



# St Andrews College

## 2023 Annual School Report

ST ANDREWS  
COLLEGE



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Catholic Schools  
Parramatta Diocese

## Introduction

### **About the Annual School Report**

St Andrews College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Dr. Stephen Kennaugh

I am proud to present to you the 2023 Annual School Report for St Andrews College, Marayong.

St Andrews College offers our community an exceptional learning focused environment where students' needs, aspirations and overall wellbeing are central to all that we do. We are education leaders in linking learning to wellbeing in developing the whole person. We use the SPIRE framework (Spiritual, Physical, Intellectual, Relational, Emotional) to make this link. St Andrews College therefore offers a contemporary learning environment within a vibrant faith community to enable this focus on the students' and staff's overall development and wellbeing. We are blessed to have a richly supportive Parish community led by the Marist Fathers at St Andrew the Apostle Parish.

The College cares for each student and looks to provide an environment of opportunity, and an atmosphere of hope, love and faith where students can soar with their strengths, and test out their talents and skills. The College is a focused, learning community which demonstrates significant learning gain as measured in National Assessment Program - Literacy and Numeracy (NAPLAN), Higher School Certificate (HSC) results, and recently in the Program for International Student Assessment (PISA) testing where the College far exceeded national benchmarks. We evaluate constantly a full range of learning data to inform our contemporary practice.

We are in exciting times at the College with planning underway for a major upgrade of the facilities on both campuses funded through the Catholic Schools Parramatta Diocese of Parramatta (CSPD). We look forward to focusing these resources on enhancements towards student learning that will provide even greater learning gains and enjoyment of their learning experience at the college.

With a substantial waiting list into the College at Year 7 (exceeding 200 in 2023), as well as the Gifted & Talented Acceleration Program, we are in a position to give the best that education can offer.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

Parents were invited to attend all events at the College which was a blessing after two years of Covid restrictions. These events ranged from the Athletics Carnival, College Assemblies, Performance Nights, Student Leadership Induction Ceremonies, presentation of awards at Assemblies, Parent/Student/Teacher Conferences (both via Zoom and in person), Masses and Graduation ceremonies. Parents openly commented on the welcome that they receive when they enter the College and the prompt and informative staff response to enquiries.

In addition we had Parent Meetings, dealing specifically with each year group's curriculum for the following year, which typically had a 95% attendance in person and via Zoom.

Parents demonstrated an appreciation for the ongoing focus on the learning culture which is becoming a hallmark of the college in the greater Blacktown local government area. Furthermore, parents enrolling children for the first time have readily commented on the learning culture, the presence of the Principal and College Leaders, the safety of the college, and the development of the whole person, as the main reasons for wanting to enrol their children at St Andrews College.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

Students contributed greatly to the life of the college through many opportunities and activities. Students were involved in many leadership opportunities where they represented the college at community events such as the annual schools' ANZAC ceremony in Blacktown. They provided leadership through education, and fund raising for many charities including Caritas Australia, sponsoring East Timor teachers, and many more. The College had a strong Student Representative Council (SRC), a house student leadership structure and further leadership opportunities through sport and Learning Groups. Students endeavoured to live out a key principle of the college: mutual respect, 'doing more, going beyond', and 'being a person for others'. Student involvement in social justice initiatives of advocacy and education was exemplary. Each term student leaders attended a student forum, facilitated by the Assistant Principal - Wellbeing, to listen to student voice about their learning, faith involvement, and ideas and initiatives students wished to implement and promote. These meetings were opportunities for students to exercise solution-focused actions. Student Leadership is a college hallmark.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

St Andrews College was established in 1998. Its historical foundations were from two significant religious congregations: Patrician Brothers (1981 - John Paul II Senior High School) and the Sisters of the Holy Family of Nazareth (1967 - Holy Family High School). The dual campus college took its name from the local parish, St Andrew the Apostle. The College serves the broader Catholic community with excellence in quality Catholic education, both in academic subjects and traineeships/Vocational Education and Training (VET). Each year the end of schooling outcomes have been outstanding with each student entering their preference of university studies, other tertiary studies, traineeships and apprenticeships. No student left the College without being well prepared for a planned post-school option. The College has always been proud of its innovative programs in gifted education and differentiated learning opportunities in an environment that is friendly and nourishing.

### Location / Drawing Area

St Andrews College has two campuses located a kilometre apart in the suburb of Marayong. The Junior Campus (Years 7 to 10) is situated on Quakers Road and the Senior Campus (Year 11 and 12) is situated on Breakfast Road. The college draws enrolments from the surrounding areas locally known as the City of Blacktown greater local government area. We are experiencing long waiting lists to enter the College at present due to demand for our educational programs and opportunities we provide that are unique to the area. Our Acceleration Program has seen many students accelerated through Stage 5 in Mathematics, Science, and English to commence the Higher School Certificate in advance of the year group. The College also has a Music and Visual Art program that attracts students from outside of the local area. Our Public Speaking and Debating programs have the greatest number of students involved in both participation and support in the region.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	121
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	25
Number of part time teaching staff	69
Number of non-teaching staff	27

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at St Andrews College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- The College initiated Middle Leader Development program.
- New staff and New Scheme Teachers onboarding and mentoring program.
- Professional Learning Plan focussed on the whole year in Faith and Mission, Teaching and Learning, and Wellbeing.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Senior students engaged in St Vincent de Paul Winter Sleepout.
- Students attending the local public Primary Schools for catechists and the Nursing Home for aged care and companionship.
- Year 10 students participated in a Faith in Action Day.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent



with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff participated in a Faith in Action immersion day as part of a College focus on the Hand, Head, Heart and Soul faith formation.
- Reconnecting with Sharing our Story as a Religious Education focus.
- Principal visited Leuven as part of an immersion exploring the Catholic Identity Survey data for the college.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	68%
Writing	67%	63%
Spelling	85%	73%
Grammar and Punctuation	66%	64%
Numeracy	65%	67%

### NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	63%
Writing	67%	58%
Spelling	88%	71%
Grammar and Punctuation	62%	56%
Numeracy	77%	64%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2023:

- The number of students issued with a RoSA in Year 10 was 6.
- The number of students issued with a RoSA in Year 11 was 3.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	83%	59%	63%	56%	67%	58%
English Advanced	94%	95%	100%	94%	100%	93%
Studies of Religion 1	74%	84%	83%	79%	45%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 114.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Studies, Fitness, Industry-based Learning, Screen and Media, Skills Work Vocational Pathways, Sport Lifestyle and Recreation, Sport and Recreation, Studies in Catholic Thought Life Skills, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Music 1	100%	90%
Visual Arts	100%	91%

## HSC Results Comment

The overall Higher School Certificate performance in 2023 was strong with once again another first place in the State. In 2023 it was Mathematics Standard 2 while in 2022 it was Mathematics (where a Year 11 Accelerated student received 100/100) as well as Community and Family Studies. While the performance was again very good with the

College achieving well above State Average across the Higher School Certificate the focus is always on growth. Again I am pleased to report that the College exceeded expectations in terms of growth against the rest of the State according to the Higher School Certificate Data Analysis. This is a minimum expectation at the College and one that the teaching staff and I are focussed on continuing to achieve.

## Student Profile

### Enrolment Policy

St Andrews College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
605	540
Total Enrolments: 1145	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	94%	10	91%
8	92%	11	91%
9	91%	12	89%
College Average: 92%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Student retention rates**

The retention rate of students for Year 10 to Year 12 was 98%.

### **Post School Destination**

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	95%
Technical and Further Education (TAFE)	2%
Workforce	2%
Other/Unknown	1%

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	49
Students with disabilities (SWD)	7
Aboriginal and Torres Strait Islander	15

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Andrews College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Continued to focus on the SPIRE Framework and connected it to the Diocesan Wellbeing Framework for staff and students.
- Regular celebration of student achievement and growth through social media, the College Newsletter and Assemblies.
- Further developed the Student Wellbeing program.

St Andrews College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Andrews College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Further developed initiatives using the SPIRE Framework to relate to respect for others.
- Celebrating college diversity through Unity Day.
- Year 7 students engaged in student leadership initiatives through the Ppeer Support Program led by Year 10 students.



## Community Satisfaction

During 2023, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Teachers go above and beyond to facilitate learning.
- The acceleration program is achieving excellent raw results and growth.
- The College leadership and staff are easily accessible and our children are known.

Areas of strength from the student feedback include:

- The teachers are professional and knowledgeable.
- Teachers know the students and their needs for growth.
- The College is a place of growth both spiritually and physically as the focus is on the development of the whole person.

Areas of strength from the staff feedback include:

- The College Leadership Team is present and approachable.
- The College makes it a priority to develop staff and is open to ideas from all that will benefit all.
- The culture at the College is one of support and care.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Continue to focus on the enhancement of Catholic Identity at a whole school level.	Still Working Towards.
Priority 2	Continue to focus on the develop of the whole person through the SPIRE Framework.	Still Working Towards.

Projected School Priorities		
Priority 1	Staff and students to continue to be given opportunities to discover and develop their role in the Catholic Identity of the College.	
Priority 2	Continue explicit instruction in the areas of Numeracy and Literacy at the College to better enable students to access their learning.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$14,530,432
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,916,374
Fees and Private Income <sup>4</sup>	\$5,020,583
Other Capital Income <sup>5</sup>	\$622,383
Total Income	\$24,089,772

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$1,391,583
Salaries and Related Expenses <sup>7</sup>	\$16,990,452
Non-Salary Expenses <sup>8</sup>	\$6,364,418
Total Expenditure	\$24,746,453

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses