
2022
St Andrew's Cathedral School
Annual Report to NESA



ST ANDREW'S
CATHEDRAL SCHOOL

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Theme 1 – A message from key school bodies

From the Head of School

How do we measure success at St Andrew's Cathedral School? This is a question that we have been asking at Executive level this year. What are the measures that, across time, will enable us to see how well the School is meeting its vision and mission?

At the start of the year, I stated that we have both finite and infinite aims as a school. Our finite aim is to help young people obtain the best possible qualifications they can. It is finite because the credential they study has a start date, an end date, rules of the game and a clear outcome. We don't ignore that aim; we are a school.

However, our aims for the formation and development of young people go far beyond the finite into the realm of the infinite. Their character, convictions, values and vocation (to name but a few) go far beyond the result any one child achieves in their examinations. It is the unseen aspect of education – the great iceberg below the surface that has no clear start or end date, no clear rules for the game and no clearly seen outcome.

Therefore, when it comes to measuring success – the finite is clear, whilst the infinite...those are some of the questions we have been wrestling with this year. "How do you measure, measure a year?"

The School, this year, has enjoyed measurable success. NAPLAN results were the best in the history of the School, enrolments are the highest ever and wait lists, the longest. Sports results are a source of celebration; we had two fabulous musicals and numerous high quality concerts and multiple Outdoor Education camps. Our staff have won multiple awards for teaching and leadership, our MYP evaluation was superb, our Gawura school was recognised as leading practice by the Archbishop of Canterbury from his perspective on the world stage; we have hosted international conferences and published our first research journal on teaching and learning. When our Year 12 focus groups were asked '*Do you feel prepared for what happens after school?*' 100% of them answered, 'Yes!'. They noted the uncertain world that faced them and yet reflected that they were looking forward to the challenge. For all of that (and much more besides) we give thanks to God.

However, there is also much that has happened that is not easily measured. Students who have navigated the tragic death of loved ones with inspirational courage. Students who have stepped up as responsible citizens – for example, the notification I received this morning of the two middle school students who ran to the rescue of a fallen pensioner. The world views that I have seen challenged, and the hope that has been planted through deep study. Those students who have faced infringements and disciplinary measures and have grown and changed through the experience. Students who have fostered habits of excellence. Students who found their passion and direction in life; those who started to really grasp that '*they matter*'. These are some of the infinite gains that I have seen this year, for which I also give thanks to God.

The answer that the opening melody gives us to the question, "*How do you measure, measure a year?*" is this, "*measure in love.*" Whilst this does not seem such a helpful statement for Executive, as we look in detail at every aspect of the School; it is extremely helpful, as we step back and reflect on the whole - both finite and infinite aims.

The writer of 1 Corinthians 13 notes that, whatever else you may have: faith, knowledge, gifts, or talents, if you do not have love, you '*gain nothing.*' The sentiment is that, without love, we are merely self-serving, not society leading.

Love can be defined as sacrifice of oneself for the betterment of others: "*Greater love has no man than this, than he who lays down his life for his friends.*" John 15:13. Summed up in our motto, "*Via Crucis, Via Lucis: the way of the cross is the way of light,*" the aim of our work is to enable young people to become the very best version of themselves. Therefore, yes, we do measure in love.

This year, I have been privileged to witness great sacrifice for the betterment of students from staff, parents, and students. I have seen parents of younger students dedicate hours of their life to mentoring and assisting the examination process of our Year 12s. I have seen staff repeatedly sacrifice time with their own families to work with students who are struggling. I have seen students sacrifice themselves to serve the needs of the School and to mentor younger students. I have seen students step in to assist when they see members of the public in trouble. I have seen parents donate generously to many aspects of our School, including the refurbishment of our playground, even though their own children will never benefit from it. It is these and many other repeated acts of

love that make our community what it is, that make our students what they become, and that make our society what we need it to be.

For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. – John 3:16

Dr Julie McGonigle

Head of School, St Andrew's Cathedral School

From the School Council

Most of us use the terms complex and complicated interchangeably when, in fact, they represent critically different circumstances. For example, the law is complicated, but it can be understood and its outcomes generally predicted.

Conversely, complex challenges contain many interdependent elements, some of which may be unknown and may change over time in unpredictable ways.

Running a school like St Andrew's Cathedral School will never be anything but a highly complex operation, but for the past two years, schools like SACS have been performing a high-wire act: seeking stable footing while dealing with a disruptive and unpredictable world. It seems that any given week provides ample reminders that we cannot control the degree of change, uncertainty, and complexity we face.

St Andrew's Cathedral School's stability in these uncertain times, and in fact, our ability to flourish is a circumstance which we should not take for granted. The fact that the past year at St Andrew's Cathedral School has been a year to celebrate is due to a combination of extraordinary leadership and the strength of our foundations.

The School's Christian foundation means we have essential convictions about the dignity of every student – each one unique, each one loved by God and each one gifted for a purpose. It is this foundation that firmly anchors St Andrew's Cathedral School in these turbulent times, and it is this foundation that determines the School's priorities and drives our thoughtful, wholistic view of education.

We resist those cultural assumptions that would limit our view of a human being's ultimate worth, any assumptions about their 'capacity' or 'usefulness'.

Rather, we begin with the firm belief that every person has infinite value, not because of external factors like ability, achievement, social status or physical attributes, but because they are made in God's image. The recognition of the immeasurable value of every child, independent of any external standard of value or performance, drives our commitment to every student - everyone matters.

If there was ever any doubt about the importance of a leader's ability to navigate change, uncertainty and disruption then the uncertainty of the last few years have made this abundantly clear. I am therefore grateful to have the opportunity to acknowledge and applaud the extraordinary leadership of Dr Julie McGonigle.

Leading others is difficult in normal times, but in these times of constant change and uncertainty, it is especially hard. And yet Dr McGonigle has led the school with a calm clarity of purpose and a singular depth of educational knowledge that has sustained both the progress and balance of the School as well as the wellbeing of the community.

The idea that human beings are relational beings, made in the image of God, underpins the priority we give to building a diverse community that enables belonging for all.

Within this community both genders are a positive influence on each other, learning mutual respect and the social skills of healthy interactions that will set our students up well for life after school.

Our vision of human excellence and academic rigour, for both students and staff, comes out of a belief that we are all called to invest our individual gifts and talents well in order to bring good to the world.

We have high expectations of every member of the St Andrew's Cathedral School community because we believe that each one of us matters. Research shows that teacher effectiveness and student wellbeing and growth in character are tied to the experience of successful learning. We therefore believe in the importance of a disciplined, challenging and stimulating classroom environment.

Schools, whether they are conscious of it or not, are built on a particular view of the world and the human person. There is no such thing as a 'neutral' education. By encouraging critical thinking and thoughtful analysis, we foster a lively intellectual curiosity about the world.

We are committed to creating a learning space where our students are able to think and debate about the things that matter most: why we are here, how we should live our lives, and how we should relate to others.

At St Andrew's Cathedral School the gospel of Jesus provides the 'larger story' out of which we seek to make sense of the world and our place within it. We are thoughtful about what we do, with a wholistic view of Christian education that sees community, curriculum, character and systems as inextricably linked.

I do not have any special insights into what the year ahead holds for us all, but I face it with a confident heart. Confident in the enduring promises of God that underpin the School's foundational beliefs and in the strength and depth of our leadership team. I look forward to sharing it with you.

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

From the School Captains

As a leadership team, we certainly had a challenging start as our term of service started at the same time as the beginning of lockdown in the middle of 2021. However, unique opportunities arose from this situation for us to be able to work together, aiming to lift the morale of the student body and staff as well. We created a variety of funny videos where we began the introduction of the new leadership team to the rest of the school community as well as suggest a few helpful tips to support everyone through the lockdown. A few members of the leadership team alongside Rev. Tubman, shone light on their cooking skills in online chapel, where we were encouraged to keep going, despite the unpredictability of lockdown. These weekly videos became a huge success at engaging many areas of our school community. Our social media platforms were a great place for the Senior College students to interact more with our Middle School peers, edifying SACS Pride throughout the School. This was particularly beneficial as our school continues to grow and the number of faces to recognise especially those located in a different building becomes more challenging.

From the beginning of our leadership season, we were encouraged to foster a sense of servant-heartedness at the core of every action we made, and as leaders, represent this, embedding the school's Christian ethos. As **1 Peter 4:10** says: "As each has received a gift, use it to serve one another, as good stewards of God's varied grace." This serves as a helpful reminder that we all have different skills and strengths, and it is these differences which help create a stronger team.

From Kai and Katie reintroducing SACS Pride in sport after a long drought due to COVID-19 restrictions, to every House Captain igniting unprecedented House spirit at the Big City Make Off, SACS Factor and Gala Day, to even the Captains being on SACS Sunrise, which was part of the eventual naming of the SAH chickens to be Teriyaki and Nugget – all these actions exemplified our teamwork and earnestness to bring to life SACS Pride.

We had the great privilege of serving under the guidance of both Dr Collier for the first six months and Dr McGonigle for the latter half of our time. We were able to have (almost) weekly recess meetings with Dr McGonigle, where the four of us enjoyed a delicious array of muffins and fruit, whilst discussing what new events were occurring within the buzz of the school community. It was a good opportunity to provide insight into how students were coping and reflect on the joys of different events such as the musical *Annie*, sporting events, or tough exam blocks.

The difficulty of COVID-19 restrictions continued throughout our year as many events were postponed or cancelled. Despite this, we were involved in Dr McGonigle's Commissioning Service, a unique and special event. Josh and Saffron had the opportunity to give a speech encompassing the culture at SACS, appreciating and motivating our community, as well as welcoming Dr McGonigle in the warmest way possible. Miriam and Oli were the MCs of the event, informing and engaging everyone throughout such a special day.

Finally, we would like to thank all the staff, students and families which work together, making SACS the place it is. It truly has been a pleasure being your leaders and being blessed to represent and serve this school. We will all miss you very much, and on a final note, remember: YOU MATTER!

Saffron and Joshua
School Captains

Oliver and Miriam
School Vice Captains

From the Junior School Captains

This has been an incredible year, especially being selected as Junior School Captains. It is a great privilege and honour to serve our school community and give back. It is a privilege to represent your fellow students; as quoted by Chinese philosopher Lau Tze, "To lead people, walk behind them". Remember to be humble, act with kindness and hone courage.

Together, we have had numerous highlights throughout the year. Some standouts include *Madagascar – A Musical Adventure*, Gala Day and Grandparents' Day. It was incredibly good fun learning all our songs, lines, and dances in *Madagascar*. It was also a wonderful opportunity to get to know other friends outside of our own classes.

Gala Day was another fantastic experience filled with excitement and anticipation; who could forget the dodgeball and delicious treats?

We were also blessed to welcome our grandparents to our School and spend the day with them, first in the Cathedral and then when they visited us in our classrooms. All these wonderful events and experiences were only able to happen because the COVID-19 restrictions had lifted. Isn't it great to be able to see all our friends again, masks not being mandatory and not having to do a RHAT test every week?

One of the most special memories has been the welcoming of our new Head of School, Dr McGonigle. She is a fitting example of a leader that we should all look up to. It was an honour to be part of her Commissioning Celebration, speaking on behalf of all of Junior School.

This year has been extraordinary; we formed great friendships and created memories.

We want to thank the students and staff at SACS for making this our most memorable year ever and for the opportunity to learn, dream and inspire.

Isaac and Adele
Junior School Captains

Alec and Olivia
Junior School Vice Captains

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

Located in two high-rise buildings in the heart of Sydney's CBD, St Andrew's Cathedral School (SACS) is an innovative, globally focused, coeducational learning community for students from Kindergarten through to Year 12. The school's urban location presents vast opportunities for students to engage beyond the classroom with city museums, galleries, theatres, green spaces, government institutions and industry. SACS offers a strong academic program and extensive co-curricular activities in sport, music, drama and outdoor education. The school seeks to develop an authentic and open approach to Christian learning, which assists students to think critically and to develop a compassionate social conscience.

As a comprehensive school, students of all academic abilities and interests are welcomed and nurtured to be their best self. A strong K – 12 student wellbeing program seeks to ensure all students feel valued and respected and ensures students have the tools to develop into well-rounded, global citizens who seek to make a difference in the world.

With a wide range of music ensembles and a plethora of co-curricular opportunities, 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.

The Junior School inspires true excellence through small class sizes, specialised teachers in music, science, sport and languages, and access to high quality learning support and a rigorous program for gifted and talented students. The move to Middle School (Years 7-9) is met with an expansive learning culture supported by Directors of Learning, Year Coordinators and Year based tutors, and a far-reaching student wellbeing program that underpins all aspects of the curriculum. The Middle Years Programme of the International Baccalaureate 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 (Years 10-12) 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 Programme taught.

Characteristics of Student Body for 2022

Year	Male	Female	Total
Kindergarten	17	8	25
Year 1	23	14	37
Year 2	15	21	36
Year 3	30	15	45
Year 4	31	29	60
Year 5	49	39	88
Year 6	60	30	90
Year 7	105	70	175
Year 8	99	67	166
Year 9	101	67	168
Year 10	111	58	169
Year 11	112	70	182
Year 12	97	72	169
Junior School	225	156	381
Middle School	305	204	509
Senior School	320	200	520

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

Junior School

The student outcomes in the 2022 NAPLAN were exceptional. There has been sustained academic improvement across the Junior School.


Year 3

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

Year 5

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

Compared to students with a similar background

	2017	2018	2019	2020	2021	2022
Compare to	<input checked="" type="radio"/> Students with similar background <input type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	513	463	482	517	480	
Year 5	562	539	551	552	547	
Year 7	598	585	593	592	604	
Year 9	640	620	619	640	634	

Interpreting the table

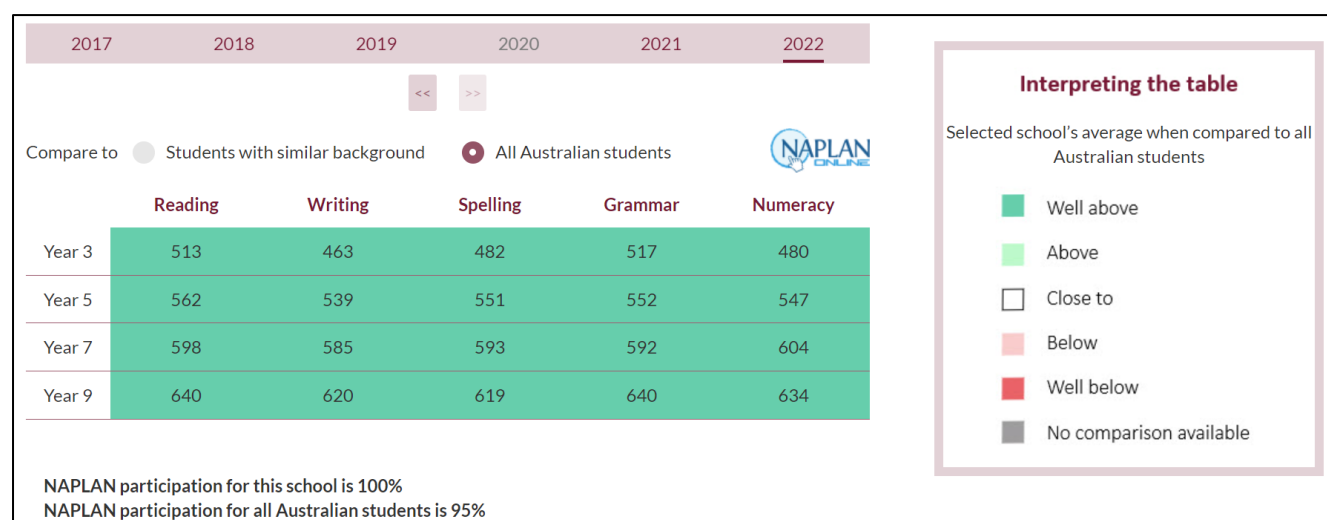
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

Compared to all Australian students



Middle School

The results for NAPLAN in 2022 were the best in the School's history. These have continued to build from the Junior School as well as the influx of about 50% of new students in Year 7. Areas of strength have been identified and areas for future growth as well such as a target on Numeracy in Year 7 and Year 9, which is well above state average, but slightly below like schools for both Year 7 and Year 9.

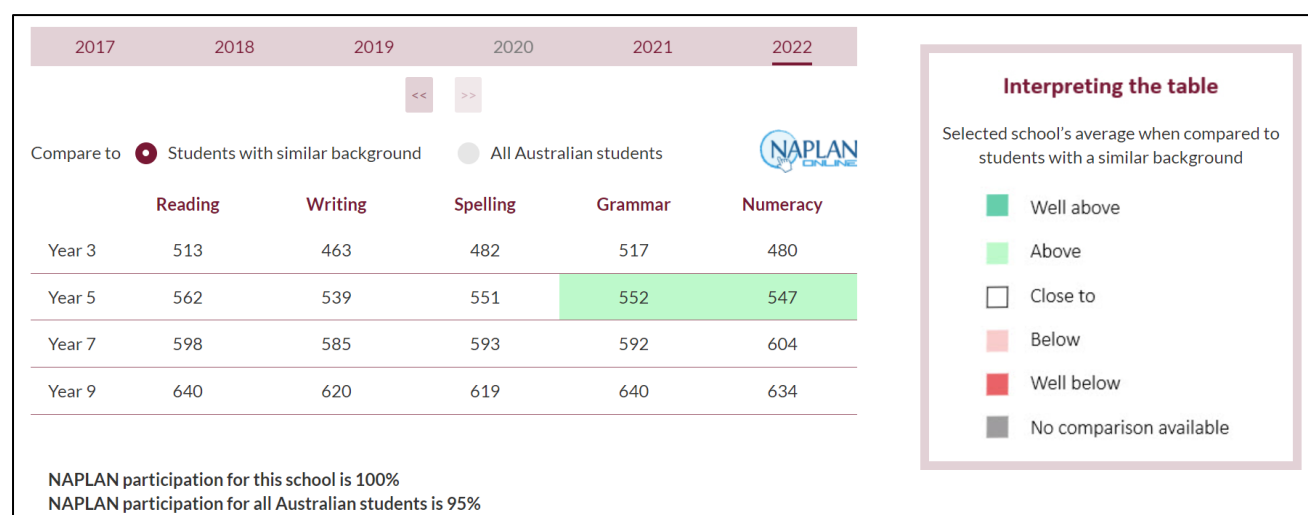
Year 7

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

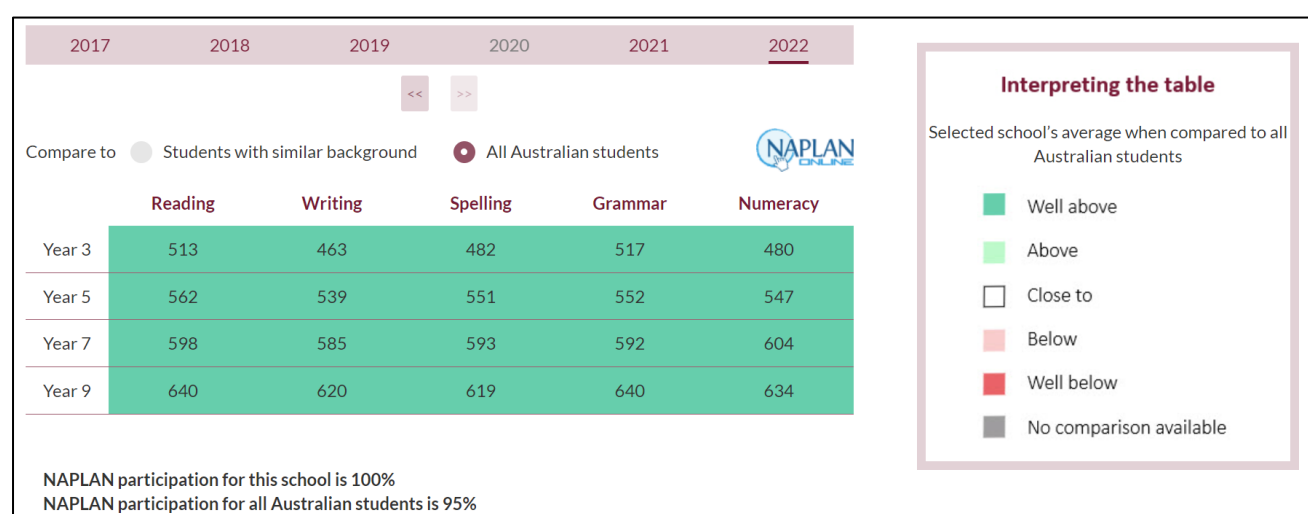
Year 9

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

Compared to students with a similar background



Compared to all Australian students



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 2022, 171 students (100% of the Year 10 cohort) were eligible to receive the RoSA. 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 the Year 11 cohort, 136 students (100% of the cohort) were eligible to receive the RoSA. These students were engaged in 47 courses. This group of subject offerings included Extension Mathematics, Extension English and the TVET subjects of Construction, Hospitality, Information and Digital Technology, Screen and Media: Production (Film and Television), Early Childhood Education and Care). 7 students completed a TVET subject. 100% of these Year 11 students progressed to the 2022 HSC Course.

Higher School Certificate Results

In 2022, 138 students sat for the Higher School Certificate and engaged in 45 courses. These courses included eight extension courses and two Vocational Education and Training Courses (TVET): Tourism, Travel and Events and Plumbing. 1.4 % of students completed a TVET course. 117 out of 138 students (85%) received the HSC credential. St Andrew's Cathedral School also had 1 student on Pathways and 21 Year 11 accelerated students. 20 students were accelerated in Studies of Religion 1, 1 student in Mathematics Extension 1 and Mathematics Extension 2.

78% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 28% of students achieved at least one Band 6 result. In 77% of all 2-unit courses, the cohort achieved results of Band 3 or above. 76% 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, French Extension and Spanish Extension.

It is also pleasing to note that Studies of Religion 1 had a student rank 6th in the State and Business Studies had a student rank 12th in the State.

In terms of performance over time, the table below gives an indication of this for each subject.

In summary:

- 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.

In 2022, 88% of students earned a band 3-6 result which was again equal to the best results in a 5-year period

Higher School Certificate Band Analysis

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Ancient History	2022	19	School: 18 (95%) State-wide: (81%)	School: 1 (5%) State-wide: (19%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Biology	2022	46	School: 28 (91%) State-wide: (80%)	School: 4 (9%) State-wide: (20%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Business Studies	2022	26	School: 26 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Chemistry	2022	17	School: 17 (100%) State-wide: (84%)	School: 0 (0%) State-wide: (16%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Chinese Continuers	2022	3	School: 3 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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	2022	3	School: 3 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Drama	2022	11	School: 11 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Earth and Environmental	2022	8	School: 8 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Economics	2022	23	School: 23 (100%) State-wide: (93%)	School: 0 (0%) State-wide: (7%)
	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%)
Subject	Year	No. of Students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Engineering Studies	2022	7	School: 7 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	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	2022	101	School: 99 (98%) State-wide: (99%)	School: 2 (2%) State-wide: (1%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
English: Standard	2022	12	School: 12 (100%) State-wide:(88%)	School: 0 (0%) State-wide: (12%)

	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
English: EAL/D	2022	3	School: 3 (100%) State-wide: (84%)	School: 0 (0%) State-wide: (26%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
English: Extension 1	2022	28	School: 26 (92%) State-wide:(99%)	School: 2 (7%) State-wide: (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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
English: Extension 2	2022	12	School: 12 (100%) State-wide:(99%)	School: 0 (0%) State-wide: (1%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
French Continuers	2022	3	School: 3 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
	2022	7	School: 7 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
History Extension	2022	9	School: 9 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Industrial Technology	2022	7	School: 4 (100%) State-wide:(87%)	School: 0 (0%) State-wide:(13%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Japanese Beginners	2022	7	School: 7 (100%) State-wide:(85%)	School: 0 (0%) State-wide: (25%)
	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	2022	9	School: 9 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Mathematics Advanced	2022	39	School: 39 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2021	55	School: 53 (97%) State-wide: (94%)	School: 2 (3%) State-wide: (6%)
Mathematics	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%)
	2018	34	School: 31 (92%) State-wide: (93%)	School: 3 (8%) State-wide: (7%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Mathematics Standard	2022	56	School: 54 (96%) State-wide:(82%)	School: 2 (4%) State-wide: (18%)
	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%)
Mathematics General	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
Mathematics Extension 1	2022	24	School: 20 (83%) State-wide:(84%)	School: 4 (17%) State-wide: (26%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
Maths Extension 2	2022	14	School: 14 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Modern History	2022	47	School: 44 (94%) State-wide: (89%)	School: 3 (6%) State-wide: (11%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2 - 4	Band 1
Music Extension	2022	1	School: 1 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Music 1	2022	6	School: 6 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Music 2	2022	2	School: 2 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1 - 2
PDHPE	2022	21	School: 20 (95%) State-wide: (80%)	School: 1 (5%) State-wide: (20%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Physics	2022	21	School: 20 (95%) State-wide: (87%)	School: 1 (5%) State-wide: (13%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Science Extension	2022	0	Course not undertaken	Course not undertaken
	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	2022	8	School: 8 (100%) State-wide:(93%)	School: 0 (0%) State-wide: (7%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Software Design and Development	2022	7	School: 7 (100%) State-wide: (87%)	School: 0(0%) State-wide: (13%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Studies of Religion I	2022	20	School: 20 (100%) State-wide:(96%)	School: 0(0%) State-wide: (4%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Studies of Religion II	2022	5	School: 5 (100%) State-wide: (93%)	School: 0 (0%) State-wide: (7%)
	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%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3 - 6	Bands 1- 2
Textiles and Design	2022	10	School: 10 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	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	2022	20	School: 20 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	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%)

International Baccalaureate Grade Analysis

In 2022, 53 students sat for the International Baccalaureate across 40 courses (separating Higher and Standard levels). Of the 40 courses undertaken by St Andrew's Cathedral School students in 2022, 38 (95%) achieved average grades higher than November session world means (up from 86% of courses in 2021). 100% of students were awarded the Diploma, including one student who scored a perfect 45. Across our 28 subjects and 40 courses, 31 per cent of grades were a 7, which is a 10 per cent increase from last year and 50 per cent of courses had a grade point average of 6 or above.

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

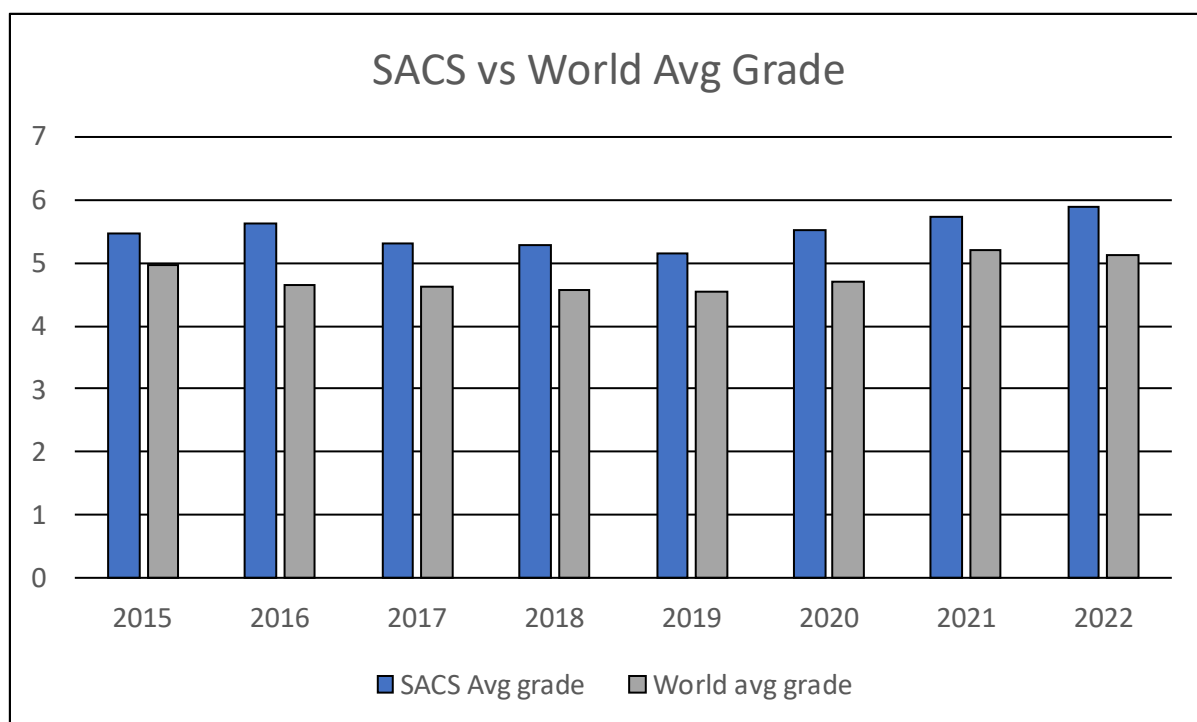
Course	# students (when >1)	Difference from world grade average
Physics SL	7	+2.72
Environmental Systems and Societies SL	15	+1.95
Computer Science HL	3	+1.94
Physics HL	2	+1.56
Business Management HL	13	+1.49
History SL	2	+1.34
Music HL	2	+1.33
Mathematics Analysis and Approaches HL	9	+1.14
Philosophy HL	7	+1.10

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

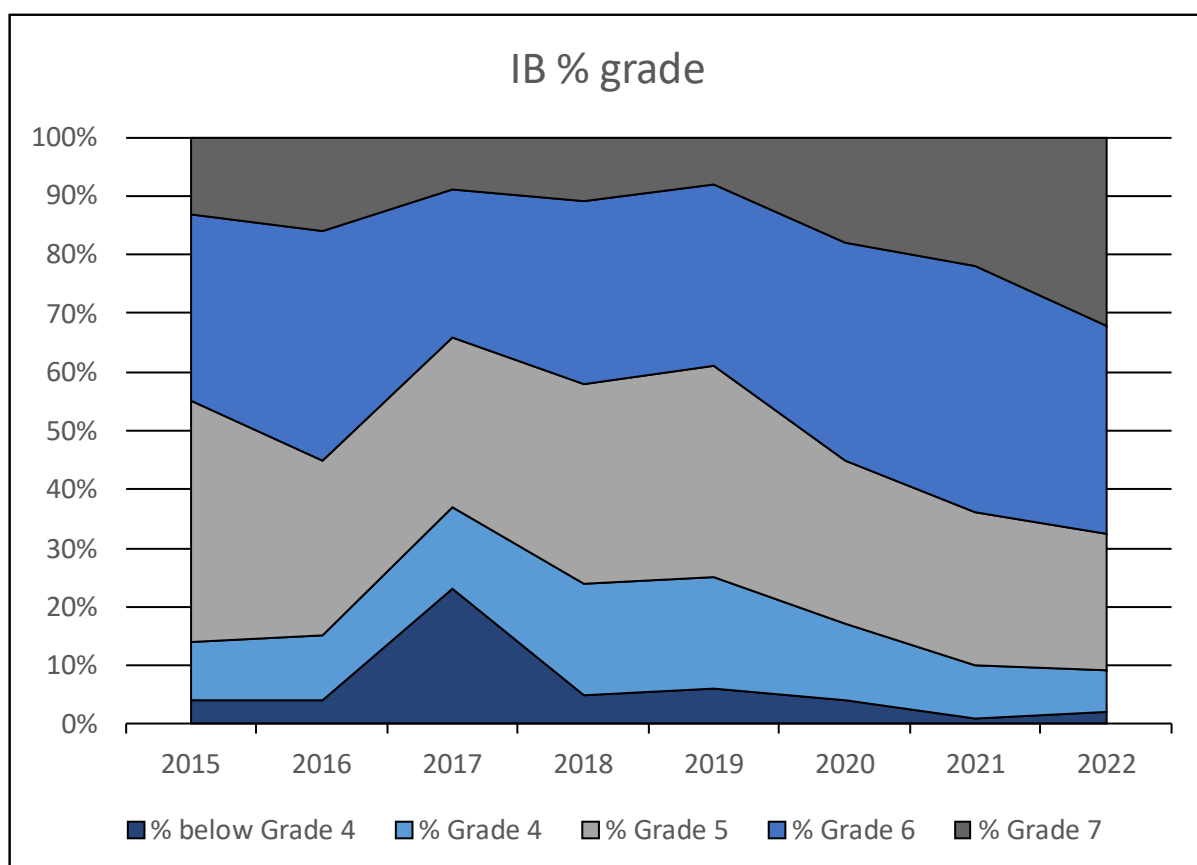
Theory of Knowledge	A	B	C	D	E	N
SACS	23.0 %	62.0 %	15.0 %	0.0%	0.0%	0.0%
World	7.3 %	33.9 %	44.7 %	13.3 %	0.3 %	0.6 %

Extended Essay	A	B	C	D	E	N
SACS	20.8 %	39.6 %	39.6 %	0.0%	0.0%	0.0%
World	15.3 %	33.8 %	39.4 %	10.5 %	0.2 %	0.8%

St Andrew's Cathedral School's average points continue to improve (2022 = 5.89, 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 2022 with 68% of bands being 6 or 7 (up from 64% in 2021; 55% in 2020).



Theme 5 – Teacher professional learning, accreditation and qualifications

Professional Learning

NAME OF PROFESSIONAL LEARNING EVENT	No. of SACS Staff in attendance
CONFERENCES	
<i>Staff attended many state and annual conferences. These are both content based and well as helping to develop best practice in our craft</i>	
AAEGT National Conference 2022	1
AHISA Directors of Learning Conference	1
AISNSW Heads of Sport Conference 2022	1
Australian Mathematical Society Conference	1
University of Sydney Successful Learning Conference: Masterclass	1
ELC Economics Conference	1
Ignite the Spark Conference	2
ISA Heads of Sport Professional Development Conference	1
Japanese Language Teachers Conference	1
Mathematics Conference 2022 - Mathematics Heads of Department Day	1
MEHMTA Annual Conference	2
7th Coaching in Education Conference	1
Australian Mathematical Society Conference	1
Research Conversations Christian Education Conference	3
SECG Conference	3
Stage 6 Aboriginal Studies New Teachers Zoom Conference	1
INTERNATIONAL BACCALAUREATE	
<i>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 2022.</i>	
Curriculum Mapping	4
IB English A: Literature	1
IB Global Politics (Cat 1)	1
IB Diploma Coordinators Meeting	1
IB Languages Network Day	8
IB Network Day	7
IB Virtual Verification Visit MYP Rivercrest Christian College	1
IBAP Virtual MYP & DP Workshops	1
IBDP Theory of Knowledge Category 2 Virtual Workshop	1
IBDP Workshop Category 1 Visual Arts	2
IBDP Workshop: Music Category 1	1
IB Marking your Mathematics	1
IB Marking your Mathematics: Analysis and Approaches Internal Assessment Cat 3	1
IB Marking your Mathematics: Applications and Interpretations Internal Assessment Cat 3	1
IB Mathematics: Analysis and Approaches Cat 1	1
IB Mathematics: Applications and Interpretation (Cat 1)	2
MYP Coordinators Meeting	2

MYP Individual and Societies Network Day	3
MYP Individuals and Societies Cat. 1 Workshop	5
MYP Individuals and Societies Cat. 2 Workshop	1
MYP Language Acquisition (Cat. 2)	2
MYP Mathematics (Cat. 1)	1
MYP Sciences Cat 1	1
MYP Workshop	13
MYP Workshop 2	7
MYP Workshop Leader Cat 2 Personal Project	1
Nspiring IB Mathematics	1
IB Planning for Programme Evaluation DP	1
Workshop Leader MYP Cat 1 Individuals and Societies	1
PROFESSIONAL LEARNING OFFERED BY OUTSIDE PROVIDERS	
2022 Stage 6 History Teachers Day	2
Aboriginal Cultural and Community Virtual Yarns	1
ACEL Leadership - Inquiry - The heart of leading learning	2
AIS and NESA Computing Teacher Forum	1
AIS Curriculum	3
AIS English Programming	5
AIS Maths Programming	6
AIS Middle Leaders Course	1
AIS NSW Pathways and Partnerships Folder	1
AISNSW Science Head of Department Day	1
ALIA Board Directors Meeting	1
Anti-Discrimination Legislation Executive Masterclass	1
APSMO (maths)	3
Archbishops Day	2
Assessment in practice Illness/Misadventure Stage 6 workshops	1
Aurora HSC Study Day	1
Australian Kodaly Certificate	2
Australian Mathematical Society (AMS) Conference - Education Afternoon	2
Becoming an EPI Teacher	1
Briefings by NESA: Renewal of School Registration/Accreditation in 2023	1
Chapter House Lighting Desk Training	2
Character Leaders in Education National Symposium	2
Child Protection	176
Coaching Bio Workshop	3
Coaching Skills Workshop - Removing the Bias	8
Completing Experienced Teacher Standards Pathway Accreditation	1
EMCC Coaching Accreditation Introduction Session	4
EPIC Sydney 2022	1
First Year in Maths Workshop	1
Flexible Blended Learning Course 1	3
Focus on Mathematics Standard	1
How to manage your teens with ADHD	5
HSC French Continuers Examination Review	1
HSC Marking (Written/Itinerant)/ HSC Committee Member	26

HSC PDHPE Workshop	1
Information Online 2023	1
Initialit	3
Introducing the Draft Maths Syllabus Webinar	2
Introduction to Experienced Teacher 2023 Webinar	5
Introduction to Leadership Coaching	5
Information Online 2023	1
Initialit	3
Introducing the Draft Maths Syllabus Webinar	2
Introduction to Experienced Teacher 2023 Webinar	5
Introduction to Leadership Coaching	5
Living Works Safe Yarn Hub Workshop	7
Macquarie University Careers Counsellors Information Day	1
Managing Student Disability	2
Masterclass: Developing an Aboriginal Curriculum Narrative	1
Mini Certificate in Gifted Education	8
Mini COGE Advanced - Connect Research	2
Mini CoGe and Mini CoGe Advanced	2
Mini-CoGE Advanced: More Curriculum Differentiation	4
Pathways and Partnerships Forum 2022	2
Porcelain and Lustre (Porcelain clay techniques)	1
Preparing for Renewal of Registration/Accreditation in 2023	1
Provide CPR and/or First Aid	110
PTSD	1
Reflections on the 2021 Modern History Exam	1
RoSA and HSC Eligibility and Credentialling Workshop	1
RoSA/HSC Curriculum Requirements for Registration and Accreditation	1
Science Head Teachers Network	1
Senior Leaders Online	1
Sign language course: Intro to Auslan	1
Spell-it Workshop	1
Stronger Smarter Leadership Programme	5
Students Coaching Students	2
Supporting English Learners with Exceptional Needs	1
Supporting Teachers through Experienced Teacher Accreditation 2023	4
Talk for Reading	8
Tribal Warrior	2
Unpacking the HSC Geography Exam Webinar	2
Using Assessment Data Effectively	1
Visible Literacy English Induction	15
Visible Literacy Session 1 (HSIE)	18
Visible Literacy Year 7 English	6
Visible Literacy Year 7 HSIE	8
Visible Literacy Year 8 English	6
Visible Literacy Year 8 HSIE	6
Visible Literacy Year 9 English	8
Visible Literacy Year 9 HSIE	6

Workshop with Gianfranco Conti	1
Yr 8 Appreciation of First Nations Languages Program	2
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 2022

Conditional:	4
Provisional:	6
Proficient:	215
Highly Accomplished / Lead:	0

Qualifications of teachers as at 31 December 2022

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 31 December 2022

Graduate Diploma of Education:	64
Bachelor Degree:	142
Masters Degree:	75
Doctorates:	4

Theme 6 – Workforce composition

From the Census in 2022 the St Andrew's Cathedral School employed:

Teaching staff	170
Full time equivalent teaching staff	153.6

Non-teaching staff	116
Full time equivalent non-teaching staff	84.5

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

Student Attendance

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

Attendance Rate

Kindergarten	93%	Year 7	92%
Year 1	92%	Year 8	91%
Year 2	93%	Year 9	92%
Year 3	95%	Year 10	91%
Year 4	93%	Year 11	91%
Year 5	94%	Year 12	93%
Year 6	94%		

The overall attendance of students for St Andrew's Cathedral School in 2022 was 92%

For St Andrews Cathedral School, the percentage of students who completed Year 10 and remained at the School to complete the Higher School Certificate or International Baccalaureate was 97%

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.

When a student's attendance drops below 90% a letter of concern will be sent to the parent or caregiver asking for an improvement. Continuing concerning patterns of student attendance may result in parent school conference and the development of management plans to improve attendance. Other actions from the school may also apply, including mandatory reporting if attendance fails to improve and there are concerns for the student's welfare.

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 emphasise 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,

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 61% per cent have been admitted to their first choice course. These were spread mostly across Sydney's major metropolitan universities and included a very diverse range of cognate disciplines.

University offers in 2022

The majority of our 2022 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 2022 HSC and IBDP cohort were:

- 176 students received 300 offers to Australian higher education programs
- 4 international students are studying in their home countries
- 300 tertiary course offers were made to students by Australian higher education providers at 15 universities and five other providers
- 91 first preference courses were offered, equating to 61% of students receiving their first preference
- 83 students (54%) received more than one higher education course offer
- 7 students enrolled in vocational education courses
- 1 student completed the Pathways Program
- 1 student accepted an offer to study at the University of Virginia
- 1 student accepted an offer to study at the university of West London
- 1 student accepted an offer to study at the University of Amsterdam

Faculty Area and number of offers made:

Arts / Humanities:	34 students
Business / Commerce	50 students
Design / Visual Arts	12 students
Education	15 students
Engineering	26 students
Health and Medical Science	55 students
Information Technology	22 students
International Studies	9 students
Law	7 students
Media and Communications	18 students
Music and Performance	6 students
Social Sciences	12 students
Sciences	39 students

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

Macquarie University:	67 students
University Technology Sydney:	64 students
University New South Wales:	37 students
University of Sydney:	37 students
Australian National University	23 students
University of Wollongong	9 students
Western Sydney University:	9 students
Australian Catholic University:	23 students
University of Notre Dame	11 students
University of Canberra	3 students
University of Newcastle	2 students
University of New England	4 students

Theme 8 – Enrolment 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 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.

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 completed Application for Enrolment form signed by both parents either in physical form or on-line.
- Payment of the non-refundable Registration Fee, currently \$200 (\$450 for overseas students).
- Copy of the student's birth certificate.
- Where applicable, a copy of the student's latest three school reports.
- Where applicable, a copy of the student's NAPLAN results.
- Where applicable, a copy of any Family Court Orders.
- Where applicable, any information relevant to the student's education including medical or diagnostic reports.
- 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, 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 percent

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.

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 the policy management system (Complispace)

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

Student Welfare Policy

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. This policy was not reviewed in 2022.

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

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.

This Policy was not reviewed in 2022.

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.

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. This policy was not reviewed in 2022.

Complaints/Grievances Policy

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. This Policy was not reviewed in 2022.

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. This Policy was not reviewed in 2022.

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

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. These guidelines were not reviewed in 2022.

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.

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. This Policy was not reviewed in 2022.

Complaints/Grievances Policy

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. This Policy was not reviewed in 2022.

Theme 10 – School determined priority areas for improvement

Junior School

The Junior School's 2022 priority areas for improvement included streamlining our assessment schedule and improved data tracking to inform teaching. We replaced existing assessments with more evidence-based assessments. We also introduced DIRT as a whole class feedback scaffold to streamline formative assessment. Assessing and responding to morphology, orthography and phonology 3 – 6. Trialled the Talk for Reading program Year 5 and embedded Talk for Writing K – 2 to target the oral language competency across the Junior School.

Another priority area was the development of a rigorous and standardised guided reading program to improve the teaching and learning of reading, particularly across the Infants Department.

Another priority area was to improve the instruction component of our teaching model, focusing on checking for prior learning, using success criteria and learning intentions, improving vocabulary, using WAGOLLS and questioning techniques.

Another priority area was familiarising the staff with the new K – 2 English and Mathematics Syllabus. We reviewed the current Language programs in the Junior School.

The Junior School Specialised Learning Team prioritised the identification and understanding of students with Dyslexia, introducing a comprehensive support program. Giving student voice to students receiving support through the Specialised Learning programs.

The Junior School introduced some screening assessments to identify bullying K – 6, being periodic student surveys monitoring experiences of *Mean on Purpose* occurrences. Data from these are fed back to grade leaders and wellbeing staff.

A focus on increasing parent engagement and collaboration through events, seminars and involvement in Junior School activities.

Ongoing teacher pulse surveys with students, particularly focused on emotional wellbeing.

Secondary School

Area	Priorities	Achievements
Middle School Literacy	<ul style="list-style-type: none"> Training in <i>The Writing Revolution</i> to English and History and HSIE faculties 	<ul style="list-style-type: none"> All English, History and HSIE teachers trained Standardised approaches to literacy teaching adopted Significant improvement in literacy NAPLAN results
Facilities and resources	<ul style="list-style-type: none"> Improved facilities for Visual Arts 	<ul style="list-style-type: none"> New Art classroom, storage and staff room built
IB Middle Years Programme (MYP) teaching	<ul style="list-style-type: none"> MYP External Evaluation New Personal Project procedures 	<ul style="list-style-type: none"> Strong commendations from IBO regarding the MYP Programme. Above world average PP results and best results ever for the school.
Learning Analytics	<ul style="list-style-type: none"> New process and dashboards for Heads of Department to analyse HSC and IB Diploma results and set goals and targets 	<ul style="list-style-type: none"> Very strong HSC results Best ever IB Diploma results including a student who scored full marks (45).
Teaching Christianly	<ul style="list-style-type: none"> Faculty planning Completion of Year 7-10 curriculum mapping 	<ul style="list-style-type: none"> Each faculty has a 2 year plan for Teaching Christianly and Character education Year 7-10 curriculum mapping of MYP elements, character and Christian perspectives completed New Critical Friend appointed – education academic
Staff development	<ul style="list-style-type: none"> Improvement in pedagogic practices 	<ul style="list-style-type: none"> Corwin ran whole school training on Learning Intentions and Success Criteria approaches

Theme 11 – Initiatives promoting respect and responsibility

Junior School

The Junior School of St Andrew's Cathedral School have worked to promote respect and responsibility by embedding and deepening our 15 Character Strengths across the school through a range of programs, supported by a wide range of resources.

Respect and responsibility has been heavily promoted through our Junior School in observing significant national days for our First Nation students including NAIDOC, National Sorry Day and Reconciliation Week. All students learn Wiradjuri K – 6 and all students were involved in National Reconciliation Week Activities. All students also were involved in researching significant First Nation elders and creating a pop-up gallery of researched elders.

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 assemblies and chapels which promoted values such as caring, through random acts of kindness.

The Junior School has also promoted respect and responsibility through a dance program which teaches the essential values associated with consent education. It encourages students to demonstrate respect in how they interact with their peers and responsibility for their interactions.

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.

SACS Character Strengths

HEART <i>We love because he first loved us 1 John 4:19</i>	CARING We are kind, friendly and forgiving. We show love for all people just as Jesus showed his love for us. Have you been a good friend?	GRATEFUL We are thankful for everything we have. We show gratitude to God and others for what we have received. How have you shown your appreciation?	PRINCIPLED We are trustworthy and act with honesty, fairness and justice. We take responsibility for our actions and their consequences. Do you take responsibility for your actions?	COURAGEOUS 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. How have you faced your challenges?	SERVANT HEARTED We put others first. We are humble, selfless and responsible. We use our gifts and abilities to help others. How have you helped?
	KNOWLEDGEABLE We enjoy learning new things in many areas. We engage with significant issues and seek to understand them deeply. What have you learnt?	THINKING We make good decisions by thinking carefully. We solve problems critically and creatively. We set our minds to think on noble things. Can you think of a better, smarter or more creative way?	INQUIRING We are curious and ask good questions. We wonder about things and enthusiastically search for truth with others and on our own. What questions do you need to ask?	OPEN MINDED 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. How have you considered other views?	REFLECTIVE 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. Can you evaluate your own performance?
LIFE <i>I have come that they may have life, and have it to the full. John 10:10</i>	HOPEFUL 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. What plans do you have?	SELF CONTROLLED We are disciplined, respectful and organised. We work towards our goals and can eliminate distractions. How have you shown self control?	PERSISTENT We don't give up. We have a growth mindset and enthusiastically strive for excellence in all that we do. How are you working hard towards your goals?	BALANCED 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. How are you looking after yourself?	COMMUNICATIVE 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. What encouraging things have you said?

The SACS Character Strengths, outlined above, underpin student learning and speak to respect and responsibility the attributes we hope our students will be developing throughout their time at the School. The emphasis 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 and students use the language of these Strengths to speak about the culture of the school. An artist was employed to create a suite of documents and there are matching murals on walls throughout the school.

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, cannot 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, Middle and Senior College Student leader teams 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 Flourishing at School Survey – week 4 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) VIA Character Survey – week 4 Hopeful, Grateful, Servant-hearted
9	Strength of Self – Building Resilience Persistent Flourishing at School Survey – week 4	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
10	Positive relationships & (R, M) Your Choicez Seminar. Healthy relationships, pornography (EP) Flourishing at School Survey – week 4 Communicative, Self Control	Relationships (Communication), Consent – the Good Society). Positive Health - vaping. (H) Reflective Brent Sanders -consent and respectful relationships	Questions of Character and 'The Good Place activity'. (M,R) Caring, Hopeful	Meaningfulness, reflecting on success and Leadership/ Character, community service (M,R) VIA Character Survey – week 1/2 Reflective
11	Appropriate use of Technology prosocial behaviour (P,E) Flourishing at School Survey – week 4 Balanced	Gratitude, & Peer to Peer mentoring with Junior School, Cyber Safety (P,R) Grateful	Gratitude, Character - telling good stories & character role models (P,M) Principled Melinda TR – Year 9 Student and parent seminar (EP) –	Leadership Retreat, and Accomplishment (A) Principled, Servant Hearted

Year	Term 1	Term 2	Term 3	Term 4
12	Health focus - The importance of self care (H, E) <i>Flourishing at School</i> <i>Survey – week 4</i> Balanced	Gratitude & Life Hacks (R,H) <i>Brent Sanders – Consent and respectful relationships (EP)</i> Grateful	Relationships & Health (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

Enrolments continued to be strong in 2022 and 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.

2022 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 for two years in a row. The Year 6- Year 7 retention rate of 96% was particularly pleasing as it was the highest for over 20 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 enrol their children in the school, and the number of families wishing to enrol all of their children. Both are strong indicators of satisfied teachers and parents.

Overall students and parents reported high levels of satisfaction with their academic experience, which is reflected in the strong NAPLAN results across all year groups. Students were engaged in their learning and this has been reflected in our Year 12 academic results which have continued to improve each year since 2015. Over one third of the year group received an ATAR above 90, and for the first time since the implementation of the International Baccalaureate Diploma Programme, two of our student received perfect marks.

The destination surveys of our Year 12 students demonstrate that the majority received their first preference for study at a tertiary institution. When surveyed our Year 12 students stated that their “teachers go the extra mile – with everyone rooting for you and wanting you to do well” which shows a high satisfaction with the support they receive from teaching staff. One hundred percent of the graduating students felt they were well prepared for life after School.

Our School is highly relational, the distinctive inclusive nature of the School creating a network of enduring relationships that enriches our community. Student welfare is a high priority and the development of character is fundamental to our pursuit of academic excellence and is at the heart of our teaching and pastoral care. The results from our annual student flourishing students indicated the students felt safe and included in the school and that their welfare was a priority.

All members of our community were delighted to return to the School physically, and student inter-house events were enthusiastically embraced.

St Andrew's Cathedral School values strong relationships with parents. We have an active Association of Parents and Friends who ran a series of well-attended social and fundraising event, and the School benefited from the assistance of over 300 volunteers in 2022 assisting with exams, events, reading careers and social justice initiatives - clearly indicating their commitment to the School.

Testimonials

Our son has just started at your school and he keeps saying "thank you, thank you, thank you mum. I just love it".
Year 5 parent

I love that there is no mould. Each student is encouraged to be a better version of themselves and that is exactly what happened to my two children – Year 7 parent

We will always be grateful to SACS for the welcome and support given to our son and wider family. So many teachers and learning leaders have had a profound and positive impact on his life – Year 10 parent

I think there's a great culture at the School of getting involved, to throw yourself into things and really explore your interests and passions – Year 12 student

The teachers ultimately care as much about our wellbeing as they do our education – Year 12 student

Parents & Friends

The Parents and Friends (P&F) are a dedicated and active team of volunteers whose support the school values highly. Their primary aim in 2022 was to bring the parents back together after two very disruptive years.

The executive committee meeting regularly hosting general meetings and parent forums on specific topics. They publish an e-newsletter twice a term and facilitate facebook groups for each year group. Convenors are a central part of parent-to-parent engagement and the P&F facilitate this by supporting communication and social gatherings.

With a focus on friend-raising, the P&F provided many opportunities for parents to gather such as their well-attended Mothers' Day Celebration, Grandparents' Days, BBQs on gala days and swimming carnivals and their highly successful Rooftop Christmas Markets. They also supported School events such as the Picnic Day at our Outdoor Education Centre and the School's birthday celebrations.

Due to the successful fundraising activities of the P&F, \$90,000 was raised and donated towards the renovation of our unique rooftop playground.

The school is appreciative of the hard work and dedication of the P&F towards our school community, providing valuable support and resources to parents and students.

Teaching Staff Satisfaction

In April 2023, Dr McGonigle, as Head of School, surveyed St Andrew's Cathedral School staff on their satisfaction working within the school. The feedback was overwhelmingly positive with reasons due to the quality, professionalism and character of staff.

Improvement themes from the survey were categorised into several groups named below:

1. Time/Workload
2. IT systems and
3. Cross School Connection

The school has introduced changes or continued to deliver on key strategic initiatives to address these areas improvement areas including:

1. Revision of requirements and payment for co-curricular
2. Installation of wellbeing periods
3. Provision of hybrid work arrangements where appropriate
4. Delivery of an IT Infrastructure review

Our staff satisfaction is also shown to be strong having received the Educator Employer of Choice Award 2022, for our rich professional learning offering supported by high quality evidence and our approach to coaching.

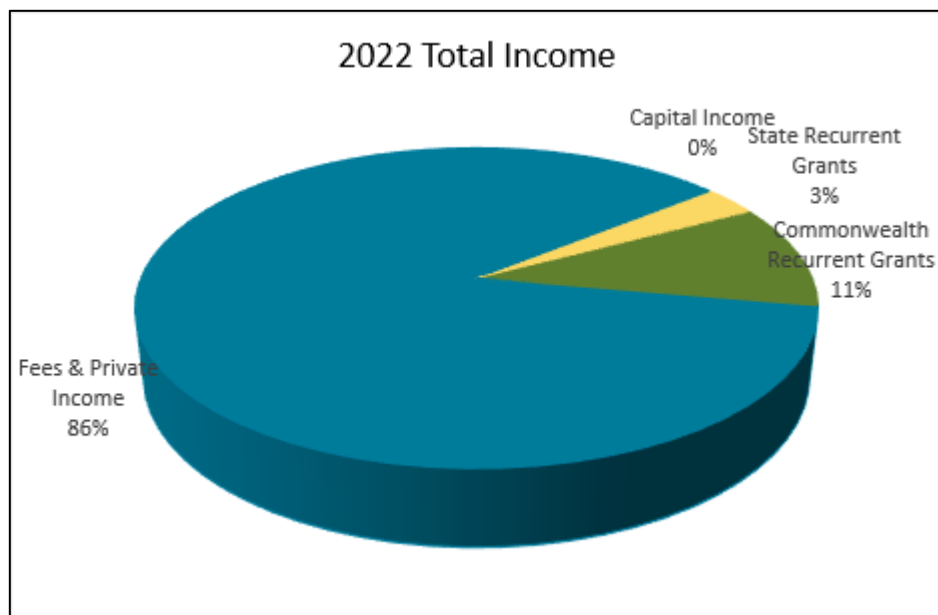
Turnover at school was slightly higher (17% vs 14%) when compared with 2021 where the motivations for leaving were:

1. Securing a Promotional Role
2. Career Change
3. Working closer to home/seeking greater work-life balance

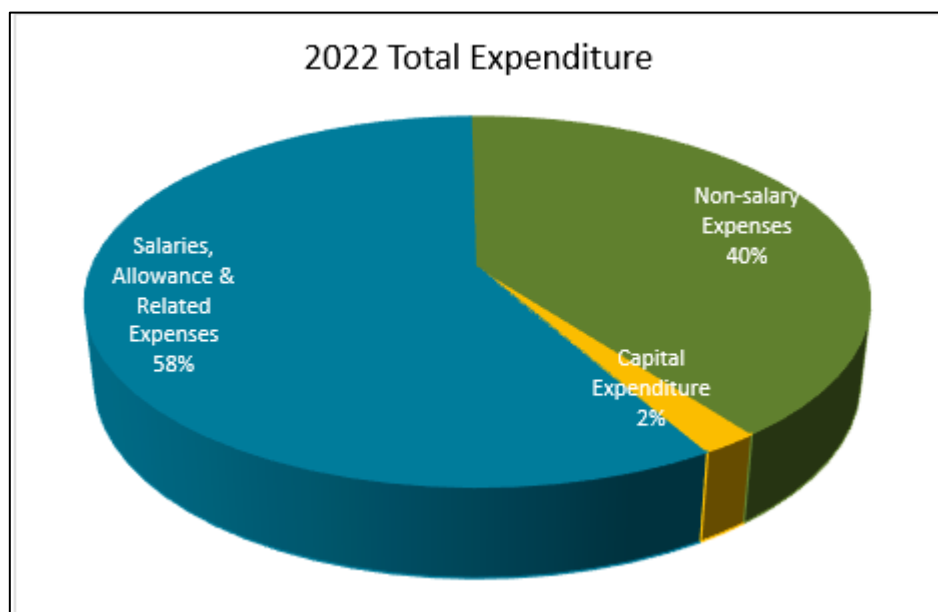
This turnover was representative of the increase observed across all industries following the impacts of Covid 19 on people and the workplace.”

Theme 13 – Summary financial information

2022 Total Income



2022 Total Expenditure





ST ANDREW'S
CATHEDRAL SCHOOL

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