Principal’s Foreword
Introduction

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.

School Profile

St Andrew’s is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational  ✔️ or Single Sex  ❌

Year levels offered:  Primary  ✔️  Secondary  ❌  P-12  ❌

Total student enrolments for this school 624

Total Enrolment 624  Girls 303  Boys 324
Characteristics of the student body

In 2013 St Andrew's had four cohorts of Prep and three cohorts from Yr 1 to Year 5 classes, two Year 6 and two Year 7 classes. 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 7.6% of the total school student population. Prep enrolments are very strong with students on a wait list every year.

Our Year 6 & 7 students are provided with leadership training and opportunities. Year 7 students are involved in Student Parliament and actively put forward bills which promote change within the school or involve social or fund raising activities.

Our distinctive curriculum offerings

Specialist teachers provide and enhance learning programs in:
- Information Literacy
- Inclusive Education
- Information Communication and Technology
- Music
- Physical Education
- Languages Other Than English (Italian)
- Creative Arts
Extra curricula activities

- Readers Cup
- Yr 5,6 & 7 Outdoor Education Program
- Instrumental Music and Junior and Senior Band
- St. Andrew’s Junior and Senior Choir
- Interschool Sport
- Dance Lessons
- Cross Country, athletics and Swimming squad training
- Chess Coaching
- AFL and soccer lessons
- Keyboard 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, School Officer and IT technical support to help with the integration of ICT into our school. The school uses digital cameras, flip movie cameras, data projectors, lap tops and computers to help all the children access the curriculum through technology. All the year levels in the school have scheduled lessons in our computer lab. All classes have access to banks of net book lap tops in our library and classrooms. We have a one-to-one laptop program for our students in Year 5 - 7. All classrooms are provided with an interactive projector 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.

Social climate inclusive of pastoral care and our response to bullying

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. The school has well developed, articulated and shared understandings of its unique purpose within its cultural context. The religious nature of the school is explicitly promoted and the language of faith is clearly apparent. 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 regular Monday morning teas, annual fair and other social activities.
Parent, student and teacher satisfaction with the school

St Andrew’s has a School Advisory Group, Community Association (Parents and Friends) and Pastoral Care Committee. These groups give feedback on a regular basis to the school leadership team on how the school is functioning. These parent bodies are actively supportive, positive and encouraging of the work that is achieved.

The school uses a range of indicative data to inform school policy, procedures and practices. The School Community Association and Pastoral Care Committee are responsible for engaging with and collating parent and community feedback. This data is used to help set school goals and provide feedback to help establish and maintain the School Renewal Plan. CA and Board meeting agendas and feedback also provide invaluable information about parent satisfaction. Teachers meet with the leadership team for their goal setting and review, allowing for an opportunity to provide constructive feedback.

Parent involvement in their child’s education

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
- Helping with gala, athletics, cross country and swimming carnivals
- School Board, Community Association and Pastoral Care Committee

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>7.9</td>
<td>7.3</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8.3%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>12.5%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>100%</td>
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<tr>
<td>Diploma/Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $17,731.

The major professional development initiatives were as follows:

- Professional Development on Behaviour Management
- School Planning and Professional development days
- Literacy - Jolly Phonics Program
- Professional Development on the One-To-One laptop program
- Language and Early Literacy / Social Skills APPs
- Learning Behaviours
- Visible Learning Workshops

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 96.94% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 98% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94 %</td>
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<tr>
<td>Year 7 Attendance Rate</td>
<td>95 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Parents are encouraged to phone school to alert office staff when children will be absent or late. Also an explanatory note is required to be written by the parent to the teacher to explain the absence once the child returns to school. Any child who is late to school must go via the office to receive a late attendance slip to be given to their teacher. The introduction of the e-minerva software package assists teachers in the management of student absences.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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