

2025 ANNUAL REPORT

CHRIST OUR LIGHT

ST LUKE'S GRAMMAR SCHOOL


PERSONAL BEST
TOGETHER

CONTENTS

04 **THEME 1: CONTEXT**

1.1 Messages from Key School Bodies
Chair of Council's Message
Principal's Message
Community Engagement Message
1.2 Contextual Information About the School (including characteristics of the student body)

10 **THEME 2: STUDENT OUTCOMES AND RESULTS**

2.1 NAPLAN
2.2 Post-school Destinations
2.3 HSC Results
2.4 Senior Secondary Outcomes

13 **THEME 3: STAFFING**

3.1 Accreditation Status of Teaching Staff
3.2 Workforce Composition

14 **THEME 4: ATTENDANCE**

4.1 Student Attendance Rates
4.2 Management of Non-Attendance

14 **THEME 5: POLICIES**

14 **THEME 6: STAKEHOLDER SATISFACTION**

6.1 Parent, Teacher and Student Satisfaction

15 **THEME 7: SUMMARY FINANCIAL INFORMATION**

THEME 1 – CONTEXT

1.1 MESSAGES FROM KEY SCHOOL BODIES

CHAIR OF COUNCIL'S MESSAGE



Mrs Victoria Hayman
Chair of Council

In a year dominated by the rapid technological change, St Luke's Grammar School has remained focused on its core purpose: to equip students for life in a changing world including one shaped by artificial intelligence, while grounding that preparation in values, hope, and service to others.

The School is midway through the current Strategic Plan, which combines a commitment to academic excellence with a strong focus on wellbeing, character, and the development of confidence, courage, and adaptability. These priorities ensure that students are not only achieving academically but are also developing the personal qualities needed to flourish beyond school. It is pleasing to report continued progress across all pillars of the plan.

The Class of 2024 achieved outstanding results, ranking 45th in the state in the HSC, with additional recognition through Shape, Encore, and Art Express nominations. These achievements reflect the strength of teaching and learning at St Luke's, and the Council is grateful to the staff team for their dedication and high standards.

Students have also excelled across performing arts and sport, supported by strong programs and specialist coaching. Equally important is the continued emphasis on service, with students engaging in tours, ministry, and community initiatives that foster a commitment to others. Wellbeing remains central, with initiatives such as Wellbeing Week and continued investment in counselling support for both students and staff. School spirit and community engagement remain strong across the school.

The School Council and community are thankful for Mr Lancaster's leadership, along with the commitment of all staff, whose work continues to shape and support our students. St Luke's is well positioned to continue delivering on its mission and strategic goals.

Victoria Hayman
Chair of School Council

In 2025, membership of the Council consisted of:

Mrs Victoria Hayman (Chair)
Mr John Turner
Mr Martyn Mitchell
Mrs Cassandra Matthews (leave of absence from March)
Mrs Sophie Stokes
Mr Nathan Campbell

Ex Officio

Mr Geoff Lancaster, Principal
Ms Jane Hughes, Business Manager
Mrs Jennifer Favelle, Anglican Schools Corporation





THEME 1 – CONTEXT (CONT.)

1.1 MESSAGES FROM KEY SCHOOL BODIES

PRINCIPAL'S MESSAGE



Mr Geoff Lancaster
Principal



At the start of 2025, the School Executive identified three strategic priorities for the year, linked to our **Strategic Plan 2023 - 2027**. These priorities were:

1. **A Culture of Care and Belonging:** Ensuring students feel connected, hopeful, and a sense of belonging.
2. **Engaged and Curious Learners:** Fostering curiosity and deep thinking in an age of information overload.
3. **Thriving Staff Wellbeing and Growth:** Supporting the professional and personal flourishing of our staff to directly impact student success.

I am immensely proud of the way our staff, students and community navigated what turned out to be a very challenging year. The strength of our community was evident in the way we rallied together following three significant tragedies that touched our school over the summer of 2024-2025 and during the 2025 school year. In each instance, our staff and families demonstrated exceptional care and support for one another.

Each year the School completes a Child Safe Standards Self Assessment and Improvement Plan, and in 2025 this included the development of a Diversity and Inclusion Plan. A Service learning continuum was developed across the School as well as a new Charities Strategy with a focus on local, national, and global causes, incorporating student voice in the selection of charities. We continued service partnerships with Arranounbai School and Elizabeth Jenkins Place Aged Care Centre. We served the community through local charity One Meal and social basketball involving student-led ball activities with students with disabilities. Our connection with local Anglican churches was strengthened through St Luke's hosting of a combined churches youth event with over 580 attendees.

Students also had the chance to broaden their horizons through three overseas tours, three service trips (two domestic and one international), and our first international Performing Arts tour to New York. The biennial USA basketball tour in December rounded out an extraordinary year of experiences.

2025 saw the launch of St Luke's Staff Growth Framework to support professional development for both teaching and non-teaching staff. This framework aligns with our Staff Wellbeing Framework, launched in 2024 and follows the same "Me/We/Us" structure. The School utilised regular staff surveys and "Pulse Checks" to gather data on wellbeing and implement action plans to address areas of improvement.

Our commitment to academic excellence was highlighted by strong HSC results in 2025. A significant 35% of students achieved an ATAR above 90, and 70% scored above 80. From a cohort of 127 students, over 400 early offers for University places were made to the class of 2025, opening up wonderful opportunities beyond school. During the year we began work on an HSC improvement plan to ensure good results and helping students to achieve their personal best is not just expected but that intentional efforts are made to maximise learning time and support students and help each person achieve their potential.

We addressed the challenge of student engagement in an era of digital distraction by emphasising deep thinking and independence. Guest speaker Simon Brooks worked with staff to develop strategies that promote curiosity and help students navigate the noise of modern information. Our Junior School staff engaged in the AIS NSW Reading Program which provided intensive support to ensure our teaching practices align with current research into the science of reading. In the Junior School we introduced school owned Chromebooks to Year 5, replacing the BYOD model to provide better accountability for students and support families in reducing screen time.

The incredible talent of St Luke's has been on show at the many performing arts events this year, including our Senior School Musical, Legally Blonde, as well as Senior and Junior Gala Concerts, the Year 7/8 Soiree, inclusion in the Manly Jazz Festival and growth of our Dance program. Sport has continued to flourish with our Senior boys Football team winning the CIS Plate and our girls basketball team winning the NSW Schools Championships, and the boys runners up.

2025 was a busy year of planning for the upcoming Senior School Campus. However, the School Council made a significant strategic decision to delay the first stage of the build due to challenges building with tenants adjacent to the build site. This decision will allow for a simpler build combining Stage 1 and Stage 2 into a single project. While this shift moves the commencement of construction to early 2029, it ensures that when the campus opens in 2031, it will offer a fully complete site for all Year 10–12 students with minimal disruption to students on the current site during the build.

It has been a privilege to lead St Luke's through 2025. I am grateful for the unwavering support of our students, staff, parents, and School Council as we continue to grow together.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

TARGETS FOR 2024

1. School Culture
   - clarity of messaging
   - restorative practices
2. Staff Growth and Development,
   - Leadership Development
   - better meetings
   - staff wellbeing
3. Educational Excellence:
   - **LEARNING**@STLUKE'S framework,
   - dual focus teaching
   - development and Implementation of new syllabuses.







ACHIEVED 2024

1. School Culture
   - Clarity of messaging with intentional focus areas (e.g., mega manners month of May)
   - Development of Restorative Practices playbook
2. Staff Growth and Development,
   - Leadership Development - Staff Professional Development streams for Middle Leaders and Aspiring Leaders.
   - Better meetings - Improved structure and clarity of purpose
   - Staff wellbeing - Creation of Staff Wellbeing Framework and launch at Staff Meeting.
3. Educational Excellence:
   - **LEARNING**@STLUKE'S framework dual focus teaching - clarity of expectations.
   - Development and Implementation of new syllabuses - Employment of Junior School Director of Teaching and Learning with focus on supporting new syllabus implementation.

TARGETS FOR 2025

1. A culture of care and belonging
   - Gratitude, pride in the School and connection
2. Thriving staff wellbeing and growth
   - Clarify expectations and processes, wellbeing and staff growth framework
3. Engaged and curious learners
   - Managing distractions, thinking deeply and fostering curiosity
4. Initiate Senior School Campus Development

ACHIEVED 2025

1. A culture of care and belonging
   - Gratitude, pride in the school and connection - manners focus in Junior Schools. Three tragedies brought the community together and were handled incredibly well by the School. Student Voice committee formed in the Senior School.
2. Thriving staff wellbeing and growth
   - Clarify expectations and processes, wellbeing and staff growth framework - Development and launch of Staff Growth Framework. Developed common language of Wellbeing and Growth framework (ME - WE - US). Middle Leader, Aspiring Leader and Early Career Teacher PL. Executive OKRs developed.
3. Engaged and curious learners
   - Managing distractions, thinking deeply and fostering curiosity - Simon Brooks professional learning and follow up throughout the year. Seating plans introduced in Senior School.
4. Initiate Senior School Campus Development
   - Planning for the Senior School Campus reached tender stage; however, construction has been postponed until 2029 due to challenges completing the build with a tenant onsite.

THEME 1 – CONTEXT (CONT.)

1.1 MESSAGES FROM KEY SCHOOL BODIES

COMMUNITY ENGAGEMENT MESSAGE



Michelle Terry
Head of Community Engagement



2025 was another wonderful year of community engagement, connection, shared experiences and the generous involvement of our parents and carers. We remain deeply grateful to the many families who volunteer their time and energy to help make St Luke's a welcoming, inclusive and vibrant community.

Our signature events held each year provided valuable opportunities for parents to connect with staff, engage with learning spaces, and build and deepen relationships with one another. We enjoyed celebrating Mother's and Father's Day with breakfasts and stalls, Easter and Christmas with services, hat parades and nativity plays, and many more occasions to foster community.

One of our most loved events, Trivia Night, was held in the Sports Centre for the first time this year. The additional space enabled more lavish table themes and costumes, and the night raised over $5k for our chosen charities.

During Careers Week for our Year 10 students, we welcomed parents and carers from diverse backgrounds and industries to speak about their chosen career pathways. It was a fantastic opportunity for students to explore opportunities beyond school, and we are incredibly thankful to the parents and carers who gave so generously of their time and wisdom.

Across 2025, we had over 230 parents and carers and Alumni volunteer in various capacities across both Bayview and Dee Why, including speaking at Innovation Forums, working on Mother's and Father's Day stalls, serving in the canteen, covering books in the LearningHub, making costumes for drama and musical productions, and serving on the School Council and P&F (Bayview).

We are especially grateful to the Bayview P&F who disbanded at the end of 2025 after 9 years of service to the School. We look forward to continuing to partner with Bayview parents and carers through our Community Parent model.

We also extend our sincere thanks to our Community Parents for their leadership in welcoming new families, coordinating social opportunities, and fostering meaningful connections within their year groups.

As we look ahead, we are excited to continue building on this strong foundation of engagement, collaboration and belonging, ensuring our St Luke's community remains connected and thriving.



THEME 1 – CONTEXT (CONT.)

1.2 CONTEXTUAL INFORMATION (INCLUDING KEY CHARACTERISTICS OF THE STUDENT BODY)

St Luke's Grammar School is an independent, Anglican, co-educational school serving students from PreK-12 across two campuses on Sydney's Northern Beaches (Dee Why: PreK-12, and Bayview: PreK-Year 6). St Luke's employs over 130 teachers, supported by teachers' aides, administrative staff, grounds staff and peripatetic tutors. The School currently has approximately 1,500 students across our Dee Why and Bayview Campuses.

St Luke's, while an Anglican school, enrols students from many different faiths and backgrounds. Students will experience an inclusive community that treats each person as important because they are made in the image of God. Our guiding principles are organised around the Christian faith:

- **School Motto:** Christ Our Light
- **Purpose:** We seek to honour God by empowering students to flourish in learning and life
- **Mission:** We are a community where everyone is known, and together we pursue excellence in education and Christian character, equipping graduates to serve and impact the world
- **Graduate Profile:** We seek for our graduates to be: Relational, Resourceful, Reflective, Resilient, Restorative
- **School Values:** Kindness, Grace, Humility, Justice, Compassion and Joy
- **Behaviours:**
  - We CARE for the whole person
  - We INSPIRE excellence in everything we do
  - We LOVE our community

Since its establishment in 1993, St Luke's Grammar School has built a reputation for learning excellence, achieving outstanding academic and pastoral outcomes for students. St Luke's is embedded in the local community, with the vast majority of the student body being drawn from the surrounding Northern Beaches. Despite its non-selective enrolment policy, the School has regularly achieved the best HSC results of any independent school on the Northern Beaches, and this is guided by its teaching and learning framework, **LEARNING**@STLUKE'S.

The **LEARNING**@STLUKE'S framework is designed to strengthen students' capacities for learning and provide them with strategies to learn how to learn. In the classroom, teachers apply instructional teaching methods that combine the learning and understanding of content knowledge with the development of character. **LEARNING**@STLUKE'S brings together character traits, learning dispositions, and wellbeing dispositions that allow students to grow and develop so that they can be successful in their school journey and beyond. By using Guy Claxton's Learning Power approach as a foundation, the School has identified five domains where St Luke's students will develop capacity and capability: (1) Be Restorative, (2) Be Resilient, (3) Be Resourceful, (4) Be Relational, and (5) Be Reflective.

The Dee Why Campus (PreK-12) is located on Headland Road in a suburban setting, with beautiful ocean views to the south and the Stony Range Regional Botanic Garden to the north. The Bayview Campus (PreK-6) is located on the corner of PIttwater Road and Loquat Valley Road, adjacent to the waters and parks of Pittwater.



ST LUKE'S BAYVIEW CAMPUS



ST LUKE'S DEE WHY CAMPUS

The Cottage (PreK) program at St Luke's consists of either a 3-day or 5-day school readiness program at both the Dee Why and Bayview campuses, each staffed by a classroom teacher and teacher's aide. The program provides a developmentally appropriate blend of play-based and more formalised learning activities. In addition to lessons in Literacy, Numeracy and experiential play, Cottage students receive specialist teaching in Music, Languages, Physical Education, Christian Studies and Information Skills.

The Junior Schools at Dee Why and Bayview are dynamic and active places with a well-established reputation for fostering a caring and supportive environment. It is the commitment of each staff member to provide a rigorous and differentiated learning experience for each student, developing a life-long love of learning in an environment defined by fun, engagement, discovery and curiosity.

In the Senior School, students are encouraged to be resilient and resourceful learners. Academic programs aim to foster a joy for learning, and students are challenged to reach their potential and actively encouraged to strive for excellence in all that they do. In the younger years, teaching and learning programs are developed to cater for the unique learning needs of adolescents at a time when there are profound changes in their physical, intellectual, social and emotional development. In the older years, there is a strong emphasis on the development of leadership skills, independence, and responsibility, preparing young men and women for life beyond School. The broad range of elective subjects, sports, and co-curricular opportunities on offer is supported by a dedicated and professional staff team.

Further information about St Luke's Grammar School can be found on the school website at **https://www.stlukes.nsw.edu.au/**

THEME 2 – STUDENT OUTCOMES AND RESULTS

2.1 STUDENT OUTCOMES IN NAPLAN

In March 2025, the National Literacy and Numeracy Assessments were undertaken by students 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 Numeracy score are Number, Algebra, Measurement and Space.

The results are based on Proficiency Standards which describe what students are expected to know and should be able to do in literacy and numeracy at the time of the NAPLAN tests. Students results are measured against 4 proficiency levels:

- Exceeding
- Strong
- Developing
- Needs additional support.

Table 1: Percentage of St Luke's students in the top two Proficiency Levels

Year Group (2025)	NAPLAN Domain	% Exceeding + % Strong
Year 9	Numeracy	97%
	Reading	94%
	Writing	87%
	Spelling	93%
	Grammar & Punctuation	84%
Year 7	Numeracy	96%
	Reading	95%
	Writing	90%
	Spelling	88%
	Grammar & Punctuation	88%
Year 5	Numeracy	94%
	Reading	93%
	Writing	90%
	Spelling	88%
	Grammar & Punctuation	89%
Year 3	Numeracy	87%
	Reading	87%
	Writing	91%
	Spelling	79%
	Grammar & Punctuation	78%

Table 2: NAPLAN student scores for St Luke's in comparison to national averages

LITERACY – Reading 2025	Year 3	Year 5	Year 7	Year 9
School Average	468	537	599	630
National Average	402	492	538	568

LITERACY – Writing 2025	Year 3	Year 5	Year 7	Year 9
School Average	440	517	597	632
National Average	414	480	538	575

LITERACY – Spelling 2025	Year 3	Year 5	Year 7	Year 9
School Average	429	524	578	606
National Average	405	487	542	569

LITERACY – Grammar 2025	Year 3	Year 5	Year 7	Year 9
School Average	457	549	598	616
National Average	408	497	539	559

NUMERACY 2025	Year 3	Year 5	Year 7	Year 9
School Average	463	565	621	638
National Average	405	492	545	573





2.2 POST-SCHOOL DESTINATIONS

- One hundred percent of graduates who applied for university were offered a place.
- Many students applied for and received direct Early Entry offers from 15 different universities with some students receiving more than one Early Entry offer. (NB. Not all universities provide schools with early entry data)
- 94% of students were offered university places.
- 85% of the cohort were offered university places via UAC while many had already accepted direct Early Entry offers.
- 1 student applied for and received a Cadetship working for the NSW Telco Authority in AI and whilst studying a Bachelor of Computer Science at UTS.







2.3 HSC RESULTS

Table 3: Percentage of students in top 4 bands for each subject in HSC 2025

Course	Candidates	Performance Band achievement by %	
		Bands 3-6 (E4,3,2)	Bands 1-2 (E1)
Ancient History - 2 unit	10	90	10
Biology - 2 unit	36	100	0
Business Studies - 2 unit	57	100	0
Chemistry - 2 unit	28	100	0
Chinese Continuers - 2 unit	2	100	0
Chinese Extension - 1 unit	1	100	0
Design and Technology - 2 unit	12	100	0
Economics - 2 unit	28	100	0
Engineering Studies - 2 unit	7	100	0
English Advanced - 2 unit	125	100	0
English Extension 1 - 1 unit	22	100	0
English Extension 2 - 1 unit	9	100	0
English Standard - 2 unit	2	100	0
Enterprise Computing - 2 unit	9	100	0
Food Technology - 2 unit	14	100	0
French Continuers - 2 unit	3	100	0
Geography - 2 unit	24	100	0
History Extension - 1 unit	18	100	0
Industrial Technology - 2 unit	8	100	0
Legal Studies - 2 unit	22	100	0
Mathematics Advanced - 2 unit	59	100	0
Mathematics Extension 1 - 2 unit	27	100	0
Mathematics Extension 2 - 2 unit	9	100	0
Mathematics Standard 2 - 2 unit	62	100	0
Modern History - 2 unit	34	100	0
Music 1 - 2 unit	7	100	0
Personal Development, Health and Physical Education	28	100	0
Physics - 2 unit	25	100	0
Society and Culture - 2 unit	8	100	0
Software Engineering - 2 unit	7	100	0
Studies of Religion - 1 unit	20	100	0
Visual Arts - 2 unit	12	100	0
German Continuers	1	100	0
German Extension	1	100	0
Italian Continuers	1	100	0
Italian Extension	1	100	0
Spanish Continuers	1	100	0
Construction	1	100	0
Hospitality	2	100	0

THEME 2 – STUDENT OUTCOMES AND RESULTS (CONT.)

Table 4: Comparative HSC Performance 2022-2024

Course	School Mean 2025	State Mean 2025	Performance achievement by % Bands 3 – 6					
			2025		2024		2023	
			School	State	School	State	School	State
Ancient History	81.3	72.4	90	81.55	100	83.55	100	80.2
Biology	84.3	73.0	100	86.33	100	87.80	100	89
Business Studies	85.2	74.3	100	87.96	97.92	86.36	100	87.4
Chemistry	77.2	74.9	100	89.49	100	86.97	95	85.5
Chinese Continuers	85.7	86.6	100	98.82	100	99.28	100	94.3
Chinese Extension	45.9	44.4	100	100	100	99.98	N/A	N/A
Design & Technology	86.2	78.3	100	97.35	100	95.71	100	95
Economics	84.6	77.7	100	92.53	100	92.19	100	92
Engineering	75.7	73.2	100	91.38	100	93.54	100	94.6
English Standard	72.2	71.6	100	93.86	100	92.0	91.7	89.3
English Advanced	84.0	81.8	100	99.69	100	99.43	100	99.4
English Extension 1 (/50)	43.0	42.4	100	99.63	100	99.87	100	99.5
English Extension 2 (/50)	37.3	40.9	100	99.79	100	99.85	100	99.2
Enterprise Computing	80.9	73.5	100	90.79	N/A	N/A	N/A	N/A
French Continuers	88.9	73.1	100	98.66	100	97.96	100	99
Food Technology	83.3	82.1	100	86.15	100	95.98	100	87.2
Geography	83.2	75.7	100	89.51	100	90.79	100	92.2
Industrial Technology	38.0	40.1	100	84.32	100	86.57		
Legal Studies	85.6	70.6	100	86.51	100	88.76	100	89.6
Mathematics Standard 2	85.8	75.2	100	85.04	98.25	82.75	100	81.8
Mathematics Extension 1	82.4	78.8	100	95.28	100	97.31	100	95.8
Mathematics Advanced	78.6	78.7	100	94.22	100	94.63	100	92.9
Mathematics Extension 2	80.4	82.5	100	97.66	100	98.22	100	98.5
Modern History	82.7	71.6	100	86.81	100	89.84	100	83.8
History Extension (/50)	85.1	73.7	100	98.89	100	48.40	100	98.3
Music 1	93.3	81.3	100	95.22	100	96.59	100	97.6
Personal Development, Health & Physical Education	83.2	74.2	100	89.87	100	90.17	94	88.8
Physics	76.7	73.6	100	84.45	100	85.98	100	88.8
Society and Culture	84.6	77.4	100	94.43	100	94.7	100	94.7
Software Design & Development	78.1	74.6	100	91.63	100	86.92	N/A	N/A
Studies of Religion 1 (/50)	44.7	38.5	100	94.92	100	95.93	100	96.7
Visual Arts	87.7	81.4	100	99.18	100	99.12	100	98.7
German Continuers	N/A	N/A	100	99.43	100	99.42	100	88.9
German Extension	N/A	N/A	100	98.19	N/A	N/A	N/A	N/A
Italian Continuers	N/A	N/A	100	96.87	100	91.44	100	98.8
Italian Extension	N/A	N/A	100	97.96	N/A	N/A	100	100
Spanish Continuers	N/A	N/A	100	97.78	100	96.54	100	99.2
Construction	N/A	N/A	100	71.88	N/A	N/A	N/A	N/A
Hospitality	N/A	N/A	100	80.69	100	81.32	100	77.2

N/A = not applicable

2.4 SENIOR SECONDARY OUTCOMES

- Students performed at a high standard in the Higher School Certificate in 2025:
  - **41%** achieved one or more Band 6 [E4] results.
  - **73** % achieved one or more of Band 5 (E3) results
  - **74.3** % of all St Luke's students' results were Band 5 or Band 6.
  - **18** % students achieved an ATAR of 95+
  - **35.4** % students achieved an ATAR of 90+
  - **70** % of students achieved an 80+ ATAR:
  - The median ATAR was **86.25**
- **100%** of Year 12 2025 students at St Luke's Grammar School who entered for a High School Certificate qualified for the HSC.
- 3 students of the cohort of 127 included a VET course in their program of study.

THEME 3 – STAFFING

3.1 ACCREDITATION STATUS OF TEACHING STAFF

Level of Accreditation	Number of Teachers
Conditional	7
Provisional	4
Proficient	124
Highly Accomplished (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0

3.2 WORKFORCE COMPOSITION

School Staff	Number of Staff
Teaching Staff	136
Full-time equivalent teaching staff	123.6
Non-teaching staff	62
Full-time equivalent non-teaching staff	47.2

At the time of reporting there were no Aboriginal or Torres Strait Islander staff employed by the School. For additional information on total teacher numbers refer to: **https://www.myschool.edu.au**.









THEME 4 - ATTENDANCE

4.1 STUDENT ATTENDANCE

The overall attendance rate for the school (Bayview and Dee Why combined) in 2025 was 93.32%.

YEAR LEVEL	2025 ATTENDANCE RATE %
Cottage	96.01%
Kindergarten	95.84%
Year 1	95.28%
Year 2	95.69%
Year 3	95.39%
Year 4	96.07%
Year 5	95.25%
Year 6	95.22%
Year 7	92.75%
Year 8	91.45%
Year 9	91.38%
Year 10	91.47%
Year 11	90.59%
Year 12	91.75%

4.2 MANAGEMENT OF NON-ATTENDANCE

St Luke's Grammar School keeps a register of the daily attendance of all students at the School in electronic form. Attendance registers are maintained in a form approved by the Minister for Education, and compliant with the attendance register codes. The register of daily attendance records the following information for each student:

- Daily attendance or absence
- Reason for absences
- Evidence to support reason for absences

The School has data management processes in place for monitoring student attendance. The following systems and procedures are also used to monitor the daily attendance of students and identify absences from the School.

- The School encourages parents/guardians to understand their obligations to ensure their child attends School, and to not condone absences for unauthorised reasons.
- Regular meetings are conducted between executive staff as appropriate, to coordinate responses to student absences.
- Students with persistently low attendance will be monitored, and strategies will be considered to increase attendance or engagement in education.
- Where frequent absences are explained as being due to illness, the School may request medical certificates for the absences and will consult with parents/guardians regarding any healthcare needs of students.

THEME 5 - SCHOOL POLICIES

The following school policies are publicly available on the School's website: **https://www.stlukes.nsw.edu.au/our-school/governance-policies**

- Child Safe Policy
- Complaints Handling Policy
- Whistleblower Policy
- Privacy and Information Handling Policy
- Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct
- Procedures for Managing Child Safety Incidents
- Bullying Prevention and Intervention
- Behaviour Management (Discipline) Policy
- Enrolments Policy

THEME 6: STAKEHOLDER SATISFACTION

6.1 PARENT, STUDENT AND TEACHER SATISFACTION

St Luke's Grammar School is committed to listening to the views and expectations from key stakeholders and regularly commissions independent surveys to provide feedback to the School on student and parent experiences at St Luke's.

Each year, the leaving Year 12 cohort is surveyed (students and parents) as well as the Year 6 cohorts at our two campuses. Information from these surveys from 2025 is provided below:

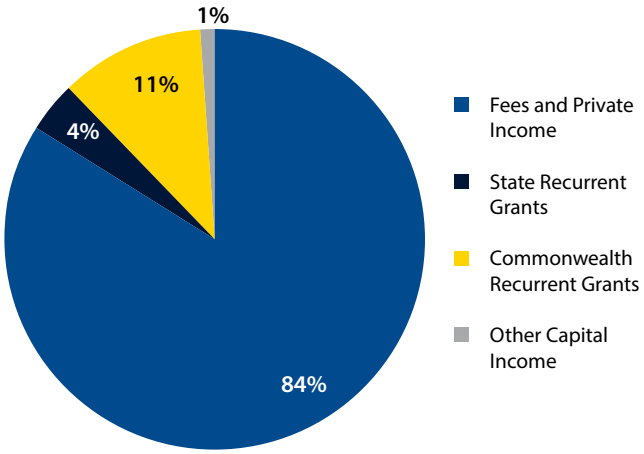
- **Overall experience** was rated highly:
  - Year 12 - 86% for parents and 84% for students.
  - Year 6 Dee Why - 82% for parents and 81% for students.
  - Year 6 Bayview - 89% for parents and 90% for students.
- Some notable results from Year 12 parents included (% listed for agree and strongly agree):
  - 94% of parents agreed that the school was welcoming, friendly and inclusive.
  - 94% of parents agreed that they were able to access relevant staff to raise concerns, seek assistance or discuss their child
  - 90% of parents agreed that there was an appropriate focus on academic rigour and achieving positive results.
  - 90% of parents agreed that there was a good variety of co-curricular activities (e.g., sport, music, arts)
- Some notable results from students included:
  - 91% of students agreed that teachers assisted them to become better learners.
  - 92% of students agreed that they were satisfied with the overall education they received at the school.
  - 88% of students agreed that they were satisfied with the quality of facilities, resources and technology.
  - 89% of students agreed that they had made good friends at the school.
  - 89% of students agreed that their teachers prepared them well for the HSC.

A measure of teacher satisfaction is St Luke's high retention rates for teaching staff. In 2025, there were 7 teachers who left the School to pursue other opportunities for various reasons. Out of an overall teaching staff of 136, this represents a turnover of only 5%.

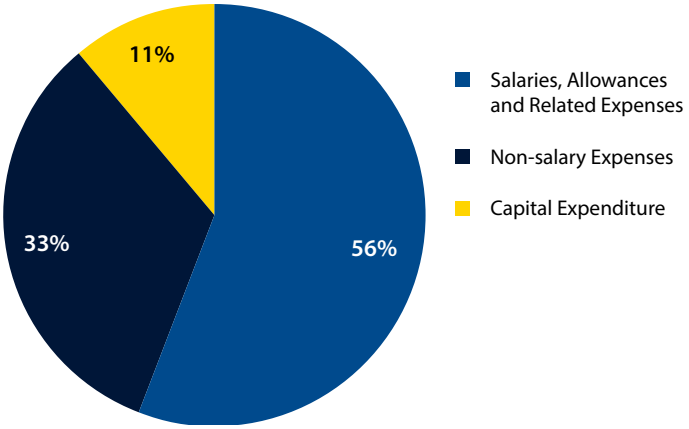
THEME 7 – SUMMARY FINANCIAL INFORMATION

DEE WHY CAMPUS

INCOME

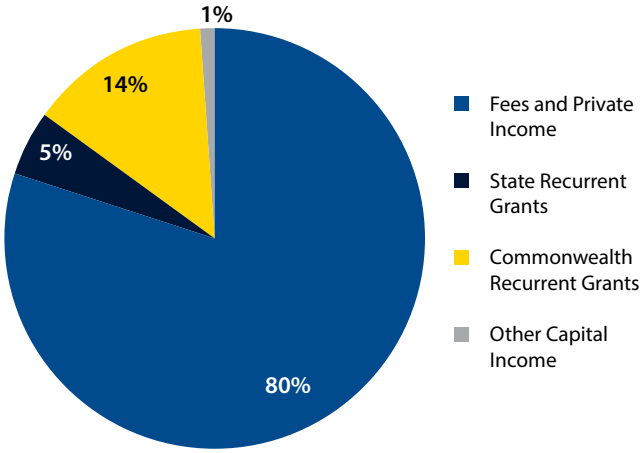


EXPENDITURE

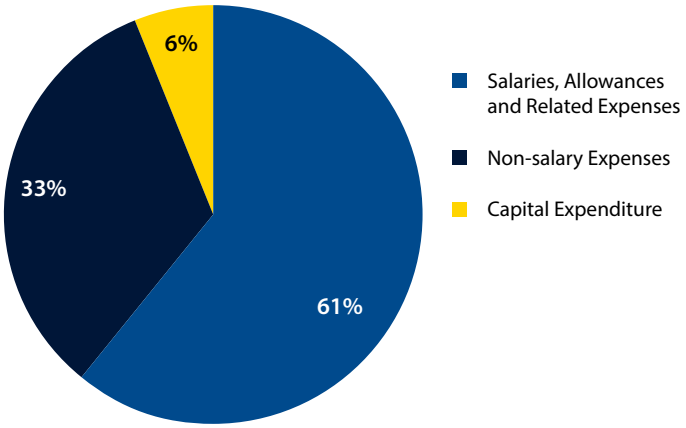


BAYVIEW CAMPUS

INCOME

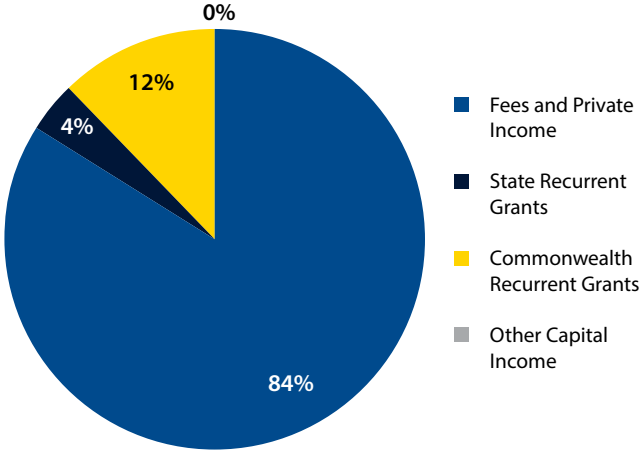


EXPENDITURE

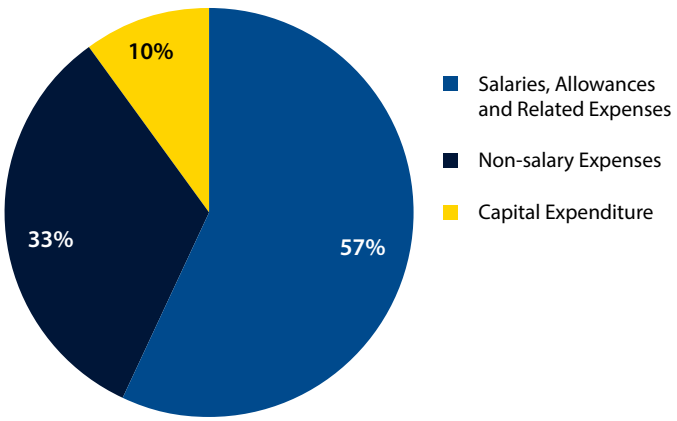


DEE WHY & BAYVIEW CAMPUS'

INCOME



EXPENDITURE



PUBLICATION REQUIREMENTS

This Annual Report has been uploaded to NESA on RANGS Online by 30 June 2026 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 on (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 school leadership team 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
Dr Kester Lee	Deputy Principal
Ms Jane Hughes	Business Manager
Mr David Chilton	Head of Ministry and Service
Ms Jennifer Pollock	Deputy - Academic Strategy
Mr Mark Liddell	Head of Learning and Innovation
Mrs Alana Koch	Head of Wellbeing
Ms Kathryn McDonald	Head of Senior School
Mrs Melanie Bryden	Head of Junior School - Dee Why Campus
Mr Peter Scott	Head of Junior School - Bayview Campus
Mrs Gaby Smith	Assistant Head of Senior School
Mr Ross Andersen	Assistant Head of Junior School - Dee Why Campus
Ms Rebecca Willis	Assistant Head of Junior School - Bayview Campus





ST LUKE'S
GRAMMAR SCHOOL

DEE WHY CAMPUS
Cottage – Year 12
210 Headland Road, Dee Why NSW 2099
Senior School: +61 2 9438 6200
Junior School: +61 2 9438 6250

BAYVIEW CAMPUS
Cottage – Year 6
1977 Pittwater Road, Bayview NSW 2104
Junior School: +61 2 9979 5755

office@stlukes.nsw.edu.au
stlukes.nsw.edu.au