



St Andrews College

2024 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 2024 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 2024 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. 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 2024), 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 19 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, Graduation ceremonies and Charity Golf Days. Parents openly commented on the welcome that they receive when they enter the College and the prompt and informative staff response to enquiries.

We have 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	145
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	94
Number of part time teaching staff	20
Number of non-teaching staff	31

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	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

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:

- Staff engaged in a Silent Retreat with a focus upon prayer and developing a relationship with Christ. The College also continued its Middle Leader Development Program.
- Staff formation has been focussed upon creating a Culture of Encounter in line with our SIP goal. Staff were provided one-to-one training in the CANVAS LMS.
- Staff engaged in workshops with a focus on creating classrooms that improve learning.

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:

- Students volunteered for Vinnies Van and engaged in Vinnies winter sleepout.
- Student led Social Justice Society, raised awareness of the initiatives of the Bishops Social Justice statement.
- Students engaged in initiatives to raise money within the Project Compassion appeal.

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 engaged in formation in preparation to the introduction of the new RE syllabus Encountering Jesus.
- Staff were provided the opportunity for a Silent Retreat.
- Staff engaged in Catholic Identity formation activities.

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 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	67%
Writing	76%	65%
Spelling	78%	72%
Grammar and Punctuation	68%	61%
Numeracy	76%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	70%	63%
Writing	73%	61%
Spelling	80%	72%
Grammar and Punctuation	62%	55%
Numeracy	67%	63%

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 2024:

- 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 4.

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					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	75%	67%	83%	59%	63%	56%
English Advanced	100%	96%	94%	95%	100%	94%
Studies of Religion 1	70%	80%	74%	84%	83%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 94.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Early Child Education & Care, Fitness, Skills Work Vocational Pathways, Sport and Recreation, 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	
	2024	
	School	State
Visual Arts	100%	94%
Community & Family Studies	100%	71%

HSC Results Comment

In 2024 our HSC results were reflective of the hardwork and dedication of our students and their teachers. We had 27 students recognised as Distinguished Achievers with 44 Distinguished Achievements in total. 76.3% of our students achieved in the top 3 bands

for their courses. Our accelerated students excelled in their courses with most students achieving a Band 6 or Band 5.

Students in our Extension Courses achieved 7 E4's and 17 E3's. The 2024 students achieved 35 Band 6 results across the cohort. 10 students achieved an ATAR of 90 or above with the highest ATAR of 97.2. The 2024 cohort also saw an impressive 43% increase in students who achieved an ATAR of 80 and above and 67% of the courses studied achieved on or above state average

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 2024	
Number of Boys	Number of Girls
638	596
Total Enrolments: 1234	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	90%
8	91%	11	91%
9	91%	12	94%
College Average: 91%			

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	85%
Technical and Further Education (TAFE)	4%
Workforce	11%
Other/Unknown	0%

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)	290
Students with disabilities (SWD)	335
Aboriginal and Torres Strait Islander	18

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:

- St Andrews uses a strength based approach to wellbeing and uses the SPIRE framework of wellbeing which focuses on the whole person.
- St Andrews College holds an annual Unity Day which celebrates faith and culture. This day highlights faith and individual culture at the College.
- St Andrews participates in the Pivot wellbeing program which gathers data about students. It helps us make informed decisions about wellbeing.

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:

- St Andrews has a zero tolerance policy for bullying. Positive behaviour management and Restorative Justice ensure Positive relationships.
- St Andrews College uses Positive Psychology and Positive Education with all members of our community. This helps develop and maintain relationships.

- St Andrews has a Student Leadership Model that is inclusive and student led. Students have a voice at the College through the SRC.

Community Satisfaction

During 2024, 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 are required to respond to communications within 24 hours.
- Communication through Compass, Newsletters and Social Media.
- Parents are appreciative of the excellent learning gain the school attains.

Areas of strength from the student feedback include:

- The teachers are approachable and professional.
- The teachers know the students they teach.
- The school encourages student leadership.

Areas of strength from the staff feedback include:

- Teachers dedicate significant extra effort to fostering student learning.
- The acceleration program is achieving excellent results and improving student confidence in their learning.
- The College leadership and staff are readily accessible and willing to listen.

School Improvement and Learning

Priorities

Current Year 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.	Still Working Towards.
Priority 2	Continue explicit instruction in the areas of Numeracy and Literacy at the College to better enable students to access their learning.	Still Working Towards.

Projected School Priorities		
Priority 1	Continue with explicit instruction in the classroom focusing on a shared understanding of literacy and numeracy language and practices.	
Priority 2	Continue to develop the link between Catholic Identity/Wellbeing and the programs and opportunities we provide.	

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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$16,107,301
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,267,475
Fees and Private Income ⁴	\$5,702,958
Other Capital Income ⁵	\$699,089
Total Income	\$26,776,823

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,492,664
Salaries and Related Expenses ⁷	\$19,889,109
Non-Salary Expenses ⁸	\$7,184,045
Total Expenditure	\$28,565,818

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses