



**St Andrews Christian College**

| Glory to God |



# SCHOOL PERFORMANCE REPORT FOR THE 2011 SCHOOL YEAR

*Love Learning*

## St Andrews Christian College Vision

*To educate the next generation 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 bring a highly skilled and powerfully positive Christian influence in tomorrow's community.*

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## A. Principal's Message

As we report on 2011 in our Annual Report, I reflect on the time since I officially commenced as Principal at the beginning of May, 2011.

St Andrews Christian College is a special community of committed and talented people. The dedicated staff deliver an excellent Christian education to all our students in a professional, yet caring environment. Together, with our families we daily aspire to integrate our faith and model to our students how to live as Christ would desire us to live.

I have much to learn about the school and know this will take time, but daily I seek God's guidance and wisdom to lead His school, His way.

My role as Principal is to keep St Andrews Christian College "Christian" in all that we do. That can be a constant challenge amidst the pulls and demands of many sectors in the community, whilst complying with the ever changing and growing demands and legislative changes of the Government and Education Department.

Although standards and expectations in society are constantly changing, God's standards never change. His "plumbline" does not sway according to popular demand or beliefs, it remains constant and unchanging, full of hope and good news. As God is forever faithful, we aim to remain faithful to Him in who we are as a Christian school. To do this we must continually seek Him – *"But seek first his kingdom and his righteousness, and all these things will be given to you as well."* Matthew 6:33

I love the hymn "Will Your Anchor Hold?" and especially relish the words of the chorus which encourages us to remain anchored in him, grounded firm and deep in His love.

### **"Will Your Anchor Hold?"**

Will your anchor hold in the storms of life,  
When the clouds unfold their wings of strife?  
When the strong tides lift, and the cables strain,  
Will your anchor drift or firm remain?

***Chorus: We have an anchor that keeps the soul  
Steadfast and sure while the billows roll;  
Fastened to the rock which cannot move,  
Grounded firm and deep in the Saviours love.***

Will your anchor hold in the straits of fear,  
When the breakers roar and the reef is near?  
While the surges rave and the wild winds blow,  
Shall the angry waves then your bark o'erflow?.

Will your anchor hold in the floods of death,  
When the waters cold chill your latest breath?  
On the rising tide you can never fail,  
While your anchor holds within the veil.

Will your eyes behold through the morning light,  
The city of gold and the harbour bright?  
Will you anchor safe by the heavenly shore  
When life's storms are past for evermore?

**Words: Priscilla Jane Owens, 1882**

**Music: William James Kirkpatrick, 1882**

Education is not just about knowledge, skills and talents. It is about values, purpose and direction. It is our aim at St Andrews Christian College, that students develop their full potential with educational excellence and know their purpose in light of Christian hope and values.

At St Andrews we are constantly reminded that what we do has eternal consequences; has in mind God's plans and purposes; is Christ-focused and Bible centred; brings hope in a personal, relational, Christ loving environment; and, is transformational.

I look forward to journeying with you all and being a part of His story at St Andrews. It is such a privilege and honour to be here, serving you, the community of St Andrews and serving our wonderful Lord and Saviour.

Yours for the kingdom,

Catriona Wansbrough  
Principal  
St Andrews Christian College

## B. Chairman's Report

2011 saw a change of personnel in the Chairman's role. I would like to thank Daniel Muggeridge for his two years of faithful service to the St Andrews Community. As I took over the role as Board Chairman in August 2011, I did so, knowing that the role is one of service. Service to our Lord and St Andrews Christian College. The membership of the Board has been maintained at the full complement of twelve which has allowed the burden of governance to be shared and improved as a consequence. The processes of governance and oversight employed by the Board have continued to be improved over the year and the focus has now begun to shift towards the future.

We have just passed Mrs Wansbrough's first year anniversary as Principal. This has mainly been a period of establishment but a great deal of work has still been done on a number of aspects of the College's operations. The three most significant of these initiatives are as follows:

Firstly, the College's policies and procedures have been updated in preparation for Registration. This has been a significant and serious undertaking but the end result is a clean set of institutionalised policies and the peace of mind that the fundamentals of the College are in order. Our successful completion of this process is something to praise God for.

Secondly, there have been updates in our financial management mechanisms. Outwardly, this is visible through the wider range of payment options that have been enthusiastically embraced by many parents but, behind the scenes, there have been other changes culminating in an in depth review by the new auditors of the College. This has resulted in updates to many of the accounting measures being used by the College and has given us a much better understanding both of our finances and our potential for future investment.

Finally, the College has been addressing the challenge of adapting to the National Curriculum whilst ensuring that Christ remains at the heart of our learning program. As a parent with four children at the College myself I am very pleased with how the staff have managed this.

All of this is important foundational work that paves the way for further growth and improvements in the College. It is important that we continue to visibly invest in the both the grounds and the educational capacity of the College. Mrs Wansbrough and the Board have been prayerfully discussing how to proceed in 2012 and 2013 and I am confident that the changes being planned will allow the College to continue to improve.

I would like to thank a large number of people who have contributed enormously to the College over the past year. The PFA Executive have done an incredible job this year, the class representatives continue to be a vital link between parents; Liz and Ivy have done a fantastic job in the Second Hand Uniform Shop. Most important of all, the staff continue to impress on a daily basis with their dedication and genuine care for the students.

I would also like to personally thank the members of the Board for their hard work and diligence. The role of Director bears a great deal of responsibility and each of them has undertaken the role for the glory of God through the ongoing work of the College.

James Bligh  
St Andrews Christian College  
Board Chairman

## C. Parents and Friends Association

The committee of the PFA would like to thank the College community for their help, support and participation in the activities throughout 2011. We praise God for the many willing parents that helped with making the events a success and for the families and friends who were willing to support the College with buying items.

I was new to this position in February 2011, and would like to thank the Executive team of Peter Lamperd, Annie Wong and Shaun Beovich. as well as our Principal, Catriona Wansbrough who gave valuable guidance. I have enjoyed working with them and have appreciated them for all their help and support as we have worked together.

PFA aims to foster fellowship in the College community, to support teachers as they give our children an all-round education based on Christian truths and work together to practically raise financial support for the needs of the College. This is done in the following ways.

- *Community Events*—this is when the entry fee largely covers the costs to run the event, but aims to gather us together as a community.
- *Service items*—these are items that you may be buying anyway, but when bought through the College the profit goes towards a specific item we are wanting at the College.
- *Fundraisers*—these aim to bring in a larger profit which goes towards a major item.

It has been a busy year with a mix of Community, Service and Fundraisers throughout the year. With the funds raised we have been able to contribute to a new retaining wall and seating around the basketball courts

Throughout the year the activities have been very well attended and supported starting with the Movie Night, Honey & Hot Cross Buns, Entertainment Book, Chocolate Drive, Advanced Photography Family Portraits, St Andrews Got Talent, Bunnings BBQ, SPC Canned Food, Staff Appreciation Days and ending with the Christmas celebration, Carols @ St Andrews.

Thanks goes to Ivy Fernazdez and her team of helpers for the effort and success of the Mother and Fathers' Day Stalls. Many happy children went home with great gifts to give their parents.

Appreciation and thanks must go to Liz Romney for her tireless efforts in the Uniform shop which also raises money from the sale of second hand uniforms.

Heather Coppens and Lynne Maddison took on a revamped Year Level Parent Representative Program which helped to build fellowship amongst parents within each of the year levels.

Friday ice-creams/icy-poles have continued on this year for all students because of the enormous organisational skills of May Anderson and other willing parent helpers. Thanks again for your support throughout 2011.

Sally Wade  
On behalf of the PFA Executive

## D. Professional Engagement

### 1. STAFF ATTENDANCE

Personal leave accounted for a total of 165 days. This represents 2.6% of total teacher days, or an average of 3.6 days per teacher.

### 2. STAFF RETENTION

Four teaching staff, the equivalent of 3.0 full time teachers, concluded their teaching service at the end of 2011. One transferred to another Melbourne school, two commenced working for church organisations and one retired. During the year one

teacher took maternity leave and was replaced. At the beginning of 2011 five new teachers commenced at St Andrews.

### 3. TEACHER QUALIFICATIONS

QUALIFICATION	NUMBER OF TEACHERS
BACHELOR OF APPLIED SCIENCE (COMPUTING)	1
BACHELOR OF ARTS	11
BACHELOR OF ARTS – EDUCATION	1
BACHELOR OF ARTS (MINISTRY)	1
BACHELOR OF ARTS (MAJOR -SOCIOLOGY/CHILDREN'S LIT)	1
BACHELOR OF BUSINESS	1
BACHELOR OR BUSINESS (ACCOUNTING)	1
BACHELOR OF COMMERCE	2
BACHELOR OF ECONOMICS	1
BACHELOR OF EDUCATION	14
BACHELOR OF ENGINEERING	2
BACHELOR OF HEALTH & PHYSICAL EDUCATION	3
BACHELOR OF SCIENCE	7
BACHELOR OF TEACHING	8
CERT IV –WORKPLACE ASSESSMENT & TRAINING	1
DIPLOMA OF ARTS	3
DIPLOMA OF EDUCATION	8
DIPLOMA OF TEACHING [PRIM]	3
DIPLOMA OF VISUAL ARTS	1
GRADUATE DIPLOMA OF EDUCATION	3
GRADUATE DIPLOMA OF MUSIC	1
GRADUATE DIPLOMA OF PRIMARY TEACHING	1
HIGHER DIPLOMA OF EDUCATION	5
MASTER OF APPLIED SCIENCE (LIBRARIANSHIP)	1
MASTER OF ARTS	3
MASTER OF BUSINESS	1
MASTER OF EDUCATION	3
MASTER OF ENGINEERING	1
MASTER OF SOCIAL SCIENCES (COUNSELLING)	1
POSTGRADUATE DIPLOMA IN PRIMARY EDUCATION	2
POSTGRADUATE DIPLOMA OF TEACHING (SECONDARY)	1

### 4. TEACHER PROFESSIONAL DEVELOPMENT

A total of \$27,367 was spent on professional development activities over 60 days. This represents \$804.91 per full time equivalent teacher, or \$608.15 per person. It includes replacement teachers and course fees. It does not include courses attended for which there was no charge, courses which were paid for by the teachers themselves, staff meetings and preparation days. The 60 days spent by teachers engaged in Professional Development were in addition to Professional Development time in Staff Meetings, Teacher Preparation Days and the CSA Mid Year Conference.

**Sample of 2012 PDs**

- ✓ Supporting Students with Language and Learning Difficulties
- ✓ First Aid – Level 2
- ✓ Induction for beginning teachers new to Christian Schooling
- ✓ Getting Ready for Australian Curriculum
- ✓ Home Economics in the 21<sup>st</sup> Century
- ✓ Using Assessment information to plan and program
- ✓ Supporting students with Aspergers and Autism
- ✓ Vienna Art & Design Teacher Preview
- ✓ Quality Writing Program
- ✓ Ready Steady Go – Occupational Therapy in Schools
- ✓ Interactive Whiteboard Development Session
- ✓ Introducing the Grammar of the Australian Curriculum
- ✓ VTAC Briefing
- ✓ Support for ESL Students with focus on persuasive text
- ✓ New Careers Teachers Seminar
- ✓ PE for blind/low vision
- ✓ Understanding and Supporting Students with Special Needs
- ✓ Food Handling Course
- ✓ Safety in School Laboratories
- ✓ Future Problem Solving Training Workshop
- ✓ Process for the development of an Individual Education Plan
- ✓ My Brain Hurts? – How Boys Learn
- ✓ Assessment for better learning using NAPLAN data
- ✓ Leading Curriculum Change – ACSA Biennial Conference
- ✓ Turning Behaviour Around
- ✓ NHI Effective Teaching Series - Introduction to Christian Education

## E. Key Student Outcomes

### 1. STUDENT ATTENDANCE 2011

Class	No.	Total Student Days	Absences		Total Absence	% Attendance
			Semester 1	Semester 2		%
PH	22	179	67	106	172.5	96%
PV	18	179	133	99	231.5	93%
1A	21	181	85	81	165.5	96%
1E	22	181	81	92	172	96%
2C	24	181	77	106	182.5	96%
2H	23	181	91	94	184.5	95%
3B	23	181	77	58	134.5	97%
3W	24	181	79	77	156	96%
4K	21	181	81	110	190	95%
4D	21	181	113	128	240.5	94%
5H	20	181	125	100	224	94%
5L	18	181	88	104	192	94%
6J	21	181	51	93	143.5	96%
6S	23	181	54	73	127	97%
7G	16	181	56	72	128	96%
7T	14	181	43	51	93.5	96%
8K	15	181	68	131	198.5	93%
8B	15	181	37	135	171	94%
9T	24	181	117	125	241	94%
10C	18	171	94	139	232.5	92%
11Y	12	171	118	133	250.5	88%
12F	17	155	106	116	222	92%
TOTAL			1,837	2,217	4,054	

### 2. NAPLAN RESULTS FOR 2011

NAPLAN tests are the National benchmarking tests taken by all students in Years 3, 5, 7 and 9. In addition to gaining an idea of the profile of each cohort, we get valuable diagnostic information for each student which is potentially very useful for:

- Giving appropriate attention to students who have been identified as falling behind in standards of literacy and numeracy,

- Affirming teachers in the work we do as the results provide clarity that our students are meeting or exceeding national standards in literacy and numeracy
- Developing students further in identified areas of literacy and numeracy, and
- Tracking the development of students as they move through the school in areas of literacy and numeracy

Information on School Performance is available on the MySchool website. This website enables parents and teachers to compare school NAPLAN and other performance measures with other schools.

Students are tested in four tests covering the following areas: Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy. Our Year 3 and 5 students have continued to perform exceptionally well in all areas with a very encouraging set of results for both year levels above the results for all Australian schools.

The concept of a State or National benchmark has been replaced with a minimum standard defined by a particular band as follows:

- For Year 3 the minimum standard is Band 2
- For Year 5 the minimum standard is Band 4
- For Year 7 the minimum standard is Band 5
- For Year 9 the minimum standard is Band 6

The average achievement of students in Australia in all the tested areas in Year 3 was between Band 3 and Band 4. The average results of St Andrews Year 3 students' achievements in all areas tested were consistently in Band 5, considered substantially above the National average.

The average achievement of students in Australia in all the tested areas in Year 5 was between Band 4 and Band 5. The average results of St Andrews Year 5 students' achievements in all areas tested were consistently in Band 6, considered substantially above the National average.

The average achievement of students in Australia in all the tested areas in Year 7 was at the lower end of Band 6. The average results of St Andrews Year 7 students' achievements in all areas tested were consistently in Band 7, considered substantially above the National average.

The average achievement of students in Australia in all the tested areas in Year 9 was between the upper end of Band 6 and the lower end of Band 7. The average results of St Andrews Year 9 students' achievements in Grammar and Punctuation, and in Numeracy were in Band 7 and considered substantially above the National average. The achievements in Spelling and Reading whilst also being in Band 7 were considered to be above the National average. The results for the Persuasive Writing test were considered substantially above the National average being in Band 8.

In the list of the Nation's top 100 Primary Schools, based on the NAPLAN scores in Years 3 and 5 for Reading, Writing and Numeracy, St Andrews Christian College came in at number 26.

Our students are to be congratulated on their efforts in the NAPLAN tests. However, it is important to note that NAPLAN is only one form of information about student achievement levels. Teacher observations, class and school-based assessments and other forms of standardised testing are equally valuable in identifying student learning needs and rates of progress.

### 3. VALUE ADDED

This refers to the introduction of new, or the improvement of, existing teaching programmes, resources and facilities that add value to the normal school curriculum.

#### a) Teaching and Learning

##### ***Teaching and Learning Committee***

In desiring to grow in excellence in education, a Teaching and Learning Committee was formed to strategically plan and oversee the continued development of teaching and learning at St Andrews Christian College.

##### ***Engage Asia***

In response to requirements of the Australian curriculum, an Engage Asia committee was formed, to facilitate adjustments to our current curriculum as well as integrate Asia into varying facets of the school.

##### ***Curriculum***

Curriculum for all Key Learning Areas from Prep to Year 12 was either rewritten and/or reviewed.

##### ***Competitions***

A variety of national and international competitions were offered to students throughout the year and students received well-deserved outstanding results.

- University of NSW ICAS competitions:

COMPETITION NAME	NO: OF STUDENTS PARTIPATED	HIGH DISTINCTION	DISTINCTION	CREDIT
ENGLISH	90	4	21	24
SCIENCE	70	5	8	22
SPELLING	78	4	17	33
COMPUTER	42	1	3	5

- AMT Mathematics Competition – 109 students participated and 7 students obtained High Distinctions (top 2% in the state), 38 students received Distinctions (top 15%), 44 students received Credits and 16 received Proficiency Awards.

- **Rio Tinto Big Science Competition**

The Rio Tinto Big Science Competition is an international competition sponsored by Rio Tinto. This year, 37,138 students entered the competition from 559 schools.

The Competition tested critical thinking and problem-solving skills, and knowledge of science. Questions were on contemporary science issues (like car safety and dental health), and were based on the new Australian Science Curriculum.

St Andrews Christian College entered 27 students. Of these, 5 received High Distinctions, 6 received Distinctions and 9 received Credits.

***Technology***

Introducing myPLS into the secondary school which is an on-line learning portal that enables web-based learning activities.

***Secondary Electives Program***

New modular electives program in Year 7 – 10. This program gives students a wider range of choices and opportunity to study each elective subject more intensively.

***Transition Classes***

Special programs for primary students as they transition into secondary school.

***Gifted and Talented***

Parallax Club - activities to extend and challenge thinking.

***Buddy Groups***

Establishment of Buddy Groups across all the classes in the College.

**b) Consolidation*****Policy Review***

Undergoing policy review and compliance, as per the Registration and Accreditation Manual for Non-Government Schools, in preparation for Registration in 2012.

**c) Extra Curricula Activities**

A wide range of activities were taken including: driver training for VCE students, SHINE concert, Textile Week, verandah creative play and sensory garden, chess, basketball, netball, computer club, soccer, choir, string group, orchestra, drumming group, prayer days, walking group and running club.

**d) Facilities/Resources**

- Building and completion of the Multi-Purpose Hall, courtesy of the Building Education Revolution.
- Continual upgrade of College grounds such as retaining wall and seating around the basketball courts.
- Upgrade of technology – incorporating the installation of the wireless system, interactive whiteboard, new server, 43 laptops and 6 computer trolleys.

**e) Service Opportunities**

Classes and community houses undertook different service activities such as Operation Christmas Child, performing at a retirement centre, sponsoring a child through World Vision, raising funds for local community appeals, running special school events to raise funds for children and organisations in Indonesia and India.

**4. AVERAGE STANDARDISED ASSESSMENT RESULTS FOR YEAR 9 AND 10 STUDENTS**

NAPLAN results for Year 9 are noted in the NAPLAN results, there are no standardised tests undertaken in Year 10.

**5. SENIOR SECONDARY OUTCOMES AND POST SCHOOL DESTINATIONS**

VCE 2011 concluded with all students achieving their VCE. 30 % of students achieved an ATAR of 90 or above and just under 60 % achieved an ATAR above 75. 16 of the 17 applied for tertiary courses through VTAC and 15 of the 16 received first round offers for tertiary studies. Two students received scholarships to University and the courses chosen range from Law, Design, Pharmacy and Commerce to Business Studies.

The VCE subjects for 2012 will expand to include the first students studying Design Technology (Woodwork) and also scored VET subjects. The VET subjects are studied through Holmesglen TAFE.

## 6. PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

70% of our Year 12 students in 2011 have been retained from Year 9 at St Andrews Christian College.

## E. Satisfaction

### RESULTS OF SATISFACTION SURVEYS

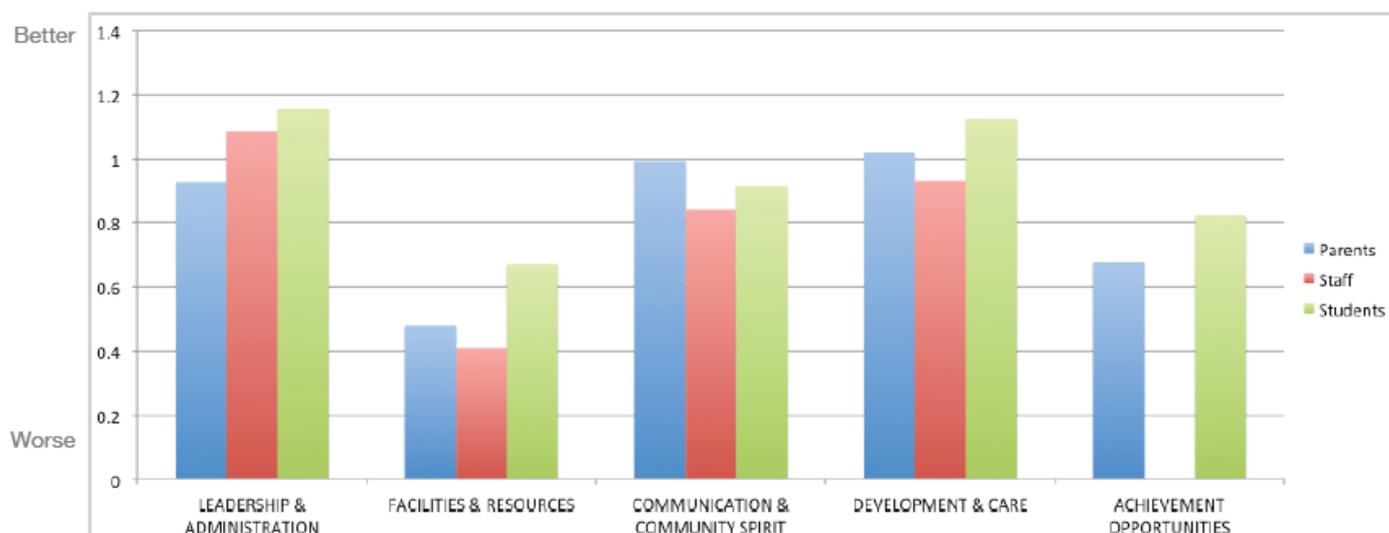
The survey responses as surveyed by Vividus, provided a consistent message regarding perceived school strengths and weaknesses, desired school focus and priorities, and levels of satisfaction in the five Key School Indicators (KSI).

The school has healthy Christian values (and focus), delivering excellent holistic student development and care.

The sense of school community and school communications are positive, but could be refined in some areas.

The Principal is viewed very positively and attitudes towards the leadership and administration of the school is mostly positive.

The areas of greatest dissatisfaction are associated with the school facilities and resources but also include (to a lesser degree) learning programs and support.



### PARENT SATISFACTION

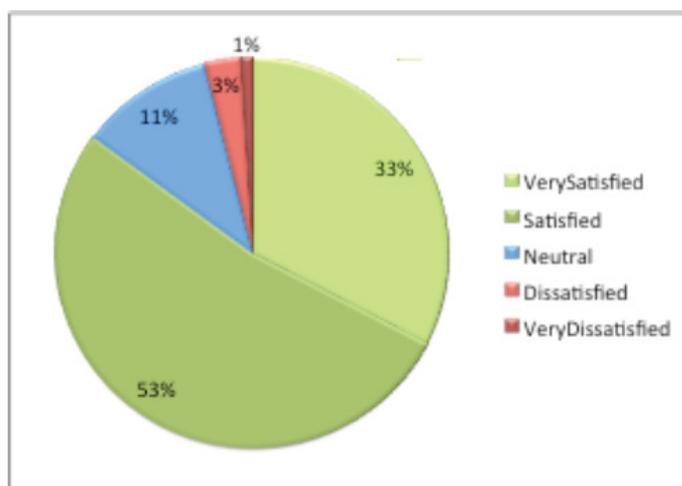
**Overall satisfaction** with the school is high within the parent community with 86% of respondents reporting very satisfied or satisfied.

The parent community believes that Christian values and academic excellence should remain the school’s primary priorities. School community programs and specialist teaching (eg. extended and learning support programs) are also important, with sport and performing arts registering in a consistent manner to KSI responses.

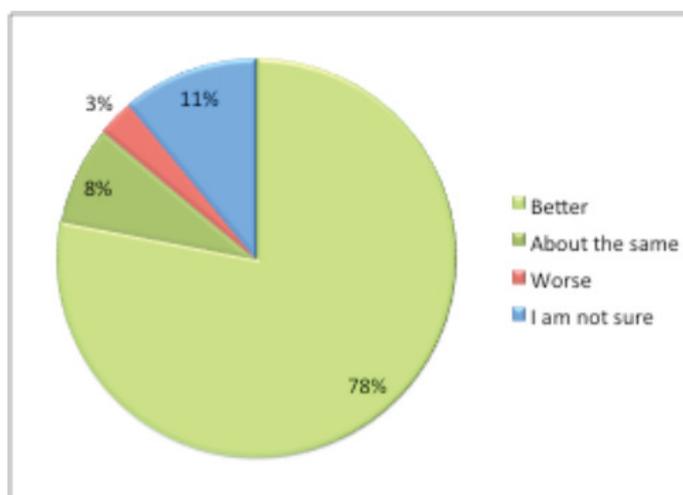
The services parents would most like to see added or developed include: student learning and mentoring/transitioning programs, scholarships, and improved car parking. Sporting and ICT programs may be considered of secondary importance.

Viewed in order of importance to parents, the **main areas requiring attention** include effective and timely issue resolution, value for money (both in terms of school fees and ancillary costs), and to a lesser degree, day to day organisation/management.

**Overall Satisfaction – Parents**



**Compared To Other Schools – Parents**



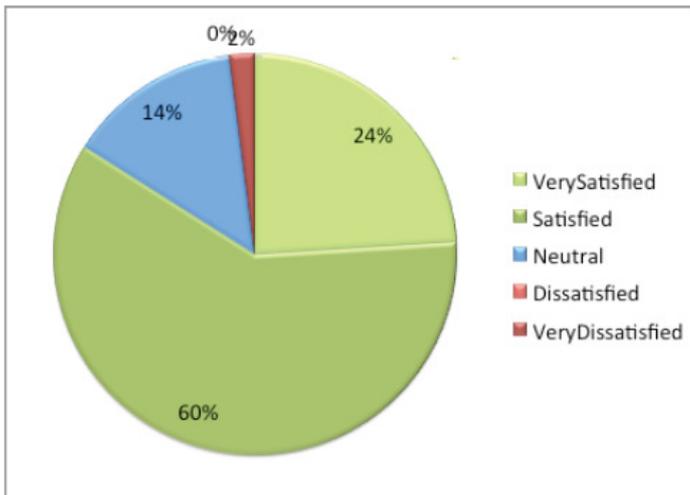
### STAFF SATISFACTION

**Overall staff satisfaction** is marginally lower than parents or students, however the satisfaction rate sits very high with 84% of staff responding to be very satisfied or satisfied with the school.

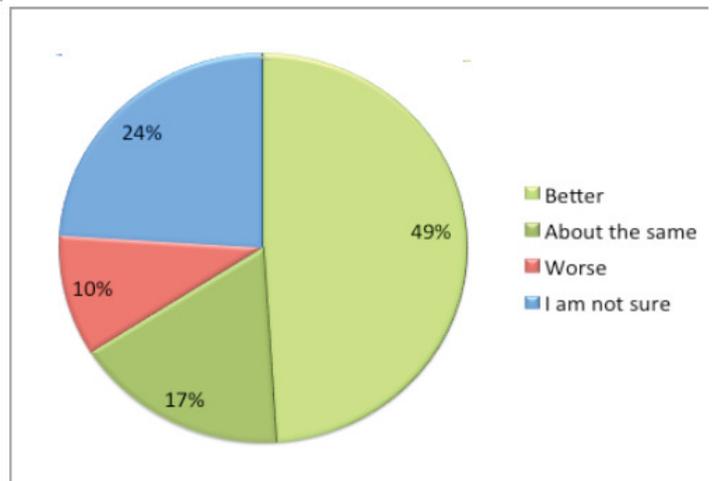
Staff dissatisfaction with teacher, library, and ICT resources are also significant.

Staff are very positive about **working conditions** at the school, however there was some perceived job insecurity (40% do not feel their employment is secure) and some staff indicated they would prefer greater emphasis on work-life balance, greater recognition for positive contribution/achievement, and increased support (professional, personal and spiritual).

**Overall Satisfaction – Staff**



**Compared To Other Schools – Staff**

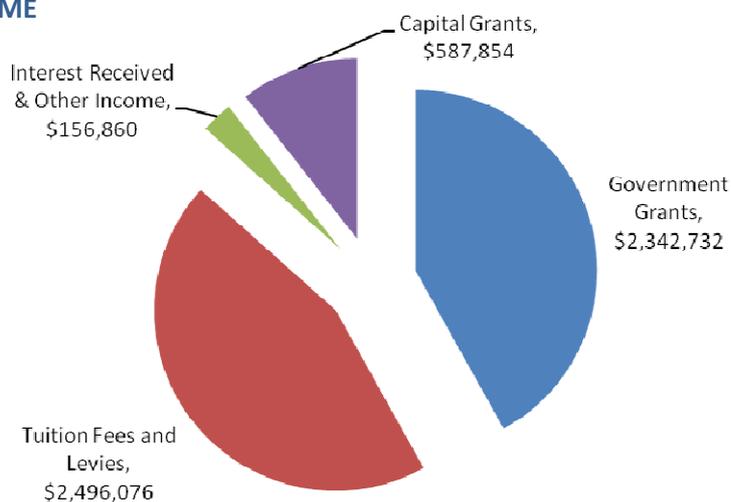


## E. Finance Report

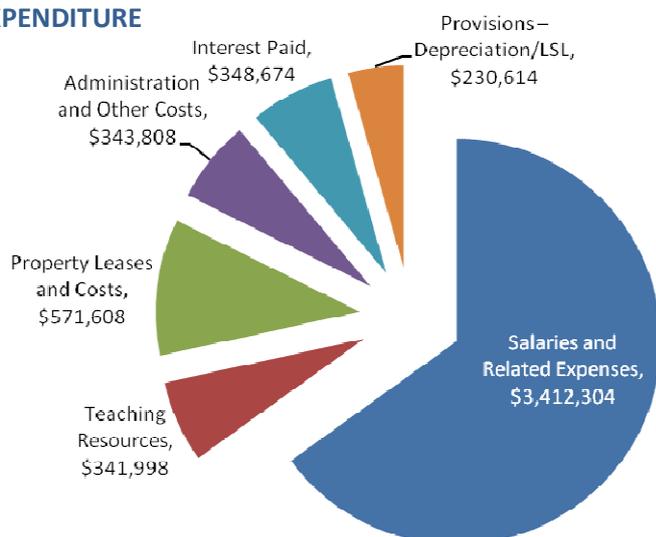
### 1. Income/Expenditure Summary for 2011 College Financial Year

INCOME	\$	EXPENDITURE	\$
Government Grants	2,342,732	Salaries and Related Expenses	3,412,304
Tuition Fees and Levies	2,496,076	Teaching Resources	341,998
Interest Received	65,551	Property Leases and Costs	571,608
Other Income	91,309	Administration and Other Costs	343,808
Capital Grants	587,854	Interest Paid	348,674
		Provisions – Depreciation/LSL	230,614
<b>TOTAL</b>	<b>\$5,583,522</b>	<b>TOTAL</b>	<b>\$5,249,006</b>

#### INCOME



#### EXPENDITURE



Catriona Wansbrough  
Principal  
St Andrews Christian College

James Bligh  
Board Chairman  
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