

St Andrews Public School

Annual Report



2018



4481

Introduction

The Annual Report for **2018** 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

Message from the Principal

At the conclusion of the 2018 school year I am again excited by the achievements, efforts and commitment to continuous improvement across our school. I am exceptionally proud and pleased with the many achievements listed throughout the report.

Our successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

2018 has seen a considerable investment in developing our Assistant Principals as Instructional Leaders across our school in an AP support model exclusive to our school context. The role of our executive team is to build student and teacher capacity in both literacy and numeracy, by providing high quality differentiated professional learning and direct literacy and numeracy support.

The main focus has been developing a consistent approach to the planning and programming of English, the quality of instruction in the teaching of English and improving teaching practice so as to improve student learning outcomes. Throughout 2018 the staff have participated in extensive professional learning, effective planning and programming of the English block linked to syllabus outcomes and enhancing their ability to identify individual student achievement in English. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria.

In 2019, St Andrews Public School will continue to evolve as a dynamic, high performing school. Our focus for 2019 will continue to be around the wellbeing of all, developing leadership capacity at all levels, ensuring that high quality learning and assessment is driven by research and analysis of data, and the strengthening of the strong foundations we have across our school community.

Mr Richard Batty

Principal

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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 883 students (7% Aboriginal, 49% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 38 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 to 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, 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, public speaking, Boy's Club, social skills programs and chess club. 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 contributed to the purchase of air conditioning units in every classroom and school hall.

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. 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.

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 fortnightly collaborative planning sessions unpacking syllabus documents and designing fortnightly units of work based on student knowledge and understanding. Visible learning strategies such as learning goals and success criteria were incorporated into writing programs to help students know the purpose of their learning and self reflect and evaluate their understanding. Our school has also worked very closely with external agencies to support teachers in reflecting on their teaching practice to demonstrate quality teaching practices which align with the Australian Teaching Standards.

In terms of the Assessment and Reporting and Student Performance Measures there is evidence to suggest that our school is developing effective systems and processes to demonstrate a variety of ways to monitor and track student achievement. The school is currently looking into incorporating external data measures in addition to NAPLAN to reflect student achievement as well as school measures such as formative assessment and stage based assessments to better measure student achievement and 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 Sustaining and Growing.

This is validated by the Learning and Development and Professional Standards 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. Professional Standards are a driving factor in helping teachers identify areas of future development and plan professional learning opportunities that cater to individual teacher need.

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, intensive support provided by Assistant Principals working alongside their stages as instructional leaders to provide 5 week cycles of inquiry into evidence based practices supporting identified teachers need, stage and priority team collaboration, whole day grade planning each term off school site, writing PD every 3 weeks and the communication of ideas through G-Suite.

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

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 and all teaching staff are able to express their interest in leading our School Priority teams.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

WELLBEING: Connect, Thrive, Succeed

Purpose

Positive, respectful relationships are evident and widespread with a strong focus on wellbeing for all.

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. At St Andrews Public School, we recognised that there was a need for a predictable, school wide system which focuses and highlights positive behaviours displayed by our students. This has led to the development of a PBL team which has focused on re-establishing the core values of St Andrews; to be a Safe, Respectful Learner. 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)	Funds Expended (Resources)	Progress achieved this year
–An increased percentage in student attendance.		Proactive attendance monitoring and procedures continue to improve overall attendance data with attendance rates at 94.3% and a steady decrease in chronic non-attendances evident.
–Positive behaviour to be above 80% based on the fidelity of information.		92% of female students and 78% of male students identified as having positive student behaviour at school, in the Tell Them From Me Survey in 2018. Using Sentral data from 2018, notifications indicate that teachers are entering both negative and positive behaviours into Sentral. This data is analysed to identify the number of incidences in the year and then the percentage.
–An increase of community participation in Aboriginal initiatives.	\$15 800	Opportunity Hub for Stage 3 students held weekly over 10 weeks. Junior AECG formally established with formal election process held and facilitated by Katrina Watkins (The Fields AECG president). Positions will be held by students for a period of 2 years (unless students are in Year 6 – those positions will be re-elected) PLP barbeque held with 20 families in attendance. Students, staff and parents attended. Students also identified their 'home' country on the map of Australia for display in the library. NAIDOC week celebration, Christine Anu in attendance and sang at whole school event. Stage 2 and Stage 3 students attended Heartbeat programs and Yarn Up! Public speaking programs. Stage 2 students attended the National Literacy Foundation celebrations for Indigenous Literacy Day during which they participated in the Great Australian Book Swap.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
–An increase of community participation in Aboriginal initiatives.		<p>COS NAIDOC week was attended by all Indigenous students from K–6</p> <p>NAIDOC Week was celebrated with different whole school activities incorporated for students and staff over the course of the week.</p>
–Increase in students receiving targeted support	\$13 100	<p>Through AP model targeted support&hellip;.</p> <p>LST Process has been evaluated by the executive team in 2018. Weekly meetings held.</p>

Next Steps

- PBL – Refresher training for whole staff on Staff Development Days and Staff conference, revision of our student welfare and behaviour policy, signage around the school of the three expectations for all areas , identification of major and minor behaviours to ensure staff consistency, PBL Mascot designed and on signage, Sentral data collection process and communication processes to parents, lessons created in response to areas of need, communication of focus lessons to staff, fast and frequent reward system implemented in alignment with the school reward system.
- Attendance – Continue to monitor attendance through Sentral, classroom teacher/parent relationships, attendance officer and Home School Liaison Officer. Continue to monitor attendance and review processes and procedures with staff including through regular stage meeting agendas and monitoring.
- Aboriginal Education – Junior AECG meetings held fortnightly, Aboriginal SLISO employed focussing on girls, a Big Sister program for the development of cultural awareness, Aboriginal students to learn the National Anthem in their own language, additional opt in professional learning for staff on Aboriginal Education, offsite Professional learning for staff.

Strategic Direction 2

LEADERSHIP: Growing Together

Purpose

To create a high performing learning culture based on innovative educational practices that builds leadership capacity for all.

Overall summary of progress

The school has a holistic approach to school leadership. We know and understand that there are many levels to school leadership from our students, to staff and the community. As a school we have strong processes and structures in place for the election of our student leadership group, however we are working towards building upon this base and providing our student leaders with more opportunities to share their leadership skills through greater school and community initiatives and involvement. This would include improving student voice as one of our priorities to value the contributions of students to our whole school. Our Instructional Leadership model has completed its first phase with great feedback and success. We have invested time into the professional learning for our Assistant Principals in ensuring they have the skills and structures in place to support this wonderful initiative. The investment into this leadership model has seen much success in its first year, for both student learning/outcomes and building teacher capacity/skills. Through developing the Instructional Leadership Model together as an Executive Team we have looked at transformational change through research based on best practice, developing expert knowledge together and continuing professional learning within Stage teams. This has been achieved through developing collaborative learning, working towards PDP goals and Assistant Principals supporting teachers on a daily basis in classrooms. Community members are an important aspect of our school's leadership. We continue to involve our community through our Parent Body, our Friday parent group, Coffee and a Chat, as well as through our PaTCH training and in-class program. These community initiatives are constantly reflected upon as a school and opportunities are provided for community members to share feedback about their role within our school through community surveys and forums. We value the role of our students, staff and community in leading our school to constantly strive for excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
–Establish high quality systems and processes so SAPS is recognised as a lighthouse school for Instructional leadership.	\$187 000	Successfully implemented the first phase of our Instructional Leadership model: 2 x Assistant Principal's per stage, implementing RFF/LaST programs Evaluation occurred mid-year and shift made to AP's being completely off class to support the improvement of teacher capacity and expertise through shoulder to shoulder teaching
–Increased opportunities for students to be involved in leadership roles across the school.	\$3 000	Continuation of Student Representative Council and School Leaders program Introduction of Junior AECG committee
–Increase the leadership capacity across our executive team.	\$11 000	Investment in Assistant Principals professional learning and development to build their capacity to lead improvement across the school Collaborative stage meetings and reflective practices implemented within stage teams to target differentiation Professional Learning opportunities for teachers Increased visibility of AP's to improve Zones of Influence on staff and students
–Increased opportunities for	\$500	PaTCH program implemented and training provided

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
parents to be involved in leadership roles across the school.		21 successful parents were trained in PaTCH and supported student learning in classrooms

Next Steps

- Introduction of an aspiring leaders group to build the capacity of teachers to become future school leaders
- Build the profile of our student leadership group, through a wider lens on improving their leadership abilities and student voice within our school and as part of a wider local network
- Improved opportunity for community/parent voice in driving school direction and focus areas to boost their leadership within the school context.

Strategic Direction 3

LEARNING AND ASSESSMENT: Striving for Continuous Improvement

Purpose

To build effective teaching and learning capacity underpinned by high quality teaching, evidence– based assessment and learning for all.

Overall summary of progress

The school has employed a literacy consultant to provide school–wide professional learning on planning and programming an effective English block. Visible learning practices are evident in classrooms with teachers embedding learning goals and success criteria with English and Mathematics lessons. Student data was initially tracked through PLAN, however, the school is now using the syllabus markers to track student progress, along with anecdotal records and student work samples. The AP model has allowed exec to work alongside teachers to build their repertoire of teaching strategies. This model provided additional opportunities to observe teaching practice, engage in professional dialogue and provide feedback to classroom teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
–Increase in students achieving 12 month growth in literacy	\$18 000	<p>Literacy consultant employed to work school–wide on the development of an effective English Block</p> <p>Assistant Principal's are beginning to provide sustained, high quality, differentiated professional learning through weekly stage collaboration meetings and Stage planning days</p> <p>The AP model is allowing school leaders to work shoulder–to–shoulder with teachers to assist in expanding their repertoire of teaching strategies</p> <p>Evidence of visible learning within classrooms– Learning goals/Success criteria, Bump it up walls etc..</p> <p>Students are beginning to articulate individual learning goals in literacy</p>
–Increase in students achieving 12 month growth in numeracy		<p>Assistant Principals are beginning to provide sustained, high quality, differentiated professional learning through weekly stage collaboration meetings and Stage planning days</p> <p>Syllabus outcomes and anecdotal notebooks are used to track student data</p> <p>Evidence of visible learning within classrooms– Learning goals/Success criteria, Bump it up walls</p> <p>Students are beginning to articulate individual learning goals in numeracy</p>
–Internal and external school measures identify that students are achieving higher than expected growth		<p>Semester 1– student data was tracked through PLAN</p> <p>Syllabus outcomes and anecdotal notebooks are used by CT to track student data</p> <p>Consistent CTJ across the grade through Stage</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
–Internal and external school measures identify that students are achieving higher than expected growth		Collaboration Meetings Year 3 and Year 5 completed NAPLAN testing

Next Steps

- Literacy – Continue to work with the Literacy Consultant to plan effective guided reading and word work sessions within the English block. Each stage will continue to collaboratively plan English lessons to ensure syllabus outcomes and content are relevant and consistent across the stage.
- Numeracy– Each stage will continue to collaboratively plan Mathematics lessons to ensure syllabus outcomes and content are relevant and consistent across the stage. Primary students to explore number talks in order to develop students' understanding and fluency in number.
- Data – Deepen the levels of understanding around the effective use of formative assessment strategies. Emphasis on utilising data to drive programs for student learning, eg school to consider using pre and post test data to drive teaching and learning. Develop a school wide assessment schedule to gather consistent data from internal sources. School to trial and possibly purchase the PAT test to gather additional student data from external sources.
- PL– Opt in meetings to begin in 2019 to allow teachers to attend relevant professional learning opportunities.
- Formative Assessment Pilot group to begin in 2019 for teachers that are interested in deepening their understanding of formative assessment practices and want to use these practices effectively to drive teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$37 694	<p>All Indigenous students have a PLP which has been developed in consultation with parents, students and teachers. The PLPs are a fluid document and will be used as a platform for future years' goals. The goals set are to be worked and agreed upon between the student/parent and/or carer and the teacher. These goals should be SMART goals with a focus being either social or academic and based on the students' interests or career aspirations. If the student is not performing at the expected grade level the PLP must include a Literacy and/or Numeracy SMART goal (whichever is relevant) for the student to focus on and aspire to achieve.</p> <p>Continued to strengthen partnerships and promote genuine collaboration between schools, Aboriginal families, outside agencies and local AECG.</p> <p>Employed an Aboriginal SLSO to support student learning in the classroom and encourage relationships in the playground. The role of the Aboriginal SLSO is to also build an identity of culture and understanding of our students and their culture.</p> <p>Teachers taught in Connected Communities schools as part of their ongoing PL.</p> <p>Teachers participated in Healthy Country, Healthy Culture training.</p>
English language proficiency	\$162 724	<p>49.5% of the total school enrolment were LBOTE students speaking fifty different languages. A teacher was employed four days per week to support EAL/D students requiring additional learning support. The quality of teaching and learning for EAL/D students improved through the effective use of data to inform differentiation in programs and assessment. These programs were taught in small groups and differentiated to meet student need.</p>
Low level adjustment for disability	\$242 676	<p>Support targeted students in the classroom by funding additional SLSOs to support students at key transition points, and the implementation of Individualised Learning Plans. Timetable modified weekly to support funded students at times of need.</p> <p>Employed teachers across the school each week to support students and focus on individual learning plans.</p> <p>ILP/IEP/PLASPs created where necessary in accordance with DDA requirements to ensure adjustments for improved access to curriculum.</p> <p>Ensured all staff trained in knowing how to do this. Revised school pro forma in accordance with DoE requirements.</p>

Low level adjustment for disability	\$242 676	SLSOs trained and offered additional PL to assist in supporting students with additional needs.
Quality Teaching, Successful Students (QTSS)	\$131 000	In 2018 QTSS funds were used to develop our Assistant Principals as Instructional Leaders across our school in an AP support model exclusive to our school context.
Socio-economic background	\$71 231	<p>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.</p> <p>Targeted individual students and worked towards improving student outcomes.</p> <p>Engaged parents into the life of the school via coffee chat, Yarning Circle and literacy and numeracy workshops.</p>
Support for beginning teachers	\$61 000	<p>In 2018, all beginning teachers received funding under the Great Teaching Inspired Learning reform which was used to release the staff members for additional professional learning opportunities.</p> <p>Each teacher was guided by a supervisor/mentor and given opportunities to observe lessons by colleagues, take part in workshops/courses, as well as network with other schools to share expertise.</p>
Targeted student support for refugees and new arrivals	\$10 800	The EAL/D teacher provided intensive language support, eleven hours a week, for four students on the New Arrivals Program. An additional EAL/D teaching day was allocated in Semester Two to support two refugee students on the New Arrival Program. A bilingual SLSO was also employed to further support the refugee students in Semester Two.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	409	398	419	472
Girls	378	382	374	386

The enrolment of students has increased by 53 boys and 12 girls from 2017 to 2018 which is an overall increase of 65 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	95.7	95.3	92.5
1	93.8	93.6	94.4	93.9
2	94.7	93.6	93.5	92.7
3	93.8	94.7	94.4	92
4	95.5	93.2	94.1	94
5	94.7	94.3	93	93.6
6	94.5	94.9	93.5	91.6
All Years	94.5	94.3	94	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school maintains a proactive approach to student non-attendance. Class teachers and executive follow up non-attendance with phone calls, Sentral notes, general letters and HSLO involvement. The school community is informed regularly through parent letters and social media reminders for non-attendance and applications for Extended Leave. There has been an increase in attendance from 2017 to 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	34.6
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	9.87

*Full Time Equivalent

St Andrews Public School has two Aboriginal staff members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	57.6
Postgraduate degree	42.4

Professional learning and teacher accreditation

During 2018, two teachers submitted accreditation to Board of Studies Teaching and Educational Standards (BOSTES) at proficient teacher level. All staff are currently maintaining accreditation at proficient level and all beginning 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 2018 was linked to our four strategic directions of Wellbeing, Leadership, Learning and Assessment and Professional Learning Hub Experience.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	894,316
Revenue	8,163,669
Appropriation	7,765,492
Sale of Goods and Services	80,081
Grants and Contributions	275,821
Gain and Loss	0
Other Revenue	33,102
Investment Income	9,173
Expenses	-8,153,326
Recurrent Expenses	-8,153,326
Employee Related	-7,264,223
Operating Expenses	-889,103
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	10,343
Balance Carried Forward	904,659

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.

	2018 Actual (\$)
Base Total	5,194,888
Base Per Capita	161,324
Base Location	0
Other Base	5,033,564
Equity Total	663,451
Equity Aboriginal	48,449
Equity Socio economic	210,769
Equity Language	131,513
Equity Disability	272,719
Targeted Total	1,015,998
Other Total	361,433
Grand Total	7,235,770

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

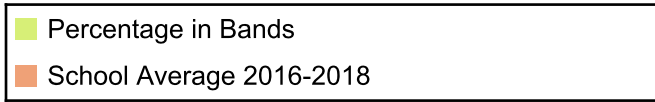
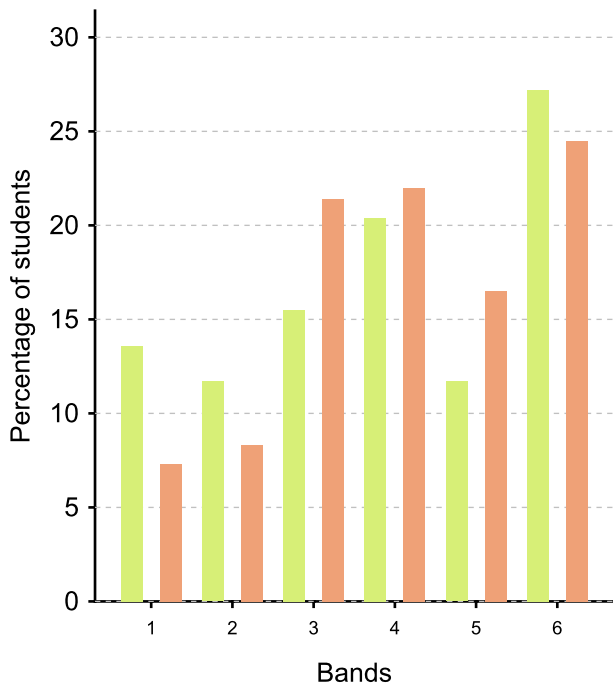
Year 3

- 40.20% of students in top two bands in Reading

Year 5

- 29.3% of students in top two bands in Reading

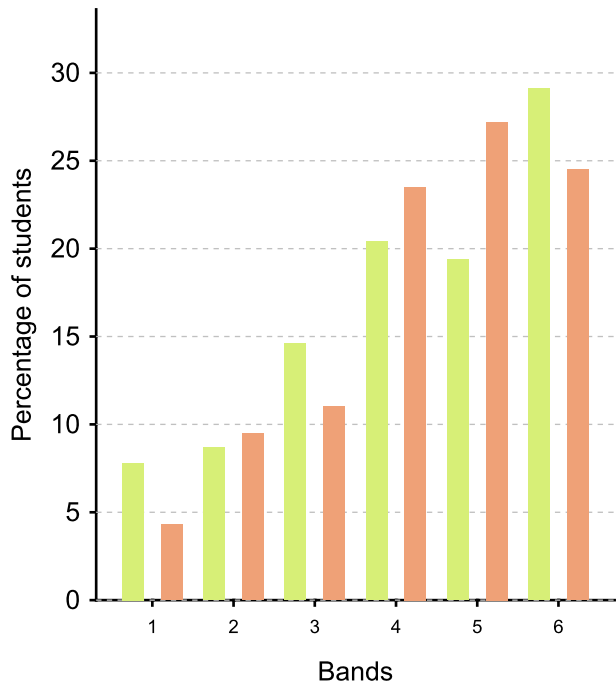
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	13.6	11.7	15.5	20.4	11.7	27.2
School avg 2016-2018	7.3	8.3	21.4	22	16.5	24.5

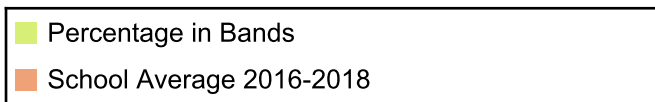
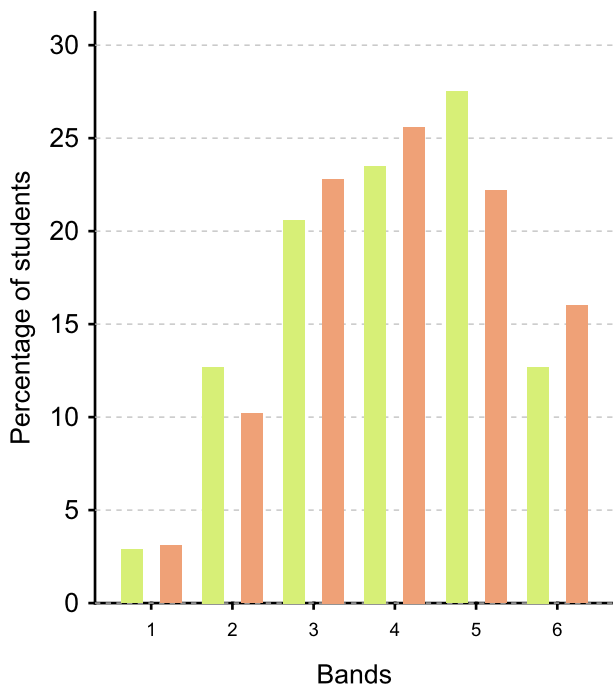
Band	1	2	3	4	5	6
Percentage of students	2.9	12.7	20.6	23.5	27.5	12.7
School avg 2016-2018	3.1	10.2	22.8	25.6	22.2	16

Percentage in bands:
Year 3 Spelling

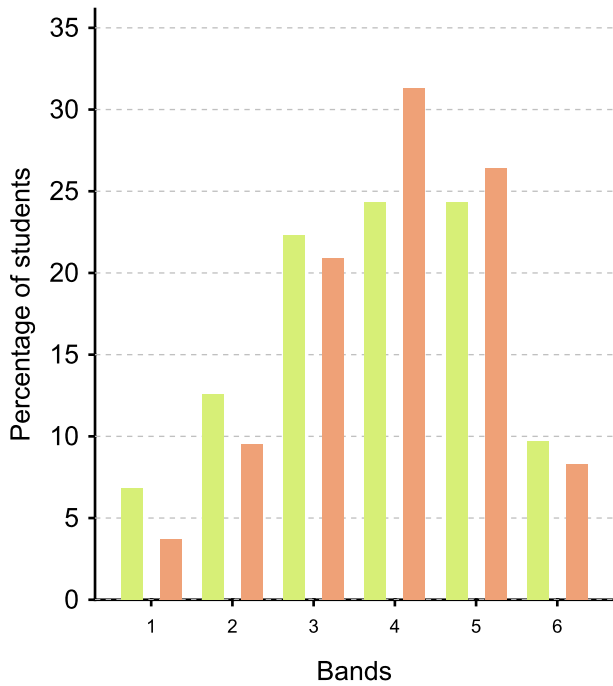


Band	1	2	3	4	5	6
Percentage of students	7.8	8.7	14.6	20.4	19.4	29.1
School avg 2016-2018	4.3	9.5	11	23.5	27.2	24.5

Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

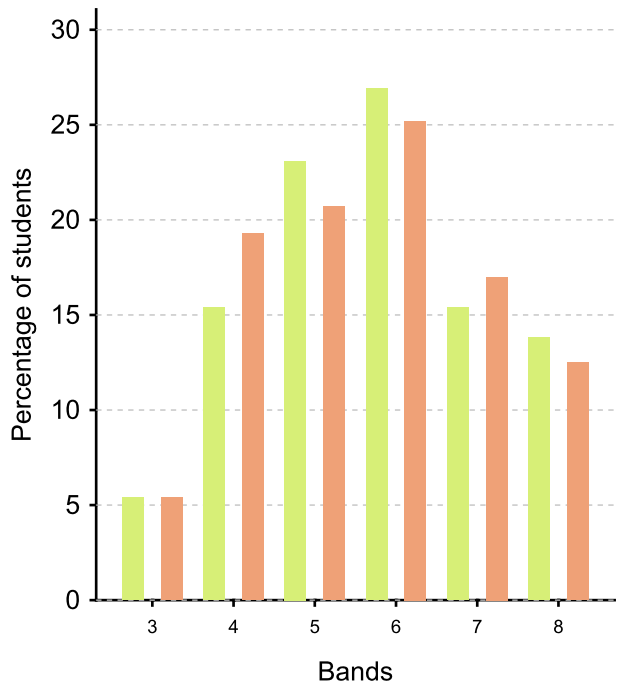


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.8	12.6	22.3	24.3	24.3	9.7
School avg 2016-2018	3.7	9.5	20.9	31.3	26.4	8.3

Band	3	4	5	6	7	8
Percentage of students	7.8	11.6	14.7	34.9	14.0	17.1
School avg 2016-2018	9	13	18.9	28.5	14.4	16.1

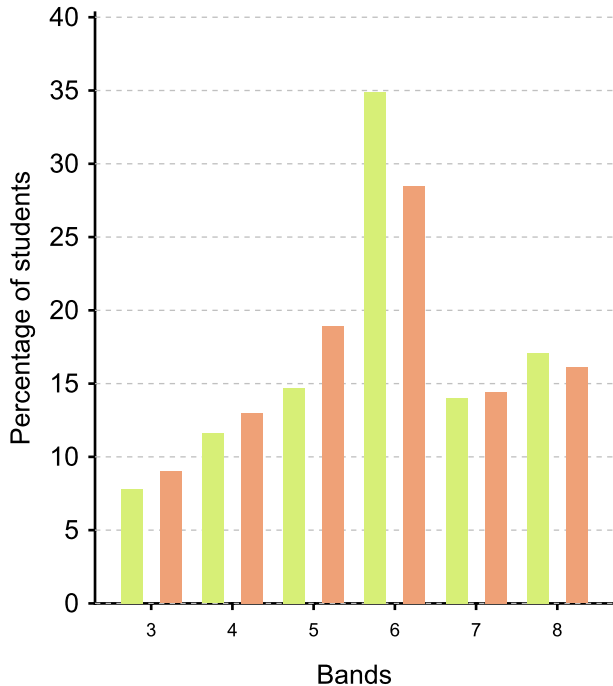
Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

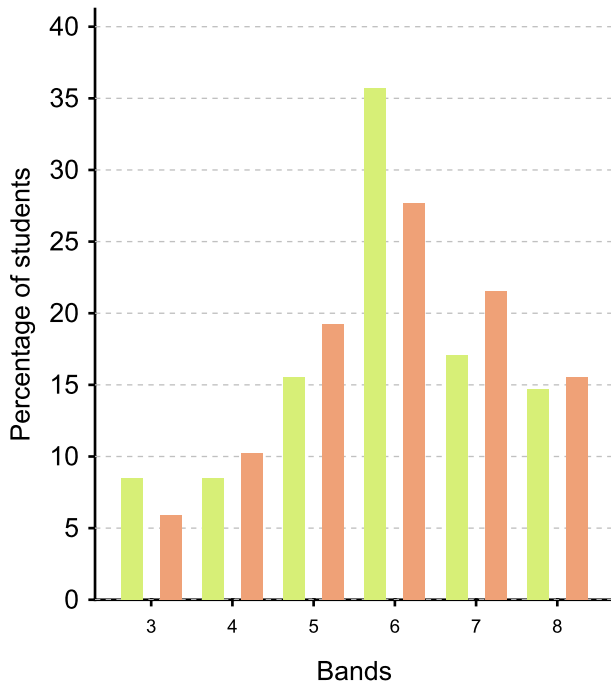
Band	3	4	5	6	7	8
Percentage of students	5.4	15.4	23.1	26.9	15.4	13.8
School avg 2016-2018	5.4	19.3	20.7	25.2	17	12.5

Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	13.2	5.4	40.3	27.1	7.8	6.2
School avg 2016-2018	9.6	9.9	39.5	27.4	9.3	4.2

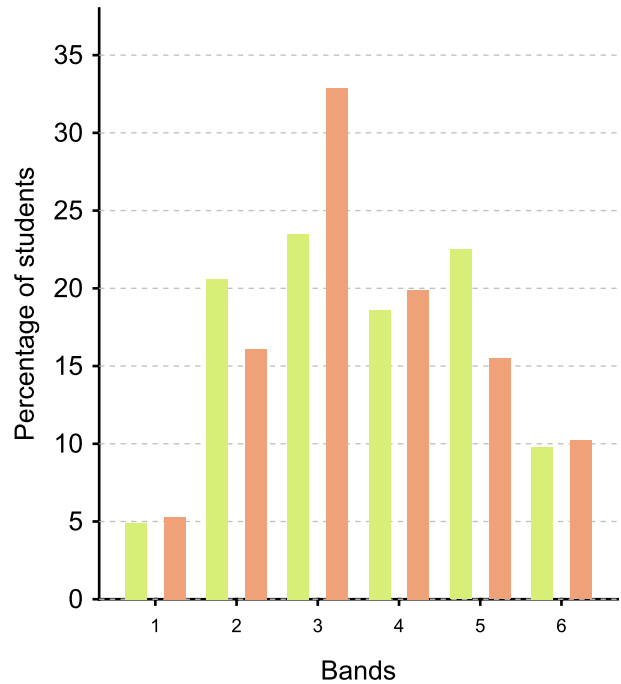
Year 3

- 32.35% of students in top two bands in Numeracy

Year 5

- 24.8% of students in top two bands in Numeracy

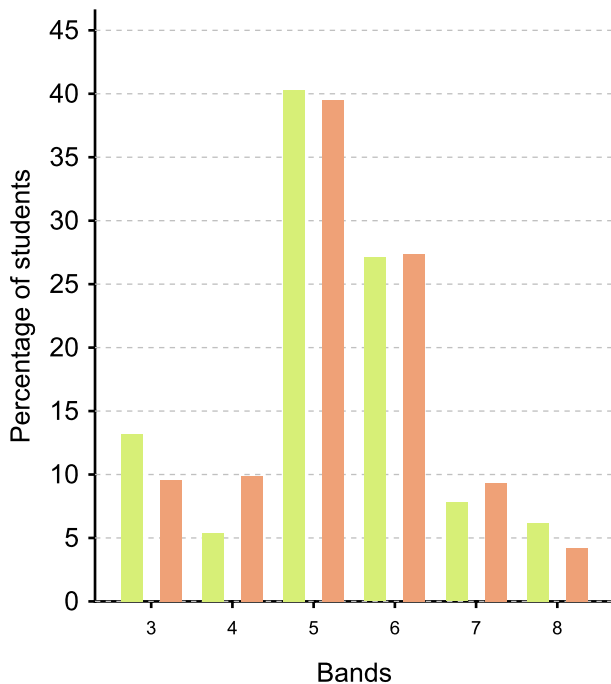
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.5	8.5	15.5	35.7	17.1	14.7
School avg 2016-2018	5.9	10.2	19.2	27.7	21.5	15.5

Percentage in bands:
Year 5 Writing

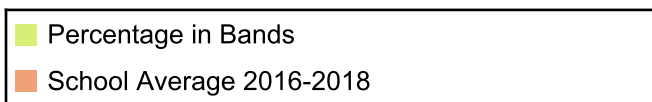
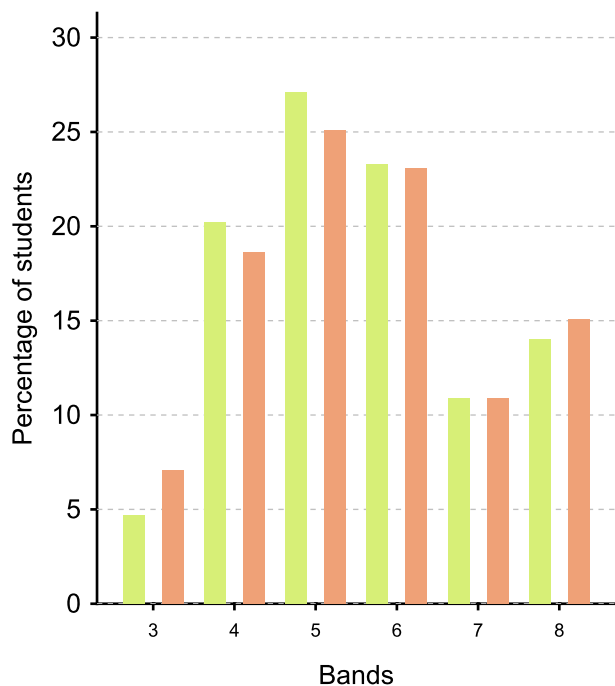


Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.9	20.6	23.5	18.6	22.5	9.8
School avg 2016-2018	5.3	16.1	32.9	19.9	15.5	10.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.7	20.2	27.1	23.3	10.9	14.0
School avg 2016-2018	7.1	18.6	25.1	23.1	10.9	15.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Year 3 – Aboriginal Students

- 28.57% in top two bands in Numeracy
- 42.86% in top two bands in Reading

Parent/caregiver, student, teacher satisfaction

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

In 2018, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

Parents

- Parents/carers believe that staff have the best interests of their children.

- Majority of parents/carers feel that the quality teaching and learning programs at St Andrews Public School cater for the needs of their child.
- Majority of parents/carers feel that the school involves them in their child's education.

Students

- Majority of students indicate that they love learning and find learning fun and interesting.
- Majority of students believe that their teacher cares about them and wants them to be happy and safe at school.
- Majority of students commented that they love their learning environment and the school grounds

Staff/ Teachers

- Majority of staff feel that their wellbeing is paramount and supported by school executive
- Majority of teachers believe that the AP model is supporting them to improve their teaching practice.
- Majority of teachers feel that they have developed: their understanding of the English Syllabus; a consistent approach of the teaching of English has been developed across the school; effective teaching and learning programs in English

Policy requirements

Aboriginal education

We currently have 68 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 Indigenous 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 educate and celebrate Aboriginal culture. All students participated in an Aboriginal Art display with work from each grade level displayed in the hall and school office. As a whole school we learned and immersed ourselves in Aboriginal Culture by having a week of celebrations including a 'Walk and Talk' during which the students and their teachers walked around the school and made 10 stops at various locations. At each stop students learned about a different influential Indigenous woman who has made a positive impact in their chosen field. We had Christine Anu come and perform to our school as well as teach us about her growing up in the Torres Strait along with language and song. Additionally, as part of our NAIDOC celebration, Indigenous students from K-6 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. Every student and their teacher developed Personalised Learning Pathways allowing each student to set and work towards the SMART goals they set, allowing students to grow in order to reach their full potential. Many parents and caregivers were in attendance. We established a relationship with a local Elder; Uncle Dave and look forward to continuing to build and strengthen this relationship in coming years.

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 a STEM Camp located in the Royal National Park. Both programs give students a taste of university and Aboriginal way of life. The students enjoyed the experiences of both days and were able to develop new relationships and interests ongoing as well as pathways into tertiary education. Additionally, Stage 3 students were extended an invitation to attend the Opportunity Hub, a program run which aims to build an understanding of culture and encourages students to embrace their backgrounds and share with their friends.

Students from Stage 2 attended the Indigenous Literacy Foundations 'Indigenous Literacy Day' at the Sydney Opera House, during this event students participate in a Great Australian Book Swap which engaged them in reading and sparked an interest in books and reading.

St Andrews Public School hosted the local AECG meeting during Term 4 and extended the invitation to all community members to attend. Staff members from St Andrews Public School were in attendance at every meeting hosted by The Fields AECG throughout the year.

Multicultural and anti-racism education

Students from 48 language backgrounds other than English, representing 49% 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 'Growing Together in Harmony' 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 Stage 2 and Stage 3 were chosen to represent St Andrews in the local final.

The school continued its close association with South

Korea. In 2018, students from South Korea visited the school and participated in lessons, shared experiences and established friendships.

Other school programs

Academic Achievements

- Four students were successful in gaining Opportunity Class placement.
- Nineteen students were successful in gaining Selective High School placements.
- Forty-six students participated in the English Skills Competition and were awarded 8 Distinctions, 11 Credits, 5 Merits and 22 Participation certificates.
- Eighty students participated in the Mathematics Skills Competition and were awarded 12 Distinctions, 23 Credits, 4 Merits and 41 Participation certificates.
- Forty-six students participated in the Digital Technology Competition and were awarded 8 Distinctions, 11 Credits, 5 Merit and 22 Participation certificates.
- Forty-five students participated in the Science Skills Competition and were awarded 8 Distinctions, 15 Credits, 5 Merits and 17 Participation certificates.
- Forty-three students participated in the Writing Skills Competition and were awarded 5 Distinctions, 13 Credits, 7 Merits and 18 Participation certificates.
- Fifty students participated in the Spelling Skills Competition and were awarded 10 Distinctions, 15 Credits, 5 Merits and 20 Participation certificates.
- Eight students participated in the Tournament of the Minds competition.

SRC – Student Representative Council

The St Andrews Public School SRC has continued to play an active role in 2018. The SRC comprises of 5 girls and 5 boys elected (student leadership team) and one class representative from each class from year 2–6. The student leadership team have roles that are usually ceremonial in nature.

As a collective, the SRC attend a broader range of experiences under the umbrella of student leadership. Through the SRC we have been able to build skills of student leadership through peer mediating and the many varied activities of school life. In this way students develop their individual capacity to lead and influence others in a responsible manner. The SRC have also organised the Stewart House charity fundraiser and the Bandanas for Brain Cancer fundraiser in 2018.

The student leadership team developed their leadership and collaborative planning skills in a variety of ways. They received training through attending the GRIP Leadership Conference in Term 1 and school Leadership Induction Day in Term 2. Through fortnightly meetings together, they have learned to listen to their peers and respect a variety of perspectives on significant issues.

The student leadership team provided visible leadership when running the ANZAC Day and Remembrance Day Services and assisted in the school's Grandparents' Day and Assembly of Excellence. They play an integral role in the running of school tasks to ensure smooth transitions to learning including supporting staff with the running of morning assemblies, ringing kindergarten bells and ensuring that duties are maintained to support staff in playground areas.

Sport

- The school was represented at zone swimming, athletics and cross country carnivals by 133 students, 34 students represented at area carnivals and 5 students represented the school at a state carnival.
- One PSSA sporting team was Gala Day Zone Premiers.
- Eight students represented the school at the NSW Primary School Table Tennis Championships.
- One student was awarded Junior Zone Age Champion for Athletics.
- One student was awarded Junior Zone Age Champion for Swimming.
- One student was awarded Junior Sydney South West Champion for Swimming.
- Two students represented in the regional hockey team at a state carnival.
- One student represented in the regional rugby league team at a state carnival.
- One student represented in the regional softball team at a state carnival.

Professional Experience Hub Partnership

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 focused 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.

The PEX Model in 2018 was shared through different forums including the NSW Education Deans Council Conference. By the end of 2018 a SSP and another school were included in the model.

Continued Full-time PEX Coordinator 1.0 FT to coordinate project across Community of Schools including the opportunities of expert staff to present at WSU to Future Teachers Network.S with WSU.

Next Steps 2019

- Using a sharepoint to collaborate and exchange predeveloped resources with partner hub school and cluster hub schools
- Introduction of another EOI opportunity for preservice teachers at a local SSP in place of a rural/remote experience thereby increasing the sustainability of the model.
- Continued development of professional learning for preservice teachers based in Cluster hub schools and extending to Connected Community Schools in Behaviour and Classroom Management video conferencing and face to face workshops at St Andrews PS.