

St Andrews Public School Annual Report



2016



4481

Introduction

The Annual Report for **2016** is provided to the community of **St Andrews** 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.

Richard Batty

Principal

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9603 1333

Message from the Principal

The 2016 school year proved to be another successful year for our students, staff and community at St Andrews Public School. Throughout this year's Annual 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'd like to take this opportunity to thank all of our students, staff and parents for continuing to make St Andrews PS a school of excellence.

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

School background

School vision statement

Children, First and Foremost

School context

St Andrews Public School is situated in the suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 800 students (7% Aboriginal, 44% 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, 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 also 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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On **November 1st** our school participated in the external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. This Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of **Learning** that St Andrews Public School is at ***Sustaining and Growing***.

This is validated by the school's continual work in the ***Learning Culture and Wellbeing*** elements that address the cognitive, emotional, social, physical and spiritual needs of students, staff and the community. Our school continually places a Wellbeing lens across the site and is committed to promoting an authentic, rigorous and positive learning culture.

There is strong evidence in the ***Curriculum and Learning*** element to suggest that our school is continually positioning itself to be responsive to the needs of all students. We have focused on a huge commitment to improving teachers' professional development through the implementation of evidence based teaching practices that align with our Strategic Directions. These experiences include Hattie's research around effect size, the Teaching Early Numeracy pedagogy, student self-evaluation and authentic feedback. Our school has also worked very closely with external agencies to support and provide students with a range of opportunities and experiences outside the school site.

In terms of the ***Assessment and Reporting and Student Performance Measures*** there is evidence to suggest that our school has developed effective systems and processes to demonstrate a variety of ways to monitor and track student achievement. Data walls are a driver of student performance, however the school notes there is some work to be done around external data measures to achieve improved growth across the school.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** that St Andrews Public School is at ***Delivering***.

This is validated by the ***Data Skills and Use*** element that indicated our school staff are provided with opportunities to unpack research behind a variety of pedagogical practices such as formative and summative assessment, learning goals and success criteria, student self-evaluation through reflection and providing timely feedback purposeful to student learning goals.

Within the ***Learning and Development*** element our school focuses on collaboration that is ongoing, school based, sustainable and directly relevant to the daily work of teachers. Structures that promote authentic whole school professional development are embedded across the school site. Examples of these structures include a three weekly cycle of grade, staff and priority team collaboration, whole day grade planning each term off school site, fortnightly TEN PD and the communication of ideas through Office 365.

The school notes that further promotion in the element of ***Professional Standards*** is required so that staff are encouraged to remain current in embedding evidence based teaching strategies across all KLAs.

The results of this process indicated that in the School Excellence Framework domain of **Leading** that St Andrews Public School is at ***Delivering***.

This is validated by the ***Leadership*** element that highlights our school has clear formal and informal leadership opportunities for staff and students. SRC, Peer Mediators, Special Purpose Area student leadership and captain and prefect conferences are just some of the opportunities offered to students. Our teaching staff are offered opportunities in relieving executive positions via an expression of interest pool and all teaching staff are able to express their interest in leading our School Priority teams.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students identify as being safe, respectful and engaged learners	<ul style="list-style-type: none"> Survey data identified 97% of female students and 96% of male students valued school outcomes. 93% of female students and 84% of male students as having positive student behaviour at school and are interested and motivated to learn. 8.2 out of 10 females and 7.9 out of 10 males identified they had someone at school who consistently provides encouragement and can turn to for advice. 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. 	\$8250
100% of students identified as requiring additional provisions are appropriately supported through personalised learning plans	<ul style="list-style-type: none"> All classroom teachers identified students with additional learning needs in their classroom and in consultation with parents, developed individual learning programs that were supported by the teacher and SLSO. The Learning Support Team meet weekly and assign priorities based on teacher feedback and whole school data. A behavioural consultant is employed one day per week to support teacher professional learning and identify students requiring additional support. 	\$1320
100% of staff feel their wellbeing is supported and embedded into the implementation of school policies and procedures	<ul style="list-style-type: none"> The Wellbeing team continued to implement a number of strategies (including Wellbeing week) to improve staff wellbeing where no meetings are held before and after school. This strategy has improved the sense of team right across the school. 	\$16800
Improvement in student attendance by 1.5% (93.4%)	<ul style="list-style-type: none"> A classroom teacher is released for two hours each week to monitor whole school attendance and promote proactive strategies with all staff while establishing strong links with the community and HSLO. Proactive attendance monitoring and procedures continue to improve overall attendance data with 	\$6500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in student attendance by 1.5% (93.4%)	attendance rates at 94.3% and a steady decrease in chronic non-attendances evident.	

Next Steps

PBL – Revision of our student welfare and behaviour policy and communication processes to parents.

Wellbeing Week – Continue to provide a range of strategies to promote staff and student wellbeing with the focus on wellbeing week twice per term.

Attendance – Continue to monitor attendance through Sentral, classroom teacher/parent relationships, attendance officer and Home School Liaison Officer.

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

Community feedback continues to be a regular practice throughout the school and evaluated utilising the Parent Body, Multicultural parent group, yarning circle, 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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% increase in community attendance at school events	<ul style="list-style-type: none">• CLO employed one day per week to promote Coffee Chat parent mornings and sharing of stories.• Further development of Yarning circles for Aboriginal parents with a focus on sharing identity.• An increase in parents being helpers in Home Reading and classroom support.	\$7150
75% of parents engage in formal student learning meetings	<ul style="list-style-type: none">• 12% increase in participation at parent information evenings and parent/teacher nights with a 15% increase in attendance by males.• Increase in parents attending PLP meetings and engaging in three way conversations about their child's learning.	\$3500
100% increase in community participation in school decision making forums	<ul style="list-style-type: none">• 60% increase in parents/family members attending monthly Parent Body meetings to discuss the future direction of the school.	\$8800

Next Steps

Parent Workshops: offer a greater variety of parent workshops around Literacy and Numeracy.

PATCH: Train parents in the Parent and Teacher Classroom Helper program.

AECG: Strengthen partnership with local AECG and establish a student AECG. Employ Aboriginal Community member 1 day per week.

3 Way Interviews: Improve parent teacher interview process by providing online bookings and conducting interviews with parents–students–teachers.

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

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.

Teachers regularly use student performance data, analysis and other student feedback to evaluate the effectiveness of their own teaching practices. The introduction of more formal classroom observations and feedback sessions from peers as part of the PDP process, will further improve student results and embed the pedagogy into school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have a Performance and Development Plan and are engaged in collaborative practice	<ul style="list-style-type: none">• Beginning teachers are engaged in professional learning on a weekly basis to assist in developing skills and understanding around quality teaching.• 100% of teachers have engaged in scheduled professional conversations and goal setting to support the development and implementation of the Performance and Development Framework.	\$31900
85% of students meeting appropriate learning expectations	<ul style="list-style-type: none">• 44% of students in Year 3 achieved in the top 2 bands in NAPLAN (Reading).• 35% of students in Year 5 achieved in the top 2 bands in NAPLAN (Reading and Numeracy).• 26% of students in Year 7 achieved in the top 2 bands in NAPLAN (Reading and Numeracy).• 91.75% of students in Years 3 and 5 achieved at or above the National Minimum Standard (Reading and Numeracy).	
100% of school programs that support Aboriginal Students are aligned with the six domains of the National Aboriginal and Torres Strait Islander Action Plan	<ul style="list-style-type: none">• The school worked closely with KARI, parents from yarning circle links with Tharaawal to identify the ongoing support needed during transition points and providing pathways for Aboriginal students.• Continued support from the Western Sydney University provided cultural experiences and identified future pathways to university and other vocational educational settings.	
100% of students are engaged in teaching and learning activities that utilise the schools identified 21st Century Learning Skills	<ul style="list-style-type: none">• The school continued to invest heavily in technology. Touch Panels for classrooms, iPads for the library and upgraded wireless network ensured new experiences were embedded into weekly lessons utilising this technology.• Four classrooms were set up for a trial of 21st Century Learning furniture.	\$150000

Next Steps

Literacy – Mirror the pedagogy presented as part of TEN into literacy.

Data: – Further develop formative assessment strategies, focusing on assessment 'for' and 'of' learning in literacy. Continuous monitoring of data is used to drive programs for future improvement.

Speech – Employ a speech pathologist to support students with receptive and expressive learning difficulties and to provide support to their families.

Strategic Direction 4

Professional Experience Hub Partnership

Purpose

To develop rich, reciprocal partnerships with Western Sydney University that explores learning environments and pedagogical practice.

Overall summary of progress

This initiative involved St Andrews PS working closely in partnership with Western Sydney University and the secondary professional experience hub school to provide opportunities to pre-service teachers to explore and learn about diverse learning environments. The strategy focussed on Aboriginal education training and policy with the AECG as community partners and visits to Connected Communities schools. The opportunity also provided quality professional learning in mentoring and supervisory practices for school staff. A critical mass of WSU pre service teachers were based at St Andrews PS and were matched to Mentor teachers after undertaking an EOI process. The school focussed on providing a quality orientation and induction program with opportunities to have a variety of wider school experiences in a comprehensive setting. The strategy developed mentor teacher skills and pre-service skills in the areas of relationships, communication and collaboration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of preservice teachers fulfill the requirements of the professional experience placement, evaluated against graduate standards.	<ul style="list-style-type: none">• Professional Practice Team with Grade representatives established and meet to design Induction and Orientation of WSU Pre-service Teachers.• 18 Mentor Teachers involved in the supervision of WSU Pre-service teachers.• 18 Mentors Teacher undertake and complete AITSL modules on Supervising Pre-service Teachers.• 38 WSU pre service teacher placements in the Cluster Hub schools predominately primary placements.• 15 WSU pre-service teachers placed at St Andrews PS through EOI process.• Pre-service teachers receive TEN training with Mentor Teachers in whole school focus on numeracy.• 96 participants in Healthy Culture, Healthy Country courses including Pre-service Teachers, Mentor Teachers and Executive from Cluster schools.• Moree Trip 1 & 2 conducted successfully. WSU primary only and combined primary/ secondary PST take part. 40 places (15 places secondary from WSU secondary partner school Cambridge Park HS, 10 primary places for Cluster Hub schools of Claymore and Bradbury & Rosemeadow PS).• WSU University Advisor based at SAPS one morning a week and services Cluster schools.	\$95000

Next Steps

Refine process: Review current procedures and model best practice. Create a model to be adopted for other schools to utilise with pre-service teachers.

Full time role: Employ PEX coordinator 1.0 FTE to coordinator project across Community of Schools with a focus on

Assessment and Reporting, Innovations and sharing of school based resources.

EOI: Refine the expression of interest and extend the process to include secondary pre-service teacher placements.

Data: Formal analysis of qualitative data from Pre-service teachers.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • 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. • Continued to strengthen partnerships and promoted genuine collaboration between schools, Aboriginal families and local AECG. • Employed SLSOs to support student learning in the classroom. • Teachers taught in Connected Communities schools as part of their ongoing PL. 	\$31411
English language proficiency	<ul style="list-style-type: none"> • Strengthened English language support for EAL/D students at key transition points i.e. Targeted students in Kindergarten. • Improved the quality of teaching and learning for EAL/D students through the effective use of data to inform differentiation in programs and assessment. • Teachers employed 3 days per week to support students requiring additional learning support. • In class support to maximise Literacy and Numeracy skills and to increase English language proficiency. • Programs were differentiated to meet student need. 	\$143489
Low level adjustment for disability	<ul style="list-style-type: none"> • Support targeted students in the classroom by funding additional SLSOs to support students at key transitional points, and the implementation of Individualised Learning Plans. • Employed teachers across the school each week to support students and focus on individual learning plans. 	\$261691
Socio–economic background	<ul style="list-style-type: none"> • Students identified by staff and L&ST and were given time to work with a teacher to improve literacy and numeracy skills. Parents were informed of assistance given. • Targeted individual students and worked towards improving student outcomes. • Engaged parents into the life of the school via coffee chat, yarning circle and literacy and numeracy workshops. 	\$64080
Support for beginning teachers	<ul style="list-style-type: none"> • In 2016, three teachers received funding under the Great Teaching Inspired Learning reform which was used to release the staff members for additional professional learning opportunities. • Each teacher was guided by a mentor and given opportunities to observe lessons by colleagues, take part in workshops/courses, as well as network with other schools to share expertise. 	\$14132

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	389	414	409	398
Girls	360	377	378	382

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.6	95.8	94.5	95.7
1	96.3	94.4	93.8	93.6
2	96.4	93.4	94.7	93.6
3	96.4	95.7	93.8	94.7
4	97.3	94.8	95.5	93.2
5	97	93.7	94.7	94.3
6	96.4	94.1	94.5	94.9
All Years	96.8	94.5	94.5	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KS	19
KP	19
KM	19
KK	20
KV	20
1ES	22
1W	20
1P	19
1M	19
1H	20
2T	22
2S	23
2L	22
2C	23
2B	21
3W	28
3Q	31
3F	30
3C	28
4L	31
4C	32
4BY	31
45K	31
5-6FP	30
5S	30
5FM	28
56B	31
6G	31
6S	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.06
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	9.67
Other Positions	0

*Full Time Equivalent

St Andrews Public School has one Aboriginal staff member.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

During 2016, one teacher submitted accreditation to 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 under Great Teaching, Inspired Learning reform.

Professional learning undertaken by all staff at St Andrews Public School in 2016 was linked to our four strategic directions of Quality Teaching and Learning, Wellbeing, Authentic Community Engagement and Professional Learning Hub Experience.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	606 043.85
Revenue	6 957 721.44
(2a) Appropriation	6 538 850.95
(2b) Sale of Goods and Services	55 104.25
(2c) Grants and Contributions	356 060.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	7 705.43
Expenses	-6 833 736.41
Recurrent Expenses	-6 833 736.41
(3a) Employee Related	-6 016 392.33
(3b) Operating Expenses	-817 344.08
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	123 985.03
Balance Carried Forward	730 028.88

Financial management processes at St Andrews Public School include overall budget management by the finance committee. The finance committee comprises the Principal, the Deputy Principals, the School Administrative Manager and the school executive.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 617 465.71
Base Per Capita	44 119.87
Base Location	0.00
Other Base	4 573 345.84
Equity Total	503 061.05
Equity Aboriginal	33 800.81
Equity Socio economic	64 080.41
Equity Language	143 488.68
Equity Disability	261 691.15
Targeted Total	937 156.52
Other Total	206 213.61
Grand Total	6 263 896.89

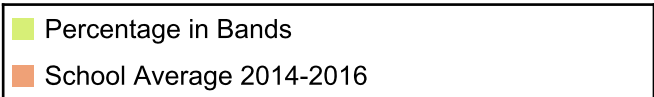
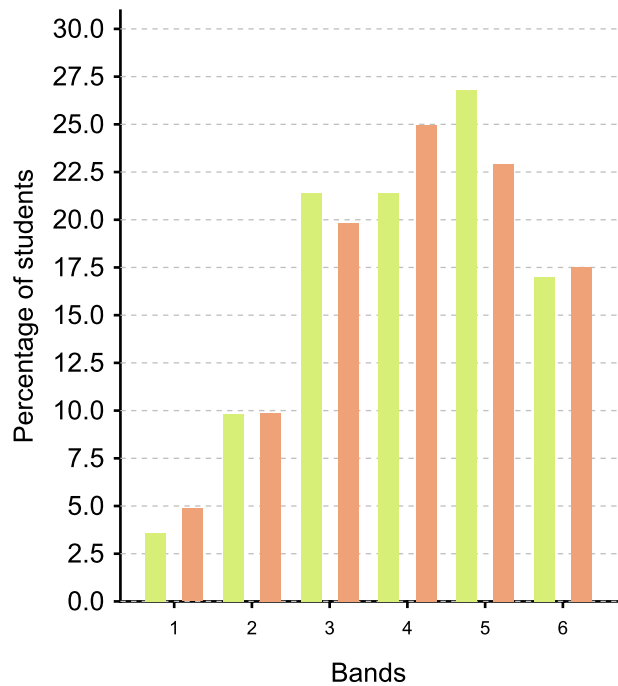
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

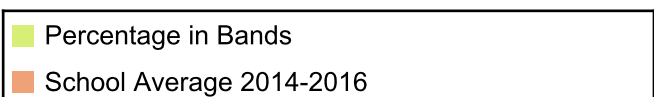
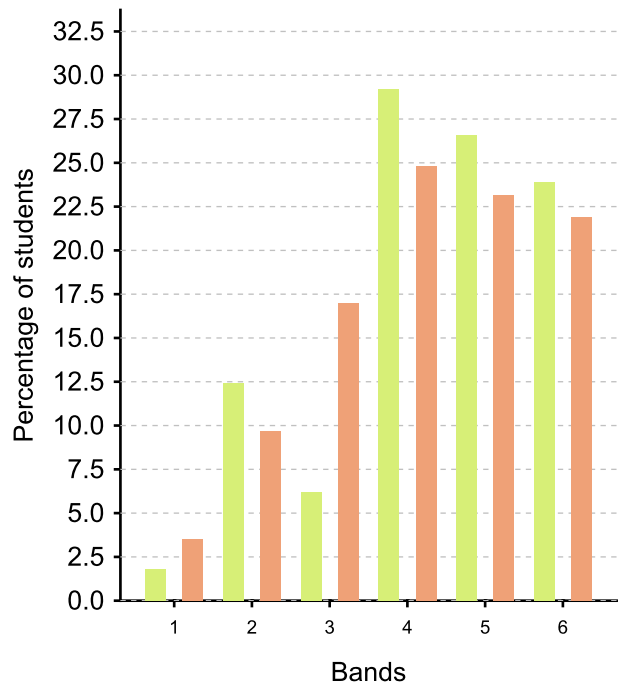
NAPLAN

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.

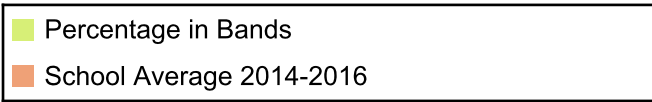
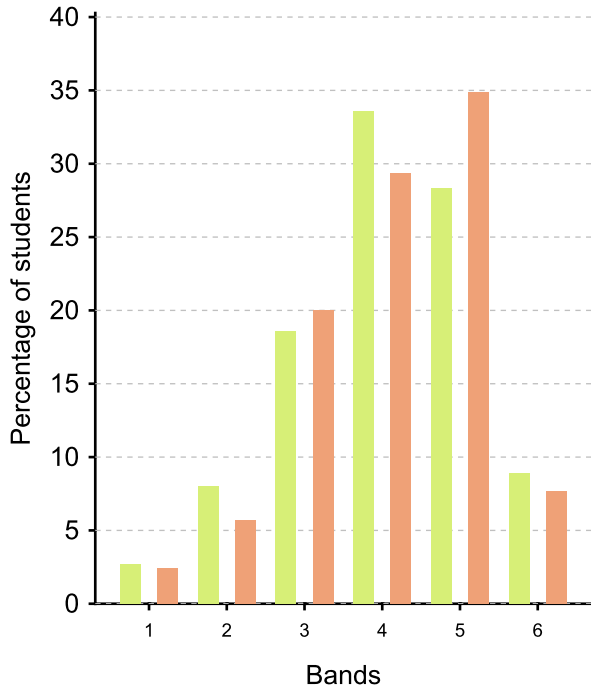
Percentage in bands:
Year 3 Reading



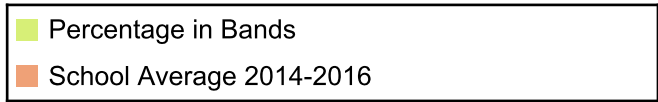
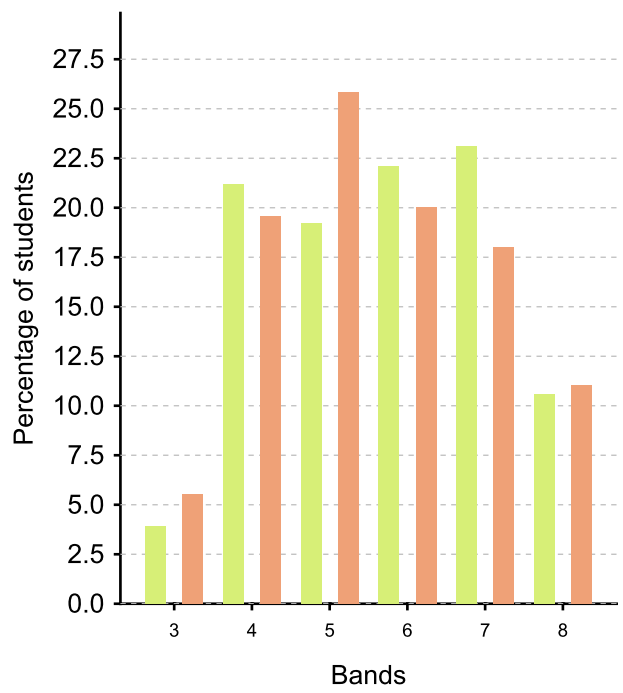
Percentage in bands:
Year 3 Spelling



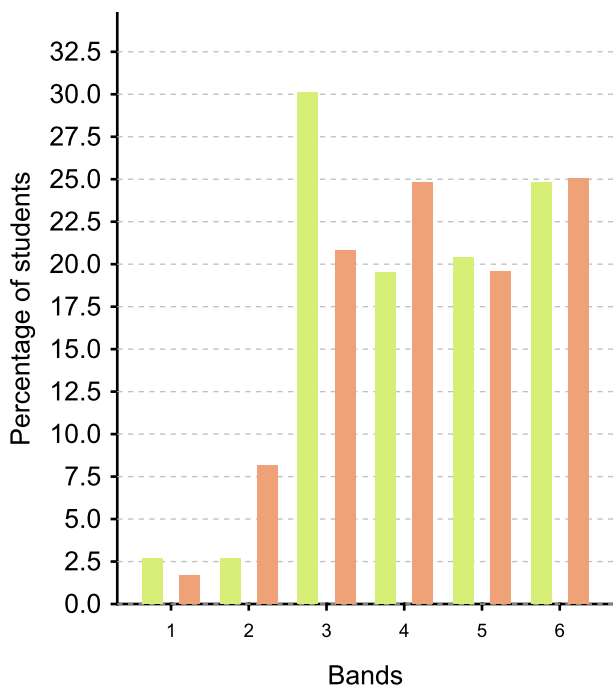
Percentage in bands:
Year 3 Writing



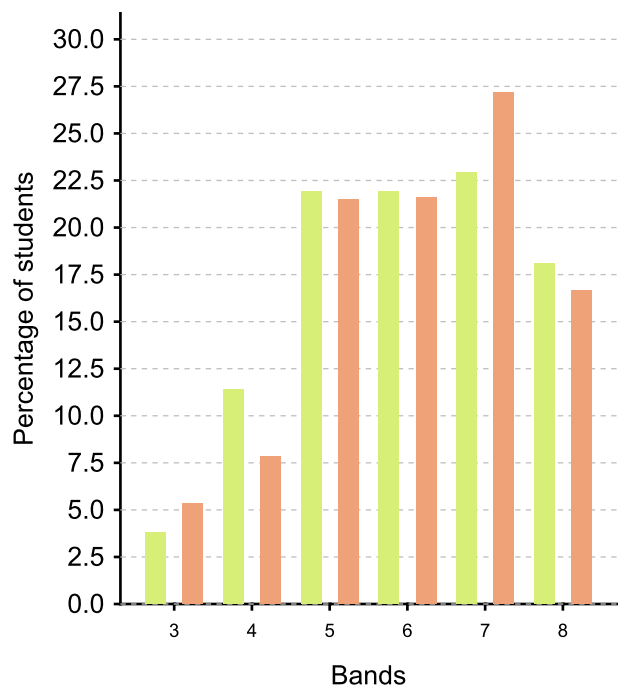
Percentage in bands:
Year 5 Reading



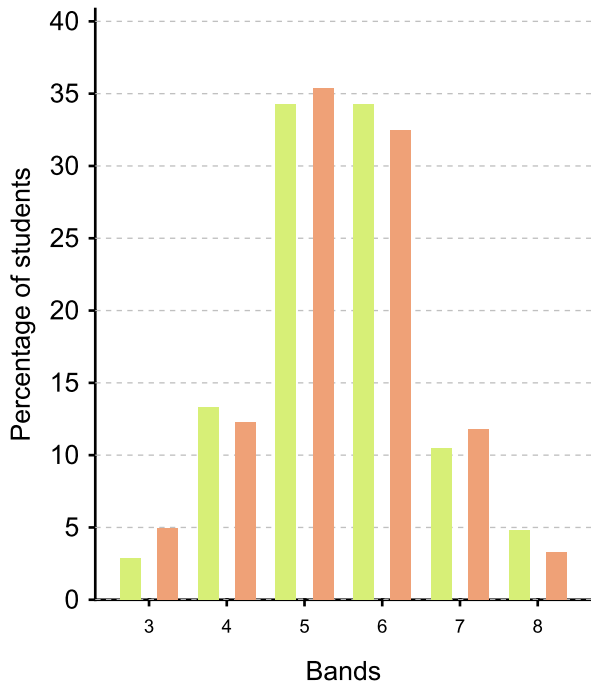
Percentage in bands:
Year 3 Grammar & Punctuation



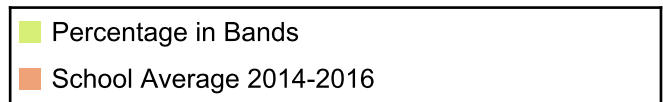
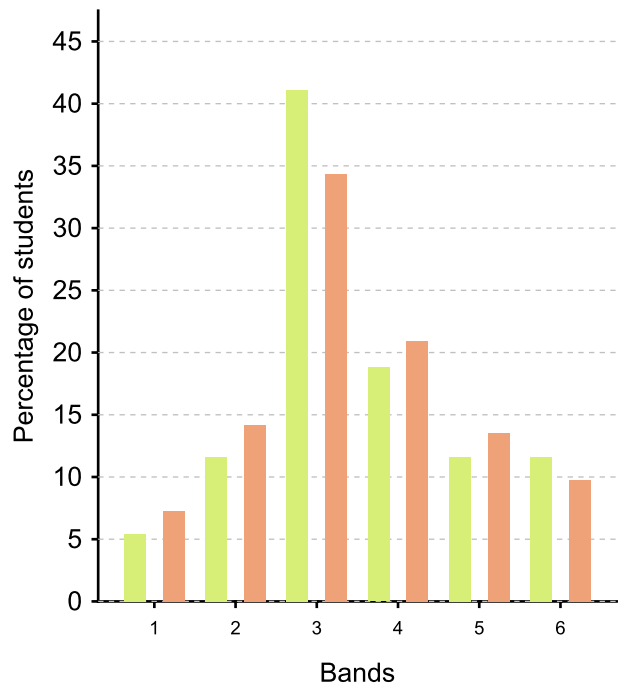
Percentage in bands:
Year 5 Spelling



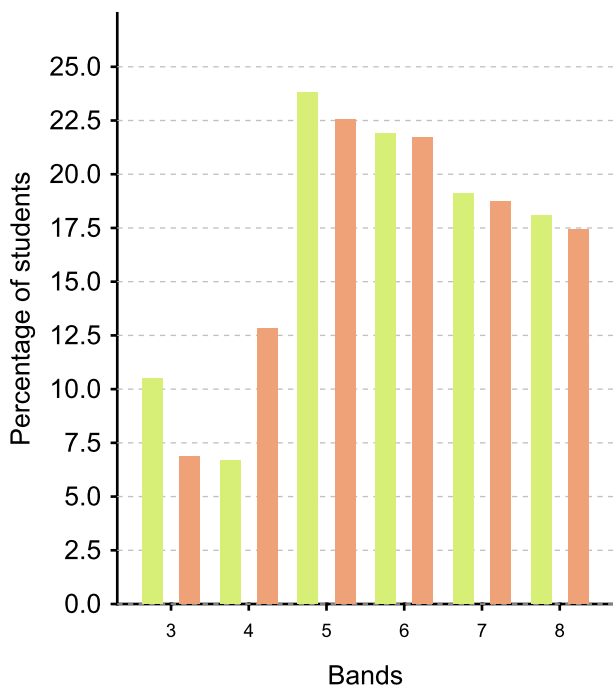
Percentage in bands:
Year 5 Writing



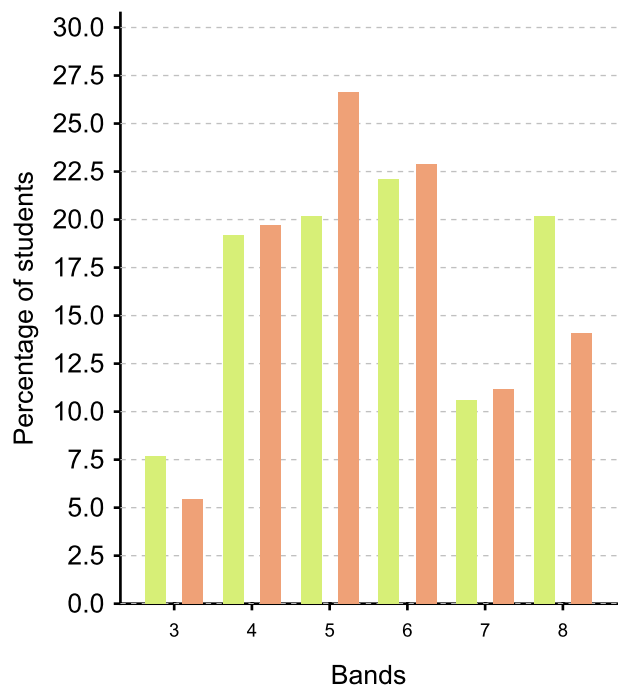
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

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

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.

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.

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.

Students in Years 3–6 were again invited to participate in the Heartbeat program at the Western Sydney University. 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 continuation of our inter-school

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. This program has been a huge success and students have continued to develop and build friendships with other Aboriginal students in our local community and strengthen identity.

Yarning Circles occurs once every term and are 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.

Multicultural and anti-racism education

Students from 48 language backgrounds other than English, representing 45.2% 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.

The school continued its close association with South Korea. In 2016, students from South Korea visited the school and participated in lessons, shared experiences and established friendships.

Other school programs

Academic achievements

- One student was successful in gaining Opportunity Class placement.
- Seventeen students were successful in gaining Selective High School placements.
- Forty-seven students participated in the English Skills Competition and were awarded 1 High Distinction, 4 Distinctions, 7 Merits and 35 Participation certificates.
- Seventy-four students participated in the Mathematics Skills Competition and were awarded 7 Distinctions, 19 Credits, 11 Merits and 37 Participation certificates.
- Thirty-seven students participated in the Computer Skills Competition and were awarded 5 Distinctions, 8 Credits, 7 Merit and 17 Participation certificates.
- Forty-two students participated in the Science Skills Competition and were awarded 3

Distinctions, 14 Credits, 2 Merits and 23 Participation certificates.

- Thirty-four students participated in the Writing Skills Competition and were awarded 1 High Distinction, 1 Distinction, 11 Credits, 2 Merits and 19 Participation certificates.
- Fifty-eight students participated in the Spelling Skills Competition and were awarded 6 Distinctions, 20 Credits, 5 Merits and 27 Participation certificates.
- Four students participated in the Academic Challenge competition, fourteen students participated in the Tournament of the Minds competition.

Arts

- Twenty-four students participated in School Spectacular.
- Thirty-eight students performed at the Regional Dance Festival.

Sport

- The school was represented at zone swimming, athletics and cross country carnivals by 117 students, 33 students represented at area carnivals and 2 students represented the school at a state carnival.
- Six PSSA sporting teams were Zone Premiers.
- Eight students represented the school at the NSW Primary School Table Tennis Championships.
- One student was awarded zone age champion for Athletics.
- Four students represented in the regional hockey team at a state carnival.
- Two students represented in the regional rugby league team at a state carnival.

Other

- One student received the Choonpa Excellence Award for Korean.