awards Scheme and Arranounbai School Community Service Project. Year 10 students are involved in an Aged Care Program. The Social Basketball training sees Senior School Students providing an opportunity for students with disabilities to be engaged in the program. While COVID in 2020 halted much of these programs, the school looked for digital opportunities to meet with people in this way.

The Year 10 Camp has expanded to being a Service Camp. Students are involved in a number of welfare programs in the city of Sydney.

While School Tours could not occur in 2020, the school began preparations for Domestic Tours with a Service Focus. The Service Trips which are now called LIGHT Tours (Learning in God's Hope Together). Trips to Uganda, Cambodia and Fiji will return once international travel is permitted.

Each year the School runs programs to promote respect and responsibility. The student Leadership Teams are mentored by Senior staff members. Years 10-12 undertake leadership training and these focus on promoting responsibility.

Across the School, the Peer Support Mentoring and the Buddy Programs promote responsibility and respect. It allows students from different age groups to support each other. The older students take responsibility for the programs delivered.

All of these activities are designed to assist students to grow the dispositions of Compassion, Kindness, Grace, Humility and Justice.

THEME 12

Parent, Student and Teacher Satisfaction

2020 Parent and Student Feedback

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

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

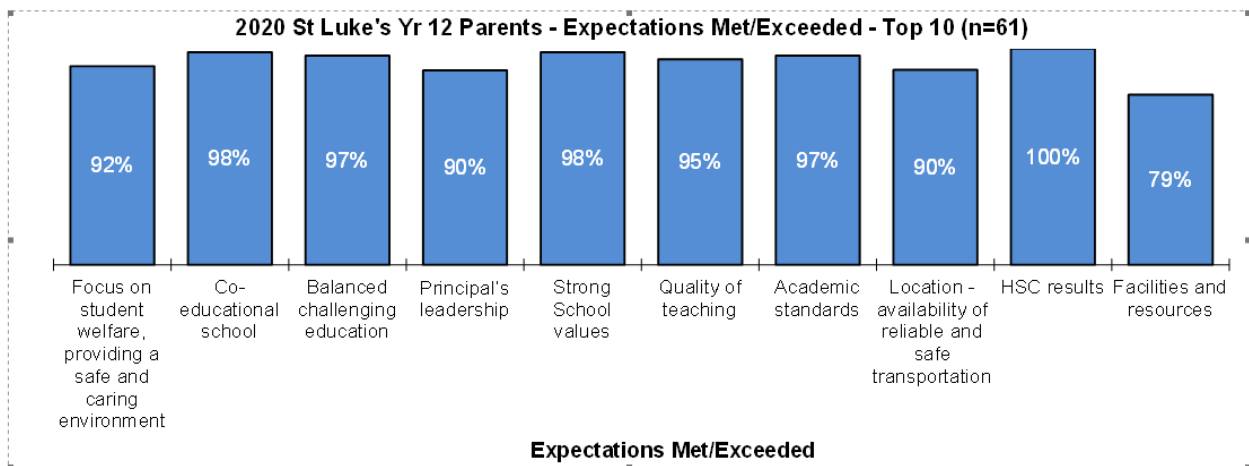
In 2020, 61 parents and 87 students, participated in surveys and provided views on such areas as academic performance, student welfare, Christian education, co-curricular, sport, boarding, communications, reputation and facilities.

Parents

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

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 92% of parents' expectations were met or exceeded in relation to the focus on student welfare
- 98% of parents' expectations were met or exceeded in relation to a co-educational school
- 97% of parents' expectations were met or exceeded in relation to a balanced challenging education
- 90% of parents' expectations were met or exceeded in relation to the Principal's leadership
- 98% of parents' expectations were met or exceeded in relation to the strong School values

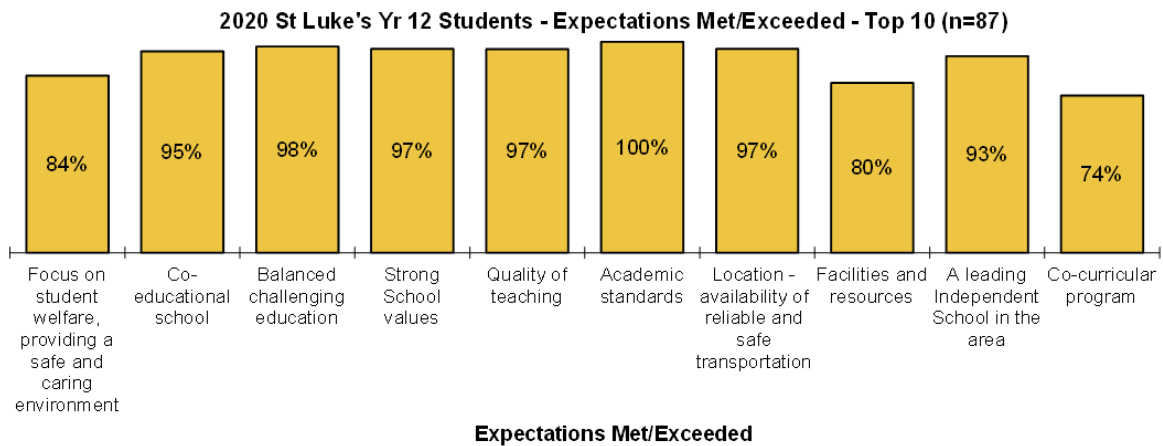


Students

A selection of the Year 12 students' top level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

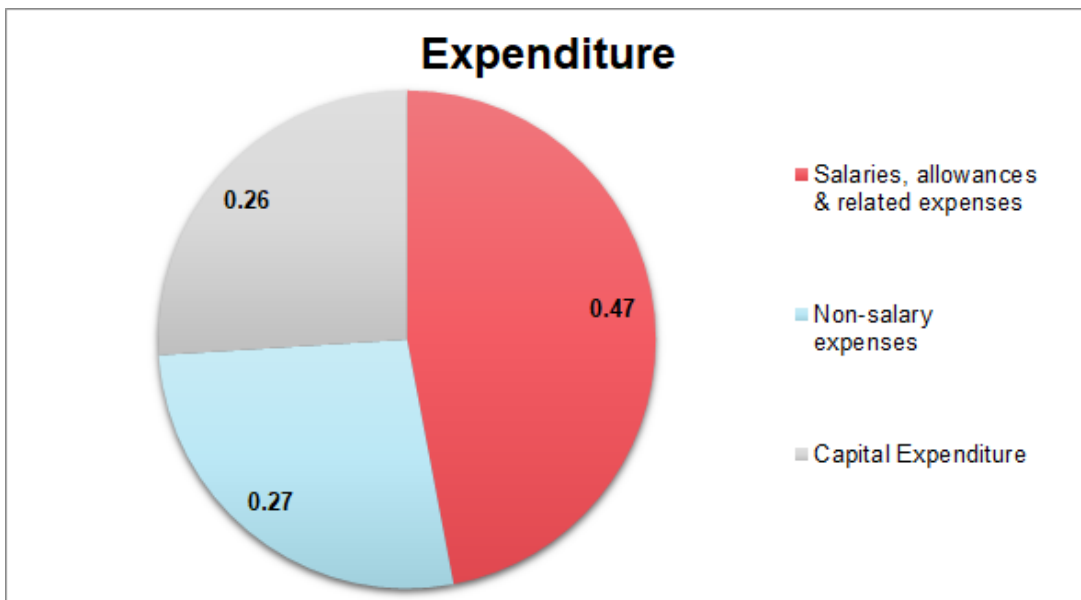
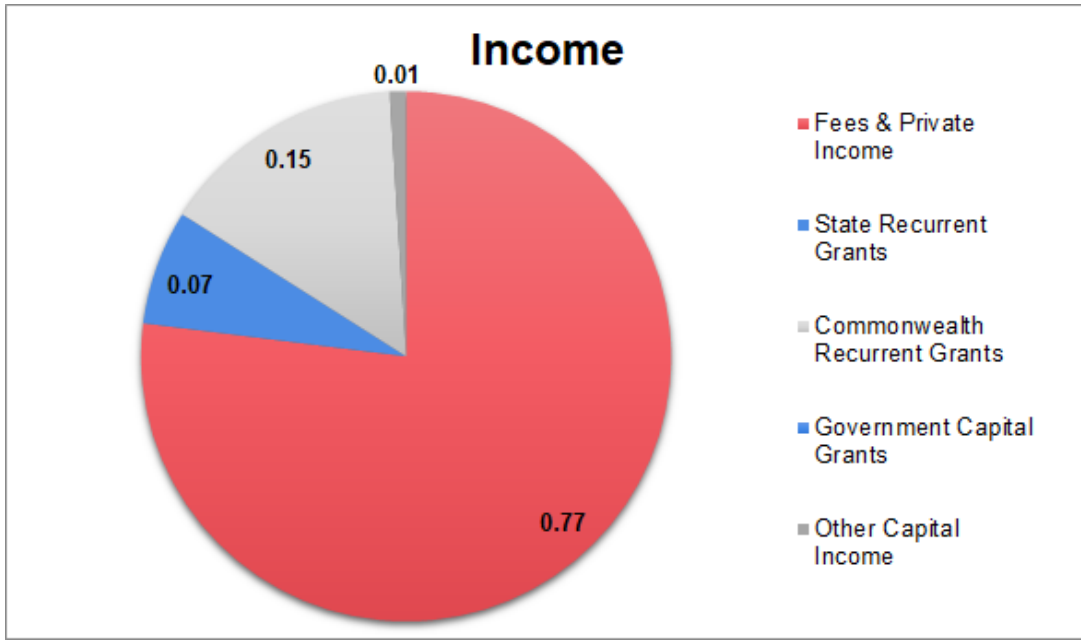
- 84% of students' expectations were met or exceeded in relation to the focus on student welfare
- 95% of students' expectations were met or exceeded in relation to a co-educational school
- 98% of students' expectations were met or exceeded in relation to a balanced challenging education
- 97% of students' expectations were met or exceeded in relation to the strong School values
- 97% of students' expectations were met or exceeded in relation to the quality of teaching



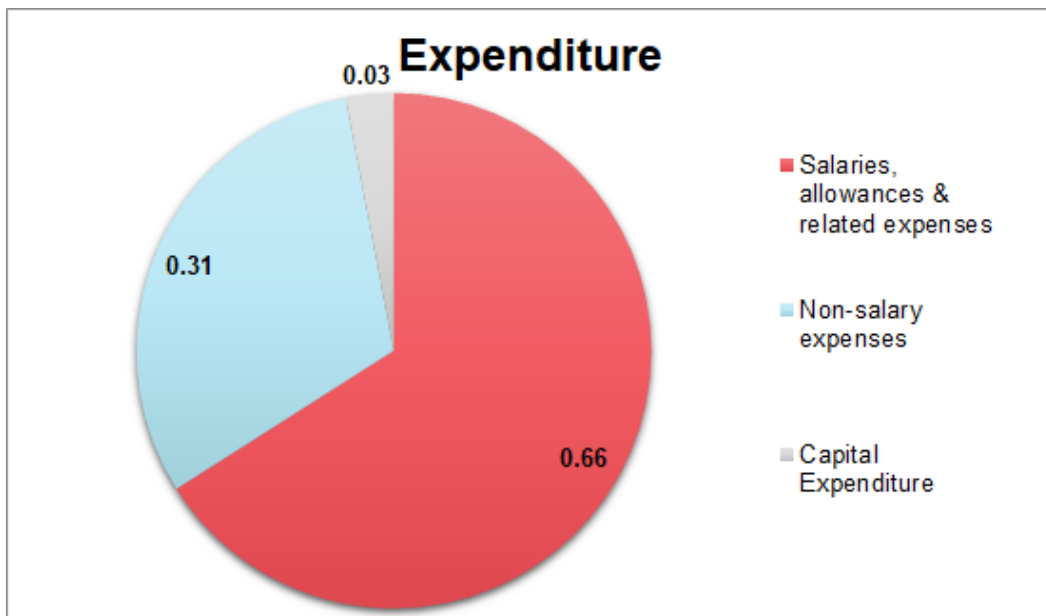
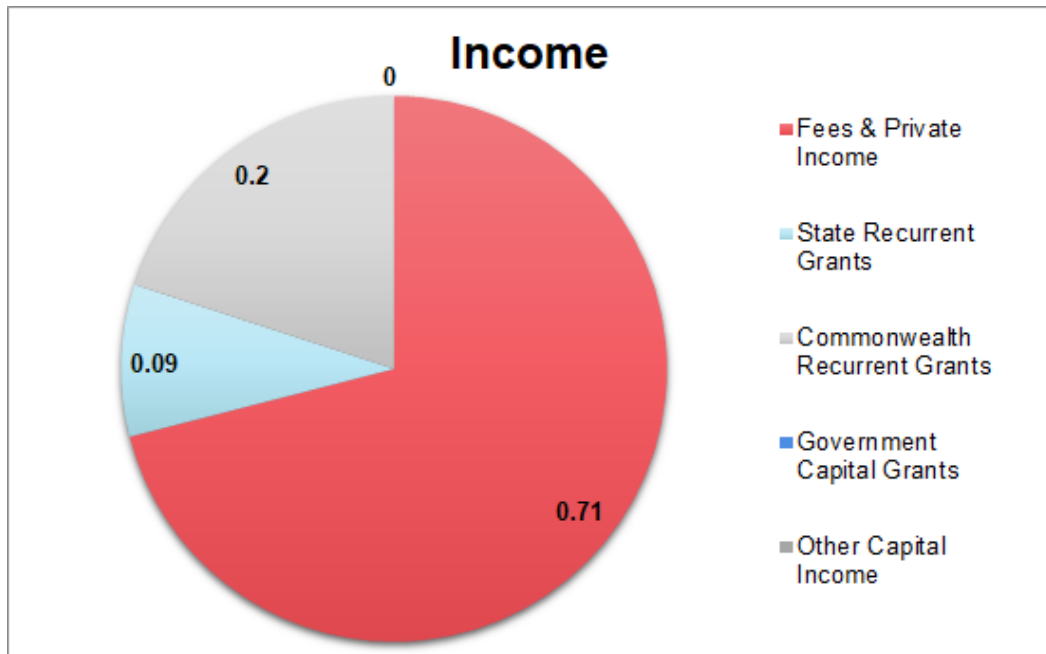
THEME 13

Summary Financial Information

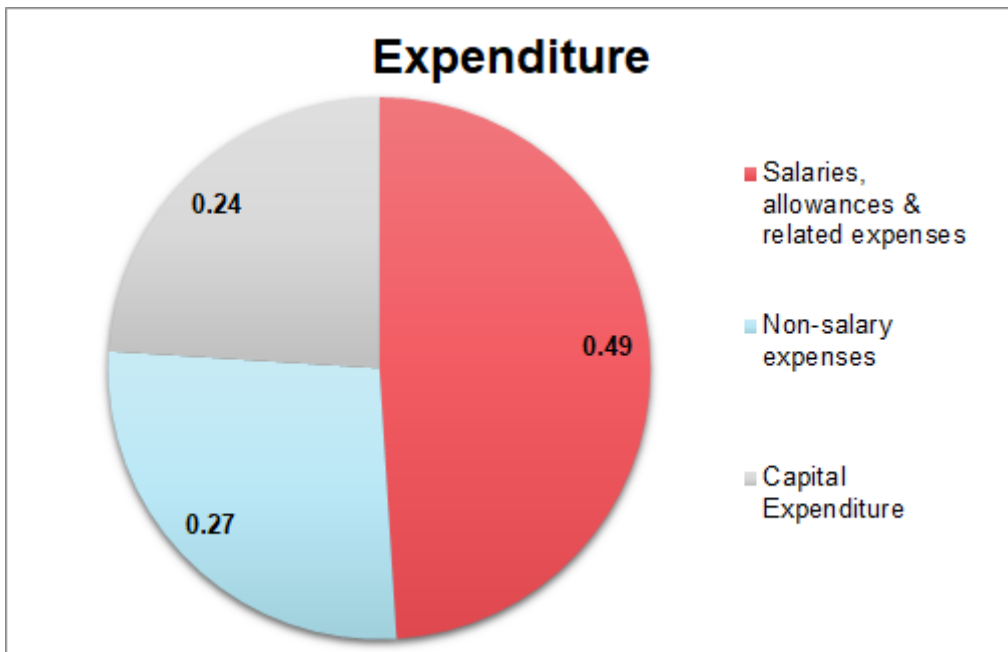
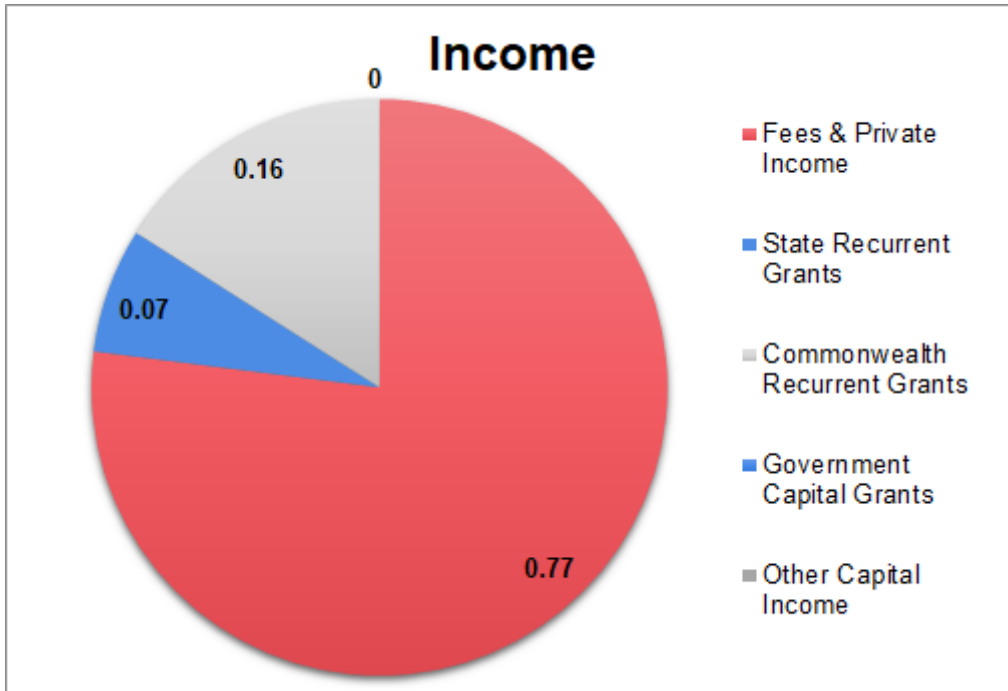
Dee Why Campus



Bayview Campus



Dee Why & Bayview Campus



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Publication Requirements

This Annual Report has been uploaded to NESA on RANGS Online by 30 June 2021 and is available online on the Schools website at www.stlukes.com.au.

The report is able to be provided to those unable to access the internet by contacting The Principal's Office (02) 9438 6237.

Additional information that is requested by the Minister will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA.

In preparing this Report, the Executives and Directors have gathered information from evaluations conducted during the year and analysed other information about the School's practices and student learning outcomes.

Members of the Executive Committee included:

Mrs Jann Robinson (until end of Term 2)	Principal
Mr Geoff Lancaster (Commenced 15 July 2020)	Principal
Mr Scott Bedingfield	Deputy Principal
Ms Jane Hughes	Business Manager
Rev John French	Chaplain
Ms Jennifer Pollock	Deputy - Curriculum
Mrs Alma Loreaux	Dean of Learning
Mr Nigel Wickham	Head of Senior School
Ms Sarah-Jane Alley	Assistant Head of Senior School
Mr Adam Lear	Head of Junior School - Dee Why Campus
Mrs Melanie Bryden	Assistant Head of Junior School - Dee Why Campus
Mr Peter Scott	Head of Junior School - Bayview Campus
Ms Rebecca Willis	Assistant Head of Junior School - Dee Why Campus

Members of the Directors Committee include:

Mr Scott Bedingfield	Deputy Principal
Ms Jane Hughes	Business Manager
Mrs Elizabeth Little	Executive Assistant to the Principal
Mrs Danielle Hargrove	Director of Marketing and Communications
Mrs Marian Hutson	Director of Enrolments
Mr Kevin Stenhouse	Director of ICT
Mr Craig Baker	Director of Sport