

## 2019 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. Student numbers fluctuate, depending on the economy of the city of Karratha and at the end of 2019 sat at approximately 340 students.

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.

### 2) Teaching Standards and qualifications

The College employs 29 teaching staff. The following is a list of the teachers' highest teaching qualifications:

Bachelors = 24

Bachelors with Honours = 1

Masters = 4

### 3) Workforce Composition – 40 Staff in total

Teaching	No Male Indigenous; 1 Female Indigenous	10 Male	19 Female
Non - Teaching	No Male Indigenous; 2 Female Indigenous	1 Male	11 Female

### 4) Student Attendance

The annual attendance rate was 92% 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 91.35%

Year 8 Attendance 91.81%

Year 9 Attendance 90.34%

Year 10 Attendance 91.59%

Year 11 Attendance 92.9%

Year 12 Attendance 91.61%

#### 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 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 by the school requesting an explanation.
- 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.
- Students who achieve 100% attendance are recognised in the form of House Awards

#### 5) Senior Secondary Outcomes

The percentage of Year 12 students successfully undertaking vocational training in a trade was 56% with 18 students achieving a Cert II, 2 students a Cert III and 1 student a Cert IV. The percentage of students achieving a WACE was 91% due to two students not demonstrating the literacy or numeracy standard.

The median ATAR of Students who applied to university was 67.95. 67% of students who applied received a university offer with 4 students choosing to defer for a year. This applies to Western Australian universities only. Our dux earned an ATAR of 82.75.

6) NAPLAN information

The NAPLAN data indicates that students enter Year 7 mainly at or just below national average in most areas, but with the College focus on literacy and numeracy across Years 7, 8 and 9, students improve greatly. This is demonstrated not only by the Year 9 cohort sitting above national average across almost all tests, but by the very high growth rates apparent from Years 7 -9.

**NAPLAN Results- 2019**

**Year 7 Mean**

	Reading	Numeracy	Writing	Spelling	G&P
School	553.1	552.4	504.9	536.7	539.9
National	546	554.1	513.2	545.6	541.7

**Year 9 Mean**

	Reading	Numeracy	Writing	Spelling	G&P
School	597.7	592.5	578	589.9	576.7
National	580	592	548.9	582.3	573.2

**Growth 7-9**

	Reading	Numeracy	Writing	Spelling	G&P
School	53	54	78	50	30
National	36	38	36	33	32

The Year 7 scores indicate that the College was slightly below National Minimum Standard in Writing and Spelling but above in Numeracy. The Year 9 scores are above the National Minimum Standard in all areas. This data indicates that the fifth lesson of both Mathematics and English has dramatically helped the literacy and numeracy skills of our students. The cross-curricula introduction of TEEAL paragraphing and weekly Whole School Vocabulary Program seems to be successful in developing language skills across the school.

## 7) 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. We had a second fantastic Quiz Night held at the College in 2019 which was successful in bringing together the community and raising funds for things like a new shade sail outside Nickol block. We were fortunate to have a wonderful show of support for the clean-up of the College after Cyclone Damien from many of our parents and their support of events such as Mother's Day Morning Tea and Father's Day Breakfast continues to strengthen our partnership.

### 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 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.

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 began implementing positive behaviour for learning this year. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing. We have had positive feedback from students and teachers.

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 programme 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 a plan to reduce levels of stress and anxiety amongst our students, as well as teaching about protective behaviours, we continue to engage guest speakers and organisations targeting mental health to work with our students in an informal manner. This is thanks to the generous financial support of Karratha Education Initiative (KEI)

Many members of the College have completed the Youth Mental Health First Aid course, with a further 8 staff attending the course at the end of this term and seven teachers have now completed the 'Gatekeeper – Suicide Prevention' course. All staff in CEWA schools were 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. Over the two student free days at the end of last term the College reviewed the 'Keeping Safe' curriculum and looked for ways to embed this into our curriculum.

## 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. This year marks the 10<sup>th</sup> anniversary of the Karratha Education Initiative's partnership with St Luke's College. 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 has contributed approximately \$5 000 000 to the College during this time. The College Leadership, the Board Chair, our current Head Boy and Girl and some past students attended a sundowner to acknowledge this milestone. 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 outcomes for students across the Pilbara region.

8) School Income and Expenditure

