St Andrews Christian College

“Growing in Christ”

1 Thessalonians 5:16-18 “Rejoice always, pray continually, give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”

Annual School Performance Report

2014
St Andrews Christian College Mission

*To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in world.*

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal’s Message</td>
<td>4</td>
</tr>
<tr>
<td>2. Board Chairman’s Report</td>
<td>6</td>
</tr>
<tr>
<td>3. Parents and Friends Association</td>
<td>7</td>
</tr>
<tr>
<td>4. Professional Engagement</td>
<td>8</td>
</tr>
<tr>
<td>a. Staff Attendance</td>
<td>8</td>
</tr>
<tr>
<td>b. Staff Retention</td>
<td>8</td>
</tr>
<tr>
<td>c. Teacher Qualifications</td>
<td>8</td>
</tr>
<tr>
<td>d. Staff Professional Development</td>
<td>8</td>
</tr>
<tr>
<td>5. School Reports</td>
<td>9</td>
</tr>
<tr>
<td>a. Junior School</td>
<td>9</td>
</tr>
<tr>
<td>b. Middle School</td>
<td>11</td>
</tr>
<tr>
<td>c. Senior School</td>
<td>11</td>
</tr>
<tr>
<td>d. Sports Report</td>
<td>12</td>
</tr>
<tr>
<td>e. Music Report</td>
<td>14</td>
</tr>
<tr>
<td>f. Art Report</td>
<td>15</td>
</tr>
<tr>
<td>Prep – Year 5</td>
<td>15</td>
</tr>
<tr>
<td>Year 6 – Year 10</td>
<td>16</td>
</tr>
<tr>
<td>g. Gifted and Talented Programme Report</td>
<td>16</td>
</tr>
<tr>
<td>h. Learning Assistance Report</td>
<td>17</td>
</tr>
<tr>
<td>6. Key Student Outcomes 2014</td>
<td>18</td>
</tr>
<tr>
<td>a. Student Population 2014</td>
<td>18</td>
</tr>
<tr>
<td>b. Student Attendance</td>
<td>18</td>
</tr>
<tr>
<td>c. Proportion of Year 12 Students Retained from Year 9</td>
<td>18</td>
</tr>
<tr>
<td>d. Academic Performance</td>
<td>18</td>
</tr>
<tr>
<td>i. NAPLAN</td>
<td>18</td>
</tr>
<tr>
<td>ii. Academic Competitions</td>
<td>23</td>
</tr>
<tr>
<td>iii. VCE Results and Post-Secondary Destinations from 2013 and 2014</td>
<td>23</td>
</tr>
</tbody>
</table>
7. Value Added ............................................................................................................................ 24
    a. Significant Events for 2014 ......................................................................................... 24
    b. New Initiatives for 2014 ......................................................................................... 24
    c. Extra Curricular Activities ...................................................................................... 25
    d. Service ...................................................................................................................... 28
    e. Infrastructure Additions ......................................................................................... 28

8. College Satisfaction Report ............................................................................................. 29

9. Goals for 2015 .................................................................................................................. 35
    a. Looking Forward – Goals for 2015 ........................................................................ 35
    b. Improvement Plan .................................................................................................... 35

10. Financial Performance 2014 .......................................................................................... 36

11. Thanks and Acknowledgement ..................................................................................... 37
1. **PRINCIPAL’S MESSAGE**

2014 was another year of significant growth and change and we praise God for what He is doing and how He is growing St Andrews Christian College. Student numbers have increased by 25% over the last four years; grounds and resources are improving and our new Senior School and Innovation Centre will open in Term 3, 2015.

We are offering more programs and opportunities to our students in all areas through the Junior, Middle and Senior Schools. Our Gifted and Talented and Learning Assistance Programs are expanding as are our camping experiences, extra-curricular activities, Performing/Visual Arts and Sports Programs and Student Leadership opportunities.

Our students are achieving high academic results. In 2014, one of our VCE students (2013) was named in the honour roll for the top 500 high school students in Australia.

Our primary and secondary school has also been listed in the top 100 schools in Australia – based on NAPLAN results.

An analysis of the 2014 NAPLAN results as outlined in this Annual Report, concludes that not only are our students more than two years ahead of their state counterparts in most areas that were assessed, but that students who remain at St Andrews Christian College improve at a faster rate than their peers in the state.

Although we continue to celebrate these good results, it is important to remember that good academic results do not maketh the man – or woman!

Success in life is more dependent upon our character and outlook on life. Only when Christ is central in our lives, part of our whole being, are we able to live lives that are truly fulfilling and meaningful.

Kofi Annan stated: “To live is to choose. But to choose well, you must know who you are and what you believe in, where you want to go and why you want to get there.”

That is why Christian education makes sense.

When we know the Lord, when he is Lord over every part of our life, we understand that we are made in His image and that we are each made for a special purpose in His kingdom. Education then becomes an exciting learning and growing process where we discover and enhance the gifts and skills God gives to us.

We are all gifted in some area. We are all ‘smart’ in different ways and together as a community, as the body of Christ, we contribute our skills and gifts for the benefit of God’s community.

What is important in our *teaching and learning at St Andrews* is how each student is improving and growing, whatever level they are, and how well each student uses the skills, gifts and abilities that God has given them for His purposes and glory.

Helping students to grow into maturity in Christ involves growth in all areas of their lives and as we continue to grow as individuals and as a school we need to foster a culture of improvement, remain teachable and humble and be intentional about future growth.
Our ‘Strategic Directions 2014-2018’ booklet circulated to all families earlier in the year clearly articulates our strategic priorities and plans for the future: to continue to grow as a school of teaching and learning excellence where Christ is central in all we undertake.

Our theme for 2014, “Growing in Christ” encapsulated what we as a school and as individuals need to do, “grow in the grace and knowledge of our Lord and Saviour Jesus Christ.” 2 Peter 3:18

Grace is the key word and is foundational to spiritual growth and when we are living in grace we are dependent on Christ’s power and His righteousness. Our desire to grow is not to earn God’s blessing, we can never do that, but it comes from an expression of our love for Christ and our grateful response to God’s grace.

How we operate as a school and as individuals is an expression of this love and our worship to God in all our various roles at St Andrews Christian College.

“Growing in Christ” as a school also requires us to be intentional in our plans, continually acknowledging that God is the one in control and without Him we can do nothing.

Jesus said, “I am the vine, you are the branches, He who abides in me and I in him, bears much fruit; for without me you can do nothing.” John 15:5 NKJV

I am excited about the future of the College as we continue to grow in Christ and provide an excellent education, rich in hope and purpose, that delivers more than just ‘good results’.

All glory and praise be to God.

Catriona Wansbrough
Principal

The world sees these children as they are. We like to see the opportunity of who they can become in Christ.
2. BOARD REPORT

As the College grows and expands, the work of the Board has been to set guidelines for the future while ensuring the plans set in 2013 were successfully implemented.

This has not been an onerous task. The leadership provided by Mrs. Wansbrough and her team has been incredibly effective with solid, implementable plans being developed and delivered. The Board currently have a great deal of confidence in both the leadership team and the strategic directions being set for the College.

As a result, the stewardship focus for 2014 has been on how to maintain the Christian character of the College and how to ensure the capital works program is being executed on a solid financial foundation. The future success of the College depends on maintaining both our financial health and our spiritual health. The loss of either would be a critical failure of the Board.

I am happy to be able to report that on both counts the College is doing very well. The entire College remains committed to our motto – “Glory To God” – and the finances of the College remain robust despite the commencement of our third major building project in four years. For 2015 we are projecting a healthy surplus, an adequate cash buffer throughout the year and an ongoing expansion of enrolments.

With Jerry’s departure – and the previous departure of Bassim Girgis who also made an enormous contribution to the capital works program – the Board has sought to expand our capability. There has been very healthy progress in this area with the appointment in 2014 of John O’Donnell and Sab Ambrosino, as well as the imminent appointment of Andrew Courtis and Adrian Rowley. All four of these appointees are skilled, experienced people who are also parents of current College students.

The future of the College remains bright and we continue to pray for God’s ongoing grace, providence and mercy in 2015.

In Christ,

James Bligh
Board Chairman
3. PARENTS AND FRIENDS ASSOCIATION

The year started with a new PFA team with not much experience but keen to serve the school in whatever task or event. It has been a fabulous year of learning, serving, much running around, and forging friendships, which has been a blessing itself.

The PFA hosted the usual school community events, including the Welcome Morning Teas on the first two days of school, the Annual School Picnic, a Movie Night in Rembrandts, Staff Appreciation Morning Teas and the Christmas Carols.

The School Picnic was done differently this year – in the past we have had a bush dance; games and activities; bouncy slides; remote-controlled flying machine demos and other exhibitions. This year we had a Twilight Jazz evening, with an 18-member jazz band from the Salvation Army called the Territorial Jazz Band. The weather was perfect and many enjoyed the free sausage sizzle. Children enjoyed playing games on the basketball courts or clambering on the playgrounds, while parents chatted. We also had face-painting and balloon sculpting. It was a beautiful evening to start off the school year.

We also continued with the same fundraising events as previous years, and we set ourselves the target of trying to raise $15,000 in 2014, to go towards the new Senior School Building.

These included the Hot Cross Bun Fundraiser in Term 1, the Mother’s and Father’s Day Stalls in Terms 2 and 3, the Fun Run and Bunnings BBQ Fundraisers in Term 3, and Christmas Tarts Fundraiser in Term 4.

We also sold about 90 Entertainment Books. In total we raised about $17,000 in 2014.

One event which deserves a paragraph on its own was our main fundraiser for the year – the Fun Run for the Senior School Building, which this year broke all records raising about $15,000. This total overtook the previous two years of $12,000 in 2012 and $10,000 in 2013. Well done to all the runners and all those who donated.

The PFA would like to thank all those who volunteered their time and effort into coordinating these events and those who helped to serve. Special thanks to Danielle Snooks (Vice President), Lesley Goh (Secretary), Felicity Ng (Treasurer) and Sally Wade (Catering Coordinator). Thanks also to all those parents who supplied food for the various morning teas and working bees.

But most importantly we thank our gracious God, who answered our prayers for these events and undertook for us in many ways.

Jayni Manners
PFA President
4. PROFESSIONAL ENGAGEMENT

a. Staff Attendance

Average attendance rate for staff: 94%

b. Staff Retention

Proportion of staff retained in 2014 from the previous year: 93%

c. Teacher Qualifications

All teachers are registered with the Victorian Institute of Teaching.
PhD/Masters/Degrees/Diploma in Education (or equivalent): 100%

d. Staff Professional Development

Staff also regularly participate in staff meetings, curriculum writing and evaluation meetings.

Professional Development sessions include:

- Meeting the needs of children with dyslexia
- How to effectively deal with difficult children
- Every student a gardener – teachers involved in gardens
- School libraries of today
- Using iPads to effectively teach students with special needs
- ‘No Apologies’ – facilitator training
- Working with parents
- Differentiation in the classroom
- Sensory needs for children with Autism Spectrum Disorder
- Nature based education
- Learning for sustainability
- Christian Education

All teachers engage in professional development activities to update knowledge about pedagogy, content and/or practice. They need at least 20 hours of standard referenced PD activities to maintain registration with the Victorian Institute of Teaching.

Professional development training at St Andrews Christian College consists of in-house learning programs (internal and external providers) set by the Executive Leadership Team in line with annual goals and priorities. These are mostly done collaboratively and aim at strengthening the excellent Teaching and Learning programs at St Andrews.

Other professional development programs undertaken by individual staff are to strengthen areas identified in the regular staff appraisal processes highlighted in the Teacher Professional Growth and Development Program.
5. SCHOOL REPORTS 2014

a. JUNIOR SCHOOL

It is always a wonderful experience to look back over the previous year and see all that God has done in the Junior School. The students have grown and developed and we have had the privilege to be involved in the lives of so many beautiful families that call St Andrews Christian College, home.

As always I want to start by thanking God for the amazing staff I work with in the Junior School. They all are so dedicated to Christian Education and passionately display their love for the students in the large and the small. I have often told new families to the school that our greatest asset is our staff. When reflecting on 2014 I know that some of our greatest achievements are often never recorded and seldom obvious, as they happen in the everyday moments and interactions between the staff and the students.

Last year the Junior School expanded its staff in the area of learning assistants. These staff members are extremely dedicated to their roles and have been a tremendous blessing to the classroom teachers.

The Prep classes have been blessed with an aide between them for the first part of the day and the other classes have benefitted from specialised help for their students, at different times in the day.

Several of our staff are studying or have finished courses to help them expand their abilities in teaching. Mrs. van Heerden completed a TESOL (Teacher’s of English to Speakers of other Languages) course earlier this year, which was a great achievement. Several other staff are studying for their Masters of Education which further illustrates the desire of the staff to expand and develop their professional standard of teaching.

Our enrolments were excellent last year and this year we are full, with all classes at 25 and some at 26 students. There are extensive waiting lists in Prep and also in other year levels. Our school has a wonderful reputation in the community and the new families that have come to our school have a beautiful sense of the Christian community we have here.

Last year the Junior School was blessed with some new play areas. These areas were designed by our Art teacher, Mrs.Darlison and gives the students some creative play opportunities.

The whole school enjoyed the seating area around the water feature and the blackboards have been a fun addition to the side of the large playground.

The second play area has some new sandpits and huge dishes of rocks. The Year 2 students officially opened this play area with a ribbon cutting ceremony and embraced the space by making amazingly creative structures, including an impromptu mud pit and a beetle world. The enthusiasm for creative play has been a pleasure to watch. Our vegetable patches have flourished
under the care of our gardening club and the students have done a fantastic job harvesting and selling their produce.

The Junior School year is always packed with activities including beach excursions, zoo trips, and visits to gardens and galleries. The teachers planned amazing activities that gave the students an enthusiasm for learning and some incredible experiences.

The camps for the Year 3 and Year 4 students continue to be a highlight as the students enjoyed the fun of the outdoors at the ADANAC campsite for Year 3 and the Ace-Hi camp for Year 4. The horse riding at the Year 4 camp is always a favourite.

The Junior School classes demonstrated their amazing entertaining gifts as they each hosted a Junior School assembly. Each assembly was meticulously planned and it always conveys a great message about what God’s Word shows us. The Year 3’s always blow us away with their singing and no one could forget Kaya the breakdancer in the Year 2 assembly.

Many of the classes hosted special events in 2014 that created memories for the students. The Preps were always partying with “Phonogram” and “100 days in Prep” parties.

They also raised chickens, which makes the Prep rooms a wonderful place for the rest of the school to visit for those two weeks in September.

The Year 1’s hosted a wonderful Grandparents/Special Person’s afternoon tea with some amazing show and tell from the grandparents. Year 2’s kept us on track with our sustainability focus and last year had us worm farming and composting. Year 3 had a fantastic cultural day and are great participators in the garden club and Wednesday afternoon produce selling.

Year 4 had a very full year that culminated in an exciting time at Jump Deck followed by a lovely graduation lunch with reflections on their time in Junior School.

The Junior School Christmas concert was a fantastic event as we told the story of Wombat Divine. Mr. Wade was a very cute wombat and the students sang and acted brilliantly. Mrs. Smith hosted a brilliant Junior School Bush Dance where the students displayed their dancing and singing abilities with a live bush band.

My favourite time in the Junior School is when I get to teach all the year levels. I was able to do this twice every term throughout 2014.

I had the privilege of sharing devotions with them all and teaching them thinking skills lessons which was great fun and gave me an opportunity to see the creative giftings of our students.

The students we have in the Junior School are beautiful and they bless us all with their faith and love for each other and the Lord.

The staff are always relaying stories of how the students have inspired them in their determination to learn and their teachability.
I want to finish with a quote from one of our Prep students when his teacher was teaching the class about joy:

“Joy is finding a way to be happy even when things don’t go our way”. Our aim is for all our students to not just know about Jesus but to understand how to walk with Him in life. As a Junior School staff we are incredibly privileged to have this opportunity.

Yvonne Hughes  
Head of Junior School

b. MIDDLE SCHOOL

In its second year, Middle School continues to grow as the dedicated staff have worked hard to deliver an exciting and engaging program to cater for the needs of young adolescents. This was the first year of the election of Middle School Captains to the student leadership team. These four students, two male and two female, have served the College well this year. They have attended the National Young Leaders Day, led Assemblies and represented the College at the Anzac Day Ceremony held at the Shrine of Remembrance.

In order to enhance the use of technology across the College, each of the classrooms were fitted with digital projectors and iPads were introduced into Years 5 and 6. Students have enjoyed learning how to use these as a way of enhancing their learning. After undertaking training, Middle School students volunteered to act as Peer Mediators. This was a major innovation in social development and a chance for those involved to enhance their leadership skills.

Our NAPLAN results have continued to reflect positive results and are a testament to the hard work that the students have put into their learning.

Mastery Weeks were introduced across the College this year. Selected students, including those from Middle School, enjoyed the challenges of focusing on a range of challenging topics aimed at extending thinking and creativity. This initiative will continue as these weeks provide opportunities to study topics that may not be offered in the classroom.

This year saw St Andrews become a part of the Christian Schools Sports Network (CSSN) and our Middle School teams performed well against a range of Christian Schools in the district. Our camping program has continued this year by providing stimulating and challenging camps.

The Year 8’s travelled to Canberra, our Nation’s Capital, Year 7 attended Forest Edge and the Year 5 and 6’s experienced Sovereign Hill and Camp Kangaroobie respectively.

Merrick Brewer  
Head of Middle School

c. SENIOR SCHOOL

We give glory to God as He continues to write the stories of the lives of students in Senior School at St Andrews. 2014 has been a year of continued growth and development.
We started the year celebrating the successes of the 2013 Year 12’s who achieved the highest results we have had in the school - so far, and celebrated our first Year 9 cohort with 2 classes.

During the year we have listened to stories of how God is using His people throughout the world. We heard testimonies from our own students such as Mark, Sasha and Cat and the students on the Vanuatu mission team. We heard international speakers such as Johnny Jordan and Sam Childers at assembly and there were whole school events such as the evening with Ghassan Thomas. These stories have encouraged us all to look beyond our boundaries to think about where God might want to use us.

Some other highlights of the year have included the talents on display in the musical ‘Barnum’, the inaugural St Andrews Ski Camp, successes in interschool sport, the VCE Formal and a wide range of service activities. There has been continued development of the Careers program for Senior School students and our Senior School Worship Band and other musical groups have continued to develop and serve our community. We have also seen the foundations laid for our new Senior School building.

Many of our students have grown and developed their leadership skills through training events and camps, involvement in the Duke of Edinburgh Award, actively guiding and coaching junior students, networking with leaders from other schools, meeting with local politicians, service activities, the mission trip and through organising school activities such as Bible studies, fundraisers and sporting competitions. These events and experiences have been intertwined with hard work and study as students develop the academic, physical and creative abilities God has given them.

Through all this we see our students growing into young men and women who will listen to God and seek out ways of serving Him in the world as they write their own part in God’s story.

Greg Crotty
Head of Senior School

d. SPORTS REPORT

Prep – Year 6 Sports
The Year 5-6 Sports teams have competed successfully in the School Sports Victoria (SSV) competitions. St Andrews is part of the Wantirna District for SSV competitions and we compete with the Scoresby District as well.

This involves competing regularly against a total of 15 other local primary schools from government and non-government backgrounds in designated sports. The next level up from District is Division. We belong to the Knox Division which includes 4 districts which each have 8 schools. Therefore, when our teams reach Divisional level, they are competing against 31 other schools.

Winter sports - The Year 5 and 6 boys’ soccer team were undefeated at District Level through a number of matches. They then progressed through to the higher level of Division Finals for the first time.

The Year 5 and 6 girls’ soccer team also played a number of District matches but were narrowly eliminated at this stage of the competition. This is the highest level that the St Andrews Girls’
Soccer Team has reached in these competitions for this age group.

The Year 5 and 6 mixed netball team progressed through to the Division Finals for the second consecutive year. The team were undefeated at Divisional level but did not win enough games to progress further. This is again the most successful mixed netball result the school has had at this level.

**Summer sports** – After round 1, the Boys’ Kanga Eights Cricket Team and the girls’ rounders team were both undefeated.

They continued to compete well in round 2 but were not as successful. The Girls’ Hot Shots Tennis team were very successful in becoming District champions.

The boys’ basketball team were runners up in the District competition recording their best result to date. They were narrowly defeated by eventual champions, Kent Park.

**SSV Swimming** – St Andrews finished in a very close 4th position in the District Swimming Championships after sitting in second position for much of the competition. Three of our students qualified for the next Divisional level.

**Year 3-6 Interschool Athletics** was held late in Term 4. St Andrews finished in an admirable 5th position despite being one of the smallest schools competing. A number of students had individual performances of note.

**Year 7 - Year 12 Sports**

- **House Athletics** – The champions for the community athletics was Parkes.

- **Interschool Athletics** – There were numerous individual performances of note from St Andrews students.

**Christian Schools Sports Network (CSSN) Term 1-3:**

St Andrews teams were champions in the following competitions:

- Year 7-8 boys’ basketball
- Year 7-8 boys’ handball
- Year 9-10 girls’ netball
- Year 9-10 girls’ basketball

The outstanding performances of a number of students from St Andrews has led the CSSN to request several of our students to sign up for Nationals on the Gold Coast in 2015.

**VCE Rally Days** – St Andrews teams participated in VCE Rally days with success in the following competitions: boys’ cricket - 2nd, girls’ basketball-3rd, boys’ basketball-3rd, girls’ soccer-5th, girls’ netball-3rd.

**National Christian Schools Sport Championship Nominations** – Congratulations to Calista Yew (Year 6), Nikey Oni (Year 7), Gio Gobrial (Year 7), Danial Mekhie (Year 7) and Leon Ambrosino (Year 8) for being selected as either starting players or emergencies to represent Victoria in the CSSN National Championships on the Gold Coast in 2015.

**Spook Hoops Basketball**

Spook Hoops is an external basketball competition held at Nunawading Stadium for
students in Years 3 to 6. St Andrews has a number of teams involved and these have been successfully coached and run by senior students. It is encouraging to see the dedication of our senior students who have given up their time to coach and train the younger students. Without the help of these older students, this program would not have been able to run.

Steve Mellody
Sports Coordinator

e. MUSIC REPORT

What a huge year it has been for the Music Department! We have been able to expand the available resources to include a class set of guitars, a class set of ukuleles, 2 separate band rehearsal spaces and a Mac lab. With these new resources, students have had the opportunity to explore the different areas of music and focus on the aspects that are appealing to them. In Years 9 and 10, students are encouraged to write and record their own songs. Other students have learnt about music technology and how to Musical Instrument Digital Interface (MIDI) sequence a piece of dance music.

Students have also had the opportunity to explore improvisation, film music and music history.

This year also saw the introduction of a VCE music preparation class to get students ready as St Andrews prepares to launch music as a VCE subject in 2015.

In Middle School, students have had the opportunity to learn ukulele in Years 5 and 6 and guitar in Years 7 and 8.

This has allowed students to have a practical application for the theory that they are learning in class time.

Students have been encouraged to form small bands with their peers where they are able to sing and play through songs in order to gain an appreciation for the harmonic and melodic composition techniques used in modern song writing.

Instrumental Music

It has been fantastic to see the ensemble music program grow throughout 2014. St Andrews currently has 9 different ensembles that rehearse on a weekly basis. These are: Senior Worship Band, Middle School Worship Band, School Orchestra, Senior String Ensemble, Junior String Ensemble, Jazz Band, Not a Choir, Junior Choir and Percussion Ensemble. There are also numerous small student run ensembles that rehearse throughout the year.

The second part to rehearsing an ensemble is having the opportunity to perform. It has been great to have the Senior and Middle School Worship bands play at assemblies every week. Other ensembles have also had numerous performance opportunities including the school Open Day, instrumental soiree evenings, Junior School assemblies, Trivia Night and Presentation Night.

We have also been blessed this year to have the equipment for a rehearsal space to be set up in Rembrandts. The ability to have 2 separate bands rehearsing every lunchtime has certainly helped ease the pressure on the instrumental timetable.
We are looking forward to some exciting opportunities next year to grow the Ensemble Program to include more bands and more performance opportunities.

Luke Batty  
Music Coordinator

f. ART REPORT

Prep – Year 5
It was another busy year in the Art room for Prep to Year 5. The program covers painting, printing, collage, pottery, construction, textiles, mosaics, drawing and design at varying levels. This year saw a few changes to the timetable being consolidated, with Years 3 to 5 having a double period fortnightly. Prep to Year 2 classes have an hour lesson each week. There has been an assistant in the art classes for Prep to Year 2 and this has made a huge difference to providing quality Art education assistance for the students in the class.

Excursions and Incursions
Term 1
• Year 5 - National Gallery of Victoria (NGV), International – Asian Art focus, drawing in China Town.

Term 3
• Years 2, 4 and 5 - Incursion with book sculptor, Nicholas Jones.

Term 4
• Year 1 – Incursion with Chinese painter, Huey Ma.
• Year 3 – Incursion with book sculptor, Nicholas Jones.

InSEA (34th World Congress of the International Society for Education through Art)
Una You, Year 2 and Samuel Lai, Year 7 had their art work exhibited at the Creating Connections at InSEA (34th World Congress of the International Society for Education through Art) held in June 2014.

Art in the playground
Mosaics for the playground were created by Years 2 and 5. The Year 5 students created Chinese inspired stepping stones and the Year 2’s created small, glazed, garden inspired clay pieces for inclusion in a mosaic surrounding the new water feature.

Year 1 students created clay cones for totem poles in the new playground creating patterns and texture on the clay before glazing with colour.

The Book As Art – special focus for Term 3
Term 3 focus was on “The Book as Art” across all levels with students in each year level creating a different type of book.

The work created during this term was diverse and incorporated many different art techniques including, drawing, printing, painting, stitching, collage and construction, the elements and
principles of art, as well as drawing inspiration from different cultures and studies done in the classroom.

*Sally Darlison*  
*Prep – Year 5 Art Teacher*

**Year 6 – Year 10**  
For Senior Art students, Year 6 to Year 10, 2014 has presented a wide array of creative challenges, with opportunities to explore new skills, mediums and concepts while considering the wonder of God’s creativity and appreciating the majesty of His creation.

Learning to view Art as an intellectual as well as creative pursuit enabled students to view their creative gifts as a valid and important part of their life and education. Some students discovered an aptitude for working in a particular medium, previously untried, gaining a deep sense of satisfaction in their achievements.

The great benefit of having our own kiln has been proven by the students who have been able to create wonderful sculptural and functional works in clay and glass. One of our students won First Prize and Best in Show for Junior Ceramics at this year’s Royal Melbourne Show with his very accomplished eagle sculpture. With firsts in both Drawing and Painting, and a number of other awards, St Andrews students shone. What is even more remarkable is the number of students whose creations and efforts in class were of equal merit.

A visit to the National Gallery of Victoria is always a highlight for the Year 9/10 elective students, giving them an insight into the many aspects of Art and its inspiration and influence throughout history. It is an invaluable opportunity to view magnificent, famous works of Art in their original form.

In planning for 2015 it is exciting to be able to look forward to the extensions to the Art rooms and to assigning a space in Rembrandts to exhibit the amazing talent of our students, encouraging them in their endeavours.

*Glynis Brown*  
*Year 6 – Year 10 Art Teacher*

g. **GIFTED AND TALENTED PROGRAMME REPORT**

Opportunities to extend the Gifted and Talented Program at St Andrews have continued throughout the year. A new coordinator was appointed with the focus on enhancing the profile across the School Community. Whole School Professional Development offered to all teachers included an emphasis on identification and in class differentiation.

A more streamlined ‘Gifted and Talented Map’ was formulated for the school that allowed teachers and parents to gain a better picture of the activities and programs that are offered in order to fully cater for the gifted and talented.

A more streamlined ‘Gifted and Talented Map’ was formulated for the school that allowed teachers and parents to gain a better picture of the activities and programs that are offered in order to fully cater for the gifted and talented.

Gifted and talented students were identified from each class and parents of these students were provided with relevant activities and resources from which they were able to select.

‘Mastery Week’ was an initiative introduced this year. This included withdrawal programs for selected students which ran for up to five days.
Some of the Mastery Week Activities that were run this year included Art Design and Construction, Thinking Skills, Story Writing and Book Design, Robotics Coding, Computer Programming, Mini Car Construction and Propulsion, Philosophy and Advanced Languages.

These weeks provided gifted and talented students time for dedicated study and research. Selected teachers who ran these weeks enjoyed the chance to dig deeper into the topics with the participants and this is something that will be expanded across the College in future.

St Andrews continued to enter students in Chess, Debating, Public Speaking, Science Talent Quest and music performances. These opportunities continued to provide extension activities that enhanced skills and increased engagement of our gifted and talented students.

Merrick Brewer
Gifted and Talented Programme Coordinator

**H. LEARNING ASSISTANCE REPORT**

It has been a wonderful year in Learning Assistance (LA). We welcomed two new team members, who combine the roles of Prep Aides and general Learning Assistants.

This makes 10 people in our LA team in total, most of whom work part-time.

The scope of the LA department is quite broad, covering both students who have disabilities (diagnosed or undiagnosed) through to those who are struggling academically, and sometimes socially. It also incorporates our students who speak English as an Additional Language or Dialect (EAL).

In 2014 there were 78 individual students (roughly 15% of the school population) being assisted directly in some way. In some cases, students receive support in multiple ways. This includes 48 students who receive EAL support, 38 who have a documented Individual Learning Plan, and 12 who have a Program Support Group (PSG) collaborating regarding their school experience and direction. In addition to this, the department provides support and advice to teachers regarding how to cater for particular students.

Some of the services provided by the LA department in 2014 included:

- One-on-one assistance in class or the playground
- small group intervention in literacy and numeracy
- organising speech therapy or occupational therapy for a small number of students
- social skills training for selected students on the Autism Spectrum

This year we have also started using iPads with some of our students. This has been a great success in assisting these students with their classwork.

We are looking forward to an eventful year next year, as we change the structure of how services are offered and participate in the Nationally Consistent Collection of Data for School Students with Disabilities. We thank God for His blessings for this year, and trust that He will continue to guide and direct us as we seek to serve our students.

Allyson Kop
Learning Assistance Coordinator.
6. KEY STUDENT OUTCOMES

a. Student Population 2014

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School</td>
<td>152</td>
<td>102</td>
<td>254</td>
</tr>
<tr>
<td>Middle School</td>
<td>93</td>
<td>87</td>
<td>180</td>
</tr>
<tr>
<td>Senior School</td>
<td>52</td>
<td>34</td>
<td>86</td>
</tr>
<tr>
<td>TOTAL SCHOOL</td>
<td>297</td>
<td>223</td>
<td>520</td>
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</table>

b. Student Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>96</td>
</tr>
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<td>Year 1</td>
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<td>Year 10</td>
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<tr>
<td>Year 11</td>
<td>96</td>
</tr>
<tr>
<td>Year 12</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>95</td>
</tr>
<tr>
<td>Year 6</td>
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<tr>
<td>Year 7</td>
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</tr>
<tr>
<td>Year 8</td>
<td>95</td>
</tr>
<tr>
<td>Year 9</td>
<td>95</td>
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<tr>
<td>Year 10</td>
<td>90</td>
</tr>
<tr>
<td>Year 11</td>
<td>96</td>
</tr>
<tr>
<td>Year 12</td>
<td>94</td>
</tr>
</tbody>
</table>

100% of our Year 12 students have been retained from Year 9 at St Andrews Christian College in 2014.

d. Academic Performance

*St Andrews Christian College continues to place a high priority in all our Teaching and Learning Programs and continues to excel in academic performance.*

i. NAPLAN

The 2014 NAPLAN results of students at St Andrews Christian College were compared with median and mean results for Victorian students. By comparing growth rates for students who sat two consecutive NAPLAN tests at St Andrews in 2012 and 2014, it can be concluded that:

- students who remain at St Andrews improve faster than their peers in the state
- students in Years 5, 7 and 9 at St Andrews are more than two years ahead of their state counterparts in most areas that were assessed.
Performances of St Andrews Christian College Students Compared to Victorian Schools

School Summary Report Year 3 - 2014

School Summary Report
Year 3 - Gender: All, LBOTE: All, ATSI: All

Key:
- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

School Summary Report Year 5 – 2014

School Summary Report
Year 5 - Gender: All, LBOTE: All, ATSI: All

Key:
- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

State
St Andrews Christian College

State
St Andrews Christian College
Growth Ratings
The NAPLAN Data Service, provided by the Victorian Curriculum and Assessment Authority (VCAA), allows results for individual students to be compared over a two year period. Each student’s score progression (growth) over the two years is compared to those of students in the state who achieved the same score at the beginning of the period. This enables “like” students to be compared. Their growth is then rated as:

- high (in the top 25% of students)
- medium (in the middle 50% of students)
- low (in the bottom 25% of students)

Interpreting Results
Care must be taken when interpreting individual results, due to the expected variability of scores by the same student. However, by generalising the analysis to all students who sat two consecutive tests at St Andrews, useful information can be established relating to overall trends for our students. These results can be used to implement new strategies for teaching and learning at the College.

Growth Over The Three Testing Periods
From Year 3 to Year 5, St Andrews students who also sat both tests at the College improved more, on average, than their state counterparts in all five assessment areas: reading, writing, spelling, numeracy, and grammar and punctuation. This was highlighted in writing, where 25 out of 40 students were ranked in the top 25% for growth over the two year period.
From Year 5 to Year 7, average growth for the College exceeded that of the state for all areas except writing, where it was equal.
From Year 7 to Year 9, average growth exceeded that of the State for reading, grammar and punctuation, and numeracy, and equalled the state average in writing. This cohort impressed particularly in reading, with 11 out of 23 students achieving high growth. This result is a positive reflection on the College’s participation in the Victorian Premiers Reading Challenge in these year levels.

Over the three assessment intervals (from Year 3 to Year 9), far more than the expected 25% of St Andrews students achieved high growth in each area (see growth ratings above). These figures (calculated for Years 5, 7 and 9) were:

- 53% for grammar and punctuation
- 47% for numeracy
- 45% for writing
- 41% for reading
- 38% for spelling

By comparison, only 10% of all results at the College indicated low growth – much less than the expected figure of 25%.

Year Level Performance
In addition to these outstanding results for improvement, our students excelled in individual year levels. By comparing median scores across year levels, we find that the majority of students in Years 5 and 7 are performing at a level that is two years ahead of their Victorian counterparts in most assessment areas.

The median score for our Year 5 students is greater than the median score for Year 7 students in Victoria in all areas except writing, where it is equal.

1 Wu, Margaret (2009), University of Melbourne: Interpreting NAPLAN Results for the Layperson
Similarly, the median score for our Year 7 students exceeds that for Victorian Year 9 students in all areas except writing. In Year 3, the median spelling score for our students exceeds that of Victorian Year 5 students. This is particularly impressive for students who are only in their fourth year of schooling.

Median performance by year level can be seen in the graphs below.

Please note that these results do not account for variations between cohorts, or changes to the student body between year levels, including Year 7 intake from other schools. This has led to a “dip” at Year 7 in some areas.

**Progression over four year levels: St Andrews Christian College students compared to Victorian students**
Conclusion
These results are highly encouraging for the College community. In summary, students at St Andrews are performing around two years ahead of other Victorian students, and are generally improving more rapidly than their counterparts. This validates an earlier study which concluded that “the longer our students study at St Andrews Christian College, the more likely their academic growth is to be more profound and of a high standard” (Rodger 2013). That we can make such a bold statement is testament to our teaching and learning programs and the strong partnership between staff, parents and students that helps build the College’s positive culture.

Daniel Broadbridge
Senior School Teacher

ii. Academic Competitions 2014
The following summary displays our student’s excellent achievements:

<table>
<thead>
<tr>
<th>Competition Name</th>
<th>Credits</th>
<th>Distinctions</th>
<th>High Distinctions</th>
<th>Number of students entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement range for most of the competitions</td>
<td>Top 30%</td>
<td>Top 10%</td>
<td>Top 1%</td>
<td></td>
</tr>
<tr>
<td>AMT Australian Maths Competition (Years 3 to 12)</td>
<td>57</td>
<td>27</td>
<td>5</td>
<td>116</td>
</tr>
<tr>
<td>ICAS English Competition (Years 3 to 12)</td>
<td>51</td>
<td>14</td>
<td>1</td>
<td>118</td>
</tr>
<tr>
<td>ICAS Spelling Competition (Years 3 to 7)</td>
<td>34</td>
<td>14</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>ICAS Science Competition (Years 3 to 12)</td>
<td>35</td>
<td>18</td>
<td>5</td>
<td>101</td>
</tr>
<tr>
<td>ICAS Computer Skills Competition (Years 3 to 12)</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td>Australian Geography Competition (Years 7 to 9)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Year 2 students were allowed to enter the ICAS Academic Competitions for the first time this year. St Andrews Christian College students continued to achieve results that were well above the national and state averages. Two of our students, Nicholas Wu and Samuel Chandraraj, were awarded prizes in the Australian Mathematics Competition placing them in the top 0.3 of a percent of entrants.

Science Talent Search Competition
1 Student – Major Bursary Winner – Isaac Cheng (for his project entitled: The Ballast Box)

Art Prizes for Royal Melbourne Show
8 Major Prize winners in different Categories (Ceramics, drawing, painting and printmaking)

iii. VCE Results and Post-Secondary Destinations from 2013 and 2014
All Year 12 students for 2013 achieved their VCE. 20% of our students achieved an ATAR of over 90, whilst 50% of our students achieved a score of over 75. All students were offered a place in tertiary education including Engineering, Pharmacy, Criminology, Commerce, Teaching and many other courses. 100% of the 2014 cohort also achieved their VCE with Rachael Gvalda being awarded Dux for 2014. All except two students have gone on to further education, accepting places at Melbourne and Monash University, a variety of other tertiary institutions and one student doing a building apprenticeship.
We thank the students from both 2013 and 2014 for their input to St Andrews Christian College over their years here and pray that they will continue to serve God in their chosen careers.

Greg Crotty
Head of Senior School

7. VALUE ADDED

a. Significant Events for 2014

✓ Mission Trip to Vanuatu
✓ Trivia Night
✓ Capital Grant from Federal Government to help assist building a new Senior School and Innovation Centre
✓ Musical – Barnum
✓ PFA Fun Run
✓ PFA Family Picnic
✓ Annual Public Speaking Competition – Year 1 - 12
✓ Open Day
✓ Special Assemblies – run by our students
✓ Multi-cultural Assembly
✓ Year level camps
✓ Junior School Christmas Concert
✓ Music Soirees
✓ National Young Leaders’ Day
✓ Victorian Schools Garden Award
✓ Melbourne Show – Student Art Exhibits and Awards
✓ Grant from Resource AuSSI Sustainable Schools
✓ Bush dance

b. New Initiatives for 2014

• Implementation of Strategic Directions 2014-2018 for the College
• Introducing new Gifted and Talented Programmes across the College
• Mastery Week
• Thinking Skills curriculum in Junior School
• Joining CSSN (Christian Schools Sports Network) for interschool sporting competitions
• Introduction of Sport for Year 7 – 10 once a fortnight
• Ski Camp
• Increased elective subject selections for Years 9 and 10
• Increased Service Learning activities
• Peer Mediation Program
• Increased camping opportunities
• Resilient Adolescent Program (RAP)
  - Student Course (Year 7 and 8)
  - Parent Course
• Increased student leadership opportunities and responsibilities such as leading assemblies
• Introduction of Sustainability Programs and Sustainability Committee
• Interactive whiteboards in all teaching areas
• Ipad trial in Middle School
• REACH – new Middle School program
• WHOLE CHILD LEARNING Pathways
• Teacher Professional Growth Program
c. Extra Curricular Activities

In 2014 St Andrews Christian College conducted many extra curricula activities for the students. These activities were specifically developed to further expand our students’ educational experience.

**Student Run Bible Study Club**
Both the Senior and Junior school ran lunchtime Bible studies and these were a wonderful opportunity for students to lead other students in an understanding of God.

**Board-games Club**
Having a board games lunchtime club has been beneficial for our Year 4 students as it gives them the opportunity to build on their interpersonal and social skills within a semi-structured environment. They have to learn to negotiate with one another, resolve differences and adhere to the rules of a game while also learning to take turns.

The children have had access to different card games and board games like Chess, UNO, Connect 4, Monopoly, Pay Day etc. Students can enjoy a relaxed, indoor activity during lunchtime.

**Table Tennis**
Table Tennis is a noisy event that took place every Thursday. Table Tennis offered the students some great opportunities to improve their reflexes, debate rules, argue points and, most importantly, have fun.

**Construction Club**
An indoor activity that encouraged creativity in the students as they constructed "masterpieces" from boxes, tubes and other recycled materials. It was ideal for students who needed some quiet time or for students who have active imaginations.

**Card making**
The students had the opportunity to expand their crafting abilities through this club which runs on Fridays.

**Computer Game Design**
Students from Year 4 up had the opportunity to be involved in a computer design and development club with Miss Berry after school on Tuesdays. The students loved this opportunity to expand their IT knowledge.

**Assembly News Team**
Select Middle School students had the opportunity to direct, film and host the weekly news clip for Assembly. It has become the most popular section in the Monday Assembly and a wonderful opportunity for these students to gain confidence and experience.
Gardening Club
With the new garden beds many students have been involved in the gardening club with Mrs. Darlison. Apart from gaining experience in cultivation, the students also started their own garden produce stall.

They sold herbs, flowers and vegetables to parents and staff after school on Tuesdays. The profits were used to purchase more seedlings and pots to continue their propagating.

Library Time
For the Junior School the library was open at lunchtime on Wednesdays and Fridays for students wishing to read or sit in a quiet place.

For the Middle School students were able to change ARs and do tests every lunchtime and after school. Space permitting, these students were also able to study or complete homework in the Middle/Senior Library.

For the Senior School, the library was available each day at lunchtime and after school for students to read, study, do research and borrow resources.

Active After School Communities
Active After School Communities (AASC) is a Government funded initiative that provides primary children with a fun, free and safe introduction to a range of various sports and structured physical activities.

It runs in the 3:30-4:30 timeslot after school two nights a week.

The sports change each term with the aim of encouraging as much participation as possible, particularly from those who wouldn’t otherwise be playing a sport or participating in physical activity outside of school. In 2014 we ran soccer, cricket, rugby, basketball and dance with an average of 25 students in each week.

Basketball
The basketball program was run after school with various teams from Year 3. It was of great benefit to the students’ health and fitness and gave them an opportunity to play as a team.

Senior Student Praise Team
Senior Student Praise Team ran every week, giving students an opportunity to encourage their peers and the whole school by leading worship through music. It also developed their musical skills in playing together as a band and they learnt more about what constitutes worship.

Walking Club
The Walking Club walked every Monday either around the lake or to the local park. It was great for the students to do exercise away from school grounds and become familiar with their environment. They also enjoy socializing with students from other year levels and learning to appreciate nature.

Needlecraft Club
This club was run for Middle School students. It was aimed at introducing students to cross stitch and crochet. Some students learned the basics while others improved their skills.
It also provided social time for students from a range of year levels.

**Year 10/11 Girls Fortnightly Prayer Group**
This wonderful time was run as part of our pastoral care programme and provided a safe environment for prayer and connection. There was also much eating of chocolate brownies.

**Peer Mediation project**
This involved training Year 6 students to be involved in helping with small issues between students in the yard. The students wore green vests to make them easily seen and they were invaluable with the junior students.

**Academic competitions**
Every year the students have the opportunity to be involved in ICAS - Digital Technology (Computer), Science, Spelling, French, English and AMT Maths competitions. This provides the students with an opportunity to compete at a national level and practice exam skills.

**Chess**
The Chess Club met on Wednesdays after school from 3:30 – 4:30pm. There were four different groups from Beginners to Advanced, which catered for students of all levels. Students came along and learnt about the game of chess from former champions and experienced chess teachers.

A typical class began with a short talk by the coach using a demonstration board followed by playing some friendly tournament games. At the end of each class, each student was given a puzzle sheet to take home and solve. The students’ performance in his/her tournament games and puzzle sheets was monitored by his/her coach and trophies were given out at the end of Terms 2 and 4 in each of the groups for the best performers.

Once a student has progressed to the Advanced Group, he or she will be considered for Interschool Chess Competitions. This year both our open and girls teams progressed to the State Finals and our girls team did exceptionally well, finishing 3rd in Victoria.

St Andrews also joined the Christian Schools Primary Chess Competition and we came 1st in Victoria.

**Conclusion**
Extra Curricular activities are an integral and beneficial part of our students’ school experience and development.

The staff give their time freely to make sure the students have a range of different activities from which to choose that would expand their educational experience at St Andrews Christian College.

_Yvonne Hughes_
*Head of Junior School*
d. Service for 2014

Service Completed by Students at St Andrews Christian College in 2014:

- Making resources for students at Tata School in Vanuatu
- Visiting residents and performing at AR Care Retirement Centre
- Gardening and cleaning the school
- Sponsoring a child through World Vision
- Writing to Chan Ruon, our sponsored child in Cambodia
- Visited and performed at the Over 70’s Luncheon at Donvale Presbyterian Church
- Helping organisation of Junior School events
- Visiting the Children’s Ward at Monash Hospital, Clayton
- Operation Christmas Child – Samaritans Purse
- Assisting at Soup Kitchens
- Car wash fundraisers organised
- Mission trip to Vanuatu (students, parents and staff)
- Assisting with the Red Shield Appeal
- Community House fundraising

e. Infrastructure Additions 2014

- Upgrade ITC network servers
- Master Plan approval by Knox Council
- Ground improvements in front of Prep/Year 1 classrooms
- Redevelopment of drop off ‘turning circle’ and pedestrian crossing

- Data projectors installed in classrooms
- Continued rollout of iPad program
- Landscaping around Junior School playground
- Provision of Middle School iPads
- Safety Harness/Equipment – MPH Roof
- Senior School Building and Innovation Centre
  - Stage 1 – Commence Construction
  - Stage 2 – Design and Planning
8. COLLEGE SATISFACTION REPORT

The results of the 2013 College Surveys were published in the College newsletter and presented separately to Staff, Board and PFA (Parents and Friends Association).

These surveys help us to assess areas of performance in the College and assist us in diagnosing areas in need of improvement.

From the results of the 2013 College Surveys we targeted the following areas in 2014:

- Increasing our ICT programs and resources for teachers and students
- Continued improvements in grounds and buildings.
- Increased Extra Curricular opportunities and clubs for students
- Increased music and sport opportunities for students
- Continual focus in improving teaching and learning outcomes
- Further student leadership opportunities
- Better communications with parents
- Expanding elective opportunities and options
- More involvement in interschool activities and events in sport and drama
- Increased camping opportunities

The 2014 College Satisfaction Survey results (conducted by Vividus) are very pleasing and indicate a healthy, positive and thriving community at St Andrews Christian College. Indicators are very positive and display that most people are satisfied with the growth and development at St Andrews Christian College.
COLLEGE SATISFACTION SURVEY - 2014
Survey Responses: Parents 215
                  Staff   54
                  Students 130

OVERALL SCHOOL SATISFACTION - 2014

OVERALL SATISFACTION
PARENT RESULTS          STAFF RESULTS

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th></th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Very Satisfied</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>Very Satisfied</td>
<td>27%</td>
<td>31%</td>
<td>37%</td>
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<tr>
<td>Satisfied</td>
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<td>52%</td>
<td>48%</td>
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<td>56%</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Unsatisfied</td>
<td>3%</td>
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<td>3%</td>
<td>Unsatisfied</td>
<td>6%</td>
<td>4%</td>
<td>2%</td>
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</tbody>
</table>

OVERALL SATISFACTION - Students
RE-ENROLMENT INTENT – PARENTS

- 97% of parents feel that the College’s vision and mission are clearly stated and integrated into College life.
- 90% of parents say the greatest strength of St Andrews Christian College is the Christian ethos/values.

SCHOOL PERFORMANCE SUMMARY
The Scores presented are weighted average of all the responses.

<table>
<thead>
<tr>
<th>Category</th>
<th>INDEX</th>
<th>PARENTS</th>
<th>STAFF</th>
<th>STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>Overall Satisfaction</td>
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<td>Leadership &amp; Administration</td>
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<td>Facilities &amp; Resources</td>
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<tr>
<td>Student Development &amp; Care</td>
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<td>8.3</td>
<td>8.8</td>
<td>8.4</td>
</tr>
<tr>
<td>Staff Development &amp; Care</td>
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<td>7.9</td>
<td></td>
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<td>Achievement Opportunities</td>
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<td>Affordability &amp; Value</td>
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<td>Word of Mouth Promotion</td>
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### COMPARISON TO PREVIOUS YEARS (PARENTS)

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<th>2012</th>
<th>2011</th>
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<tbody>
<tr>
<td>Management- Positive Christian values and behaviour reflected by staff</td>
<td>8.7</td>
<td>8.5</td>
<td>8.4</td>
<td>8.1</td>
</tr>
<tr>
<td>Management- The school's vision and mission are clearly stated and integrated into school life</td>
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<td>8.5</td>
<td>8.1</td>
<td>7.8</td>
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<tr>
<td>Management- Appropriate Christian emphasis</td>
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<td>8.5</td>
<td>8.4</td>
<td>na</td>
</tr>
<tr>
<td>Management- Day to day organisation and management</td>
<td>8.4</td>
<td>8.1</td>
<td>7.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Management- Response to communicated concerns of students and parents is consistently timely and efficient</td>
<td>8.2</td>
<td>8.0</td>
<td>7.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Management- Communicated concerns of students and parents are consistently resolved appropriately</td>
<td>8.2</td>
<td>7.9</td>
<td>7.0</td>
<td>7.3</td>
</tr>
<tr>
<td>Management- The school is effective and proactive in the process of managing finances.</td>
<td>na</td>
<td>7.7</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement- Academic results</td>
<td>8.8</td>
<td>8.4</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Achievement- Appropriate class sizes</td>
<td>8.3</td>
<td>8.2</td>
<td>8.3</td>
<td>8.4</td>
</tr>
<tr>
<td>Achievement- The school provides a stimulating learning environment and makes school work interesting and enjoyable</td>
<td>8.3</td>
<td>8.0</td>
<td>7.8</td>
<td>na</td>
</tr>
<tr>
<td>Achievement- Realistic educational expectations for students</td>
<td>8.1</td>
<td>7.9</td>
<td>7.8</td>
<td>na</td>
</tr>
<tr>
<td>Achievement- Students are given opportunities to achieve to the best of their ability</td>
<td>8.2</td>
<td>7.9</td>
<td>7.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Achievement- The school celebrates the successes of all students</td>
<td>8.1</td>
<td>7.8</td>
<td>7.8</td>
<td>na</td>
</tr>
<tr>
<td>Achievement- Opportunities for students to be of service to others</td>
<td>7.5</td>
<td>7.5</td>
<td>7.4</td>
<td>7.0</td>
</tr>
<tr>
<td>Achievement- Choice of cultural opportunities available (debating, chess club etc)</td>
<td>7.7</td>
<td>7.5</td>
<td>7.1</td>
<td>6.3</td>
</tr>
<tr>
<td>Achievement- The school provides learning support programs for identified students</td>
<td>7.1</td>
<td>7.3</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Achievement- Choice of subjects available</td>
<td>7.5</td>
<td>7.3</td>
<td>6.9</td>
<td>6.6</td>
</tr>
<tr>
<td>Achievement- Choice of music / performing arts opportunities available</td>
<td>7.2</td>
<td>7.2</td>
<td>7.0</td>
<td>6.3</td>
</tr>
<tr>
<td>Achievement- Choice of sports opportunities available</td>
<td>7.1</td>
<td>7.1</td>
<td>6.8</td>
<td>6.3</td>
</tr>
<tr>
<td>Achievement- The school provides extension programs for talented students</td>
<td>6.6</td>
<td>6.7</td>
<td>6.6</td>
<td>6.9</td>
</tr>
<tr>
<td>Achievement- Career guidance programs</td>
<td>7.0</td>
<td>5.7</td>
<td>5.3</td>
<td>6.3</td>
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</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fac/Res- Presentation / maintenance of buildings and grounds</td>
<td>7.7</td>
<td>7.5</td>
<td>7.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Fac/Res- Library resources</td>
<td>7.0</td>
<td>6.9</td>
<td>7.2</td>
<td>6.6</td>
</tr>
<tr>
<td>Fac/Res- Equipment and resources available to pupils</td>
<td>6.7</td>
<td>6.7</td>
<td>6.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Fac/Res- Access to computers / ICT / iPads</td>
<td>6.0</td>
<td>6.2</td>
<td>6.3</td>
<td>6.2</td>
</tr>
<tr>
<td>Fac/Res- Equipment and resources available to teachers</td>
<td>5.8</td>
<td>6.3</td>
<td>6.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Fac/Res- Convenient drop off / pick up access and parking at the school</td>
<td>6.7</td>
<td>6.2</td>
<td>6.2</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care- Teachers display a caring attitude to students</td>
<td>8.8</td>
<td>8.6</td>
<td>8.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Care- Quality of teaching</td>
<td>8.5</td>
<td>8.4</td>
<td>8.2</td>
<td>8.1</td>
</tr>
<tr>
<td>Care- Encouragement of responsible attitudes in students</td>
<td>8.5</td>
<td>8.3</td>
<td>8.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Care- Promotes a strong school ethos with clear moral boundaries and Christian values</td>
<td>8.1</td>
<td>8.4</td>
<td>8.2</td>
<td>8.1</td>
</tr>
<tr>
<td>Care- Teachers gladly provide help and support when needed</td>
<td>8.6</td>
<td>8.4</td>
<td>8.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Care- Safe and secure environment</td>
<td>8.3</td>
<td>8.3</td>
<td>8.0</td>
<td>na</td>
</tr>
<tr>
<td>Care- Encouragement of students to achieve to the best of their ability</td>
<td>8.3</td>
<td>8.2</td>
<td>8.1</td>
<td>7.9</td>
</tr>
<tr>
<td>Care- Students are encouraged in a personal relationship with God</td>
<td>8.5</td>
<td>8.2</td>
<td>8.3</td>
<td>8.0</td>
</tr>
<tr>
<td>Care- Fair and consistent behaviour management in line with redemptive, positive Christian values</td>
<td>8.1</td>
<td>8.0</td>
<td>7.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Care- Homework is related to classwork</td>
<td>7.9</td>
<td>8.0</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Care- Level of discipline to ensure good behaviour</td>
<td>8.2</td>
<td>8.1</td>
<td>7.8</td>
<td>8.0</td>
</tr>
<tr>
<td>Care- Clarity of student behavioural expectation</td>
<td>8.4</td>
<td>8.0</td>
<td>7.9</td>
<td>8.1</td>
</tr>
<tr>
<td>Care- The school prepares children well for transitioning between grades</td>
<td>7.9</td>
<td>7.8</td>
<td>7.9</td>
<td>6.8</td>
</tr>
<tr>
<td>Care- Providing practical personal / spiritual support and programs</td>
<td>8.1</td>
<td>7.8</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td>Care- Students’ individual educational needs are considered</td>
<td>8.0</td>
<td>7.8</td>
<td>7.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Care- Homework quantity</td>
<td>na</td>
<td>7.6</td>
<td>7.4</td>
<td>7.7</td>
</tr>
<tr>
<td>Care- Tutoring / mentoring by staff to support students</td>
<td>7.8</td>
<td>7.7</td>
<td>7.0</td>
<td>6.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comms- Friendly and helpful office staff</td>
<td>8.7</td>
<td>8.8</td>
<td>8.6</td>
<td>8.3</td>
</tr>
<tr>
<td>Comms- I care about the future success of this school</td>
<td>na</td>
<td>9.0</td>
<td>8.6</td>
<td>8.7</td>
</tr>
<tr>
<td>Comms- Staff are approachable and available</td>
<td>8.6</td>
<td>8.6</td>
<td>8.4</td>
<td>8.3</td>
</tr>
<tr>
<td>Comms- Friendly / inclusive / supportive atmosphere</td>
<td>8.5</td>
<td>8.4</td>
<td>8.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Comms- Staff and parents work cooperatively to deliver high quality educational outcomes for students</td>
<td>8.5</td>
<td>8.2</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>Comms- Sense of community between students, parents and staff</td>
<td>8.4</td>
<td>8.2</td>
<td>7.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Comms- The student reporting process is effective</td>
<td>8.2</td>
<td>8.1</td>
<td>7.8</td>
<td>8.0</td>
</tr>
<tr>
<td>Comms- The methods of communication used are effective</td>
<td>8.6</td>
<td>8.1</td>
<td>7.9</td>
<td>na</td>
</tr>
<tr>
<td>Comms- Adequate and timely communications from the school</td>
<td>8.3</td>
<td>8.0</td>
<td>7.7</td>
<td>7.6</td>
</tr>
<tr>
<td>Comms- The school schedules adequate opportunities to discuss student progress with parents</td>
<td>8.3</td>
<td>8.0</td>
<td>7.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Comms- Adequate opportunity for constructive feedback and ideas</td>
<td>7.9</td>
<td>7.8</td>
<td>7.4</td>
<td>7.2</td>
</tr>
<tr>
<td>Comms- Positive morale among parents</td>
<td>8.1</td>
<td>7.7</td>
<td>7.5</td>
<td>7.3</td>
</tr>
<tr>
<td>Comms- Policies and procedures clearly documented and easily accessible</td>
<td>8.0</td>
<td>7.8</td>
<td>7.6</td>
<td>7.2</td>
</tr>
</tbody>
</table>
OVERALL TOP 20 STRONGEST INDICATORS – OUR STRENGTHS

Parents Areas of Greatest Satisfaction

- Encouragement of responsible attitudes in students: 41% (2014), 49% (2013)
- Teachers gladly provide help and support to students when needed: 47% (2014), 42% (2013)
- Day to day organisation and management: 32% (2014), 57% (2013)
- Variety of payment options / plans: 25% (2014), 65% (2013)
- Staff / teachers are approachable and available: 45% (2014), 44% (2013)
- Friendly and helpful office staff: 48% (2014), 42% (2013)
- Quality of teaching: 40% (2014), 50% (2013)
- The College provides a range of opportunities that actively engage the expression of Christian values through service and: 53% (2014), 38% (2013)
- Teachers display a caring attitude to students: 52% (2014), 39% (2013)
- Positive Christian values and behaviour reflected by staff: 51% (2014), 41% (2013)
- Effective methods are used (print, email, SMS, etc) for internal parent, student and staff communications: 43% (2014), 49% (2013)
- Promotes a strong College ethos with clear moral boundaries and Christian values: 45% (2014), 46% (2013)
- Teachers are consistently intentional in linking Christian values with their teaching practice: 42% (2014), 51% (2013)
- Do you plan on keeping your child/ren at this College next year (excluding graduating students)?: 89% (2014), 43% (2013)
- Overall, how satisfied are you with this College?: 45% (2014), 48% (2013)
- Academic results: 49% (2014), 45% (2013)
- The attitude and performance of the Principal: 63% (2014), 31% (2013)
- The College provides a good range of opportunities to demonstrate its Christian ethos (eg. community service,): 50% (2014), 45% (2013)
- The College's vision and mission are clearly stated and integrated into College life: 55% (2014), 42% (2013)
Although these areas have been identified as our weakest points in the College, the majority of parents are actually satisfied in each of these areas of the College.
9. GOALS FOR 2015

a. Looking forward - Goals for 2015

- Ongoing implementation of Strategic Directions 2014 – 2018.
- Introduction of significant middle leadership roles in the College
- Compulsory Year 5 Band Program
- Increased focus on developing our Gifted and Talented Programs
- Completion of the new Senior School building
- Continued growth in the Middle and Senior Schools
- Focused strategies and programs to grow staff and students in learning and teaching
- Continued development of "Whole-child" programs
- Visiting specialists in the areas of Media, IT, Strengths Potential and Service Learning to run workshops with staff, students and parents
- Service Learning Expo
- Increased IT opportunities for students and further implementation of our iPad program throughout Middle and Senior School.
- Commencement of fit out of Innovation Centre
- Continued rollout of iPad program
- Extension of Art rooms
- Upgrade of Administration and Reception
- Continued improvement of grounds and facilities

b. Improvement Plan

To continue to grow a dynamic, leading Christian school, St Andrews Christian College has developed an extensive Improvement Plan to identify areas for consolidation and improvement.

This Improvement Plan is articulated in our Strategic Directions 2014 – 2018 brochure and our extensive ‘in-house’ document, Implementation of Strategic Directions 2014 – 2018. This working document clearly articulates how we are going to action (What/How/Who/When/Budget/Achievement Milestones) our Strategic Priorities:

- Christ-Centred College
- Learning and Teaching Excellence
- Building Community
- Infrastructure Development

The Strategic Directions 2014-2018 brochure was circulated to all the College community in 2014 and is on the College website: www.standrews.vic.edu.au

The Implementation of Strategic Directions 2014 -2018 working document is regularly evaluated and is accessible to all Staff and College Board.
10. **FINANCIAL PERFORMANCE 2014**

**INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and Levies</td>
<td>3,432,000</td>
</tr>
<tr>
<td>Government Grants</td>
<td>3,189,000</td>
</tr>
<tr>
<td>Capital Grants/Donations</td>
<td>116,000</td>
</tr>
<tr>
<td>Other Income</td>
<td>354,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$7,091,000</td>
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</tbody>
</table>

**EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and On Costs</td>
<td>4,649,000</td>
</tr>
<tr>
<td>Tuition Costs</td>
<td>539,000</td>
</tr>
<tr>
<td>Building Rental</td>
<td>396,000</td>
</tr>
<tr>
<td>Property Costs</td>
<td>259,000</td>
</tr>
<tr>
<td>Loan Interest</td>
<td>230,000</td>
</tr>
<tr>
<td>Administration and Other Costs</td>
<td>481,000</td>
</tr>
<tr>
<td>Depreciation</td>
<td>277,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$6,831,000</td>
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</tbody>
</table>

**TOTAL SURPLUS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Surplus</strong></td>
<td>$260,000</td>
</tr>
</tbody>
</table>

**CASH FLOW SUMMARY**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Deposits at 1st January</td>
<td>$ 960,000</td>
</tr>
<tr>
<td>Net Cash from Operations</td>
<td>994,000</td>
</tr>
<tr>
<td>Purchases of Capital Items</td>
<td>(1,073,000)</td>
</tr>
<tr>
<td>Repayment of Borrowings</td>
<td>(64,000)</td>
</tr>
<tr>
<td>Cash and Deposits at 31st December</td>
<td>$817,000</td>
</tr>
</tbody>
</table>

*Darren Waterworth*

*Business Manager*
11. THANKS AND ACKNOWLEDGEMENT

Thanks to the PFA and College Board for their dedicated work for the College. We are blessed to have such a wonderful community – staff, students and parents who are all passionate to see the College expand and grow.

What a blessing it is to be part of an amazing community committed to excellence in Christ.

Final acknowledgement and thanks go to God who has greatly blessed the College in so many ways.

*To God be the glory great things He has done.*

Catriona Wansbrough  
Principal  
St Andrews Christian College

James Bligh  
Board Chairman  
St Andrews Christian College