



ST ANDREW'S
Catholic Primary School

2022 SCHOOL PERFORMANCE DATA

TO PARENTS AND THE COMMUNITY

31st MAY 2023

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

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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

Whole School % = 91.8%						
Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
98%	96%	89%	88%	96%	94%	82%

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. Letters are sent home weekly to families who have not provided a reason for their child's absence. If a family cannot be contacted after two weeks of absence, both the Education Department and Catholic Education Western Australia are advised.

Students, whose attendance has dropped below 80%, will have a formal meeting with the parents and classroom teacher to discuss their low attendance rate at school. A School Attendance Plan is completed between all parties to increase the student's attendance at school into the future.

5. NAPLAN Information

NAPLAN results for 2022

Year 3 2022	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Andrew's	464	451	432	439	404
All Schools within State	428	427	419	431	395

Year 5 2022	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Andrew's	516	495	528	505	483
All Schools within State	505	480	505	496	483

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:

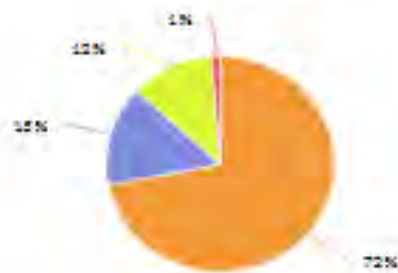
322

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.

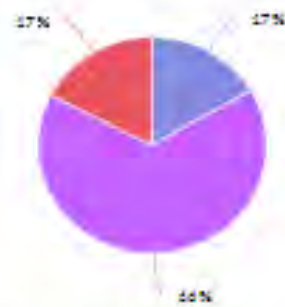
Net recurrent income 2021	\$ Total	\$ Per student
Australian government recurrent funding	3,462,960	10,590
State / territory government recurrent funding	720,859	2,204
Fees, charges and parent contributions	569,917	1,743
Other private sources	60,143	184
Total gross income	<u>4,813,879</u>	<u>14,721</u>
Deductions		
Income allocated to current capital projects	55,686	170
Income allocated to future capital projects and diocesan capital funds	0	0
Income allocated to debt servicing	39,066	119
Subtotal	<u>94,752</u>	<u>290</u>
Total net recurrent income	<u>4,719,127</u>	<u>14,432</u>
Capital expenditure 2021	\$ Total	
Australian government capital expenditure	0	
State / territory government capital expenditure	13,900	
New school loans	0	
Income allocated to current capital projects	55,686	
Other	14,523	
Total capital expenditure	<u>84,109</u>	

Total gross income



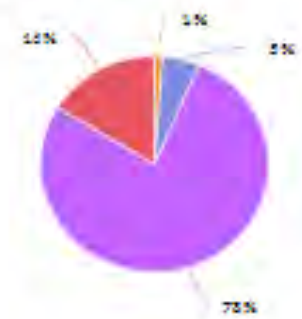
(excluding income from government capital grants)

Total capital expenditure



Percentages are rounded and may not add up to 100%

Total capital expenditure accumulated²



9. Post School Destinations

Post Year Six Students Secondary School Destinations - 2022

Bob Hawke College	1
Irene McCormack Catholic College	32
Joseph Banks	1
Kinross College	1
Mater Dei Catholic College	1
Mercedes Catholic College	1
Ocean Reef Secondary School	1
Prendiville Catholic College	8
St James	3

Reflection on the Progress towards the Goals of the 2022 School Improvement Plan

Catholic Identity

- In 2022, we consolidated the updated school evangelisation plan.
- In 2022, we conducted a staff spiritual, overnight retreat at New Norcia Monastery. The main purpose being the provision for staff to have opportunities for Catechesis.
- Throughout 2022, 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).

Education

- Throughout 2022, 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 consolidated, 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 2022, we continued to update and further develop the school's spelling program (Synthetic phonics, phonemic awareness and decodable readers) and specific revision through targeted professional development.
- Agency continues to be an on-going focus in the whole school, particularly, in the Early Years.
- Development of a school awareness of family stories of Aboriginal students within the community.
- In 2022, Kid Do program was consolidated throughout the school.
- In 2022, a goal specifically for the Junior primary classes was the development and introduction of provocation tables to increase engagement in both oral and written language.

Community

- Throughout 2022, 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 Father's Day Family Breakfast, Mother's Day Family Morning Tea and other family events as examples.
- Throughout 2022, 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.
- Throughout 2022 we continued to use the child safe framework to enhance the children knowledge of a safe environment through the 3 key practices that provide an overarching approach. Being Situational Prevention; Extended Guardianship; Health Respectful Relationships. Also using the nine elements that guide our catholic school to create and maintain safe learning environments.
- 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 continued to be an emphasis in 2022 to further enhance information, perception and encourage future enrolments.
- Embedding of the Student Code of Conduct within the school with Year 6 leading the development of this.
- Development of a whole school awareness of the family stories of Aboriginal students within the community.

Stewardship

- 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.
- We continued to provide numerous and varied opportunities for the development of 'student voice'.
- A particular focus was the sustainability of our school environment with a focus on "Waste Wise" and the reduction of non-recyclables within the school.

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 of the child.