



ST ANDREW'S
Catholic Primary School

2019 SCHOOL PERFORMANCE DATA

TO PARENTS AND THE COMMUNITY

31st MAY 2020

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 Catholic, child centred, co-educational, primary school from Kindergarten to Year 6. (Playgroup years of age 1, 2, 3 is also in operation), servicing Clackson and the surrounding suburbs. 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. This learning environment is supported by an experienced and dedicated staff and the classrooms are furnished with the latest contemporary facilities with flexible learning spaces.

Specialist teachers add to a dynamic and innovative curriculum which extends beyond the classroom. 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, Enrichment Program, higher order / open ended thinking skills sessions band, choir, 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, STREAM (STEM) clubs, run club, after school sports club, TOM club, chess club and Young Vinnies.

St Andrew's also operates several different intervention and extension programs and strategies for its students. Small class sizes encourage close supervision of children's progress. The school has excellent facilities throughout, including the latest in STREAM. (science, technology, religion, economics, the arts, mathematics).

Our school also encourages the continued use of Contemporary teaching paedology and thinking skills. 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 and implemented throughout the learning environment. St Andrew's School uses the Archdiocese of Perth Religious Education Guidelines and embeds the "Making Jesus Real" program to supplement the children's teachings in Religious Education.

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 Andrew's 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	=	3
• Bachelor of Education	=	16
• Bachelor of Arts Music	=	1
• Bachelor of Science	=	1
• Bachelor of Arts	=	1
• Bachelor of Law	=	1
• Bachelor of Commerce	=	1
• Diploma of Teaching	=	4
• Graduate Diploma of Education	=	4

3. Workforce Composition

• Registered Teachers	=	28
• Provisionally Registered Teachers	=	0
• Teacher Assistants	=	13
• Male Teachers	=	6
• Female Teachers	=	21
• Indigenous Teachers	=	1
• Non-Indigenous Teachers	=	27
• Teacher Assistant Indigenous	=	1

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, both the Education Department and Catholic Education of Western Australia are advised.

5. NAPLAN Information

NAPLAN results for 2019

Year 3 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	435.1	411.8	413.7	432.0	394.4
All Schools	432.3	423.1	418.7	439.8	408.1

Year 5 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	506.2	485.1	491.2	498.6	474.5
All Schools	506.0	473.9	500.7	499.1	495.8

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, retirement, or promotion.

7. SCHOOL INCOME

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

352

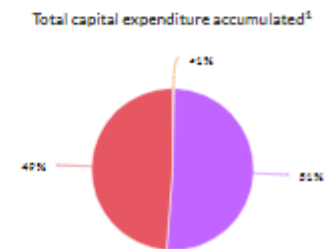
Interpreting school financial information

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: 357.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,964,877	8,305
State / territory government recurring funding	827,134	2,317
Fees, charges and parent contributions	548,112	1,535
Other private sources	111,268	312
Total gross income	4,451,391	12,469
Less deductions	178,848	501
Total net recurrent income	4,272,543	11,968

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	702	2,080
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	118,438	340,785
Other	100,666	326,766
Total capital expenditure	219,806	669,631



9. Post School Destinations

Post Year Six Students Secondary School Destinations - 2019

Aranmore Catholic College	1
Belridge Senior High School	2
Alkimos College	1
Duncraig Senior High School	1
Irene McCormack Catholic College	24
Kinross College	3
Mater Dei Catholic College	2
Peter Moyes College	4
Prendiville Catholic College	1
Quinn's Baptist College	4
Shenton College	1

Reflection on the Progress towards the Goals of the 2019 School Improvement Plan

Catholic Identity

- Throughout 2019 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 in St Andrew's parish life.
- Laudato Si has been a focus for the staff for the past two years and consequently, the students at St Andrew's have developed a better understanding of our environment and our world. Many new and innovative sustainability and recycling initiatives continue to be implemented within the school.

Learning

- Throughout 2019 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. The School Vision for Learning will be completed, and we intend to provide this document to the community in 2020.
- 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.
- In 2019, The literacy Collective (CEWA Program) has been implemented throughout the school with a focus on student improvement through the case management approach.
- Agency continues to be an on-going focus in the whole school, particularly, in the Early Years.

Engagement

- Throughout 2019 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 2019 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, assemblies, MJR activities and open days.

Accountability

- We continued to provide learning environments where everyone feels safe and can flourish.
- We follow all the policies and guidelines as set out by the Catholic Education Office of WA to ensure accountability.
- In 2019 the process of developing an Aboriginal Personalized Learning Plan has commenced, as directed by CEWA.

11. ACARA LINK

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

<http://www.myschool.edu.au>

All 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.