ST ANDREW'S
Catholic Primary School

2018 SCHOOL PERFORMANCE DATA

TO PARENTS AND THE COMMUNITY

31st MAY 2019

Dear Members of the St. Andrew's Catholic Primary School Community,

The Australian Government accountability regulations require schools to report information on school performance to their community.

This report will be an annual report that will be made available every year in the future to all members of our school community.

St. Andrew's Catholic Community Primary School
School Performance Data

1.   CONTEXTUAL INFORMATION

St Andrew's Catholic Primary School is a co–educational, double stream primary school from Kindergarten to Year 6. (Playgroup years of age 1, 2, 3 is also in operation). It offers an education that acknowledges, respects and nurtures the uniqueness of each person. We provide focused teaching in literacy and numeracy to students from diverse, multicultural backgrounds.

Specialist teachers provide Indonesian, Physical Education, Library, Music and ICT, using our well-equipped facilities. Complementary programmes include academic extension, integrated arts, Reading Recovery, LLI, EMU, JETS Program, higher order / open ended thinking skills sessions and an instrumental tuition program. We are involved in interschool athletics, swimming lessons, regional tournaments, competitions, lightning carnivals, performing arts and cross-country competitions. All children are encouraged to participate. Other opportunities for student involvement include: band, choir, chess club and Young Vinnies.

St Andrew's also operates several different intervention programs and strategies for students at risk - academically, developmentally or socially. Many children arrive in Kindy with delayed literacy and numeracy skills.   This is evidenced in the school's AEDI data, which directs the early intervention strategies employed by the school.

The school continues its focus on the Keys to Comprehension and Habits of Mind, which are integrated across all curriculum areas. The school also encourages the continued use of Contemporary teaching paedology Thinking Skills, including the Six Thinking Hats, Thinkers Keys, Bloom's Taxonomy and Habits of the Mind, as examples. The school uses the Archdiocese of Perth Religious Education Guidelines and embeds the "Making Jesus Real" program to supplement the children teaching in Religious education.

Transformation is strongly encouraged at St Andrew's. The use of learning technologies within the classroom is up to date with a new of new initiatives being introduced each year and implemented throughout the learning environment.   Interactive whiteboards are installed throughout the school with large numbers of I Pads in classrooms per year level. There is a bank of 32 computers in the Library. A BYOD Program for Years 4 – 6 is implemented throughout the school, with students with special needs being the first users of these. There is a focus on cyberbullying each year throughout the school.

Our school community is very supportive, and we have close links with St Andrew's Parish. Each year we operate a playgroup, for future students of St. Andrews age ranging from 1 – 3 Years of age. OSHClub operates out of the school hours and Vacation Care from our school site and neighbouring sites.

2. Teacher Qualifications

- Master of Education = 4
- Bachelor of Education = 23
- Bachelor of Arts Music = 1
- Bachelor of Science = 1
- Bachelor of Arts = 3
- Diploma of Teaching = 2

3. Workforce Composition

- Registered Teachers = 31
- Provisionally Registered Teachers = 0
- Teacher Assistants = 12
- Male Teachers = 4
- Female Teachers = 27
- Indigenous Teachers = 1
- Non-Indigenous Teachers = 30
- Teacher Assistant Indigenous = 0

4. Student attendance

Whole School % = 93.72%						
Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93%	93%	94%	95%	94%	93%	95%

Student Absence Procedures

Parents are contacted by an SMS message on the day of a child's absence if the school has not previously been advised of the reason for the absence. After three days of absence the family is contacted to ascertain the reason for the absence if none has been provided. If a family cannot be contacted after two weeks of absence, the Education Department is advised.

5. NAPLAN Information

NAPLAN results for 2018

Year 3 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	405.7	407.1	398.2	403.4	382.8
All Schools	433.8	407.2	417.8	413.7	407.7

Year 5 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	487.6	445.5	492.3	471.0	476.0
All Schools	509.0	464.6	502.5	503.6	494.2

Outcomes
From the results, the school has implemented several early intervention strategies to continue to assist the child in the development of skills. These include Reading Recovery, Levelled Literacy Intervention, Extending Mathematical Understanding, Support Staff in the junior grades, Case Management Strategies, and Investigation of the data to the specific needs of the child. Literacy and Numeracy and Best Practice continue to be a focus for all at St Andrew's.

6. Parent, student and teacher satisfaction

- The results of a discussion with the School Board and Committees throughout the school indicated a high level of satisfaction by both parents and staff.
- Letters of appreciation sent to the school and staff.
- Students indicated through discussion that they enjoyed school and the variety of learning opportunities in which they were involved.
- Students are encouraged to participate in extra-curricular activities.
- Discipline is a focus of the school.
- Teachers indicated that they were very satisfied in the direction of the school by minimal staff turnover. Turnover occurred due to maternity leave / parental leave, interstate movements or promotion.

7. SCHOOL INCOME

Full-time equivalent enrolments relating to recurrent income and capital expenditure: **369**

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the school together with its capital expenditure for the calendar year. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to school are directly influenced by the nature of the school (including its location and profile), its programs and its operations.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: **369.0**

Net recurrent income	$ Total	$ per student
Australian government recurrent funding	2,917,096	7,905
State / territory government recurring funding	853,115	2,312
Fees, charges and parent contributions	573,157	1,553
Other private sources	92,018	249
Total gross income	4,435,386	12,020
Less deductions	179,382	486
Total net recurrent income	4,256,004	11,534

Capital expenditure	$ Total	$ Accumulated[1]
Australian government capital expenditure	675	2,722
State / territory government capital expenditure	0	0
New school loans	0	176,470
Income allocated to current capital projects	107,767	319,955
Other	209,033	382,616
Total capital expenditure	317,475	881,763

Total gross income

2 %
13 %
19 %
66 %
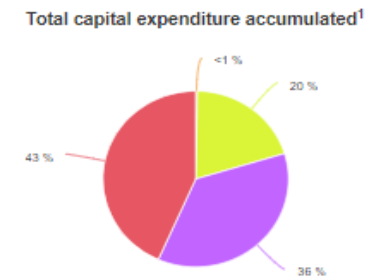
(excluding income from government capital grants)

Total capital expenditure

<1 %
34 %
66 %

Percentages are rounded and may not add up to 100%

Total capital expenditure accumulated[1]

<1 %
20 %
43 %
36 %

[1] Accumulated capital expenditure is the sum of three consecutive years.

9. Post School Destinations

Post Year Six Students Secondary School Destinations - 2018

Butler College	1
Churchlands Senior High School	1
Clarkson Senior High School	1
Home School	1
Irene McCormack Catholic College	23
Kinross College	2
Mercedes Catholic College	1
Peter Moyes College	1
Prendiville Catholic College	9
Quins Baptist College	1
Overseas - Philippines	1

10. Reflection on the Progress towards the Goals of the 2018 School Improvement Plan

Catholic Identity (Discipleship)

• Throughout 2018 we continued to develop a Catholic Language in our community through sign and symbol and our Years 3, 4 & 6 students participated in the Sacraments at St Andrew's Church.

• We continued class groupings for Sunday Mass attendance as an invitation to provide an opportunity for greater involvement is St Andrew's parish life.

Education (Learning)

• Throughout 2018 all staff members at the school collaborated to ensure that we used a shared vision and approach to our teaching and learning program (Pedagogy and Philosophy) with shared beliefs and understandings.

• By the end of 2018 every year level was using the SCASA document, in all learning areas, for students in Kindergarten to Year 6.

We continue to collect and analyse relevant and up-to-date student data to enhance student performance and school improvement.

Community (Engagement)

 • Throughout 2018 more opportunities were provided to build on our Catholic culture at the school. An example of this has been through parent information sessions and upskilling parents in the Support A Reader Program.

• Throughout 2018 we continued our focus on relationship building with our parents and staff through mutual trust and respect. Many different forms of communication are available to parents so that they can stay immersed in their child's education. Including but not limited to See Saw, Do Jo, notes, newsletters, SMS, open nights, parent Information sessions, personal notes, personal phone conversations, parent – teacher meetings, school website and open days.

Stewardship (Accountability)

 • We continued to provide learning environments where everyone feels safe and can flourish.

• We follow all of the policies and guidelines as set out by the Catholic Education Office of Perth to ensure accountability.

11. ACARA LINK

- This link has been provided so that Parents can access information from the ACARA website.

  http://www.acara.edu.au/default.asp

All of the above activities that the children experienced are ways in which we, the staff of St. Andrew's Catholic Primary School, ensure that the children's learning is real, dynamic and meaningful. We also believe that it also encompasses the domains of emotional, physical, spiritual and intellectual development.