



St Andrew's
School 1850

**Where
Bright
Futures
Begin.**



prime motivator

St Andrew's School Performance 2018

School Performance Report 2018

In line with the reporting obligations under the Schools Assistance Regulations 2009, the Australian Education Act 2013 requires independent schools to publicly report a range of school performance information. Much of this information is reported in the School's Annual Report; however, what follows is an explicit response to the Commonwealth Government's requirements under the headings required by the Commonwealth Government. The information relates to the 2018 school year.

About St Andrew's

St Andrew's School is a specialist co-educational primary school.

We believe that the primary years are significant in a child's learning journey and equip them with the building blocks for their future. We believe in the innate capacity of each child.

Our desire is to create an environment where the learning experience is engaging, honours individuals, builds positive relationships and prepares students to be active citizens who are able to be creative, passionate and motivated learners today and as citizens of tomorrow.

As an independent Anglican School, St Andrew's has offered a liberal Christian education for over 168 years, where countless children from many faiths have been nurtured in our caring family environment, where all feel a strong sense of community. We have a close relationship with parents and build a strong sense of belonging in a supportive community.

Strong literacy, numeracy and inquiry skills are embedded in our approach.

We offer the International Baccalaureate Primary Years Programme and follow the Reggio Emilia philosophy starting from the Early Learning Centre.

Students are involved in a broad range of educational opportunities and co-curricular activities, enabling them to develop critical thinking skills, to question, to be resourceful and reflective learners thus adding to the learning experiences across the School. These experiences also include personal development through excursions, camps and outdoor educational experiences, which develop skills of autonomy and independence.

The co-curricular program is comprehensive and enhances opportunities for student learning, develops their interests and talents and also builds on their friendship group and connects them to peers in other year levels across the School.

Our Goal

Our aim is to provide a future focused education, which will equip our students with skills and knowledge for life and inspire them to be contributing citizens.

St Andrew's School will be a community that is recognised as inclusive, connected and creative.

Our Values

Integrity



Creativity



Success



Belonging



Teachers' Standards and Qualifications

A full list of teachers and their academic qualification appears in the 2018 School Year Book, with a summary in the Annual Report.

Graduate Diploma Education	6
Graduate Diploma	3
Masters Education	6
Masters	2
Education/Technical Diploma	22
Bachelor of Education (Hons)	6
Bachelor of Education/Teaching	31
Bachelor of Music	13
Bachelor of Music (Hons)	1
Others	23

Workforce Composition Including Indigenous Composition

Total headcount (includes full time, part-time and casual staff)	114
Teaching Staff (full time equivalent)	43.85
Non-teaching staff (full time equivalent)	33.51
Gender composition (headcount)	88 females / 26 males
Number of Indigenous staff	0

Student Attendance

The average student attendance rate for 2018 was **95.4%**, compared with **94.0%** in 2017.

Reception	97.34%
Year 1	95.62%
Year 2	94.82%
Year 3	94.62%
Year 4	95.70%
Year 5	94.77%
Year 6	92.67%
Year 7	95.20%

Average for attendance 95.4%

A significant number of absentees at St Andrew's are due to family holidays. Absentees are recorded daily and, where a class teacher becomes concerned about an individual student's attendance, the matter is discussed with parents.

Languages

Languages, other than English, spoken by students and their parents include:

Akan	Korean	Thai
Albanian	Malay	Turkish
Arabic	Malayalam	Urdu
Bengali	Maltese	Vietnamese
Burmese	Mandarin	
Cantonese	Marathi	
Chinese	Persian (excluding Dari)	
Dinka	Polish	
Dutch	Portuguese	
Filipino	Punjabi	
French	Russian	
German	Serbian	
Greek	Shona	
Gujarati	Sinhalese	
Hindi	Slovak	
Indonesian	Spanish	
Italian	Tagalog	
Japanese	Tamil	
Kannada	Teochew	
Khmer		

Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

Each year, all students in Years 3, 5 and 7 are required to sit Australia wide tests in reading, writing, spelling and numeracy to establish the proportion of students achieving national benchmarks.

The results of St Andrew's School in 2018 are provided in the table below:

Percentage of Students Achieving National Minimum Standard

	Spelling	Grammar	Writing	Reading	Numeracy
Year 3	94	94	98	96	98
Year 5	100	100	93	100	100
Year 7	96	96	91	96	96

St Andrew's encourages all students to sit all tests. The 2018 results are well above state averages at each year level.

Parent, Student and Staff Satisfaction with St Andrew's School

Parent Survey

In June 2018 our parent community participated in a Satisfaction Survey, which has provided St Andrew's with feedback on various areas of the School. The broad objective of this research was to assess parents' perceptions of the performance of St Andrew's School and to measure these performance outcomes against both internal and external benchmarks.

It was very satisfying to read of the overall improvement in all areas. In particular, the areas of Behaviour Management, Quality of Care and Support, the Leadership of the School and Communication, all significantly increased in the satisfaction ranking. The ranking of seven other areas was noted as significantly satisfied and each showed an improvement on 2016 rankings. The other three areas were rated as broadly satisfied. This exceptional feedback is highly valued and helps to reinforce the dedication of our teachers and staff.

Besides this, three areas were identified as needing improvement and these will be addressed as a priority. Sport, particularly our interschool offering after school, needs further attention. The timing of events so that working parents can be involved and support their children's education was highlighted as an area of concern, as well as the understanding of differentiation and how we extend our students.

Parent surveys are conducted biennially to gain, and respond to, feedback and continually improve what St Andrew's has to offer.

Staff Survey

Staff satisfaction is determined through a Staff Survey, informal conversations and staff meetings. Anecdotal feedback indicates St Andrew's staff enjoy working at the School and the collegial support and opportunities this provides is valued.

The survey reflected strong levels of satisfaction in these areas:

- | Quality of teaching and learning
- | Quality of caring and support
- | Personal and social development
- | Curriculum

- | Leadership of Co-ordinator or Director
- | Monitoring performance
- | Work group cohesion
- | Administration and support

The staff satisfaction index has been steadily increasing since the original survey in 2010 with historical scores as follows:

Year	2010	2012	2014	2016	2018
Score	82.2	84.8	85.9	88.1	89.8

Student Satisfaction

During 2018 the Principal met with all Year 7 students, over a shared lunch, to discuss their progress, their goals for the year and their ambitions. The Year 7s expressed that they have experienced great teachers all the way through their time at St Andrew's. They described a great teacher as one who knows the content of teaching, who has high expectations and is firm but fair and likes to have fun in the classroom. The students like to have parameters around expectations of behaviour and learning. They believe that the teachers at St Andrew's know them as individuals and tailor their learning.

The students have loved the camps and the Year 7 leadership program with highlights being the Aquatics Camps, leading assemblies, Canberra Study Tour and the Bike Hike. While they enjoyed our extensive co-curricular offerings, suggestions for archery, photography and food technology are ideas that will be considered. Some of these suggestions and learning areas are catered for in the next stage of the Master Plan.

This feedback from the Year 7s is a form of 'student agency' - giving students voice and often, choice, in how they learn. Their ability to decide alongside of their teacher triggers a greater investment of interest and motivation.

An exit survey was also conducted with the Year 7 students and the overall response was very positive.

School Income Broken Down by Funding Source

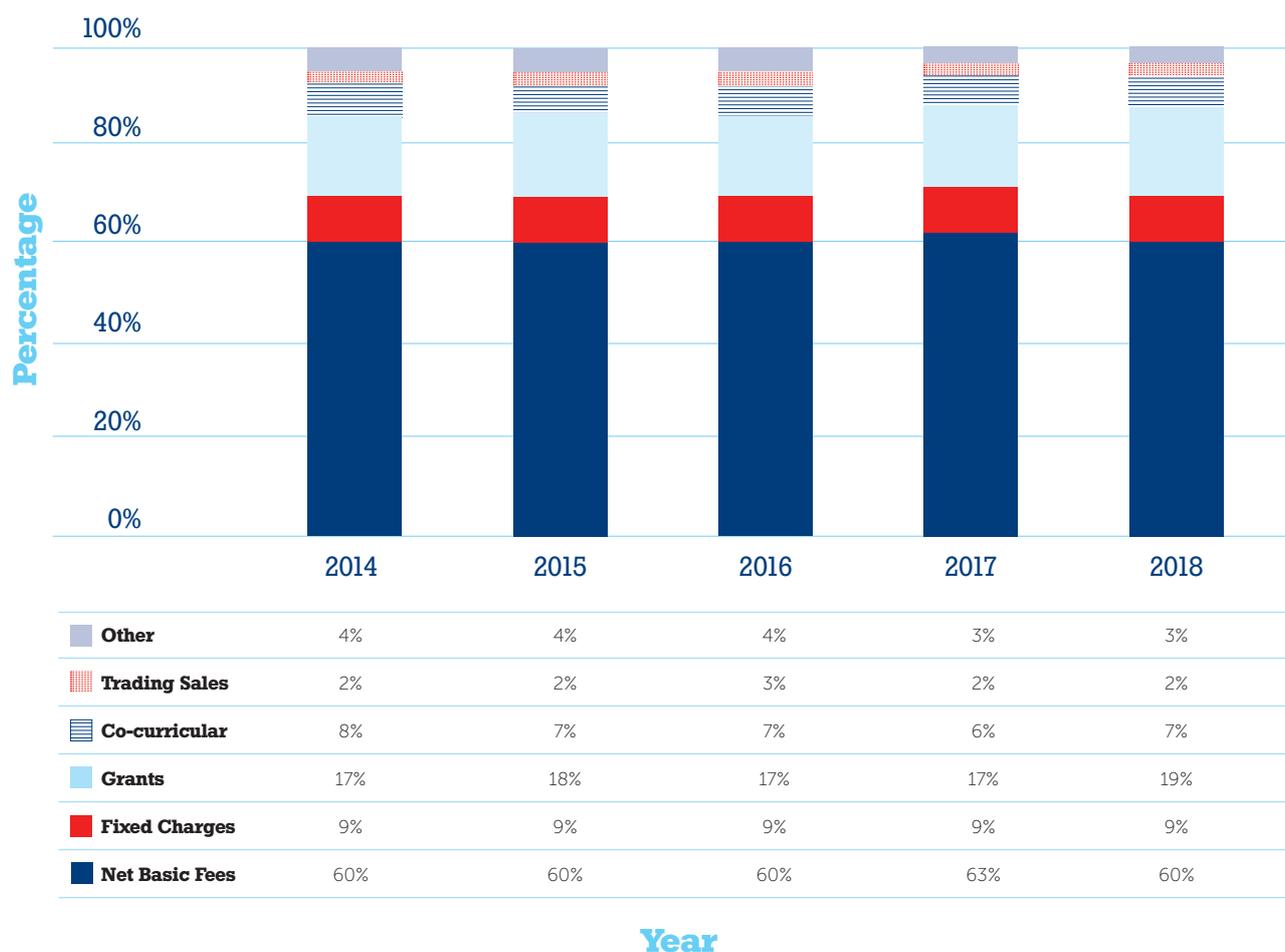
St Andrew's School financial reports are audited by independent Chartered Accountants.

In their opinion:

The financial report of St Andrew's School Incorporated has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act, 2012, including:

- a. Giving a true and fair view of the School's financial position as at 31 December 2018 and of its financial performance for the year ended; and
- b. Complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

Income Streams



Our income streams are constant and in accordance with the St Andrew's School continuity and planning processes.