

St Andrews Public School Annual School Report 2014



School context statement

St Andrews Public School is committed to providing high quality public education within the context of a positive learning environment.

St Andrews Public School currently has 791 students. The school has twenty nine mainstream classes (including one OC class) and five classes for students with special needs. Our school values of respect, responsibility, integrity and excellence are upheld by students, staff and the community.

All staff strive to provide a relevant and engaging curriculum for all students.

Principal's Message

2014 proved to be another wonderful year at St Andrews Public School. The school's enrolment continues to grow and our reputation in the community for providing a well-rounded education for all students is outstanding.

Throughout this year's Annual School Report you will read just a snapshot of the amazing things that are occurring in our school community. We had a brilliant 2014, however our planning for the coming three years is set to deliver really exciting outcomes around Wellbeing, Authentic Community Engagement and Quality Teaching and Learning.

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

Parent Body Message

Parent Body meetings are held at 5:30pm on the first Tuesday of each month. St Andrews Parent Body welcomes and encourages all parents and community members to attend the meetings and to be involved in our school.

During 2014, St Andrews Parent Body successfully held several fundraising events including Hot Cross Buns, Movie Night, Artwork Calendars and 2nd Hand Uniforms sales. All of the fundraisers were held to support St Andrews Public School and their initiative to have our entire school fitted with air conditioning units within the next 5 years, making the school an even more

comfortable environment for our children and their educators.

St Andrews Parent Body donated the 3 major prizes for the raffle held at the School fete, the school's main fundraiser for the year. All of the monies raised from this raffle were used by the school for the abovementioned air conditioning units.

St Andrews Parent Body was very proud to bring the community into our school with our Annual Grandparent's Day and our Mother's Day breakfast. The Grandparents were treated to an incredible collection of performances by our students and then were offered a lovely morning tea, mainly donated by our St Andrew's families. Over 500 Grandparents and Caregivers attended our school on this day. Numbers are increasing every year since it began over 12 years ago. Mother's Day breakfast was promoted and hosted by the Parent Body, though we were very lucky to be served and looked after by several fathers of the children in our school.

Grandparent's Day and Mother's Day are not fundraisers. They are simply events hosted by St Andrews Parent Body to help include all family and community members into our school. St Andrews Parent Body hosted morning tea for each of the Kindy Orientation Days, another way to help support our families and community.

St Andrews Parent Body were delighted to be able to present the school with a cheque for \$2,000 at the end of the year, money that went directly into installing new air conditioner units and the electrical upgrade over the school holidays.

St Andrews Parent Body formally acknowledges the support and help from our students and their parents as well as teachers, Administration Support Staff and Executive during 2014.

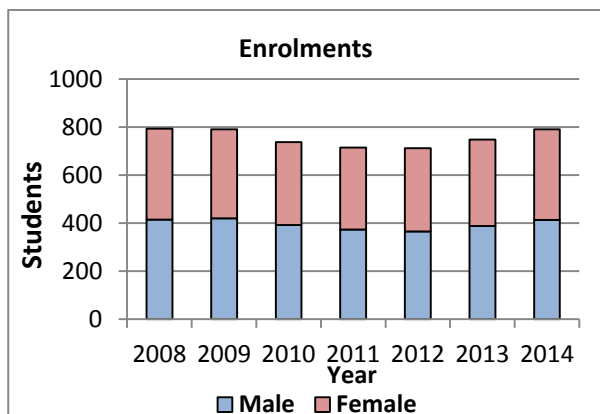
Jill Arnold

President, St Andrews Parent Body
on behalf of the entire St Andrews Parent Body

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 attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	93.4	94.4	94.1	95.7	97.6	95.8
	1	93.0	94.3	92.5	94.6	96.3	94.4
	2	93.2	94.3	93.2	93.9	96.4	93.4
	3	93.6	95.1	94.4	95.0	96.4	95.7
	4	93.1	93.8	94.1	94.6	97.3	94.8
	5	93.2	95.1	94.5	95.8	97.0	93.7
	6	92.4	93.9	94.7	94.4	96.4	94.1
	Total	93.0	94.4	93.9	94.8	96.8	94.5
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Student attendance is monitored weekly by school executive. The Home School Liaison Officer also monitors attendance and has put monitoring programs in place for a number of students.

Workforce information

It is a requirement that the 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 Teachers	N/A
Classroom Teacher(s)	34.064
Teacher of Reading Recovery	1.025
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.6
Teacher of EAL/D	1.6
School Counsellor	1.0
School Administrative & Support Staff	9.62
Total	58.709

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 met the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	94%
Postgraduate	6%

Professional learning and teacher accreditation

Professional learning for teaching and SASS staff was aligned to our school priorities throughout 2014. There were a range of internal and external opportunities with the major ones being:

- the employment of a behavior expert one day per week to support teachers and deliver professional learning opportunities around engagement, autism, gifted and talented, trauma, and mental health

-stage planning days

-Aboriginal Education focusing on aspects of the Aboriginal Torres Strait Islander Education Action Plan (ATSIEAP)

-staff goal setting/mentoring opportunities across the school

-LMBR training

The total expenditure for professional learning throughout 2014 was approximately \$63000.

During 2014, we had seven temporary and casual teachers working towards Board of Studies Teaching and Education Standards accreditation. They were supported by two mentors who offered fortnightly meetings to assist with collating and annotating evidence and aligning evidence to teaching standards.

Four permanent and five temporary staff members are currently maintaining accreditation at Proficient.

Beginning Teachers

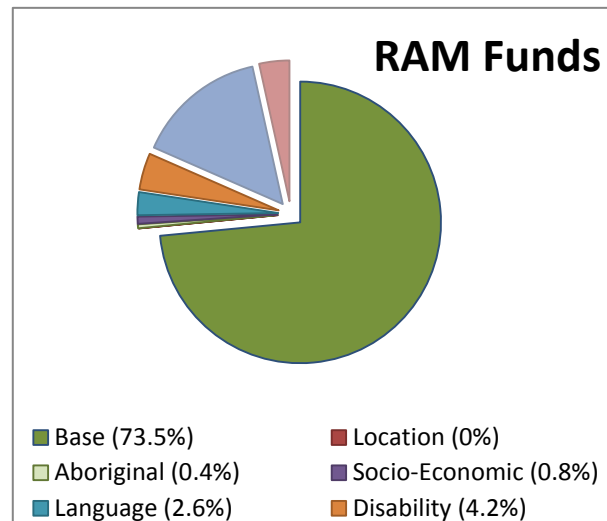
In 2014, we had one permanent Beginning Teacher who accessed funding under Great Teaching, Inspired Learning.

The funding was used to support the teacher adjust to a new school and teaching role using a model of one day of release every three weeks. The supervisor/mentor was released for one day every sixth week.

The beginning teacher and mentor worked collaboratively to develop a personalised learning plan, develop teaching and learning programs, assess and track student progress on PLAN, develop personalised learning and support plans for students with additional learning needs, write student reports to provide feedback to parents and keep a professional learning log to assist with maintaining accreditation. There were formal and informal discussions with the teacher's supervisor.

Financial summary

St Andrews Public School financial management processes are governed by the school's finance committee. The finance committee meet each term and discuss key reports that inform future proposed income and expenditure. All decisions are informed by student needs.



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

Component	RAM			
Base	4 427 452	4 427 452	0.735	Base (73.5%)
Equity	487 658		0.081	
Location	-	-	-	Location (0%)
Aboriginal	26 965	26 965	0.004	Aboriginal (0.4%)
Socio-Economic	49 301	49 301	0.008	Socio-Economic (0.8%)
Language	158 711	158 711	0.026	Language (2.6%)
Disability	252 682	252 682	0.042	Disability (4.2%)
Targeted	901 805	901 805	0.150	Targeted (15%)
Other	208 419	208 419	0.035	Other (3.5%)
Total	6 025 333			

Financial Summary for the Year Ended 31 December 2014 (St Andrews Public School)*

	2014 Actual (\$)
Opening Balance	(306 048)
Revenue	(6 499 043)
Appropriation	(6 137 929)
Sale of Goods and Services	(49 334)
Grants and Contributions	(306 175)
Investment Income	(5 606)
Gain and loss	-
Other Revenue	-
Expenses	6 493 097
Recurrent Expenses	6 493 097
Employee Related	5 851 994
Operating Expenses	641 102
Capital Expenses	-
Surplus/Deficit for the Year	(5 946)
Balance Carried Forward	(311 995)

* date source: Schools Finance - Learning and Business

A full copy of the school's 2014 financial statement is tabled at the annual general meeting of the Parent Body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

- Five students were successful in gaining Opportunity Class placements
- Sixteen students were successful in gaining Selective High School placements
- Sixty-three students participated in the English Skills competition and were awarded 4 Distinctions, 19 Credits, 9 Merits and 31 Participation certificates
- Eighty-two students participated in the Mathematics Skills competition and were awarded 12 Distinctions, 19 Credits, 10 Merits and 41 Participation certificates
- Fifty students participated in the Computer Skills competition and were awarded 1 Distinction, 16 Credits, 5 Merits and 28 Participation certificates
- Fifty-five students participated in the Science Skills competition and were awarded 4 Distinctions, 12 Credits, 8 Merits and 31 Participation certificates
- Forty-eight students participated in the Writing Skills competition and were awarded 4 Distinctions, 7 Credits, 6 Merits and 31 Participation certificates
- Sixty-nine students participated in the Spelling Skills competition and were awarded 7 Distinctions, 21 Credits, 14 Merits and 27 Participation certificates
- Four teams participated in the Academic Challenge competition with one team gaining 1st place and another team gaining 2nd place

Arts

- Twelve students participated in School Spectacular
- Twelve students performed at State Dance Festival
- Fifteen students performed at Regional Dance Festival

- Two students performed at State Dance Festival as part of the Shining Stars Dance Ensemble
- Five students performed at Regional Dance festival as part of the Shining Stars Dance Ensemble

Sport

- The school was represented at zone swimming, athletics and cross country carnivals by 122 students. 42 students represented at area carnivals and 1 student represented the school at a state carnival
- Three PSSA sporting teams were zone premiers
- Twenty-two students represented the school at NSW Primary School Table Tennis Championships
- Ten students represented at the regional NSW Netball Cup
- The school was named Swimming Carnival Large School Champions
- Two students were awarded zone swimming Age Champion
- One student was named Zone Athletics Age Champion

Other

- Two teams participated in the Premier's Debating Challenge with one team participating in the Zone Final
- Two teams participated in the Tournament of the Minds Competition
- Two students received the Choonpa Excellence Award for Korean
- One student placed 1st in the Korean Book Review Competition

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

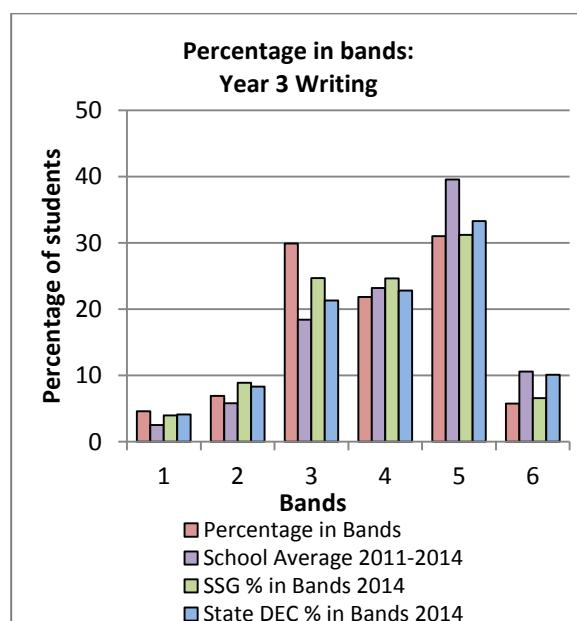
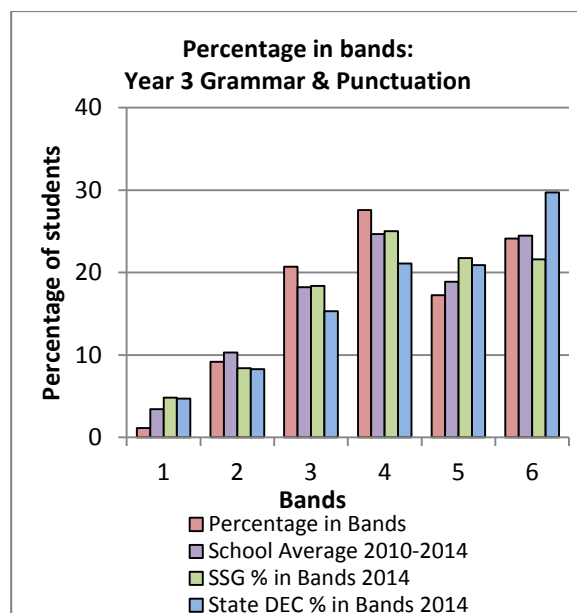
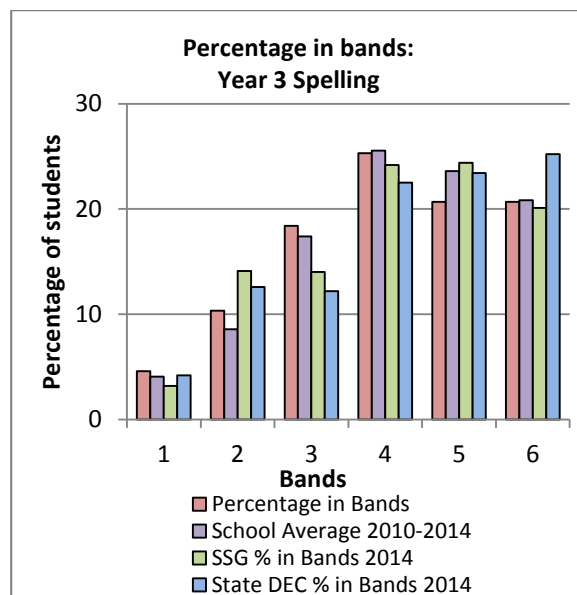
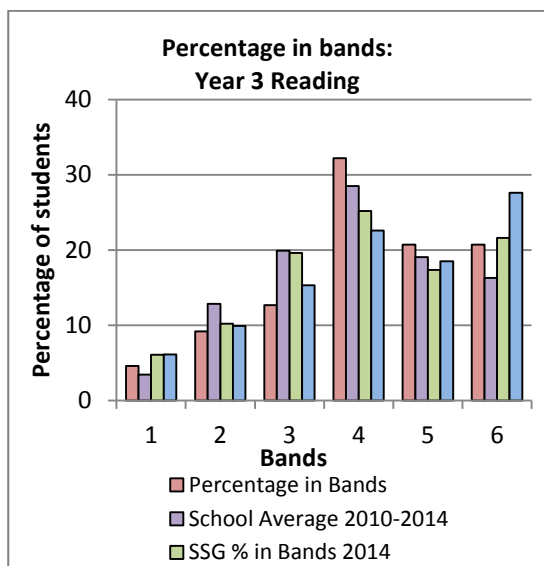
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

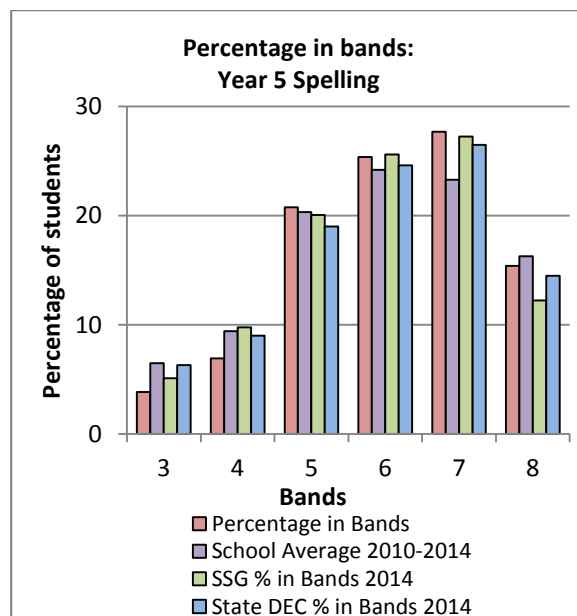
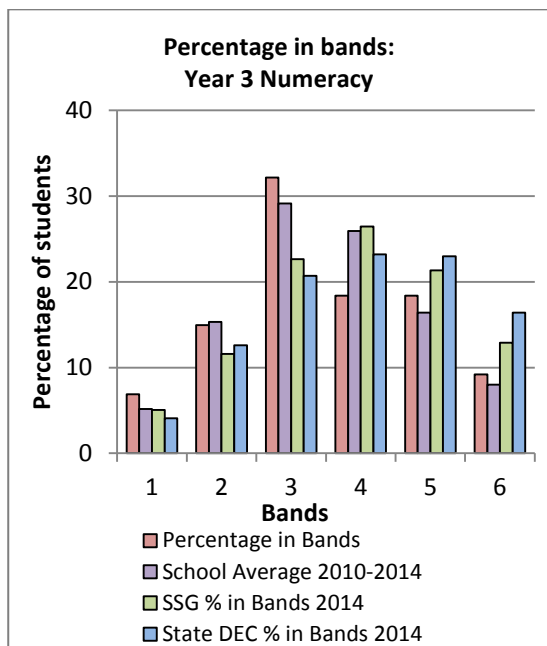
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

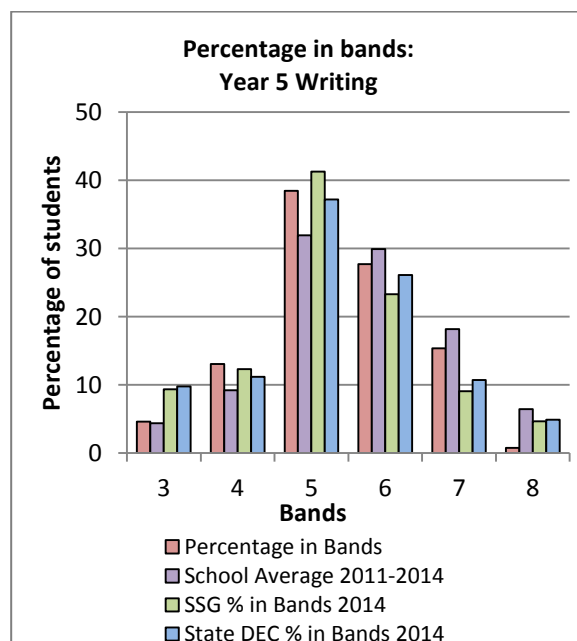
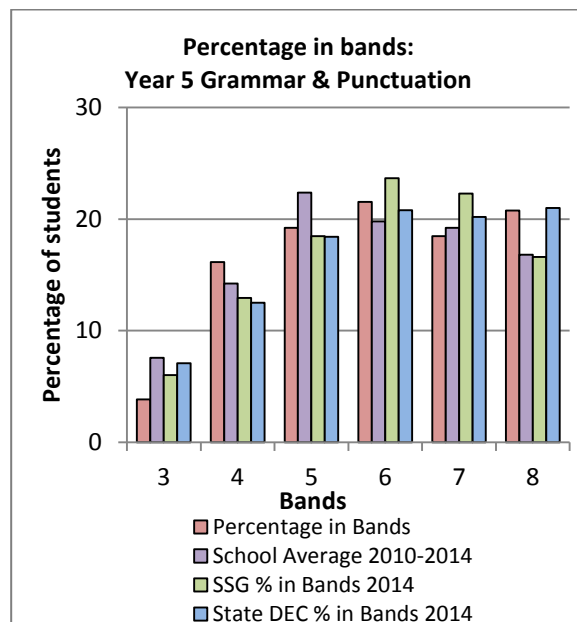
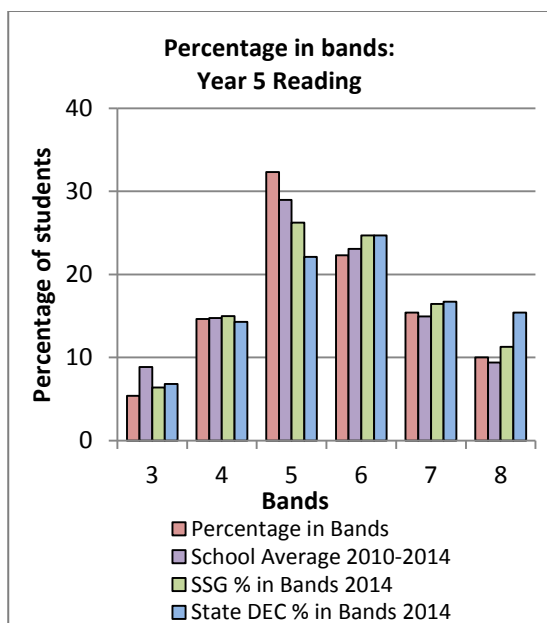
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



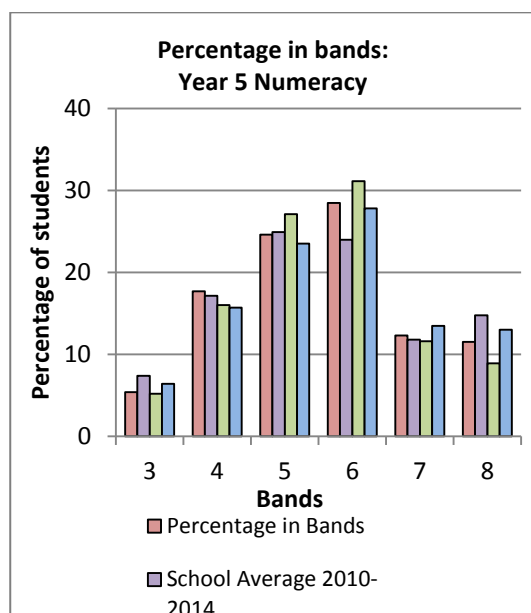
NAPLAN Year 3 - Numeracy



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



NAPLAN Year 5 - Numeracy



Significant programs and initiatives policy

Aboriginal Education

We currently have 52 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 the staff attended professional development which focused on identity and the stolen generation, presented by the Regional Aboriginal Education and Engagement Officer and Aboriginal Community Liaison Officers. Teachers continued to utilise the 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. We

refined the process of meeting with parents and caregivers of Aboriginal and Torres Strait Islander students to develop Personalised Learning Pathways designed to help students establish and work towards short and longer term goals to reach their 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. As part of our NAIDOC celebration, students also attended the Community of Schools celebration at Robert Townson Public School. This year, several of our students participated in a Community of Schools Traditional Dance Group where they worked with professional tutors from the BAAYAMA Performance Theatre.

Students aged 10 and above were given the opportunity to audition for the Gondwana Indigenous Children's Choir when they visited the school. Several of our students were successful through this process and were invited to join the choir.

Students in Years 3 – 6 were invited to participate in the Heartbeat program again at the University of Western Sydney. This is a program that the students enjoy and look forward to each year. They were given a taste of university life as they explored health issues and medicine. The students enjoyed the experiences of the day and being able to develop new relationships and friendships with other Aboriginal students in our local community.



Multicultural education and anti-racism

We have a total of 360 English as an Additional Language/Dialect (EAL/D) students, at 45.7% of our total school population. The majority of these students were involved in EAL/D programs, part of an overall school program. Arabic and Hindi were the largest language groups.

Our two experienced EAL/D teachers have worked co-operatively with classroom teachers planning and implementing programs with a language focus. Our EAL/D students have diverse talents and capabilities and a range of prior learning experiences with different levels of literacy in their first languages and in English. They require additional time and support to further develop their language proficiency.

The multicultural parent group has continued to meet in 2014 for both social and informative purposes. Harmony Day continues to be an annual school event where students and the wider community display unity in diversity.



EAL/D staff members have attended teacher professional learning and network meetings to keep up with latest methods.

Anti-racism programs are developing well with the support of our ARCO.

Significant Programs and Initiatives-Equity Funding

Aboriginal background

Aboriginal Education continues to be a huge priority at St Andrews Public School. As indicated earlier in this report our school incorporates a range of strategies that supports both Aboriginal

and Non-Aboriginal students across the school. Our partnership with the local AECG has been strengthened and a large number of staff members attend meetings. Our new three year school plan will clearly articulate Aboriginal Education as a continued priority for our school.

Socio-economic background

St Andrews Public School received a small amount of Equity Funding. The funding supported current programs and predominantly was aligned to promote higher expectations through learning and funding strategies that improve parent involvement and engagement in the school. A part of this funding was also aligned to attendance strategies and programs that focused on at risk students.

English language proficiency

St Andrews Public School received a staffing allocation and a small amount of funding for students who have English as an additional dialect. Our school culture is to incorporate teachers and learning support officers into the classroom environment to support these students in their everyday learning. Group work is a predominant feature, with two or more staff working in classrooms to support individualised learning needs at particular times during the day. The funding supports these teachers and Learning Support Officers to be employed.

Learning and Support for students with additional needs

Our school's continuing success in developing and implementing an inclusive culture for students with additional educational learning needs is supported by all students in our five support classes having personalised education plans specifically meeting their educational, social and functional needs. To support the implementation of these personalised learning programs each class has a School Learning Support Officer who assists the class teacher.

Personalised Learning Plans are reviewed annually in collaboration with parents/caregivers at formal review meetings.

Students in the support classes are integrated into whole school activities including reading,

mathematics, sport, excursions, environmental education, assemblies and in the playground.

Students in mainstream classes with additional learning needs are supported by Learning and Support Teachers and four temporary School Learning Support Officers who assist students in classrooms with the implementation of personalised learning and support plans.

The whole school implemented “Student Wellbeing” under LMBR. Staff completed professional learning in accessing and using this electronic referral system for students referred to the Learning and Support Team and for updating information.

The Learning and Support Team meets weekly to identify, analyse, prioritise, allocate and evaluate personalised support for students with additional learning needs through the referral system on Student Wellbeing. Collaborative processes with parents and the wider community have been enhanced through scheduled review meetings to strengthen partnerships and support the implementation of personalised learning and support plans.

The school once again collected data as part of the trial phase of the Nationally Consistent Collection of Data on students with a disability in preparation for full implementation in 2015.

Other significant programs and initiatives

Improving Literacy and Numeracy National Partnership (ILNNP)

There was a continued focus on improving literacy programs, professional learning and collaboration and targeting and tracking reading and comprehension levels of students in Years 1-3.

Under the National Partnerships strategy an Assistant Principal was employed to provide professional learning through a collaborative model of team teaching in Year 1 classrooms. A cycle of team teaching, professional dialogue and planning was used to work together with Year 1 teachers to focus on reading strategies and learning goals for individual students and groups

within their classes. The team teaching model was used to develop capacity to use the Super 6 strategies of comprehension. Staff were trained to use the PLAN data tool to track students more effectively.

Whole staff professional learning sessions were conducted to assist in the implementation of the new Australian Curriculum NSW English syllabus. This included a session on Writing with the Best Start consultant. It also included a number of whole school professional learning sessions on using the Literacy Continuum supported by the PLAN tool for monitoring and tracking student progress. Year groups were then able to set targets for improvements in student reading and comprehension, as well as track and monitor progress through the June and November collection of data across Year K-3.

Significant improvements in reading and comprehension after the two year project introducing Super 6 Comprehension and tracking and monitoring strategies is evident, especially within the Year 3 cohort. In the Year 3 cohort there was a 34% increase in the number of students in achieving At Expectations in a six month period. An improvement in the number of students moving between the bands of Well Below to Below was also significant. 21% of students previously working in the Well Below band in June were operating in the Below Band in the November Data collection. 32% of students have moved from Below to At Expectation. Aboriginal students were tracked separately. In June no Aboriginal students were working At or Above Expectations, however in November 50% of Aboriginal students in Year 3 moved to working At Expectations.

The National Partnerships Assistant Principal was also responsible for building capacity in staff and knowledge of resources suitable for implementing the Australia and Engagement with Asia Cross Curricula Priority K-6.

Environmental Education

Environmental Education continued to be a focus at St Andrews Public School in 2014. The school has an active environmental committee that organises various activities for the whole school, including Clean Up Australia Day and National Tree Day. On Clean Up Australia Day all classes participated in cleaning up an area of the school. The benefits of taking care of our environment were reinforced in class lessons that involved stories, videos and craft. The children had an opportunity to appreciate our beautiful environment during class lunch picnics.

As part of Tree Day, each class planted a tree in the front area of the school. The classes had all prepared “tree tags” previously, which had been laminated and were placed around each class’ tree for identification. Many of these trees were supplied by Campbelltown Council. A number of classes also participated in Environmentor workshops delivered by Keep New South Wales Beautiful. These workshops focused on the water cycle and how we can protect our waterways.

The Crunch and Sip program is actively promoted at St Andrews Public School. Greenwaste from this program is recycled in the school compost bins and later used for the school vegetable patch. The students are involved in the cycle of garden management from this stage to that of food production. They then sell their produce to the community and in 2014 \$322 was raised. Two worm farms have also been re-established this year.

All students at St Andrews Public School participate in class waste paper recycling. Each class has a recycling bin that is emptied into the school recycling bin weekly by the students. Staff also recycles tin cans.

A gardener is employed for one day per week. During the year the front of the school was upgraded with edging and a mass planting along

the fence line. In addition, other school gardens are gradually being planted out. Lawn at the front of the school has also received some maintenance.

Korean

In 2014, 55 students participated in a Korean LOTE program. There are no native speakers of Korean enrolled at St Andrews Public School. A Year 5/6 Opportunity class was exposed to Korean LOTE for 30 minutes per week for a semester. The Korean LOTE Teacher integrated Korean language and culture into one Year 2 program as the regular class teacher. A variety of Korean cultural performances were experienced by students in K-6 throughout the year.

In March, a Korean musician performed traditional Korean music for all students K-6 as part of our Harmony Day celebrations. In September, all of Year 6 including the 5/6 support class experienced the “Ride the Korean Wave Incursion” sponsored by the Korean Cultural Office in Sydney. Students enjoyed learning about a variety of traditional Korean crafts and games, Korean cooking and experienced traditional music and K-pop dance performances.

The school’s Korean LOTE teacher graduated from the University of Queensland with a Diploma of Art (Modern Languages) (Korean) under the NALSSP Scholarship Program in July.

A highlight of the year for the Korean LOTE Teacher was the 2 week In-Country Experience to South Korea which took place in October, 2014. The teacher was selected as the Australian representative to attend a Non-Native Korean Speakers International Educators Program held at University of Daejeon, South Korea. Forty educators from around the world who teach Korean attended Korean linguistics and Korean as a second language lectures and many cultural field trips during the program.

During the year the school hosted Korean high school exchange students for the day and

students were able to interact with these native speaking students.

Links with our Cluster schools in Campbelltown continue to be developed for sharing professional learning and collaboration in Korean language.

The school continues to involve Korean War Veterans in our ANZAC Day Service.

One student received first prize in the Non-native speakers category of the 2014 Australian Korean Book Review competition. The Consulate-General of the Republic of Korea and the Choonpa Korean Language Trust Incorporated provided 8 students with Excellence and Encouragement Awards for our annual Assemblies of Achievement and Excellence.



School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Literacy

Outcomes from 2012–2014

Improved student learning in reading and comprehension

Evidence of achievement of outcomes in 2014:

- 49.3% of Year 3 students achieved proficiency band (37.4% in 2013)
- 94.6% of Year 5 students achieved at or above national minimum standards (90.6% in 2012)

- Increase in reading levels across K to 2

Strategies to achieve these outcomes in 2014:

- Teaching and learning programs were developed with explicit reference to areas identified through NAPLAN data analysis and K-6 Best Start and PLAN data
- All staff participated in Teacher Professional Learning(TPL) sessions in implementation of the K-6 English Syllabus for the Australian Curriculum
- All staff engaged in ongoing TPL and opportunities to work with stage team colleagues and executive staff on curriculum differentiation when programming and incorporating the K-6 Literacy Continuum

School priority 2

Numeracy

Outcomes from 2012–2014

Improved student learning in number, patterns and algebra

Evidence of achievement of outcomes in 2014:

- 28% of Year 3 students achieved proficiency standard (20% in 2013)
- 20% of Year 3 Aboriginal students achieved proficiency standard (11.1% in 2013)
- 94.6% of Year 5 students achieved at or above national minimum standards (94.1% in 2012)
- 11% of Year 5 Aboriginal students achieved proficiency standard (0% in 2012)

Strategies to achieve these outcomes in 2014:

- Focused teaching and instruction to boost improvements in identified areas

of need through NAPLAN, Best Start and PLAN data

- Planning, teaching and assessment to be developed on a two-five weekly cycle
- All staff engaged in ongoing Teacher Professional Learning and opportunities to work with stage team colleagues and executive staff on curriculum differentiation when programming and incorporating the K-6 Numeracy Continuum

School priority 3

Student Engagement

Outcomes from 2012–2014

Improved student engagement in all learning environments

Evidence of achievement of outcomes in 2014:

- St Andrews Public School achieved a 94.5% attendance rate which was 0.3% below state and regional average. This was due to continued attendance monitoring processes, as well as explicit expectations of school attendance communicated regularly to the community through newsletters and the school website
- Implementation of the reviewed PBL Matrix
- A 10% reduction in Level 3 and 4 behaviour levels
- Increased parent/teacher formal and informal partnerships to support student learning

Strategies to achieve these outcomes in 2014:

- Awards for students with 100% attendance and class incentives for outstanding attendance
- Continued monitoring of students with attendance concerns
- Implementation of the new PBL matrix and improved communication to parents in line with the school discipline policy

- Employment of a student Behaviour Consultant/Mentor, 1 day per week to guide and support staff in dealing with challenging student behaviour
- Continued Teacher Professional Learning for all staff and development of transition plans to support individual student need

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

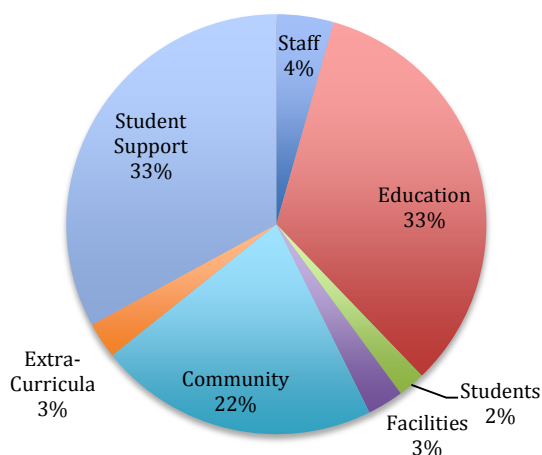
Their responses are presented below.

Throughout Term 4 of 2014 a dedicated team began a process to develop a new school vision statement. It initially started with asking the staff, 'What do you see as your purpose for teaching the students of St Andrews?' Key words were recorded and collated. Words that were significant were presented to staff and common definitions were determined among grades. It was evident that all staff had a very common definition of our purpose. After staff consultation a process to have parent, student and further staff consultation was developed. Information about a parent survey and the process of its delivery was discussed at the Parent Body meeting in November. Every family received a survey which incorporated three key questions and a rating scale of terms which were previously identified as important by our staff. Over a two week period, over 200 parent surveys were collected at the front office, during Coffee Chat and after school during student dismissal. Raffle tickets were awarded to parents who returned a survey, with winners announced at end of year assemblies in Week 10 of Term 4. Concurrently, students were also surveyed in class groups. Students were asked 'What makes St Andrews Public School a good school?' and 'What would make St Andrews P.S a better school?' Results were collated and then validated through individual student interviews. Staff were then resurveyed using the same questions as the parent survey.

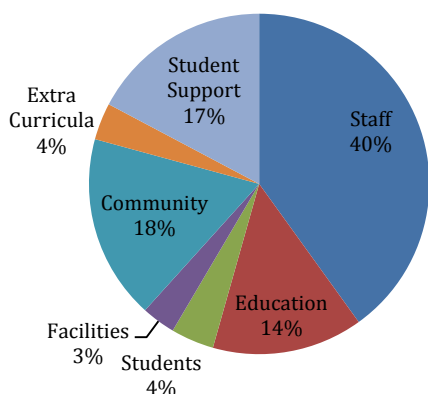
Staff results were also collated. Throughout Term 1, 2015 all data collected was presented to staff and the parent body. Creating a shared vision was a slow process, however it was not a difficult one. The results from the student, staff and community surveys; forums; interviews and discussions clearly indicated that students are at

the forefront of our core business and our school vision had to reflect this. It was determined that the vision statement most appropriate for St Andrews Public School was Children, First and Foremost. It was imperative that our vision statement was concise to ensure that all members of the school community understand and believe in our purpose and the reasoning behind decision making for the 2015-2017 St Andrews P.S. School Plan.

**Parent Response-
Q1 . What do you expect the school
to provide for your child?**



**Parent response- Q2
What makes St Andrews Public
School
a great school?**



Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

St Andrews Public School's three strategic directions for the 2015-2017 school plan are: Wellbeing, Authentic Community Engagement and Quality Teaching and Learning,

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Richard Batty, Principal

Mr Chad Harris, Deputy Principal

Mrs Julie Sivell, Assistant Principal

Mrs Kiri Smith Assistant Principal

Mrs Marilyn Friedrich, Rel. Assistant Principal

Mrs Jessica Seeney, Rel. Assistant Principal

Mrs Carrol Boyles, Classroom Teacher

Mrs Fiona Pereira, Classroom Teacher

Ms Jill Arnold, Parent Body Representative

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>