

**St Andrew's Catholic
School, FERNY GROVE**

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



Contact information

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Principal's foreword

The 2019 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, school funding, workforce composition and student performance.

School progress towards its goals in 2019

As a result of extensive research and dialogue with respect to the third goal the decision was taken to gather information from wider sources and continue to implement this goal in 2020.

The fourth goal continues to develop with ongoing focus on starting with data during planning sessions led by the PLL. End of term data conversations with the leadership team occurs at the data wall.

The staff has worked on differentiation strategies and collecting evidence of differentiation for NCCD with the Learning support team. This process is ongoing to improve greater consistency.

Goal	Progress
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.	Achieved
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.	Achieved
To develop a deeper understanding of how the values of MJR are influenced by the Benedictine Charisms.	Not Achieved
To strengthen teacher mindset so that data informs curriculum planning.	Not Achieved
Ensuring all teachers are being consistent with differentiating the curriculum for learners.	Not Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in the following areas:

- By the end of 2020 through professional learning and collaboration staff will have a deeper understanding of the Benedictine Charism and be able to articulate meaningful connections with MJR as measured by observation and planning documents.
- By the end of 2020, through engagement with BCE personnel and teachers a Data Plan will be established.

- By the end of 2020, through engagement with our EO Curriculum, staff will be involved in professional learning in the reading/writing connection as measured by the continued growth of NAPLAN effect sizes within reading and writing.
- By the end of 2020 through professional learning, collaboration and the involvement of STIES staff will further develop strategies for differentiation as evidenced in planning and pedagogy.
- By the end of 2020, through a consistent school wide focus on differentiated precision pedagogy using the Effective and Expected Practices in the Reading/Writing connection, with particular focus on Sentence Structure and Punctuation, all students will grow 12 months within 12months in writing as measured by the Writing Analysis Tool.

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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	621	310	311	2

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

In 2019 St Andrew's had four cohorts of Prep, Year 1, Year 2, Year 4 and Year 6. As well as three groups in Year 3 and Year 5. 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
- Language (Year 5 & 6) Mandarin

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 ICT into our school. The school uses digital 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 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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

St Andrews school has been made aware of the environmental footprint our school creates as a result of discussions about Laudato Si and the BCE electrical audit. As a result, the design of our most recently refurbished learning spaces reflects this new understanding.

Environmental footprint indicators	
Years	Electricity kWh
2019	344114

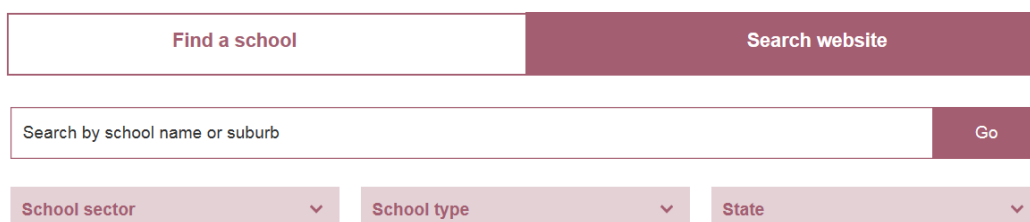
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	56	38
Full-time Equivalent	44.0	16.4

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate diploma etc.**	5
Bachelor degree	43
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 2019 were \$31, 250.

The major professional development initiatives are as follows:

- Reading and Writing
- Australian Literacy
- Let's Talk Language
- Developing the religious culture within the school

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.0%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	92.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.7%

Average attendance rate per year level			
Prep attendance rate	94.8%	Year 4 attendance rate	92.3%
Year 1 attendance rate	92.7%	Year 5 attendance rate	91.3%
Year 2 attendance rate	92.8%	Year 6 attendance rate	92.2%
Year 3 attendance rate	93.9%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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	455.9	432.3	543.1	506.0
Writing	442.9	423.1	500.0	473.9
Spelling	420.8	418.7	506.5	500.7
Grammar and punctuation	460.9	439.8	516.6	499.1
Numeracy	422.0	408.1	511.4	495.8