



# St Andrews Primary School

## 2024 Annual School Report



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Catholic Schools  
Parramatta Diocese

## Introduction

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

St Andrews Primary School 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 Mrs Yvette McGowen**

This is the 2024 Annual School Report for St Andrew's Primary School, Marayong. We provide a supportive and safe environment where children can engage in their learning and achieve the best result possible for each student. As a Catholic school we also focus on every student's growth in faith.

The children learn in modern, collaborative learning spaces where teachers work in teams sharing their expertise. Kindergarten commenced this style of teaching in 2011. Year 1, of which there are four classes, operates as two pods of two classes. Our Years 2, 3 & 4 and 5 & 6 classrooms are also organised in pods in modern, collaborative learning spaces. We have specialist teachers who assist the classroom teachers in learning. We have children receiving specialist tuition in music.

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**

As parents we have been so pleased to see the continual improvements taking place at St Andrew's Primary School. The collaborative learning spaces provided quality learning for all students. During 2018 the school was completed and some major building and landscaping works have enhanced the facilities for our children's learning.

The Information and Communication Technologies (ICT) work in the children's learning added much to the way our children learnt. The school continues to encourage a Bring Your Own Learning Technology (BYOLT) program for our children which provides greater opportunities for our children to develop their ICT skills.

Parents have been fully informed of their child's educational progress and as parents we have been consulted in many areas of the life of the school.

We are proud of what the school is achieving for our children.

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 school. The results will be used to look at further improvements at the school.

### **From the Students**

As students, we were honoured firstly to be elected to the Student Council. The opportunities we were given to exercise leadership with our peers was encouraged by our teachers and school principal.

Part of our role was to organise and present assemblies for the whole school which helped us to improve our public speaking and communication skills. There was a wide variety of opportunities for students to develop their skills and interests with our community outreach. For the last two years the school leadership team identified a new role- Mission Leader. The focus of this role was to lead many faith formation events in the school.

Students at the school 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 school

In 1957, the Sisters of the Holy Family of Nazareth established a school known as Holy Family, on Quakers Road, Marayong. In 1965, the school moved to its present site. The first lay principal arrived in 1994. Over many years, the School has rebuilt all the old rooms that were built in the early life of the school. We commenced with our school library, followed by the school administration building. In 2008, we removed eight old portable classrooms and built four open-learning areas. In 2010, we completed our new open-learning areas for Year 3 and Year 4. A major addition was the finishing of the Building the Education Revolution (BER) project, with the completion of the school hall able to seat 800 people. In 2018, we completed another building project providing four new learning spaces and some major landscaping works which has transformed the appearance and functioning of the school.

### Location / Drawing Area

St Andrews Primary School is a four stream primary school with a student population of 766 students. Located in Marayong, the student population is culturally diverse with children from many different countries attending our school. Students are drawn from Marayong, Woodcroft, Kings Park, Plumpton, Blacktown, Glendenning and Quakers Hill. The parish we serve is St Andrew the Apostle.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	73
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	28
Number of part time teaching staff	30
Number of non-teaching staff	15

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

Teachers at the school 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 Primary School can be sourced directly from the school.

## 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 school 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 school this year has included:

- For students to feel a sense of belonging.
- Improve their ability to critically examine and respond to sacred scripture.
- Improvement in understanding and responding to complex texts.

## 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 school. 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 school 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 school engaged in the following initiatives and activities:

- Invite children in Stage 3 to be part of our FIAT team.
- Fundraising for CARITAS by the collection and recycling of plastic bottles.
- Stage three students participated in the winter sleep out.

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 school 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:

- Professional Learning in understanding the 'three worlds of the text' strategy.
- Professional learning to develop consistent model for tracking and monitoring of learning in Religious Education.
- Professional learning relating to the new Religious Education Curriculum.

## 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 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	66%
Writing	92%	77%
Spelling	72%	61%
Grammar and Punctuation	65%	54%
Numeracy	66%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	84%	71%
Writing	88%	67%
Spelling	77%	68%
Grammar and Punctuation	80%	65%
Numeracy	81%	68%

## Student Profile

### Enrolment Policy

St Andrews Primary School 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
365	401
Total Enrolments: 766	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	90%	4	92%
1	92%	5	92%
2	93%	6	92%
3	92%	School 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.

### **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)	410
Students with disabilities (SWD)	162
Aboriginal and Torres Strait Islander	11

## 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 Primary School 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:

- Introducing the PIVOT program.
- Teachers using the data from the PIVOT check ins to support student wellbeing.
- Introduction of the Positivity hub for students for students who require specific skills development to self regulate their behaviour.

St Andrews Primary School 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 school.

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

- Inviting community members, to educate our children in their rights and responsibility when using digital media sites.

- Celebrating Harmony Day as a day of inclusivity and belonging to a school community.
- Year 6 students participated in the Encounter Program provided by CSPD

## Community Satisfaction

During 2024, CSPD and our school 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:

- Parents are invited to join staff and students in regular prayer experiences.
- Changes to the newsletter format provides clear and accessible information of upcoming events.
- Teachers are very supportive and accessible to parents.

Areas of strength from the student feedback include:

- Students feel they have a positive relationships with their teachers.
- Students are interested and feel challenged in their learning.
- Students feel they have many opportunities to learn about their faith and participate in prayer.

Areas of strength from the staff feedback include:

- Staff feel supported in their work.
- Staff feel that there is clarity and clear direction in our school learning goals.
- Staff feel that collaboration is effective for supporting work life balance.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Increase representation in the top three percentile bands in PAT-Reading.	Still Working Towards.
Priority 2	Improve students ability to critically examine and respond to sacred scripture in order to discover new meanings the are relevant to their life	Still Working Towards.

Projected School Priorities		
Priority 1	To develop a consistent monitoring and tracking assessment tool in Mathematics.	
Priority 2	For students to develop a bank of strategies to build grit when tackling more complex tasks.	

## 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 <sup>1</sup>	\$7,786,417
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,075,060
Fees and Private Income <sup>4</sup>	\$1,886,430
Other Capital Income <sup>5</sup>	\$353,871
Total Income	\$12,101,778

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$613,641
Salaries and Related Expenses <sup>7</sup>	\$9,215,631
Non-Salary Expenses <sup>8</sup>	\$2,832,924
Total Expenditure	\$12,662,196

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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