



St Andrew's Catholic
School, Ferny Grove

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Vision and Mission for St Andrew's School are combined.

Mission

St Andrew's is a systemic Catholic primary school and is administered by Brisbane Catholic Education. Our tradition lies with the spirit of St Benedict. St Andrew's school enjoys a unique arrangement that includes St Williams school, Grovely and Our Lady of Dolours school at Mitchelton under the umbrella of the Grovely parish. Specifically, the philosophy of St Andrew's school centres on a way of life that Makes Jesus Real in the lives of all those who are the St Andrew's family. The unique ethos that is St Andrew's school finds its foundation and fulfilment in a way of life that Makes Jesus Real (MJR). Our school community has identified values that echo the Benedictine tradition and enhance the ideals of Making Jesus Real. As a community we are conscious of the role that values play in guiding all that we undertake at St Andrew's. These values are as follows: Respect Reverencing Creation Contemplation Shared Responsibility and partnerships Joy Hospitality Compassion When we understand and appreciate the fact that our Catholic/ Benedictine traditions form a strong foundation upon which our way of life (MJR) and values are enhanced, we know that the VISION of this school is steeped in the valuing of relationships and all that it means to be a follower of Christ. When we understand and appreciate the fact that our Catholic/ Benedictine traditions form a strong foundation upon which our way of life (MJR) and values are enhanced, we know that the VISION of this school is steeped in the valuing of relationships and all that it means to be a follower of Christ. St Andrew's is a Catholic Faith Community built on love and openness where we seek to uphold our School Motto, "ATTEND WITH A LISTENING HEART." Accordingly, we

- Strive to ensure Gospel values and teachings of Christ's Church are reflected and witnessed in our prayer, policies, structures and relationships within family, school and wider community
- Provide for the development of each person-socially, spiritually, morally, intellectually and physically- through a sense of wonder and striving for excellence are valued
- Welcome all to our community and respect the dignity of each individual- building trust, self-esteem, tolerance of failure, and commitment to reconciliation.

Values

Making Jesus Real is a way of life that all members of the St Andrew's family teach and witness to one another in all that we do and say. It has as its foundation a positive approach to life and highlights the importance of respectful and right relationships with all those we come in contact during the course of each day. In summary the MJR way of life teaches us and encourages us to be: Welcoming Encouraging Saying Sorry Thankful Interested Enthusiastic W.E.S.T.I.E people are the positive winners and grinders of the world and are known as Happy Chappies/Chickies. We discourage an E.A.S.T. approach which is excluding, argumentative, sulking and talking back. E.A.S.T. people are the negative moaners and groaners of the world and are known as Nasty Pasties. By adopting the W.E.S.T. approach in our relationships with others, all members of the school community are responsible for making Jesus real. Values are a fundamental component of all educative processes. As a community we are conscious of the role that values play in guiding all that we undertake at St Andrew's. We believe that the following values, along with our Benedictine

traditions and way of life (MJR) underpin the vision of our school and encourage a flourishing community: Respect: We value and respect each person's uniqueness. Reverencing Creation: We give praise and are thankful that all things are gifts from God and promote environmental stewardship. Contemplation: We are reflective people who understand that life-giving growth comes from recognising the God moments in our lives. Shared Responsibility and partnerships: Collectively we share the responsibility for the development of each member of our school family. Joy: We embrace a joyful, fun, enthusiastic attitude that is forever grateful for God's gifts. Hospitality: We welcome all members of the school community in friendship. Compassion: We recognise the dignity and individuality of each person. We reflect on the ways in which we can make a difference to the lives of others both within and beyond our school community.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

All school goals for 2018 in general terms have exceeded expectations and have enhanced the school's culture in the specific areas that the goals relate to.

Strong Catholic identity

1. By the end of 2018, teachers will embed into their planning and teaching of RE, their understandings of surface and deep learnings in the curriculum.

Excellent learning and teaching

1. By the end of 2018, through a school-wide intensive focus on the Expected and Effective Practices in the teaching of 'reading-through-writing' and 'writing-through-reading', 80 % of Year 3, 75% of Year 4, 70% of Year 5 and 75% of Year 6 students will attain 20-24 by the end of the year, as measured by the Writing Analysis monitoring tool.

Building a sustainable future

1. By the end of 2018, through collaboration between staff members we will have developed an induction process to support new staff in respect to effective teaching and learning in flexible spaces.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in

1: By the end of 2019, the School Implementation Team will have greater knowledge, understanding and appreciation of Catholic perspectives on RSE to enable them to begin building staff capacity in the learning and teaching of HPE and RSE from a Catholic perspective.

2: By the end of 2019, through a consistent school-wide focus on the Expected and Effective Practices in the teaching of the writing process using Precision Pedagogies; 90% of Year 3 students, 96% of Year 4, 97% of Year 5 and 95% of Year 6 students will attain 20-24 by the end of the year, with remaining individual students attaining growth of 4 or more points, as measured by the Writing Analysis Monitoring tool.

3: To develop a deeper understanding of how the values of MJR are influenced by the Benedictine Charisms.

4: To strengthen teacher mindset so that data informs curriculum planning.

5: Ensuring all teachers are being consistent with differentiating the curriculum for learners.

Our school at a glance

School profile

St Andrew's Catholic School is a Catholic school administered through Catholic Education Archdiocese of Brisbane

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school: 613

	Total	Girls	Boys	Indigenous
2018	613	307	306	4

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

In 2018 St Andrew's had four cohorts of Prep, Year 1, Year 3, Year 4 and Year 5. As well as three groups in Year 2 and Year 6. Students from St Andrew's generally move onto local secondary schools which include Mt Maria Mitchelton, Mt St Michael's Ashgrove and Marist College Ashgrove. St Andrew's school supports children of Defence Force members who make up 8.9% of the total school student population. Prep enrolments are very strong. Our Year 6 students are provided with leadership training and opportunities including social justice walk and other fundraising activities.

Curriculum delivery

Approach to curriculum delivery

Specialist teachers provide and enhance learning programs in:

- Information Literacy
- Inclusive Education
- Information and Communication Technologies / STEAM
- Instrumental Music
- Music
- Physical Education
- Visual Arts

Our Primary Learning Leader manages three Co-teachers who plan, teach, assess and evaluate with glass group teachers for English blocks.

Co-curricular activities

- Readers Cup
- Year 5 and Year 6 Outdoor Education Program
- Instrumental music and junior and senior band
- Instrumental strings
- St Andrew's junior and senior choir
- Inter-school sport
- Dance lessons
- Cross country, athletics and swimming squad training
- Chess coaching
- AFL and soccer lessons

How information and communication technologies are used to assist learning

St Andrew's recognises the importance of ICT in our changing world and education system. We employ an Information Communication and Technology Teacher and IT technical support to help with the integration of ICLT into our school. The school uses digital cameras, flip movie cameras, data projectors, smart televisions, ipads, laptops and computers to help all the children access the curriculum using technology. All classes have access to banks of net book laptops in our library and learning areas. We have a one-to-one ipad program for our students in Year 4-6. All learning spaces are equipped with a projector or smart TV for class use and continual Professional Learning is planned to ensure all staff are confident in the use of this technology. We are building a bank of popular educational interactive web sites and some staff have elected to also provide in-house PD for other staff members on a 'needs' basis.

In addition, the school is focusing more on the opportunities for children to be involved in STEM activities both in the upper and lower primary. As well, opportunities are afforded to the children to attend STEM in-service and conferences outside of the school environment.

Social climate

Overview

The school's overall ethos draws its inspiration and identity from the vision and teaching of Jesus as expressed in the Catholic Christian tradition. Students respond well and contribute strongly to the religious identity and culture of the school. There is strong evidence that the identity and charism of the school and the Gospel values from which it draws its inspiration are articulated and embedded throughout the school at all levels. This is strongly reflected in the school's prayer life, baby blessings, and various fund-raising ventures throughout the year. Bullying issues are addressed through parent/student Safe Use of the Internet Sessions and the creation of annual class covenants as well as established whole school Guidelines and Procedures addressing bullying. The active Community Association and Pastoral Care Committee foster a caring, inclusive environment with invitations to all events including the annual fair and other social activities.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	97.1 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	90.7 %
Religious Education at this school is comprehensive and engaging	96.9 %
I see school staff practising the values and beliefs of the school	95.7 %
This school looks for ways to improve	97.1 %
The school is well managed	96.7 %
My child is making good progress at this school	95.8 %
This school is a safe place for my child	96.7 %
This school helps students respect the needs of others	96.7 %
Teachers and staff are caring and supportive	96.7 %
Teachers at this school expect my child to do their best	97.8 %
Teachers and staff relate to students as individuals	94.9 %
The teachers help my child to be responsible for their own learning	96.8 %
My child is motivated to learn at this school	96.4 %
I can talk to my child's teachers about my concerns	94.9 %
This school offers me opportunities to get involved in my child's education	93.1 %
My child's learning needs are being met at this school	93.0 %
I am happy with my decision to send my child to this school	96.7 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	86.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	92.4 %
Religious Education at my school is interesting and engaging	64.3 %
I see school staff practising the values and beliefs of my school	88.2 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	95.7 %
Teachers treat students fairly at my school	90.0 %
Teachers recognise my efforts at school	92.9 %
I feel safe at school	95.6 %
My school helps me to respect the needs of others	97.1 %
I am happy to be at my school	94.3 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	93.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.2 %
Religious Education at this school is comprehensive and engaging	94.9 %
I see school staff practising the values and beliefs of this school	90.5 %
This school is well managed	95.2 %
My concerns are taken seriously by the school	88.9 %
This school is a safe place to work	95.2 %
This school has an inclusive culture	92.1 %
This school has a culture of striving for excellence	96.9 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	95.2 %
Overall, I am happy with my decision to work at this school	93.7 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

In keeping with the Mission Statement St Andrew's School provides opportunities for parents to interact pastorally and socially and to be involved in their child's education:

- Parent/Teacher meetings
- Parent support in classroom activities and with excursions
- Parents are invited to attend children's assemblies and liturgies
- St Andrew's Craft Group
- Assisting with, and attending, school social events including the annual fair
- Helping with gala, athletics, cross country and swimming carnivals
- Community Association and Pastoral Care Committee

The school supports our local St Vincent de Paul centre as well as other nominated charities each year by raising money through our annual Justice Walk fundraiser.

A consultation process occurs for students with learning needs, involving parents and the Student Support team. Adjustments are made for students and reviewed on a regular basis.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	52	32
Full-time Equivalents	39.5	15.1

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate Diploma etc.**	5
Bachelor degree	39
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$33,037

The major professional development initiatives are as follows:

- Reading and Writing
- Continuation of Growth Mindset
- Developing the religious culture within the school

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.6 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	93.6 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.7 %	94.0 %	94.5 %	93.4 %	92.8 %	93.3 %	93.5 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Parents are encouraged to use the Parent Portal or phone the school when children will be absent or late. If there is no explanation given by 9:30am on the day of absence, parents are contacted. Also, an explanatory note is required to be written by the parent and given to the teacher once the child returns to school. Any child who is late to school must go via the office to receive a late attendance slip. The e-minerva software package assists teachers in the management of student absences.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	477.1	433.8	537.4	509.0
Writing	441.5	407.2	476.7	464.6
Spelling	432.3	417.8	503.2	502.5
Grammar & Punctuation	458.7	431.7	526.5	503.6
Numeracy	441.0	407.7	505.0	494.2