



ST ANDREW'S  
Catholic Primary School

**2021 SCHOOL PERFORMANCE DATA**

*TO PARENTS AND THE COMMUNITY*

*31<sup>st</sup> MAY 2022*

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 Primary School School Performance Data**

# VISION STATEMENT

## *VISION STATEMENT*

*Saint Andrew's School offers an education that acknowledges, respects and nurtures the uniqueness of each child.*

*Within a framework of Catholic values and teamwork, the students will be challenged and supported to recognise their gifts and to develop their potential as they learn and contribute to their community.*

*We endeavour to provide a quality Catholic education which is Christ centred, child focused.*

## **1. CONTEXTUAL INFORMATION**

St Andrew's Catholic Primary School is a 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 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, ICT and STREAM using our well-equipped facilities. Complementary programmes include academic extension, integrated arts, Mac Lit / Mini Lit, Mathematics Support, Enrichment Program, higher order / open ended thinking skills, Perceptual Motor program, Dyslexia Support Groups, Indigenous Support Sessions, Emotional well-being sessions, Aussie Optimism, Literacy Pro, Physical Literacy Program 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, reading club, after school sports 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 pedagogy and thinking skills. Transformation is strongly encouraged at St Andrew's. The use of learning technologies within the classroom is up to date with 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 teaching 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 and Vacation Care operate outside of school hours from our school and neighbouring sites.

## 2. Teacher Qualifications

• Master of Education	=	2
• Master of Religious Education	=	2
• Bachelor of Education	=	22
• Bachelor of Arts Music	=	1
• Bachelor of Science	=	2
• Bachelor of Arts	=	1
• Bachelor of Law	=	1
• Bachelor of Commerce	=	1
• Diploma of Teaching	=	7
• Diploma of Religious Education	=	2
• Diploma in Social Science	=	1
• Graduate Diploma of Education	=	3
• Graduate Certificate in Education	=	2
• Post graduate Certificate in Education	=	1

## 3. Workforce Composition

• Registered Teachers	=	29
• Provisionally Registered Teachers	=	0
• Teacher Assistants	=	13
• Male Teachers	=	5
• Female Teachers	=	24
• Indigenous Teachers	=	1
• Non-Indigenous Teachers	=	27
• Teacher Assistant Indigenous	=	1

## 4. Student Attendance

<b>Whole School % = 93.72%</b>						
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 leave, 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 2021

Year 3 2021	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	433	429	406	409	383
All Schools within State	426	426	410	421	395

Year 5 2021	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
St Andrew's	540	500	521	505	499
All Schools within State	505	481	503	497	489

### Outcomes

From the results, the school has implemented several early intervention strategies to continue to assist children in the development of skills. These include Levelled Literacy Intervention, Mac Literature, Extending Mathematical Support, 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:

**346**

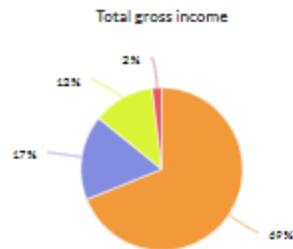
### **Interpreting school financial information**

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.

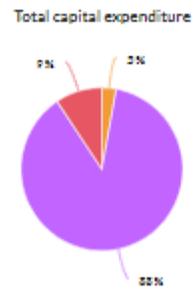
Full-time equivalent enrolments relating to recurrent income and capital expenditure: 346.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	3,255,078	9,408
State / territory government recurring funding	794,452	2,296
Fees, charges and parent contributions	581,170	1,680
Other private sources	88,872	257
<b>Total gross income</b>	<b>4,719,572</b>	<b>13,640</b>
Less deductions	87,489	253
<b>Total net recurrent income</b>	<b>4,632,083</b>	<b>13,388</b>

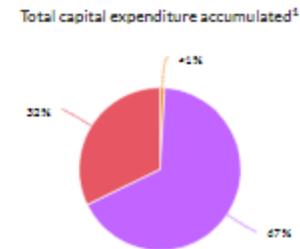
Capital expenditure	\$ Total	\$ Accumulated <sup>4</sup>
Australian government capital expenditure	1,573	3,721
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	48,620	267,861
Other	5,163	128,743
<b>Total capital expenditure</b>	<b>55,356</b>	<b>400,325</b>



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



<sup>4</sup> Accumulated capital expenditure is the sum of three consecutive years.

## 9. Post School Destinations

*Post Year Six Students Secondary School Destinations - 2020*

Alkimos College	1
Churchlands Senior High School	1
Irene McCormack Catholic College	26
Kinross College	3
Mater Dei Catholic College	2
Perth Modern	2
Peter Moyes Anglican Community School	6
Prendiville Catholic College	7
Quinns Baptist College	3
St Stephen's School	1

## **Reflection on the Progress towards the Goals of the 2021 School Improvement Plan**

### **Catholic Identity**

- In 2021, we commenced the establishment of an updated school evangelisation plan.
- The development of staff service learning in particular with Wheel Chair for Kids, Borromeo's Way, Laudato Si, and Fratelli Tutti.
- Throughout 2021, 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, in cluster class groupings, for Sunday Mass attendance, as an invitation to provide an opportunity for greater involvement in the St Andrew's parish life.
- We continued to maintain a positive relationship with the Parish Priests to learn and discover the Salvatorian story, whilst maintaining the current charism of St Andrew, Mary MacKillop - through the Josephite Sisters (Faith, Story & Witness).

## Learning

- Throughout 2021, 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 was completed, and we provided this document to the community.
- Every year level was using the SCASA document, in all learning areas, for students in Kindergarten to Year 6.
- We continued to collect and analyse relevant and up-to-date student data to enhance student performance, goal setting and school improvement.
- In 2021, we continued to update and further develop the school's spelling program (Synthetic phonics, phonemic awareness and decodable readers) through targeted professional development.
- Agency continues to be an on-going focus in the whole school, particularly, in the Early Years.
- Staff continue to gain skills related to the CEWA Aboriginal Personalised Learning Plans (partnerships in professional capacity.). Upskilling occurred in the Aboriginal Educational Map whereby Aboriginal presenters such as Derick Nannup attended the school and in-service, presentations and professionally developed both staff and students.
- In 2021, Champion Life and Kiddo Sports Programs were introduced and developed throughout the school.

## Engagement

- Throughout 2021, 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. Whole school community events were also prioritised to further enhance community. These included P&F Functions, a Family Breakfast and other family events as examples.
- Throughout 2021, we continued our focus on building quality relationships with our parents, staff and students 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, SeeSaw, notes, newsletters, SMS, Facebook, open nights, parent information sessions, personal notes, personal phone conversations, parent – teacher meetings, school website and open days.
- We provide a comprehensive and detailed plan to develop 'student voice' within the children of the school.
- To continue to offer an inclusive education, including differentiation of the curriculum, that ensures that all students have access to learning opportunities that maximise development and personal growth.
- Social media and marketing have been an emphasis in 2021 to further enhance information, perception and encourage future enrolments about the school within the wider community.

## Accountability

- We continued to provide contemporary learning environments where everyone feels safe and can flourish.
- We follow all the policies and guidelines as set out by Catholic Education WA to ensure accountability.
- In 2021, the process of developing an Aboriginal Personalised Learning Plan has commenced as directed by CEWA.
- We continued to provide numerous and varied opportunities for the development of 'student voice'.

## 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 are Christ centered; child focused. We also believe that it also encompasses the domains of emotional, physical, spiritual, and intellectual development.*