
2021
St Andrew's Cathedral School
Annual Report to NESA



ST ANDREW'S
CATHEDRAL SCHOOL

Table of Contents

Theme 1 – A message from key school bodies	4
<i>From the Head of School</i>	4
<i>From the School Council</i>	5
<i>From the 2020/2021 School Captains</i>	7
<i>From the Junior School Captains</i>	8
Theme 2 – Contextual information about the school and characteristics of the student body	8
Theme 3 – Student outcomes in standardized national literacy and numeracy testing	9
<i>Junior School</i>	9
<i>Middle School</i>	10
Executive Summary.....	10
Recommendations.....	11
Data context.....	11
Year 7 Analysis.....	12
Cohort Profile	12
Grammar & Punctuation.....	12
Comparison with SSSG and state	12
Reading.....	13
Comparison with SSSG and state	13
Relationship with SACS data	14
Spelling	14
Comparison with SSSG and state	14
Relationship with SACS data	15
Writing.....	15
Comparison with SSSG and state	15
Relationship with SACS data	16
Numeracy	16
Comparison with SSSG and state	16
Relationship with SACS data	17
Year 9 Analysis.....	17
Cohort Profile	17
Grammar & Punctuation.....	17
Comparison with SSSG and state	17
Relationship with SACS data	18
Reading.....	18
Comparison with SSSG and state	18
Relationship with SACS data	19
Spelling	19
Comparison with SSSG and state	19

Relationship with SACS data	20
Writing.....	20
Comparison with SSSG and state	20
Relationship with SACS data	21
Numeracy	21
Comparison with SSSG and state	21
Relationship with SACS data	22
Year 7 Growth by Segment	22
Aboriginal students	22
Summary of Trends.....	22
Year 9 Growth by Segment	25
Aboriginal students	25
Summary of Trends.....	25
Appendix 1 – School level growth.....	28
Theme 4 – Senior secondary outcomes (student achievement)	30
<i>The Granting of Records of School Achievement (RoSA)</i>	30
<i>Higher School Certificate Results 2021</i>	30
<i>Higher School Certificate & International Baccalaureate</i>	43
Theme 5 – Teacher professional learning, accreditation and qualifications.....	45
<i>Professional Learning</i>	45
<i>Teacher Accreditation and Qualification</i>	49
Theme 6 – Workforce composition.....	50
Theme 7 – Student attendance, retention rates and post-school destinations in secondary schools	50
<i>Student Attendance</i>	50
<i>Student Non-attendance – Junior School</i>	50
<i>Student Non-attendance – Secondary School</i>	51
<i>Post-School Destinations</i>	51
Theme 8 – Enrolment Policy	53
Theme 9 – Other School Policies – Junior School.....	60
<i>Student Welfare Policy</i>	60
<i>Harassment, Bullying & Discrimination Policy</i>	60
<i>Anti-Bullying Program for Junior School</i>	64
<i>Discipline Policy</i>	64
<i>Complaints/ Grievances Policy</i>	64
Theme 9 – Other school policies – Secondary School	64
<i>Student Welfare Policy</i>	64
<i>Harassment, Bullying & Discrimination Policy</i>	65
<i>Anti-Bullying Program for Secondary School</i>	68
<i>Student Management Guidelines</i>	68

<i>Complaints/Grievances Policy</i>	68
Theme 10 – School determined priority areas for improvement	69
<i>Junior School</i>	69
<i>Secondary School</i>	69
Theme 11 – Initiatives promoting respect and responsibility	70
<i>Junior School</i>	70
<i>Middle School & Senior College</i>	71
Theme 12 – Parent, student and teacher satisfaction	75
<i>Student & Parent Satisfaction</i>	75
Student Testimonials	75
<i>Parent Satisfaction</i>	76
<i>Parents & Friends</i>	76
<i>Teaching Staff Satisfaction</i>	76
Theme 13 – Summary financial information.....	78
<i>2021 Total Income</i>	78
<i>2021 Total Expenditure</i>	78

Theme 1 – A message from key school bodies

From the Head of School

2021 saw the academic results of St Andrew's Cathedral School go to yet another level, with outstanding ATARs obtained by both HSC and International Baccalaureate students, while NAPLAN results continued to improve further and demonstrated substantial growth over years by ongoing students.

The creation of new positions in both the high school and junior school of Head of Student Wellbeing were very well received by parents. The role descriptions for each individually and in liaison together, were to continue to develop proactive student intervention strategies in a manner which would provide a coherent scaffold from Kindergarten to Year 12.

A staff satisfaction survey by an industry provider with a large data base of schools and other commercial operations, led to St Andrew's Cathedral School being awarded the accolade of the best workplace in Australia.

Enrolment numbers have continued to boom in a way not previously seen in the school's history. Waiting lists for most year groups were apparent and often considerable. The main driver of enrolment applications was word of mouth from current and recent very satisfied parents and students.

The school's Old Andreans Association has scaled up its activity and focussed on a number of approaches to mentoring existing students and offering career-based insights by graduate professionals in various fields.

The school, amidst increasing enrolments and our consequent growing staff, has struggled with space. St Andrew's Cathedral School took occupancy of Upper Chapter House, part of the Cathedral complex, as a venue for Performing Arts and various other school functions.

Continuing ongoing monitoring is underway for our strategic plan, implemented in 2020.

Dr Julie McGonigle

Head of School, St Andrew's Cathedral School

From the School Council

The Archbishop, the Most Reverend Kanishka Raffel, opened his Chair's Report for last year by noting that "it would be trite to say that this has not been the year that we were expecting".

Certainly, this is true of 2020 and perhaps even more so of 2021. At the end of last year many of us hoped that the worst of the pandemic was behind us. That, unfortunately, has not turned out to be the case.

While we all hope to avoid future pandemics, one of the things that is certain is that we cannot avoid ever-increasing complexity. And if there was ever any doubt about the importance of a leader's ability to navigate change, uncertainty and disruption, the emergence of the global pandemic has made this necessity abundantly clear.

The certainty that such leadership provides is a blessing for which St Andrew's Cathedral School can be very thankful. This report is being written as Dr Collier's time as our Head of School draws to its close. Dr Collier is St Andrew's' 15th Head of School and is, by any measure, one of its most consequential leaders.

In 2010 I was a member of the small panel of Council members who interviewed Dr Collier and recommended to the Council that he be the next Head of St Andrew's Cathedral School. At the time the choice was clear. His stature as an educator was beyond question and his history of significant leadership was evident.

His calmness in the face of the uncertainties of 2021 and the depth of his wisdom and experience have provided the stable underpinning that has allowed the school to plan carefully and hold its course in this most turbulent of times. The Council's gratitude for his commitment to the school is impossible to express properly and we believe the legacy of his leadership will be indelible.

Despite the pandemic, the school's performance, and the way our community of staff and students have reacted in the face of all that 2021 has thrown at us, leaves the School Council encouraged and hopeful for the future. Hope is a great motivator, and ours is two-fold.

In the first place, our hope is grounded in the outstanding leadership of Dr John Collier and his executive team, on the calibre of our teachers and administrators, on the depth of everyone's overwhelming commitment to the quality of the education offered at SACS, and to the enduring wellbeing of every member of our school community.

In the second place, our hope is built on God's work of reconciliation and salvation in the person of our Lord Jesus Christ.

In the 2017 Armitage Lecture, our next Head of School Dr Julie McGonigle said:

"Hold unswervingly to the hope of a new heaven and a new earth. Hold firmly to the vision of God's kingdom come through the death and resurrection of Jesus Christ. Enact that vision in your school."

It is that hope that drives and shapes the behaviour of St Andrew's as a school. In the public square, Biblical Christianity is increasingly dismissed as morally inadequate. But at SACS, we believe that in a world where there are deepening levels of distrust in all forms of authority and where words cease to have the impact and meaning that they used to carry – then the way we live, the quality of our caring, the authenticity of our actions, the reality of sacrificial service – these can still communicate the unchanging good news of Christ to a suspicious and divided society. My own belief is that it is the habits and practices of the SACS community – being the hands of Christ: humble, respectful, sacrificial – that will be the principal means of being salt and light for Christ in the confused and confusing world in which we find ourselves.

SACS is a vibrant city school that purposefully prepares young people to be a positive influence in the world. Motivated by the great Christian story, at St Andrew's Cathedral School we believe every child is unique, loved by God and gifted for a purpose.

We're a vibrant city school that nurtures individual strengths within a strong, globally connected community. We want every person to feel like they belong.

We believe a great education is transformative. We open our students' eyes to the real world – equipping them with wisdom, integrity, and expertise to change it for the better.

We are filled with hope and teach our young people to have passion and perseverance for life and their future.

Mr Ray Jarratt
Chair – St Andrew's Cathedral School Council

From the 2020/2021 School Captains

When we took up our posts as leaders of St Andrew's Cathedral School at the beginning of Semester 2, 2020, we knew that our time as captains could very likely be impacted by the pandemic. Having had experience with online learning, sporting cancellations, and performing arts online broadcasts the year prior, we knew that these adjustments, while absolutely necessary, could take a toll on one of the most integral parts of the SACS experience: the support from the SACS community.

This therefore became our focus for our year in leadership: to ensure this sense of community would be sustained throughout the year no matter how physically distanced we may find ourselves. We aimed to promote student voices and channels of communication across the school so that we could maintain connections and communication between all members of our fantastic community.

Our prefect team was essential in achieving this outcome with their proposal of a student-run newsletter. After just weeks of planning and collaborating, the idea became reality. This project, which is open for all Senior College students to contribute to, is released bi-weekly and gives students a new platform to directly communicate with each other no matter whether we were meeting face-to-face or online.

Another idea to promote school community, initially put forward by last year's leadership team, was the creation of a Student Representative Council (SRC). Two students from each year level of the high school are elected by their peers and staff to represent the student voice and seek to improve student life and wellbeing. Throughout the year, we have worked alongside the SRC to ensure our efforts as a leadership team represent students across the school. This way, despite the restrictions on the size of our physical gatherings, we sustained the inclusive nature of the SACS community.

We also knew that, while the year was going to be tumultuous, it was vital to continue the long-standing traditions and initiatives that make SACS the special place it is. Our first chance to stoke the fire of SACS spirit was during *R U OK Day*. This was our first initiative as a leadership team and due to the amazing dedication from the leaders we were able to spread awareness and a little joy in the form of sticky notes to every student at SACS. From there hope bloomed that even during this erratic time we would still be able to continue the enjoyable things at SACS. Following this was the Christmas candy cane drive and the Rough Edges fundraiser, where over \$35,000 was raised through the generosity of the SACS community.

On top of the pre-existing traditions, we also worked to incorporate new ideas to further grow and foster the SACS spirit. From there the Bridging School Project was born, an amazing program that sought to not only bring the SACS community together, but to reach out and connect with rural schools in the hopes of promoting compassion and open-mindedness among our students. We hope that future generations of SACS students will have the chance to connect with other diverse and culturally rich communities to further broaden their horizons.

Our time apart helped us to value the time we got to spend together, and the characteristics at the heart of our school - kindness, care, enthusiasm - have been strengthened as a result. It has been a privilege to be a part of a community comprised of people who are so persistently and unfailingly virtuous, and we are certain that the many generations of SACS students to come will enjoy this same privilege.

So thank you, SACS. Thank you for the memories, thank you for the friendships, thank you for giving us a home away from - and within - our homes. You've changed a lot over the last six years, and you've changed us a lot as well. But the one thing that hasn't changed in that time is the warmth of our community. You know that SACS is more than just what happens in our classrooms. It's more than what happens on our fields. It's more than a place. SACS is a people. It's our people.

We wish you all the best for the years ahead. Stay Sacsy!

Dylan Nguyen and Jessica Duncan
School Captains 2020-21

Scout Hollyman and Ethan Nixon
School Vice Captains 2020-21

From the Junior School Captains

Although COVID-19 has taken up Term 3, we had a heap of fun doing lots of activities in the first two terms. We had camp, Cross Country, Swimming Carnival, Claymation, an excursion, incursions, and so much more. It is going to be so exciting to see what is going to happen in the future.

This year has been a ride. We may have spent quite a while in lockdown, but we still know how to have fun at home – from dressing up as trees for Book Week, to moving a cookie down your face. It may have been a rocky road to get here but our spirits are still high.

We want to give our congratulations to the next leaders. We hope that you enjoy these positions and are role models. We know that in these positions you will thrive and find yourselves. Remember that it is your choice as to whether you uphold these amazing positions to the best of your abilities.

We are all looking forward to 2022 and hopefully no lockdowns. This year has still been great with everything we have done. We will sadly be leaving the Junior School, but we are looking forward to Middle School and all the opportunities we will have at our doorstep. Thank you to everyone who has made this possible and given us these amazing opportunities, we really appreciate it!

Ayla Badger (Year 6) and Zachary Rigler (Year 6)
Junior School Captains

Milan Davies (Year 6) and Imogen Loder (Year 6)
Junior School Vice Captains

Theme 2 – Contextual information about the school and characteristics of the student body

St Andrew's Cathedral School is Sydney's quintessential city school. An independent Anglican school that is fully coeducational from K-12, with an inclusive admission policy, we have an innovative and global curriculum. We seek to develop an authentic and open approach to Christian learning, which assists students to think critically and to develop a compassionate social conscience. Easily accessible from Town Hall train station, St Andrew's students come from all over Sydney and beyond, with international students increasingly drawn to our vibrant campus.

We are a comprehensive school with an inclusive community and a strong student wellbeing program that seeks to ensure all students feel valued and respected. St Andrew's is committed to providing students with opportunities that enrich their education, helping them develop into well- rounded global citizens.

Our curriculum is firmly anchored in the city surrounds, with classes making frequent use of museums, galleries, government offices and the school's home sporting grounds at Sydney University. With many music ensembles and 20 co-curricular groups, as well as a strong Outdoor Education program both at home and overseas, the spectrum of options at St Andrew's reinforces that there is no 'typical' mould for our students.

Our Junior School inspires true excellence through small class sizes, specialised teachers in music and languages, and access to learning enrichment for gifted and talented students. The move to Middle School (Years 7-9) is met with a supportive, expansive learning culture supported by Directors of Learning for each stage, Year Coordinators and year based tutors, and a far-reaching student wellbeing program that underpins all aspects of the curriculum. The introduction of the Middle Years Program of the International Baccalaureate from 2016 further enriches and expands our focus on global readiness, with language learning an essential element in Middle School education. Finally, the step up to Senior College offers a unique, pre-tertiary experience with greater freedoms and responsibilities. Students are offered flexible learning options, with both the Higher School Certificate and International Baccalaureate Diploma taught.

St Andrew's is committed to educating the heart and mind for life.

Characteristics of Student Body for 2021

Year	Female	Male	Total
Kindergarten	18	21	39
Year 1	18	16	34
Year 2	16	24	40
Year 3	25	28	53
Year 4	31	35	66
Year 5	26	56	82
Year 6	35	56	91
Year 7	66	104	170
Year 8	68	98	166
Year 9	56	110	166
Year 10	64	109	173
Year 11	74	98	172
Year 11 accelerant	0	1	1
Year 12	60	114	174
Junior School	169	236	405
Middle School	190	312	502
Senior School	198	322	520

Theme 3 – Student outcomes in standardized national literacy and numeracy testing

Junior School

The student outcomes in the 2021 NAPLAN were exceptional, despite the challenges and disruptions caused by of two years of lockdowns and online learning.

Year 3

Subjects	State Means	Similar Schools
Reading	Well Above State	Just Below
Writing	Well Above State	Below
Spelling	Well Above State	Just Below
Grammar & Punctuation	Well Above State	Below
Numeracy	Well Above State	Well Above

Year 5

Subjects	State Means	Similar Schools
Reading	Well Above State	Well Above
Writing	Well Above State	Well Above
Spelling	Well Above State	Above
Grammar & Punctuation	Well Above State	Above
Numeracy	Well Above State	Above

St Andrew's Cathedral School comparison to all Australian students, our Year 3 and Year 5 were **Well Above** all Australian students.

2016	2017	2018	2019	2020	2021
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Compare to ☐ Students with similar background ☒ All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	501	460	472	486	475
Year 5	569	530	552	564	551
Year 7	587	568	588	599	608
Year 9	630	608	620	628	633

The Year 5 cohort performed exceptionally well with great value add. Both Year groups were **Well Above** all Australian students in all subjects.

Value Add Between Year 3 2019 and Year 5 2021

The Junior School of St Andrew's Cathedral School needs to be able to continue to demonstrate *value added* educational outcomes to provide an attractive alternative to local schools. Pleasingly, we are continuing to see outstanding results for both Year 3 and Year 5 students across all subjects, as well as exceptional growth between Year 3 and Year 5 students, such growth then continues to build into the Middle School.

Value Add Between Year 3 2019 and Year 5 2021	
Reading	77.3% above expected growth
Writing	76.1% above expected growth
Spelling	75.4% above expected growth
Grammar & Punctuation	67.7% above expected growth
Numeracy	71.2% above expected growth

Middle School

Executive Summary

The Year 7 and Year 9 2021 NAPLAN scores are the among the best SACS students have achieved. Both cohorts showed particular strengths across literacy domains, gaining ground on, and in some cases exceeding the results of statistically similar schools – a rare feat in our history.

Year 7 results are strong across all NAPLAN domains with significant improvements in Grammar & Punctuation, Spelling and Writing. Although Reading scores continued a downward trend, this is mirrored by similar schools (SSSG) and therefore possibly indicative of a broader issue. Numeracy results slightly improved on previous which pleasingly, was in contrast to a downward movement in SSSG.

To provide some context of the results consider that across all domains in the period 2013-2019 SACS Year 7 overall average scaled score difference from statistically similar schools was -16.1. The 2021 cohort is only 3.8 below SSSG. Although female students in the cohort are doing well, a key driver of the upwards trend are males who, on average, produced scores slightly above their male SSSG counterparts (+1.6).

Whilst the Year 7 cohort has proportionally more female students than Year 9, their composition does not differ markedly in terms of student profiles (e.g. Gifted & Talented, 2E, IAP). There is nothing immediately obvious to lay claim to other than that they are a naturally strong cohort. It is possible that the fine tuning of our enrolment pipeline, literacy programs and resourcing in specialist academic areas are paying dividends.

Year 9 results indicate a significant narrowing of the gap between SACS and SSSG in all literacy domains (Y9 2019 gap: -13.2; Y9 2021 gap: -1.4). This is a truly spectacular result, with each domain scoring averages which are the best in available records. Whilst making some headway, numeracy improvement lags behind with a 2021 shortfall from SSSG of 15 points (slightly improved from an 18 point shortfall for Y9 2019). There is not so much a tail, as a large middle – many of whom came very close to a higher band.

Year 9 Writing results exceeded SSSG and caused an initial stir. Deeper analysis has raised questions about the validity of the results with some unexpectedly high scores from unlikely students. The scores do not correlate well with our eWrite or internal assessment and scrutiny of some scripts indicates the need for further exploration.

There is a suggestion that online testing has allowed better access for students with poor written expression and thus allowed them to increase their scores. Certainly, within Year 7 Writing data there is a large upwards swing in SACS, SSSG and state scores which supports this theory, although we cannot establish what proportion of schools used online versus paper testing in 2021. See Data context point 3 (page 11) and also Year 9 Writing section (page 20) for further details.

The exceptionally small number of students achieving below minimum national standard is a testament to the combined efforts of students, parents, teachers and specialised learning staff.

Recommendations

Based on the 2021 results analysis and current contexts, the following recommendations are presented for consideration.

1. NAPLAN is intended to inform stakeholders and drive improvement at individual and school level. A conversation is required as to what SACS wants to do with this rich data with the aim of establishing a process which can drive accountable changes to programming, resourcing, professional development and other key elements of teaching and learning.
2. A specific implementation of point 1 is to address the existing numeracy gap between SACS and SSSG. Item analysis is recommended with a view to identifying potential program changes in Stage 4.
3. The Head of Learning Analytics is to work with Visible Literacy Coordinators on analysis of Year 9 Writing and refinement of the data collection and analysis of the Visible Literacy program to resolve questions about its efficacy by 2023.
4. Pending the results of the upcoming PAT Reading test, the formation of an expert group to investigate the downward trend of Reading domain scores at Year 7 level. This is an area where SACS could buck the wider narrative.
5. The excellent performance of the 2021 Year 7 cohort, particularly with its strong group of boys, could form the nucleus of a more robust academic culture in the Middle School. We may find in this year group a greater number of individuals who are ready to engage seriously in goal setting and focused meta-learning, perhaps through programmes currently situated in the Gifted & Talented portfolio.
6. Continued investment in PAT and eWrite to aid in the triangulation of NAPLAN and internal assessment data.

Data context

1. The NAPLAN analysis tool (Scout) makes extensive use of mean scaled scores. To maintain consistency this report uses the same statistic. Readers will be aware that calculated averages have the potential to cover outliers and variation.
2. Within NAPLAN students with higher base scores in their most previous test (i.e. often SACS GaT, 2E identified) do not have opportunity to show the same numerical improvement as those starting at lower bases. Unfortunately, this tends to reduce our overall growth as high achieving students who slip backwards a few points but still maintain a Band 10 are counted as having negative growth. This is worth keeping in mind when interpreting graphs such as those in Appendix 1 – School level growth.

3. Perhaps most importantly is the current transition from paper to online testing and the potential impact this has comparing SACS (all tests completed online) to SSSG and state averages. This is highlighted by ACARA: “NAPLAN is in a period of transition, and 2021 was the third year where students completed either a paper test or an online test. The objective of moving NAPLAN online is to deliver better, more precise and more engaging assessments for schools and students.

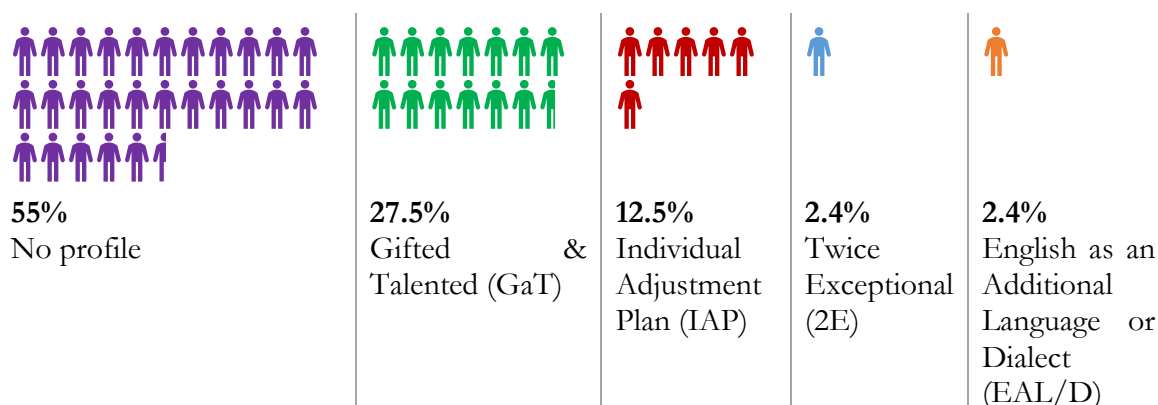
The NAPLAN 2021 summary report presents the combined results (online and paper) to allow year-to-year comparisons. During transition years, online test results are equated with the paper tests. Results for both the tests are reported on the same NAPLAN assessment scale. NAPLAN results, however, should always be interpreted with care.”¹

4. *Expected average growth* is taken from a SCOUT report where growth is calculated by looking at the growth of every student on each scaled score in previous NAPLAN then finding the average growth for that population. In creating segmented analysis that number has been applied to the scaled score average for each group of students. It is thus a guide and certainly not hard and fast.

Year 7 Analysis

Cohort Profile

The cohort consists of 167 students – 39.5% female & 60.5% male. Of these, 44% are from the JS, with the remainder having joined SACS this year.



Grammar & Punctuation

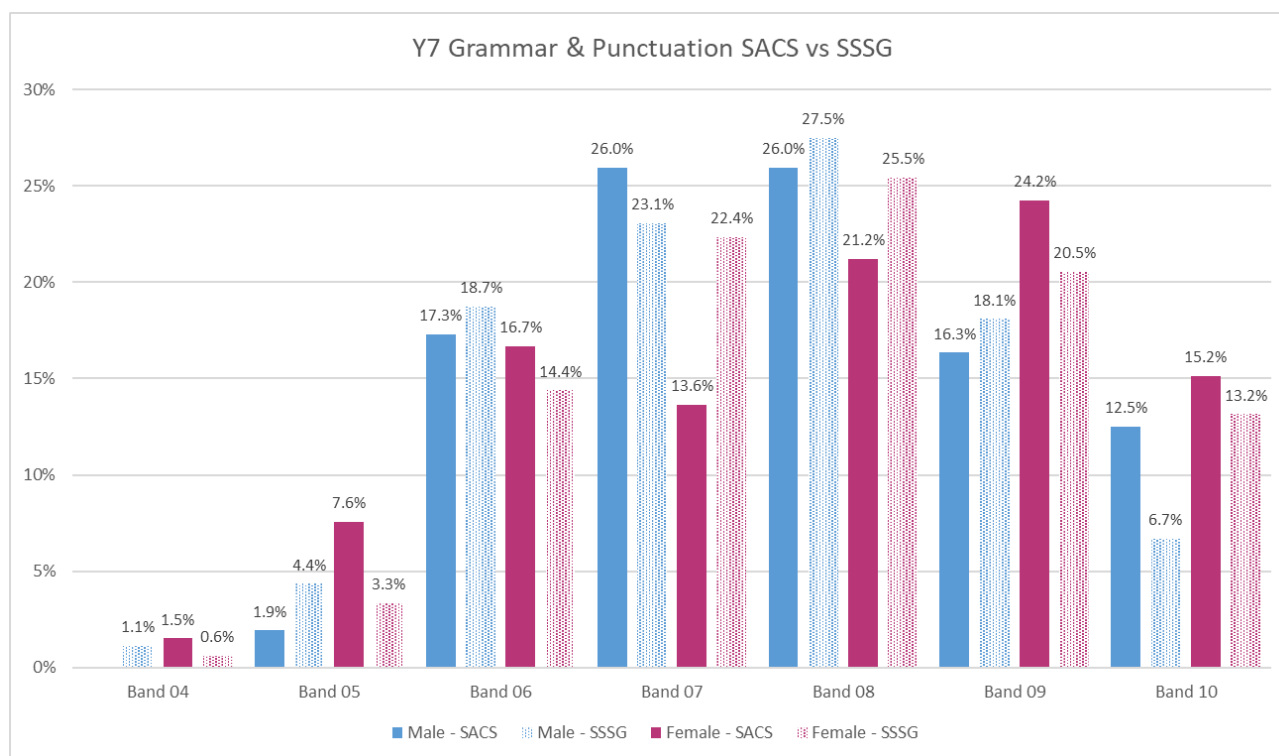
Comparison with SSSG and state

Overall Year 7 Grammar & Punctuation score was slightly better than SSSG. Male students (n=104) scored better than SSSG by 11.1 scaled score points whilst female students (n=66) scored only 1 point below SSSG.

The strong performance of this group is evident in Figure 1 with a breakdown of gender performance against SSSG.

One student achieved below minimum national standard; seven students (4.1%) scored at minimum standard, or Band 5, which was weighted towards females.

Figure 1: % bands (SCOUT) Year 7 Grammar & Punctuation



Reading

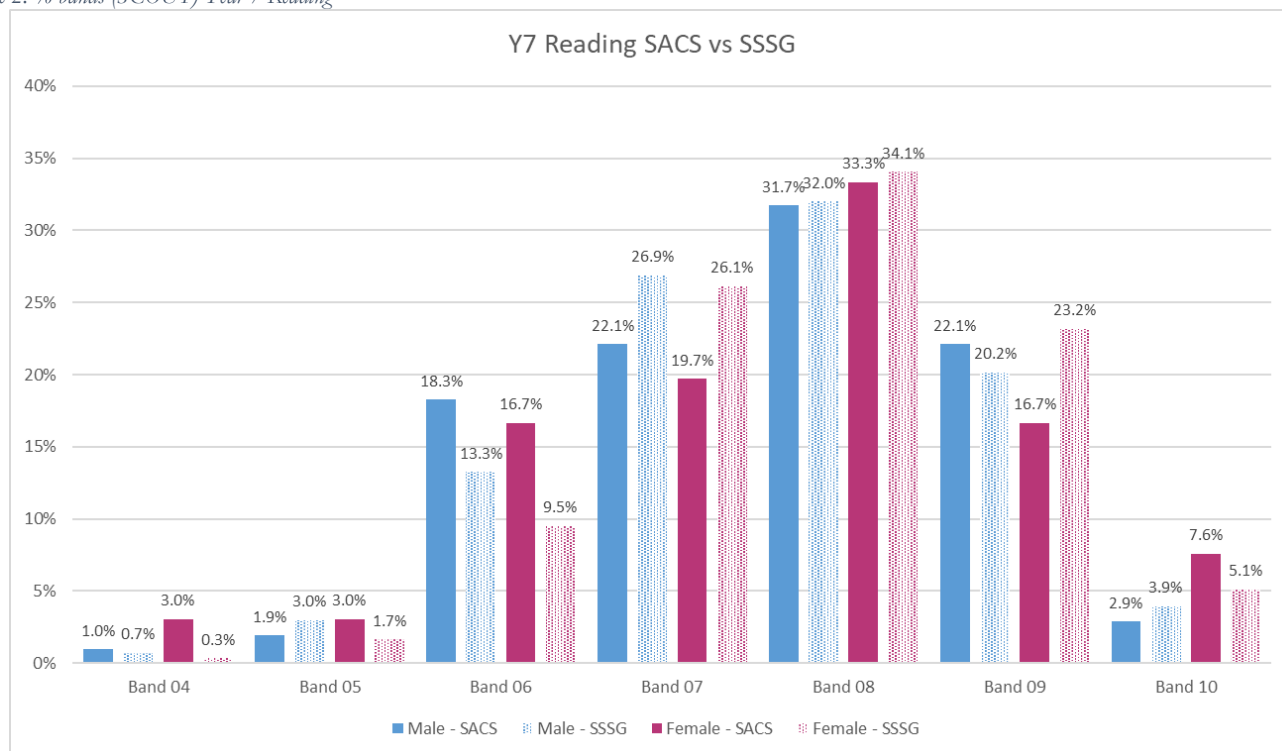
Comparison with SSSG and state

Overall Year 7 Reading score was below SSSG by 8.2 points with males scoring slightly higher than females. This represents a very slight gain on SSSG compared to the 2019 Year 7 results (gap to SSSG: 10.6 points). However, this masks a downward trend in both SACS and SSSG scores since 2018.

The male student results are generally in line with SSSG. Females results show more variation, although having proportionally less in Band 9 at the expense of Band 10 is not a negative. Both genders are overrepresented in Band 6 compared to Band 7. Of those in Band 6, approximately 30% were close to a Band 7.

Three students achieved below minimum national standard; four students (2.4%) scored at minimum standard, or Band 5.

Figure 2: % bands (SCOUT) Year 7 Reading



Relationship with SACS data

NAPLAN reading scaled scores have a strong positive association with Allwell reading comprehension NPI, $r(155) = .80, p < .001$

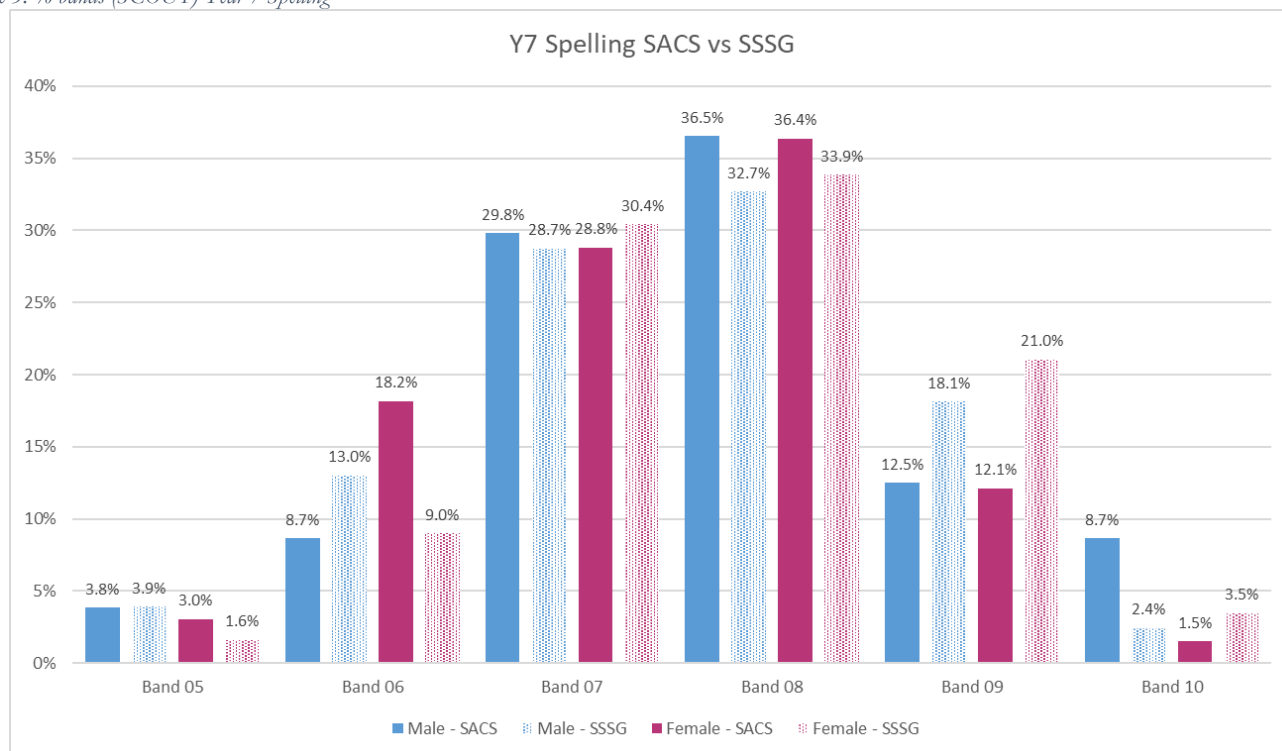
Spelling

Comparison with SSSG and state

Overall Year 7 Spelling score below SSSG by 3 points – the closest to SSSG since available records. This result was driven largely by male students exceeding SSSG by 9 points with females scoring on average 17.8 below SSSG. This pattern can be seen in Figure 3 with male Band 10s at 8.7% (representing 9 students) and the female Band 6 ‘tail’, comprised of 12 students. Note though that Band 6 is still above minimum standard. The result does indicate expending some effort narrowing the gender gap.

No students achieved below minimum national standard; six students (3.5%) scored at minimum standard, or Band 5.

Figure 3: % bands (SCOUT) Year 7 Spelling



Relationship with SACS data

NAPLAN spelling scaled scores have a strong positive association with Allwell spelling raw score, $r(154) = .82, p < .001$

Writing

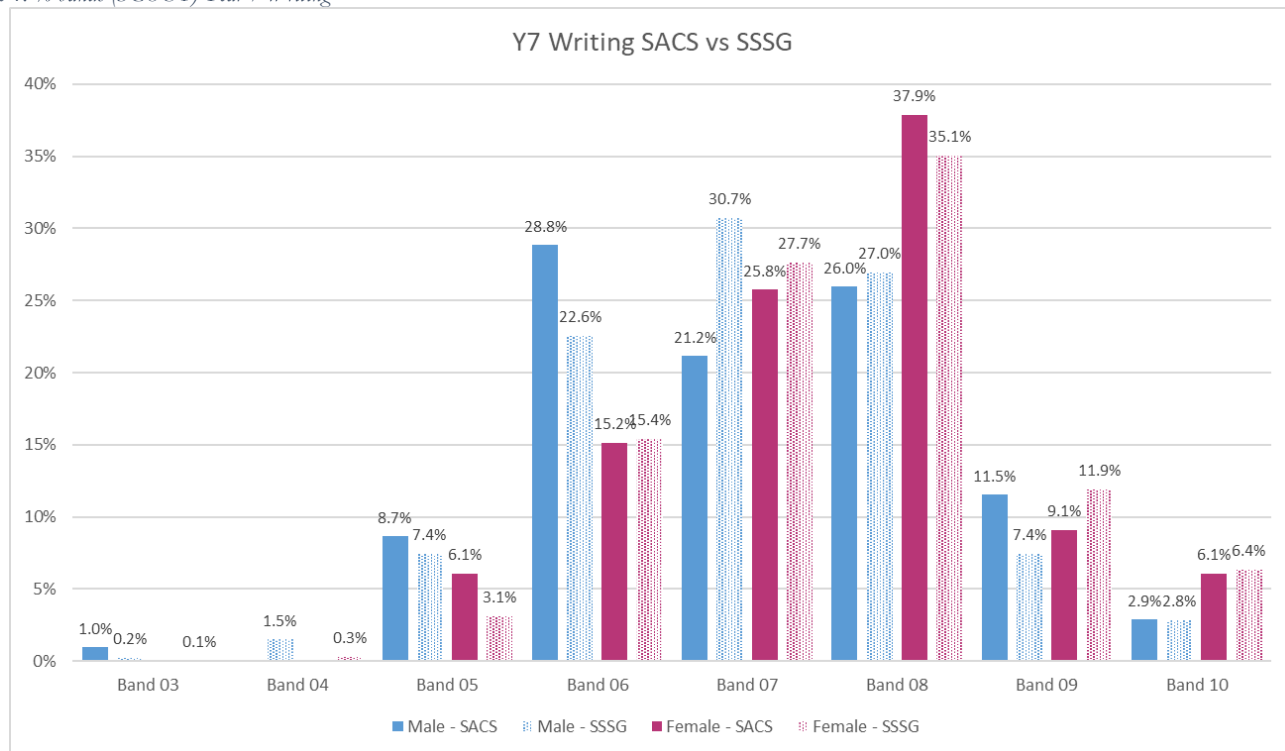
Comparison with SSSG and state

Overall Year 7 Writing score was below SSSG by 3 points – the closest to SSSG since available records with males above SSSG and slightly outperforming females.

Figure 4 visualises gender breakdown across bands. The most noticeable aberration from SSSG is male Band 6s where 25% of results were very close to a Band 7. Script analysis of this subgroup may yield actionable insights.

One student achieved below minimum national standard; 13 students (7.6%) scored at minimum standard, or Band 5.

Figure 4: % bands (SCOUT) Year 7 Writing



Relationship with SACS data

NAPLAN writing scaled scores yield only moderate associations with existing data:

- Year 7 English Criterion D average mark, $r(164) = .48, p < .001$
- Allwell Writing Expression NPI, $r(155) = .59, p < .001$

However, these two datasets correlate more strongly with each other ($r(154) = .72, p < .001$), suggesting that NAPLAN writing either tests some slightly different skill or has more variation in its scoring. The 2021 eWrite testing of this cohort will allow further triangulation. Note also concerns raised for the Year 9 NAPLAN writing in relevant section.

Numeracy

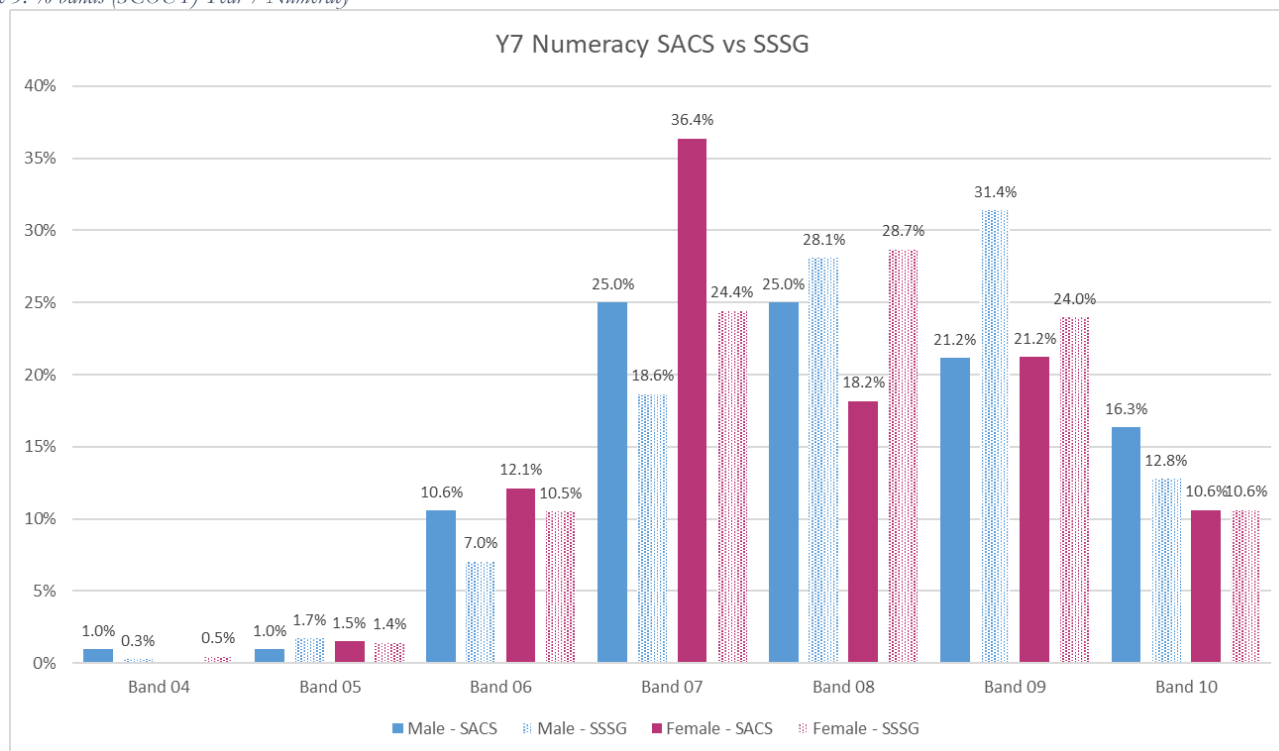
Comparison with SSSG and state

Overall Year 7 Numeracy score was below SSSG by 8.3 points – the closest to SSSG since available records with females slightly outperforming males. The Year 5 2019 gap with SSSG for this cohort was 11.1 points, indicating the SACS JS students in this cohort have progressed at approximately the same pace as SSSG.

Overrepresentation of Band 7s in both genders is the offset of lower numbers in the top three bands (see Figure 5). Item analysis of the Band 7 group may indicate common patterns of errors which could inform remediation.

One student achieved below minimum national standard; two students (1.2%) scored at minimum standard, or Band 5.

Figure 5: % bands (SCOUT) Year 7 Numeracy



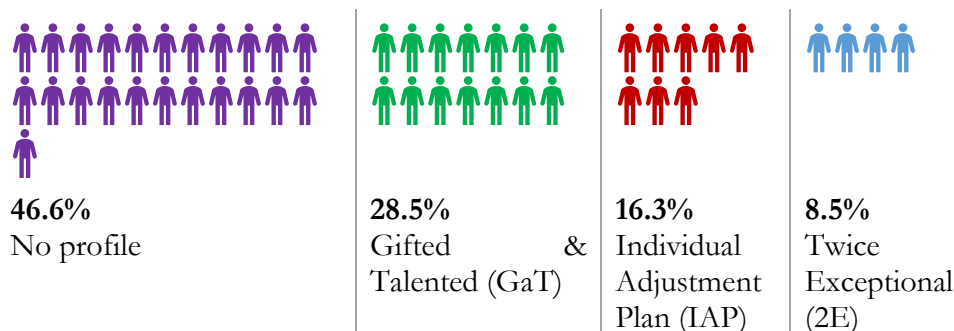
Relationship with SACS data

NAPLAN numeracy scaled scores are strongly positively correlated with data available for this cohort, namely the Year 7 Task 1 Criterion A mark ($r(162) = .78, p < .001$) and Allwell Maths Performance NPI (of $r(155) = .90, p < .001$). As such there is a high degree of confidence in NAPLAN scores and SACS internal assessment.

Year 9 Analysis

Cohort Profile

The cohort consists of 165 students – 33.3% female & 66.6% male. Of these, 35% started in SACS JS, 51% at Year 7 entry, with the remaining 13% having joined SACS in Year 8 or 9.



Grammar & Punctuation

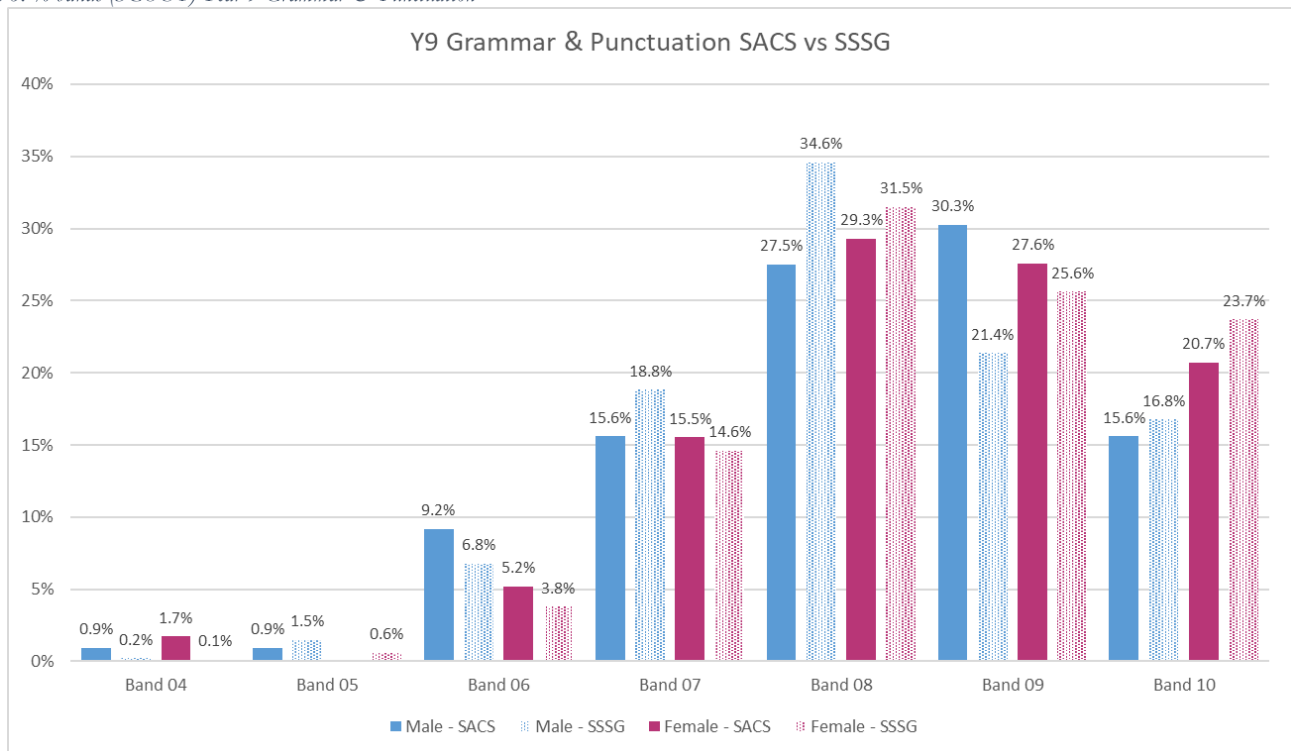
Comparison with SSSG and state

Overall Year 9 Grammar & Punctuation score showed negligible difference to SSSG. Male students ($n=109$) scored better than SSSG by 3.7 scaled score points, for the first time since 2016. Female students ($n=58$) scored 3.6 points below SSSG.

The proportion of high bands are markedly different between genders with females well represented in SACS and SSSG groups (see Figure 6). Males buck the trend with proportionally more Band 9s than SSSG which looks to be fuelled by movement up from Band 8 rather than underperformance in Band 10.

1.8% of students achieved below minimum national standard; 7.8% of students scored at minimum standard which was weighted towards males.

Figure 6: % bands (SCOUT) Year 9 Grammar & Punctuation



Relationship with SACS data

The PAT Grammar & Punctuation Test 8 undertaken in Term 3 of 2020 yielded a moderate correlation of $r(109) = .56, p < .001$

Reading

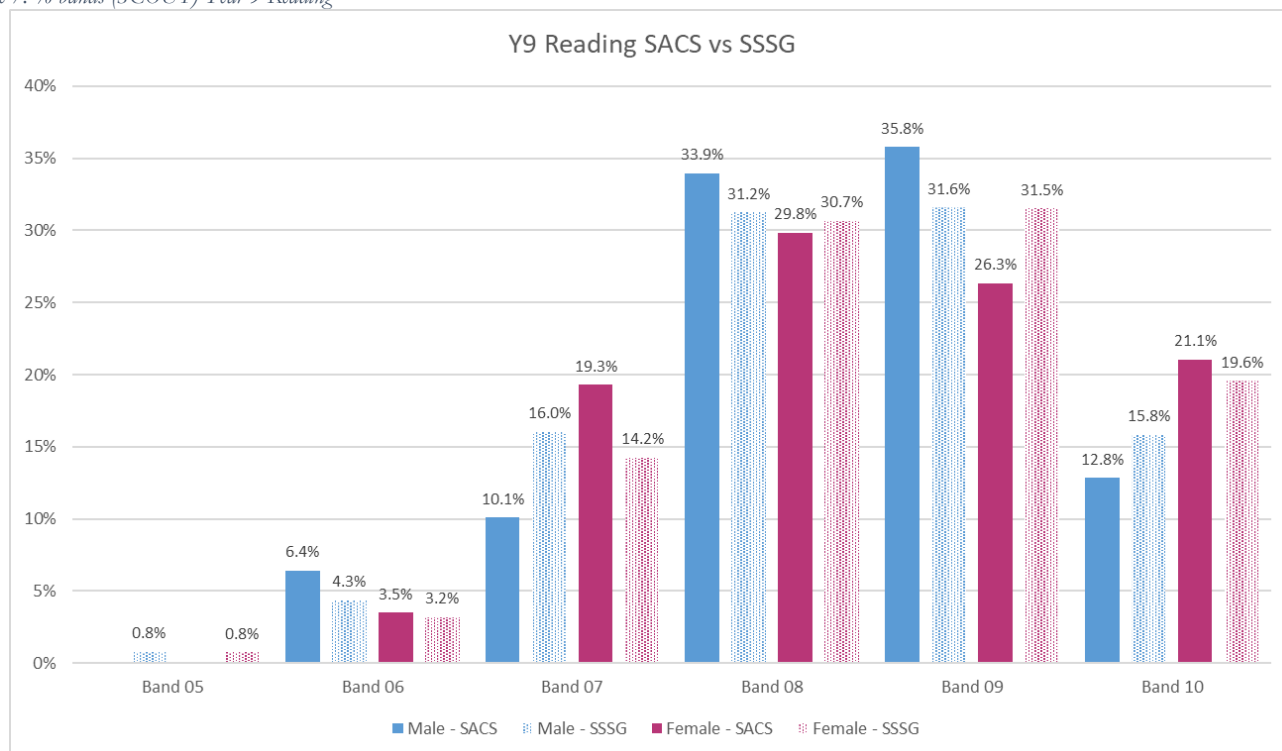
Comparison with SSSG and state

Overall Year 9 Reading score was 2 points below SSSG – the best result since available records and a narrowing of the gap for this cohort (Y7 2019 Reading difference to SSSG was 10 points).

Although SACS females outperformed SSSG in Band 10s, Band 9s were weaker and a Band 7 ‘tail’ is evident (see Figure 7). SACS male students performed in line with SSSG with proportionally slightly more Band 8-9s and less in Band 10.

0.6% of students achieved below minimum national standard; 5.4% of students scored at minimum standard which was weighted towards males.

Figure 7: % bands (SCOUT) Year 9 Reading



Relationship with SACS data

The PAT Reading test was not administered in 2020. It is scheduled for Year 7-10 last in Term 4, 2021.

Spelling

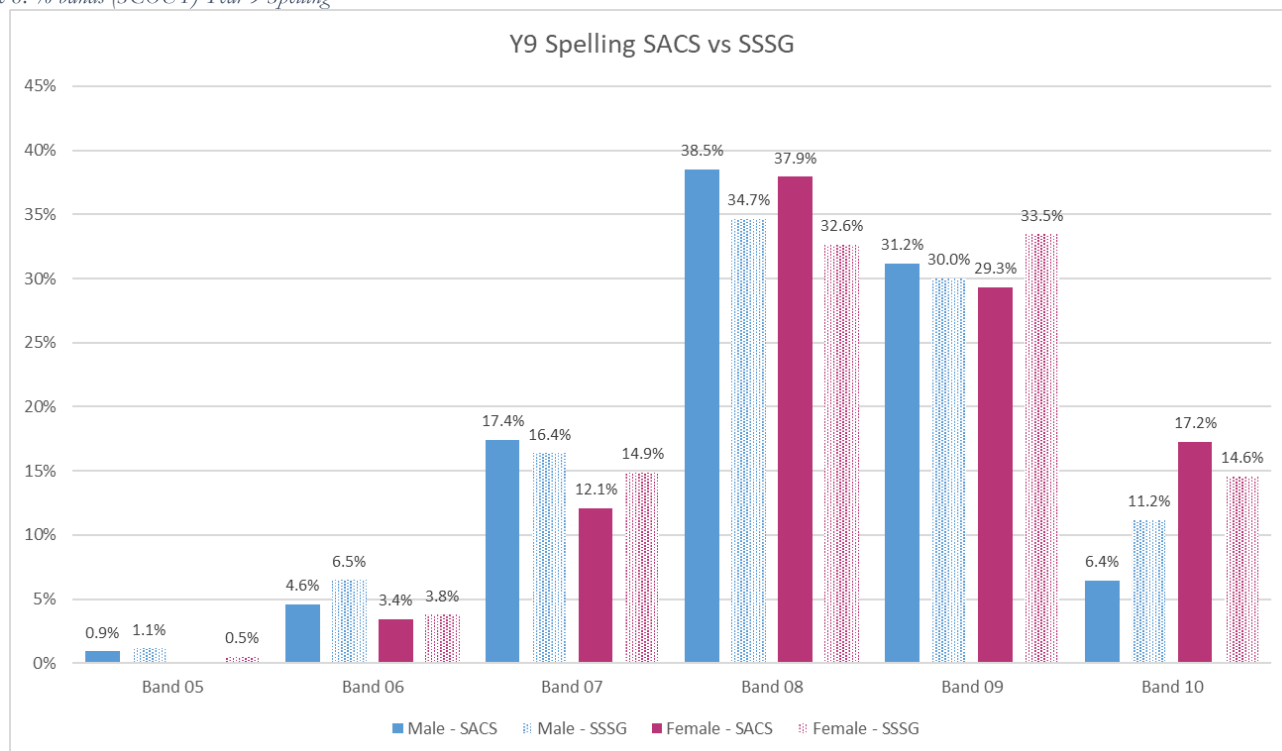
Comparison with SSSG and state

Overall Year 9 Spelling score was 5 points below SSSG – the best result since available records and a narrowing of the gap for this cohort (Y7 2019 Reading difference to SSSG was 16.9 points). Females improved slightly more than male students.

Although SACS females outperformed SSSG in Band 10s, Band 9s were weaker. SACS male students performed in line with SSSG with proportionally slightly more Band 8s and less in Band 10.

1.2% of students achieved below minimum national standard; 4.2% of students scored at minimum standard.

Figure 8: % bands (SCOUT) Year 9 Spelling



Relationship with SACS data

This test is not triangulated with any internal SACS data.

Writing

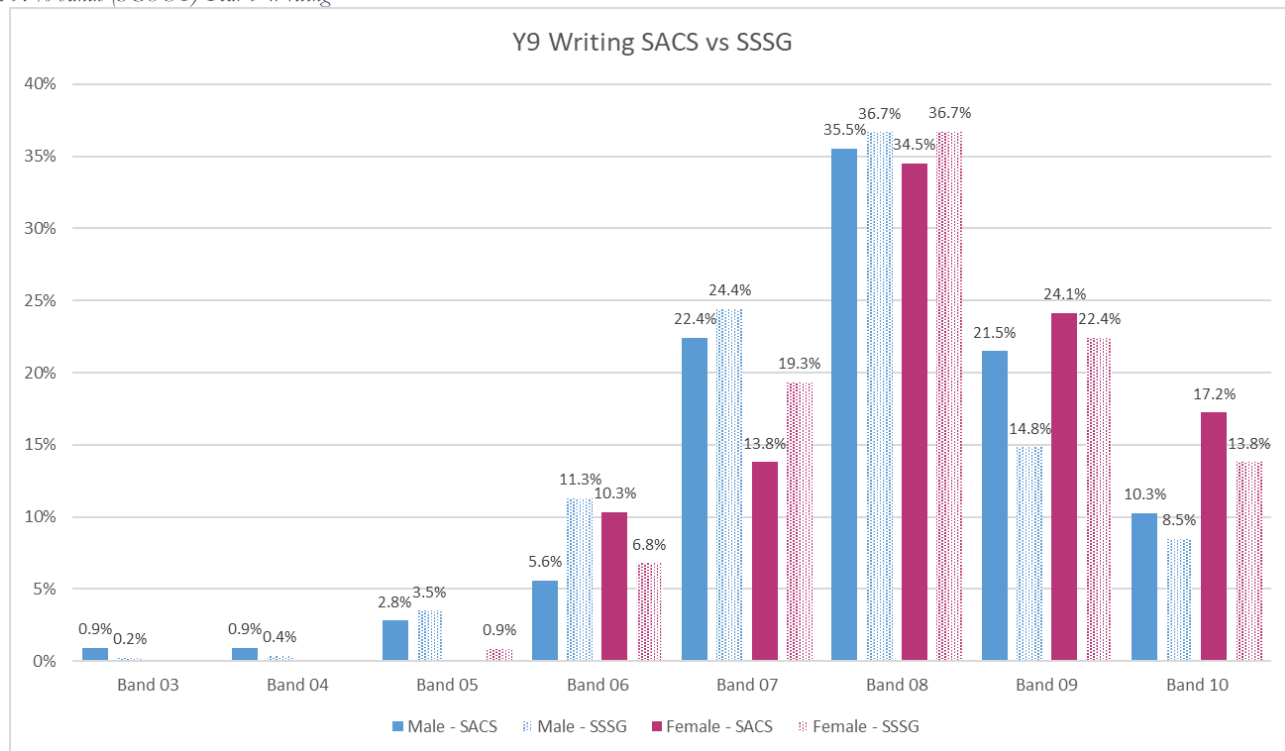
Comparison with SSSG and state

Overall Year 9 Writing score was better than SSSG by 3 – the best result since available records and the first time a Year 9 NAPLAN domain has outperformed SSSG. Males drove slightly more of the improvement than females, although this was negligible.

Within SACS, both genders achieved proportionally more Band 9-10s than SSSG.

3% (5 students) achieved below minimum national standard; 7.3% of students scored at minimum standard. Figure 8 shows a higher proportion of females at minimum standard, or Band 6, than males and also proportionally more than SSSG.

Figure 9: % bands (SCOUT) Year 9 Writing



Relationship with SACS data

Triangulation with SACS data indicates further analysis of NAPLAN writing is required with a concern that top end results are inflated.

The 2020 eWrite test results for this cohort showed strong positive correlation with their Year 8 English Criterion D marks, $r(139) = .73, p < .001$. However, the eWrite shows only moderate correlation with 2019 Y7 NAPLAN Writing at $r(107) = .53, p < .001$ and with 2021 Y9 NAPLAN Writing at $r(138) = .48, p < .001$.

Script analysis of the eWrite has satisfied SACS staff that it is a valid measure of student writing ability, whereas initial sample NAPLAN script analysis has raised doubts over marks. Ongoing exploratory work combined with the 2021 eWrite will provide further data with which to interpret these NAPLAN results and set goals for teaching and learning.

Numeracy

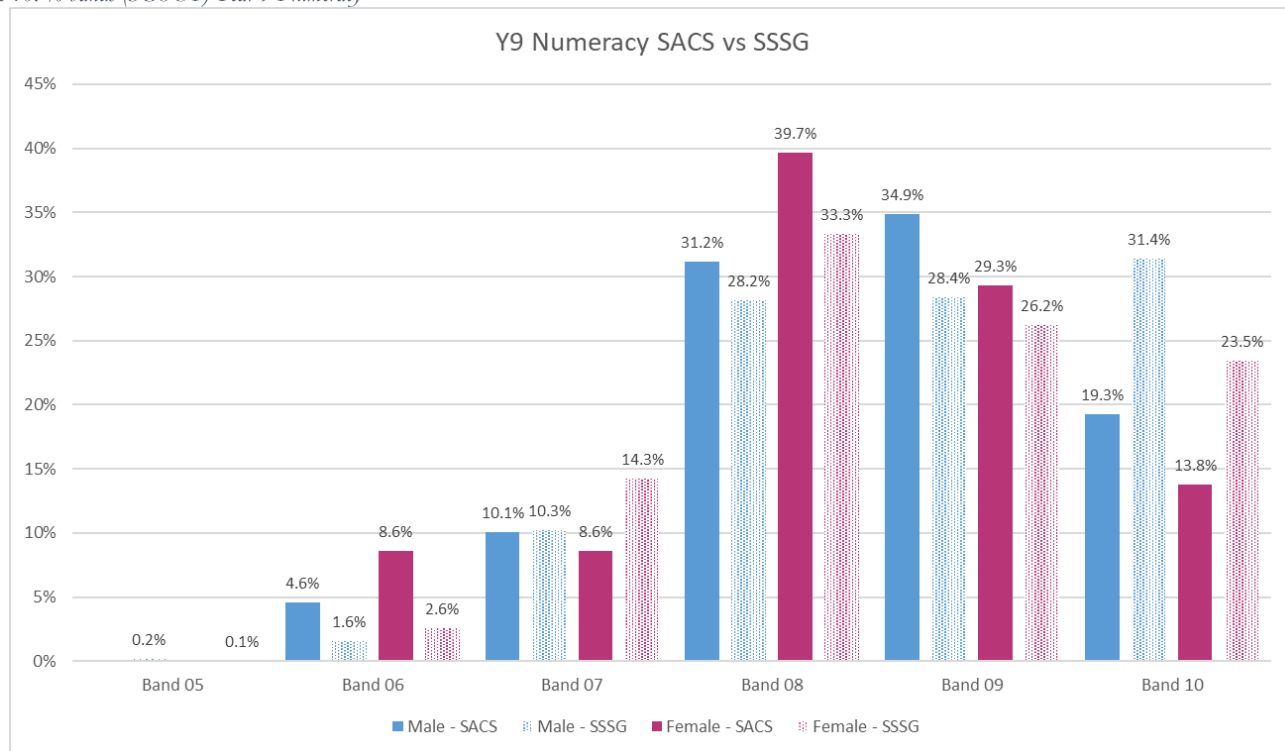
Comparison with SSSG and state

Female students narrowed the Y9 NAPLAN Numeracy scaled score gap between SACS and SSSG from 26.4 (Y9 2019) to 14.0 (2021). The gap for males increased marginally from 15.8 (Y9 2019) to 20.0 (2021). However, as a cohort, they have improved by 5 points against SSSG (Y7 2019 gap: 18.9 vs Y9 2021 gap: 15.7)

SACS outperformed SSSG in Bands 8 & 9 with proportionally less Band 10s (see Figure 10 for gender breakdown). Of SACS Band 9s, 26 scored in the top half of the band. To achieve Band 10 parity with SSSG, 18 of these would need to do better, which represents an average score increase of 18 points (out of a possible 1000).

No student scored at or below minimum national standard; 6% (10 students) scored at minimum standard.

Figure 10: % bands (SCOUT) Year 9 Numeracy



Relationship with SACS data

NAPLAN numeracy results are strongly positively correlated with the averaged set of Year 8 Mathematics Criterion A results, $r(149) = .71, p < 0.001$. Year 9 Mathematics had only one Criterion A result available at time of reporting and delivered a lower correlation coefficient. Additionally, it is thought that the two Stage 5 courses with different assessment and marking acts as a confounding factor.

The PAT Maths 4th Edition Test 7 undertaken in Term 3 of 2020 yielded a slightly higher positive correlation of $r(149) = .77, p < .001$.

Year 7 Growth by Segment

Year 7 was segmented into profile type (IAP, GaT, 2E, None) and student entry point into SACS (JS, Y7) to explore for patterns related to time at SACS across student profile types. Graphs for each NAPLAN domain can be found below with an overall comment on trends. Note that some segments are too small for analysis and are provided in the interests of completeness.

Due to missing Year 5 NAPLAN scores, 14 students are excluded from the segmented data.

Aboriginal students

At time of NAPLAN Year 7 2021 included four students identified as Aboriginal. Trends are impossible to develop given the small sample and thus a case-by-case view of the results is recommended. In general, these students exceeded or were slightly below expected growth. The most variation was in Writing (two students exceeding growth, two students below) with the smallest gains in Reading – on trend with the cohort and SSSG.

Summary of Trends

The IAP group routinely exceed growth expectations with very few individual instances of negative growth since Year 5 NAPLAN. The JS entry segment did not meet growth expectations. Although a broader downwards trend in Reading scores has been noted, exploration of individual scores is warranted given this is a foundational skill.

GaT students exceeded expectations for average growth. Given the NAPLAN scales this is more of a possibility in Year 7 than Year 9, when a ceiling comes into effect. The greatest different between entry groups is in Numeracy scores where the Year 7 entry group have not yet reached parity with JS entry group. Actual growth since Y5 NAPLAN is identical for the segments but was mitigated by the lower base score of the former group.

On average in all domains, students with no profile entering SACS in Year 7 outperformed those from the JS (see *None(Y7)* vs. *None(JS)*). The average difference between the groups was 13 points. In this group with no profiles, Reading was weakest domain. The broader trend in reading has already been noted and a specific recommendation is made regarding this.

Figure 11: Year 7 Segments - Grammar & Punctuation

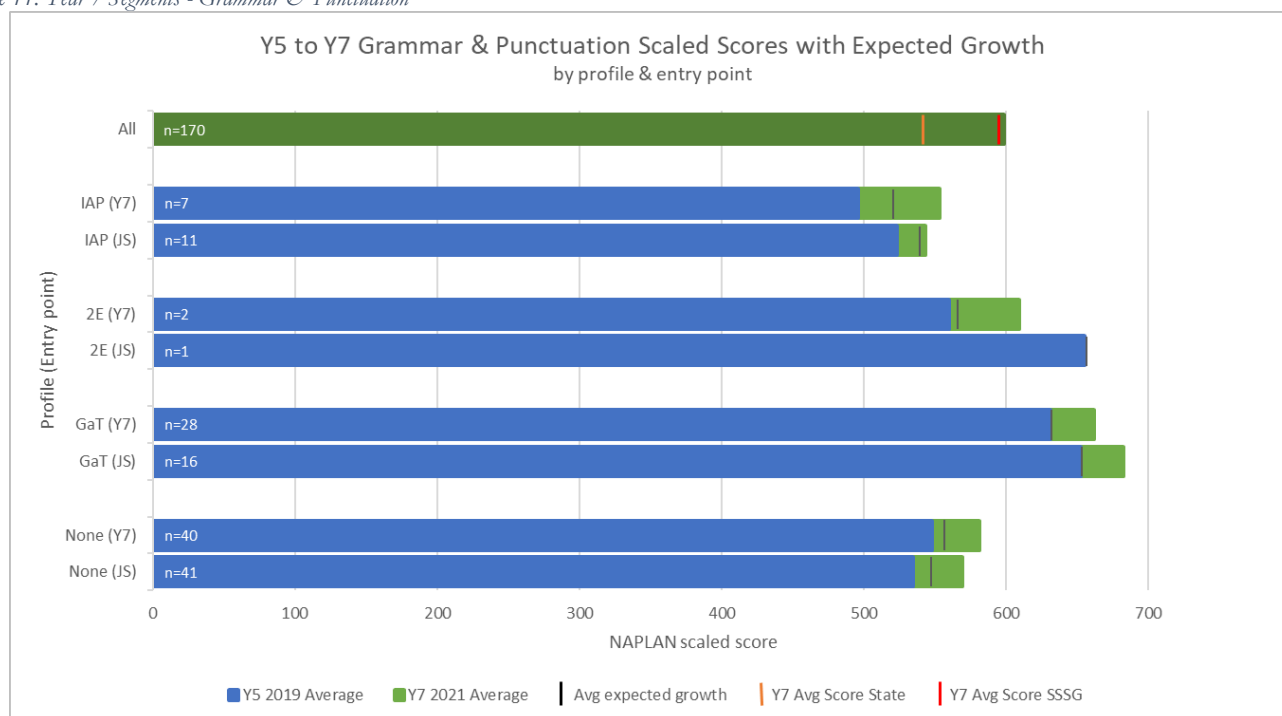


Figure 12: Year 7 Segments - Reading

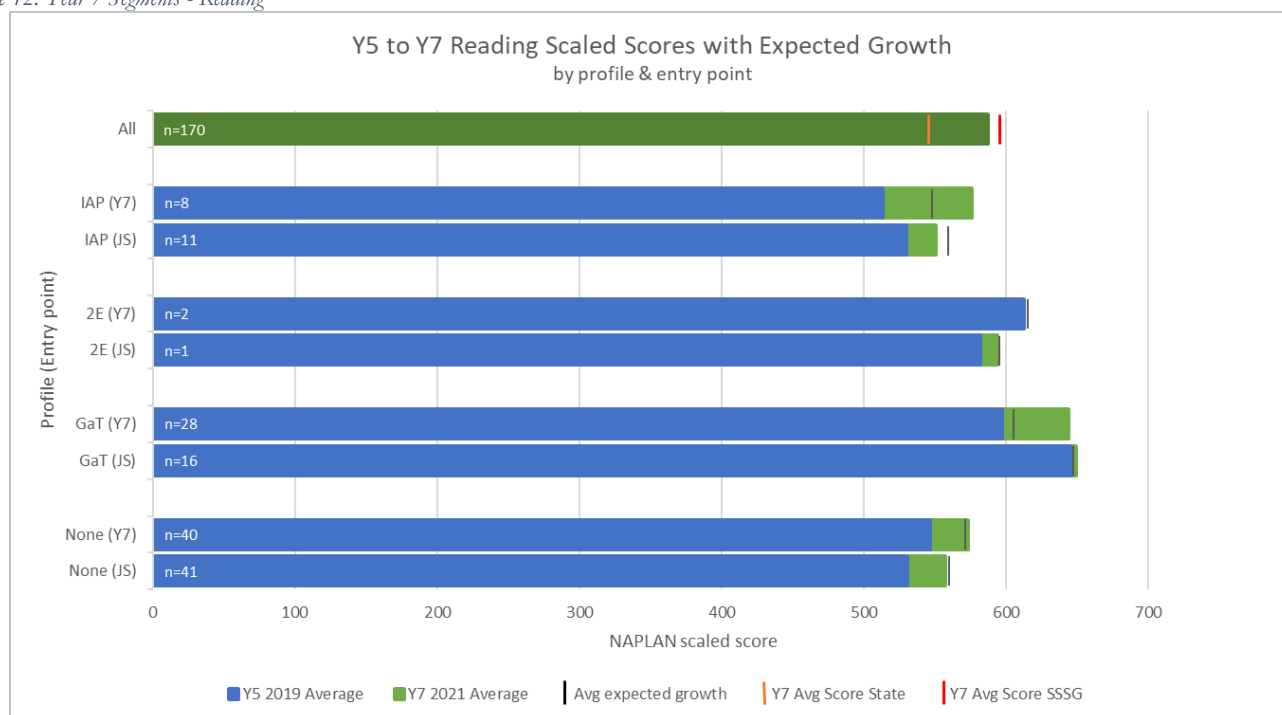


Figure 13: Year 7 Segments - Spelling

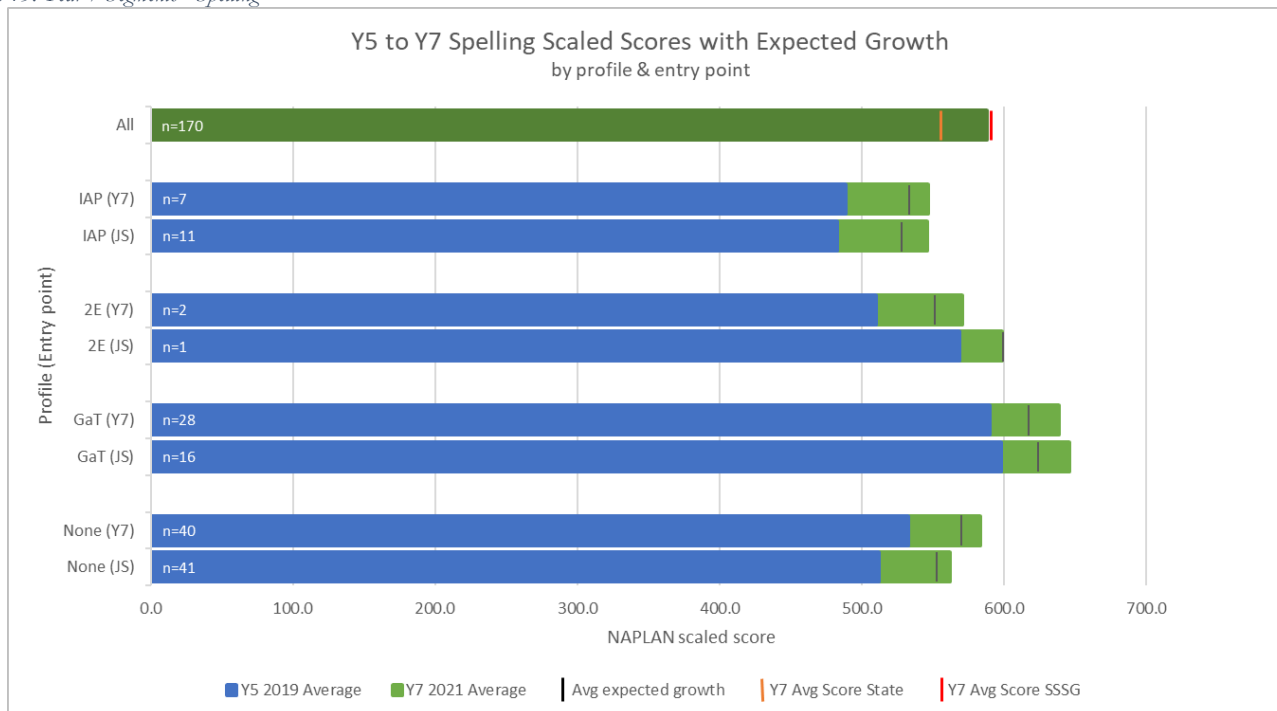


Figure 14: Year 7 Segments - Writing

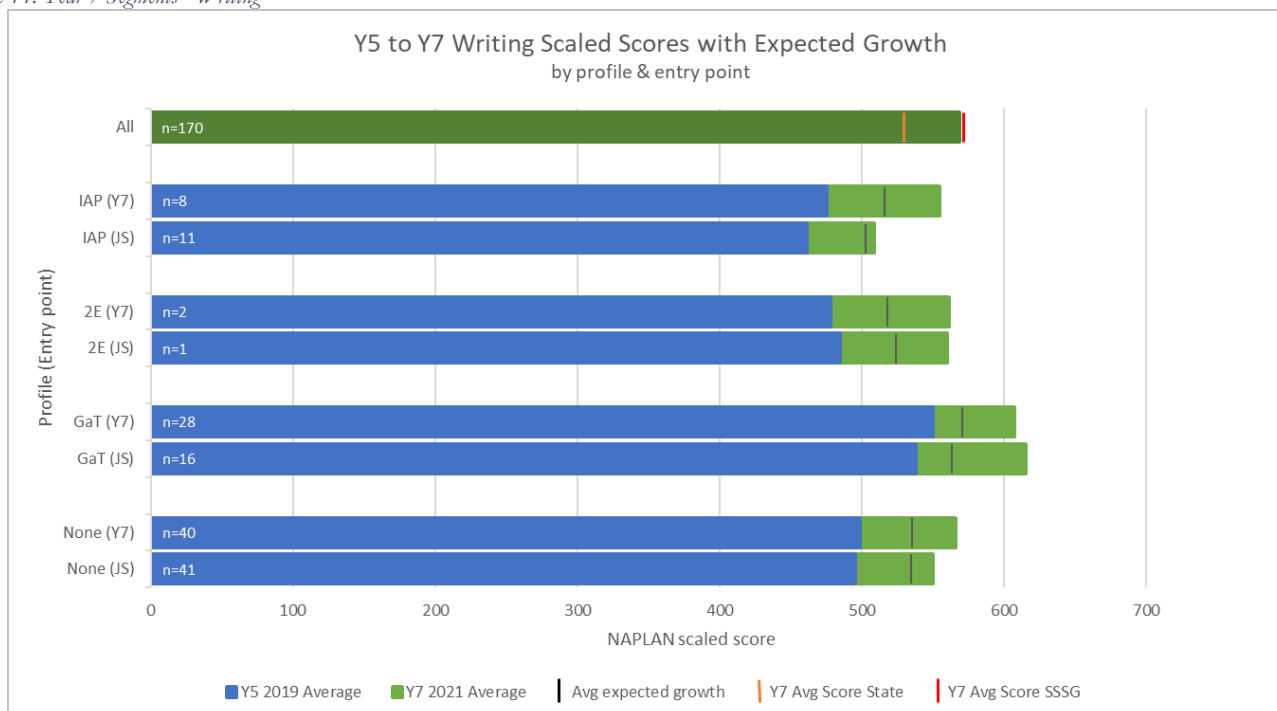
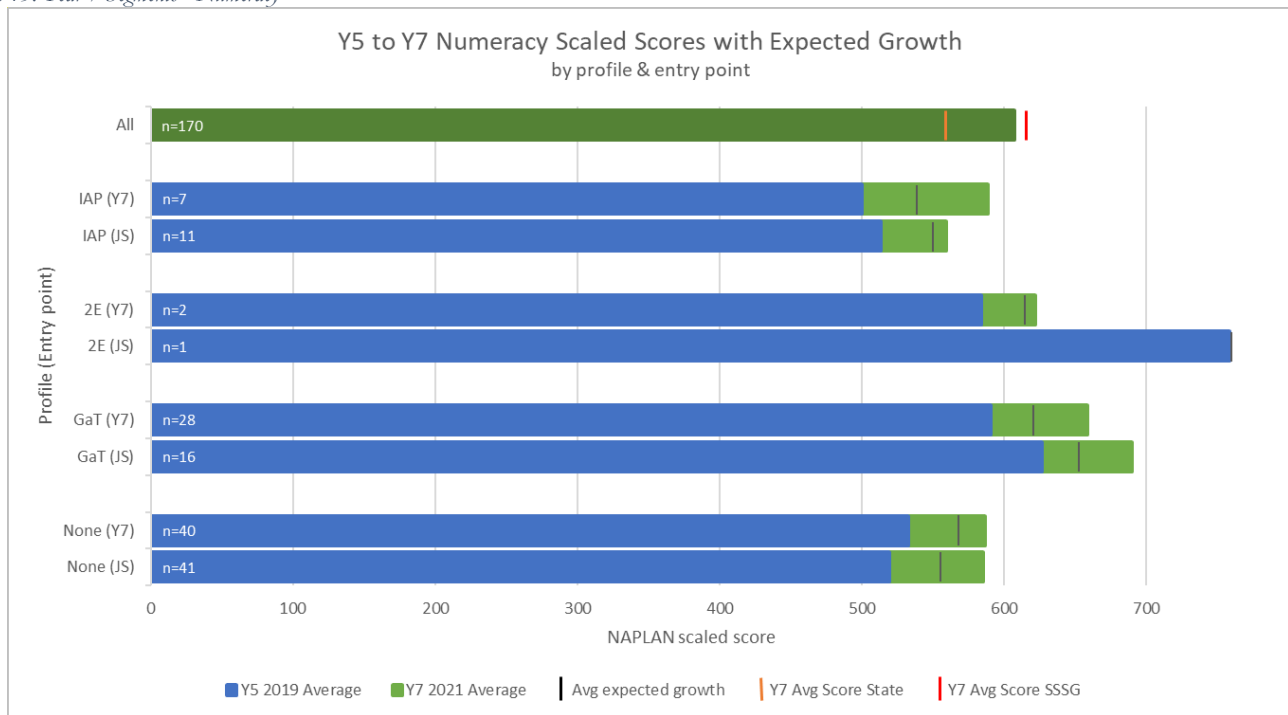


Figure 15: Year 7 Segments - Numeracy



Year 9 Growth by Segment

Year 9 was segmented into profile type (IAP, GaT, 2E, None) and student entry point into SACS (JS, Y7, Y8-9) to explore for patterns related to time at SACS across student profile types. Graphs for each NAPLAN domain can be found below with an overall comment on trends. Note that some segments are too small for analysis and are provided in the interests of completeness.

Due to missing Year 7 NAPLAN scores, 11 students are excluded from the segmented data.

Aboriginal students

At time of NAPLAN Year 9 2021 included two students identified as Aboriginal. Since that time, one has left SACS. Thus, analysis of this sample is best conducted at individual student level. The student still enrolled achieved better than SSSG in all domains, sometimes significantly more so.

Summary of Trends

The same pattern of results can be seen across every domain for students with no profile: within the Year 7 2019 results we see a lower average for students entering from the JS than students who enter SACS in the Middle School. This group - [None(JS)] – do hit expected growth, however, starting from a lower base score do not achieve Y9 scaled score parity with peers who entered later. The average difference between group across all domains is 11 points.

The IAP (Y7 entry) group has not exhibited the same level of growth in Punctuation & Grammar and Numeracy domains as the IAP (JS entry) segment. This small sample (n=7) should be analysed at a student level to establish whether attained growth is in line with actual expectations given the specific learning profiles.

Given the acknowledged weakness of NAPLAN to adequately assess students of high ability caution is advised when interpreting the GaT results. As expected, these students are performing at levels higher than peers. Data from PAT testing is a more useful source for assessing the progress of these students.

Figure 16: Year 9 Segments - Grammar & Punctuation

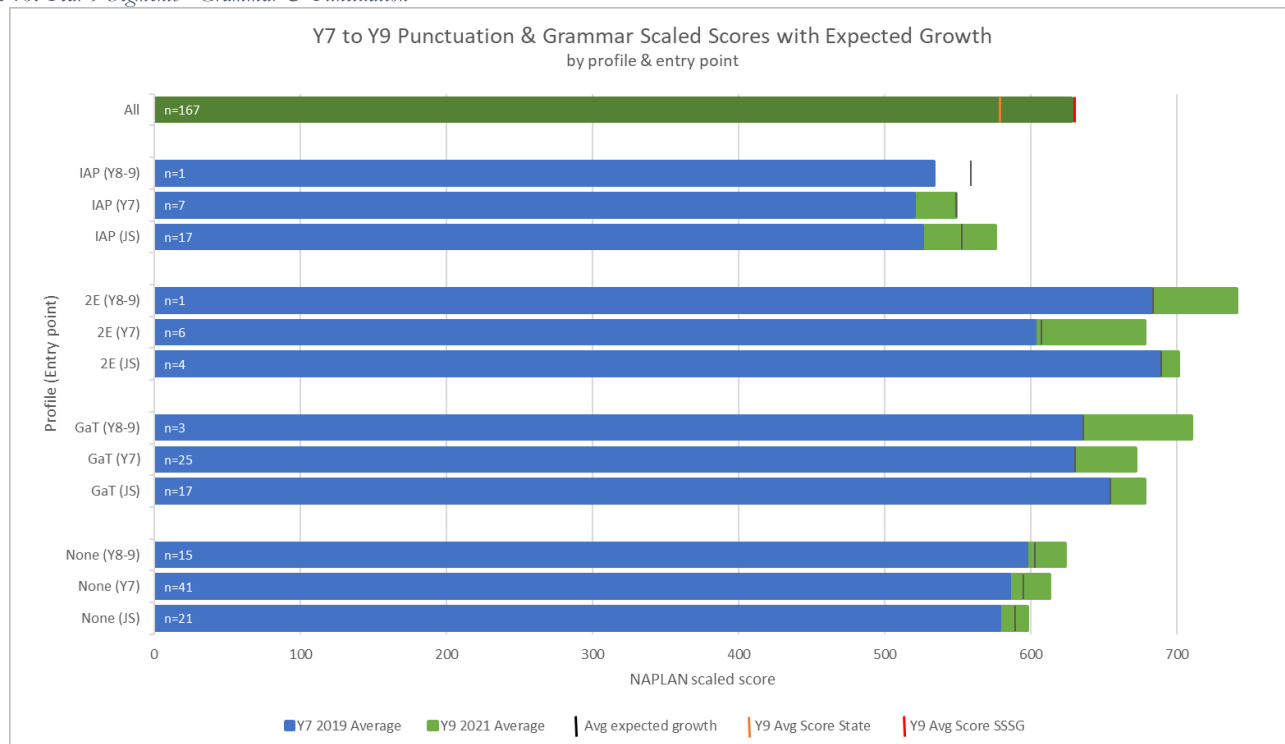


Figure 17: Year 9 Segments - Reading

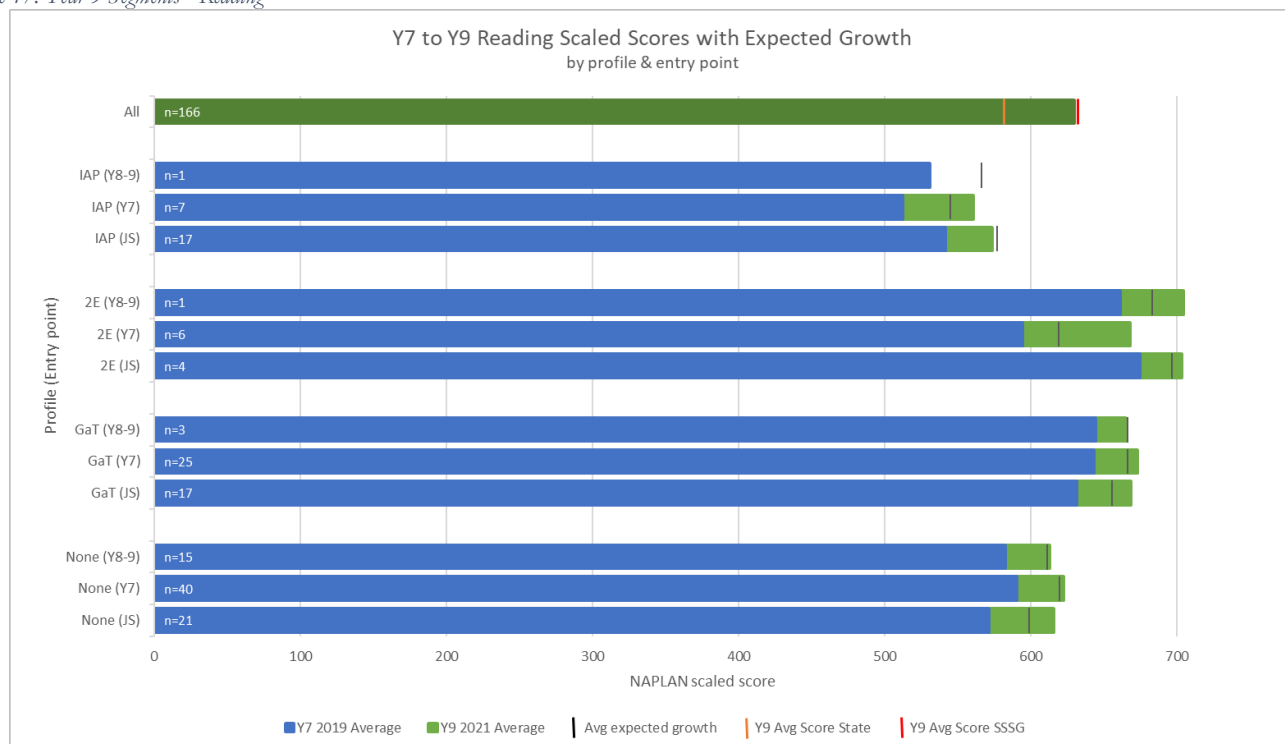


Figure 18: Year 9 Segments - Spelling

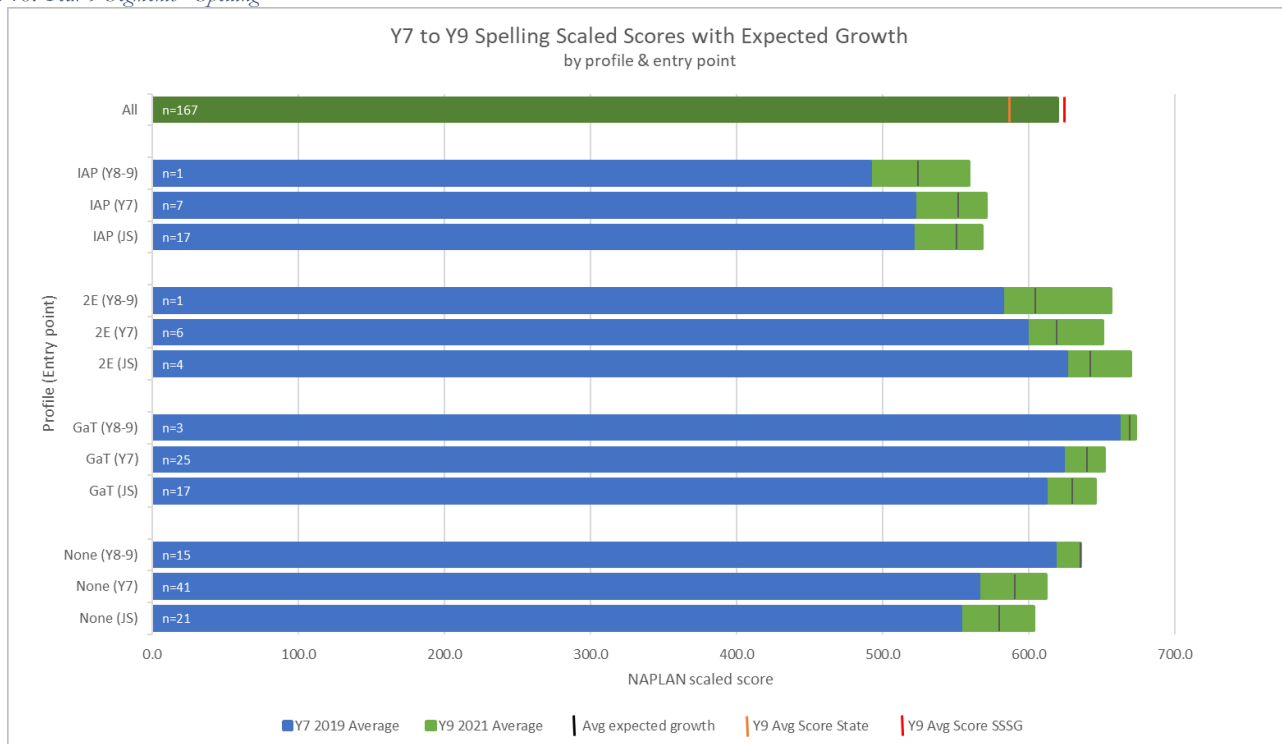


Figure 19: Year 9 Segments - Writing

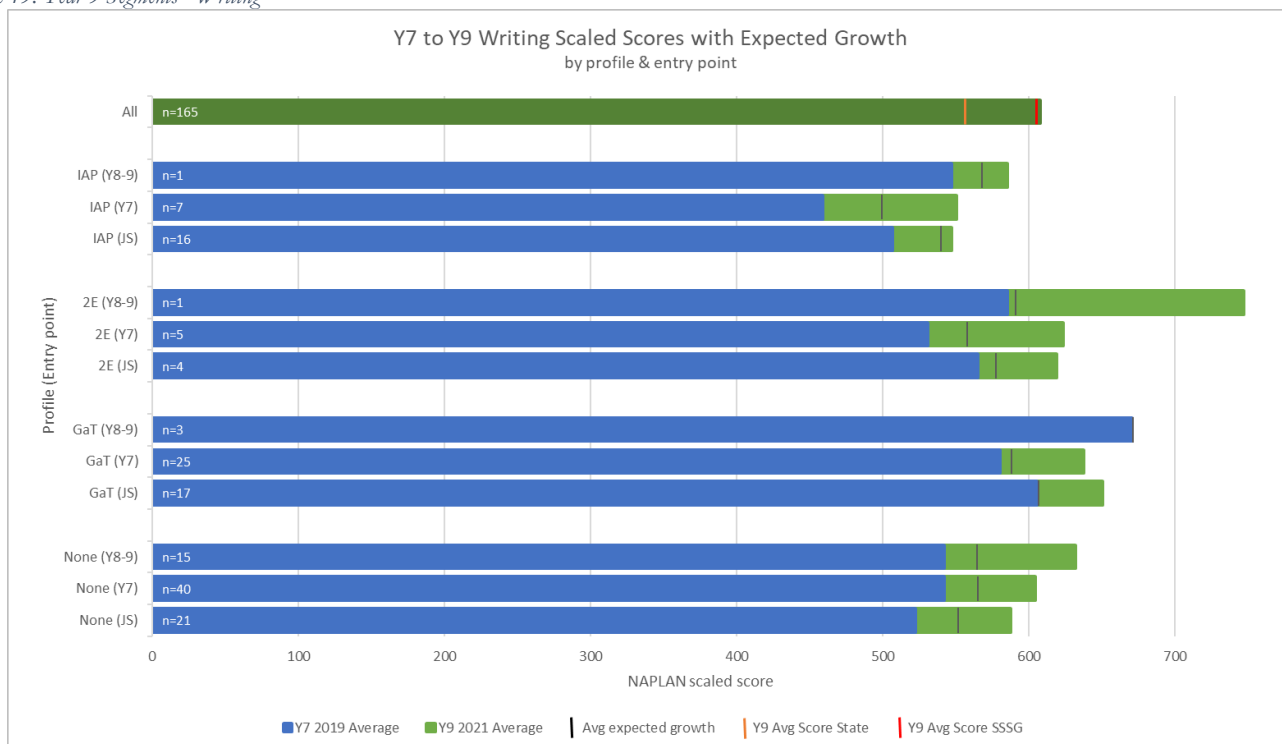
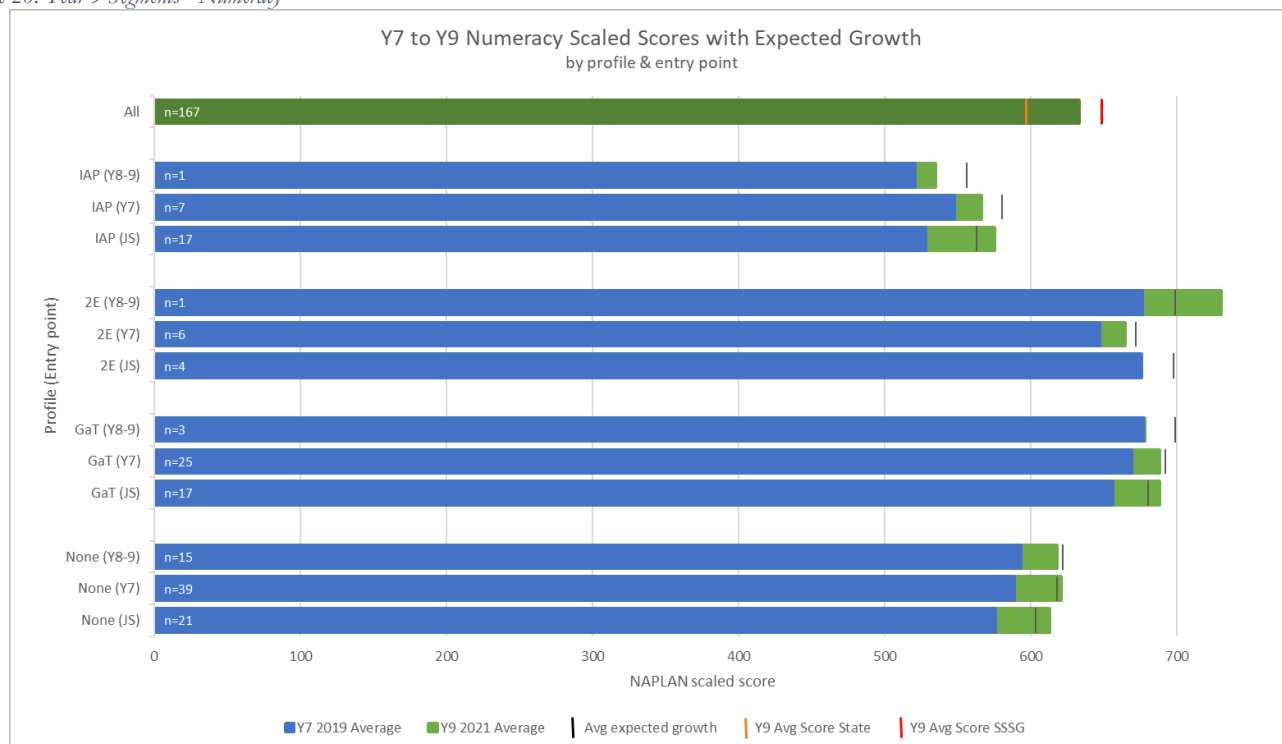


Figure 20: Year 9 Segments - Numeracy



Appendix 1 – School level growth

Figure 21: School level growth (SCOUT) Year 9 Female



Figure 22: School level growth (SCOUT) Year 9 Male



Figure 23: School level growth (SCOUT) Year 7 Female



Figure 24: School level growth (SCOUT) Year 7 Male



Theme 4 – Senior secondary outcomes (student achievement)

The Granting of Records of School Achievement (RoSA)

The Record of School Achievement (RoSA) is an exit credential issued by the NSW Education Standards Authority to students in Years 10, 11 and 12 if they leave school prior to completing the Higher School Certificate. Eligibility depends upon students satisfactorily completing all curriculum requirements of Stage 5 which culminates in Year 10.

During 2021, 173 of our Year 10 cohort were eligible to receive the RoSA. This represents 100% of the Year 10 cohort. In addition to the mandatory subjects, Year 10 students undertook at least three elective subjects. These elective offerings came from the departments of Visual Arts, Design and Technology, HSIE, PDHPE, Music, Languages and English.

Of our Year 11 cohort, 121 students – 100% of the cohort - were eligible to receive the RoSA. These students were engaged in 37 courses. This group of subject offerings included Extension Mathematics, Extension English and the TVET subject of Plumbing. 1 student completed a TVET subject. 100% of these Year 11 students progressed to the 2022 HSC Course.

Higher School Certificate Results 2021

St Andrew's Cathedral School Higher School Certificate results are presented in this section of the annual report.

In 2021, 130 students sat for the Higher School Certificate and engaged in 47 courses. These courses included nine extension courses and three Vocational Education and Training Courses (TVET): Construction, Electrotechnology, and Fitness. 2% of students completed a TVET course. 128 out of 129 students (99%) received the HSC credential. St Andrew's Cathedral School also had 3 students on Pathways and 8 accelerated students. 6 students were accelerated in Studies of Religion I, 1 student in Mathematics Advanced and Mathematics Extension 1 and 1 student in Aboriginal Studies.

72% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 42% of students achieved at least one Band 6 result. In 69% of all 2 unit courses, the cohort achieved results of Band 3 or above. 57% of St Andrew's Cathedral students engaged in Extension courses – English Extension 1, English Extension 2, Mathematics Extension 1, Mathematics Extension 2, History Extension, Music Extension and Science Extension.

It is also pleasing to note that Music 2 had a student rank 4th in the State, Music Extension had a student rank 2nd in the State and that Music 1 had a student rank 4th in the State.

In terms of performance over time, the table below gives an indication of this for each subject. In summary, in 2017, 81% of the cohort earned Band 3-6 results which was above State Average. In 2018, 86% of the cohort earned Band 3-6 results; this again was above the State. In 2019, 80% of the cohort earned Band 3- 6 results which again was above the State. In 2020, 85% of the cohort earned Band 3- 6 results which again was above the State. In 2021, 88% of students earned Band 3-6 results, above State average and the best Band 3-6 results in the five-year period.

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Ancient History	2021	31	School: 27 (87%) State-wide: (78%)	School: 4 (13%) State-wide: (22%)
	2020	21	School: 21 (100%) State-wide: (82%)	School: 0 (0%) State-wide: (16%)
	2019	29	School: 25 (86%) State-wide: (83%)	School: 4 (14%) State-wide: (15%)
	2018	19	School: 18 (95%) State-wide: (84%)	School: 1 (5%) State-wide: (15%)
	2017	31	School: 29 (94%) State-wide: (81%)	School: 2 (6%) State-wide: (18%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Biology	2021	28	School: 28 (100%) State-wide: (91%)	School: 0 (0%) State-wide: (9%)
	2020	16	School: 16 (100%) State-wide: (79%)	School: 0 (0%) State-wide: (21%)
	2019	21	School: 21 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2018	19	School: 19 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2017	19	School: 16 (89%) State-wide: (88%)	School: 2 (11%) State-wide: (12%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Business Studies	2021	27	School: 25 (93%) State-wide: (87%)	School: 2 (7%) State-wide: (13%)
	2020	36	School: 34 (86%) State-wide: (82%)	School: 2 (14%) State-wide: (18%)
	2019	27	School: 25 (93%) State-wide: (74%)	School: 2 (7%) State-wide: (16%)
	2018	35	School: 34 (97%) State-wide: (78%)	School: 4 (3%) State-wide: (12%)
	2017	32	School: 28(87%) State-wide: (87%)	School: 4 (13%) State-wide: (13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Chemistry	2021	17	School: 17 (100%) State-wide: (78%)	School: 0 (0%) State-wide: (12%)
	2020	8	School: 7 (88%) State-wide: (80%)	School: 1 (13%) State-wide: (10%)
	2019	16	School: 16 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2018	13	School: 13 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2017	12	School: 12 (100%) State-wide: (91%)	School: 0 (0%) State-wide: (9%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Chinese Continuers	2021	5	School: 5 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Design and Technology	2021	9	School: 9 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2020	6	School: 6 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	4	School: 4 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2018	4	School: 4 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2017	15	School: 15(100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Drama	2021	22	School: 22 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2020	11	School: 11 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)

	2019	21	School: 21 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2018	24	School: 24 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2017	23	School: 23(100%) State-wide: (98%)	School:0 (0%) State-wide: (2%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Earth and Environmental	2021	12	School: 12 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2020	7	School: 7 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2019	13	School: 13 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2018	9	School: 8 (89%) State-wide: (80%)	School: 1 (11%) State-wide: (10%)
	2017	6	School: 6(100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Economics	2021	18	School: 18 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2020	12	School: 10 (83%) State-wide: (90%)	School: 2 (17%) State-wide: (10%)
	2019	15	School: 14 (93%) State-wide: (93%)	School: 1 (7%) State-wide: (7%)
	2018	9	School: 7 (78%) State-wide: (92%)	School: 2 (22%) State-wide: (8%)
	2017	13	School: 13(100%) State-wide: (93%)	School: 0(0%) State-wide: (7%)
Subject	Year	No. of Students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Engineering Studies	2021	12	School: 12 (100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: Advanced	2021	109	School: 109 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2020	75	School: 75 (100%) State-wide: (99.9%)	School: 0 (0%) State-wide: (.1%)
	2019	94	School: 90 (96%) State-wide: (99%)	School: 4 (4%) State-wide: (1%)
	2018	68	School: 68 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	78	School: 78 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: Standard	2021	21	School: 19 (91%) State-wide: (90%)	School: 2 (9%) State-wide: (10%)
	2020	20	School: 18 (90%) State-wide: (88%)	School: 2 (10%) State-wide: (12%)
	2019	10	School: 8 (80%) State-wide: (88%)	School: 2 (20%) State-wide: (12%)
	2018	29	School: 26 (90%) State-wide: (84%)	School: 3 (10%) State-wide: (14%)
	2017	36	School: 34 (94%) State-wide: (86%)	School: 2 (6%) State-wide: (14%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: EAL/D	2021	0	Course not undertaken	Course not undertaken
	2020	4	School: 4 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2019	3	School: 3 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2018	9	School: 9 (100%) State-wide: (75%)	School: 0 (0%) State-wide: (25%)

	2017	4	School:4 (100%) State-wide: (83%)	School: 0 (0%) State-wide: (17%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
English: Extension 1	2021	44	School: 43 (98%) State-wide: (99%)	School: 1 (2%) State-wide: (1%)
	2020	17	School: 17 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2019	20	School: 20 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2018	20	School: 20 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	24	School: 24(100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
English: Extension 2	2021	15	School: 7 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2020	7	School: 7 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2019	2	School: 2 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2018	4	School: 4 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	13	School: 12(100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
French Continuers	2021	1	School: 1 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2020	3	School: 3 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	5	School: 5 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2018	2	School: 2 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2017	4	School: 4 (100%) State-wide: (97%)	School:0 (0%) State-wide: (3%)

	2016	3	School: 3 (100%) State-wide: (97%)	School: 0(0%) State-wide: (3%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Geography	2021	12	School: 11 (92%) State-wide: (91%)	School: 1 (8%) State-wide: (9%)
	2020	12	School: 9 (75%) State-wide: (87%)	School: 3 (25%) State-wide: (13%)
	2019	11	School: 10 (91%) State-wide: (88%)	School: 1 (9%) State-wide: (12%)
	2018	8	School: 8 (100%) State-wide: (88%)	School: 0 (0%) State-wide: (12%)
	2017	12	School: 12 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
History Extension	2021	22	School: 22 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2020	18	School: 18 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	18	School: 15 (84%) State-wide: (98%)	School: 3 (16%) State-wide: (2%)
	2018	13	School: 12 (92%) State-wide: (99%)	School: 1 (8%) State-wide: (1%)
	2017	12	School: 12 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Japanese Beginners	2021	3	School: 3 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (24%)
	2020	4	School: 4 (100%) State-wide: (93%)	School: 0 (0%) State-wide: (7%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Legal Studies	2021	10	School: 9 (90%) State-wide: (86%)	School: 1 (10%) State-wide: (14%)

	2020	21	School: 21 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2019	14	School: 14 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2018	30	School: 29 (97%) State-wide: (86%)	School: 1 (3%) State-wide: (14%)
	2017	28	School: 27 (96%) State-wide: (92%)	School: 1 (4%) State-wide: (8%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Mathematics Advanced	2021	55	School: 53 (97%) State-wide: (94%)	School: 2 (3%) State-wide: (6%)
	2020	16	School: 16 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	40	School: 37 (92%) State-wide: (93%)	School: 3 (8%) State-wide: (7%)
Mathematics	2018	34	School: 31 (92%) State-wide: (93%)	School: 3 (8%) State-wide: (7%)
	2017	24	School: 24 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (9%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Mathematics Standard Mathematics General	2021	48	School: 31 (96%) State-wide: (88%)	School: 2 (4%) State-wide: (22%)
	2020	56	School: 31 (87.5%) State-wide: (92%)	School: 1 (12.5%) State-wide: (8%)
	2019	32	School: 31 (91%) State-wide: (84%)	School: 1 (9%) State-wide: (16%)
	2018	34	School: 33 (97%) State-wide: (80%)	School: 1 (3%) State-wide: (20%)
	2017	57	School: 55 (97%) State-wide: (75%)	School: 2(3%) State-wide: (25%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
Mathematics Extension 1	2021	22	School: 18 (82%) State-wide: (94%)	School: 4 (18%) State-wide: (6%)

	2020	15	School: 15 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2019	20	School: 19 (95%) State-wide: (96%)	School: 1 (5%) State-wide: (4%)
	2018	11	School: 11 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2017	11	School: 11 (100%) State-wide: (97%)	School: 0(0%) State-wide: (3%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2- 4	Band 1
Maths Extension 2	2021	4	School: 3 (75%) State-wide: (99%)	School: 1 (25%) State-wide: (1%)
	2020	10	School: 10 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	6	School: 6 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2018	4	School: 3 (75%) State-wide: (98%)	School: 1 (25%) State-wide: (2%)
	2017	2	School: 2 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Modern History	2021	50	School: 47 (94%) State-wide: (83%)	School: 3 (6%) State-wide: (17%)
	2020	40	School: 38 (95%) State-wide: (84%)	School: 2 (5%) State-wide: (16%)
	2019	33	School: 30 (91%) State-wide: (87%)	School: 3 (9%) State-wide: (13%)
	2018	31	School: 29 (94%) State-wide: (85%)	School: 2 (6%) State-wide: (15%)
	2017	42	School: 38 (91%) State-wide: (87%)	School: 4(9%) State-wide: (13%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
Music Extension	2021	7	School: 7 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2020	2	School: 2 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)

	2019	10	School: 10 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
	2018	5	School: 4 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
	2017	4	School: 4 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Music 1	2021	11	School: 11 (100%) State-wide: (99.6%)	School: 0(0%) State-wide: (.4%)
	2020	3	School: 3 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2019	6	School: 6 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2018	5	School: 5 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	2017	9	School: 9 (100%) State-wide: (98%)	School:0 (0%) State-wide: (2%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Music 2	2021	8	School: 8 (100%) State-wide: (99.3%)	School: 0(0%) State-wide: (0.7%)
	2020	2	School: 2 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2019	12	School: 12 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2018	7	School: 7 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2017	10	School: 10 (100%) State-wide: (100%)	School:0 (0%) State-wide: (0%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
PDHPE	2021	23	School: 20 (87%) State-wide: (86%)	School: 3 (13%) State-wide: (14%)
	2020	33	School: 30 (91%) State-wide: (85%)	School: 3 (9%) State-wide: (15%)
	2019	21	School: 16 (86%) State-wide: (89%)	School: 5(24%) State-wide: (11%)

	2018	26	School: 24 (92%) State-wide: (82%)	School: 2(8%) State-wide: (14%)
	2017	29	School: 22 (77%) State-wide: (81%)	School:7 (23%) State-wide: (19%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Physics	2021	24	School: 24 (100%) State-wide: (90%)	School: 0(0%) State-wide: (10%)
	2020	13	School: 12 (92%) State-wide: (86%)	School: 1(8%) State-wide: (14%)
	2019	19	School: 17 (90%) State-wide: (86%)	School: 2(10%) State-wide: (14%)
	2018	21	School: 21 (100%) State-wide: (87%)	School: 0(0%) State-wide: (13%)
	2017	16	School: 14 (87.5%) State-wide: (88%)	School:2 (12.5%) State-wide: (12%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Science Extension	2021	3	School: 3 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2020	1	School: 0 (0%) State-wide: (99%)	School: 1 (100%) State-wide: (1%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Society and Culture	2021	14	School: 14 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2020	19	School: 19 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2019	23	School: 22 (96%) State-wide: (94%)	School: 1 (4%) State-wide: (6%)
	2018	5	School: 4 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2017	25	School: 22 (88%) State-wide: (94%)	School:3 (12%) State-wide: (6%)
	2016	30	School: 30(100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Software Design and Development	2021	13	School: 13 (100%) State-wide: (88%)	School: 0(0%) State-wide: (12%)
	2020	5	School: 5 (100%) State-wide: (88%)	School: 0(0%) State-wide: (12%)
	2019	6	School: 6 (100%) State-wide: (87%)	School: 0(0%) State-wide: (13%)
	2018	6	School: 6 (100%) State-wide: (89%)	School: 0(0%) State-wide: (11%)
	2017	3	School: 3 (100%) State-wide: (89%)	School:0 (0%) State-wide: (11%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Studies of Religion 1	2021	6	School: 6 (100%) State-wide: (92%)	School: 0(0%) State-wide: (8%)
	2020	12	School: 12 (100%) State-wide: (94%)	School: 0(0%) State-wide: (6%)
	2019	2	School: 2 (100%) State-wide: (96%)	School: 0(0%) State-wide: (4%)
	2018	13	School: 13 (100%) State-wide: (94%)	School: 0(0%) State-wide: (6%)
	2017	2	School: 2 (100%) State-wide: (99.5%)	School:0 (0%) State-wide: (.5%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Studies of Religion II	2021	9	School: 9 (100%) State-wide: (91%)	School: 0 (0%) State-wide: (9%)
	2020	12	School: 12 (100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
	2019	9	School: 8 (89%) State-wide: (94%)	School: 1 (11%) State-wide: (6%)
	2018	13	School: 13 (100%) State-wide: (91%)	School: 0(0%) State-wide: (9%)
	2017	10	School: 8 (80%) State-wide: (93%)	School:2 (20%) State-wide: (7%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Textiles and Design	2021	5	School: 5 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Visual Arts	2021	14	School: 14 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2020	14	School: 14 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2019	18	School: 18 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2018	18	School: 18 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	2017	28	School: 27 (96%) State-wide: (99%)	School:1 (4%) State-wide: (1%)

Higher School Certificate & International Baccalaureate

St Andrew's Cathedral School Higher School Certificate results are presented in this section of the annual report.

In 2020, 101 students sat for the Higher School Certificate and engaged in 44 courses. These courses included nine extension courses and three Vocational Education and Training Courses (TVET): Automotive Studies, Electrotechnology, and Hospitality 4% of students completed a TVET course. 99 out of 101 (98%) received the HSC credential. St Andrew's Cathedral School also has 2 Pathways students and 14 accelerated students. 12 students were accelerated in Studies of Religion 1, 1 student in Mathematics Advanced and Mathematics Extension 1 and 1 student was a double accelerant completing their HSC at the age of 15.

73% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 42% of students achieved at least one Band 6 result. In 63% of all 2 unit courses, the cohort achieved results of Band 3 or above. 50% of St Andrew's Cathedral students engaged in Extension courses – English Extension 1, English Extension 2, Mathematics Extension 1, Mathematics Extension 2, History Extension, Music Extension and Science Extension.

It is also pleasing to note that Design and Technology had a student rank 6th in the State and that in Design and Technology and Music 2 and Music Extension 100% of students scored a Band 6.

In terms of performance over time the table below gives an indication of this for each subject. In summary, in 2016, 86% of the cohort earned Band 3-6 results. This was higher than the State. This was also the case in 2017, where 81% of the cohort earned Band 3-6 results, whilst for the State achievement for this level was lower. In 2018, 86% of the cohort earned Band 3-6 results; this again was above the State. In 2019, 80% of the cohort earned Band 3- 6 results which again was above the State. In 2020, 85% of the cohort earned Band 3- 6 results which again was above the State.

Higher School Certificate Band analysis

International Baccalaureate Grade Analysis

St Andrew's Cathedral School International Baccalaureate results are presented in this section of the annual report. In 2021, 44 students sat for the International Baccalaureate across 37 courses (separating Higher and Standard levels). Of the 37 courses undertaken by SACS students in 2021, 32 (86%) achieved average grades higher than November session world means (up from 78% of courses in 2020). 100% of students were awarded the Diploma, including two students who scored a perfect 45.

Some courses performed exceptionally well with averages more than one grade higher than the world mean:

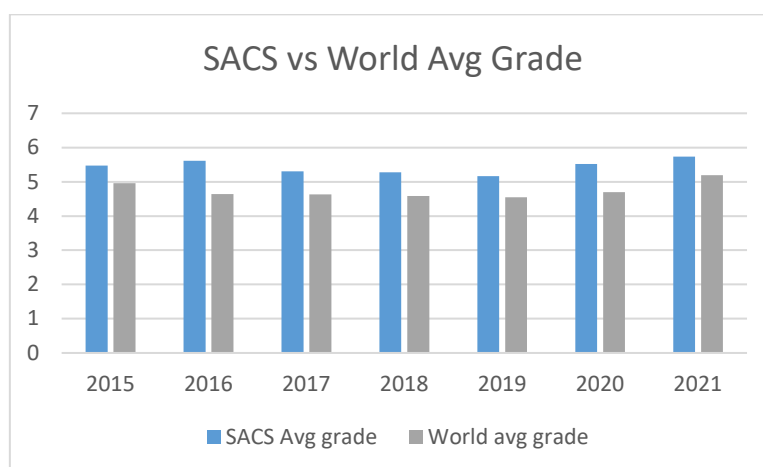
Course	# students (when >1)	Difference from world grade average
Environmental Systems and Societies	15	+1.79
Japanese ab initio SL	3	+1.08
Physics SL	7	+1.11
Psychology SL	2	+1.58
Theatre HL	5	+1.17
Visual Arts HL	6	+1.18

In Theory of Knowledge and Extended Essay the proportion of higher grades was greater at St Andrew's compared to world.

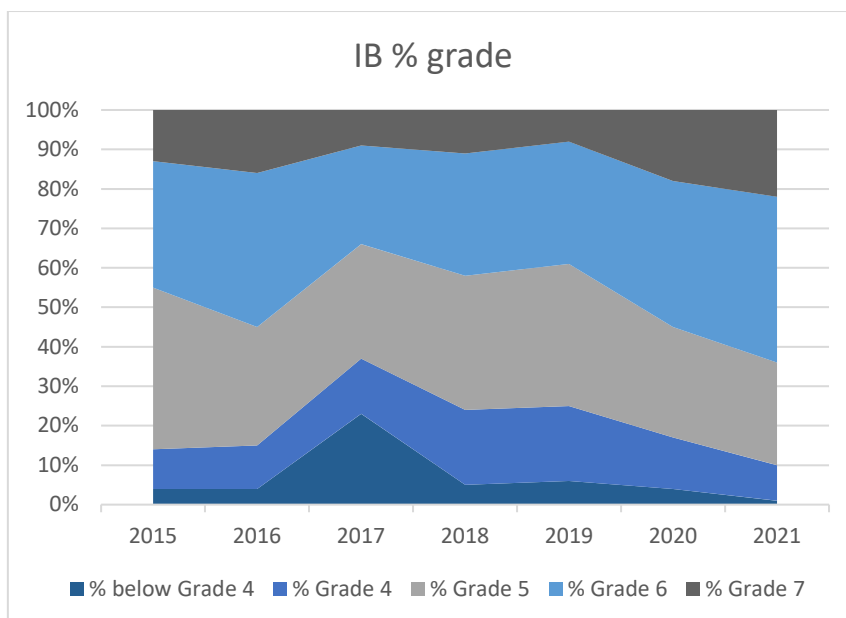
TOK	A	B	C	D	E	N
SACS	31.8%	43.2%	25.0%	0.0%	0.0%	0.0%
World	7.4%	32.8%	43.6%	13.9%	0.6%	1.6%

EE	A	B	C	D	E	N
SACS	29.5%	36.4%	29.5%	4.5%	0.0%	0.0%
World	18.5%	32.9%	37.4%	9.6%	0.3%	1.4%

St Andrew's average points continue to improve (2021 = 5.73; 2020 = 5.52; 2019 = 5.16), although this is broadly in line with world average increases.



A trend of increasing proportion of the higher bands continued in 2021 with 64% of bands being 6 or 7 (up from 55% in 2020).



Theme 5 – Teacher professional learning, accreditation and qualifications

Professional Learning

Name of Professional Learning Event	Number of SACS Staff in attendance
CONFERENCES	
Staff attended many state and annual conferences. These are both content based and well as helping to develop best practice in our craft	
2021 Biennial World Council G&T Conference	1
2E at William and Mary: Twice Exceptional Online Conference	1
AARE Conference	1
AHISA Director of Learning Conference	1
AHISA Director of Studies Conference	1
AIS Wellbeing Conference 2021	1
AISNSW Wingara Education Conference	1
Archbishop's Day Conference	6
Australian Society for Music Education XXIII National Conference	1
Cru Teachers' Conference	5
Drama NSW Conference 2021	1
ELC Economics Conference	2
Focus on Stage 6 Science Conference	1
Geography Teachers' Association NSW Annual Conference	1
HICES National Conference 2021	3
Ignite the Spark Conference	4
Japanese Language Teachers' Conference	1
Legal Studies Association (LSA) Conference	1
Peripheral Visions Vadea 2021 Conference	2
Pycon AU (Python Conference)	1
Pymble Research Conference	1
QAGTC State Conference	1
The Inquiry Educator's Summit	1
The Laureate and the Literacy Leader: Professional Learning Summit	1

Name of Professional Learning Event	Number of SACS Staff in attendance
INTERNATIONAL BACCALAUREATE	
St Andrew's Cathedral School offers the International Baccalaureate at both the Diploma level and within the Middle Years Program. The IBO offers many workshops and conferences. These are what was attended by staff in 2021.	
IB Approaches to Learning (Cat 3)	1
IB Asia Pacific Conference and Cultivating Learning Focused IB World Schools	1
IB Consultant Visit – Hunter Valley Grammar School	1
IB Consultant Visit – Online	1
IB Design: Implementing the MYP Curriculum	2
IBDP Business Management (Cat 1) Workshop	1
IBDP Coordinators Meeting NSW/ACT	2
IBDP Physics (Cat 1)	1
IB GP (Cat 2)	1
IB Language AB Initio (Generic)	1
IB Language B (Generic) (Cat 1)	1
IB Language B (Generic) (Cat 2)	1
IB Language Acquisition: Delivering the MYP Curriculum (Cat 2)	2
IB Language and Literature (Cat 2)	2
IB Leading the Learning (Cat 1)	2
IB Mathematics: Analysis and Approaches (Cat 2)	1
IB Mathematics: Delivering the Curriculum	1
IB Mathematics MYP NSW/ACT Network Meeting	2
IB MYP (Cat 2) Workshop	1
IB MYP e-Assessment Authoring	1
IB MYP Individual and Society (Cat 2) Workshop	2
IB MYP Language Acquisition: Delivering the MYP Curriculum	2
IB MYP NSW ACT Coordinators Meeting	2
IB MYP Personal Project Workshop	1
IB MYP Virtual School Visit Glendowie School	1
IB Network Day	7
IB Virtual Conference, Asia Pacific 2021	4
PROFESSIONAL LEARNING OFFERED BY OUTSIDE PROVIDERS	
2021 ETSB Review of Evidence (AIS)	1
7 Stages of Grieving	3
ACARA Review (UNSW)	1
Accidental Counsellor Training	1
ACT for Perfectionism, People Pleasing and other forms of Rigid Rule Following	3
ACT for Worrying, Ruminating and Obsessing	2
ACU Careers Counsellors Info Day	1
AIS Assessor PD and Accreditation Panel	1
AIS PD Experienced Teacher	1
AIS Supervisor Feedback	1
AIS NSW Science Heads of Department Day	1
Anaphylaxis e-learning	1
Authentic Assessment for the MS Theatre Teacher	1
Becoming Accredited at Experienced Teacher	2
Beginning Science Teachers Course	1
Best Practice eSafety Education – Whole School Approach	1
Child Protection Awareness Induction Training	2

Name of Professional Learning Event	Number of SACS Staff in attendance
Child Protection Update	4
Cognitive Behaviour Therapy for Generalised Anxiety Disorder	2
Cognitive Behaviour Therapy for Social Anxiety Disorder in Adults and Adolescents	1
Consent and the Law AIS Webinar	1
Context, Culture and Collaboration – Creating a Community	6
Creating your Experienced Teacher Digital Portfolio Standards-Based Pathway	1
D2 Timetable Development	1
D3 Timetable Construction	1
Dealing with Sexual Assault between Students and Navigating Consent	2
Developing a Recovering at Work Plan (SIRA) 2021	1
Developing a Growth Learning Data Mindset	4
Developing Quality Stage 6 Assessments	18
Edval Line Construction Work	1
Evidence into Action Workshop (Corwin)	38
Experienced Teacher Assessor	1
Experimental Methods to Introduce the Cognitive Model and Coach Cognitive Therapy	2
First Aid ALG	1
Flourish from the Middle (ACEL)	13
Focus on Mathematics Extension 1 and 2	1
GATSTA T2 PL	1
Gifted Awareness Forum for Educators Theme – Thriving as Gifted	1
Growth Coaching Refresher	11
Highly Accomplished/Lead Teacher Accreditation: Q&A Panel	3
How to Use this Portal SIRA 2021	1
How to Work with a Client with Perfectionism	2
HSC, ATAR and Scaling for Science Teachers	1
HSC Examining and Marking	3
HSC Marking	4
HSC Marking Biology	2
HSC Marking Chemistry Senior Marker	1
HSC Marking Day Briefing	1
HSC Marking Japanese Extension Written	1
HSC Marking SM Pilot Marking	1
HSC Marking SOR	1
HSC Marking Society and Culture	1
HSC Marking Spanish Beginners	2
HSC Marking Spanish Continuers	1
HSC Marking Standard English	1
HSC Marking Visual Arts Writing	2
HSC Writing with VADEA	1
Identifying and Responding to Children and Young People at Risk	462
Individual Supervision	6
Introducing Aboriginal Language Programs into your School	1
Introduction to Leadership Coaching	2
ISTAA Experienced Teacher Assessor Panel	4
Judge Marker – Society and Culture	1
Language SoM Briefing	1
Macquarie University Careers Counsellors Information Seminar	1

Name of Professional Learning Event	Number of SACS Staff in attendance
Maintaining your Timetable File	1
MasterCam CNC Industry Software Training	2
Mastering Paper 2 – English Teachers' Association NSW	1
Meet the Markers	2
Meeting for HoDs Science in Sydney Independent Schools	1
Mental Health First Aid – MHFA Instructors Course	1
Management of Asthma Risks and Emergencies	1
Mindframes for Leaders	3
Mini Certificate in Gifted Education	6
Mini Certificate in Gifted Education (Advanced)	1
Mini Certificate in Gifted Education (Twice Exceptional)	1
Music Kodaly with Andrew Pennay	4
MusicEDU Training	6
Nationally Consistent Collection of Data: Application and Evidence	1
NCCD Term 1 Networking Meeting: Implementation and Support	1
NESA SoM Duties	1
NESA Committee Meetings	1
NESA Maths Syllabus Writing Team	1
NESA Music Exam Committee	1
NESA SoM Briefing Day	1
NESA SoM Review Days: Proofing the French Exams for the HSC	1
NSW Reportable Conduct and Allegations Against Employees	2
NSW Workers Compensation System (SIRA) 2021	1
Power Up Your PowerPoint	1
Professional Learning Summit – Digital Design and Delivery	1
Professional Psychological Supervision	2
Professional Support for Experienced Teachers – Standards (2022 Applicants)	1
Provide First Aid	34
Provide CPR	45
RBA Teacher Immersion Day	1
Reading Matters: Diverse Voices and Stories that Shape our World	1
Recover at Work Communication (SIRA) 2021	1
Recover at Work Planning (SIRA) 2021	1
Resus, Basic Water Rescues	1
Return to Work Program (SIRA) 2021	1
Separating Difference from Disability with ELLs	1
Stage 6 History Teachers Day	1
Statistics: The What and How (Advanced and Extension 1)	1
Surviving and Thriving in the New Normal	1
Tailoring a Return to Work Program (SIRA) 2021	1
Teachers Guild of NSW Gifted Awareness Forum for Teachers	1
Teaching Civic Online Reasoning	1
Teaching Mathematics from a Christian Perspective	2
Technology Mandatory – Engineered Systems	1
The Impact of Early Childhood Trauma	1
The Science of Language and Reading is for Everyone	11
The Writing Revolution	2
Timetable Essentials	1

Name of Professional Learning Event	Number of SACS Staff in attendance
TOK TeachMeet	2
Transgender/Gender Fluidity Webinar	5
Understanding Autism Spectrum Disorder	4
Understanding the Claims Process (SIRA) 2021	1
Understanding the Role of the Insurer (SIRA) 2021	1
Unmasking Music Education	1
Unpacking the Criteria for Assessment The Solo Performance	1
U Syd Careers Counsellors Day	1
UTS Careers Counsellors Info Day	1
Webinar Working Scientifically STAGE 4	1
What Employers Need to Know (SIRA) 2021	1
When Things Don't Go to Plan (SIRA) 2021	1
Worker Entitlements - Other Entitlements (SIRA) 2021	1
Worker Entitlements - Weekly Payments (SIRA) 2021	1
Working with the Support Team (SIRA) 2021	1
WSU Careers Counsellors Information Day	1
IN HOUSE PROFESSIONAL LEARNING	
These are professional learning opportunities offered by SACS as a provider	
Book Club – The Innovator's Mindset	13
Book Club – Thinking like a Lawyer	15
Book Club – Dare to Lead	14
Book Club – Deep Learning	8
Book Club – Flip the System Australia	11
Draft Personal Project Marking	9
Innovation and Enterprise Planning Day	10
Research Discussion and Writing from Online Learning	2
Video Enhanced Observation – Practical Training	4
OTHER PROFESSIONAL GROWTH EVENTS & OPPORTUNITIES	
Briefings – AIS, NESA	
HSC Marking & SOM Training	
Inhouse Programming & Planning Days	
Subject specific and Association Networking Days	
Professional Supervision (School Counsellors)	
Inhouse Professional Coaching	
Personal Project for MYP Moderation	
TeachMeets – Networking and Sharing ideas with all teachers from K-12 and from all schools	
Own Choice – Teachers offer to facilitate a variety of Face to Face or Online Modules to teaching staff	
In-house Pastoral Care Briefing Meetings	
In-house Book Clubs	
Research Conversations Conferences	

Teacher Accreditation and Qualification

Accreditation Statistics (includes casual teaching staff) as of 31 December 2021

Conditional:	2
Provisional:	197
Proficient:	4
Highly Accomplished / Lead:	0

Qualifications of teachers as at 31 December 2021

The teachers at St Andrew's Cathedral School are required to specialise in an area such as Science/Humanities/Mathematics and also complete an education component (for classroom management and operations). They are all Category 1 teachers in terms of qualifications; that is teachers having education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

Accreditation Statistics as of

Graduate Diploma of Education:	5
Bachelor Degree:	96
Masters Degree:	70
Doctorates:	6

Theme 6 – Workforce composition

From the Census in 2021 the St Andrew's Cathedral School employed:

Teaching Staff – full-time:	111
Teaching Staff – part-time:	56 (38.8 FTE)
Support & Operational Staff – full-time:	42
Support & Operational Staff – part-time:	74 (39.3 FTE)

Theme 7 – Student attendance, retention rates and post-school destinations in secondary schools

Student Attendance

Student attendance in each Year is shown. The School's policy requires attendance being recorded for each lesson each day and anomalies dealt with forthwith.

Attendance Rate

Year 0	98.14%	Year 7	96.03%
Year 1	98.67%	Year 8	96.03%
Year 2	98.39%	Year 9	95.38%
Year 3	97.75%	Year 10	95.22%
Year 4	98.26%	Year 11	95.24%
Year 5	98.47%	Year 12	95.85%
Year 6	97.94%		

The overall attendance of students for St Andrew's Cathedral School in 2021 was 96.29%

For St Andrews Cathedral School, the percentage of students who completed Year 10 and remained at the School to complete the Higher School Certificate was 71.3%

Student Non-attendance – Junior School

The Junior School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School.

The class teachers take the class roll promptly at the start of the school day. All absences are recorded using Edumate. They are then reported to reception and cross-checked against the absentee notifications that have been provided to the school that day.

Parents are responsible for ensuring that they notify the School to explain the absence of their child on any particular school day. Notification may be provided via email or by telephoning the School and should be made before the start of the school day.

Concerning patterns of student attendance may result in parent teacher conferences and development of management plans to improve attendance. Other actions from the school may also apply.

When a student has been absent for ten days in one term a letter is sent to the parents. This letter is to bring to their attention to the School's concern for the cumulative absences of their child and to inform them of the need to improve the attendance.

Excessive absences for social or emotional reasons may require a referral to the School Psychologist for ongoing support strategies. Students in Gawura may also require consultation with the School's Aboriginal Education Mentor to assist with protocols of communication which acknowledge cultural safety for the parties involved.

Below you will see sample letter for both Partial-Absence and Absence

Dear Mr/ Mrs _____ ,

Please note that your child _____ has a total of ___ absences to school this term and ___ late arrivals. Her/ His teacher and I are concerned about the effects of this absenteeism on his/ her educational progress. The New South Wales Compulsory School Attendance Legislation requires that children attend school every day and on time, unless an absence is necessary due to a sudden and unmanaged illness or some other unusual circumstance.

Many absences mean your child is constantly missing critical learning.

Ten days of partial absence in one term is generally considered excessive unless a chronic illness is involved. In such cases a letter from a GP is required to verify an underlying chronic medical condition. Otherwise, protracted absences may lead to a notification to the Department of Family and Community Services. I am obliged to advise you of these requirements to emphasize the importance of regular and punctual school attendance.

We are asking for your cooperation in making sure your child's school attendance and punctuality improves. If you would like to discuss the matter with me or their teacher, please call the school.

Yours sincerely,

Student Non-attendance – Secondary School

The Secondary School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School.

Secondary school roll calls are conducted every period. All absences are recorded using Edumate. They are then reported to reception and cross-checked against the absentee notifications that have been provided to the school that day.

Parents are responsible for ensuring that they notify the School to explain the absence of their child on any particular school day. Notification may be provided via email or by telephoning the School and should be made before the start of the school day.

Parents of students whose attendance falls below 90% are contacted and if attendance continues to fall below 85% an attendance improvement plan may be developed.

Post-School Destinations

The destination surveys of these graduates indicate that nearly 93 per cent have been admitted to their first choice course. This is far in excess of anything we've previously seen. Additionally, most of those who did not achieve their first choice have been admitted to their second choice at the same or another university, wherein the second choice was often very similar to the first and may, in time, through adjustment within the university, articulate into

their first choice. These were spread mostly across Sydney's major metropolitan universities and included a very diverse range of cognate disciplines.

University offers in 2021

The majority of our 2021 Year 12 cohort were accepted into their preferred courses of study and their preferred universities. The breadth of career choices and university destinations reflects the diverse student population we have at St Andrew's Cathedral School.

Post-school destinations for our 2021 HSC and IBDP cohort were:

- 158 students received 307 offers to Australian higher education programs
- 4 international students are studying in their home countries
- 307 tertiary course offer were made to students by Australian higher education providers at 22 universities and four colleges and one New Zealand University
- 193 first preference courses were offered, equating to 63% of students receiving their first preference
- 83 students (54%) received more than one higher education course offer
- 10 students enrolled in vocational education courses
- 1 student completed the Pathways Program
- 1 student accepted an offer to study at Scotland's Edinburgh University
- 1 student accepted an offer to study in the USA at Duke University
- 1 student accepted an offer to study in The Netherlands
- 1 student accepted an offer to study at Waikato University in New Zealand

Faculty Area and number of offers made:

Arts / Humanities:	64 students
Business / Commerce	73 students
Design / Visual Arts	18 students
Education	1 student
Engineering	21 students
Health and Medical Science	40 students
Information Technology	30 students
International Studies	7 students
Law	15 students
Media and Communications	28 students
Music and Performance	8 students
Social Sciences	17 students
Sciences	55 students

University Destinations (Based on offers made to SACS students at February 2022)

Macquarie University:	57 students
University Technology Sydney:	53 students
University New South Wales:	45 students
University of Sydney:	39 students
Australian National University	25 students
University of Wollongong	25 students
Western Sydney University:	3 students
Australian Catholic University:	7 students
University of Notre Dame	5 students
University of Canberra	5 students
University of Newcastle	4 students
National Art School	4 students
Other Universities	20 students

Theme 8 – Enrolment Policy

This policy was not reviewed in 2021. It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

St Andrew's Cathedral School is a comprehensive K - 12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. The objective of this policy is to maintain a consistent strategy for enrolment that ensures that all students have equal opportunity to a place at St Andrew's Cathedral School while endeavouring to maintain the academic, musical and cultural standards of the School.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course to take in the circumstances. The main entry points into the School are Kindergarten, Year 3, Year 5, Year 7 and Year 10.

Places may be offered at all other levels if vacancies exist. Due to the increasing demand for places, parents are advised to send application forms in as early as possible.

Relevant Legislation is the Disability Discrimination Act, Gender Discrimination Act, Race Discrimination Act, Anti-discrimination Act. These acts make it unlawful to discriminate against a person on the grounds of their disability, gender, pregnancy, potential pregnancy, or race by refusing to enroll them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Purpose	To set out the policy for enrolment of students into St Andrew's Cathedral School.
Overview	The policy sets out the process followed by the school in accepting a student for enrolment.
Scope	Council, Executive, School Staff and Parents.

Policy

1. Introduction.

St Andrew's Cathedral School is a leading K – 12 Coeducational school providing an education underpinned by the Christian faith and operates within the policies of the NSW Education Standards Authority (NESA).

For Years 11 and 12, the school offers students the choice of the Higher School Certificate (HSC) curriculum of NESA or the International Baccalaureate Diploma.

The St Andrew's Cathedral Gawura School aims to give Indigenous students an equal opportunity to participate in the full life of the School and to "close the gap". The Gawura School has a separate enrolment policy.

Intake years are normally Kindergarten, Year 3, Year 5, Year 7 and Year 11. Vacancies occasionally arise in years outside of the normal intake, however the School offers no guarantee of availability in non-intake years.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course of action to take in the circumstances.

2. Key Definitions

Throughout this policy, unless the context requires otherwise:

- a) 'parents' include legal guardians who have applied to enrol a student or have a student placed on the waiting list and, where the student has only one parent, means that parent.
- b) 'disability', in relation to a student, is that as defined by the Disability Discrimination Act (Commonwealth) 1992.

3. Compliance

The policy will provide guidance to all staff involved in the School's enrolment process to ensure their practice leads to compliance with all relevant School policies and government legislation.

4. Policy Assessment

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback from random parents on a periodic basis and from any unsolicited feedback from parents.

5. The Policy

The School has two types of enrolments:

- a) As a local student
- b) As an overseas student

The School provides a range of resources for students with special needs. The provision of these resources takes into account the capacity of the School to ensure that appropriate resources are available for all enrolled students. Parents should study the Prospectus carefully to understand what the School can offer and to assess whether we can provide a suitable academic program to meet each student's needs.

Relevant Legislation

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005 (Commonwealth)
- Race Discrimination Act 1975 (Commonwealth)
- Anti-Discrimination Act 1997 (NSW)

These Acts make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of disability or race. St Andrew's Cathedral School is committed to fulfilling its obligations under the law in the Enrolment Policy.

5.1. Enrolment Eligibility

Whilst the School does its best to accommodate all enrolment requests, it is unable to guarantee a place to any student.

5.1.1 Local Student

A local student is any student who does not hold a 500 Schools Sector Visa and is not eligible to enrol as an overseas student. These students may include students on other types of visas as well as Australian Citizens. Local students applying for enrolment who are considered an English Language Learner (ELL) must show English proficiency (see Appendix) and may be required to be enrolled in an Intensive English College prior to entry and/or may be required to receive extra English tuition once enrolled at the School at a cost to the parents.

5.1.2 Overseas Student

An overseas student is any student who is not an Australian resident. If an overseas student is studying overseas in non-English speaking countries in a school where the medium of instruction is not English, to be eligible to apply for enrolment at the School, the student must demonstrate competency in the Australian Education Assessment Services (AEAS) test or IELTS test. The School will determine the student's English level suitability for enrolment to the School (see Appendix).

An overseas student's enrolment is made conditional upon them having achieved the required English level for enrolment in their chosen academic year in a given time period.

Once enrolled, overseas students undertake the mainstream program of study. Some overseas students may be required to undertake an ESL course in Year 10, or to undertake the Fundamentals of English course in Year 11 in order to continue the development of their English language skills. All overseas students whose first language is not English are required to attend afterschool ESL classes two days a week.

Additionally, if the School deems it necessary, a tutor will be provided to give extra English tuition at the cost of the parents.

5.2. Enrolment Process

Parents enquire about enrolment. Enrolment Information is sent. Parents return Application for Enrolment Form and other requested information including the non-refundable Application Fee. Application processed and acknowledged. Student is registered as an applicant in the School's administration system for the year and form of enrolment – this does not guarantee a place will be offered.

School undertakes pre-enrolment interviews (all students). Some Junior School Students may be asked to undertake "taster days" where they are further assessed for readiness. School considers application and enrolment determination is made. School makes an offer or advises the application was unsuccessful. Parents accept or decline the offer. Parents accept the offer by signing the School's Contract of Enrolment form detailing Enrolment Terms and Conditions and by paying the non-refundable Enrolment Fee.

Once these are received the student has a confirmed place at the School and the student status will be updated to "place accepted" with the term and year of commencement.

5.2.1 Enrolment Waitlist

Students can only be waitlisted once in the administration system. In order to be waitlisted the School must first receive the following:

- a) A completed Application for Enrolment form signed by both parents either in physical form or on-line.
- b) Payment of the non-refundable Registration Fee, currently \$200 (\$450 for overseas students).
- c) Copy of the student's birth certificate.
- d) Where applicable, a copy of the student's latest three school reports.
- e) Where applicable, a copy of the student's NAPLAN results.
- f) Where applicable, a copy of any Family Court Orders.
- g) Where applicable, any information relevant to the student's education including medical or diagnostic reports.
- h) Where applicable, a copy of any visa grant letter granting temporary or permanent residency in Australia.
- i) Copy of the parents' Australian Drivers Licence (or passport if required).

In addition, an application for an overseas student must include:

- a) A copy of the biographical page of their passport.
- b) The AEAS Test report of English competency or notification when the student will be undertaking the test.
- c) Where applicable, any ESL reports from an Intensive Language College.

Failure to provide all required information may result in the School declining or delaying entering the student in the administration system and may also result in the School declining or delaying the student's enrolment.

Failure to disclose an educational or health need on the initial Application for Enrolment Form may lead to the cancellation of the application and/or enrolment.

Registration in the School's administration system does not guarantee a confirmed place at the School. Whilst the School does its best to accommodate all enrolment requests, it is unable to guarantee a position to any student.

Entrance may be accommodated at any time throughout the school year depending on circumstances and availability of places, however, preference is given to a student requiring admission at the commencement of an academic year.

Date of application is not the sole criterion for enrolment and the School reserves the right to offer a place to any applicant, irrespective of date of application.

The School is unable to involve itself in any family matters. In the case of all families, including divorced or separated families, it is the School's assumption and understanding that prior to contacting the School, both parents are in agreement to the application and possible enrolment of their child.

Unless otherwise stated in Family Court Orders, both parents are required to sign the Application for Enrolment form as well as the person responsible for paying the fees and should a place be offered, both parents must sign the Enrolment Terms and Conditions.

5.3. Enquiries

The Registrar's office will send everyone enquiring about enrolment the details of the procedure either by post, email, or by directing them to the website to download the information, including:

- a) Relevant marketing collateral.
- b) The Application for Enrolment Form and Privacy Collection Notice.
- c) The most recent Schedule of Fees.
- d) A credit card or EFT form for the payment of the non-refundable Registration Fee currently \$200 (\$450 for overseas students).
- e) Information regarding our Indigenous Education Program if relevant.
- f) Any other relevant material based on the academic year requested

The Enrolment Policy will be located on the School's website.

5.4. Enrolment Interview

Approximately eight to 12 months (up to two years for Year 7 entry) prior to the desired commencement date, if places are available, parents will be contacted to arrange a formal interview with the Registrar, who will outline the School's facilities and subjects, and discuss educational matters with the child.

As part of the enrolment interview process parents may be asked to provide any updated medical, psychological or any other relevant reports prior to the interview. Additionally, if not already provided, parents may be asked to supply the student's latest three school reports.

In considering all prospective enrolments, the School may ask parents to authorise the Head of school or his delegate to contact:

- a) The Head of School of the student's previous school to obtain or confirm information pertaining to the student or their enrolment (permission to do this is given in the application form).
- b) Any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Where information obtained by the School suggests:

- a) A profile of misconduct, illegal activities or anti-social behaviours that indicate the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, or
- b) The parents may not be able to meet the financial commitment required by a having a student at the School, or
- c) The level of English language is not adequate to undertake the rigours expected by the School, notwithstanding that the student be the sibling of a current student, the Head of School may decline to proceed any further with the enrolment process.

At the interview, among other things:

- a) The School will seek to establish the expectations of the parents are consistent with the vision, values, goals, policies and resources of the School.

At the interview, the School will also take into consideration:

- a) Families whose values are congruent with those of the School.
- b) The academic progress of the student, including grades, comment on attitude and behaviour and in particular, effort.
- c) The social development of the student as evidenced by his involvement in activities out of the school arena.
- d) Evidence of participation in local community sporting and cultural activities.

5.4.1 Disability

Where a student has disclosed educational needs, or a disability, or other information has come to light indicating a possible need for education support services, or for some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the student's needs. This will include consultation with the student or his parents as part of the collaborative planning process.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the student's current school or (with the parent's agreement) the home, to more accurately assess the learning needs of the student.

The Head of School may:

- a) Require the parents to provide medical, psychological or other reports from specialists outside the School, and/or
- b) Require the parents to obtain an independent disability assessment of the student.

Where information obtained by the School indicates that the student has a disability, the School will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Head of School will determine whether the student, if enrolled, would require some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the student's disability.

Where the Head of School determines that the student would require some such measures or actions, the head of School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is reasonable, the head of School will comply with the standards outlined in the Disability Standards for education (Commonwealth) 2005.

Where the Head of School determines that the enrolment of the student would require the School to take unreasonable measures or actions to ensure that the student is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the School may decline the offer of a position or defer the offer.

5.5. Determination

The School reserves the right not to offer any student a place at the School or to defer the offer of a place to any student at its discretion but particularly when the parents, having been aware of the student's educational needs, decline to disclose those needs or withhold relevant information pertaining to the student.

The school also reserves the right to terminate an enrolment where the parents have not disclosed or have withheld known information pertaining to the student's needs.

When determining the offer of a place at the School, the School gives priority to:

- a) Business Plan targets for Primary, Middle and Senior School;
- b) Selection criteria such as:
 - i. Length of time on the Waiting List;
 - ii. Affiliation with the School (former student, sibling of a current or former student or child or grandchild of a former student);
 - iii. Academic, musical or sporting ability;
 - iv. Child of ordained Anglican Clergy;
 - v. Church involvement;
 - vi. Special needs of the child;
- c) Class size and ability;
- d) Overseas Student mix;
- e) Pastoral considerations; and
- f) Best fit for the child.

The School will also take the following into consideration:

- a) A student's willingness and ability to contribute to the wider life of the School.
- b) Evidence of good leadership and good character.
- c) The date of lodgement of the Application for Enrolment form providing the family have not been offered previously and deferred to a later entry point.
- d) School readiness (see Kindergarten age below).
- e) Age at graduation. Students should not enrol if they will turn 19 before the commencement of their final HSC or IB exams.

5.5.1 Entry at the start of Kindergarten

Normal Entry – Both 5 year-olds, and 4 year-olds whose 5th birthday normally falls on or before 31st July of the proposed year of entry, are eligible to commence kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Head of School may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Head of School reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parent's agreement) the home, to more accurately assess the learning needs of the child.

Early entry – Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 31st July of the proposed year of entry, may be accepted, subject to:

- a) A written application being addressed to the Head of School;
- b) There being vacancies after all other children, who will have attained the age of five years before 30th April, have been offered places;
- c) The Infants Coordinator's assessment of the child concerned confirming that he or she is ready for admission to kindergarten.

5.6. Offer

At the satisfactory conclusion of the interview process, the School may make an offer to the parents by way of Offer of a Confirmed Place enclosing the following documents:

- a) Offer of a Confirmed Place.
- b) Enrolment Terms and Conditions (Enrolment Contract), School Code of Behaviour, Policy for acceptable use of Computers and Internet.
- c) Data Collection Form – a government requirement – for completion and return.
- d) Standard Privacy Collection Form – for parent information and retention.
- e) Form for return for the non-refundable Enrolment Fee – for payment and return.

5.6.1 Offer - Overseas Students

- a) Overseas students receive a Conditional Letter of Offer (conditional upon them reaching the required ESL level required for entry into their requested academic year in a given time period of time).
- b) Statement of Fees.
- c) Refund Policy.
- d) Enrolment Terms and Conditions (Enrolment Contract), School Code of Behaviour, Policy for acceptable use of Computers and Internet.
- e) Data Collection Form - government requirement – for completion and return.
- f) Standard Privacy Collection Form – for parent information and retention.
- g) Families are directed to the website for an online copy of the Overseas Student Handbook and are given a hard copy once enrolled.

5.7. Acceptance of place

To accept the offer, the parents must, within 10 working days of receiving it, return to the School:

- a) Signed (original signatures by both parents) Terms and Conditions of Enrolment which clearly sets out the then current Conditions of Enrolment.
- b) Completed Data Collection Form as required by the government.
- c) Non-refundable Enrolment Fee currently \$2,500.
- d) Overseas students are given 30 days to pay the Statement of Fees and accept the place.

Failure to accept the offer in the required time may result in the position being re-offered to another student awaiting entry into the College. The non-refundable Enrolment Fee is additional to tuition and other fees and is not credited to the first term fees.

5.7.1 Holding of places and roll overs

Current students – Places at the School may be held for students who are withdrawn from the School for longer than one term and for a maximum of twelve months, subject to an Extended Absence Fee being paid. The extended absence fee will be charged for the duration of the absence in line with School Council's policy and is stated in the Supplementary Fees Sheet. All approval for extended absence is at the discretion of the Head of School and application is through the Registrar. Leave greater than twelve months can be considered only in exceptional circumstances (such as Defence Force families stationed overseas). This policy does not relate to student exchanges.

If a family wishes to defer an application to a future year – Applications may be deferred once only. Deferred enrolments will be placed in order of receipt of applications for that year level.

If a family wishes to defer a student who has accepted enrolment – Enrolments may be deferred once only and for a maximum of one year. This will ensure a place in the school, but only if a place exists for that year group. Final acceptance must be by the end of Term 3 in the year before entry.

If the deferment is for more than one year – the student will be placed back on the list as an applicant in order of receipt of applications for that year level. The enrolment fee is non-refundable, but if the deferment is for more than one year, the family will not need to pay the fee again, unless the enrolment fee has increased. In which case they would pay any increase.

5.7.2 Scholarships and Discounts

- a) Where siblings attend the School at the same time, tuition fees of the first student will be reduced by 10 percent for the first sibling, by 25 percent for the second sibling and by 50 percent for the third and subsequent siblings. The allowances do not apply to fees already reduced by scholarships, bursaries or other remission arrangements.

- b) Children of full time ordained Anglican Clergy are eligible for a remission of tuition fees to a maximum of 70%

5.7.3 Offers of Conditional or Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Head of School, a conditional or provisional enrolment may be offered for a student for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the head of School may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees adjusted to cover the period of enrolment only. No penalties will apply.

The provision may not be applied in the case of students with a disability.

5.7.4 Continued Enrolment

Once students have gained entry to the School it is expected they will complete their schooling with the School and their enrolment is automatically continued. It is expected that parents will notify the school of any change of address or contact details via the Registrar

5.8. St Andrew's Withdrawal Policy

Given to all families at the point of application with fee schedule and then again with their Offer of a Confirmed Place. Families are required to give ten school weeks' notice of withdrawal. Fees in lieu of the full ten weeks will be charged.

5.9. The Overseas Student Handbook

Given to all overseas students on enrolment - please see the Schools website

6. Confidentiality

The School will abide by the provisions of the Privacy Act 1988. Confidentiality and privacy required that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

7. Record Keeping

St. Andrew's Cathedral School keeps a register of enrolments of all children at the school.

The register of enrolment records the following information for each student:

- a) Name, age and address;
- b) Name and contact telephone number of parents/guardians;
- c) Date of enrolment;
- d) Date of leaving the school and the student's destination, where appropriate;
- e) For students older than six years, previous school or pre-enrolment situation;
- f) Where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of:
 - i. The student's full name;
 - ii. Date of birth;
 - iii. Last known address;
 - iv. Last date of attendance;
 - v. Parents' names and contact details;
 - vi. An indication of possible destination;
 - vii. Any other information that may assist officers to locate the student;
 - viii. Any known work health and safety risks associated with contacting the parents or student.

Information concerning all applications will be kept on file. Unsuccessful applications will be kept on site for 5 years and will be shredded/deleted after that time. Successful application information will be kept for the duration of the student's enrolment at the School, for one year on site and then archived off site for a minimum of seven years.

8. Communicating The Policy

This Policy will be available on the Schools website and in printed form with Registrar.

9. Training and Development

Relevant staff will undergo professional development to ensure they have read and understood this policy. Relevant staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary.

Theme 9 – Other School Policies – Junior School

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is on Complispace.

The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

This policy was not reviewed in 2021.

The Junior School Student Welfare Policy is inclusive of Wellbeing, Anti- Bullying and Discipline. It incorporates programs and procedures which are child centred and nuanced for the needs of younger children. The main measure of Student Welfare utilised in the Junior School is the Social Emotional and Wellbeing Survey (SEW) which allows staff to target programs and interventions to support groups who show particular social, emotional or wellbeing concerns.

The Wellbeing framework aligns with the Secondary School, with important differences such as a very explicit Social Skills program called URSTrong and a specific Emotional Regulation program called Zones of Regulation and a conflict resolution program called Peacewise.

The Wellbeing Coordinator oversees the programming of all SEW (Social, Emotional and Wellbeing) Curriculum lessons throughout K – 6, embedding all Welfare programs and procedures with Personal Development and Health NESA outcomes. The SOC (Students of Concern) regular meetings allow Grade Leaders to meet with a team of executive and school psychologists to support students who may be presenting with social, emotional, behavioural or learning concerns. The Junior School has an Awards program which is reflective of the School's Heart, Mind and Life values and an extension of the 15 character strengths which promote a positive strengths based approach to wellbeing.

Harassment, Bullying & Discrimination Policy

The School has a Bullying, Harassment and Discrimination Policy that applies to all members of the School community, including staff and students. This Policy was not reviewed in 2021.

Introduction

St Andrew's Cathedral School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Head of School's reasonable opinion, there is a connection between one or more of those involved and the School.

Definitions

- a. Bullying means repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Examples include, but are not limited to:
 - i. hiding, damaging, destroying or stealing work or belongings;
 - ii. name calling, putting a person down, teasing, pulling faces, using abusive language;
 - iii. hitting, pushing, pinching or threatening physically;
 - iv. deliberately excluding a person from the group.

Conflict or fights between individuals on an equal footing or single incidents are not normally bullying.

- b. Cyber bullying is a form of bullying carried out with the aid of technologies such as the internet (e-mails, chat rooms, discussion groups, social media and instant messaging) and the mobile phone (texting or short messaging service (SMS)). Cyber bullying does not necessarily involve a more powerful person (as normally understood) bullying a less powerful person as the technology used may reverse the usual pattern. The technologies allow the bully (or a group of bullies) to intimidate other students, for example, by:
- i. teasing and making fun of them online;
 - ii. spreading rumours about them online;
 - iii. insulting and ridiculing them in chat rooms (known as “flaming” or “roasting”);
 - iv. putting photos of them on the web accompanied by nasty comments;
 - v. tricking them into sharing private information and then sharing it online;
 - vi. hacking social media accounts
 - vii. sending unwanted messages.

Cyber bullying includes what is often called “cyber stalking” which is where the bully harasses or stalks another person by e-mail, social media or some other electronic messaging system, usually very frequently and intrusively, and often involving threats.

- c. Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person’s sex, gender identity, sexual orientation, religion, intellectual or physical ability, culture, race or background, for example:
- i. asking discriminatory or offensive questions;
 - ii. making offensive comments or gestures, telling offensive jokes or showing offensive material;
 - iii. calling a person names;
 - iv. deliberately excluding a person.
- d. Harassment:
- i. includes bullying and sexual harassment;
 - ii. involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry;
 - iii. includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred of others;
 - iv. is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated; and
- e. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include:
- i. unwelcome touching or brushing against a person;
 - ii. whistling, gesturing or making comments that are sexually explicit and offensive;
 - iii. showing material of a sexual nature;
 - iv. making comments about a person’s sexuality;
 - v. unwelcome conversations of a sexual nature;
 - vi. obscene language of a sexual nature;
 - vii. telling jokes of a sexual nature;
 - viii. sexual exhibitionism;
 - ix. staff expressing sexual feelings for a student;
 - x. students expressing sexual feelings for a member of staff; and
 - xi. deliberate exposure to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.

Staff or member of staff includes any School employee, whether teaching, non-teaching, full-time, part-time and/or casual, and any individual engaged by the School to provide services to its students (even as a volunteer).

Creating a Safe Learning and Working Environment

- a. The School must develop strategies to create a safe learning and working environment and to reduce as much as possible the incidence of harassment, bullying and discrimination within the School.
- b. All students and staff must become familiar with these strategies.
- c. All allegations of harassment, bullying and discrimination must be taken seriously.

- d. The strategies developed by the School must be monitored continuously and reviewed regularly.
- e. The School must provide professional development to meet the needs of the staff in implementing this Policy.
- f. The Head of School must:
 - i. promote this Policy within the School, with particular regard to the professional development needs of staff; and
 - ii. monitor the strategies to counter harassment, bullying and discrimination.
- g. Staff must:
 - i. ensure that curriculum content and teaching practices are consistent with and support this Policy;
 - ii. help students to develop competencies to challenge discriminatory attitudes and behaviours in themselves and others;
 - iii. model and promote appropriate behaviour;
 - iv. be aware of the legislative requirements relating to harassment, bullying and discrimination; and
 - v. ensure that claims of harassment, bullying and discrimination are speedily and constructively addressed according to this Policy and the strategies developed under it.
- h. Students must:
 - i. respect the rights of others to be free from harassment, bullying and discrimination;
 - ii. behave as responsible digital citizens;
 - iii. behave as responsible bystanders; and
 - iv. be aware of and use the appropriate procedures for reporting incidents of harassment, bullying or discrimination (eg emailing bullying@sacs.nsw.edu.au which emails all Divisional Heads or reporting to a member of staff).

Reporting Obligations

- a. Any member of staff to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination in the course of their employment must report this to the Head of School or his delegate. For avoidance of doubt, a counsellor is required to report such allegations made in confidential counselling sessions. Counsellors are required to inform students and/or their parents that such allegations will be reported to the Head of School or his delegate.
- b. Any other adult member of the School community to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination involving students or staff is strongly encouraged to report this to the Head of School or another member of staff.
- c. Any student who observes any form of harassment, bullying or discrimination involving people in the School community or who is subjected to any form of harassment, bullying or discrimination wherever it occurs is strongly encouraged to report this to the Head of School or another member of staff, or emailing bullying@sacs.nsw.edu.au.
- d. If the allegation of harassment, bullying or discrimination is against the Head of School, the report should be to the Chairman of the School Council who must then comply with the obligations under this policy that would otherwise fall upon the Head of School.
- e. Where required by law, the Head of School or member of staff must report the harassment, bullying or discrimination to the Police, Community Services and/or the NSW Ombudsman.
- f. The Head of School must set up structures which make it easy for people to report harassment, bullying or discrimination. The Head of School must also educate the School community about these structures and actively encourage the School community to make use of them.
- g. The Head of School must ensure that no-one reporting harassment, bullying or discrimination is disadvantaged as a result.

Investigation

- a. This section of the Policy applies unless an investigation is being carried out by the Police, Community Services, the Ombudsman or some other state or federal authority.
- b. The Head of School must investigate all reports of harassment, bullying or discrimination in a way which affords procedural fairness to the person who is the subject of the allegation ("the subject"). This means that, before completing an investigation of an allegation of harassment, bullying or discrimination, the Head of School must inform the subject of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the subject, with the assistance of a support

person of the subject's choice). Normally, the Head of School is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Head of School must:

- i. act fairly and without bias;
 - ii. conduct an investigation without undue delay;
 - iii. ensure the case is not investigated or determined by someone with a conflict of interest;
 - iv. ensure the outcome is supported by evidence;
 - v. take steps to maintain confidentiality for the sake of all parties involved in the investigation.
- c. Pending completion of the investigation, the Head of School may:
- i. where the subject is a student, suspend the student;
 - ii. where the subject is a member of staff, limit the contact the member of staff is to have with students or other staff, direct the member of staff to undertake duties other than normal duties or at different locations or suspend the member of staff (but on normal pay).
- d. At the conclusion of the investigation, the Head of School may:
- i. if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the subject:
 1. an apology; and/or
 2. a commitment not to repeat the offence; and
 - ii. if it is more serious, require from the subject:
 1. an undertaking to attend counselling and/or training; and/or
 2. a written apology; and/or
 3. a commitment not to offend again; and
 - iii. in the most serious case:
 1. where the subject is a member of staff, suspend or terminate their employment; or
 2. where the subject is a student, suspend or expel the student.
- e. The Head of School must advise the victim and the subject in writing of the result of the investigation and the action taken.
- f. If the victim of the harassment, bullying or discrimination is unhappy with the conduct or result of investigation, they may take their complaint to the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Police or any other relevant authority depending on the circumstances.

Pastoral Care

- a. Where a student is the victim of the alleged harassment, bullying or discrimination, the Head of School must as soon as possible advise the students parents or caregivers of the nature of the allegations and of the proposed investigation.
- b. The School must:
 - i. make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to any form of harassment, bullying or discrimination and, where relevant, their families; and
 - ii. refer these people to external agencies able to provide care and support for victims of the particular type of harassment, bullying or discrimination involved.
- c. The School must also make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to allegations of harassment, bullying or discrimination and, where relevant, their families.

Publication and Distribution

- a. This Policy must be published on the School's Wiki and reference to it must be made in other School publications which are distributed to students and their families.
- b. This Policy must also be given to all new staff who must, as part of their contract of employment, agree to its terms.
- c. This Policy must be given to all members of the School Council.

Review of Policy

- a. The Head of School is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.
- b. In any event, the School Council is to review this policy every three years.

Anti-Bullying Program for Junior School

The Junior School Anti-bullying program is implemented and embedded through the teaching of the URSTrong Program. The students are taught how to recognise the difference between healthy and unhealthy relationships and then how to foster positive relationships and manage and minimise any unhealthy relationships. The students are taught that friendships go through cycles and that friendship fires can be common and can be managed. They are taught that some students can be mean on purpose (bullying) and provided with strategies to empower them to prevent any students being mean on purpose to them.

Discipline Policy

This Policy was not reviewed in 2021.

The Junior School Discipline Policy is aligned to the whole school discipline policy. The same rules and similar consequences apply. Behaviour is managed through a positive management structure, with class-based strategies supported by the Grade Leader and then supported by the Deputy Head of Junior School. Behavioural misdemeanours are recorded in the School database and a team based approach to managing and correcting poor behaviour is managed through the Grade Leader. The Junior School follows a consequence chart which categorise the levels of behaviour and the relevant consequences attributed to each.

Complaints/ Grievances Policy

This Policy was not reviewed in 2021.

St Andrew's Cathedral School has a comprehensive complaint handling program that ensures parents/guardians and/or other external complainants are able to raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/NZS 10002:2014.

The School's grievances policy covers complaints made between staff, students and parents. Whilst ideally grievances are best settled through discussion between the parties concerned, it is recognised that often a third party is required if resolution is to be found. Grievances are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that staff, students or community members should be treated on similar terms. If a complaint or allegation is about a person's behaviour and concerns the protection of children and young people or any behaviour, which, if substantiated, could amount to a crime, then the Head of School is to be notified immediately. Such matters are subject to guidelines and procedures other than these such as the Child Protection Policy.

Theme 9 – Other school policies – Secondary School

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is on Complispace.

The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

The Secondary School has a number of policies in regard to student welfare. These include Child Protection Policy, Student Management Policy, Bullying and Harassment Policy, Supervision and Duty of Care Policy and Pastoral Care Policy. We are committed to providing a safe, supportive and social environment where students feel nurtured as they learn. To this end we have developed, and continue to develop, a comprehensive range of pastoral care procedures that are designed to promote the social and emotional wellbeing of our students in areas such as independence, resilience, social awareness, personal responsibility, healthy living, Digital citizenship, empathy and emotional intelligence; and cultural awareness.

Harassment, Bullying & Discrimination Policy

The School has a Bullying, Harassment and Discrimination Policy that applies to all members of the School community, including staff and students. This Policy was not reviewed in 2021.

Introduction

St Andrew's Cathedral School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Head of School's reasonable opinion, there is a connection between one or more of those involved and the School.

Definitions

- f. Bullying means repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Examples include, but are not limited to:
- hiding, damaging, destroying or stealing work or belongings;
 - name calling, putting a person down, teasing, pulling faces, using abusive language;
 - hitting, pushing, pinching or threatening physically;
 - deliberately excluding a person from the group.

Conflict or fights between individuals on an equal footing or single incidents are not normally bullying.

- g. Cyber bullying is a form of bullying carried out with the aid of technologies such as the internet (e-mails, chat rooms, discussion groups, social media and instant messaging) and the mobile phone (texting or short messaging service (SMS)). Cyber bullying does not necessarily involve a more powerful person (as normally understood) bullying a less powerful person as the technology used may reverse the usual pattern. The technologies allow the bully (or a group of bullies) to intimidate other students, for example, by:
- teasing and making fun of them online;
 - spreading rumours about them online;
 - insulting and ridiculing them in chat rooms (known as "flaming" or "roasting");
 - putting photos of them on the web accompanied by nasty comments;
 - tricking them into sharing private information and then sharing it online;
 - hacking social media accounts
 - sending unwanted messages.

Cyber bullying includes what is often called "cyber stalking" which is where the bully harasses or stalks another person by e-mail, social media or some other electronic messaging system, usually very frequently and intrusively, and often involving threats.

- h. Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person's sex, gender identity, sexual orientation, religion, intellectual or physical ability, culture, race or background, for example:
- asking discriminatory or offensive questions;
 - making offensive comments or gestures, telling offensive jokes or showing offensive material;
 - calling a person names;
 - deliberately excluding a person.
- i. Harassment:
- includes bullying and sexual harassment;
 - involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry;
 - includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred of others;
 - is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated; and
- j. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances

would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include:

- i. unwelcome touching or brushing against a person;
- ii. whistling, gesturing or making comments that are sexually explicit and offensive;
- iii. showing material of a sexual nature;
- iv. making comments about a person's sexuality;
- v. unwelcome conversations of a sexual nature;
- vi. obscene language of a sexual nature;
- vii. telling jokes of a sexual nature;
- viii. sexual exhibitionism;
- ix. staff expressing sexual feelings for a student;
- x. students expressing sexual feelings for a member of staff; and
- xi. deliberate exposure to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.

Staff or member of staff includes any School employee, whether teaching, non-teaching, full-time, part-time and/or casual, and any individual engaged by the School to provide services to its students (even as a volunteer).

Creating a Safe Learning and Working Environment

- i. The School must develop strategies to create a safe learning and working environment and to reduce as much as possible the incidence of harassment, bullying and discrimination within the School.
- j. All students and staff must become familiar with these strategies.
- k. All allegations of harassment, bullying and discrimination must be taken seriously.
- l. The strategies developed by the School must be monitored continuously and reviewed regularly.
- m. The School must provide professional development to meet the needs of the staff in implementing this Policy.
- n. The Head of School must:
 - i. promote this Policy within the School, with particular regard to the professional development needs of staff; and
 - ii. monitor the strategies to counter harassment, bullying and discrimination.
- o. Staff must:
 - i. ensure that curriculum content and teaching practices are consistent with and support this Policy;
 - ii. help students to develop competencies to challenge discriminatory attitudes and behaviours in themselves and others;
 - iii. model and promote appropriate behaviour;
 - iv. be aware of the legislative requirements relating to harassment, bullying and discrimination; and
 - v. ensure that claims of harassment, bullying and discrimination are speedily and constructively addressed according to this Policy and the strategies developed under it.
- p. Students must:
 - i. respect the rights of others to be free from harassment, bullying and discrimination;
 - ii. behave as responsible digital citizens;
 - iii. behave as responsible bystanders; and
 - iv. be aware of and use the appropriate procedures for reporting incidents of harassment, bullying or discrimination (eg emailing bullying@sacs.nsw.edu.au which emails all Divisional Heads or reporting to a member of staff).

Reporting Obligations

- h. Any member of staff to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination in the course of their employment must report this to the Head of School or his delegate. For avoidance of doubt, a counsellor is required to report such allegations made in confidential counselling sessions. Counsellors are required to inform students and/or their parents that such allegations will be reported to the Head of School or his delegate.
- i. Any other adult member of the School community to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination involving students or staff is strongly encouraged to report this to the Head of School or another member of staff.
- j. Any student who observes any form of harassment, bullying or discrimination involving people in the School community or who is subjected to any form of harassment, bullying or discrimination wherever it occurs is

strongly encouraged to report this to the Head of School or another member of staff, or emailing bullying@sacs.nsw.edu.au.

- k. If the allegation of harassment, bullying or discrimination is against the Head of School, the report should be to the Chairman of the School Council who must then comply with the obligations under this policy that would otherwise fall upon the Head of School.
- l. Where required by law, the Head of School or member of staff must report the harassment, bullying or discrimination to the Police, Community Services and/or the NSW Ombudsman.
- m. The Head of School must set up structures which make it easy for people to report harassment, bullying or discrimination. The Head of School must also educate the School community about these structures and actively encourage the School community to make use of them.
- n. The Head of School must ensure that no-one reporting harassment, bullying or discrimination is disadvantaged as a result.

Investigation

- g. This section of the Policy applies unless an investigation is being carried out by the Police, Community Services, the Ombudsman or some other state or federal authority.
- h. The Head of School must investigate all reports of harassment, bullying or discrimination in a way which affords procedural fairness to the person who is the subject of the allegation ("the subject"). This means that, before completing an investigation of an allegation of harassment, bullying or discrimination, the Head of School must inform the subject of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the subject, with the assistance of a support person of the subject's choice). Normally, the Head of School is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Head of School must:
 - i. act fairly and without bias;
 - ii. conduct an investigation without undue delay;
 - iii. ensure the case is not investigated or determined by someone with a conflict of interest;
 - iv. ensure the outcome is supported by evidence;
 - v. take steps to maintain confidentiality for the sake of all parties involved in the investigation.
- i. Pending completion of the investigation, the Head of School may:
 - i. where the subject is a student, suspend the student;
 - ii. where the subject is a member of staff, limit the contact the member of staff is to have with students or other staff, direct the member of staff to undertake duties other than normal duties or at different locations or suspend the member of staff (but on normal pay).
- j. At the conclusion of the investigation, the Head of School may:
 - i. if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the subject:
 - 3. an apology; and/or
 - 4. a commitment not to repeat the offence; and
 - ii. if it is more serious, require from the subject:
 - 4. an undertaking to attend counselling and/or training; and/or
 - 5. a written apology; and/or
 - 6. a commitment not to offend again; and
 - iii. in the most serious case:
 - 3. where the subject is a member of staff, suspend or terminate their employment; or
 - 4. where the subject is a student, suspend or expel the student.
- k. The Head of School must advise the victim and the subject in writing of the result of the investigation and the action taken.
- l. If the victim of the harassment, bullying or discrimination is unhappy with the conduct or result of investigation, they may take their complaint to the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Police or any other relevant authority depending on the circumstances.

Pastoral Care

- d. Where a student is the victim of the alleged harassment, bullying or discrimination, the Head of School must as soon as possible advise the students parents or caregivers of the nature of the allegations and of the proposed investigation.
- e. The School must:

- i. make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to any form of harassment, bullying or discrimination and, where relevant, their families; and
 - ii. refer these people to external agencies able to provide care and support for victims of the particular type of harassment, bullying or discrimination involved.
- f. The School must also make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to allegations of harassment, bullying or discrimination and, where relevant, their families.

Publication and Distribution

- d. This Policy must be published on the School's Wiki and reference to it must be made in other School publications which are distributed to students and their families.
- e. This Policy must also be given to all new staff who must, as part of their contract of employment, agree to its terms.
- f. This Policy must be given to all members of the School Council.

Review of Policy

- c. The Head of School is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.
- d. In any event, the School Council is to review this policy every three years.

Anti-Bullying Program for Secondary School

St Andrew's Cathedral School is committed to providing all secondary students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The school expects everyone who is part of the school community to honour the school's commitment in this Policy and to work with the School in achieving a safe learning and working environment. Our procedures and pastoral programs aim to provide clarity over expectations of behaviour and processes in reporting.

Student Management Guidelines

These guidelines were not reviewed in 2021.

The Secondary School's Student Management Guidelines are premised on the right of students to learn effectively, develop positive relationships and feel safe. In so doing, students are made aware of their responsibilities to themselves, to others and to the School. Students are encouraged to develop self-discipline, empathy and understanding so that these rights may be enjoyed by all students. The Student Management Guidelines underpins each staff member's individual classroom management plans and strategies. The School continues to support staff professional development to achieve excellent classroom management skills.

Complaints/ Grievances Policy

This Policy was not reviewed in 2021.

St Andrew's Cathedral School has a comprehensive complaint handling program that ensures parents/guardians and/or other external complainants are able to raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/NZS 10002:2014.

The School's grievances policy covers complaints made between staff, students and parents. Whilst ideally grievances are best settled through discussion between the parties concerned, it is recognised that often a third party is required if resolution is to be found. Grievances are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that staff, students or community members should be treated on similar terms. If a complaint or allegation is about a person's behaviour and concerns the protection of children and young people or any behaviour, which, if substantiated,

could amount to a crime, then the Head of School is to be notified immediately. Such matters are subject to guidelines and procedures other than these such as the Child Protection Policy.

Theme 10 – School determined priority areas for improvement

Junior School

The Junior School's 2021 teaching goal was *'to collectively develop a shared language for learning and a deeper awareness of the Character Strengths'*. We worked together to deconstruct the character strengths and find ways to link them to the learning process. It was a priority for us to ensure the relationship between teaching and learning was clear to staff and students and was intimately linked to our Teaching and Learning Model and embedded into our school culture.

Our curriculum priority areas for improvement for 2021 was to improve the teaching and learning of Writing across the Junior School. This was articulated in the Strategic Plan's Literacy Project for 2021. Our Literacy Coordinator and Curriculum Coordinator developed our Big Write program and focused on benchmarking writing checklists and utilizing 'bump it up walls' which allow students to self-assess their writing performance. This has significantly improved the quality of the teaching and learning of writing across the school.

We have supported teaching and learning through Remote Learning when the school was in lockdown. The students continued to improve academically, attaining the best results ever obtained in NAPLAN 2021.

Overall, the Junior School had a great year in 2021, despite the challenges of lockdown and we look forward to an even better year in 2022.

Secondary School

Christian Teacher Training:

In an effort to secure a pipeline of excellent Christian teaching staff (a strategic need for SACS Strategic Plan success) the Teaching School Alliance Schools (TSAS) and EdComm program have been formed and adopted within SACS.

TSAS continues to grow, where all interns undertake the unique blend of lived school experience (experiencing SACS unique professional development and learning understanding Character Strengths and our Teaching and Learning Model), targeted Christian formation coursework from Alphacrucis and EdComm, and undergraduate and post graduate study in education.

Video Enhanced Observation (VEO):

VEO is an initiative to facilitate the implementation of the SACS Teaching and Learning model to enhance teaching practice and student engagement. Evidence suggests that VEO is best used in a coaching conversation as this provides a safe space for feedback and reflection. Currently the VEO initiative has had modest uptake with next steps being to focus on promotion of the initiative within the coaching network to increase its uptake and the validity of the pilot. Consideration of tools to support the recording of sessions are a key consideration.

The long term vision for the use of VEO is to continue its use within a one to one coaching capacity, but to also integrate within the whole school professional development module of coaching triads.

John Hattie's Corwin Visible Learning Review ("Impact" component of Collective Efficacy)

This review identifies gaps in SACS teaching staff "Mindframes" (a desired set of beliefs as an educator which drive **high impact** teaching practices), to understand where a change in "Mindframe" is required to enhance teacher impact, collective efficacy and in turn student achievement. The evidence into action day has been complete with the Mindframes results analysed within the Education Executive Team.

Staff Leadership Program

The course has been completed in draft, shared with Council Strategy & Vision committee and has gone to a testing phase.

Waratah Project

Waratah Project with the Association of Independent Schools to raise aboriginal student literacy and numeracy achievement has moved to implementation stage and is progressing well.

Reconciliation Action Plan

The Reconciliation Action Plan has a path forward with the development of an overarching strategic approach and the development of an annual tactical plan - however COVID lockdown have prevented significant further progress.

Voice Project Staff Survey Wellbeing Priorities

Priority areas around staff workload and work-life balance were consulted through staff focus groups, School Executive and an evidence base literature review, resulting in the development of a solutions proposal paper. Key strategic initiatives (some already in existence) flowing from this process include:

- Deployment of an Ecosystem Review . A review of the school meeting infrastructure, ensuring the right people and right decision making responsibility are present in meetings, to reduce ineffective communication and in turn workload
- Corwin Visible Learning Assessment (assisting teachers in spending their time on high impact work vs low impact)
- IT Strategy Review (using our IT Infrastructure to enhance quality of communications and process efficiency to reduce workload)
- Consultation and implementation of a whole school Flexible Work Arrangement Policy.

Language of Learning

It has been agreed that developing a language of learning (metalanguage) that the students are familiar with and empowered by, is a worthwhile initiative. Therefore, the design consultants that assisted in the development of the Teaching & Learning model have been brought on board to translate this model into student friendly language.

Character Development

A Character Strengths Staff Booklet was issued to staff at beginning of the year. Selected staff have been engaging with Character Strengths Booklet to incorporate strategies in classes and run workshops with faculties.

Student Representative Council Development

Establishment of an SRC in secondary school

Consent Education

More specific focus was given to consent education seminars, including a new session for Year 12 run by Brent Sanderson and in Year 9 with Melinda Tankard-Reis. Reviews have been done of the sessions and they have been very successful. It is planned to expand this program to other year groups in 2022.

Student Voice

Students now have annual surveys and focus groups on wellbeing and learning. This helps Education Executive on school goals, pastoral programs and focus areas.

Theme 11 – Initiatives promoting respect and responsibility

Junior School.

The Junior School of St Andrew's Cathedral School is committed to the School's Vision '*to inspire students to be passionate, creative learners who engage with the message of Christ*'. We have worked to realize the school's vision in all aspects of our school culture; operationally and educationally. Our 2022 Junior School Goal *is to collectively develop a shared language for learning and a deeper awareness of the Character Strengths*'. We have worked to gain alignment in clarifying what a shared language of learning would do to both improve teaching and learning across our school, as well as deepen the Christian values of respect and responsibility, embodied in the school's 15 identified character strengths.

The Junior School of St Andrew's Cathedral School faced some significant challenges in 2021. We were in lockdown for weeks in the second half of the year. That impacted on the school in a myriad of ways, including a loss of opportunity for the usual camps, excursions, cocurricular activities and a slight decrease in enrolments, with the borders closed to international enrolments. Despite the challenges, we saw the strength of the school culture in ensuring staff and students were well supported throughout the lockdown. Parents reported a great deal of satisfaction and pride at the quality of schooling possible through remote learning. The school attained high rates of engagement and improved academic results, as revealed in exceptional NAPLAN results.

Respect and responsibility have been promoted across the Junior School through initiatives with the Student Representative Council, who have had the responsibility of devising and leading whole school activities highlighting specific character strengths. These activities were introduced through a student buddy system which promoted values such as caring, through random acts of kindness.

Middle School & Senior College

St Andrew's delivers a wide range of programs that will impact on the students in a way that will help them grow a sense of worth and wellbeing, give them an appreciation for others and allow them to learn about themselves. All students for a variety of reasons will benefit from working with others in a teamwork or service situation – when they are able to look outside themselves and gain a sense of purpose.

There are a number of components to this including, Service commitments, Resilience and wellbeing building, Promotion of respect, Teamwork opportunities beyond the classroom.

The SACS Character Strengths, copied here, underpin student learning and speak to respect and responsibility-

SACS Character Strengths

HEART <i>We love because he first loved us</i> 1 John 4:19	CARING <p>We are kind, friendly and forgiving. We show love for all people just as Jesus showed his love for us.</p> <p>Have you been a good friend?</p>	GRATEFUL <p>We are thankful for everything we have. We show gratitude to God and others for what we have received.</p> <p>How have you shown your appreciation?</p>	PRINCIPLED <p>We are trustworthy and act with honesty, fairness and justice. We take responsibility for our actions and their consequences.</p> <p>Do you take responsibility for your actions?</p>	COURAGEOUS <p>We explore new things with confidence and determination. We are resourceful and resilient in the face of challenge and change. We speak up for what's right.</p> <p>How have you faced your challenges?</p>	SERVANT HEARTED <p>We put others first. We are humble, selfless and responsible. We use our gifts and abilities to help others.</p> <p>How have you helped?</p>
	KNOWLEDGEABLE <p>We enjoy learning new things in many areas. We engage with significant issues and seek to understand them deeply.</p> <p>What have you learnt?</p>	THINKING <p>We make good decisions by thinking carefully. We solve problems critically and creatively. We set our minds to think on noble things.</p> <p>Can you think of a better, smarter or more creative way?</p>	INQUIRING <p>We are curious and ask good questions. We wonder about things and enthusiastically search for truth with others and on our own.</p> <p>What questions do you need to ask?</p>	OPEN MINDED <p>We are open to new ideas and ways of doing things. We listen with respect and critically appreciate the values, views and traditions of others. We consider how Christian perspectives interact with other perspectives.</p> <p>How have you considered other views?</p>	REFLECTIVE <p>We understand our strengths and weaknesses to improve. We strive to be wise and discerning, learn from our mistakes and consider the feedback of others.</p> <p>Can you evaluate your own performance?</p>
	HOPEFUL <p>We have a positive outlook on life as we have meaning and purpose. We expect the best for the future and have plans to accomplish our goals.</p> <p>What plans do you have?</p>	SELF CONTROLLED <p>We are disciplined, respectful and organised. We work towards our goals and can eliminate distractions.</p> <p>How have you shown self control?</p>	PERSISTENT <p>We don't give up. We have a growth mindset and enthusiastically strive for excellence in all that we do.</p> <p>How are you working hard towards your goals?</p>	BALANCED <p>We keep a well-balanced life to be at our best and for the good of others. We use our time well for learning, play and rest and look after our wellbeing.</p> <p>How are you looking after yourself?</p>	COMMUNICATIVE <p>We express ourselves confidently and creatively. We listen to other points of view and respond effectively and respectfully. We build each other up with encouraging words.</p> <p>What encouraging things have you said?</p>

the attributes we hope our students will be developing throughout their time at the School. The emphases on these Strengths had become more pervasive over the last 12 months. Students are exposed to various applications and contexts for these strengths in sport teams, outdoor education programs, Pastoral Care groups (Tutor Groups), classes, assemblies, chapels etc. The language is used in programming and student reports for example. An artist has been employed to create a suite of documents.

An integrated Tutorial program, dealing with Academic and Pastoral issues continues to be developed. Units covering Healthy Relationships, Digital Citizenship, Substance misuse, Resilience, Positive relationships, Communication in relationships, Peer mentoring, reflections on Purpose and Hope, caring for Mental and Physical health are included amongst a large variety.

Sport (compulsory Winter terms years 7-11) and **Outdoor Education** (1 week compulsory per years 7-10) both are used partly as training in teamwork and respecting the abilities and challenges of those they are working alongside. Outdoor Ed particularly teaches reliance on others in quite challenging environments.

Our vision is to inspire students to be passionate, creative learners who engage with the message of Christ and fully develop their gifts and abilities in order to serve in the world.

These key principles of passion, creativity, personal development, service and engaging with the message of Christ, seem to be unable to be fulfilled simply within the academic curriculum without an emphasis on the whole student, including their social, emotional, and spiritual wellbeing. Therefore, what we do in the area of Student Wellbeing is not a distraction from the academic or an “added extra” but rather is critical to the school achieving its vision, it is at the core of our educational philosophy at St Andrew’s.

Student voice:	Focus groups, surveys and SRC discussions.
PDHPE links:	Year 9 PDHPE Curriculum TBC
Parent engagement:	School TV, Newsletter items, Guest Speakers.
Embedded review processes:	Tutor Survey, Pastoral Leader meetings.
Resources:	Flourish dx, PEEC, Character Strengths booklet and Jubilee Centre, Beyond Blue, Black Dog.

In the Middle School (7-9), the concepts of respect and responsibility are promoted through the pastoral programme, external speaker sessions, camps and Chapel activities. The Middle School student leadership structure facilitates respect and responsibility through official roles as well as broader service activities that encourage positive interpersonal connections. Assembly presentations also reinforce the need for students to be mindful of the needs of others at school as well as in public settings such as public transport.

KEY; External expert, guest speaker (EP) Positive & Negative Emotion (P); Engagement (strengths, balance, absorption) (E); Positive Relationships (R); Meaning and Purpose (community) (M); Accomplishment (goals, self-efficacy) (A); Health (sleep, health, nutrition) (H). Survey. Character Education.

Year	Term 1	Term 2	Term 3	Term 4
7	Surviving and Thriving at SACS Courageous	Emotions, Peer Support (P) Character introductory activity – Self-controlled and Balanced Jessica Roberts – anxiety and healthy coping strategies (EP)	Living a healthy online life - digital citizenship (R) Self-controlled Flourishing at School Survey – week 4	Service learning (M, R) Servant-hearted, Caring

Year	Term 1	Term 2	Term 3	Term 4
8	Healthy Relationships (R) Communicative, Caring <i>Flourishing at School Survey – week 4</i> Your Choicez Seminar. Healthy and respectful relationships, (EP)	Digital citizenship (P) Balanced, Principled	Vaping and substance misuse (P,R) Communicative, Courageous, Self-controlled Melinda TR – Parent seminar (EP) – cancelled due to COVID	Service learning (M,R) <i>VIA Character Survey – week 4</i> Hopeful, Grateful, Servant-hearted

Year	Term 1	Term 2	Term 3	Term 4
9	Strength of Self – Building Resilience Persistent <i>Flourishing at School Survey – week 4</i>	Strength of relationships (R) Communicative	Flourishing Focus: Sleep & Nutrition, Digital Citizenship Balanced Melinda TR – Year 9 Student and parent seminar (EP) – cancelled due to COVID	Personal Project & Finishing MS Well (E,A) Grateful, Knowledgeable

Year	Term 1	Term 2	Term 3	Term 4
10	Positive relationships & (R, M) Your Choicez Seminar. Healthy relationships, pornography (EP) <i>Flourishing at School Survey – week 4</i> Communicative, Self Control	Relationships (Communication), Consent – the Good Society). Positive Health - vaping. (H) Reflective	Questions of Character and 'The Good Place activity'. (M,R) Caring, Hopeful	Meaningfulness, reflecting on success and Leadership/ Character, community service (M,R) <i>VIA Character Survey – week 1/2</i> Reflective

Year	Term 1	Term 2	Term 3	Term 4
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11	Appropriate use of Technology prosocial behaviour (P,E) <i>Flourishing at School Survey – week 4</i> Balanced	Gratitude, & Peer to Peer mentoring with Junior School, Cyber Safety (P,R) <i>Grateful</i>	Gratitude, <i>Character - telling good stories</i> & character role models (P,M) <i>Principled</i> Melinda TR – Year 9 Student and parent seminar (EP) – cancelled due to COVID	Leadership Retreat, and Accomplishment (A) <i>Principled, Servant Hearted</i>
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Yr	Term 1	Term 2	Term 3	Term 4
12	<i>Health</i> focus - The importance of self care (H, E) <i>Flourishing at School Survey – week 4</i> Balanced	Gratitude & Life Hacks (R,H) <i>Brent Sanders – Consent and respectful relationships (EP)</i> <i>Grateful</i>	Relationships & <i>Health</i> (House based competition) (R,P) <i>Deb Blackwell/ Beth Wilcock – managing exam anxiety (EP)</i> Balanced	

Student Representative Council (SRC): Awareness/ Charity days 2021 International Women's Day T1, National DAY Against Bullying and Violence T1, NAIDOC Week LATE T2, RU OK Day T3.

Theme 12 – Parent, student and teacher satisfaction

Student & Parent Satisfaction

2021 again saw the school obtaining the highest enrolment in the history of the school. This was driven overwhelmingly by word of mouth from our parents. Our parents are telling other families how happy they are with the school both academically and pastorally and this has driven enormous growth in enrolment enquiries and applications.

2021 also saw one of our highest student retention rates in recent years. We had a student retention rate of over 94% right through the school. The Year 6-7 retention rate of over 90% was particularly pleasing as it was the highest for over ten years. High retention rates are a solid indicator of happy students and happy parents

The school has also seen a large increase in the number of staff wishing to enroll their children in the school, and the number of families wishing to enroll all of their children. Both of these are strong indicators of satisfied teachers and parents.

Enrolment growth at the School continued in 2021 with enrolments again exceeding previous records. Our parents, students and alumni are our strongest advocates, sharing their satisfaction with the School's academic and pastoral programmes and referring friends, family and neighbours to the School.

Challenges brought about by the pandemic, included restrictions for many subjects, disruptions to classes, online learning and uncertainty around assessments. Despite this, our NAPLAN results were excellent and careful planning from the education executive allowed year assessments to continue so academic performance could continue to be monitored and timely feedback provided to students. The logistics for providing a COVID-safe HSC and IB Diploma were mastered with the School celebrating some of the best academic outcomes in its history. Several students were also nominated for *Art Express*, *On Stage* and *Shape*.

The School's focus on student welfare saw bright and colourful murals depicting our Character Strengths painted throughout the School providing visible learning and teaching opportunities to discuss and apply these attributes. Matched to each age group from Kindergarten to Year 12, the programme is part of the School's comprehensive approach to wellbeing, ensuring every student is valued, known and supported.

As a School we have welcomed the trust and support that parents and students have continued to bestow upon the School and are grateful for the many emails and thank you notes that staff have received.

Student Testimonials

This is going to sound really cliched but the best thing about St Andrew's Cathedral School is the community at SACS. Everyone is so close and the relationship between teachers and students is also very good. - Year 12 student

My favourite thing about the School is the hundred ways you can get involved. The amount of variety in the subjects you can take is huge too. I think it's great that teachers recommend all these co-curricular activities because ultimately, they care as much about our wellbeing as they do our education. - Year 12 student

I enjoyed this year. I think the teachers have done a wonderful job with being online despite its difficulties. I also feel very welcomed to this school. - Year 5 student

I have had a great year at SACS! Being a new student, I thought it would be challenging, but instead I have been overwhelmed with how welcoming and nurturing the School has been, the great friendships that I have made and a year of fun-filled memories! I have enjoyed remote learning... my favourite thing was the opportunity to make my own podcast and learning how to engage the audience through different techniques like sound and expression. - Year 5 student

One of my favourite things about school this year is the community and how helpful everyone is. A reason for this is in my first few weeks here, I kept getting lost on my way to classes. It was so confusing ... I asked a few teachers in the corridors, and they would always point me to the way of my class. One of the co-curricular activities that I loved doing was Start-Up. It was a great way to communicate with friends! - Year 7 student

All my teachers at St Andrew's are very helpful and have made learning fun and interesting. - Year 7 student.

Parent Satisfaction

The school has a very active and involved parent body who appreciated the creative and flexible way they could continue to partner with the School in the education of their children. Subject selections, pastoral presentations and parent-teacher interviews were all successfully managed online. Celebrating student work for the Personal Project, Start Up, and Visual Arts were managed effectively due to the School's increased proficiency in digital presentations.

This year has been eclectic in the way the community could come together with some events both in person and virtual, onsite and offsite, restricted in numbers or at full capacity with masks. Highlights included our Performing Arts Showcase, our Outdoor Education Picnic Day, a successful careers evening and a stunning Gala Dinner at the end of the year. Ingenuity allowed for a very moving Valedictory Service online and even the creation of a virtual gallery for the unveiling of a portrait for our outgoing Head of School.

A Lockdown Lego competition and Boredom Busters Booklet, care packages for Year 12 and regular communication with the parents by staff continued to strengthen the important community ties.

Parents & Friends

The P&F is a supportive and active group of volunteers. The executive meet regularly and hold parent general meetings online each term. They produce the P&F newsletter which updates parents regularly on parent activities, and foster parent-to-parent communication through their convenor system of volunteers. The convenors organize year group get-togethers and administer year group Facebook and WhatsApp groups.

One of the regular P&F programmes is their Presents series where a panel of teachers focus on an area of interest to the parents with an opportunity to ask questions in this informal format. In 2021 this included Technology to help parents understand all of the platforms used by their students in lockdown, and also a special 'presents' to introduce to the community the incoming Head of School.

The P&F also facilitated events for parents including a several welcome events at the beginning of the year, an online family trivia night for both students and parents, and the Gala Day BBQ.

Considerable donations were made to the School from the P&F in 2021 including towards Indigenous scholarships, a portrait for our outgoing Head of School, a 3-D printer, upgrade to Audio Visual equipment and sewing machines for the primary school.

Teaching Staff Satisfaction

St Andrews Cathedral School completed a staff wellbeing survey in August 2021, measuring employee satisfaction through levels of wellbeing and perception of school performance, partnering with industry leading Voice Project. A summary of the key findings are provided below. The wellbeing metric was 4 % lower than the 2020 measure, notably due to the impact of Covid on staff through remote teaching, and disruption to the classroom.

All new staff of 2021 were surveyed as to their satisfaction with the 3 staged onboarding and induction process over 2021 (including a mentoring and coaching offering for Teaching staff), seeking feedback on their experience. This feedback resulted in key changes to the onboarding process to support employee satisfaction and retention. These changes were the installation of a departmental buddy system, and the merging of the coaching/mentoring program.

An exit interview process is also completed with all staff on their departure. Key themes for staff leaving include:

- Promotional opportunities not available in the school.
- Geographical proximity to the new workplace
- Desire for a change of pace in work and life.

Feedback from the exit interview process is that the St Andrews Cathedral School employment experience is overwhelmingly positive, steeped in a culture of collegiality and care for the other, driven by the aspirations to be authentically Christian.

		09 Aug % Fav
Progress	The future for this school is positive	95%
Collaboration	I have good communication with my colleagues	93%
Collaboration	My team has been able to work together effectively during the disruption caused by COVID-19	93%
Communication	I am aware of the changes made in how we work and operate	92%
Senior Leaders	Senior leaders are making effective decisions in response to COVID-19	91%

wellbeing

09 Aug
% Fav

71%

• Wellbeing reflects the emotional wellness of staff, their level of stress and sense of safety. Your survey data shows that wellbeing in your school is moderate, with 71% of survey respondents indicating they feel well at this time.

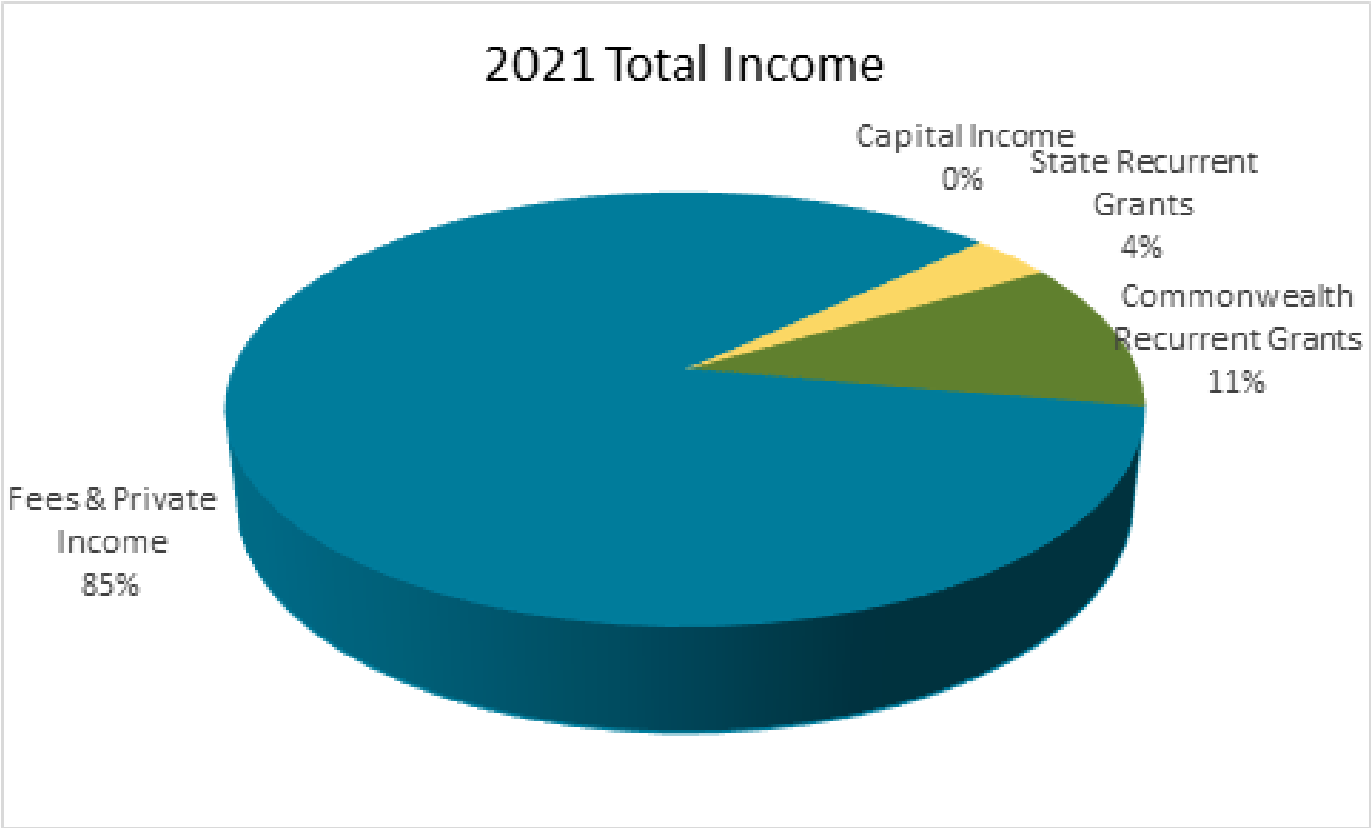
progress

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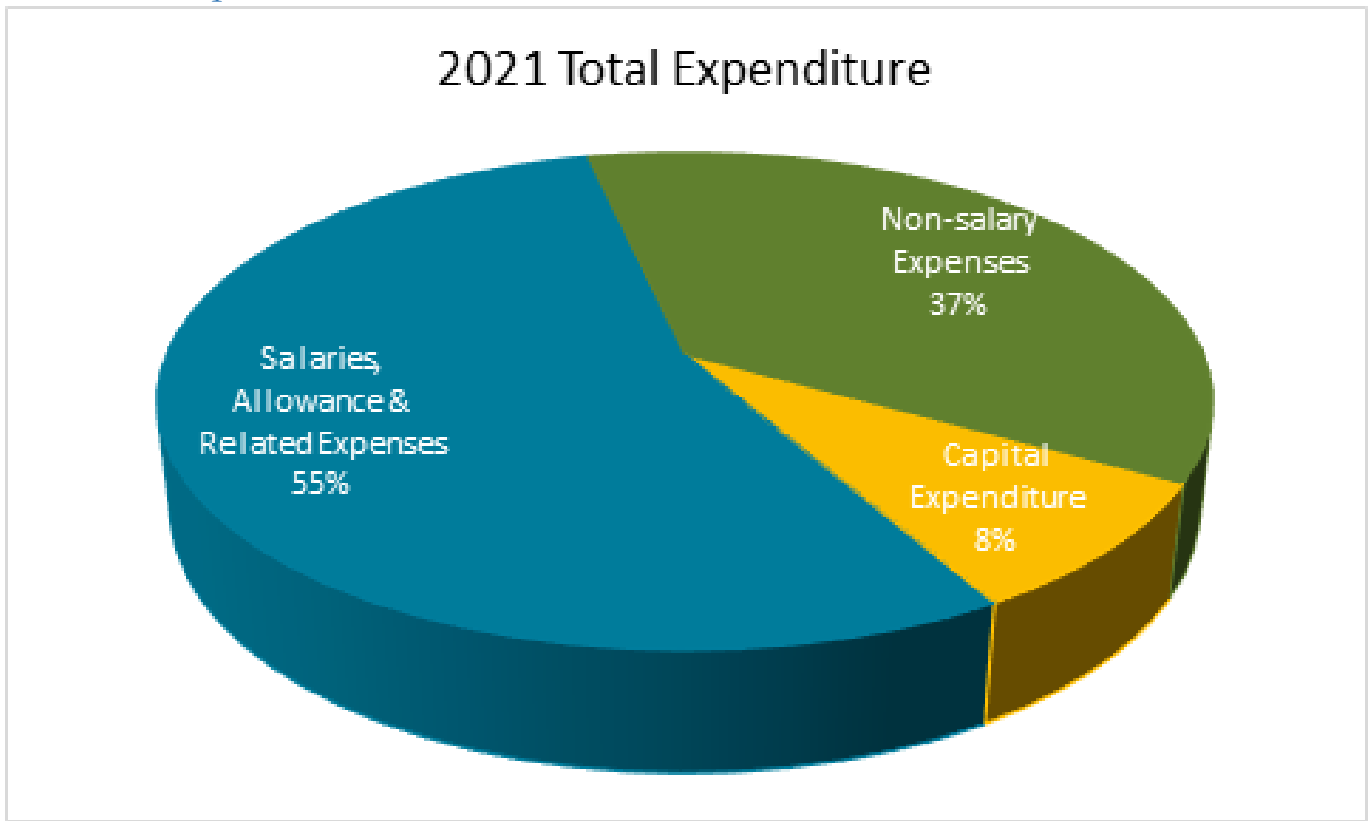
91%

• Progress reflects staff perceptions about school performance and continuity. Your survey data shows that progress for your school is high, with 91% of survey respondents indicating they are satisfied with the school's response to the situation.

2021 Total Income



2021 Total Expenditure





ST ANDREW'S
CATHEDRAL SCHOOL

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