



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Andrew's School

96 Bunney Road, CLAYTON SOUTH 3169

Principal: Paul Wakeling

Web: www.saclaytonsth.catholic.edu.au

Registration: 1821, E Number: E1320

Principal's Attestation

I, Paul Wakeling, attest that St Andrew's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 29 Apr 2025

About this report

St Andrew's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Andrew's Vision Statement

St Andrew's Catholic School, an inclusive community inspired by a love of learning, faith, hope and justice for all.

Our three school values, based around our schools Positive Behaviour for Learning Model, and used in all areas and aspects of school life are:

1. Respect
2. Responsibility
3. Resilience

St Andrew's Mission Statement/School Prayer

In the spirit of St Andrew, we listen to every voice.

We learn together guided by faith.

We inspire hope for the future.

St Andrew, pray for us and help us to be followers of Jesus to love and serve one another.

School Overview

St Andrew's Primary School is a co-educational Catholic Primary School that was established in 1981, based on the needs of a growing community. We have both the St Andrew's church and Parish House residing on the same sight as the school, St Andrew's has a vibrant and committed team of staff aiming to provide an outstanding learning environment for all members of our community, built around a strong Catholic culture, grounded in the teachings of the Gospel.

In 2024, St Andrew's Primary school's Index of Community Socio-Educational Advantage (ICSEA) was 1074. The school enrolment for the 2024 census day was 332 grouped into 16 classes:

- Prep x2
- Year 1/2 x5
- Year 3/4 x5
- Year 5/6 x 4

The specialist program's taught at St Andrews include Physical Education, Performing Arts, Visual Arts, Italian, Sustainability and Digitech/STEM.

The focus of the 2024 school year continued to be the building of teacher professional knowledge and practice to improve the learning outcomes of each individual child, with a particular focus on MACS 2030 Forming Lives to Enrich the World. St Andrew's Primary School's teaching staff were introduced to the MACS Vision for Instruction with a focus on Cognition of Learning and its implications for instruction. We continued to focus on deepening teacher understanding around peer feedback and psychological safety. We continued working with an expert consultant to develop and implement a peer feedback cycle, video sessions and inviting peer feedback on full participation and daily review tactics. We ran a prep pilot group incorporating InitialLit which is an evidence based systematic synthetic phonics program with the intention of incorporating this into the junior school in 2025.

We are delighted to always welcome our parents and families as partners on their child's journey in education throughout their years at school. Each family is embraced and encouraged to see St Andrew's School as part of the team collaborating on their young person's educational journey. Our school is diverse and multicultural, with 62% of our students in 2024 coming from a home environment that speaks a language other than English.

St Andrew's Primary school has also worked hard to increase our visibility and transparency within our community. We are proud of our Social Media presence which exhibits the skills and warmth of the relationships we form with our community. We continue to develop strong

partnerships with our local kindergartens and child care centres, ensuring a smooth transition to school. We are proud of the way the St Andrew's school community has worked together to build our school into a leading educational setting in Clayton South. Our most recent data informs us that our families are supportive of our current practices and programs. We thank all members of our community, the school staff, the parish team, our parents and our children for working in unison to provide an outstanding community for our children.

Principal's Report

Principal's Report - Paul Wakeling

I am pleased to present to you the 2024 St Andrew's Annual Report to the School Community.

The 2024 school year presented a year of great development in all areas of school life. We were thrilled to fully immerse our student and parent community into the full life of our school. St Andrew's School celebrated many wonderful achievements and continued to further develop engaging learning programs for the children in our care.

Highlights from 2024 include:

- School enrolments forecasts are most encouraging.
- Through a focus on our School Annual Action Plan we continue to create a culture of growth and change. Our curriculum development continues to be our primary focus with staffing and professional learning directed towards building staff knowledge on how students learn and improving student learning outcomes.
- We continue to build a strong partnership with St Andrew's Parish and specifically with Father Joe. Our Sacramental Programs continue to be celebrated and greatly valued by our community.
- The school has been successful in receiving a Government grant of \$1.625M to support our building program. We look forward to commencing the building program with a Master Plan in place in the later part of 2025. This will add to the long term improvement of our school site.
- Our Year 3 to Year 6 classrooms were fully refurbished in December 2023 and January 2024.
- Our children continue to be presented with a rigorous curriculum along with many engaging programs and activities. Examples of these activities include - a most comprehensive physical education and sports program where children have the opportunity to compete against other schools and demonstrate their many talents, we continued with our Prep to Year 6 Swimming Program, our performing arts program with the St Andrews Got Talent Event was a highlight of our year, we continued to strengthen our focus on Student Safety and engaging cyber safety programs, we further resourced our Prep to Year 6 STEM program and we committed further to the Sustainability Program as implemented in 2022.
- We continue to develop our parent partnerships welcoming parents into our classrooms with our termly learning celebrations, hosting Parent/Child/Teacher Interviews at the conclusion of Term 1, 2 and 3 and presenting formal school reports for semester 1 and 2, with the support of our Parents and Friends committee our mothers were incited to join in a Stomp Dance with our children for Mother's Day, we

welcomed parents to our annual School Athletics carnival and we continued our strong partnerships with the Parents and Friends Committee and School Advisory Committee.

- There is much to celebrate at St Andrew's School. Please find below a report on the 2024 school year detailing information in regard to the goals We invite you to come to our school to witness what cannot be expressed in words or data. The real essence of a school cannot be fully encapsulated in a document but can be more fully witnessed by being present within the welcoming community that is St Andrew's School.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- For the school to make a commitment to ongoing professional development in the area of Religious Education, to build a depth and understanding of pedagogical practices in the teaching of Religion
- Use MACSSIS data and student, parent and staff feedback to further develop the Catholic identity and culture of St Andrew's school, in partnership with our vibrant Parish community

Intended Outcomes:

- For students to be able to make deeper connections between their learnings in Religious education and their lives today

Achievements

In 2024, the staff spent time working with external experts to build knowledge and understanding around planning meaningful learning sequences in Religious Education. This has allowed students and staff to deepen their understanding of planning lessons based on the Religious Education Scope and Sequence.

As part of the Sacramental program, guest presenters were invited to facilitate learning with parents and children at Parent/Child information nights. We had Ange Virgona for First Eucharist and for the Sacrament of Confirmation were well attended. He supported our preparation for these important events in the lives of the children of St Andrew's. The sacraments of Reconciliation, Eucharist and Confirmation. Bishop Tony Ireland visited the Year 6 students to prepare them for the receiving of Confirmation and this was a memorable experience for the students. The Confirmation candidates prepared detailed work on their chosen saint and this was presented to students from the younger years in a Gallery, allowing the students to share their learning and experiences.

Throughout the year, we celebrated liturgical events including Shrove Tuesday, Ash Wednesday in the lead to Easter. As a school, year levels presented the key events of Holy Week, culminating in a final presentation of the Stations of the Cross for students and the community. Other events celebrated throughout the year included St Andrew's feast day.

Our school supports an organisation called Kadasig Aid that fundraises for our friendship school, Mahogany Elementary in the Philippines. Over the 2024 year events such as crazy

hair day and silly socks day enabled food, money and sporting equipment to be sent to our friendship school to help with their everyday school life. This partnership develops in students an understanding of what it means to help others in a continuous way.

Value Added

Over 2024, St Andrew's continued to build both Catholic Identity and community through the following events:

- Sacramental programs including reflection days and parent/student information nights
- Whole School Masses
- Year level Sunday Masses
- Holy Week prayer liturgies, including Stations of the Cross
- Staff Professional Learning with external experts
- Graduation ceremonies
- Social Justice projects to raise money for our friendship school in the Philippines

Learning and Teaching

Goals & Intended Outcomes

Goals

- For Curriculum leaders to continue to build teacher capacity to analyse & interpret data sources to inform Learning & Teaching
- Use data and knowledge of curriculum to build differentiation for all students

Intended Outcomes:

- To improve the collection and analysis of data to inform practices and teaching
- To identify the needs of all students and plan specific learning opportunities for students to achieve their learning goals

Achievements

In 2024, St Andrew's Primary School worked collaboratively to improve teaching and learning cycles to meet the needs of all students. The collection and analysis of data, particularly in Mathematics, continued to be embedded into practice, this was the goal the school had set out to achieve.

Mathematics

To achieve this goal, selected staff from year 3-6 attended TeachWell Teaching for Impact (TIMS) Series Professional Learning. This pilot group of teachers focussed on the cognition of learning and the implication this would have on their teaching practices and the learning outcomes of all students. Practices such as full participation, daily review and checks for understanding were explored and brought back to school. Teacher videos of their practice were shared with TeachWell for teacher feedback. These skills were then practiced through the school, improving practice from Prep to Year 6 and this will continue to be a focus, ensuring we are supporting all students to have the opportunity to fully flourish in their Mathematics learning. Maths achievements were monitored through the PATM and MOI assessments.

Literacy

In literacy, learning teams continued to work together to consistently improve literacy outcomes for all students. All learning is based around the standards set in the Victorian Curriculum, creating engaging and diverse learning experiences from Prep to 6. Reading assessments including Running Records and YARC were used to identify specific learning needs of students, and guided teaching and learning cycles. A Reading Recovery program

was run in the Year 1 cohort, building the capacity of our lowest readers through one on one daily sessions over a 20 week period. We also had the support of a tutor intervention teacher. Additional in semester 2 we ran a pilot using the Initial Lit Systematic Synthetic Phonics Program teacher knowledge around Scarborough's Reading Rope was developed. The decision has been made to implement the Initial Lit Systematic Synthetic Phonics Program across all classes in 2025 in the P-2 classes. MiniLit (the junior literacy intervention) of the MultiLit Suite was implemented in semester 2 with the focus on Synthetic Phonics, segmentation and blending of sounds and letters for students sitting under expected benchmarks.

NAPLAN

At St. Andrews, we use both school-wide and individual NAPLAN data to support every student's learning. By analysing the results, we can identify specific areas where students may need additional support or enrichment, allowing us to tailor our teaching strategies to meet their needs. This data also helps us make informed decisions about our school's direction, ensuring that we are continuously improving our teaching practices and providing the best possible educational experience for all students.

Last year, Melbourne Archdiocese Catholic Schools (MACS) introduced explicit instruction across its nearly 300 schools, including St. Andrews. This method ensures that students learn step by step, with clear explanations, demonstrations, and a strong emphasis on phonics in reading. This was as a direct result of Naplan results across the sector.

The results speak for themselves. St. Andrews School, Clayton South, has been ranked in the top 10 most improved schools in Year 3 numeracy proficiency, with an impressive 18.5% increase. This promising result highlights the effectiveness of this structured teaching approach.

Student Learning Outcomes

The 2024 NAPLAN results are a testament to the strength in the learning and teaching cycles planned by collaborative year level teams, driven by a curriculum leader. All learning is planned using the Victorian curriculum and supporting students to develop the skills and knowledge required to achieve success.

We showed particular strength in the area of Writing. Above 90% of the Year 3 cohort of students achieved a "strong" or higher result. Year 5 students achieved developing or above, with over 85% of students showing "strong" or higher achievement. This was in line with the high spelling scores the students obtained, with over a quarter of all Year 5 students being marked as "exceeding" which is the highest category awarded.

In the area of Numeracy, we saw approximately 75% of Year 3 and Year 5 students at the "strong" or higher standard in NAPLAN. The school has focussed on Mathematics as a whole school goal, working with Melbourne Archdiocese of Catholic Schools to develop teacher capacity to assess and drive teaching and learning in Mathematics.

In 2022, 2023 and 2024 the students had additional support with a specialised intervention teacher to support students in Years 3 to bridge gaps in their learning, targeting learning to their specific needs and supporting them to build the skills needed to obtain success in literacy and numeracy.

Year 1 students who were not achieving the standards in Reading had the opportunity to work one on one in the Reading Recovery Program. MiniLit (the junior literacy intervention) of the MultiLit Suite was implemented in semester 2 with the focus on Synthetic Phonics, segmentation and blending of sounds and letter for students sitting under expected benchmarks.

The school also employed a speech pathologist 2 days a week to support the development of Oral Language and vocabulary building to improve student outcomes in literacy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	406	63%
	Year 5	503	70%
Numeracy	Year 3	409	71%
	Year 5	501	75%
Reading	Year 3	409	75%
	Year 5	496	77%
Spelling	Year 3	414	70%
	Year 5	506	72%
Writing	Year 3	434	94%
	Year 5	506	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

GOALS

- To embed the Positive Behaviour for Learning values of Respect, Resilience and Responsibility in all school practices
- To improve the wellbeing of students through higher level of engagement in learning experiences

INTENDED OUTCOMES

- For students and staff to refer to the 3 values for all behaviour and classroom management strategies
- For students to feel excited and connected to their school through positive learning experiences

Achievements

In 2024, the PBL expectations were further embedded into all classrooms and explicitly taught and acknowledged through the reinforcement of Class Dojo. Class Dojo was used by all teachers to track student's positive behaviours. The points were also used to support whole class positive behaviour, setting goals and targets for whole class rewards.

Each class voted in two PBL leaders per Semester. These leaders designed and implemented a Playground Pals project. This was a schedule of PBL leaders supporting our younger students outside at recess or lunchtime, leading games and activities with them and supporting them to build connections with peers. The PBL leaders were also invited to meetings with the school Wellbeing leader to share their ideas for improving the culture of the school, voicing any concerns and to take information back to their classmates. This gave all year levels the chance to have a voice in what was happening at St Andrew's.

The year began with "SWELL-COME week". This week focussed on building a safe and inclusive culture in all classrooms, supporting students to build connections with their new classmates and teacher. The activities included challenges, mindfulness and teaching school-wide expectations to provide all students with the opportunity to have a positive and successful start to the new school year.

Teachers planned and taught Inquiry learning focussing on students identifying their character strengths and areas of learning they enjoy, working from the positive psychology mindset of basing learning on strengths.

St Andrew's has a Student Learning Team (SLT) that meets fortnightly to discuss the needs of students, both academically and socially and emotionally, building into place supports to assist classroom teachers, students and families for the best outcome for all. This team consists of leadership, with teacher voice incorporated to ensure all voices are heard and valued.

A school chaplain is employed five days a week to work with students in a counselling capacity, working one on one with students, but also to run social skills programs to support our students who are finding social connection challenging and need additional targeted instruction. Our school Chaplain supports students and teachers in classrooms, helping model and explicitly teach skills for success in the classroom, including turn taking, listening to the speaker, engaging with peers and following teacher directions.

An onsite speech pathologist continues to support students and staff in oral language development and knowledge with a focus on vocabulary.

Value Added

The value of the PBL program has been extensive, providing all learners and staff with:

- clear expectations
- positive feedback on their learning and actions
- student leadership opportunities
- student voice
- whole school reward system using "Class Dojo"
- routines are clearly set and established
- transitions from activities and learning spaces are taught and explicitly reinforced

Other Wellbeing programs and initiatives that built school culture and community were:

- school chaplain supporting students, teachers and the wider community
- SWELL-COME week to begin the school year
- Cyber safety sessions termly with Inform and Empower
- Student Learning Team
- Bullying: No Way Day

Student Satisfaction

Data was collected regarding student satisfaction through the 2024 MACSSIS survey where Year 4-6 students were asked questions regarding how they feel at school. The results showed an increase in the percentage of students feeling St Andrew's school social and

learning climate was positive, with 74% of students giving the school a positive endorsement.

Students also felt the school had rigorous expectations with 72% of students marking this in the affirmative.

66% of students felt the school was high in the area of both physical and psychological safety, with Year 4 students feeling this most strongly.

Data was also collected through feedback with the PBL leaders who felt the school was a safe and happy place to be. They believed students who needed help making friendships were supported through the Playground Pals program.

Student Attendance

School attendance at St Andrew's Primary school is closely monitored. The attendance roll is completed each morning and afternoon through nForma by classroom teachers. The school administration staff check the information and contact parents through SMS if they are not at school and no reason has been given. Students who arrive at school late sign in at the office and are given a late pass to deliver to teachers. This tracks arrival time of students and also allows the Wellbeing team to monitor students who may be having difficulty getting to school and offer support.

Students with unexplained absences are followed up using the MACS attendance guidelines. Student's who are experiencing school refusal are supported through communication and meetings with parents, with individualised plans established to support them to attend school.

Average Student Attendance Rate by Year Level	
Y01	90.9
Y02	91.3
Y03	91.7
Y04	92.4
Y05	90.0
Y06	91.5
Overall average attendance	91.3

Leadership

Goals & Intended Outcomes

GOALS

- To establish a school wide structure, built around psychological safety, to create a culture of peer feedback between staff
- To continue to develop a whole school shared understanding of the goals of the school, led and driven by school leaders

INTENDED OUTCOMES

- For staff to feel psychologically safe to receive and give feedback to colleagues to improve teaching and learning sequences
- For all school staff to view and understand the school Annual Action Plan and have a depth of awareness around the schools goals, and why they have been set.

Achievements

In 2024, school leadership comprised of:

- School Principal
- Deputy Principal- Learning and Teaching
- Deputy Principal- Administration and School Improvement
- Learning Diversity Leader
- Wellbeing Leader
- Education in Faith Leader

The leadership team met fortnightly for School Improvement Team meetings to focus in achieving the goals of the Annual Action Plan (AAP) to meet the needs of the school. One of the key focuses for 2024 was building psychological safety with staff, leading to a positive experience of feedback. The Leadership team worked together to plan and implement a cycle of feedback between colleagues using Vision for Instruction such as full participation and daily review. All teaching staff shared their video of practice with a trusted other. This was a positive experience for staff that provided a safe and engaging way to both give and receive feedback.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Feedback and Psychological safety with Chris Daicos (all staff) • Positive Behaviour for Learning (PBL) with Roland Wans (all teaching staff) • Prayer Strategies in Religious Education with Amerall Bloom (all teaching staff) • Colourful Semantics, Oral Language and Vocab with Speech Pathologist Evelyn Wee (P-2 teachers) • First Aid and CPR Refresher with Helen McGrath (all staff) • Mandatory Reporting • Digital Technologies Training • Warden Safety Training • Understanding Student Behaviour with Patrice Wiseman • TeachWell Teaching for Impact (TIMS) Maths Series Professional Learning (3-6) • TeachWell Literacy Series Professional Learning • Initial Lit Systematic Synthetic Phonics Program (P-2) • MiniLit (the junior literacy intervention) of the MultiLit Suite (LSOs) • Anaphylaxis • Critical Conversations • Building Leadership Capacity 	
Number of teachers who participated in PL in 2024	43
Average expenditure per teacher for PL	\$1150.00

Teacher Satisfaction

In 2024, staff completed the MACSSIS survey to provide feedback to the school on specific areas. The data obtained from the MACSSIS survey showed an increase in all areas of positive responses by staff. The overall positive endorsement was at 70%.

Staff indicated that they felt safer with an increase from 47% to 72%. Another positive result was with the perception of school leadership, rising from 37% to 64%. The feedback from staff showed that they were feeling supported and positive with the direction the school was moving in, knowing the expectations and goals of the school, and teacher's had the tools to meet these goals. There were increases in all areas of the MACSSIS staff survey.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	1
Graduate Certificate	1
Bachelor Degree	16
Advanced Diploma	6
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	29.36
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.27
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

GOALS

- To build a culture of welcome and inclusivity for all members of the school community
- To further develop a collaborative culture of a shared partnership with school, home, parish and the community to support all students to fully flourish in their learning

INTENDED OUTCOMES

- For all members of the school community to feel like they are a valued member of St Andrew's School
- For students and families to understand we are all working together to improve the learning and wellbeing outcomes for their child/ren

Achievements

2024 was a busy year for St Andrew's primary school, with many events planned and executed to build a positive community and culture for school and families. It was wonderful to welcome all community members into the school and opened the doors for all calendar events.

We have an active and enthusiastic parents and friends group who worked together to provide parents, students and the community with additional fun events and special days. Events planned in 2024 included:

- Kinder visits- local kinder students visited St Andrew's and had an activity and play in the Prep classrooms
- Sports days including a Prep to Year 6 sports days, cross country event, 3-6 Sport event, interchool sports
- Mothers day event
- Mothers and Fathers day stalls, run by the Parents and Friends
- Prep Information evening
- Cybersafety parent evening
- Family Movie Night
- Whole school Disco (Parents and Friends)
- St Andrew's Feast Day Celebrations
- Parent Helper training and then volunteering in classrooms

- Whole school Learning Celebrations each term- inviting families in to celebrate the learning of their child/ren each term
- Parent/Student/Teacher interviews in Terms 1, 2 and 3
- Information nights for Sacraments
- Prep transition- 4 sessions for students and parents to prepare them for school life
- Year P-2 & 3-6 St Andrews Got Talent

Parent Satisfaction

Parent/Guardian satisfaction was measured through the MACSSIS survey, where all parents were invited to complete the survey and share their thoughts and feelings with the school.

- 81% of parents who completed the survey felt the school social and learning climate was positive.
- 72% of respondents believed the school matched their child's developmental needs.
- 69% of parents/guardians who completed the survey felt communication was timely, relevant and delivered at an appropriate frequency.

St Andrew's School Advisory Council met 6 times during the year to discuss details of what is happening at school, and to provide feedback around the school events, learning and community. This group provides relevant and timely feedback to support plans and goals for the school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.saclaytonsth.catholic.edu.au