The following report is prepared according to the School’s Annual Reporting policy and the NSW Government’s Education Act. It provides general information to the community about the School’s performance in Academic and Financial terms. More specific information can be obtained by contacting the school directly.
SCHOOL OVERVIEW INFORMATION

Contextual Information about St. Andrew’s Christian School

St. Andrews Christian School is situated close to Grafton in the Clarence Valley and provides quality education for students from Preparatory Class to Year 12. The sense of community in the school provides the basis for enabling students to aim for and achieve excellence in all of life. We aim to serve Christ by providing education that pursues excellence in all facets of life. We aim to provide an education of high academic standards that adheres to the Bible as being intensely relevant to education and the whole of life. We present a Christian world view of life and an understanding of the Christian faith modelled by the life and teaching of staff. We encourage a sense of belonging to Christ's kingdom through participation in Christian fellowship. We seek to provide a caring, supportive, secure and encouraging environment in which students and staff can learn and work. We provide a wide range of subjects and activities in order to promote the uniqueness of each individual. We recognise that each individual is created in God's image and therefore worthy of understanding and respect. We seek to be wise stewards of our resources and act ethically and with integrity in all of our relationships. Visit our website for further information. Visit the school website.

Message from Key School Bodies:
Message from the School Board of Directors and the School Principal

The Board of St. Andrew’s Christian School gives thanks to God of his faithfulness and the prayer support of many Christians who have faithfully prayed for us during the year. This year we have been blessed with a steady increase in enrolments. The school continued its extensive marketing campaign using the school website, the school bus, visiting local churches, and using the stand alone promo. We continue to write regular reports for the local newspaper, The Daily Examiner. We also post by mail and our website regular Newsletters to our parents and friends.

The school continues to offer the studies of Indonesian language and culture. The study of the language now extends from Yr 3 to Yr 9 and is proving to be most successful. The school held an Indonesian Day to celebrate the commencement of the language into the school curriculum. Our official guest was the Hon. Kevin Hogan (the Federal Member for Page). He officially opened the day which featured both Indonesian food and music. One of our students, Nathan Fischer, was presented with the Pierre De Coubertin Olympic Sportsmanship Award by the Hon Kevin Hogan. The school also hosted a 4 week goodwill visit from 8 Korean students from the MoonKkang English Academy in South Korea.

Our Christian Education Program continues to grow as we teach our students the importance of God’s word and the importance of walking in his ways. All of the staff continue to be an integral part of the Christian missions of the school and to be involved in the local Christian community. A Christian world view is the foundation to all of our subjects.

This year saw the introduction of a Brass Band into the school curriculum. We are thankful to Major Colin Young (S.A.) for his inspiration in starting to train young primary students in various brass instruments. The band has come together successfully with the aim for them to play at various school events. They appeared at last year’s Grafton’s Family Christmas Celebration at Market Square.

There has been a steady growth in enrolments during the year and this is a direct result of the good name that the school enjoys in the local community.
This year was the first year in which we sent an overseas mission team to Indonesia. The team was led by our School Chaplain Mr Mick Schilling who was ably assisted by our Indonesian teacher Mrs Maria Waterson. The school held a fundraising Indonesian Dinner which was an overwhelming success.

Music continues to play a major role in the school with our association with the Grafton Conservatorium. Music teachers from the Conservatorium regularly visit the school to teach private lessons in piano, guitar, violin and drums.

The school continues to provide excellent sporting opportunities for all of our students. They are involved in both athletics and swimming carnivals as well as cross country running. The whole school community rejoices in the wonderful year that we experienced at St. Andrew’s Christian School. It is wonderful to witness what God is doing in the lives of our students, families and staff.

“The righteous will flourish like a palm tree….planted in the house of the Lord”

Praise be to God!

Mac Lindsay
Principal

St. Andrew’s Christian School Parent’s & Friends Association

2014 was another very successful year for St. Andrew’s Parents & Friends Association. Our annual Jacaranda Fair has continued grow and to be our major fundraiser and the culmination of many hours of organisation, preparation and hard work by the whole school community. The Jacaranda Fair continues to be well supported by not only our school community but also by the Clarence Valley community and visitors in the area for the Jacaranda Festival. Our Jacaranda Fair is more than just a great day of fun and entertainment but also a wonderful opportunity to promote and showcase our school.

In 2014 the P & F donated funds to the school for the purchase of a school marquee to be used for school carnivals, Gala Days and also the Jacaranda Fair. A donation was also made towards the purchase of soil for a new tiered garden. Due to the P & F fundraising for the new canteen project not as many other projects have been funded in 2014.

Thank you to our loyal volunteers the school canteen was again the major source of income for the P & F in 2014. The canteen continues to open three days each week and operates on a small profit margin choosing to put serving the school community before making a large profit. The P & F purchased a new milk fridge for the canteen along with a new upright freezer which was purchased from funds from an insurance claim on the old freezer.

Numerous barbeques and canteens were held, including the School Athletics and Swimming Carnivals, School Cross Country, and also at the AFL Gala Day which St. Andrew’s Christian School hosted with students and staff from other Christian Schools participating.

Once again the P & F volunteers held Mother’s Day, Father’s Day and Christmas stalls, a Winter Pie Drive and also a and Bulb Fundraiser along with three Bunning’s barbeques.

The P & F again sponsored the ‘Meet the Staff’ Evening which is held at the beginning of each year and provides parents with the opportunity to come along and meet their children’s
teachers and the school staff at an informal and relaxed evening with the staff cooking and serving the parents and students a free barbeque dinner.

Without the support that the P & F receive from the school community, and the many hours put in by the dedicated volunteers, it would not be able to provide the funds needed to purchase items for the school nor to operate the canteen, provide barbeques or organise a very successful Jacaranda Fair. Well done and thank you to everyone for your support.

Euleen Fuller
President
St. Andrew’s Parents & Friends Association

St. Andrew’s Christian School Student Council

The Student Council Representatives at St. Andrew’s Christian School are students who have been elected to be examples of Christ in our classrooms by honouring their teachers and fellow students through love and respect. These values are carried out into the playground and community.

As Student Council Members throughout 2014, we aim to use our God given talents to serve the school in all areas. We believe as School Captains and Representatives of St. Andrew’s Christian School that, as a student body and school, we should be Christ’s hands and feet and a beacon of light to our community.

We endeavour to raise funds to improve facilities and areas of our school and also to donate to various charities/natural disasters here in Australia & around the world. Student Representatives raise funds through holding a weekly BBQ on each Thursday and organising special fundraising events such Hotdog Day for the Westpac Helicopter and an Indonesian Day to raise funds for an Indonesian Orphanage.

The Student Council is very active in the school.

Jodeci Dunick & Cheyenne Knight
(Year 11 SRC Representatives 2014)

Parent, Student and Teacher Satisfaction

The school has a large number of parent and community volunteers. These volunteers form a most important part of the parental involvement in the schools program.

The level of parental involvement in the Parents and Friends Association is high and they meet once a term during school hours. We have had discussions throughout the year and parents indicate a high level of satisfaction with the school.

The Principal often meets informally with the staff resulting in a solid staff morale, conducive to a “team” ethos being firmly in-bedded in the work place. The staff appreciates the consultative leadership of the school.
As a school we will continue to work on improvements in relationships, school operations and work value recognition.

SCHOOL STRATEGIES

School Determined Improvement Strategies for 2015

Priority Areas for Improvement -

Area: Teaching and Learning
Priority: Extend Indonesian language and culture in the school curriculum
Achievement: To teach Indonesian as part of H.S.I.E. program in Yr9 so that Indonesian is now taught from Yr3 to Yr9.

Area: Teaching and learning
Priority: To use the Multilit and Multilit Extension in Years 7 and 8.
Achievement: To improve the reading comprehension skills of our Junior High students

Area: Staff training
Priority: To implement the work of Dr John Hattie for professional development of staff by using the effective teaching scale.

Achievement of Priorities from Prior Report

- Study of Indonesian language and culture successfully implemented from Yr 3 to 8.
- Implementation of the Numeracy & Literacy Action Plan has been instrumental in greatly improved NAPLAN results.
- EDU 20 program being used by staff.

Promotion of Respect and Responsibility
The school promotes and teaches respect and responsibility by teaching these by the example of staff showing respect and valuing each of our students as a unique part of God’s creation.

Students are encouraged to be responsible for the tidiness of the school and to be responsible for their own actions.

The Duke of Edinburgh Program is an important part of our community service activities as well as visits to aged care facilities.

The school holds weekly assemblies that are led by Student Council members. Guest speakers are invited to visit the school and speak on local government, Indigenous Affairs and related issues. Service to the community is also actively encouraged through participation in the Red Shield Appeal, Cancer Council Appeal and other charities. The Student Council meets regularly to organise fund raising events such as BBQ’s, morning teas etc.

Our school has a well developed anti-bullying policy and has introduced a peer reading program where Year 9 students tutor Years 4/5 students. This program has a positive effect on both Primary and Secondary students.

In our Christian Education Program Year 10 students regularly visit an aged care facility to foster respect and care for the elderly of our community.
**STAFF INFORMATION**

**Summary of Workforce Composition**

We have 13 teaching staff, (11.9 full-time equivalent teaching staff)
We have 9 non-teaching staff, (7.6 full-time equivalent non-teaching staff)
We have no staff of Aboriginal or Torres Strait Islander origin.
All of our teaching staff are category (i)

**Teacher Attendance and Retention**

Attendance: 97.85%
Retention: 90.08%

**Summary of Professional Learning**

In 2014 teaching staff undertook 39 hours of teacher identified professional development based on NSW IT professional teaching standards, and 17 hours of endorsed Professional Development.

Staff training costs for 2014, per teacher was $2,652. For 2015 we have budgeted for $6,000.

**SCHOOL POLICIES**

**Management of Non-Attendance**

Students enrolled at St. Andrew’s Christian School are expected to regularly attend the school. The school monitors attendance in line with New South Wales Attendance Register Codes.

When enrolling their child(ren) parents must sign the application form setting out the conditions of enrolment for students enrolled at St. Andrew’s Christian School. Attendance is monitored and students who are absent from school for extended or unexplained lengths of time are referred to the Principal (to meet with the Principal and the parents) to discuss their continuing enrolment.

In the case of absences, the parents are to inform the school of the reason for their child’s absence. If a child is absent for more than 3 days and the school has not been notified as to the reason, then a letter is sent to the parent requesting information regarding the absence. In the case of continual absence of 10 days without a written explanation or contact from the parents, the students’ enrolment is terminated on the authorisation of the Principal.

When a student has been disenrolled, then the Principal will immediately inform the Home School Liaison Officer for follow-up.

Office staff will keep copies of all absentee letters sent to the parents. These copies will be kept in a central register and also on the students file.

*There have been no changes to this policy since the last report.*

*The full version of the Attendance Register Policy is included below:*
# Attendance Register Policy

## New South Wales Attendance Register Codes

### Note:
The symbol X is to be used for the first and last day that the student attended for each term.

### Symbols to be used where students are absent from school

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The student was absent on that day.</td>
</tr>
<tr>
<td>Pa</td>
<td>The student was late or was absent for part of a day. The time of arrival or departure must be recorded.</td>
</tr>
</tbody>
</table>

### Symbols to be used for explanation of student absence

#### Note:
The following symbols should be recorded above the a or Pa symbol as appropriate.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student’s absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence.</td>
</tr>
<tr>
<td>B</td>
<td>The student is absent from the school on official school business. This symbol is recorded where the Principal approves the student leaving the school site to undertake: • work experience • school sport (regional and state carnivals) • school excursions.</td>
</tr>
<tr>
<td>E</td>
<td>The student was suspended from school.</td>
</tr>
<tr>
<td>F</td>
<td>Year 11 or 12 student participating in flexible timetable not present because they are not required to be at school. Or Student who has completed Year 10 but is below the age of 17 years participating in: • approved education or training, or • if the child is of or above the age of 15 years-paid work or a combination of approved education or training and paid work.</td>
</tr>
<tr>
<td>H</td>
<td>The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis in line with the School Policy. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: • tutorial centre or programs • behavior schools • juvenile justice • hospital schools</td>
</tr>
<tr>
<td>L</td>
<td>Principals may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the Principal. Additional days for students not of compulsory school age may be recorded at the Principal’s discretion. This symbol is recorded where a student’s absence is due to reasons accepted by the Principal. This may be due to: • misadventure or unforseen event • participation in special events not related to the school • domestic necessity such as serious illness of an immediate family member • attendance at funerals</td>
</tr>
</tbody>
</table>
- recognised religious festivals or ceremonial occasions.

| M | The student was exempted from attending school. See Guidelines for Exemption from Attendance at School on AIS website |
| S | The student’s absence is due to sickness or as the result of a medical appointment. In these cases: 
  - a medical certificate is provided or 
  - the absence was due to sickness and the Principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days |

**ENROLMENT POLICY & PROCEDURES**

**BOS Manual 5.6.1 & 5.6.2 Safe & supportive environment & student welfare.**
(p. 47, 48, 49.)

The school is a comprehensive school. Enrolment and continuing enrolment is conditional upon students and parents being supportive of the values and beliefs of the school.

The school exists for the prime purpose of providing our boys and girls with an education whereby the claims and teachings of Jesus Christ are accepted and seen as the ways of true living in accord with God’s requirements of mankind. The school endeavours to present a Biblical Christian worldview as the basis of truth for living. Board of Studies syllabus is used as the basic curriculum framework for Key Learning Areas. The Christian faith, lifestyle and belief are seen as something greater than the outcomes sought through the syllabus. As a Christian School we present all truth as God’s truth, but not all belief is true to belief in God.

Enrolment is open to students whose parents are willing to have their children educated in a school where a Biblical Christian worldview is presented as truth. This Biblical Christian worldview is brought to the school’s interpretation and implementation of NSW Board of Studies Syllabi.

The school is a Christian School and non-denominational in its Biblical interpretation. Non-believers of the Christian faith are welcome to enroll their children in the school on the condition that they will accept and support the Christian faith, values and teaching that is presented in the curriculum of the school as part of the overall package of education being presented to their child.

The school draws its students from a diverse set of backgrounds, including various denominations, non-believers and socio-economic settings.

Prospective enrolments:-

1. Enquire
2. Receive a Prospectus and Application Form.
3. Have an interview with Principal.
4. If appropriate, a provisional position is offered or the student is placed on a waiting list.

Priority of enrolment:

1. Christian Families
2. Siblings
3. Students from other Christian Schools
4. Others

Parents must sign the application form setting out the conditions of enrolment.

Students enrolled at St Andrew’s Christian School are expected to regularly attend the school. In the case of absences, the parents are to inform the school of the reason for their child’s absence. If a child is absent for more than 3 days and the school has not been notified as to the reason, then a letter is sent to the parent requesting information regarding the absence (see attached sample).

In the case of continual absence of 10 days without a written explanation or contact from the parents, then the students’ enrolment may be terminated. (Enrolment termination procedure is subject to principles of Procedural Fairness.)

When a student’s enrolment has been terminated the Principal will immediately inform the H.S.L.O. for follow-up. Office staff will keep copies of all absentee letters sent to the parents. These copies will be kept in a central register and also on the student’s file.

Continuing Enrolment

Children are required to attend school. (Education Act 1990)

Parents and carers are to be informed that it is their responsibility to:

- Ensure that their child attends school regularly
- Explain the absences of their children from school promptly.
- Provide information to the school (documentation) which offers a reasonable explanation for a child’s absence.

N.B. Failure by parents or carers to comply with the above Continuing Enrolment requirements may lead to termination of a child’s enrolment.

Procedures for Unexplained Absences.

- If a child is absent for 3 consecutive days without notification, a school representative will endeavour to contact the home.
- If a child is absent for a prolonged period of more than 3 days and this absence is unexplained a school representative will make contact with the home to arrange an interview with a parent or carer.
- At this interview stage, the issue of the continuing enrolment of the child may be raised. (Principles based on “Procedural Fairness” apply)
- Office staff are directed to check the veracity of absent notes on a regular basis by comparing with parental signatures on file.

Discontinued Enrolment.
A student’s enrolment at SACS is subject to the Terms and Conditions of Enrolment located on the “Application for Enrolment.”

**N.B.** Where possible, the school will endeavour to determine the destination of students whose enrolment in the school has been discontinued. For students less than 17 years of age, where the destination is unknown, a DET officer with Home/School Liaison responsibilities will be notified of the student’s name, age, and last known address.

In all matters relating to a student’s discontinued enrolment the school will contact a parent or carer and request either written or verbal communication as verification.

**Student Welfare**

**Child Protection Policy Summary**

The School understands that Child Protection and in particular child abuse are complex and sensitive issue. School personnel need to make the most appropriate responses that will ensure the protection of children and young people. This response depends on many factors pertinent to the individual situation.

The focus of the school’s duty of care is the protection of children and young people from abuse. The procedures followed must also be in accordance with all legislation, detailed in Section 3 of the full policy. This will take into account other appropriate practices and guidelines aimed at the protection of children. The school’s policy is reviewed as required, in line with amendments to legislation and regulations.

*There have been no changes to this policy since the last report.*

*The policy and procedure document was revised in January 2013, with the appropriate changes highlighted to staff.*

*The full version of the Child Protection Policy and Procedures is on the school server and is available on request from the school.*

**Security with reference to students**

Students are not permitted to leave the school grounds during school hours unless they are signed out at the school office by parent/guardian or other authorised person. In addition to this, any visitor, volunteer or contracted worker entering the school premises must sign in at the school office and receive a visitors tag.

**Buildings and facilities**

Administration area and rooms 2, 3, 5 and 6 are alarmed. All other buildings are locked and checked at the completion of the day by the last teacher in the room. A sign is displayed making each teacher aware of this. The final staff member leaving the school activates the alarm and locks the school gates.

**Evacuation procedure**
The evacuation policy is given out to each teacher and evacuation drills are practiced at regular intervals. A diagram of the evacuation procedure is available in each classroom. Below is an outline of the procedure:

1. Following alarm teachers are to supervise the movement of students Out of classrooms and to the assembly area as quickly as possible. **AVOID PANIC**

2. Teachers are to ensure that all students have left the room following designated leaders. Teachers are to close the door upon leaving the room and escort children to the assembly area.

3. Once at the assembly area collect roll from Administration Staff - call the roll and report any missing children to Administration Staff.

4. Do not leave the assembly area nor send a child out of the area until the all clear bell.

5. Young children should move in twos (holding hands) with the most responsible pair going first. **NO RUNNING.** Older children should move in pairs or in single file.

A full version of the Evacuation procedure including a map of designated evacuation areas and school lockdown procedure are available on the school server.

**Code of Conduct**

This Code of Conduct is intended to create a safe place for children and young people and their teachers. It outlines appropriate behaviour for interaction between staff member, students and staff members and staff and the extended school community e.g. parents/carers.

The policy aims to help all employees understand and fulfil their legal and professional responsibilities in achieving a safe and supportive workplace environment.

**Supervision**

All off site activities require the completion of a number of forms by parents/carers that explain the associated risks involved in the activity. Indemnity forms are given to parents/carers with a note attached that highlights the offsite activity. All forms need to be filled out and signed by parents/carers before any student can leave the school premises.

Onsite supervision is given to students by trained teachers. Students are given appropriate resources to complete tasks in a safe manner and the student body is supervised throughout each day including before school (8:15am), recess, and lunch and after school until 3:45 or last bus. Appropriate guidelines for teachers supervising students is embedded in the schools Code of Conduct and the on and offsite policy.

A full version of the Code of Conduct and on and offsite policy is available on the school server.

**Pastoral Care**
The school Chaplain plays a major role in our pastoral care procedure. The chaplain is available for support and care for all people within the school community including staff, students and parents/carers.

Students with special needs are given appropriate resources for their level of learning and teachers’ aides work individually with these students throughout the school year.

The distribution of medication is monitored by the administration staff. Students that require medication throughout the day report to the administration area where correct dosage is given to students. All medication required by students is on the students file and available on hard copy at student reception. All allocated medication to students must have approval in the form of writing by the allocated parent/carers.

In response to serious incidences and emergencies the school will notify emergency services immediately. All incidents are documented with all witnesses filling out an incident report.

Homework is allocated to students regularly in the school curriculum. All teachers give support and information regarding the requirements of each task. Students are expected to complete homework by due dates and the allocated time required for each year group is outlined in the school homework policy on the server.

At times paraprofessionals visit the school to assist students. They are to make an appointment with the administration staff or teacher involved before arriving. On arrival, they sing in according to visitors ‘procedures.

**Discipline**

The overall aim of our Discipline Policy is to develop a sense of self discipline in all of our students and to this end our school has adopted a variety of strategies and programs in order to foster cooperation and respect which affects all aspects of school life. This policy endeavours to promote the well being of all those who work in our school community.

Students in the secondary school are monitored through a behaviour tracking sheet where students and parents/ carers are informed of their behaviour. For all students who fail to comply with the Behaviour Policy, exclusion from the class will occur and that student will be referred to the Head Teacher or Principal. A copy of the secondary behaviour procedure is placed in every secondary classroom.

The Primary Department works on a positive behaviour model with students being rewarded for good behaviour. The Primary Department has a set procedure to address students who are unable to follow expected behaviour. Poor behaviour leads to in school suspensions and ongoing issues are forwarded to the Head of Primary and then to the school Principal.

There have been no changes made to this policy since last year’s report.

*The full version of the Discipline Policy is on the school server and is available on request from the school.*

**Complaints & Grievances**
Summary
There are four complaints and grievances policies at St. Andrew’s Christian School. These policies are in relation to Staff, Students, Parents and the Community. The school is committed to the resolution of complaints and grievances in a manner which respects all parties involved. The policy is solution driven and gives opportunity for the aggrieved party to present their case, according to the fair hearing rule.

Investigations will be the responsibility of the Principal, according to Principles of Procedural Fairness.

There have been no changes to this policy since the last report.
The full version of the Grievance Policy is on the school server and is available on request from the school.

Anti - Bullying Policy
Summary
As a School community, we will not allow cases of bullying to go unreported. We will treat every indication of bullying seriously and carry through with the Anti-Bullying Policy to prevent bullying from occurring in our school community.

The policy at St. Andrews Christian School highlights responsibilities and requirements of staff, students, parents and the Principal of addressing any examples of what may be deemed as examples of bullying.

St. Andrew’s Christian School has a three-stage procedure to deal with bullying. The various stages take into account the range of bullying in the school. The first stage is relating to suspected bullying where it is deemed to be relatively minor and a one off occurrence. The staff member is to report the incident to the Principal. The second stage is where parents are contacted and our School Chaplain is brought in to counsel in the situation. Isolation at recess and lunch time is implemented to the offending student. The third stage is of significance where the offending student is not responding to counselling or punishment and the Principal and parents will conduct an interview which may lead to the withdrawal of the student from the school.

The full version of the Anti-Bullying Policy is on the school server and is available on request from the school. There have been no changes to this policy since the last report.

Student Outcomes and Performance

Student Performance in State-wide or equivalent tests and examinations
St. Andrew’s Christian School students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2014. This assessment involves years 3, 5, 7 and 9. It tests Numeracy; Reading; Language Conventions (Spelling, and Grammar and Punctuation) and Writing.

The following table shows the percentage (%) of students at proficiency of the National Minimum Standards.
The number of students in each cohort should be considered when reading this data.

An explicit and systematic approach to the critical early reading skills has seen 66.7% of Year 3 students achieve Band 6 for reading, compared to the state average of 29.7%.

In K-2 numeracy, assessment practices and instructional strategies have focused on early number sense and the provision of a structured numeracy block. Improvements in students’ numeracy skills are evident when examining 2014 NAPLAN results, with 71.5% Year 3 students achieving Bands 5 and 6 compared to the state average of 42.4%.

With the impact of a direct instruction program (PALL funded) in the primary school we expect to see our results continue to improve in years to come.

The My School data is available at


<table>
<thead>
<tr>
<th>Area / Grade and Number of cohort</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Reading</td>
<td>67</td>
<td>8</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Writing</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Spelling</td>
<td>29</td>
<td>23</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>43</td>
<td>31</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

Higher School Certificate

Higher School Certificate Results (2014)

<table>
<thead>
<tr>
<th>Test</th>
<th>No. of Students</th>
<th>Performance in Bands % School</th>
<th>Performance in Bands % State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 3-6</td>
<td>Bands 0-2</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>3</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>3</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>3</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
General Comment
9 students were enrolled and participated in the Higher School Certificate in 2014.

St. Andrew’s Christian School staff endeavours to cater for both the academically gifted and those who are challenged academically.

Our Higher School Certificate results are sound. A majority of the results fall between bands 3 and 6 with most subjects achieving Band 4 results. The highest bands achieved by 2014 HSC students was a Band 5 in Music and PDHPE.

**HSC Results (2013) for comparison**

<table>
<thead>
<tr>
<th>Test</th>
<th>No. of Students</th>
<th>Performance in Bands % School</th>
<th>Performance in Bands % State</th>
</tr>
</thead>
<tbody>
<tr>
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**Record of School Achievement - RoSA (2014)**

General Comment
13 students were enrolled in Year 10 in 2014. 1 of this cohort was issued with a Record of School Achievement.
Student Information

Characteristics of the student body

Total enrolments 143
Girls - 66
Boys - 77
Indigenous students 11.2%
Language background other than English - 0%

St. Andrew’s Christian School endeavours to encourage the development of respect and responsibility in all its students. We acknowledge that our students come from diverse backgrounds including economic and geographical location.

The student body is K-12 on the one campus. The students come mainly from an area of low socio economic background. Parents are engaged in mainly rural based activities with some parents actively involved in the professions eg architecture, urban planning etc.

We have a significant number of children from Aboriginal/Torres Strait Islander background and these students account for approximately 11.2% of the school population.

Most of the students stay at school to complete their HSC studies. Results in ROSA and HSC are generally above state averages and our students have little difficulty in finding good employment.

A large proportion of students in the school attend church youth groups on a weekly basis. This is a pleasing outcome as a large proportion of our children do not come from Christian homes.

A large proportion of our students are actively involved in sporting activities through representation of the school in a variety of team and individual events. Student involvement in music is another characteristic of this school. We have a number of bands, choirs and individual performances on a variety of instruments.

STUDENT ATTENDANCE AND RETENTION RATES

Absences for 2014 School Report

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<tr>
<th>Year</th>
<th>Number of students</th>
<th>Total Days</th>
<th>Term1 Absences</th>
<th>Term2 Absences</th>
<th>Term3 Absences</th>
<th>Term4 Absences</th>
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<th>Percentage Absences</th>
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</table>

Year 10 to Year 12 Retention Rate = 60.00%

**SENIOR SECONDARY OUTCOMES**

Students attaining a HSC Certificate: 100%

Senior Secondary Outcomes:

Post School Destinations

**Year 10**
- 13 Students completed Year 10 in 2014
  - 1 workforce

**Year 11**
- 11 Year 10 students were retained to Year 11 in 2014
  - 1 studying elsewhere

**Year 12**
- 9 Students completed their HSC in 2014
  - 3 Further Study
  - 6 Workforce

Average Attendance Rate = 91.8
Summary of Financial Information

Recurrent/Capital Income

- Government Capital Grants: $4,440 (0%)
- Fees and private income: $369,139 (16%)
- Profit from specified activities: $3,182 (0%)
- Commonwealth recurrent grants: $1,485,015 (66%)
- State recurrent grants: $393,446 (18%)

Recurrent/Capital Expenditure

- Non salary expenses: $432,474 (20%)
- Capital expenditure: $54,931 (3%)
- Salaries allowances, related expenditure: $1,636,017 (77%)

Legend:
- Salaries allowances, related expenditure
- Non salary expenses
- Loss from specified activities