



# St Andrew's School Clayton South

## 2022 Annual Report to the School Community



Registered School Number: 1821

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## Contact Details

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## Minimum Standards Attestation

I, Paul Wakeling, attest that St Andrew's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/03/2023

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

St Andrew's Catholic School, an inclusive community inspired by a love of learning, faith, hope and justice for all.

## School Overview

St Andrew's Primary School is a co-educational Catholic Primary School that was established in 1981, based on the needs of a growing community. St Andrew's has a vibrant and committed team of staff aiming to provide an outstanding learning environment for all members of our community. The school enrolment for the 2022 census day was 335, grouped into 17 classes. In 2022, the school's Index of Community Socio-Educational Advantage (ICSEA) was 1074.

The focus of the 2022 school year continued to be the building of teacher professional knowledge and practice to impact on the learning outcomes of each individual child, with a particular focus on Mathematics. Accompanying that focus is the school's aim to further develop the wellbeing of each child, by building upon the social and emotional capabilities of each child.

We are delighted to always welcome our parents and families as partners on their child's journey in education throughout their years at school. Each family is embraced and encouraged to see St Andrew's School as part of the team collaborating on their young person's educational journey.

St Andrew's Primary school has also worked hard to increase our visibility and transparency within our community. We are proud of our Social Media presence which exhibits the skills and warmth of the relationships we form with our community. We continue to develop strong partnerships with our local kindergartens and child care centres, ensuring a smooth transition to school.

We are proud of the way the St Andrew's school community has worked together to build our school into a leading educational setting in Clayton South. Our most recent data informs us that our families are supportive of our current practices and programs. We thank all members of our community, the school staff, the parish team, our parents and our children for working in unison to provide an outstanding community for our children.

## Principal's Report

I am pleased to present to you the 2022 St Andrew's Annual Report to the School Community.

The 2022 school year presented a year of great development in all areas of school life along with presenting many challenges due to the continuing after effects of COVID-19. It was the first full year at school for our younger students, providing them with the true school experience. We were thrilled to invite our community back into our school, and celebrate the learning and achievements of all.

Highlights from 2022 include:

- School enrolments forecasts are most encouraging.
- Through a focus on our School Annual Action Plan we continue to create a culture of growth and change. Our curriculum development continues to be our primary focus with staffing directed towards improving student learning outcomes.
- We continue to build a strong partnership with St Andrew's Parish and specifically with Father Joe.
- We look to implement a building program with a Master Plan in place. This will add to the long term improvement of our school site.

Please find below a report on the 2022 school year detailing information in regard to the goals and outcomes of the past year. We invite you to come to our school to witness what cannot be expressed in words or data. The real essence of a school cannot be fully encapsulated in a document but can be more fully witnessed by being present within the welcoming community that is St Andrew's School.

## Catholic Identity and Mission

### Goals & Intended Outcomes

To develop teacher capacity in contemporary pedagogical strategies to strengthen student engagement in Religious Education.

That staff will demonstrate competency to plan, teach and assess contemporary pedagogical practice of Religious Education, utilising the pedagogy of encounter from Horizons of Hope, to enhance student engagement.

### Achievements

Religious Education maintains a very high profile at St Andrew's School. Our Catholic Identity is clearly witnessed by providing an environment which nurtures and deepens our relationship with God.

There is a clear link between the Gospel Values and St Andrew's Positive Behaviour for Learning (PBL) values, Respect, Responsibility and Resilience, as shown in the parents' survey responses regarding behaviour of staff and students.

Our current data indicates the high level of satisfaction parents have regarding the importance of the Catholic Culture in our school and the opportunity given to participate in our faith.

St Andrew's School is perceived as a compassionate school where opportunities for social justice are provided and acted upon. There is alignment in the responses by parents/staff/students that people in our school show compassion

### VALUE ADDED

Although St. Andrew's School welcomes and is inclusive of families from many diverse backgrounds the Catholic Identity is strong. There is a general agreement amongst all members of the school community that there are many opportunities to display, practise, and celebrate our faith.

***There is a strong Catholic culture at St Andrew's which permeates throughout the school.***

This is evidenced by

- Purposeful opportunities are provided for staff and students to pray together regularly and engage in meaningful well planned liturgical experiences within the wider St Andrew's Parish community.
- Students participate in daily prayers, attend rostered weekly Parish Mass at the class level as well as hosting a Sunday Parish Mass. During Advent and Lent, year levels organise prayer sessions to which parents are invited. These have been very well supported.

***The school based Sacramental Program is highly valued and whole-school focused.***

This is evidenced by:



- The school community supports those students who are on their preparation journey for the Sacraments. The children are highlighted at assembly and presented to the Parish at a Commitment Mass. The Program is strongly supported by the parents and school community as indicated by the high number of parent attendance at information evenings and their feedback. These evenings are conducted by an external presenter.
- Parents are always invited to attend any celebration. This is done via personal invitations by the students, posters, school newsletter and the school app.
- Students who are Catholic from Years 3-6 receive the Sacraments of Reconciliation, First Eucharist and Confirmation

***We are employing contemporary pedagogical strategies in Religious Education.***

This is evidenced by:

- In Religious Education, the goal to employ contemporary pedagogical strategies to strengthen student engagement has been implemented through rigorous planning using an inquiry approach. This has ensured purposeful and meaningful units of work making explicit links between the Religious Education key concepts and those being taught in Inquiry. This makes the learning deeper and more authentic. Teaching of RE content is not in isolation - It is integrated in all learning areas, guided by Horizons of Hope and the Pedagogy of Encounter
- The emphasis when planning learning sequences has changed to allow students the opportunity to make connections to their own personal experiences and faith traditions and respond in their own way o Learning Intentions and Success Criteria are clearly articulated.

***We pray together:***

This is evidenced by:

- Prayer is an essential part of the development of our relationship with God and therefore time and space is provided daily for prayer in each classroom
- Prayer is part of our culture, and all staff gather in prayer before each staff meeting or gathering
- Prayer is also an integral part of our Catholic Identity which is instantly visible through the Catholic symbols displayed on our buildings, in the classroom and the Church which stands prominently in our school grounds and can be accessed at any by the school community.
- It is also highly evident in the positive, respectful interactions between staff, students and parents. This closely aligns to the message in the Gospels and our PBL values - Respect, Responsibility and Resilience

## Learning and Teaching

### Goals & Intended Outcomes

- To build teacher knowledge/capacity in the areas of teaching Reading and Mathematics to improve student outcomes.
- To develop teacher knowledge of high impact teaching strategies and pedagogical practices through the analysis and interpretation of student data to improve student learning outcomes.

### Achievements

We are particularly pleased to see the consistency of the results across the curriculum areas.

#### **Reading:**

The staff have worked consistently to improve Literacy outcomes for all students. A number of developments have included:

- Collaborative Learning Team professional development and dialogue relating to best practice for teaching reading.
- Assessment and monitoring has been implemented across the school to ascertain student learning needs
- Reading and Writing has been linked to our Inquiry Learning
- Implementation of Learning Intentions and Success Criteria for Literacy
- The use of contemporary learning tools to enhance learning
- Parent Literacy Helpers Program
- Staff including Learning Support Officers have been trained to deliver the Intervention Programs.
- A focus on oral language, development of vocabulary and comprehension skills.

#### **Numeracy**

The staff have followed the strategies from the school's Annual Action Plan, to improve Numeracy outcomes for all students. The developments have included:

- Implementation of Learning Intentions and Success Criteria for Numeracy
- Numeracy Intervention strategies shared at level planning & staff meetings
- Whole School Professional development in partnership with Catholic Education Melbourne Southern Office Team.
- Participation in the Early Numeracy and Algebra project through Melbourne Archdiocese of Catholic Schools (MACS), in 2022 this focussed on the Prep team of staff and students
- The refinement of the Mathematics Scope and Sequence from P-6
- Westwood Minute Mathematics assessments completed at the beginning and end of the year
- A variety of strategies including open-ended and hands-on tasks are planned to engage all students

***Student Engagement strategies recognised by staff as significant were as follows:***

- Whole school planning and assessment
- Explicit modelling and teaching of concepts and skills
- Contemporary technologies are now used effectively to enhance student engagement.

#### STUDENT LEARNING OUTCOMES

The 2022 St Andrew's NAPLAN data highlights over 90% of Year 5 students performing above the National Minimum Standard in all areas of literacy, which is an increase on the number of students above the national minimum standard in 2021. The growth in this areas is a testament to the work put into planning, assessing and supporting the students of St Andrew's in the areas of Reading, Writing and the Conventions of Language, as assessed in NAPLAN.

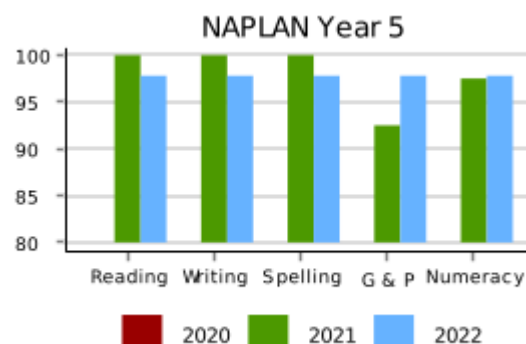
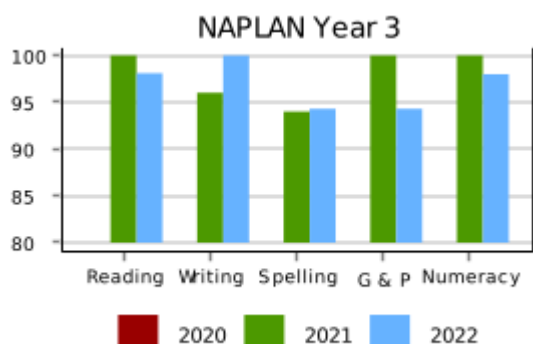
St Andrew's School referred to the school's P-6 Assessment Schedule to monitor student growth and progress. The school's Assessment Schedule consists of formative and summative assessments in Literacy and Numeracy. These assessments are gathered throughout each year to monitor student growth and progress. Where student Tier 1 data demonstrated that further assessments or Tier 2 assessments were required the school investigated further. Intervention in the forms of Reading Recovery and the school Tutoring program further supported students in achieving growth in all learning areas, particularly those students at risk.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	94.3	-5.7
YR 03 Numeracy	-	100.0	-	98.0	-2.0
YR 03 Reading	-	100.0	-	98.1	-1.9
YR 03 Spelling	-	94.0	-	94.3	0.3
YR 03 Writing	-	96.0	-	100.0	4.0
YR 05 Grammar & Punctuation	-	92.5	-	97.8	5.3
YR 05 Numeracy	-	97.5	-	97.8	0.3
YR 05 Reading	-	100.0	-	97.8	-2.2
YR 05 Spelling	-	100.0	-	97.8	-2.2
YR 05 Writing	-	100.0	-	97.8	-2.2

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

- To promote a more positive, inclusive and supportive learning environment through the development of teacher capacity in inclusive education, as well as whole-school social and emotional learning (SEL).
- To enhance the social-emotional capabilities & and learning assets of every student
- For staff to demonstrate a thorough understanding and competency in inclusive education practices
- To continue the implementation of a school-wide approach to Positive Behaviour for Learning (PBL), meeting the expectations explicitly taught for Resilience, Responsibility and Respect

### Achievements

St Andrew's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Andrew's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

2022 also saw the continued implementation of Positive Behaviour for Learning (PBL) from Prep - 6. Staff and students had weekly lessons based upon the school wide expectations in Responsibility, Resilience and Respect.

#### VALUE ADDED

The following Wellbeing strategies were embedded into our school practice:

##### ***The embedding of policies and commitments into everyday practice***

- Child Safety Standards remains a regular agenda item at meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.

##### ***Training of teachers, non-teaching staff and volunteers***

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.
- All staff participated in training and professional learning for Positive Behaviour for Learning, setting up the schools expectations and beliefs, to create consistent school wide approaches to supporting student behaviours

#### ***Consultation with the community***

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights the school newsletter and website.
- the safety of all

#### ***Human Resource Practices***

- The school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working With Children Checks & National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Andrew's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## **STUDENT SATISFACTION**

With the 2022 student MACSSIS data, we can see that over 70% of students feel valued and respected at St Andrew's. The results show students to have a sense of belonging as part of a school community, they feel safe to come to school and feel there is a strong Catholic identity at our school.

80% of students surveyed as part of MACSSIS, felt positive about their classmates and spending time with their peers. This shows that the students are connected to the school and each other.

## **STUDENT ATTENDANCE**

**The school follows its Attendance Policy which states the procedures for non-attendance.**

- School Attendance Roll is marked both morning and afternoon using an electronic register
- The Student Wellbeing Leader checks the attendance roll monthly for attendance
- Students who have a poor attendance rates are monitored weekly. In these cases, parents are contacted by phone, email or letter.
- Absent notes are required when students are away and parents have the option to do this in a variety of ways including via the schools app, by email or note. The Wellbeing Leader also makes contact with parents who have not presented absent notes.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.5%
Y02	90.7%
Y03	89.8%
Y04	90.5%
Y05	88.9%
Y06	88.7%
Overall average attendance	89.5%

## Child Safe Standards

### Goals & Intended Outcomes

St Andrew's continues to hold the care, safety and well-being of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Andrew's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse

### Achievements

Throughout 2022 we were highly proactive in promoting and embedding our Child Safe practices:

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students' management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

Consultation with the community

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.
- All parent volunteers are required to share a copy of their Working With Children (WWC) card at the school office prior to volunteering at the school or accompanying an excursion
- MACSSIS data from 2022 shows over 81% of surveyed parents understand the school's approach to the care and safety of students, with 88% sharing that they strongly believe the staff at St Andrew's would notice if something is not right with their child, highlighting that staff at St Andrew's know their students and keep them safe

Human Resource Practices

- St Andrew's continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.



• To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.
- All staff must sign the Child Safety Code of Conduct prior to commencing work at St Andrew's

St Andrew's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## Leadership

### Goals & Intended Outcomes

- To further develop leadership capacity across the school with an emphasis on strategic leadership and enhanced communications.
- To continue to improve a schoolwide culture of collaboration and teamwork

### Achievements

The school has put in place a School Improvement Team incorporating the following leadership positions; Principal, Deputy Principal, Religious Education Leader, Literacy Leader, Maths Leader, Student Diversity and Wellbeing leader.

#### ***The school celebrated the following successes in the 2022 in Leadership & Management:***

- Staff were led through a strategically planned professional learning program
- A number of staff participated in professional development activities in either post-graduate studies or through self-directed external professional development programs
- The school continued its effective use of external consultants to support the professional learning of staff.
- Staff participated in the Annual Review Meetings with the school principal.

#### ***Other significant areas of development included:***

- The further expansion of excellent communication strategies to enhance understanding and improved practice, including the inclusion of Operoo as a communication tool.
- The provision of an external support agency to meet the needs of school staff in their social and emotional wellbeing.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

#### ***The school staff undertook the following professional learning activities throughout 2022:***

- Religious Education Accreditation
- Education in Faith Professional Development
- Literacy & Numeracy Professional Learning - Partnership with MACs
- Early Number and Algebra Project for Prep teachers (with MACs)
- Digital Technologies training
- Catholic Education Melbourne Regional Network meetings
- School Leadership Professional Development

- First Aid training incorporating CPR, Anaphylaxis & Asthma Training
- Reading Recovery Continuing Contact
- Positive Behaviour for Learning (PBL) Professional Learning
- Mandatory Reporting

Number of teachers who participated in PL in 2022

43

Average expenditure per teacher for PL

\$1100

**TEACHER SATISFACTION**

The 2022 school year

Practices we would like to sustain:

- Open communication and mentoring of graduate staff and those aspiring to leadership
- Positive staff wide communication is a strength, with the MACSSIS data showing that 74% of staff stating school leaders effectively communicate information
- Working together to plan sequence of lessons to ensure a collaborative team approach to teaching & learning
- Staff view the students at St Andrews as both respectful and helpful, with the MACSSIS data highlighting that 76% of staff believe students are respectful to staff, and 76% responding that students help without being prompted

***In terms of communicating and engaging with parents, what practices would you like to sustain:***

- Communication with parents has been highlighted as an area of strength for the school, throughout both the MACSSIS data and feedback forum. We would like to continue this positive work
- Providing consistent feedback and information regarding the growth of student learning, through interim reports on the progress of students

***What emerging practices occurred in collaboration & teamwork that you would like to sustain:***

- Supporting each other with the varied Digital Technology platforms
- Collaborative level planning should be sustained and further developed.
- MACSSIS 2022 shows 73% of staff surveyed believe teachers work collaboratively in teams to improve teaching and learning
- Each year it is important to continue to discuss and form meeting and planning protocols to allow all members of the team to have a voice in the planning and discussion processes

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	69.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	81.8%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.7%
Graduate	21.7%
Graduate Certificate	13.0%
Bachelor Degree	73.9%
Advanced Diploma	26.1%
No Qualifications Listed	17.4%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	32.0
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	9.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

- To strengthen parent and community links in support of authentic student learning
- That children's learning will be enhanced by way of a stronger parent connection.

### Achievements

A major focus for the 2022 school year was on further developing our communication with our parent and the wider school community. Our school website continues to provide an attractive and informative online resource for the community. The school continues to invest significantly in developing an online presence through Social Media sites. This has provided a wonderful avenue for displaying the daily events of St Andrew's along with providing an additional marketing tool.

2022 allowed for the return of families being physically presented on the school site, joining the schools as partners in the learning of their child/ren. I also was a time of reconnection for parents and our wider community, after two years of lock-downs this was greatly needed. This included 3 way interviews, where parents and students were invited to meet with classroom teachers and share their learning, celebrating their success and setting goals for the future,

Some of the other events that the St Andrew's community enjoyed taking part in were:

- Inquiry learning celebrations
- Book Week
- Sports events
- St Andrew's Got Talent!

### PARENT SATISFACTION

Feedback from parents in 2022 indicates that the school communicates in a highly effective manner, allowing them to know what is going on and when in the school and with their child/ren's learning. The MACSSIS 2022 data highlights this with 81% of respondents indicating positively that the school communicates in a regular and timely way.

Another area of strength for St Andrew, as shared by the parent community in the MACSSIS data is the climate of the school. Almost 90% of surveyed parents shared that they had a positive perception of both the social elements of the school, and the learning climate.

The feedback the school receives on a daily basis, as well as in formalised setting such as the School Advisory Council, Parents and Friends and feedback forums, indicates a high level of satisfaction amongst our parent groups, The share that they believe the school is transparent in their communication and there is always an open door if they have a concern or question.

Parents were also invited to take part in a St Andrew's Parent feedback forum. From this forum, some of the following feedback was provided:

- the school is doing communication well, through the newsletter and the Skoolbag app
- staff are available for parents to communicate with them- this can be face to face or over the phone
- Prep orientation is 'second to none'
- Parents believed that the school was "identifying and supporting students having difficulty with curriculum"- this included the tutoring program