



Education



# *St Andrews Public School*

## *2015 Annual Report*



4481

## Introduction

The Annual Report for 2015 is provided to the community of St Andrews Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Richard Batty  
**Principal**

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## Message from the Principal

The 2015 school year proved to be another successful year at St Andrews Public School.

Throughout this year's Annual School Report you will read just a snapshot of the amazing things that are occurring in our school community and some of the academic results our students have achieved. Well done students, school staff and the wider community for working so hard. Our reputation in the community continues to be that of a school who achieves excellent academic results, focuses on student well-being and provides a wide range of extra-curricular activities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Richard Batty  
**Principal**

# *Children, First and Foremost*

## School context

St Andrews Public School is situated in a suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 790 students (6% Aboriginal, 46% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 34 classes, including an Opportunity Class (OC) and five support classes.

St Andrews Public School prides itself on being a **supportive** educational setting which continually provides authentic learning experiences for all children, including gifted and talented students and students requiring additional support for autism and moderate and mild intellectual disabilities. We are an **inclusive** school community that focuses on the need to *be safe, be respectful and be a learner*.

Our staff and community have **high expectations** and aspirations for their children and these are realised through the skill and dedication of our highly qualified staff and are reflected in the **quality learning** outcomes achieved by our students.

Students at St Andrews Public School continue to achieve excellence in State and National testing in literacy and numeracy and also in the University of NSW competitions. The school curriculum provides programs that cater for a wide range of student abilities. The performing arts play an important role in the education of our students, with opportunities to participate in dance, drama, school instrumental groups and choirs. Sport also plays an important role, with students given the opportunity to participate in PSSA inter-school sport and a range of other sporting events. St Andrews Public School provides many other experiences such as debating, chess club, drama club and Korean language teaching. Our students are environmentally aware and we are very proud of our vegetable gardens, water tanks, worm farms and compost bins.

Our **supportive** and active parent body works in **partnership** with staff to provide programs and resources of the highest quality for our students. Proceeds from our annual fete and Parent Body fundraisers are contributing to the purchase of air conditioning units in every classroom.



## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued.

The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. In the domain of Learning, our focus areas have been Curriculum and Learning and Learning Culture. The development and implementation of evidence-based learning and innovative delivery has been fundamental to our progress. The school aims to continue developing a culture with a strong focus on Well-Being in 2016.

Our major focus areas in the domain of Teaching have been Professional Standards and Learning and Development.

Teachers demonstrated their commitment to their ongoing development and actively planned their own professional development to improve their performance. The excellence of teaching practice through classrooms observations, reflection and feedback highlight a teaching culture focused on improved individual performance.

Staff are working towards the development of expertise in 21<sup>st</sup> Century learning skills in line with new syllabi and aim to further improve practice.

In the domain of Leading, our priority has been on Leadership as we recognise that leadership development is central to building school capacity and the achievement of school excellence. Aspiring leaders engaged in coaching and mentoring sessions ensuring effective implementation of key initiatives across the school.

The leadership team has been successful in leading initiatives outlined in this report and building the capacities of all staff to create a dynamic school learning culture.

Leaders facilitated and connected with other networks to build upon leadership skills within the school. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Wellbeing

#### Purpose

To develop a holistic approach for the wellbeing of students, staff and the community, regardless of cultural background, experiences and abilities. In addition, to support the development of understandings, skills and attitudes needed to be happy, resilient, self-confident, caring and co-operative individuals who make meaningful contributions to the school learning community.

#### Overall summary of progress

Strategic Direction 1 has helped staff develop classroom practices and school wide programs to enhance student resilience and engagement. The new DoE Wellbeing for schools policy is a strengths-based approach ensuring every student in NSW public schools can connect, succeed and thrive at school and beyond. As part of its implementation, St Andrews Public School has commenced a process of consultation with staff and the wider school community to review and modify current policies to align with the new Wellbeing Framework.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are being developed in every learning environment, providing students with opportunities to succeed at their level of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years) <ul style="list-style-type: none"><li>• 100% of students identify as being safe, respectful and engaged learners</li></ul>	<b>Progress achieved this year</b> <ul style="list-style-type: none"><li>• The Tell them from me survey identified 92% of female students and 85% of male students as having positive student behaviour at school and are interested and motivated to learn.</li><li>• 98% of female students and 96% of male students valued school outcomes.</li><li>• 8 out of 10 females and 7 out of 10 males identified they had someone at school who consistently provides encouragement and can be turned to for advice.</li><li>• 9 out of 10 female students and 8.7 out of 10 male students feel teachers are responsive to their needs and encourage independence with a democratic approach.</li></ul>	\$7500
<ul style="list-style-type: none"><li>• 100% of staff feel their wellbeing is</li></ul>	<ul style="list-style-type: none"><li>• 100% of staff were consulted during the school planning process and communicated that they felt</li></ul>	\$12000

## Strategic Direction 1

supported and embedded into the implementation of school policies and procedures	<p>part of the future direction of the school.</p> <ul style="list-style-type: none"><li>• The Well Being team implemented a number of strategies (including Well Being week) to improve staff wellbeing. This strategy has improved the sense of team right across the school.</li></ul>	
<ul style="list-style-type: none"><li>• 100% of students identified as requiring additional provisions are appropriately supported through personalised learning plans</li><li>• Improvement in student attendance by 1.5% (93.4%)</li></ul>	<ul style="list-style-type: none"><li>• All classroom teachers identified students with additional learning needs in their classroom and developed individual learning programs that were supported by the teacher and SLSO.</li><li>• The Learning Support Team meet weekly and assign priorities based on teacher feedback and whole school data.</li><li>• A behavioural consultant is employed one day per week to support teacher professional learning and identify students needing additional support.</li><li>• Proactive attendance monitoring and procedures continue to improve overall attendance data with attendance rates at 94.5% and a steady decrease in chronic non-attendance is evident.</li><li>• A classroom teacher is released for two hours each week to monitor whole school attendance and promote proactive strategies with all staff.</li></ul>	\$165000

## Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

- The Well Being Team will continue to provide a range of strategies to promote staff well-being.
- PBL will become a greater focus during 2016 with a revision of our student welfare and behaviour policy and communication processes to parents.
- Continue to monitor attendance through Sentral, classroom teacher/parent relationships, attendance monitor and HSLO.

## Strategic Direction 2

### Authentic Community Engagement

#### Purpose

To design effective communication structures that engage and empower students, staff and the community, in a way that is purposeful and authentic. In addition, to continue building a school culture that is well informed, innovative and responsive to student and community needs.

#### Overall summary of progress

In 2015 the Well Being Team and Leadership and Management Team worked in conjunction to support the achievement of the community's vision, goals and aspirations. The teams played a pivotal role in engaging staff, students, parents and wider community to be involved in the development of the school's vision and strategic directions and build capacity of the school community to participate in authentic and purposeful consultation for school improvement.

Community feedback continues to be a regular practice throughout the school and evaluated utilising the Parent Body, Multicultural parent group, coffee chat and parent focus groups. School plans and directions have been shaped by community feedback and decisions are influenced by this input. We have identified this area as being pivotal to learning, well-being and emotional and social outcomes for all students. A greater number of parents continue to engage in the life of the school.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years) <ul style="list-style-type: none"><li>• 25% increase in community attendance at school events</li></ul>	<b>Progress achieved this year</b> <ul style="list-style-type: none"><li>• The school had in excess of 500 grandparents at our Grandparents Day celebrations.</li><li>• Coffee Chat parent mornings were very successful with teachers being able to discuss school related matters with parents/carers in an informal setting.</li><li>• An increase in parents being helpers in Home Reading and classroom support.</li><li>• The establishment of a termly Yarning Circle for Aboriginal parents and family members was organised. An average of 10 parents attend each gathering.</li></ul>	\$6500
<ul style="list-style-type: none"><li>• 75% of parents engage in formal student learning meetings</li></ul>	<ul style="list-style-type: none"><li>• From 2014 to 2015 the school achieved a 10% increase in participation at parent information evenings and parent/teacher nights.</li><li>• A 12% increase in parents attending PLP meetings</li><li>• It was challenging to encourage parents to attend IEP meetings, which is an area we will be focusing on in 2016. Progress was evident, however very</li></ul>	\$4000

## Strategic Direction 2

	minor.	
<ul style="list-style-type: none"><li>• 100% increase in community participation in school decision making forums</li></ul>	<ul style="list-style-type: none"><li>• 95% of parents returned our Vision survey.</li><li>• 50% increase in parents/family members attending monthly Parent Body meetings to discuss the future direction of the school.</li><li>• 1100 children, parents and family attended our Christmas Carols concert on the oval.</li></ul>	\$8000

## Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

- The Skoolbag app was purchased in 2015 and trialled in Term 3 and 4. There was an overwhelming response and will be heavily promoted as an effective communication tool in 2016.
- A Community Engagement Officer to be employed one day per fortnight to align with this strategic direction and to promote further involvement of parents from Non English speaking backgrounds.
- The Literacy and Numeracy teams will be implementing parent workshops focused on supporting student learning in the home environment.

## Strategic Direction 3

### Quality Teaching and Learning

#### Purpose

To support staff through a comprehensive, strategic and personalised approach to professional development and to cultivate reflective and collegial practice which tailors learning. In addition, to provide quality teaching and learning experiences that support our students to be literate, numerate, confident, creative and cooperative 21st century learners.

#### Overall summary of progress

94% of Year 3 and 95% of Year 5 students are above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

Teachers regularly use student performance data, analysis and other student feedback to evaluate the effectiveness of their own teaching practices. With the introduction of more formal classroom observations and feedback sessions from peers, this practice will further improve and become embedded in the classroom teaching/learning culture.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. The school also identifies expertise within its staff and draws on this to further develop its professional community.

Quality Teaching and Educational Leadership are continually being developed through the effective implementation of goal setting procedures utilising the Performance and Development Framework and the Australian Professional Standards for Teachers. This process has been developed in 2015 and will continue to be built upon and refined in 2016. Teachers are becoming more reflective of their own practice. Beginning teachers have been provided with opportunities to develop networks across the school and develop collegial relationships with each other and mentors to assist their development as classroom teachers.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years) <ul style="list-style-type: none"><li>• 100% of teachers have a Performance and Development Plan and are engaged in collaborative practice</li></ul>	<b>Progress achieved this year</b> <ul style="list-style-type: none"><li>• 100% of teachers have engaged in scheduled professional conversations and goal setting to support the development and implementation of the Performance and Development Framework.</li><li>• 100% of newly appointed beginning teachers are engaged in professional learning on a weekly basis to assist in developing skills and understanding around quality teaching.</li></ul>	\$29000
<ul style="list-style-type: none"><li>• 85% of students meeting appropriate learning expectations</li></ul>	<ul style="list-style-type: none"><li>• 31% of students in Year 3 achieved in the top 2 bands in NAPLAN (Reading and Numeracy)</li><li>• 25% of students in Year 5 achieved in the top 2 bands in NAPLAN (Reading and Numeracy)</li><li>• 25% of students in Year 7 achieved in the top 2</li></ul>	

### Strategic Direction 3

	bands in NAPLAN (Reading and Numeracy) <ul style="list-style-type: none"> <li>• 94.5% of students in Years 3 and 5 achieved above the National Minimum Standard (Reading and Numeracy)</li> </ul>	
<ul style="list-style-type: none"> <li>• 100% of school programs that support Aboriginal Students are aligned with the six domains of the National Aboriginal and Torres Strait Islander Action Plan</li> <li>• 100% of students are engaged in teaching and learning activities that utilise the schools identified 21st Century Learning Skills</li> </ul>	<ul style="list-style-type: none"> <li>• A number of Aboriginal students were targeted for additional support during our Kindergarten Orientation program. The school worked closely with KARI and Tharaawal to identify the ongoing support needed during these transitions.</li> <li>• Through the Yarning Circle and support with the Western Sydney University, students were provided with cultural experiences and identifying future pathways to university and other vocational educational settings.</li> <li>• The school purchased a number of Touch Panels to support the development of 21<sup>st</sup> Century learning skills K to 6. Aboriginal cultural experiences were embedded into weekly lessons utilising this technology.</li> </ul>	\$31000

### Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Refine targets set for individual students so more explicit and continuously based on data.
- Improve student performance in all internal and external measures, including more students into proficiency bands in NAPLAN and increased student growth.
- Whole school focus on numeracy in a variety of contexts including improved Early arithmetic strategies K-2.
- Assessment for learning project to be more detailed and specific across the school.
- Provide better communication about children's in-class learning programs including support and extension provisions.
- New syllabus being effectively and consistently implemented and common understanding of requirements is developed using the skills of each KLA to ensure that teaching is meaningful and relevant to individual student need.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<ul style="list-style-type: none"> <li>• All Aboriginal students have a PLP which have been developed in consultation with parents, students and teachers. These plans focus on academic as well as social/emotional goals.</li> <li>• Continued to strengthen partnerships and promoted genuine collaboration between schools, Aboriginal families and local AECG.</li> <li>• Employed SLSOs to support student learning in the classroom</li> <li>• Teachers taught in Connected Communities schools as part of their ongoing PL.</li> </ul>	\$35235
<b>English language proficiency funding</b>	<ul style="list-style-type: none"> <li>• Strengthened English language support for EAL/D students at key transition points i.e. Targeted students in Kindergarten.</li> <li>• Improved the quality of teaching and learning for EAL/D students through the effective use of data to inform differentiation in programs and assessment.</li> <li>• 2 x teachers employed 3 days per week to support students requiring additional learning support.</li> </ul>	\$118334
<b>Targeted students support for refugees and new arrivals</b>	<ul style="list-style-type: none"> <li>• In class support to maximise Literacy and Numeracy skills and to increase English language proficiency.</li> <li>• Programs were differentiated to meet student need.</li> </ul>	\$8000
<b>Socio-economic funding</b>	<ul style="list-style-type: none"> <li>• Student with greatest need were identified by staff and L&amp;ST and given time to work with a teacher to improve literacy and numeracy skills. Parents were informed of assistance given.</li> <li>• Targeted individual students and worked towards improving student outcomes.</li> </ul>	\$62785

	<ul style="list-style-type: none"> <li>• Engaged parents into the life of the school via coffee chat, yarning circle and literacy and numeracy workshops.</li> </ul>	
<b>Low level adjustment for disability funding</b>	<ul style="list-style-type: none"> <li>• Support targeted students in the classroom by funding additional SLSOs to support students at key transitional points, and the implementation of Individualised Learning Plans.</li> <li>• Employed teachers across the school each week to support students and focus on individual learning plans.</li> </ul>	\$257824
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Additional RFF provided to ensure reduced responsibilities and teaching load to support the development of skills.</li> <li>• Collaborative support, feedback and mentoring provided as part of PDPs by team leaders and colleagues.</li> <li>• Strategic resourcing to support needs</li> <li>• Mentoring and planning support provided through embedded school practices.</li> </ul>	\$29478

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

#### Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	420	393	374	366	389	414	409
Female	371	345	341	346	360	377	378

### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	94.4	94.1	95.7	97.6	95.8	94.5
	1	94.3	92.5	94.6	96.3	94.4	93.8
	2	94.3	93.2	93.9	96.4	93.4	94.7
	3	95.1	94.4	95.0	96.4	95.7	93.8
	4	93.8	94.1	94.6	97.3	94.8	95.5
	5	95.1	94.5	95.8	97.0	93.7	94.7
	6	93.9	94.7	94.4	96.4	94.1	94.5
	Total	94.4	93.9	94.8	96.8	94.5	94.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	5.0
Head Teacher(s)	
Classroom Teacher(s)	27.844
Teacher of Reading Recovery	0.945
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1.0
School Administrative & Support Staff	9.672
Other positions	
Total	51.561

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

St Andrews Public School has one Aboriginal staff member.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	93%
Postgraduate degree	7%

### Professional learning and teacher accreditation

During 2015, one teacher submitted accreditation to the Board of Studies Teaching and Educational Standards (BOSTES) at proficient teacher level. Eleven staff are currently maintaining accreditation at proficient level and three teachers were supported by their supervisor/mentor accessing Beginning Teacher Allocation funding aligned to the Great Teaching, Inspired Learning reform.

Professional learning undertaken by all staff at St Andrews Public School in 2015 was linked to our three strategic directions of Quality Teaching and Learning, Wellbeing and Authentic Community Engagement.

## Financial information

### Financial summary for 229 (SAP) schools

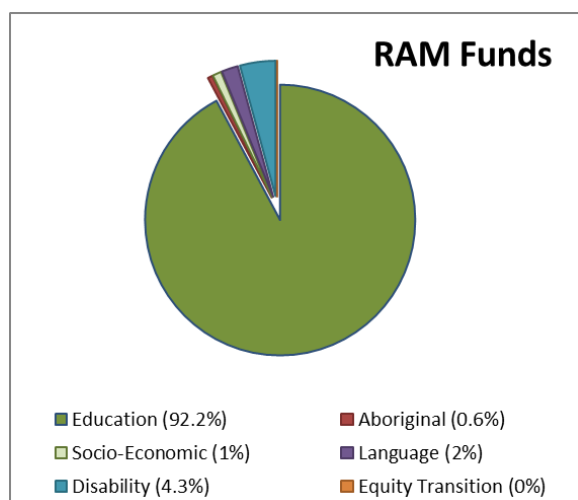
This section is mandatory for reporting in the Annual Report for all 229 schools. All 229 schools are required to replace the Financial Summary table in the AR template with the following tables and statements.

For 2015, the 229 schools are required to report on financial information from 1 January 2015 to 31 December 2015. The summary table should be supported by a general statement describing:

- the school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns, or substantial underspending/overspending (e.g. accommodating leave,
  - illness, savings for planned capital expenditure)
- intended use of funds available.

#### Funds received through the Resource Allocation Model (St Andrews Public School)

Component	RAM
<b>Base</b>	<b>4,474,232</b>
Location	-
Other Base	4,474,232
<b>Equity</b>	<b>474,178</b>
Aboriginal	35,235
Socio-Economic	62,785
Language	118,334
Disability	257,824
Equity Transition	-
<b>Targeted Total</b>	<b>914,773</b>
<b>Other Total</b>	<b>202,728</b>
<b>Total</b>	<b>6,065,912</b>



### Financial Summary for the Year Ended 31 December 2015 (St Andrews Public School)

	2015 Actual (\$)
Opening Balance	311,995
<b>Revenue</b>	<b>6,564,362</b>
Appropriation	6,196,081
Sale of Goods and Services	61,951
Grants and Contributions	300,087
Investment Income	6,242
Gain and loss	-
Other Revenue	-
<b>Expenses</b>	<b>(6,270,313)</b>
Recurrent Expenses	
Employee Related	(5,705,149)
Operating Expenses	(565,165)
Capital Expenses	
Employee Related	-
Operating Expenses	-
<b>Surplus/Deficit for the Year</b>	<b>294,049</b>
<b>Balance Carried Forward</b>	<b>606,044</b>

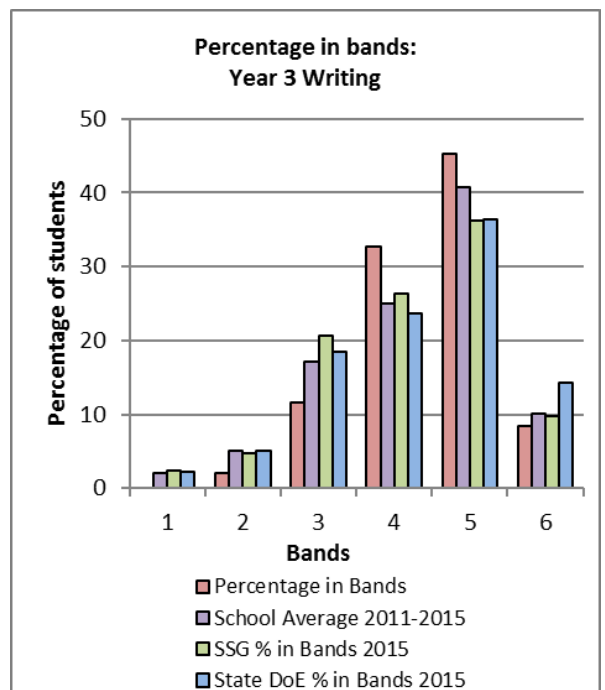
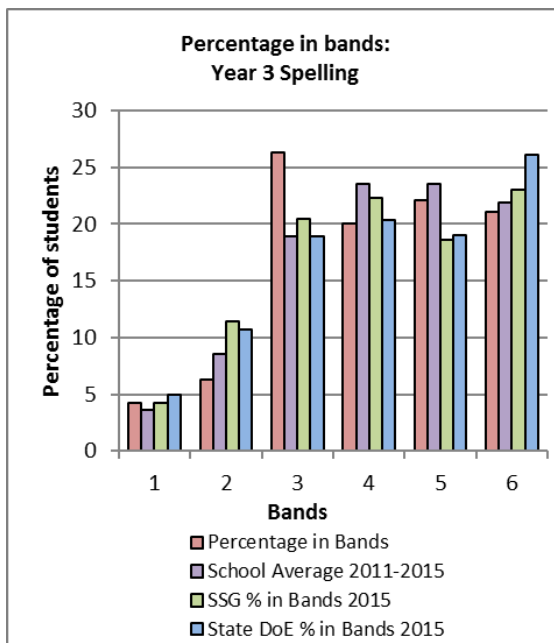
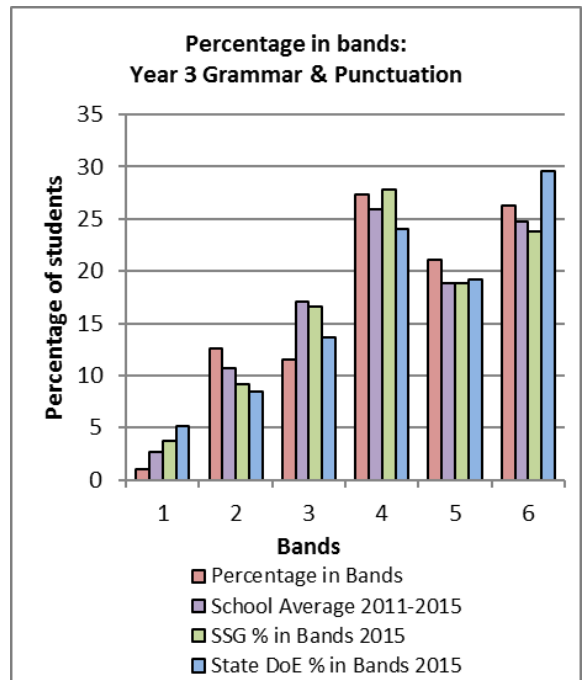
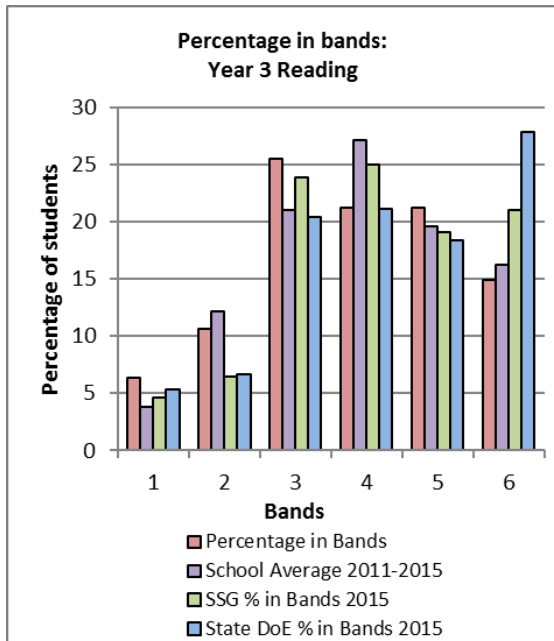
## School performance

### NAPLAN

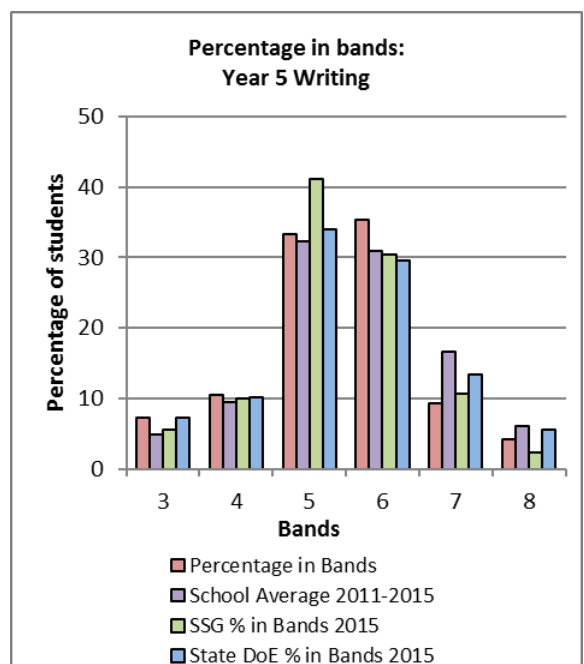
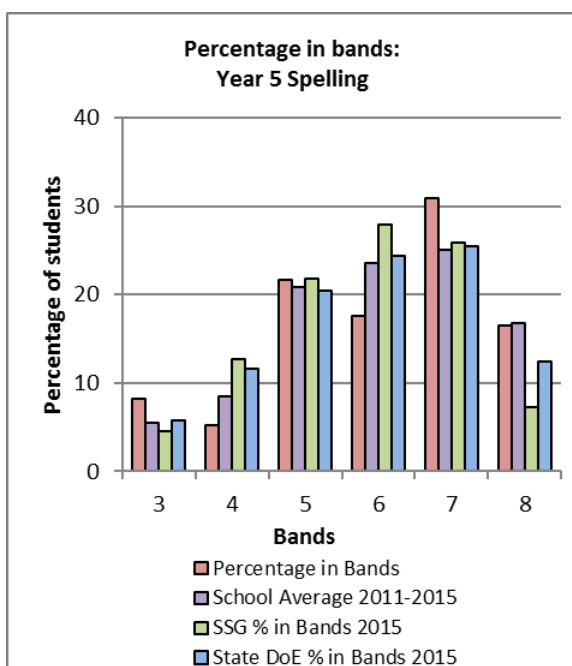
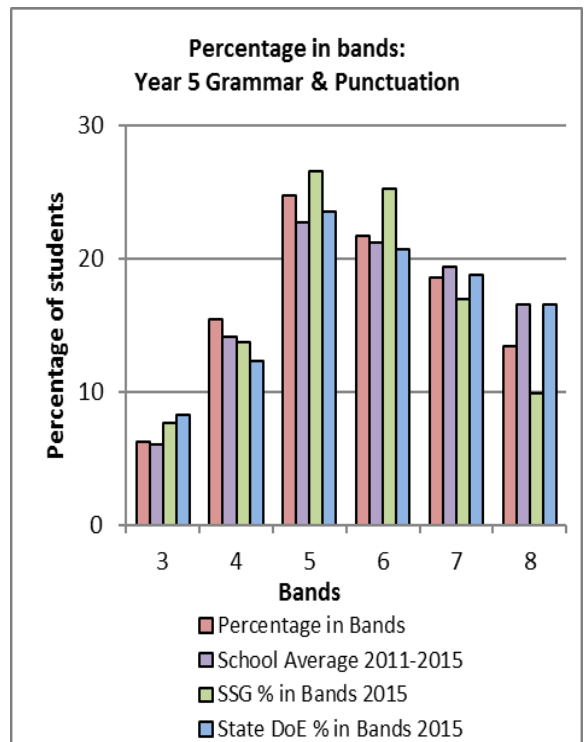
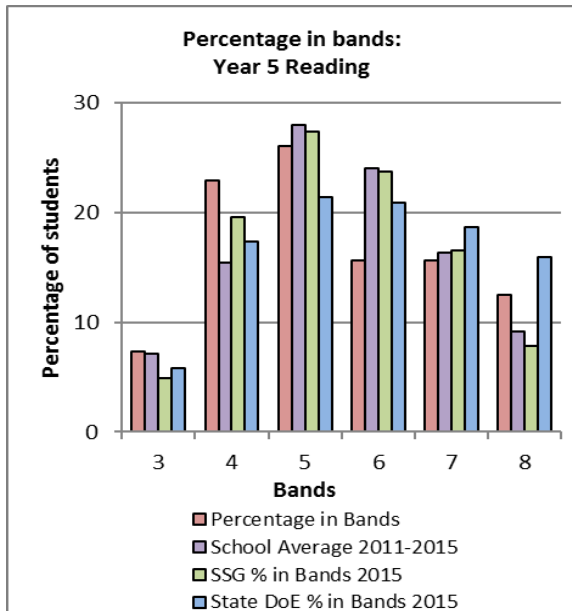
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

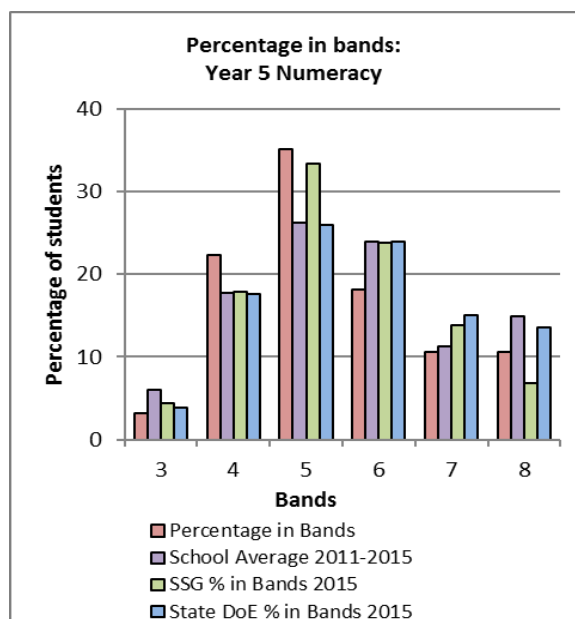
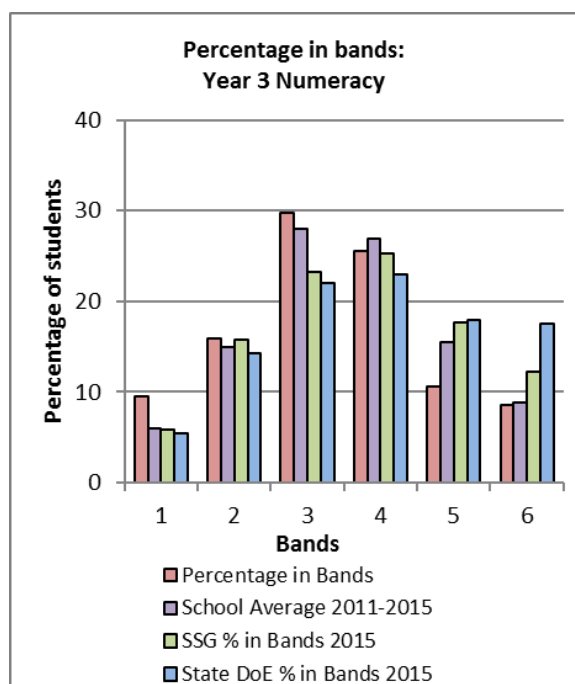
**NAPLAN -YEAR 3 Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



**NAPLAN -YEAR 5 Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)



## NAPLAN –Year 3 and 5 – Numeracy



## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, the school sought the opinions of parents/carers, students and teachers regarding various aspects of the school. Their responses are presented below:

- The majority of parents/carers feel that the quality teaching and learning programs at St Andrews Public School cater for the needs of their child.

- They support continuous celebrations of all staff, community and student achievements.
- Parents/carers would like the school to continue enhancing opportunities for community involvement in all facets of school.
- Parents/carers believe that all staff have the best interests of their children.

## **Policy requirements**

### **Aboriginal education**

We currently have 54 Aboriginal and Torres Strait Islander students enrolled at St Andrews Public School. We continue to support Aboriginal history, culture and contemporary Aboriginal Australia within our school by embedding Aboriginal perspectives throughout the curriculum and celebrating Aboriginal culture. The results from NAPLAN have demonstrated that our Aboriginal students have exceeded the state average for Aboriginal students in most areas, and most have shown significant growth in both literacy and numeracy from Year 3 to Year 5.

This year staff attended professional development which focussed on community engagement and the implementation of Personalised Learning Pathways. Teachers continued to utilise the Aboriginal 8 Ways Framework to develop units of work to meet the needs of all students, through learning maps, sharing of stories and links to land and community.

We continued to build meaningful and significant relationships with our community members through refining the process of meeting with parents and caregivers of Aboriginal and Torres Strait Islander students. This was to develop Personalised Learning Pathways designed to set and work towards short and long term goals to reach each student's potential. Many parents and caregivers were in attendance.

NAIDOC was a huge success again this year, with all students in the school immersed in a range of learning experiences and activities designed to teach and celebrate Aboriginal culture. All students participated in an Aboriginal Art competition with winners from each grade receiving an indigenous book prize. All students enjoyed a visit from Snake Tails and learnt some valuable knowledge about Australian native reptiles. As part of our NAIDOC celebration, students also attended the Community of Schools celebration at Ingleburn Primary School.

Students aged 10 and above were given the opportunity to audition for the Gondwana Indigenous Children's Choir when they visited the school.

Students in Years 3-6 were again invited to participate in the Heartbeat program at the University of Western Sydney. Stage 3 students also participated in the Koori Bridges program at the University of Western Sydney. Both programs give students a taste of university life. The students enjoyed the experiences of both days and were able to develop new relationships and pathways into tertiary education.

This year saw the inception of our interschool culture club program: My Mob, My Culture. Year 2 and Year 3 students participated in a variety of activities with indigenous students from Sarah Redfern Public School. The launch of our program was held at the Australian Botanic Gardens, Mt Annan. Students enjoyed an informative talk about Aboriginal culture and a bush tucker walk. This program has been a huge success and students have continued to develop and build friendships with other Aboriginal students in our local community.

Stage 3 students were involved in the Opportunity Hub program. We were joined by Robert Townson Public School. This program is designed to provide pathways to future learning for Aboriginal students and to build relationships with other Aboriginal students in the community. The Stage 3 students really enjoyed learning about career and education options.

In 2015 we also saw the beginning of our Yarning Circle. The Yarning Circle occurs once every term and is an opportunity for parents, caregivers and Aboriginal members of our local community to come to school and have a yarn and provide valuable feedback to the school. Many great ideas have been born through these Yarning Circles. The Yarning Circles are run by a parent facilitator.

### **Multicultural Education and Anti-racism**

Students from 48 language backgrounds other than English, representing 46% of our school enrolment, were involved in our English as an Additional Language or Dialect program. The vocabulary focused program was aimed at improving outcomes for EAL/D students across the curriculum. The school has also ensured that classrooms, teaching programs and practices are culturally inclusive.

The Anti-Racism Contact Officer was available for students to continue to develop their understanding of racism and discrimination. St Andrews celebrated Harmony Day with the theme 'Everyone Belongs'

and students participated in multicultural and anti-racism activities.

Students from grades 3-6 participated in the Multicultural Perspectives Public Speaking Competition at a class level. Two students from each stage were chosen to represent St Andrews in the local final and two students received a Highly Commended for their speech.

The school continued its close association with South Korea with the principal attending the Australian Principals' Korean Study Tour in April. A sister school, The Attached Elementary School of Gongju National University of Education, was established. An orientation visit was made to St Andrews by the Director of the Korean Education Centre, the principal and an English language teacher from Gongju to plan future exchanges.

A small group of students, parents and teachers from St Andrews travelled to South Korea in September. They experienced a Korean cultural immersion with a homestay and a visit to the sister school in Gongju.

A St Andrews' student won second prize in the Annual Korean Book Review Competition in the non-native speaker category. Through the competition students were encouraged to discover the joy of reading Korean stories to improve their Korean language and cultural skills.

### **Other school programs**

#### **Korean Cultural Trip and Sister School Visit**

For the first time, a small group of St Andrews P.S. students, parents and teachers travelled to Korea for a seven day tour in the September school holidays.

Highlights of the tour included eating traditional Korean meals in restaurants, markets and a school cafeteria, exploring the Third Tunnel at the DMZ, visits to a folk village and The Royal Palace, being totally entertained by a fabulous "Nanta" performance and a unforgettable adventure to the Seoul Tower. Just to name a few! A small group on the tour also visited our sister school, The Attached Elementary School of Gongju National University of Education. Here, we were given a guided tour of the city, visited the museum and the tombs of some ancient kings.

Our days and nights were jammed packed with the sight and sounds of Seoul, providing all of us with life long memories of our Korean experience.

## School Achievements 2015

### Academic achievements

- Two students were successful in gaining Opportunity Class placements
- Thirty students were successful in gaining Selective High School placements
- Fifty- two students participated in the English Skills Competition and were awarded 7 Distinctions, 10 Credits, 8 Merits and 27 Participation certificates
- Sixty-three students participated in the Mathematics Skills Competition and were awarded 6 Distinctions, 17 Credits, 6 Merits and 34 Participation certificates
- Twenty-nine students participated in the Computer Skills Competition and were awarded 2 Distinctions, 6 Credits, 1 Merit and 20 Participation certificates
- Forty-two students participated in the Science Skills Competition and were awarded 2 Distinctions, 9 Credits, 7 Merits and 24 Participation certificates
- Forty-two students participated in the Writing Skills Competition and were awarded 11 Distinctions, 9 Credits, 4 Merits and 18 Participation certificates
- Sixty students participated in the Spelling Skills Competition and were awarded 2 Distinctions, 24 Credits, 5 Merits and 29 Participation certificates
- Four students participated in the Academic Challenge competition, fourteen students participated in the Tournament of the Minds competition and eight students participated in the Enrichment Challenge competition.

### Arts

- Eighteen students participated in School Spectacular
- Twenty-one students performed at the State Dance Festival
- Thirty-three students performed at the Regional Dance Festival

### Sport

- The school was represented at zone swimming, athletics and cross country carnivals by 136 students, 27 students represented at area carnivals and 4 students represented the school at a state carnival
- Five PSSA sporting teams were Zone Premiers
- Twelve students represented the school at the NSW Primary School Table Tennis Championships
- Three students were awarded zone age champions
- One student represented in the regional basketball team at a state carnival
- One student represented in the regional rugby union team at a state carnival

### Other

- One student received the Choonpa Excellence Award for Korean
- One student placed 2<sup>nd</sup> in the Korean Book Review Competition