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## Contact Details

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|                  | South Clayton VIC 3169 |
| **PRINCIPAL**    | Phillip Tierney |
| **PARISH PRIEST**| Fr Shanthaiah Mernani |
| **SCHOOL BOARD CHAIR** | Rosemary Restaino |
| **TELEPHONE**    | (03) 95515094 |
| **EMAIL**        | principal@saclaytonst.hcatholic.edu.au |
| **WEBSITE**      | www.saclaytonst.hcatholic.edu.au |

## Minimum Standards Attestation

I, Phillip Tierney, attest that St Andrew’s Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

St Andrew’s is a community of learners where teachers work with current trends in education to foster in all students the life skills necessary for their future.

- We aim to motivate the students with realistic goals that will assist academic, spiritual and social achievements.

- As stewards of God’s creation, through the pastoral care displayed by teachers, we will continue to create a strong commitment to cultural acceptance, respect of self and others, responsibilities and care of the environment throughout the community.

- Our Catholic Identity is visible through our involvement with the parish community and participation through worship and liturgy.

- We welcome parish, parents and the wider community to assist with the development of all students.

- We will empower students to learn and grow in a safe and vibrant environment based on the teachings of the Gospels according to the Catholic Church.

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principle of our democracy.

The ‘Education and Reform Act 2006’ requires all education providers to operate in a manner consistent with this set of Australian democratic principles.

In accordance with the Act we will deliver our programs and teaching in a manner that supports and promotes the principles and practice of Australian democracy. This includes a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance
School Overview

School History

Originally the present Parish of St Andrew’s belonged to St Peter’s, Clayton. Numbers at St Peter’s indicated the need for another school to be built on the land owned by the Clayton Parish located in Bunney Road, South Clayton. St Andrew’s School opened in 1981 with an enrolment of 191 students.

On 25th September 1982 St Andrew’s, South Clayton became a Parish in its own right. Over the past 35 years St Andrew’s Parish and School have experienced much growth. At present there are 430 students enrolled following a peak enrolment of 619 students in 2004.

School Facilities

Since opening, St Andrew's has undergone various stages of development. The school is located on a large property that consists of three permanent school buildings, a relocatable building and the Parish Church. One of the permanent buildings is the Multi-Purpose Hall / Gymnasium completed in 2010. This excellent facility has added to the student’s participation in physical education and sporting activities and is an outstanding venue for our school performances, assemblies and is currently used by a number of community sporting groups.

A large multi-purpose playing field occupies the west boundary of the site and another multi-purpose playing area is situated at the front of the school grounds. Adequate play equipment is available for both the junior and senior students. These are covered with shade sails.

Enrolments

St Andrew’s School is located in a suburb of diverse cultural backgrounds. The 2006 Census data indicated that 61.1% of the population of Clayton was born in non-English speaking countries with a total of 51% of the population born overseas.

These statistics are reflected in the school enrolment. 84.7% of the students were born in Australia; 4.15% - India; 2.45% - Philippines; 1.15% - Mauritius; 1.13% - Sri Lanka; 1.13 – United Arab Emirates. Another 5.29% of students were born in 18 other countries including Cambodia, Korea, Norway, Saudi Arabia and Vietnam. The different backgrounds brings to St Andrew’s a rich cultural diversity.

This diversity is heightened when we study the language backgrounds of the students. 23.4% of students have an English speaking background. The other prominent language backgrounds are Vietnamese – 7.0%; Chinese – 5.5%; Greek – 4.3%; Cambodian – 4.3%; Tagalog – 2.8%. A further 23.4% of the students come from 33 other language backgrounds including Assyrian, Chaldean, Filipino, Hindi, Khmer, Tamil and Korean. 29.2% of the students come from an English but English As An Additional Language or Dialect (EAL/D) background.
The families from the various religious backgrounds seek an education at St Andrew’s to provide their children with a religious education. The percentage breakdown of the religious background of the students is as follows: Catholic – 63.09%; Greek Orthodox – 11.75%; Buddhist – 4.33%; Hindu – 3.51% and Other Christian – 2.68%. We have 14.64% of students who have no religious affiliation.

The population data indicates that between 2009 and 2021 the enrolment figures will be maintained at around 400 to 500. This would match anecdotal information and recent enrolment trends. The South Clayton area is an established area with only pockets of new housing being constructed.

The school families give education a high priority and seek the best for their children. Over recent years the school has performed well on State and National Testing as reflected in the Achievement Improvement Monitor (A.I.M. Testing) replaced in 2008 by the National Assessment Program – Literacy & Numeracy (NAPLAN) Testing.

St Andrew’s School implements an Enrolment Policy. We have consistently maintained strong numbers. Siblings of enrolled students and Catholic families are given preference for entry.
Principal’s Report

I start my report by recognizing the outstanding leadership provided to our school and parish over the past six years by Fr Shanthaiah Marneni. Reflecting upon the contribution that he has made throughout his time as Parish Priest at St Andrew’s you could measure his achievements purely in terms of ‘bricks and mortar’ with the lasting achievement being the refurbishment of the parish church. Blood, sweat and tears went into the research and minute planning involved in this development. It is a lasting legacy of Fr Shanthaiah’s time here.

If you are one who sees the value of the personal attributes and the impact he has on people then you would recognize Fr Shanthaiah’s positive outlook and approach. He is the epitome of the ‘cup half full’ at a time when many are characterized by the ‘cup half empty’. Fr Shanthaiah sees the effort not the mistake, the development not the work yet to be completed, the value of the person not their flaws.

Father will be returning soon to an appointment in India. The parish, the school and I, personally, are indebted to him for being our leader.

The purpose of the Principal’s Report in the Annual Report to the Community is to provide a synopsis of the school’s development over the past twelve months.

The school facilities at St Andrew’s have continued to be improved. The recent refurbishment of Rooms 1 – 7 and the upgrade of the Junior School toilets ensures the school facilities would rival most primary schools. All rooms are air conditioned and, importantly, the security of both the property and premises is of a high level.

The resources that both students and staff can access for computer work including ipads, desktop computers, laptops and Inter-active Whiteboards is extensive. The access to the resource is matched by the support provided at a technical and educational level by IT Support staff and IT professional development staff. The resources for reading, library, sports equipment, art and music are equally extensive.

The school undertook a restructure of leadership and staff team arrangements at the conclusion of 2015. With a strong focus on collaboration all staff have responded enthusiastically to this direction and the associated challenges.

The leadership restructure has resulted in each member of staff being allocated to a vertical team, Prep to Year 6 working with one of the four newly appointed school leaders. The focus of these teams over the first part of the year has been around two areas that we say are pre-requisites to learning:

- Classroom Presentation
- Classroom Management

A walk through the school at any time should reflect the emphasis placed on providing a learning space that is conducive to learning.
Staff are currently implementing numerous strategies that serve to indicate to the students that there are routines in place that reinforce clear expectations.

Staff have provided positive feedback on the change of structure with the greater emphasis on collaboration and team, where the expertise of all members is sort and valued.

When analysing student performance based on NAPLAN it reflects ongoing improvement.

If we review the Year 3 NAPLAN results for the last five years of testing being 2011 – 2015 in the five tested areas of Reading, Writing, Spelling, Numeracy & Grammar & Punctuation the table below reflects that the 2015 scaled scores exceeded the previous four years in all areas except Numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Numeracy</th>
<th>G&amp;P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>446</td>
<td>435</td>
<td>455</td>
<td>399</td>
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<tr>
<td>2014</td>
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<td>2012</td>
<td>420</td>
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<td>2011</td>
<td>420</td>
<td>423</td>
<td>432</td>
<td>405</td>
<td>439</td>
</tr>
</tbody>
</table>

When we compare the 2015 scores for the Year 5 students and the improvement made since the same students were in Year 3 our improvement results compare favourably with the average rate of improvement across the state.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Numeracy</th>
<th>G&amp;P</th>
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<td>State</td>
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<td>87</td>
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<td>102</td>
<td>73</td>
<td>88</td>
<td>114</td>
<td>86</td>
</tr>
</tbody>
</table>

The average improvement for the State in reading was 37.5 per year. On this basis St Andrew’s students increased their Reading scores by 2.72 years over the two year period.

Similarly the improvement in Writing was 2.35 years, 2.0 years in Spelling, 2.45 years in Numeracy and 2.29 years in Grammar and Punctuation.
Based on NAPLAN you can mount a strong case that the academic results have never been better.

In the past twelve months the 'value added' to this school includes significant staff improvement, further improvement to facilities and resources, curriculum development, increased parent and community participation, improved student academic performance. Student safety continues to be a high priority as we try to support the diversity of students in our care.
School Education Board Report

I would like to thank the School Board for the Governance that it has provided over the last twelve months in providing support and recommendations to Fr Shanthaiah, our Parish Priest. I would like to thank each valued member individually; Fr Shanthaiah Marneni, Phillip Tierney, Rachele Oliver, Annette Fullman, Greg La Fontaine, Angela Palombi, Rosario Corio, Sharon Colantuono, Helena Thomas, Marcia Tsiros and Roseann Misajon for the time, support and expertise each has contributed to the Board. In particular Sharon Colantuono, Marcia Tsiros, Roseann Misajon who have been valuable members of the Board and have now concluded their term.

The School Board has regularly met over the course of the last twelve months and have overseen further developments at the school including the refurbishment of Rooms 1-7, the refurbishment of the Junior Toilets and the installation of additional seating in Playground Area 3.

The Board has been informed of the growing challenges associated with the collection of School Fees and have supported the work of the School Principal in pursuing these outstanding fees.

The Board has been kept informed of all school activities via our Staff Representatives and Parish activities via Fr Shanthaiah.

We welcome the new members of the Board and look forward to working with them in encouraging and supporting the work of our school.
Education in Faith

Goals & Intended Outcomes
To employ contemporary pedagogical strategies to strengthen student engagement in Religious Education

- That students and staff will demonstrate Gospel values in all aspects of school life.

Achievements
The 2015 School Improvement Surveys assess the school’s Catholic Culture as perceived by staff, students and parents. The Catholic Culture component of the surveys, provide data in the following areas:

The Staff Catholic Culture Aggregate Index reveals that the school is well above the state average in this area maintaining a score of 85/100 equal to the previous year.

The Student Catholic Culture Aggregate Index reveals that while the school is well above the mean there has been a dip in the results which will require further investigation and monitoring.

The Parent Catholic Culture Aggregate Index continues on an upward trend and is well above the previous year’s results at 82/100.

The parent responses to the School Improvement Survey for Student Opportunity show that they value the opportunity for their children to learn about the Catholic Faith with a high score of 90/100. They valued the importance of Catholic Education as indicated by the increased score of 82/100. In contrast, parents rated the importance of Social Justice and Compassion more highly than the students did which is worth investigating and will be monitored.
**VALUE ADDED**

In Religious Education, **the goal to employ contemporary pedagogical strategies to strengthen student engagement** has been implemented through rigorous planning using an inquiry approach.

A whole school approach to team planning and evaluation has led to purposeful and meaningful units of work making explicit links between the Religious Education key concepts and those being taught in Inquiry. This makes the learning deeper and more authentic.

Students are encouraged to develop their own personal relationship with God through daily prayer, reflection and an understanding of the Gospel stories through Religious Education classes, whole school Masses, year level Masses and the Sacramental Program. The emphasis when planning learning sequences has changed to allow students the opportunity to make connections to their own personal experiences and faith traditions and respond in their own way.

Encouragement and opportunities are provided for Social Action to be embedded in the learning leading students to a greater understanding of the meaning and purpose of Social Justice actions and the message proclaimed in the Gospel Stories that call us to action. The response to Social Justice has been positive and different year levels undertake various actions at the community, local and global level. Social Justice will continue to be an ongoing focus.

At St Andrew’s, Prayer is seen an essential part of the development of that relationship with God and therefore time and space is provided daily for prayer in each classroom. Prayer is part of our culture, and all staff gather in prayer before each staff meeting or gathering. Prayer is also an integral part of our Catholic Identity which is instantly visible through the Catholic symbols displayed on our buildings, in the classroom and the Church which stands prominently in our school grounds and can be accessed at any by the school community. It is also highly evident in the positive, respectful interactions between staff, students and parents. This closely aligns to the message in the Gospels and our BEST values – Be Respectful, Encourage Others, Strive to do Your and Think Safety. The children’s participation in Eucharistic Celebrations shows more reverence and understanding of the Catholic Traditions.

At St Andrew’s the Liturgical Seasons are celebrated in a way that is meaningful and authentic to the students through participation in prayer and Liturgical celebrations at class, year and whole school level. Lent is an important part of the Catholic Calendar which focuses on forgiveness and renewal leading to the Sacrament of Reconciliation. The Holy Week and Advent Reflections which are planned and organised by different year levels focus on the important events are well attended by parents and members of the Parish.

The Sacramental Program is a school based program delivered to every student
irrespective of their own faith tradition. Reconciliation is celebrated in Year 3, First Eucharist in Year 4 and Confirmation in Year 6. To involve parents and assist them in their own faith development, external presenters are engaged to facilitate parent and student evenings. These are very well attended and highly successful as is evident from the positive feedback received.

Initiatives

- Liturgical celebrations have a high priority and many opportunities are provided to celebrate the Eucharist, important feast days and each year level hosts a Parish Sunday Mass
- Year Six develop service and a commitment to act for others as part of their Confirmation Preparation by hosting the Parish Anointing Masses
- Relationship with the senior members of the Parish are developed and nurtured through activities such as shared morning teas, sharing of learning experiences and friendship
- A welcoming and friendly school environment is more evident
- Liturgical celebrations enhanced with the building of the new Church
- The engagement of students in promoting social justice awareness its meaning and purpose
- Elected student leaders who assist with the preparation of Liturgical Celebration, for prayers Assemblies and gatherings
- Continued planning of rich learning sequences to ensure increased understanding and knowledge of the Catholic Faith and Traditions in authentic, meaning contexts to lead them to their own personal relationship with God
Learning & Teaching

Goals & Intended Outcomes
To improve student learning outcomes in Reading (comprehension) and the number dimension of Mathematics.

- That student reading and mathematics outcomes will improve.

To embed contemporary pedagogy with an emphasis on personalised learning.

- That students will be more engaged and more responsible for their learning.

Achievements
The National Minimum Standards data indicates that the majority of students have reached the minimum standards in Numeracy in Years 3 and 5.

The Year 3 NAPLAN data indicates achievement of 100% of the students in 2013-2014 and this has been maintained at a high level in 2015 at 98.66%.

The Year 5 NAPLAN data indicates 100% of the students achieved the National Minimum Standard 2013 and 96% in 2014 increasing to 100% in 2015.

The NAPLAN Relative Growth Report for 2015 in Numeracy, indicates that over 41% of students made a high level of improvement from Years 3 to 5, compared to 25% of the State. This report also indicates that 18.75% of St Andrew’s students made a low level of growth compared to 25% across the State.

The National Minimum Standards data indicates that the majority of students reached the minimum standards in Reading in Years 3 and 5.

The Year 3 NAPLAN data indicates achievement of 100% of the students in 2013 and 96.88% in 2014 and this has increased to a high level again in 2015 at 100%.

The Year 5 NAPLAN data indicates 100% of the students achieved the National Minimum Standard 2013 and 95.77% in 2014 increasing to 100% again in 2015.

The scores on the Student Engagement variables indicate an upward trend in all areas. The three areas which have exceeded 75% are:

- Connectedness to School
- Student Motivation
- Teacher Empathy
- Connectedness to Peers
- Student Safety
STUDENT LEARNING OUTCOMES

The NAPLAN results over the period 2013 - 2015 indicate the following at the Year 3 level:

- Reading result has improved significantly over the three year period increasing from 416.55 in 2013, 437.15 in 2014 and 445.54 in 2015. The result is higher than the State Mean and National Mean Scaled Score in 2015. The School Mean score was 445.54, 19.74 higher than the National Mean Score of 425.8 and 6.34 higher than the State Mean Score of 439.2.
- The Writing result is significantly higher in 2015 with a score of 434.91 than 2014 with the score being 405.04 and 2013 at 417.80. The 2015 Writing result is above both the National and State Mean.
- The Spelling result also improved significantly in 2015 with a score of 454.49 compared to 425.97 in 2014 and 422.57 in 2013. The 2015 surpasses the National Mean by 45.29 and the State Mean by 34.79.
- The Grammar and Punctuation Scores have improved from 2013 at 420.20 and 2014 at 425.63 to 441.26 in 2015 and equal to the State and well above the National Mean Scaled Score.

The NAPLAN results over the period 2013 - 2015 indicate the following at the Year 5 level:

- Reading results have overall improved throughout the 2013 – 2015 period with a score of 511.58 in 2015. This score is higher than both the National and State Mean scores.
- The Writing results remained similar over the 2013 – 2015 period with a slight drop in 2014. In 2015 the scores were above both the State Mean Score and the National Mean Score.
- The Spelling Score remain significantly higher than the State and National Mean Score. In the past three years St Andrew's score has surpassed the National Mean by 13.22, 12.44 and 22.0 and the State Mean by 6.92, 8.87 and 17.0. The Spelling Mean Score has remained stable over the three years – 2015 being 511.42, 510.14 in 2014 and 516.93 in 2013.
- In Numeracy the school has continued to outscore the State and National Mean Scores. While the School Mean Score has increased marginally from 501.94 in 2013, 502.01 in 2014 to 508.17 in 2015 the School Mean is 15.87 above the National Mean and 5.37 above the State Mean.
- The Grammar and Punctuation Scores decreased slightly in 2015 to 506.90 from a score of 511.69 in 2014. The school’s Mean Scaled Score remained above the National Mean Score and 4.6 below the State Mean.

The comparative growth of the St Andrew’s students compared to the State average using the Scaled Scores FROM 2013 to 2015 is as follows:

- Growth in Reading 101.95 compared to the State growth of 72.13
- Growth in Writing of 74.47 compared to the State growth of 60.21
- Growth in Spelling of 87.44 compared to the State growth of 84.56
- Growth in Grammar & Punctuation of 84.23 compared to the State growth of 71.04
- Growth in Numeracy of 116.16 compared to the State growth of 92.19
Growth in Numeracy from Years 3 to 5 has been supported by the Number Intervention Program which supports struggling students and also focuses on upskilling teachers in effective strategies for teaching Number in the classroom context. The Implementation of the school’s Mental Strategies Scope & Sequence Program has also had a positive impact.

Pat R testing was used to measure growth from November 2014 to November 2015.

- Growth in Year 1 was a scale score of 16.20 compared to expected growth of 13.57
- Growth in Year 2 was a scale score of 16.10 compared to expected growth of 12.44
- Growth in Year 3 was a scale score of 9.11 compared to expected growth of 10.30
- Growth in Year 4 was a scale score of 7.08 compared to expected growth of 8.04
- Growth in Year 5 was a scale score of 3.60 compared to expected growth of 5.81
- Growth in Year 6 was a scale score of 6.99 compared to expected growth of 3.95

A number of Year Levels exceeded the expected growth by a significant amount. The large growth in the junior classes has levelled out in the middle classes and needs to be arrested. The large growth at the Year 6 level is particularly pleasing. Reading continues to be a most important curriculum area and further support will be provided to arrest any plateau in the middle years.
Student Wellbeing

Goals & Intended Outcomes
To develop strategies to strengthen student connectedness to school and their learning

- That student social and emotional learning skills are strengthened
- That students will be more strongly connected to school and learning

Achievements
Staff, student and parents continue to have a different perception about the behavior of the students, with students rating it lower, which is worth noting and will continue to be addressed through our SWPBS initiatives and the collection of data.

Student connectedness to school continues to be high, however it has shown a slight dip from the previous year this will require some investigation and ongoing monitoring.

Students are highly motivated to learn and place a high value on education as do their parents.

Although students feel safe at school the results do indicate a level of concern regarding classroom behavior.

Attendance
The school follows its Attendance Policy which states the procedures for non-attendance.

- School Attendance Roll is marked both morning and afternoon using an electronic register
- The Student wellbeing Leader checks the attendance roll monthly for attendance
- Students who have a poor attendance rates are monitored weekly. In these cases, parents are contacted by phone, email or letter.
- Absent notes are required when students are away and parents have the option to do this in a variety of ways including via the schools app, by email or note.
- The Wellbeing Leader also makes contact with parents who have not presented absent notes
VALUE ADDED

Many initiatives were implemented to assist the achieving of the goal to strengthen school engagement to their school and their learning.

A high priority in 2015 was the further development and implementation of the School Wide Positive Behaviour Support Program. A designated team of trained staff have been leading the implementation of this framework in our school. The team works with the staff and students to ensure that a whole school approach is developed. With input from staff and students, a Behaviour Matrix based on the school values BEST, has been further refined and lists the specific behaviours to be taught.

BEST stands for Be Respectful, Encourage Others, Strive to do your Best and Think Safety and these values underpin our behaviour expectations.

Teachers work within their year level planning to design learning sequences to teach these expectations meaningfully and link these to social and emotional learning and wellbeing. To support the implementation and fidelity of the program a reward system has been designed to recognise and reward students for their efforts. The school has also developed a flow chart of expected procedures for behaviour expectations.

Student voice is highly valued and encouraged through the SRC and student leadership programs that are designed to empower them to lead action teams and to support student involvement in different facets of the school. Students showed great initiative and took responsibility for developing the reward system, organised Buddy Days to link with our BEST Focus and gave feedback to staff about how it was working or what needed to be tweaked. This continues to be a work in progress.

We continue to work to ensure student safety through the teaching of our BEST with its emphasis on respectful relationships and Think Safety. We acknowledge positive behaviours in the playground as well as in the classroom with specific feedback and rewards to motivate all students to work harder to maintain safe, respectful learning environments in the classroom and on the playground.

We are implementing programs to cater for our special needs students. We have introduced a Lunchtime Club with many, varied activities to cater to their needs and interests. We have also engaged in a partnership with the iCan Network to provide a program that is specifically for students on the ASD spectrum, called The Imagination Club. This provides the students with an opportunity to grow in confidence through working on their communication skills and their ability to engage with others through activities and games. A major component of the Imagination Club is the Imagination Creation Talk where students prepare and deliver a talk about their particular interest and take questions from the others in the group. The students have responded well to the challenge of having to prepare and deliver a talk and feel a sense of achievement and connectedness to the group. Feedback from parents is very positive and encouraging.
A number of initiatives we have put in place:

- Whole school Buddy Days with a focus on BEST
- Information evenings on *iCan Network* for parents and staff, not only from our school but for neighbouring primary and secondary feeder schools
- National Buddy Day
- A&F Buddy Program
- Harmony Day
- Safe Internet Day
- The safe use of ICT supported through an ICT coach who works with staff and students
- Implementation of guidelines for safe, responsible use of all ICT devices
- The expansion of the Kitchen Garden and the teaching of healthy eating and lifestyles
- Support for individual students through *On Psych*
- Support for individuals and groups through the *Chaplaincy program* which provided Mindfulness and Meditation for those students
- Strong focus on student voice via SRC
- Student Leadership Training
- Student Action
- School Radio Station that provides all students an opportunity to be heard
- Walk to School days
- Strong links with the Parish elderly citizens
- SWEL Week

**STUDENT SATISFACTION**

Students in this school are highly motivated to learn, they feel connected to their school, teachers and peers and they look forward to going to school.
Leadership & Management

Goals & Intended Outcomes

To further develop leadership capacity across the school with an emphasis on strategic leadership and enhanced communications.

- That teamwork across the school will improve. That parent perceptions of parent input and approachability will improve.

Achievements

In 2015 the school undertook a review of leadership and the impact it was having on the staff and on the students and student performance. Throughout the course of the year it became evident that collaboration amongst staff was an area that needed to be enhanced. The School Improvement Surveys reflected a slight dip in Teamwork (81 percentile), Empowerment (78%) and Supportive Leadership (82%). The opportunity for all staff to contribute their expertise and participate in decision making needed to be improved.

In late 2015 a restructure of leadership positions resulted in a smaller Leadership Team consisting of four key leaders along with the Principal and Deputy Principal. The four leaders were allocated teaching staff to support, encourage and provide opportunities to contribute. Collaboration became the staff theme. Each of the four teams represented a Prep to Year 6 vertical stream rather than the previous Year Level structure. This provided the opportunity to deliver a goal that the school would both look different and operate differently.

Renewed effort was made to ensure the school would have an active and effective Parents and Friends and School Board. Interest and membership in both groups has increased over the twelve months.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2015</th>
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<tbody>
<tr>
<td>• Religious Education Accreditation</td>
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<tr>
<td>• Number Intervention Program</td>
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<tr>
<td>• English as an Additional Language Program</td>
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<td>• Anaphylaxis Training</td>
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<td>• Reading Recovery Continuing Contact</td>
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<td>• School Wide Positive Behaviour Support Program</td>
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<td>• Copyright Training</td>
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<td>• Autism Training</td>
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<td>• Mandatory Reporting</td>
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<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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TEACHER SATISFACTION

The actual teacher scores on the School Improvement Surveys are generally clustered around the 80 range. The high scores include Respect for Students, Teacher Confidence and Curriculum Processes. The lower scores below 80 are Empowerment, School Distress and Appraisal and Recognition.

Working collaboratively, having the opportunity to contribute and building leadership capacity are currently a focus.
School Community

Goals & Intended Outcomes
To strengthen home, school and wider community links in support of authentic student learning.

- That children’s learning will be enhanced by way of a stronger parent connection.

Achievements
- The school continued to develop and promote communication through various means including the use of the Skoolbag app for parents to access information about their child. The app also provides parents with publications such as the school newsletter.
- Large number of parents participating in classroom helpers’ programme during Literacy/Numeracy blocks.
- Students formed a part of the Parent/Teacher student conferences sharing their digital portfolios. Parents’ feedback was positive regarding students attending the interviews.
- The Parent and Friends Association have doubled in numbers enabling them to hold a Mother’s Day morning tea and stall which was a great success.
- The school works with the programmes provided by Kingston council. Guest speakers have come out to talk to the children about the importance of not littering.
- Through our participation in the Kingston Council programmes the Council has donated a compost bin and a worm farm to the school to enhance student learning.
- An Open Day was held for the local community to visit the school. Local kindergartens were invited to come and along see all the wonderful programmes and facilities the school has to offer. This was a great success.
- Walk Safely to School Day is held each term. The number of children that have participated has grown.
- A Guest speaker from CEM has come to speak to the children about the Aboriginal Culture.
- The Annual School fete was a great success with both staff and families participating.
- Bunnings and Masters have worked closely with the school in providing us with resources for our Kitchen to Garden Programme.
- Gardena donated much need equipment for our Kitchen to Garden Programme
- Our Local Safeway visits have supported our Walk Safely to school days by donating fresh fruit for the children.
- A whole school concert was held to raise money in support for Heartkids. Many parents attended this event.

PARENT INPUT

Target 78.7%

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>74</td>
</tr>
<tr>
<td>2012</td>
<td>66</td>
</tr>
<tr>
<td>2013</td>
<td>68</td>
</tr>
<tr>
<td>2014</td>
<td>60</td>
</tr>
<tr>
<td>2015</td>
<td>59</td>
</tr>
</tbody>
</table>
Over the 5 year duration we did not achieve the intended target of 78.7%.

The data has indicated a drop from 2013.

**APPROACHABILITY**

*Target 78.7%*

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>78</td>
<td>80</td>
<td>79</td>
<td>77</td>
<td>78</td>
</tr>
</tbody>
</table>

The data indicates that we have been just below our target of 78.7%.

We have sustained a moderately successful score.

**REPORTING**

*Target: 85%*

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>72</td>
<td>75</td>
<td>73</td>
<td>72</td>
<td>75</td>
</tr>
</tbody>
</table>

The intended target was not achieved.

The trend of the data is consistent with some improvement in this area.

**PARENT SATISFACTION**

The Insight SRC School Improvement Survey 2015 Interpretive Report parent opinion-actual scores indicate that parent Student and staff Engagement and student behaviour has grown.

The Parent Opinion Survey indicates that the scores for St Andrew’s on the majority of survey questions fall within the Middle 50% of all Victorian Schools.

The items marked at the high range by the parents included Social Skills and Connectedness to Peers.

All areas of the parent opinion survey have shown growth.

The school continues to highlight the area of School Community as a focus for our School Improvement Plan for the duration of the School Improvement Cycle in particular involving parents in the authentic learning of their children.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>92,194</td>
</tr>
<tr>
<td>Other fee income</td>
<td>210,430</td>
</tr>
<tr>
<td>Private income</td>
<td>103,058</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>919,823</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,100,786</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>4,426,290</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,418,119</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>761,064</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>4,179,184</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>327,228</td>
</tr>
<tr>
<td>Other capital income</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>347,228</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>304,208</strong></td>
</tr>
</tbody>
</table>

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | - |
| Total closing balance | - |

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
# VRQA Compliance Data

**E1320**  
St Andrew’s School, Clayton South

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>96.9</td>
<td>-3.1</td>
<td>100.0</td>
<td>3.1</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>98.6</td>
<td>96.9</td>
<td>-1.7</td>
<td>100.0</td>
<td>3.1</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>98.6</td>
<td>98.4</td>
<td>-0.2</td>
<td>100.0</td>
<td>1.6</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>95.8</td>
<td>100.0</td>
<td>4.2</td>
<td>98.6</td>
<td>-1.4</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.7</td>
<td>-1.3</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>95.8</td>
<td>-4.2</td>
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<td>4.2</td>
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<td>YR 05 Writing</td>
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<td>-11.1</td>
<td>98.5</td>
<td>9.6</td>
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<tr>
<td>YR 05 Spelling</td>
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<td>95.8</td>
<td>-4.2</td>
<td>100.0</td>
<td>4.2</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>97.1</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>95.8</td>
<td>-4.2</td>
<td>100.0</td>
<td>4.2</td>
</tr>
</tbody>
</table>
## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>92.26%</td>
</tr>
<tr>
<td>Y02</td>
<td>94.00%</td>
</tr>
<tr>
<td>Y03</td>
<td>94.67%</td>
</tr>
<tr>
<td>Y04</td>
<td>93.75%</td>
</tr>
<tr>
<td>Y05</td>
<td>94.52%</td>
</tr>
<tr>
<td>Y06</td>
<td>94.07%</td>
</tr>
<tr>
<td>Overall</td>
<td>93.88%</td>
</tr>
</tbody>
</table>

## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 87.7% |

## STAFF RETENTION RATE
### Staff Retention Rate

| Staff Retention Rate       | 88.24% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>28.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>28.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>16.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>80.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>52.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>42</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>35.770</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>13</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>9.444</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>