

2022 School Performance Data

1. Contextual Information

St Luke's College is a Catholic, co-educational College located in Karratha, in Western Australia's Pilbara region. It provides a broad curriculum spanning all core areas and a wide variety of practical, creative and vocational subjects. At the end of 2022, student numbers sat at 428.

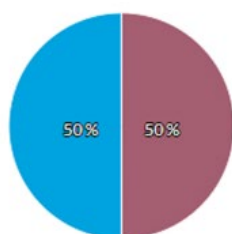
St Luke's College was established in 1987 by the Christian Brothers and the Presentation Sisters and their foundational principles continue to guide the ethos of the school. Respect, care and concern for all; students staff and parents are the strengths of our educational philosophy. The College Motto of Seek Truth and Justice serves to remind all members of the College community of our commitment to Gospel values in our dealings with all people.

Students

Total enrolments: 428

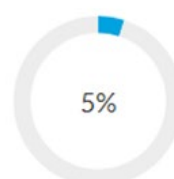
Boys 215

Girls 213



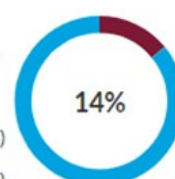
Full-time equivalent enrolments: 428.0

Indigenous students



Language background other than English

Yes (14%)
No (86%)
Not stated (0%)



2. Teaching Standards and qualifications

The College employs 33 teaching staff. The following is a list of the teachers' teaching qualifications:

Bachelors = 33

Bachelors with Honours = 2

Masters = 6

3. Workforce Composition – 42 Staff in total

Teaching	No Male Indigenous; 1 Female Indigenous	10 Male	23 Female
Non - Teaching	No Male Indigenous; no Female Indigenous	0 Male	12 Female

4. Student Attendance

The annual attendance rate was 90% of students attending daily from Year 7 to 12. The attendance rate for each year level is as follows. This rate reflects a very high level of engagement by our students and in the life of the College.

Year 7 Attendance 91%

Year 8 Attendance 89%

Year 9 Attendance 89%

Year 10 Attendance 91%

Year 11 Attendance 90%

Year 12 Attendance 89%

Strategies for Managing Non-Attendance at School

- The College maintains an SMS notification system for daily student absentees and attendance is taken every period.
- Where possible prior notice in the form of a written letter from the parents/guardians is required for any student's absence.
- Where the absence is unexpected, a phone call or email is required and on the return of the student, a written note signed by the parent/guardian is submitted by the student and filed.

- In the event of an absence but no communication from the home, the parent/guardian is phoned/emailed by the school requesting an explanation.
- Twice per term, reports of students with below 90% attendance are provided to House Coordinators for follow up with families.
- Ongoing attendance issues are initially addressed by the House Coordinator and if continued, the relevant Deputy-Principal.
- Other strategies used include referral to outside agencies or working on attendance plans with the College.
- Where attendance is impacted by medical reasons, the College Councillor works with the family, leadership, SEN and medical professionals as appropriate to develop an attendance plan.
- Students who achieve 100% attendance are recognised in the form of House Awards

5. NAPLAN information

NAPLAN Results- 2022

St Luke's College- Mean

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	541	526	556	535	556
Year 9	589	569	571	577	591

6. Parent, Student and Teacher Satisfaction

Parents

Parents support the College through active participation on the College Board, P&C, volunteering at sporting events, camps, cultural excursions, attendance at Masses and assemblies. A focus of our School Improvement Plan continues to be building positive community relationships and working on communicating effectively with our parents. The College hosts numerous events throughout the year to ensure that parents are welcomed into the College grounds and celebrate with their children.

Students

Students demonstrate pride in the College and a strong affiliation to their House groups. Students are encouraged to take up leadership opportunities through their House Council and at an executive level in Year 12. Students often volunteer to be tour guides for College events, and volunteer to help out at fundraising activities. They actively promote the ethos of the College by their involvement in community activities such as coaching and refereeing

at sporting activities, part time employment, work placements and Christian Service Learning. In 2022, the College continues to recognise CSL hours for students in the form of Bronze, Silver, Gold and Platinum badges based on the number of hours completed. This gives our community another way to recognise and celebrate the achievements of our students.

College students are held in wide regard in the local community and have received positive feedback when part of school-based traineeships and work placements.

St Luke's College places value in its Positive Behaviours for Learning (PBL) program, which encourages and rewards positive behaviours in the domains of Responsibility, Respect, Caring and Learning. These areas form the basis for our merit focus and are also linked to ongoing formal student reporting.

Students have enjoyed taking greater ownership of the direction of the College.

Staff

Teachers show a high level of commitment to the College and the school improvement plan. The College supports a strong pastoral care program and after school tutoring is part of the teaching and learning culture offered to students at the College. Staff are actively involved in participating in relevant Professional Learning to improve teaching and learning at the College. As part of the College focus to promote positive mental health and relationship development, we continue to engage guest speakers and organisations targeting mental health to work with our students in both presentations and workshops. This is thanks to the generous financial support of Karratha Education Initiative (KEI)

Many members of the College have current Youth Mental Health First Aid accreditation, with a further 6 staff holding Gatekeeper Accreditation. All staff in CEWA schools are required to undertake a Child Safe Framework PD. The safety of children in schools is of paramount concern and staff need to be educated about their role in the protection of vulnerable individuals. The College has also focussed on ensuring the Keeping Safe Curriculum is implemented across learning areas.

A recent re-structure of the Pastoral Care processes in the College saw the inclusion of a full time College Counsellor who works alongside 5 pastoral care leaders within the PC centre, ensuring that response to student needs is available throughout the day and able to be actioned in a timely and supportive manner.

External support

The College is well supported by the local community, across a range of areas. We have strong partnerships with local mining companies, including Rio Tinto, who provide scholarships within the College for Aboriginal students. In addition to this, the Karratha Education Initiative, administered by Woodside as partners in the North West Shelf Venture, provides valuable support to ensure a strong academic program, including provision for

additional teaching staff, additional academic programs for students, personalised revision courses and university counselling for ATAR students and valuable professional learning opportunities for staff. The KEI partnership is invaluable in securing additional resources and opportunities for our students which are often more than those available in metropolitan schools. The KEI aims to deliver high-quality educational opportunities for students and professional development activities for teachers in the Pilbara. Examples include extra curriculum offerings, motivational and study seminars, revision courses and scholarships to sail on the Leeuwin tall ship. The KEI contributed approximately \$265,000 to the College this year. The College's sincere thanks goes to the Woodside operated NWSP for their generous support over the last decade on behalf of the St Luke's College community. This support is unique and unparalleled across the state and has directly improved the educational opportunities for students across the Pilbara region.

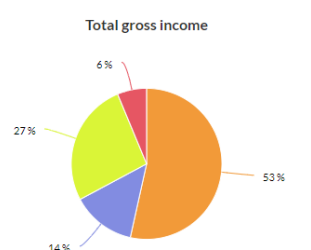
7. School Income and Expenditure

As extracted from myschool.edu.au

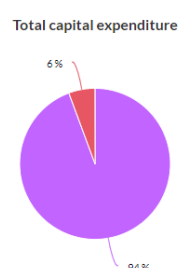
Full-time equivalent enrolments relating to recurrent income and capital expenditure: 404.0

Net recurrent income		\$ Total	\$ per student
	Australian government recurrent funding	5,322,280	13,174
	State / territory government recurring funding	1,364,581	3,378
	Fees, charges and parent contributions	2,637,484	6,528
	Other private sources	625,024	1,547
	Total gross income	9,949,369	24,627
	Less deductions	621,119	1,537
	Total net recurrent income	9,328,250	23,090

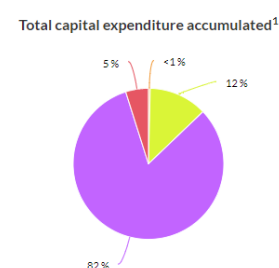
Capital expenditure		\$ Total	\$ Accumulated ¹
	Australian government capital expenditure	0	2,639
	State / territory government capital expenditure	0	0
	New school loans	0	88,766
	Income allocated to current capital projects	264,694	584,319
	Other	15,814	34,661
	Total capital expenditure	280,508	710,385



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



¹ Accumulated capital expenditure is the sum of three consecutive years.

8. Senior Secondary Outcomes

Year 12 cohort consisted of 49 students:

- 7 ATAR students
- 2 Curtin Uni-Ready students
- 40 Certificate course students

Certificate course students consisted of:

- 24 enrolments in Certificate II/III qualifications
- 16 enrolments in Certificate IV qualifications

Data reporting at the end of Year 12

- 7 ATAR students achieved an ATAR ranking for university entry
- 2 Curtin Uni-Ready student achieved a pass for university entry
- 24 students completed the Certificate II/III qualification
- 16 students completed the Certificate IV qualification

Record of student's pathway after graduation:

- 14 students accepted into various WA universities.
- 14 students accepted into traineeships/apprenticeships through Woodside, Rio Tinto, Yara Pilbara and local small businesses.
- 11 students went into direct employment (some local / some in Perth/and Eastern States)
- 6 students – unknown
- 4 students-GAP year

9. Annual School Improvement

The College Annual School Improvement Plan aligns to the strategic plan pillars of Service, Inclusivity, Community and Endeavour and in 2021, was heavily informed by our Cyclic Review data (obtained in 2020).

Specific goals included:

- Service – implementation of effective whole school Christian Service-Learning Program and recognition of students participating in this.
- Inclusivity – delivery of and participation of cultural competency training for staff, based on local context.
- Community – development of staff wellbeing program and continuing to develop best practice Pastoral Care structures for students.
- Endeavour – developing teacher observation/feedback models, review processes for middle leaders and leadership development training on building a culture of feedback.

Each of these goals became a specific focus throughout 2020, with all having achieved a solid groundwork of implementation.

Throughout 2020 – staff and students participated in the following:

- Cultural competence training with a local Traditional Owner. This was so well received by staff that it also continued as a priority for 2021 activities.
- Christian Service Learning – more effective logging of hours and promotion of the program through RE classes. Our students were awarded their first badge in 2020, and by the end of the year, we were able to recognise several Platinum recipients who had logged over 100 volunteer hours in the community. This program continues as a priority and foundation to the College understanding that servant leadership underpins everything we do.
- Staff Wellbeing – a staff wellbeing committee participated in a locally delivered Leading Wellbeing program and began implementation of a range of staff wellbeing opportunities.
- Pastoral Care structures – the PC team continued to develop and build a PC structure based on best practice and with student mental health as the foundation of success. Numbers of students accessing pastoral care continued to increase throughout the year – indicating that the service is much needed and responsive to their needs. Exceptional Pastoral Care will continue to be something that sets St Luke's apart from other schools.
- All teachers participated in teacher observations and feedback meetings. Daniel Groenwald was engaged to deliver a bespoke middle leaders program to ensure that our middle leaders could develop a culture of feedback. The need for innovative classroom practice and adaptability became very evident in the aftermath of Cyclone Damien where face to face school operations were interrupted for a full week. One outcome of this was that staff began to focus on ways to effectively deliver content remotely, which placed us in an excellent position when COVID interruptions began to impact.

