



2021

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



Resilience is one of the key areas of the Learning at St Luke's framework. Students leaned heavily on this disposition to not just survive but thrive in what was another challenging year for our world.

At the end of second term, Bishop Chris Edwards presided over the long awaited official Commissioning Service for Mr Geoff Lancaster. The entire student body was joined by Northern Beaches political and church leaders as well as over thirty school principals who came to show support for their colleague.

In 2021, School Council continued to focus on the pillars of the Strategic Plan: Excellence in Learning; Culture of Individual Care and Enrichment; Diverse and Extensive Co-curricular Programs; Engaged and Vibrant Community, all underpinned by an authentic Christian foundation.

Excellence in learning gained momentum with continued HSC and Naplan successes. The Class of 2021 built on St Luke's strong HSC performances, placing 41st in the State.

Improvements to facilities throughout the year have included the opening of two new Food Technology classrooms at Dee Why which are now operational for students from both campuses along with a new Science lab and classrooms. The Food Tech rooms were put to the test by celebrity chef and Bayview parent, Miguel Maestre, who hosted a Paella Fiesta over Zoom during lockdown that was attended by over 400 families.

Construction commenced on the new Senior School TAS workshops and new administration areas for both Senior and Junior schools. This project also includes a new large sick bay area behind the Junior School reception which will be staffed by a school nurse. The first of two new full-size indoor basketball courts at 224 Headland Road neared completion at the end of the year. This investment will help continue to grow the St Luke's basketball program – which grew to 73 teams in 2021.

A focus on sport has led to the introduction of new programs for mountain biking, volleyball, AFL, tennis and self-defence. The St Luke's Surfing Academy commenced in February under the guidance of former professional surfer, Beau Mitchell. Students continue to excel winning national events for swimming, surf life saving, sailing and gymnastics.

The partnership between staff and parents, with support of the Principal and Executive, demonstrates the strength of values and the resourcefulness of the community at St Luke's. The School Council is especially grateful for the outstanding leadership of the Principal, Executive and staff.

Mrs Victoria Hayman
Chair of Council

A Message from The Principal



If you were asked to use one word to describe 2021, I wonder what that word would be? As I considered this, my initial response was to feel that the year had been reactionary, that strategic work had to be put on hold as we adapted to changes imposed by COVID. Upon reflection, I think this short sells the amazing achievements of our teachers and students in 2021.

There were so many accomplishments in 2021 that we should be proud of as a School that have continued to build on the wonderful culture and opportunities we enjoy at St Luke's. This list is by no means exhaustive but does provide a snapshot into some of the great progress we have made in the last year:

- Adapted to COVID. Staff, students and parents have learnt new technologies to allow continuity of learning. We have discovered new tools that have the potential for ongoing collaboration and learning.
- Sport. New sports have been introduced including AFL, Mountain Biking and Surfing. We appointed a full time Head of Basketball to build greater structure into our flourishing basketball program.
- Communication. We have created new ways of collaborating using Zoom. It has provided an easy way to get all staff together, as well as provide a new forum for meeting with parents.
- Performing Arts. Matilda was a sensational production, showcasing the incredible work of our talented students and the Performing Arts staff. New ways to rehearse and perform emerged for our students. We began a partnership with Northern Beaches Orchestra. We have also employed an AV Technician to support the ongoing professionalism of our productions and events.
- Wellbeing. A wellbeing team was formed that included staff from across the School. This team developed a coherent sequence of areas to focus on from Cottage to Year 12 to ensure there is an intentional focus on supporting students' mental health and wellbeing. We employed additional School Counsellors and from 2022 a Head of Wellbeing to support the needs of our school community.
- Student Voice. We provided greater opportunity for students to be involved in decision making, to be heard and for their ideas to be implemented. This was most realised in wellbeing initiatives, building school spirit and uniform enhancements including long pants for senior girls.
- Heads of House. Heads of House were appointed to help foster House Spirit and quickly took the initiative to organise a range of activities and intra-school competitions.
- Christian Ministry. We worked with an external group called Seed to identify how we as a school can authentically honour our Christian heritage and develop a common language of inclusion and belonging to share the richness of the Christian faith.
- Building projects. Our full size basketball court was built at 224 Headland Road, adding to the facilities our students can enjoy. Our TAS faculty space has been refreshed to meet the needs of teaching emerging technologies alongside the more traditional TAS subjects.
- Sustainability. We created a position as Sustainability Leader for a member of staff to drive initiatives and harness the passion of students in this area.

- Junior School collaboration. We built greater connection between our Bayview and Dee Why Campuses, culminating in the appointment of Cross-Campus Stage Coordinators for the start of 2022.
- Year 8 Elective. We introduced the Year 8 Elective for students to delve into areas of interest outside of the traditional Year 8 curriculum.
- Teaching and Learning. Our teacher Professional Development focussed on improving student learning, setting goals and measuring progress towards these goals.
- Academic Results. Our students once again achieved superb academic results across all subjects at the HSC, which are outlined later in this document. Our **LEARNING@STLUKE'S** framework continued to help students articulate their learning using a shared language, reinforcing the School's culture of learning.

I am sure you would agree that we achieved a lot!

Mr Geoff Lancaster
Principal

Community Engagement

Community is the heart of St Luke's Grammar School, and it has never been more important than it has been in 2021.

In 2021 we had 58 wonderful Community Parents across both Dee Why and Bayview Campuses. Their help this year has been invaluable in connecting parents and families during what has been a very challenging year.

From Netflix parties during lockdown, to picnics, parent dinners and coffee mornings, our Community Parents have helped to bring everyone together in fun and creative ways.

The Year group parent communication platforms provided a much sought-after link, where parents could stay connected and seek advice during the year

Parents and families were able to enjoy several social events, amongst these was the Year 8 Geographical dinner. This popular dinner was held across three locations on the Northern Beaches on the same evening, which allowed parents to meet each other and make connections in their local area.

The St Luke's Community participated in a Zoom Evening with over 400 families enjoying an evening Cooking paella with Miguel Maestre.

The Mother's Day Stall and Breakfast were able to proceed as normal. The sun shone and our Mother's, special friends and students enjoyed a lovely breakfast on the Douglass Quad. It was wonderful to finally have parents onsite enjoying each other's company. The Mother's Day Stalls, across both campuses sold a total of 850 gifts for our wonderful Mum's and friends. The gifts were sourced from local Northern Beaches Businesses to support them during this challenging time. We were also able to support our charity Semester 1 charity, Hope Village.

Our Father's Day Stall turned out to be a unique event this year as we moved to an online Stall with a Contactless Click and Collect service due to lockdown. The St Luke's families embraced the Contactless collection style as they lined up their cars along Tango Avenue, ready to accept their gifts for our fantastic dads. Again, we were excited to support local businesses who have been hit hard by the lockdown.

During Off-Campus Learning we were able to bring 110 Junior School students together from both campuses to have some fun with the ever-popular DJ Kitkat for a virtual disco. The students relished in this opportunity to dress us Glitz and Glamour style and have some fun online with their friends.

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 2021 were commendable and revealed some excellent achievements reflecting the continuing trend in high achievement by the students. The 2021 HSC results ranked St Luke's as follows:

- | | |
|---------------------------|--|
| • 41st in the State | Overall |
| • 25th in the State | Independent Schools (incl Single Sex / Co-Educational) |
| • 28th in the State | Comprehensive Schools (incl Single Sex / Co-Educational) |
| • 16th in the State | Co-Educational Schools (incl Selective / Comprehensive) |
| • 12th in the State | Comprehensive Co-Educational Schools |
| • 2nd on Northern Beaches | Overall (after Manly Selective High School) |
| • 1st 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, 2020 and now again in 2021.

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 to 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 600 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 23 - 27 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. Currently there is one class in Cottage through to Year 6 with approximately 21 – 27 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 2021, Years 7 – 12 at St Luke's are 5-stream, with approximately 130 students per Year group.

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

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)

In May, 2021, the National Literacy and Numeracy Assessments were undertaken by students in Years 3, 5, 7 and 9.

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.

NAPLAN Results

The results of 2021 NAPLAN are available at : <http://www.myschool.edu.au>

Performance Band Achievement as a Percentage of Student Number

2021 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	99	1	97	3
Writing	100	0	99	1
Spelling	99	1	97	3
Grammar	100	0	98	2
Overall Numeracy	98	2	100	0

2021 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	99	1	100	0
Writing	99	1	97	3
Spelling	99	1	99	1
Grammar	99	1	100	0
Overall Numeracy	100	0	100	0

Average School Achievement in Comparison to National Average 2021 (Dee Why)

LITERACY – Reading 2021	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	493	555	595	627
National Average	438	511	542	577

LITERACY – Writing 2021	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	455	510	573	597
National Average	425	480	522	551

LITERACY – Spelling 2021	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	454	532	586	622
National Average	421	504	548	580

LITERACY – Grammar 2021	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	500	553	582	617
National Average	433	503	533	573

NUMERACY – 2021	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	445	560	615	645
National Average	403	495	550	588

THEME 4

Senior Secondary Outcomes

Granting of Records of School Achievements

All students entered for the Higher School Certificate in 2021 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 2021:

The students performed at a high standard in the Higher School Certificate in 2021.

- 59% of students achieved one or more of the Band 6 results
- 73% of students achieved one or more of the Band 5 results
- 43 % of students achieved an ATAR over 90
- 77.8% of students achieved an ATAR over 80.
- Median ATAR of 88.98 (ATAR of middle student)
- The top ATAR was 99.55

Course	Candidates	Performance Band achievement by %	
		Bands 3 – 6	Bands 1 – 2
Ancient History	16	100	0
Biology	31	100	0
Business Studies	41	100	3
Chemistry	15	100	0
Design & Technology	21	100	0
Drama	4	100	0
Economics	18	100	0
English Standard	10	90	10
English Advanced	81	100	0
English Extension 1	11	100	0
English Extension 2	3	100	0
Geography	12	100	0
Legal Studies	21	100	0
Mathematics Standard 2	46	95	5
Mathematics Advanced	36	100	0
Mathematics Extension 1	19	79	21
Mathematics Extension 2	2	100	0
Modern History	15	100	0
History Extension	7	86	14
Music 1	4	100	0
Music 2	2	80	20
Music Extension 1	2	100	0
Personal Development, Health & Physical Education	27	100	0
Physics	21	100	0
Studies of Religion 1	29	100	0
Visual Arts	12	100	0
French Continuers	5	100	0
Italian Beginners	2	100	0
Spanish Beginners	1	100	0
Swedish Continuers	2	100	0
Construction	3	100	0
Entertainment Industry	2	100	0
Tourism, Travel and Events	3	100	0

- 100% of Year 12 students at St Luke's Grammar School qualified for the HSC.
- 8 students of the cohort of 96 included a VET course in their program of study.

Comparative HSC Performance Over time

Course	School Mean 2021	State Mean 2021	Performance Band achievement by % Bands 3 – 6					
			2021		2020		2019	
			School	State	School	State	School	State
Ancient History	78.69	71.06	100	77.67	100	83.59	100	83.79
Biology	81.32	73.38	100	90.58	100	86.41	96.16	84.07
Business Studies	82.84	73.32	100	85.92	97.23	82.04	97.23	82.89
Chemistry	81.09	74.37	100	88.29	100	90.06	100	87.62
Design & Technology	87.61	79.11	100	96.73	100	97.71	100	95.04
Drama	83.75	78.70	100	98.32	100	97.45	100	98.12
Economics	81.38	77.66	100	94.08	100	90.96	100	92.22
English Standard	75.56	70.47	90	90	100	88.69	100	87.22
English Advanced	85.72	81.92	100	99.10	100	99.26	100	98.83
English EAL/D	-		-		100	83.75	100	85.26
English Extension 1 (/50)	44.05	42.07	100	93.63	100	92.54	100	93.87
English Extension 2 (/50)	43.63	39.56	100	83.86	100	82.41	50	79.79
Geography	82.93	75.75	100	91.20	100	86.52	96.16	86.82
Legal Studies	89.88	74.72	100	85.37	100	88.10	100	83.18
Mathematics Standard 2	84.41	69.15	100	77.86	95.24	74.90	98.04	56.16
Mathematics Advanced	88.19	78.41	100	93.63	100	95.55	100	92.17
Mathematics Extension 1	78.71	78.21	79	74.11	100	74.25	96	80.11
Mathematics Extension 2	90.20	83.07	100	86.48	100	83.86	100	85.86
Modern History	83.73	72.85	100	83.3	100	83.77	100	85.66
History Extension (/50)	41.60	38.69	86	77.17	80.00	76.06	85.70	76.59
Music 1	88.20	81.34	100	98.14	100	97.62	100	97.82
Music 2	87.00	87.57	100	99.70	100	100	100	100
Music Extension	39.55	44.47	100	95.27	100	97.25	100	97.83
Personal Development, Health & Physical Education	81.24	72.19	100	85.69	100	84.91	100	87.77
Physics	81.26	75.34	100	90.40	100	85.47	100	85.41
Studies of Religion 1 (/50)	40.70	37.38	100	91.52	100	93.80	100	95.62
Visual Arts	87.32	80.99	100	98.24	100	97.76	100	97.64
French Continuers	89.08	82.05	100	97.48	100	96.78	100	97.04
Italian Beginners	N/A	N/A	100	93.76	100	88.94	-	-
Spanish Beginners	N/A	N/A	100	90.89	-	-	100	83.45
Swedish Continuers	N/A	N/A	100	100	-	-	-	-
Construction	N/A	N/A	100	66.07	100	67.34	100	67.36
Entertainment Industry	N/A	N/A	100	84.77	-	-	100	82.34
Tourism, Travel and Events	N/A	N/A	100	79.37	100	88.87	100	85.03

N/A = not available

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, 2021 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

Due to the COVID-19 pandemic, our focus continued to need to be agile and during Term 3 and 4 our focus included continuing to reflect on using online learning tools. Continual improvement to our **Off-Campus Learning Model** across the school was implemented throughout this time.

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.

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 5 teachers who submitted their ISTAA Experienced Teacher Application in 2021.

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), Hope in the Age of Pessimism, Future Trends in Education, Delving Deeper into Google, and continuing to build our on-line teaching skills with a special presentation from Sarah Pretridge. Other sessions focussed on staff , 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
Big Write Self and Peer Assessments	All Junior School Teachers
Child Protection Training	All Staff
Conferences – Aboriginal & Torres Strait Islanders, AHISA Director of Studies, Business Studies, Commerce, Drama, EduTECH, HICES, Christian Ministry Conferences, Learning Support, Legal Studies, National Education Summit, Visual Arts & Wellbeing	19
Critical Incidents and Emergency Training	All Staff
Data Analysis	1
Driver Training (bus)	1
Duke of Ed - Supervisor Training	1
First Aid	30
First Aid (Advanced)	18
Food Handling	6
Junior School Curriculum and Pedagogy – Literacy, Mathematics, Problem Solving, THRASS, Writing	28
Leadership Seminars for Executive and Senior Staff	6
Learning Enhancement	9
LEARNING@St Luke's	All Teaching Staff
Learning Walks	All Teaching Staff
Network Meetings – HICES Deputies, HICES Pastoral Care, IPSHA G n T, IPSHA Innovative Learning, IPSHA Library, NESA Tens	8
Online Readiness	All Teaching Staff
Senior School – Curriculum and Pedagogy (English, History, Languages, Mathematics, Science, Social Science, TAS, Visual Arts)	40
Sport: Rugby League and Basketball	3
Student Wellbeing	21
TAA Update	All Teaching Staff
Teacher Accreditation & Mentoring	9
Warden Training	60
Whole School (e-safety education)	1
Whole School (Law Update)	2
Whole School (NCCD)	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 113
(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 2021.

THEME 7

Student Attendance and Retention Rates

96% of students attended school on average each school day in 2021.

The whole school attendance rate - Bayview & Dee Why Campuses for 2021 was 95.62%.

Year Level	Overall Attendance	Male Attendance	Female Attendance
Cottage	93.56%	93.66%	93.64%
Kindergarten	95.73%	96.79%	94.85%
Year 1	95.42%	95.13%	95.83%
Year 2	95.16%	94.66%	95.75%
Year 3	95.99%	95.60%	96.28%
Year 4	96.60%	95.86%	97.33%
Year 5	96.73%	96.57%	96.866%
Year 6	96.14%	96.06%	96.16%
Year 7	96.00%	96.10%	96.00%
Year 8	95.90%	95.80%	96.00%
Year 9	95.50%	96.00%	95.00%
Year 10	96.10%	96.40%	95.70%
Year 11	95.70%	95.60%	95.80%
Year 12	94.00%	94.40%	93.60%

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 2021

At the end of the 2020 school year, 11 students left the Year 10 cohort to complete their schooling in other schools and did not continue into Year 11 2021 at St Luke's. Seven new students joined the Year 11 cohort at the beginning of 2021.

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 2021, St Luke's Grammar School (Dee Why Campus) had approximately 1078 students in Years K to 12, made up of:

- **Junior School** - Kindergarten to Year 6 – approximately 345 students (Dee Why operates a Pre-K three and five day program with 33 full time equivalent students)
- **Senior School** - Year 7 to Year 12 – approximately 733 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 12. 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 2021, St Luke's Grammar School (Bayview Campus) had approximately 172 students in Years K to 6. (Bayview also operates a Pre-K three and five day program with 17 full time equivalent students).

Students come predominantly from the local Northern Beaches area.

Enrolment Policy

1.1 Enrolment Process – Stage 1 – Enquiry and Application

The School captures the following data, as a minimum once an online application is submitted via the EnrolHQ enrolment platform:

- The prospective student's name, date of birth (age), address
- The prospective student's desired year or entry
- The parents' name and contact details including mobile number and email
- ACARA Data Collection information
- A copy of the child's birth certificate
- Evidence of Australian citizenship (required if applying from overseas or if both parents are born outside of Australia)
- Evidence of eligibility to be in Australia – Visa (required if student is not an Australian citizen)

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 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 Wait 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 prospective student has an affiliation with a church. (Association)
- 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.

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 student 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) via EnrolHQ:

- The date of enrolment (commencement at the School)
- The student's previous school (if over the age of 6)
- The student's medical information
- The student's learning abilities
- A copy of parent's driver's licence or passport
- Up-to-date AIR Immunisation History Record

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. They can however, choose to have their child remain on the normal "Wait 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 Schools 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.

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 via the EnrolHQ Enrolment platform at Application Stage. 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 via the EnrolHQ Enrolment platform 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 online 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 through our website 	<ul style="list-style-type: none"> We respond to the enrolment enquiry and provide information regarding the possible enrolment of their child and steps to take to apply for a possible place. 	<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 submit an online Application through EnrolHQ (online enrolment platform), together with the Application Fee, and all required documents, to have their child placed on the Waiting List. 	<ul style="list-style-type: none"> All applications are placed on a waitlist in EnrolHQ (online enrolment platform). EnrolHQ confirms receipt of the application 	<ul style="list-style-type: none"> As we receive each Application, 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 18 months 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 at Dee Why and Bayview 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 1-2 terms prior to entry. NOTE: The School endeavours to interview 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 via EnrolHQ. 	<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 via EnrolHQ. Parents are required to sign the Enrolment Contract and pay the non-refundable Acceptance Fee 	<ul style="list-style-type: none"> Process the receipt of the Enrolment Contract and Acceptance Fee and EnrolHQ sends 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 2021

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 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.

Achieved

1. Wellbeing team formed and Scope and Sequence draft developed. Employment of Head of Wellbeing at the end of 2021 for commencement in 2022. Trial of Grow Your Mind successful in Junior School.
2. Leadership 360 review postponed to 2022 due to COVID interruptions.
3. Historic NAPLAN and other external testing data uploaded onto Edumate. Students snapshot report developed in Edumate. Role of Data Analyst created for 2022.
4. Strategic planning process began with external group Seed to clarify the schools Christian focus and language.
5. Regular cross-campus planning meetings. Creation of Cross campus stage coordinators for 2022 school year.

Targets for 2022

1. Completion of student Wellbeing staff and sequence
2. Review of Learning@StLuke's
3. Development of 2022-2027 Strategic Plan
4. Style guide for Christian messaging
5. Commencement of Reconciliation Action Plan
6. Use of data to identify underachieving students
7. Improvement of new staff mentoring process

THEME 11

Initiatives Promoting Respect and Responsibility

Unfortunately COVID restrictions prevented School Tours and most service activities. Fundraisers and special focus days including RUOK Day, Bullying No Way, Reconciliation Week and other events helped students to recognise the need to show kindness and compassion.

The School continued its focus on Learning@StLuke's and the Restoration dispositions were emphasised through assemblies and teaching:

- Kindness
- Grage
- Compasion
- Humility
- Justice

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. Year 12 Service Captains were appointed for 2022.

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

2021 Parent and Student Feedback

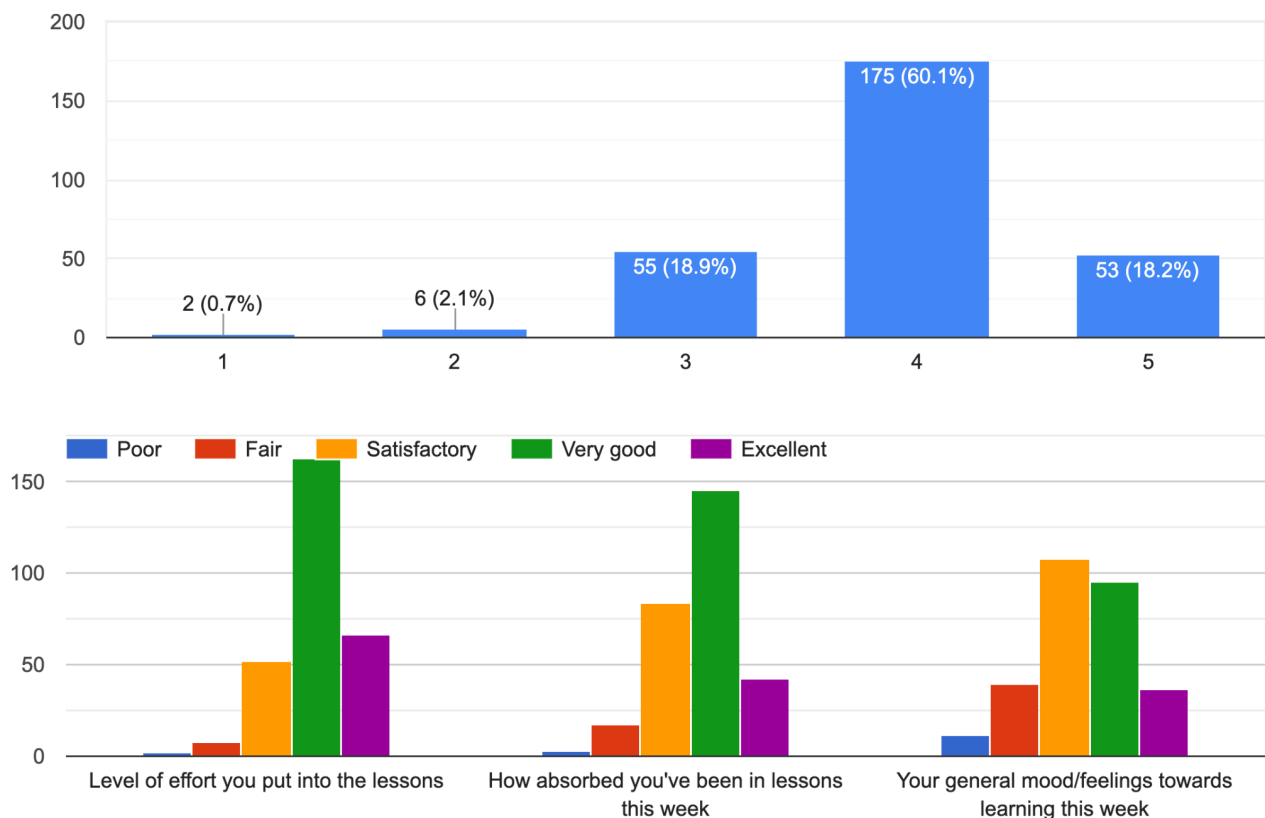
St Luke's Grammar School is committed to listening to the views and expectations from key stakeholders and regularly commissions independent surveys to provide performance feedback on a wide range of related education topics. During 2021 we conducted several internal surveys to capture timely feedback to respond to COVID disruption to schooling. The feedback from these surveys greatly assisted the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2021, 319 parents participated in a survey focused on off-campus learning and 330 parents responded to a survey on school communication with parents. 40 Staff completed the off-campus learning survey and 61 staff completed the communications survey. 291 students responded to an off-campus learning survey. Sample feedback is included below.

Student Surveys

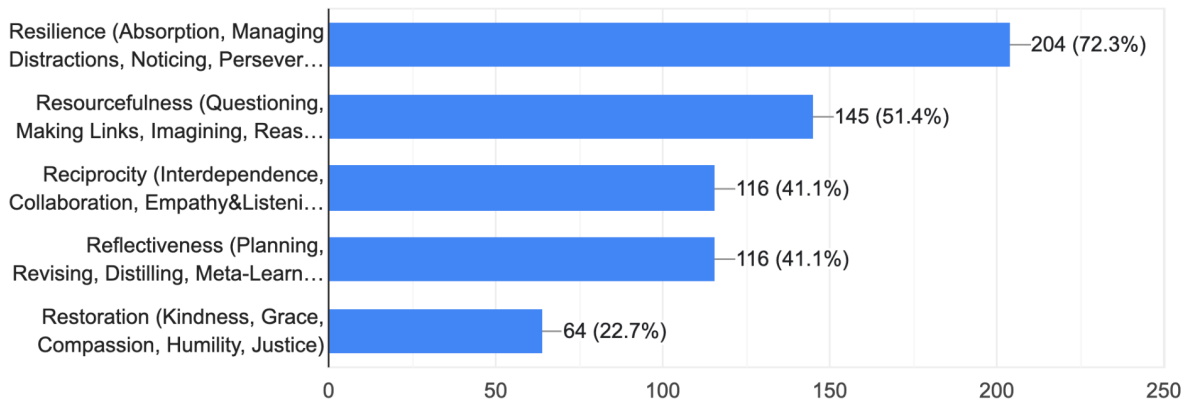
Rate the following: I found it easy to access and navigate the various online learning tools in Canvas (Announcements, Modules, Discussions, Assignments, etc)

291 responses



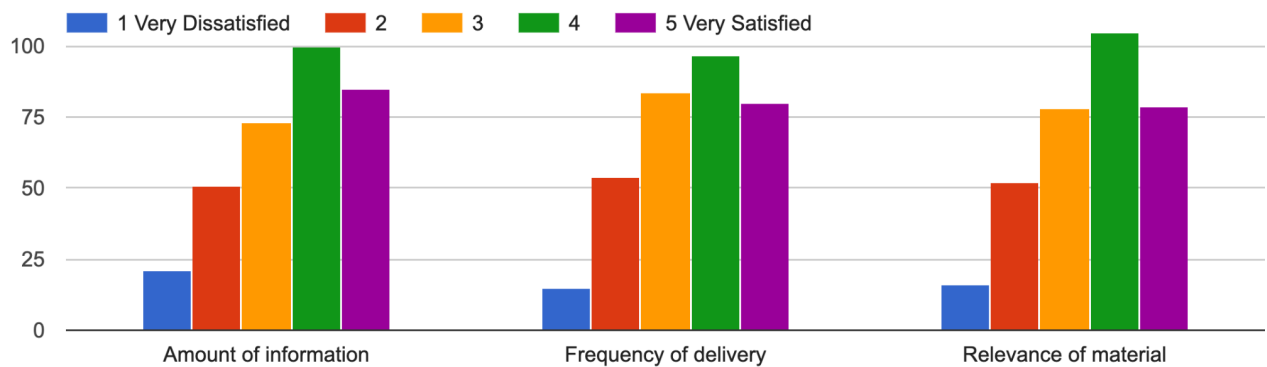
Learning dispositions - tick the ones you have had to engage the most in Off-Campus Learning

282 responses



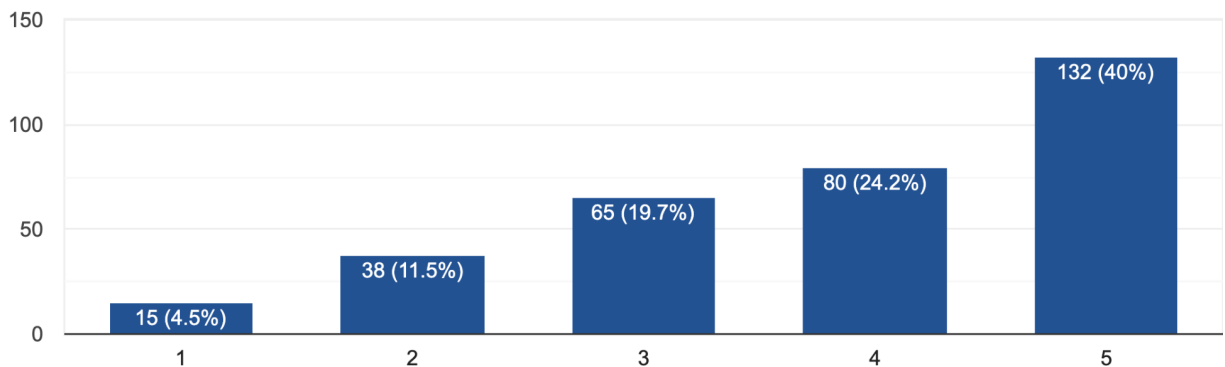
Parent Surveys

EMAILS - please rate your level of satisfaction with EMAIL communication from the School:

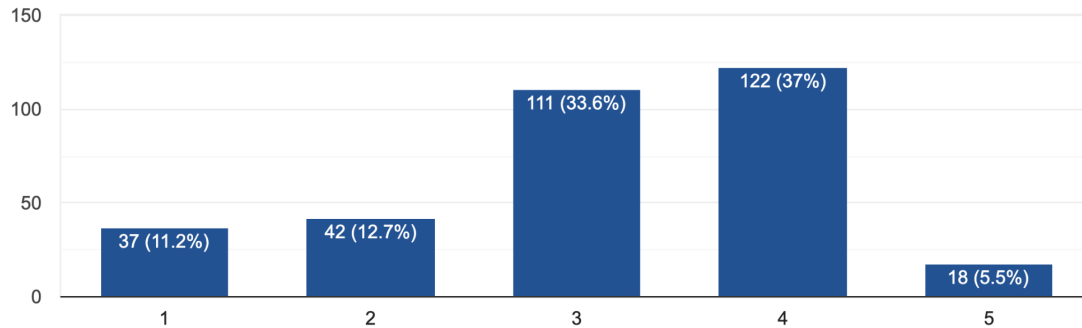


SCHOOL NEWSLETTER - how often do you read the weekly Grammar News.

330 responses



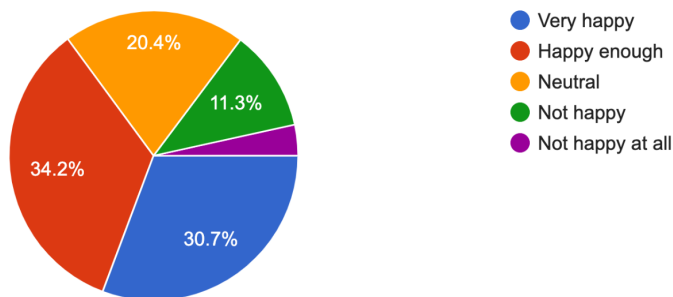
PARENT PORTAL - the School has recently launched a new Parent Portal, which we are looking to continually improve over time. To what degree does...ons with regards to usefulness and functionality:
330 responses



Off-campus learning

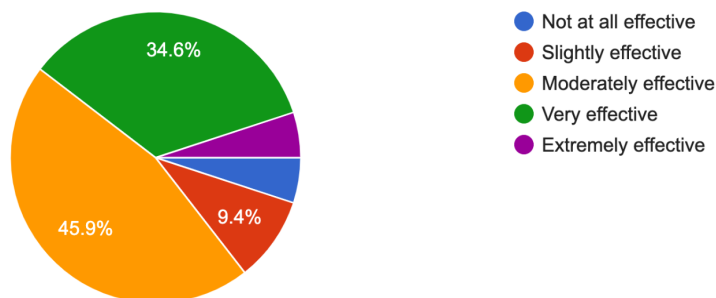
How happy are you with the amount of time your child spends speaking with their teacher(s) each week?

319 responses



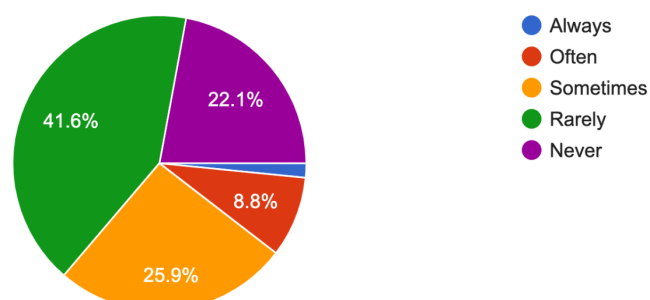
How effective has off-campus learning been for your child over the past six weeks?

318 responses



My child experiences lack of clarity around expectations for home learning.

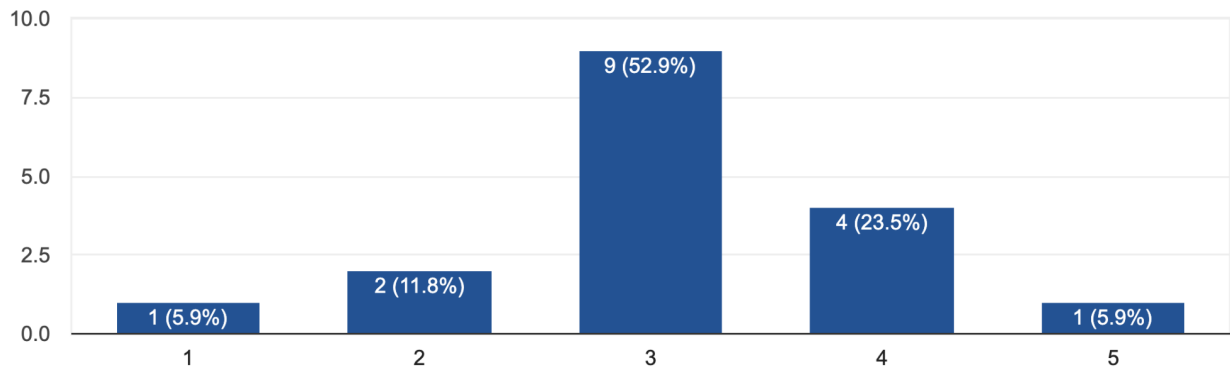
317 responses



Staff Surveys

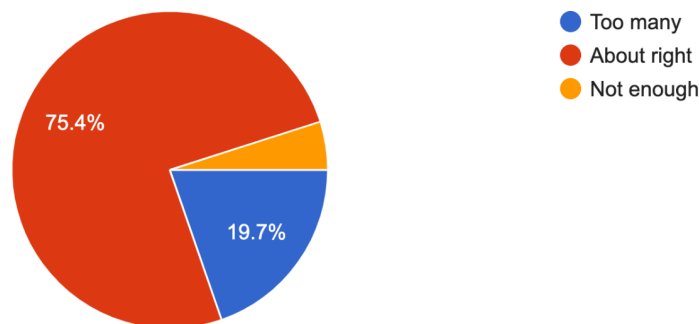
PARENT PORTAL - how easy is it to communicate to Parents via the Parent Portal, in terms of uploading communication, documents or sending not...on't use the Parent Portal - please leave blank):

17 responses



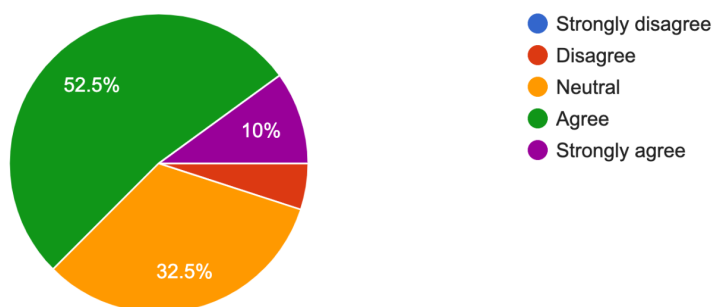
STAFF EMAILS - do you feel there are too many emails sent to you internally?

61 responses



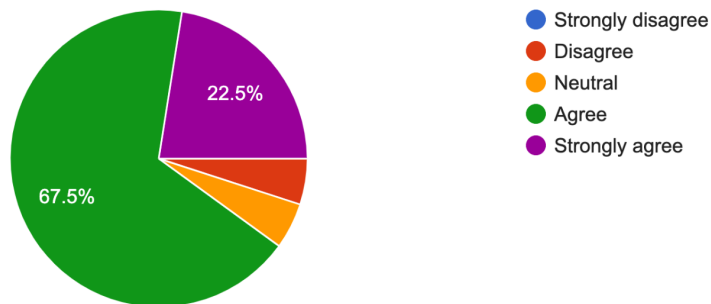
"I am managing the workload effectively."

40 responses



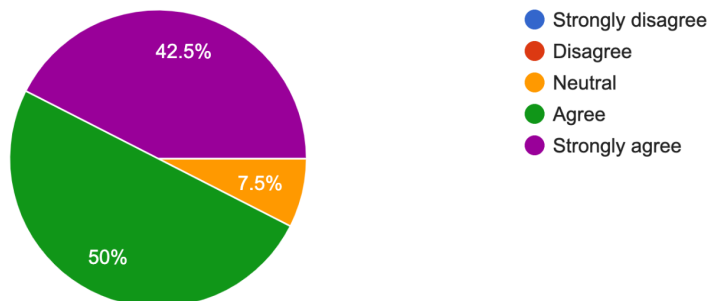
"I have the resources I need to conduct off-campus learning well."

40 responses



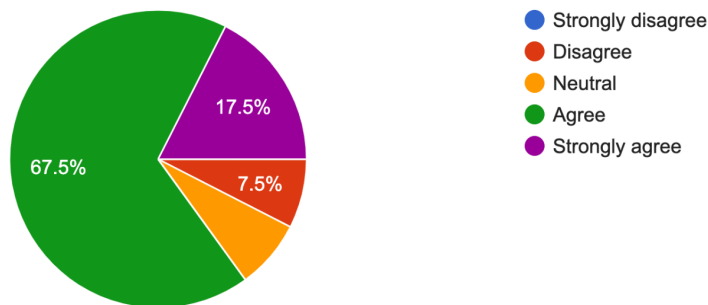
"Our department/stage team(s) communicate(s) effectively."

40 responses



"Our senior managers demonstrate strong leadership skills."

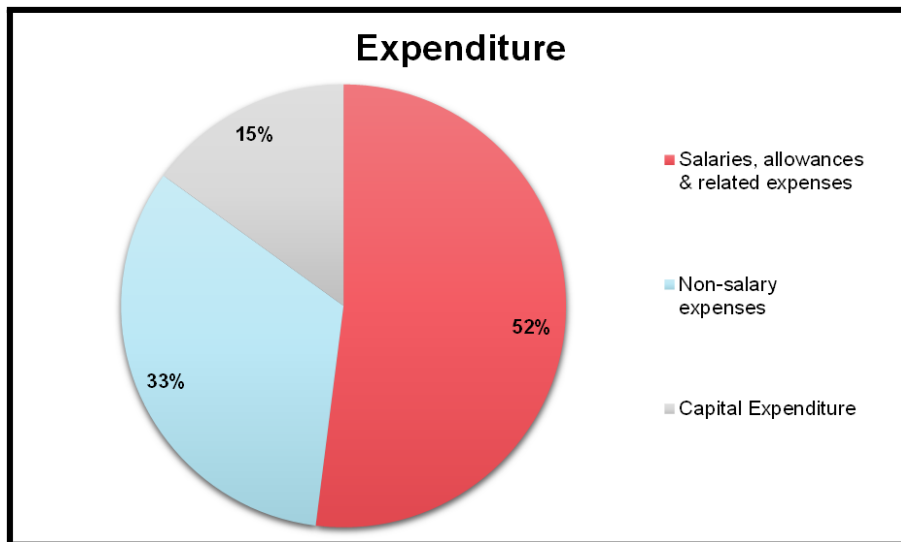
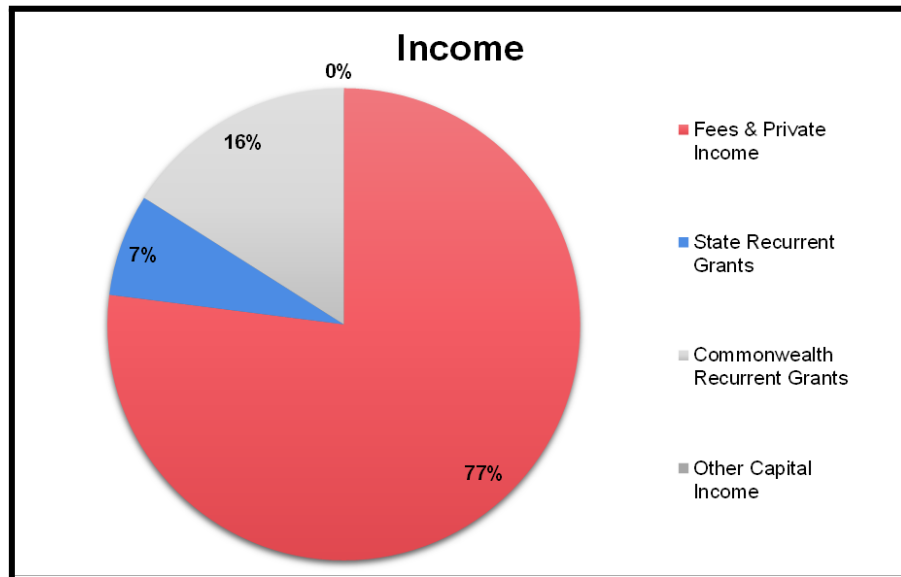
40 responses



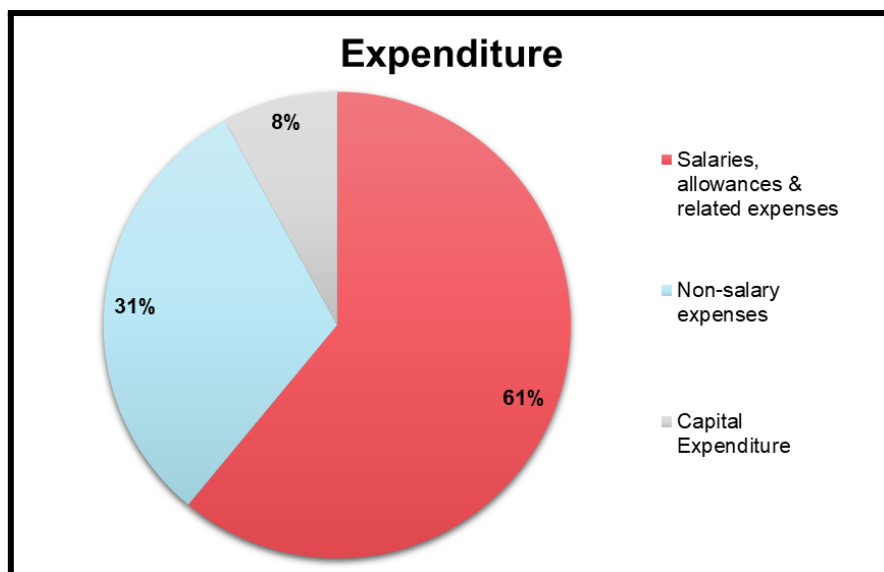
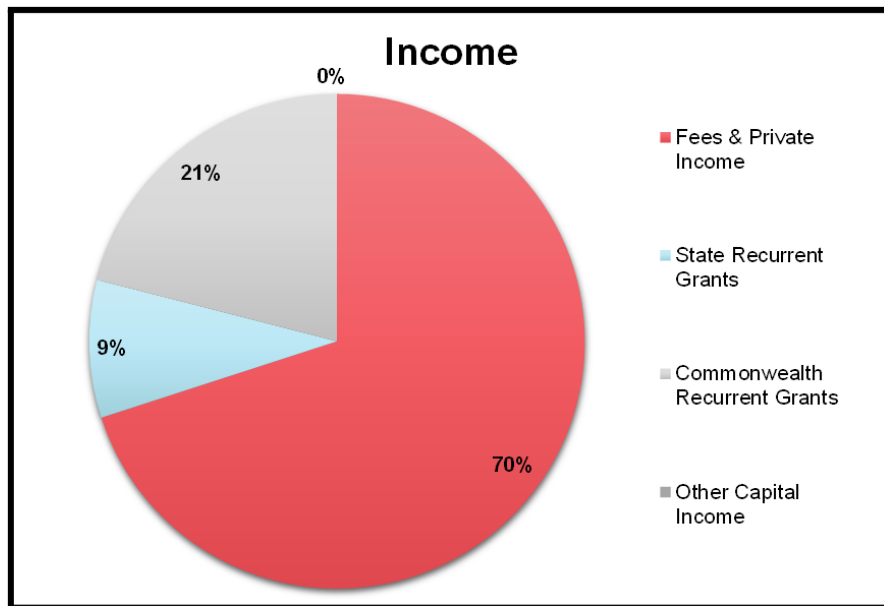
THEME 13

Summary Financial Information

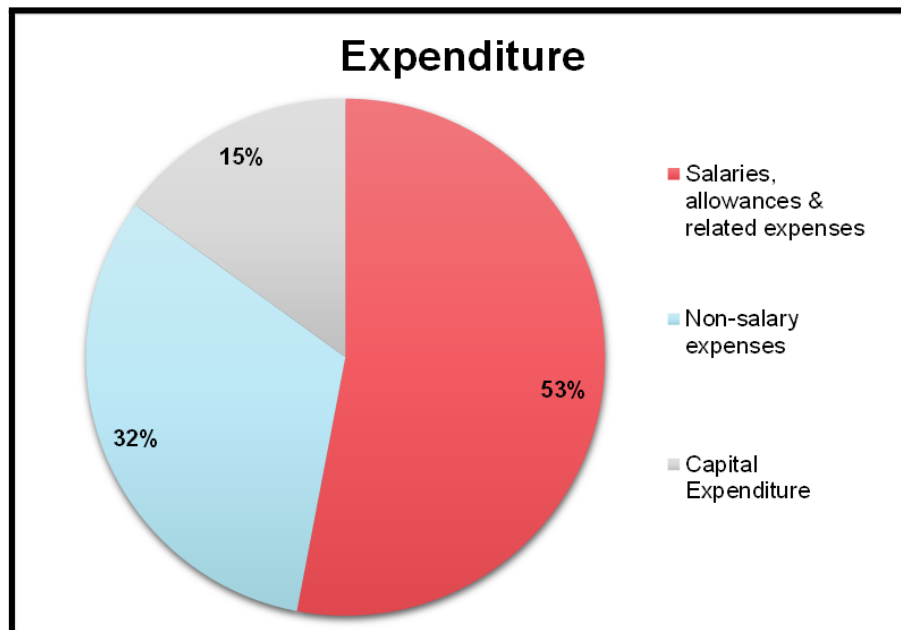
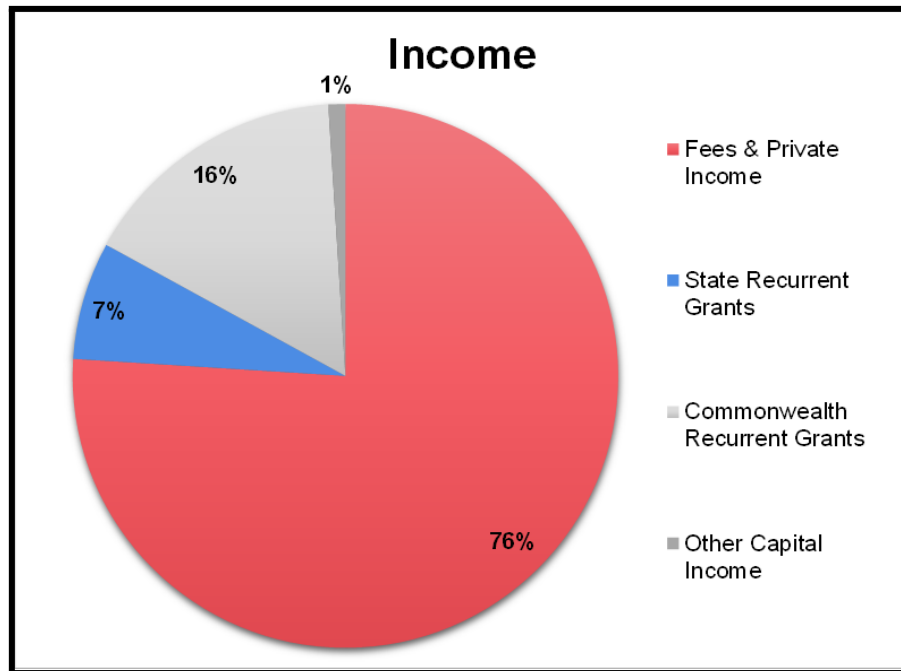
Dee Why Campus



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:

Mr Geoff Lancaster	Principal
Mr Scott Bedingfield	Deputy Principal
Ms Jane Hughes	Business Manager
Rev John French (until end Term 2)	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 (until end Term 1)	Director of Enrolments
Mr Kevin Stenhouse (until end Term 1)	Director of ICT
Mr Craig Baker	Director of Sport
Mr Stephen Buchanan	Director of Performing Arts