St Luke's
anglican school
FAITH • PERFORMANCE • HONOUR

Annual Report

BASED ON 2025 DATA

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Welcome

On behalf of our staff, students and families, welcome to St Luke's Anglican School. St Luke's Anglican School is a leading independent school that provides a nurturing and supportive learning environment from our Early Learning Centre (Pre-Kindy) and Preparatory through to Year 12. We are a dynamic, inclusive community that embraces excellence, service, innovation and global thinking.

The values of Faith, Performance and Honour inform the 'St Luke's Way' and guide all that we do. At St Luke's we care about each other and encourage each individual to pursue excellence across all aspects of learning. Our strong and positive school culture is based on firm foundations of trust, respect, and active collaboration.

St Luke's offers a stimulating learning environment, rich in opportunities within and beyond the classroom. Through involvement in academic, community, sporting, creative and service pursuits our students develop their knowledge, skills and understanding of themselves and others through a well-balanced education. This helps strengthen minds, hearts and character and prepares our graduates to pursue their dreams and shape their words into the future.

We are proud of our young people at St Luke's and the talented staff who support, educate and inspire students. Our school embraces new technologies, ideas and opportunities to develop young minds. We want our students to be inspired and empowered, to open their minds to possibilities, and discover the fullness of their capacity to thrive and make a difference in the world.

We invite you to discover our school, ask questions about what matters most to you and witness the energy, substance and care of our school community. You will find warmth in every welcome, respect for each individual and a vibrant learning community of students and staff.



MR MATTHEW HUGHES
PRINCIPAL

School Sector
Independent

School's Address
4 Mezger Street, Kalkie, Bundaberg, Queensland

Total Enrolments
1,264 full time equivalent students from Junior to Year 12

Year Levels Offered
Junior Room (ELC) to Year 12

Co-Educational or Single Sex
Co-educational

Characteristics of the Student Body

St Luke's Anglican School is a Co-educational School consisting of 1,206 students from the Pre-Kindy, in our Early Learning Centre to Year 12.

Our School community consists of students from a diverse range of backgrounds and a majority of our students are from a Christian Faith.

The main entry year levels for students commencing in our school are Prep and Year 7.

Our student population consists of 48% Girls and 52% boys and 2% indigenous. 22% of students come from a non English speaking background.

In 2024, we had international students from Japan and Macau attend our School for short term cultural immersion programs.

1,264
students

36
different nationalities

48%
females

52%
males





Primary School

We offer a distinctive Pastoral Care Program informed by The Get GRIT Program, an evidence-informed social and emotional learning initiative that supports student mental health and wellbeing. Our program focuses on developing essential life skills that strengthen students' emotional resilience, social skills, self-esteem, and confidence.

Specialist teachers deliver lessons in Ethics and Faith, Performing Arts, and HPE to students from Preparatory to Year 6. In addition, students in Years 2–6 participate in Japanese, while students in Prep and Year 1 engage in an additional specialist lesson focused on social and emotional skill development. Specialist Music lessons are also provided for Kindergarten and Pre-Prep students at the St Luke's Early Learning Centre.

In Year 3, students participate in a specialised Strings Program delivered across the year level, while Year 4 students take part in a year-level Choral Program.

From Prep to Year 2, a Walker Learning-inspired approach provides students with deep immersion and active engagement as they investigate their world through a range of planned, open-ended learning centres. This approach allows learning to be personalised and contextualised to students' interests and needs. It is balanced alongside a Direct Instruction approach to Literacy and Numeracy.

Across Prep-Year 2, we follow InitiaLit, a Tier 1, evidence-based whole-class literacy program that provides all children with essential core knowledge and a strong foundation to become successful readers and writers. In Prep-6, Seven Steps to Writing Success serves as the framework for teaching writing. This provides a common language and approach to building success with writing capabilities.

For Mathematics, Prep-Year 3 uses Maths Trek, a numeracy program that develops students' mathematical understanding, fluency, reasoning, and problem-solving skills. It is delivered through an "I do, we do, you do" approach. In Years 4-6, students engage with Oxford Maths, a comprehensive mathematics curriculum that focuses on developing mathematical understanding and skills. It emphasises a gradual release of responsibility and offers differentiated learning pathways to cater to students with varying abilities.

Additionally, in Prep-Year 6, we have embedded the St Luke's Way of Thinking in our planning, which enables the learning of thinking tools, thinking language, and thinking strategies. This is reflected in our integrated approach to the curriculum, which promotes creative and critical thinking by encouraging genuine curiosity, wonder, and questioning among students, and supports the development of entrepreneurial skills, behaviours, and dispositions that apply across subject areas. This aims to equip students to operate with confidence in a complex, information-rich, and globalised world.

In the Primary School, students engage with technologies such as interactive whiteboards in all classes, with 1:1 laptops available from Years 1 to 6. In Prep, students have access to iPads to enhance their learning. These devices enable students to engage in learning experiences that foster collaboration and communication, supporting lifelong learning and preparing them for life beyond formal schooling years. The Technologies curriculum is taught from Prep to Year 6, including a strong focus on cyber safety, which is also supported through the Personal Development Program. Our students and parents engage with the Y-Safe program. ICT skills are embedded across all subjects, with a particular focus on robotics.

With a strong emphasis on holistic development, quality differentiation and a personalised approach, enrichment and extension opportunities are provided to all students within all curriculum areas. External academic competitions, including Innovation Sports, Robotics, Chess, Maths Team Challenge, Science, Technology and Engineering and Readers Cup, provide further opportunities for challenge.

Engagement with the local community is encouraged through partnerships with the local university, an established Service Learning Program, and innovative curriculum offerings that foster connections with local businesses. Students in the Primary School also visit Meilene Aged Care weekly.

Homework Club for Year 4 - 6 students is delivered by a Teaching Assistant in the Learning Hub and Upper Primary Precinct five afternoons a week.

Year 4 and 5 students participate in a three-day Outdoor Education Camp in the Gympie Hinterland. These camps offer opportunities to develop problem-solving and teamwork skills. Year 6 students embark on a 5-day journey to Canberra, where they engage in curriculum-focused activities related to Civics and Citizenship.

An Opt-In Japan Tour, with a focus on developing global citizenship, cultural awareness, and appreciation for diverse perspectives, was offered to students in Years 5, 6 and 7.

Distinctive Curriculum Offerings

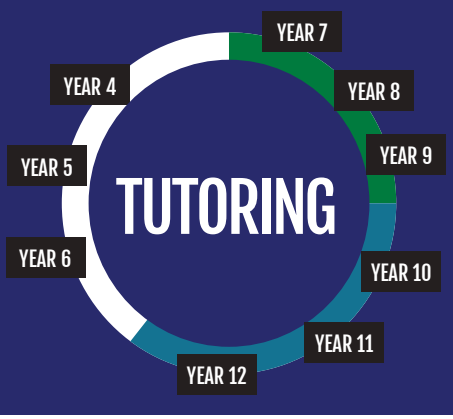
Middle School

Students in the Middle School have the opportunity t participate in many academic and service activities, explicitly tied to the curriculum. Students study the core subjects of English, Humanities, Mathematics, Science, Health & Physical Education, Japanese and Ethics & Faith. Students also have the opportunity to participate in a range of elective subjects across the Arts, Business and Technology subject areas.

- Year 7 students rotate through Music, Drama Visual Art, Digital Technology, Food Technology, Engineering Technology and STEM.
- Year 8 and 9 students can select from Music, Drama, Media Arts, Visual Art, Visual Art, Digital Technology, Engineering Technology, Industrial Technology Skills, Food Technology, Japanese, Business Studies (Year 8 only), Future Thinkers, Sport Extension, Aquaculture and STEM (Year 9 only)

Camps in Years 7, 8 and 9 form part of the School's Outdoor Education program. In Year 7 students travel to Noosa North Shore for 4 days where they focus on team building, outdoor education activities, and introductory survival skills. Year 8 students also participate in a 4-day Outdoor Education camp at Noosa North Shore with an increased focus on survival skills in preparation for the Year 9 camp. Year 9 students undertake a survival/wilderness camp in the Brooyar State Forest where they learn additional survival skills and test themselves in a range of wilderness activities.

Students in the Middle School have the opportunity to attend afternoon tutoring in the Learning Hub, four days a week. On Monday and Wednesday students are supported by an academic tutor, while on Tuesday and Thursday teachers from Mathematics, Science, English and Humanities run sessions. In addition, St Luke's provides scheduled tutorial sessions covering all subject areas throughout the week at break times.



Tutoring is available to students in Years 4 to 12 by the class teacher outside of class time, and the School also offers Academic tutoring in the Learning Hub four afternoons a week.

Senior School

In the Senior School, students have a choice of a variety of General and Applied subjects in the QCAA suite of syllabuses. In addition to this, students may elect to follow a non-ATAR pathway and enrol in an alternative pathway, including School Based Traineeships (SATs), Work Experience placements, Certificate II, III, and IV (Business, Fitness, Hospitality, Community Recreation), and CQU Start Uni Now (SUN) Program and School Links Programs (East Coast TAFE). Outcomes are considered on a case-by-case scenario, referencing the students' individual needs, circumstances and desired learning outcomes.

Personalised Performance Program

The School also offers a Personalised Performance Program to enable students who are elite performers in their chosen field or have other impacts on their learning, the opportunity to balance these commitments with their academic endeavours. Entry into the program requires students to meet a certain level of achievement. Programs are devised on an individual basis to give flexibility, thereby ensuring students have every opportunity to achieve their potential academically, as well as catering for the individual.

Sport Development Programs

In 2025, our previous Athlete Development Program (ADP) has been refined and integrated into the Move, Believe, Achieve (MBA) Program — a holistic performance and wellbeing pathway designed to help young people thrive both on and off the field.

The MBA provides:

- Individualised and tailored training sessions
- Weekly progress meetings with Program Facilitators
- Online healthy lifestyle resources
- Access to school facilities for training and recovery
- Opportunities to work with qualified Sport Scientists and Exercise Physiologists, with access to Physiotherapists, Dieticians, and other specialists

Philosophy

Our approach encourages students to first enjoy a broad range of physical activities before moving into specific training for one sport. We then guide them to take ownership of their training, develop self-directed improvement strategies, and build the habits of an accountable athlete.

The MBA is not just about sport — it's about preparing well-rounded, confident, and capable young people. Academic achievement, teamwork, and personal integrity remain at the heart of the program.

Aims and Objectives

- Develop athletic performance, fitness, and resilience through structured and progressive training
- Support a broad range of goals — from participation and enjoyment to performance pathways
- Build transferable skills so students can excel in any co-curricular activity
- Balance sporting commitments with academic success and character development

The MBA includes the following:

- Physical Testing & Goal Setting
- Running Mechanics & Efficiency
- Postural Strength & Core Stability
- Strength & Conditioning
- Athlete Lifestyle Education
- Injury Prevention & Rehabilitation Strategies
- Workshops and visits to High-Performance Sport facilities

Weekly 30-minute check-ins with a Program Facilitator ensure that progress is monitored, support is ongoing, and both athletic and academic goals are on track.



Co-curricular Activities

At St Luke's we offer a broad range of co-curricular opportunities. Twenty-six sports and associated clubs are available for students to participate in each year. Sports currently on offer include:

Athletics	Australian Football
Basketball	Chess
Cricket	Cross Country
Esports	Equestrian
Football	Futsal
Golf	Hockey
Netball	Rowing
Rugby League	Rugby Union
Table Tennis	Tennis
Ten Pin Bowling	Triathlon & Aquathlon
Touch Football	Surfing
Surf Lifesaving	Swimming
Volleyball	Oztag

Other additional After School Activities offered at St Luke's include:

Readers Cup | Fitness & Circuit Training | Tennis | Innovation Sports | Multi Skills Development Program | Dance
Innovation and Entrepreneurship Challenges | Gymnastics | Code Club | Stop Animation | Functional Movement
EcoChampions Recycled Art | Art Club | SUPA Club for Girls | Jump Rope for Heart and SLAS Leapers | Tae Kwon Do

Music and Drama make up the two dimensions of our co-curricular cultural activities. Examples of these activities include:

Junior String Ensemble (Years 4 to 7)	Beginner Concert Band (Year 4)
Senior String Ensemble (Years 8 to 12)	Junior Concert Band (Years 5 to 7)
Junior Choir (Years 3 to 6)	Senior Concert Band (Years 8 to 12)
Intermediate Choir (Years 5 to 7)	Vocal Ensemble (Years 8 to 12)
Senior Choir (Years 7 to 12)	Stage Band (Years 8 to 12)
Senior Orchestra (Years 8 to 12)	String, Woodwind, Brass and Percussion Ensembles (Years 7 - 12)
Year 3 String Program (Year 3)	Out of the Box Theatre (Years 7 to 12)

The Year 3 compulsory strings program runs as part of the academic curriculum all year round.

All co-curricular activities are underpinned by a philosophy of participation. It is important that all students feel they have an opportunity, irrespective of ability, to be involved in and to contribute to the programs. In all areas students achieve to a very high level supported by outstanding staff.

A Makerspace in the Learning Hub allows students to explore, practise and refine many of the valuable skills required for the future - the ability to collaborate, think critically, innovate, integrate and create technologies to solve real world problems.

Staffing Information

73 Teaching Full Time	8 Teaching Part Time	81	Teaching Staff
20 Non-Teaching Full Time	47 Non-Teaching Part Time	67	Non-Teaching Staff
11 Non-Teaching Full Time (ELC)	13 Non-Teaching Part Time (ELC)	24	Non-Teaching Staff (ELC)





Teacher Qualifications



Doctorate or higher

Masters
14 Staff

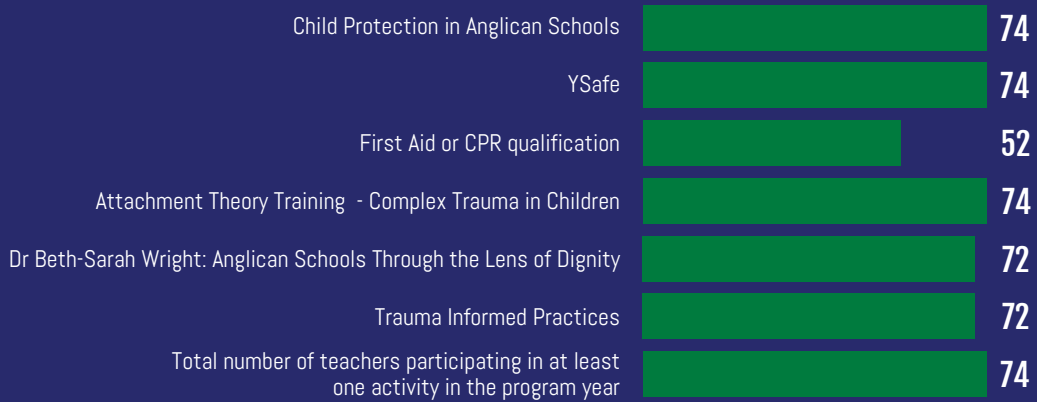
Bachelor Degree
71 Staff

Diploma
18 Staff

Certificate
2 Staff

Teacher Participation in Professional Development

The major professional development initiatives were as follows: Within the St Luke's Pedagogical Framework, our professional staff operates as a dedicated learning community, committed to the collaborative implementation and refinement of High Impact Teaching Strategies.



Expenditure on Professional Development

Total Number of Teachers

74

Total Expenditure

$45,494

Average Expenditure

$615

The proportion of teaching staff involved in professional development activities during 2024



Funding Information

Financial data, including school income broken down by funding source is available on the My School website at www.myschool.edu.au.



Social Climate

At St Luke's, our core values of Faith, Performance and Honour form 'The St Luke's Way', which, along with our Anglican identity, serves as the foundation of our educational philosophy.

Our dedicated teachers and staff are committed to nurturing the intellectual, moral and spiritual wellbeing of every student. We aim to strengthen our student's personal commitment toward their faith, cultivating a strong sense of self-worth, exercise freedom responsibly, and inspire them to become conscientious members within the community.

St Luke's Pastoral Care Program demonstrates the seriousness with which we approach our responsibility to educate each unique individual. Our guidance and support places emphasis on learning experiences which equip students with the essential skills to thrive in our complex society. We provide a number of opportunities for students to develop decision-making and problem solving abilities, fostering positive thinking, building healthy interpersonal relationships and learning to work collaboratively and interdependently.

The St Luke's Anglican School community aims to further develop the existing school culture by being proactive in its response to behaviour issues and actively discouraging any form of bullying. St Luke's has clear definitions, guidelines and procedures in place in the anti-bullying policy.

As an Anglican school we support the rights of children and young people and are committed to ensuring the safety, welfare and wellbeing of students. At St Luke's Anglican School we are committed to responding to allegations of student harm resulting from the conduct or actions of any person, including that of employees and volunteers.

This commitment includes the provision of a safe and supportive living and learning environment for every students. We require all employees, volunteers and visitors to model and encourage behaviour that respects and protects the dignity of students from harm.

St Luke's has six Child Safe Advocates who are the two Deputy Principals and four Deans of School. The Child Safe Advocates follow the Anglican Schools Child Protection Policies and Procedures and attend training workshops supported by the Anglican Schools Commission.

The School maintains a strong and positive relationship with the local Queensland Polices Services, particularly our Adopt-a-Cop and the CPIU unity. Local police officers readily support the school by providing educational sessions during Pastoral Care periods and offering guidance when student protection concerns arise.

The Child Safe Advocates remain in regular communication with the Child Protection Support Officer from the Anglican Schools Commission, seeking advice and support as needed.





Parent Involvement

St Luke's warmly welcomes and actively encourages parent involvement, as we strive to build strong, collaborative partnerships with all our families.

We have a number of active volunteers within the School. Our Primary class Parent Representatives support clear and open communication between the School and parents, whil regaular ParentConnect Sessions provide families with the opportunity to share their views with the School on several issues.

Parents are actively involved across the School. You will see them promoting and supporting social events, coaching our sporting teams, helping with reading and classroom activities, delivering guest lectures, facilitating work experience placements, volunteering in the turtle cafe, participating in our community worship services and much more. Their commitment is truly remarkable.

The support of our School volunteers is pivotal in fostering connections and collaboration between the School and families.

School Satisfaction

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

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

The top ten reasons parents choose St Luke's are the following:

1. Quality Teaching
2. Balanced Education
3. Academic Standards
4. Facilities & Resources
5. The School's Values
6. The School's Reputation
7. The Range of Subject Choices
8. Class Sizes
9. Focus on Pastoral Care, Providing a Safe & Caring Environment
10. Quality Education at Reasonable Expense

Further information about St Luke's Anglican School can be found on the School's website at

www.stlukes.qld.edu.au

What Parents Value About St Luke's

"I value the fact that when I pick my children up they are excited to tell me about their day. It shows a great learning environment, to learn, to grow, to be happy."
(PRIMARY SCHOOL PARENT)

"It's definitely the best school for us. The general vibe of the school is 'family', very close and community orientated. I love that it is small enough that everyone knows my children and encourages them to do well."
(MIDDLE SCHOOL PARENT)

"That they care about my children and our family. They want my children to succeed just as much as I do. I can't thank them enough for what they have done for both our daughters, especially our eldest daughter."
(MIDDLE SCHOOL PARENT)

"My children want to come on a daily basis. Their well-rounded education and the opportunities this school offers them is great. This school makes good citizens to go out into the community."
(SENIOR SCHOOL PARENT)

What Students Value About St Luke's

"I enjoy the community feel at St Luke's and the fact that all the teachers know my name and a bit about me. This makes me feel comfortable and try my best."
(SENIOR SCHOOL STUDENT)

"The friendship and helpfulness of all the teachers. Also, (the fact that) the faith, performance, honour in our school has reached every student."
(MIDDLE SCHOOL STUDENT)

"I have great teachers, everyone is so friendly and I enjoy seeing my friends."
(PRIMARY SCHOOL STUDENT)

What Staff Value About St Luke's

"I value being part of a fantastic school community while feeling valued and respected by both families and other staff members."
(STAFF MEMBER)

"Strong respect between teachers and students. An excellent culture that has been built over many years that we now enjoy."
(STAFF MEMBER)

"I value that I am teaching in a school that works hard to maintain excellent student behaviour and Christian values. I also value my hard working colleagues and their contribution to the students and families of St Luke's."
(STAFF MEMBER)

Key Student Outcomes

Average student attendance rate 91.3%

Year Prep	99.0%
Year 1	91.1%
Year 2	92.4%
Year 3	92.1%
Year 4	92.7%
Year 5	92.2%
Year 6	91.2%
Year 7	90.4%
Year 8	90.5%
Year 9	89.0%
Year 10	89.9%
Year 11	90.1%
Year 12	86.7%

Electronic class rolls are marked daily between 8.30 am and 8.37 am in Primary, Middle and Senior Schools.



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Students arriving after roll call in the morning must sign in at the Main administration office or Primary office electronically to obtain a late slip. If they present themselves in class without a late slip, they will be sent to the office to obtain one.

If teaching staff members receive notification regarding absences, either via written note, email or phone call, they must communicate this to the Student Services Officer in the relevant school area.

Student absences are entered into the school's student database automatically via the electronic sign-in or manually.

Parents of students with unexplained absences are contacted via SMS to provide a reason for this absence, and the database is updated accordingly. Deputy Principals are notified of the unexplained absences and follow up with parents.

Instances of continued unexplained absence are brought to the attention of the appropriate Deputy Principal for further investigation.

For students who will be away for longer than 7 days, an Extended Leave of Absence Form must be completed for each student, and the relevant Deputy Principal and Principal must grant permission. This is then placed onto the student's Notes on the Staff Kiosk.



NAPLAN results for Years 3, 5, 7 and 9 in 2025

Benchmark Data for Year

RESULTS: The average NAPLAN score for all students at the School in each domain, compared to the average score of students in Australia for that domain.

Reading	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	406	515	561	597
Average Score (National)	402	492	538	568

Writing	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	415	472	544	597
Average Score (National)	414	480	538	575

Spelling	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	408	496	554	589
Average Score (National)	405	487	542	569

Grammar & Punctuation	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	406	524	583	608
Average Score (National)	408	497	539	559

Numeracy	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	408	521	599	614
Average Score (National)	405	492	545	573

Year 12 Outcomes

Number of students awarded a Senior Education Profile	75
Number of students who received an ATAR	59
Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	34
Number of students awarded a Queensland Certificate of Education at the end of Year 12	73
Percentage of Year 12 students who received at ATAR >90.00	31%
Percentage of Year 12 students who are completing or have completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	78%



Post-School Destination Information

At the time of publishing the School's Annual Report, the results of the 2025 post-schools destination survey, *Next Steps - Student Destination Report* for the School was not available.

Information about these post-school destinations of our students will be uploaded to the School's website in September after the release of the information.

THE BEST THEY CAN BE

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