



ST ANDREW'S  
Catholic Primary School

**2016 SCHOOL PERFORMANCE DATA**

*TO PARENTS AND THE COMMUNITY*

**31<sup>st</sup> MAY 2017**

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, Noongar, Physical Education, Library, Music and Computing, using our well-equipped facilities. Complementary programmes include extension, integrated arts, Reading Recovery, EMU and an instrumental tuition program. We are involved in interschool athletics, swimming lessons, regional basketball 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 a number of 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 pedagogy Thinking Skills, including the Six Thinking Hats, Thinkers Keys, Bloom's Taxonomy and Habits of the Mind, as examples.

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 Ipads in classrooms per year level. There is a bank of 32 computers in the Library. A BYOD Program for Years 4 – 6 has been introduced 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.

## 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	=	34
• Provisionally Registered Teachers	=	0
• Teacher Assistants	=	12
• Male Teachers	=	4
• Female Teachers	=	30
• Indigenous Teachers	=	2
• Non-Indigenous Teachers	=	32
• Teacher Assistant Indigenous	=	1

## 4. Student attendance

Whole School % = 92.6%						
Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93%	92%	92%	91%	95%	93%	92%

### **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.

## 6. NAPLAN Information

NAPLAN results for 2017

Year 3 2017	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	409	411	391	429	383
All Schools	431	413	416	439	409

Year 5 2017	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	502	488	501	498	496
All Schools	506	472	501	499	494

### Outcomes

From the results, the school has implemented a number of 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 Andrews.

## **7. 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.
- A survey was conducted during March 2016.
- Many 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 low level affair.
- Teachers indicated that they were very satisfied in the direction of the school by minimal staff turnover. Turnover occurred due to interstate movements or promotion.

## 8. Post School Destinations

*Post Year Six Students Secondary School Destinations - 2016*

Aranmore Catholic College	2
Butler College	1
Denmark High School	1
Greenwood College	1
Irene McCormack Catholic College	30
Joondalup Baptist	1
Kent Street Senior High School	1
Kinross College	2
Mater Dei Catholic College	1
Mercedes College	1
Prendiville Catholic College	9



## 9. SCHOOL INCOME

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

375

### 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 schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations.

	\$ Total	\$ Per student
<b>Net recurrent income 2014</b>		
Australian Government recurrent funding	2,717,855	7,248
State/territory government recurrent funding	1,052,314	2,806
Fees, charges and parent contributions	564,406	1,505
Other private sources	120,589	322
<b>Total gross income</b> (excluding income from government capital grants)	<b>4,455,164</b>	<b>11,880</b>
Less <a href="#">deductions</a>	<b>360,052</b>	<b>960</b>
<b>Total net recurrent income</b>	<b>4,095,112</b>	<b>10,920</b>
<b>Capital expenditure 2014</b>		
Australian Government capital expenditure	680	3,205,220
State/territory government capital expenditure	0	120,368
New school loans	203,530	203,530
Income allocated to current capital projects	96,033	292,692
Other	7,466	310,063
<b>Total capital expenditure</b>	<b>307,709</b>	<b>4,131,873</b>

## **10. 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 and meaningful. We also believe that it also encompasses the domains of emotional, physical, spiritual and intellectual development