



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Andrew's School

110 Greaves Street North, WERRIBEE 3030

Principal: Michael Gavaghan

Web: www.sawerribee.catholic.edu.au

Registration: 338, E Number: E1035

Principal's Attestation

I, Michael Gavaghan, attest that St Andrew's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2024

About this report

St Andrew's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St. Andrew's School, we believe that we are a community centred in Christ, working in partnership in the education of each child.

- The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment
- St. Andrew's is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.
- We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.
- We believe that primary school education helps prepare the child for challenges in life. This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.

School Overview

St Andrew's Primary School is a Catholic primary school located in Werribee. The school serves students from Foundation to Year 6 and is committed to providing a quality education that fosters academic achievement, spiritual growth, and the development of each student's full potential.

Key facts and statistics about the school include a current enrolment of approximately 270 students, a staff of 30 teachers and support staff, and a diverse student population that reflects the local community. The school has a strong focus on student wellbeing and offers a range of co-curricular activities, including music, sport, and leadership programs.

The School Improvement Plan and Annual Action Plan outline the school's key priorities and strategies for achieving its goals. The school's vision is to provide a learning environment that promotes academic excellence, spiritual growth, and social responsibility. To achieve this, the school is focused on improving student outcomes in literacy, numeracy, and student wellbeing, as well as enhancing the use of digital technologies in the classroom.

The school also aims to strengthen partnerships with parents and the wider community, provide targeted support for students with diverse learning needs, and develop a culture of continuous improvement that fosters innovation and collaboration among staff and students. Through these efforts, St Andrew's Primary School aims to prepare its students for success in a rapidly changing world and to equip them with the knowledge, skills, and values they need to make a positive contribution to society.

Principal's Report

As we embark on a new year filled with promise and opportunity, it's essential to reflect on the remarkable journey we undertook in 2023. Last year was a testament to our unwavering commitment to excellence, innovation, and community engagement.

Academic Advancements: Building upon the foundation laid in 2022, we continued our quest for improved student outcomes by further refining our curriculum and instructional practices in line with Science of Learning and Science of Reading research. Collaborating closely with educational consultants and drawing insights from our collective experience, we embarked on a journey of continuous improvement. Our efforts bore fruit as evidenced by the enhanced engagement and learning outcomes of our students across all levels.

Leadership Empowerment: Recognizing the pivotal role of leadership in driving positive change, we invested in the professional development of our middle leadership team. Through targeted coaching and mentorship programs, our leaders honed their skills in instructional leadership, fostering a culture of collaboration, innovation, and accountability. This investment in leadership capacity has not only enriched our school's culture but has also empowered our educators to excel in their roles and inspire excellence in others.

Embracing Diversity and Well-being: Central to our ethos is the holistic development of our students. In 2023, we redoubled our efforts to promote social-emotional well-being and celebrate diversity within our school community. From implementing mindfulness practices to organizing cultural awareness workshops, we endeavored to create a nurturing environment where every student feels valued, respected, and empowered to thrive.

Community Cohesion and Celebration: At St Andrew's, we firmly believe in the power of community. Throughout the year, we came together to celebrate our collective achievements and milestones. From our annual Mothers Day & Fathers Day breakfasts to our vibrant multicultural festivals, each event served as a testament to the strength of our community spirit and the richness of our cultural tapestry.

Parent Partnership and Satisfaction: Our partnership with parents remains at the heart of everything we do. I am delighted to report that our efforts have been met with resounding approval, as reflected in our continued high levels of parent satisfaction. Your unwavering support and active involvement in your child's education are invaluable, and we are immensely grateful for your trust and collaboration.

As we chart a course for the future, let us carry forward the lessons learned and the successes achieved in 2023. Together, let us continue to aspire for excellence, foster resilience, and nurture the potential of every child within our vibrant St Andrew's community.

Catholic Identity and Mission

Goals & Intended Outcomes

School Improvement Goal

To further develop and promote the Catholic identity of our school by actively involving teachers, students and families in their faith formation.

Intended Outcomes

That staff, student and parent knowledge, understanding and appreciation of a lived Catholic faith is deepened through participation in liturgy, prayer and social justice activities.

Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition

Achievements

- **Religious Leadership**

The School provided and supported professional development in prayer, teaching and learning and faith formation. Selected teachers built their teacher accreditation hours through the Fanning the Flame workshops, and the two-day Mary MacKillop Colloquium which guided participants to focus on personal faith formation and connect with the Josephite Charism that contributes to St Andrew's culture. All teachers were provided opportunities to maintain accreditation through the Engaging Your Faith series. The School supported teachers in their successful applications for sponsorship to attain accreditation to teach RE. The Catholic Identity Leader participated in the four days RE Leaders Western Region Network.

- **Praying and Celebrating**

The partnership with St Joseph's Werribee continued. This partnership focused on preparing students from both primary schools to receive the sacraments of Reconciliation, Eucharist and Confirmation, through sacrament-specific activity days and family formation sessions. During the year, students in Year 6 were confirmed by Bishop Martin Ashe in the Sacrament of Confirmation; students in Year 4 received the body and blood of Christ in the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance. To deepen understanding and connect faith learning to life, Year 6 and Year 4 classes

participated in excursions to the Mary MacKillop Heritage Centre, focusing on Spirit with us and Eucharist.

Prayer to begin each school day was a consistent practice and school-based liturgies to mark key liturgical events, e.g. Ash Wednesday, Holy Week etc, were opportunities to pray as a school community. Feast days and masses were celebrated with the parish in the church.

- **Witness for Mission**

Catholic Social Teaching is the foundation and purpose of the student-led Mini-Vinnies team. Mini-Vinnies regularly promoted awareness of upholding the dignity of every human person and the common good by organising fundraising and donations to support Catholic Mission and the St Vincent de Paul Society. Mini-Vinnies partnered with parents and parishioners to knit woolen mittens and scarves etc to contribute to the Winter Appeal.

- **Learning**

A key improvement strategy was to build the capacity of teachers through facilitating collaborative planning. Classroom teachers were supported to plan, teach and assess learning that engaged students at their level of understanding. Teachers of RE continued to deepen their understanding of the Pedagogy of Encounter; and the importance of dialogue and questioning.

Value Added

- Celebrated the Sacrament of Confirmation
- Celebrated the Sacrament of Reconciliation
- Celebrated the Sacrament of Eucharist
- Social Justice - Minnie Vinnies student team

Learning and Teaching

Goals & Intended Outcomes

School Improvement Goal

To develop leadership practices that enhance the performance and development culture for the professional growth of all staff.

Intended Outcome

Professional learning draws on a range of adult learning pedagogies and collaborative models (professional learning team, professional learning community, action research and disciplined inquiry) to develop staff across career progressions.

School Improvement Goal

To build data literacy by collecting, analysing, interpreting and responding to a range of data as part of a continuous improvement process.

Intended Outcome

Teachers use student evidence and data (embedded in cycles of inquiry), focused on improving their practice and the outcomes of students.

Achievements

The following Curriculum Leaders were in place for 2023

Beth Du Plooy - Literacy

Candida Fitzgerald, Kat Eastman & Nicole Sciberras - Numeracy Leaders

Anne Marie Palmer, Carolyn Martin & Primola Afribo - Inquiry Learning Leaders

Amy Casley, Janelle Candusso & Bianca Corvo - Learning Diversity Leaders

Primola Afribo - Italian Language

Teachers were provided with an average of 3 hours of release time per week to plan collaboratively with fellow teachers at the same level. Usually 1 hour of the release time was spent with a Learning Leader focussing on Literacy, Mathematics, Inquiry based learning (Play based learning in Junior classes) and Religious Education. A further 1 hour of the 3

hours of release time was used for professional practice improvement. Teachers were encouraged to access coaching and feedback.

Numeracy Leaders engaged in Mathematics Leaders networks. Professional Learning of staff focussed on building practice in cognitively demanding tasks as part of the Maths lesson.

The F-2 teachers worked with consultant, Sharon McCormack, to strengthen the school's play based curriculum as a more conceptually based, inquiry approach.

A Phonics and Spelling approach was implemented using the Sounds Write program, with a dedicated time allocated daily.

The Year 3-6 teachers worked with consultant, Grant Lewis, to implement our revamped Inquiry learning units, using new concepts & throughlines matched to the Victorian Curriculum, ensuring coverage is maximised to all students.

Student Learning Outcomes

Generally, the Year 3 & Year 5 NAPLAN results were relatively stable compared to the previous year.

Some particularly pleasing outcomes were;

Year 3 - 79% of students meeting proficient standard in Writing and 62% of students meeting proficient standards in Numeracy

Year 5 - 61% of students meeting proficient standard in Spelling

Grammar & Punctuation remains our greatest challenge but this is not to be unexpected with a cohort that is 50% EAL background. The school continues to participate in EAL training to address possible gaps in the Literacy program

The school continued to provide robust Intervention and tutoring programs throughout the year for students at risk of not meeting standards.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	363	36%
	Year 5	446	39%
Numeracy	Year 3	389	62%
	Year 5	443	52%
Reading	Year 3	368	52%
	Year 5	457	57%
Spelling	Year 3	384	50%
	Year 5	470	61%
Writing	Year 3	402	79%
	Year 5	472	58%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

School Improvement Goal

To build, in partnership with parents and caregivers, an inclusive and relational culture that develops confident, empowered, successful and capable learners.

Intended Outcome

Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students.

Achievements

St. Andrew's Catholic Primary School is dedicated to fostering a nurturing and inclusive environment for all its students. Through various initiatives like Positive Behaviour for Learning (PBL) and the Berry Street Education Model, the school endeavors to enhance students' social and emotional learning. By instilling values such as safety, respect, and responsibility, St. Andrew's aims to bolster student success in both academic and personal development.

Lisa Black has been instrumental in leading the Wellbeing department and spearheading the PBL initiative. Her collaboration with organizations like MACS and similar schools underscores the school's commitment to refining the PBL framework in alignment with students' evolving needs. Emphasizing safe, respectful, and responsible behavior across the entire school community remains a key focus.

St. Andrew's Catholic Primary School's dedication to student well-being extends further through the implementation of the Response to Intervention Framework, ensuring timely support and intervention tailored to individual student requirements.

In addition to internal initiatives, St. Andrew's has embarked on a two-year partnership with the Refugee Education Support Program (RESP) in collaboration with the Centre for Multicultural Youth and Foundation House. This program underscores the school's commitment to diversity and inclusivity by creating a conducive learning environment for students from refugee backgrounds. By fostering strong connections among staff, students, and families, St. Andrew's aims to facilitate academic achievement and holistic growth for all students, regardless of their backgrounds.

Value Added

- Student Leadership Program - School Captains, Class Captains & House Captains
- Mini Vinnies Social Justice Student Team
- Year F - 6 camp
- Prep & Year 6 Transition/Orientation Programs
- New staff trained in Berry Street Education Model
- eSafety webinars for students
- Sustaining Positive Behaviour for Learning project
- Second year of the Refugee Education Support Program (RESP)
- Fortnightly whole school assembly

Student Satisfaction

The overall student data positive endorsement percentage for 2023 was 58%, steady with the two previous surveys in 2021 and 2022.

The areas in which student data was most positive were;

- Rigorous Expectations 72%
- Catholic Identity 68%
- Teacher-Student Relationships 67%

At 48%, School Engagement remains our greatest challenge.

Student Attendance

At St Andrew's Catholic Primary School, we recognise that school attendance is essential to student wellbeing. Our Staff, the Wellbeing and the Learning Diversity team work closely with staff, families and students to ensure regular school attendance.

The school followed Catholic Education Commission Victoria directions for recording student attendance during the pandemic. Normally, the attendance roll is marked electronically twice daily. For all unexplained absences, the school makes contact with parents/guardians about any unexplained absences as soon as is practicable. Unexplained absences that are more than two days without notification are followed up with a phone call to parents initially by the classroom teacher but continued unexplained absence would be referred to the school's leadership.

Average Student Attendance Rate by Year Level	
Y01	89.3%
Y02	87.4%
Y03	91.2%
Y04	89.2%
Y05	88.2%
Y06	90.0%
Overall average attendance	89.2%

Leadership

Goals & Intended Outcomes

School Improvement Goal

To develop and sustain a supportive professional learning culture focused on engaging all learners and improving their learning outcomes.

Intended Outcomes

That the professional learning culture incorporates shared responsibility and accountability for feedback, appraisal, individual and collective growth.

That the knowledge and capacity of leaders is improved, enabling them to lead effectively as instructional leaders.

Achievements

Strengthening our Middle Leadership through participation in Instructional Coaching collective

Core Leadership Team participated in a MACS regional project, Data Analysis for Continuous School Improvement and 2 x Flourishing Learners leaders days

All Leaders attended relevant Network meetings

Participation in Literacy Priority Partnership with MACS regional team

Regular School Advisory Committee meetings

Principal became trained as a HALT assessor strengthening his observation of classroom practice and feedback during Annual Review meetings

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Religious Education

- Fanning the Flames Workshops 2023
- Western Region Primary Religious Education Leaders Network
- Religious Education Curriculum Report
- Mary MacKillop Colloquium

Learning & Teaching

Students With Disabilities/Additional Needs

- Western Region LDL Connect (Primary & Secondary)
- Western Region Learning Diversity Leader Network
- Understanding Pathological Demand Avoidance
- NCCD Moderation and Quality Assurance

Literacy/Numeracy

- Western Region Mathematics Leaders - Developing a Mathematics Improvement Plan 2023
- Western Region Mathematics - Communities of Practice
- Effective Leadership in Mathematics - Northern Region and Western Region
- ACER PAT-M Western Region Workshop
- Sounds Write Training

STEM

- STEM MAD Teacher Conference
- Exploring the 'E' in STEM 2023: Applying Science and Mathematics in real world contexts
- NanoMOOCS - Informal Formative Assessment Course

Student Wellbeing

- Introduction to PBL Tier 2
- BSEM Training

Leadership

- National Teacher Certification 2024 Information Session
- Instructional Coaching Collective
- Data Analysis for Continuous School Improvement: Returning Cohort 1

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • MACS 2023 - Flourishing Learners in the Western Region (School Improvement Network focused on research-based instruction) • In conversation with Tom Rees • Roundtable: Celebration of Improvement Practice Across the Western Region 	
Administration & Compliance	
<ul style="list-style-type: none"> • Time in Lieu in accordance with CEMEA 23 for Primary Schools • 30/8 Model for Primary and Secondary Schools • Managing conduct and performance concerns • ICON eSIS Day 1 and Day 2 -New Administrator Training • Know your new Agreement - CEMEA 2022 (for School Leaders) • Fixed term employment - changes in accordance with the Fair Work Legislation Amendment (Secure Jobs, Better Pay) Act 2022 • OHS for School Leaders - Term 3 • Return to Work Coordinator Training • ICON - Shared Service refresher digital onboarding forms 29th Nov 2023 - 9.30am • Pro rata School Holiday pay • Know your new Agreement - CEMEA 2022 (for School Administrative staff) 	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$2100.00

Teacher Satisfaction

The overall staff data positive endorsement percentage for 2023 was 68%, a slight decrease from 74% in 2022.

The areas in which staff data was most positive were;

Staff-Leadership Relationships 85%

School Climate 84%

Collaboration 78%

Professional Learning 76%

According to the staff data, Feedback (43%) is our greatest challenge.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.6%
Graduate	17.1%
Graduate Certificate	5.7%
Bachelor Degree	45.7%
Advanced Diploma	8.6%
No Qualifications Listed	14.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	26.3
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	14.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

School Improvement Goal

To build, in partnership with parents & caregivers, an inclusive and relational culture that develops confident, empowered, successful and capable learners.

Intended Outcomes

School leaders regularly consult with students and families to gain insight into different perspectives across the community by providing a variety of feedback mechanisms.

Achievements

- Involvement in Refugee Education Support Program (RESP)
- Fortnightly whole school assembly
- Quality communication via Skoolbag app & Remind app
- Parent Association Meetings held regularly
- High engagement with 3 Way Learning Conversations
- The Huddle working weekly with the Grade 6 students
- ARDOCH working closely with our Grade 3-6 students
- F/T Multicultural Education Aide (MEA)

Parent Satisfaction

The overall family data positive endorsement percentage for 2023 was 87%, a minimal improvement from 85% in 2022.

The areas in which family data was most positive were;

- School climate 94%
- School Fit 95%
- Student Safety 89%
- Communication 89%

According to the family data, Family Engagement (64%) is our greatest challenge.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sawerribee.catholic.edu.au