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2023

St Andrew's Cathedral School  
*Annual Report to NESA*



ST ANDREW'S  
CATHEDRAL SCHOOL

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## Theme 1- Context

### Messages from key School bodies

#### School Council Chair

The Council's strategic direction is to create a school that provides *Life Giving Learning*. We believe that a great education is transformative, and includes:

- having high expectations of our students.
- promoting academic, artistic, and athletic excellence; and
- providing our students with innovative and diverse opportunities to nurture their gifts and talents, to prepare them for a rapidly changing world.

*Life Giving Learning*, however, is more than the pursuit of excellence. It is also about developing individuals of character and conviction. We want our students:

- to be resilient in the face of adversity.
- to be purposeful and to have a sure hope for the future; and
- to be morally responsible, entering the world beyond school equipped with wisdom and integrity.

The School's focus on *Life Giving Learning* came into sharp focus this last year. The Council is grateful for the way in which the School has united in one of its most difficult years.

The way in which the School has united is largely a result of the way in which the School has been led by the Head of School. Dr McGonigle's leadership is grounded in the belief that every person is made in the image of God and can be made new through Jesus Christ. Her leadership approach, in recognising that each member of the School community is:

- infinitely precious.
- gifted for a purpose.
- morally responsible; and
- collectively stewarding,

is transformative and has enhanced our school's culture and enabled the School to thrive, notwithstanding the significant challenges it has faced.

It is also remarkable, given the difficulties of the last 12 months, that our 2023 year 12 HCS and IB students have achieved the School's best ever results. It is important to recognise that this is the first cohort to have benefited from Dr McGonigle's academic improvement project, which she introduced to the School in 2018.

The Council looks forward to continuing to support Dr McGonigle as she and the School staff deliver the *Life Giving Learning* our students need to thrive.

## Head of School

Dr Julie McGonigle

*"The increasing impact of globalisation on our daily lives has brought a new sense of authority to the voice of international education."* - George Walker

The quotation above was used by the CEO of the International Baccalaureate Organisation at his opening address in the IBO Global conference in Dublin this year, which I attended. Globalisation has broken down the barriers of national education systems, showing us that we no longer need an education that will only prepare us for a nation, but rather an education that will prepare us for a globally connected world.

Our mission at St Andrew's Cathedral School, the reason that we exist at all, is *"to be a leading, city-based, **globally connected** learning community that seeks to be authentically Christian"*. We have for some time understood the need for an education that prepares young people for a globally connected world. This year, the International Baccalaureate confirmed our work to that end by noting us as an, 'Exemplary IB School,' (comment made by the IBO Evaluator at the end of the evaluation). To that end, they noted that, as well as the IBDP being expertly implemented itself, it is also the case that:

1. The mission, vision and strategic plan are uniquely aligned to the IB mission and vision
2. The whole school culture honours difference, supports healthy relationships and creates belonging, enabling the IBDP to thrive
3. The deep and successful implementation of the MYP has enabled the IBDP to thrive
4. The whole school language of character strengths and learning skills enables the IBDP
5. The strong commitment to the programme through Governors and Leaders
6. The generous resourcing of the programme
7. The deep commitment to international mindedness from all
8. The excellent teaching and learning environment where best practice is known, evaluated and shared
9. Well maintained facilities
10. Clear policies and roles and responsibilities throughout the school

It was a moment to celebrate, and celebrate we did. Yet, two days later, I was sitting next to Pastor Ray Minniecon, one of the Founders of Gawura and he said, "It's time to consider what it means to educate for human-ness."

His comment immediately reminded me of the somewhat tortured days of my PhD when I deeply considered what it means to be human? Having grown up amidst civil war in Northern Ireland, I was researching in the area of Peace and Reconciliation and was deeply interested in what it meant to educate for peace. However, as I considered the question, neither Pastor Ray or I could get past the more fundamental question - what does it mean to educate for human-ness?

Social psychology and group theory dictate that we will always seek to belong to a group. Due to that desire, we will naturally create divisions between the in-group and the out-group. The only way to get past this divisive process is if the group that you ultimately believe you belong to is the whole of human-kind. Therefore, the question is not, "how do we educate for peace?" but rather, "how do we educate for human-ness?"

One of the initiatives we started this year to address this question was *Big Questions*. This is a programme that aims to get us talking about issues that affect all of humanity. The issue we started with was, how do we best steward our environment? Next year we are moving into the area of Artificial Intelligence (very relevant to the human question). Underpinning this initiative are three habits that we are aiming to foster in our community: **be curious, be present, re-imagine**. So much division in life comes from pre-judging and not asking questions, or from asking but not being present enough to deeply listen to the answer. Or we ask and then we listen, but we cannot go beyond the now to re-imagine a better world in the future. At St Andrew's, we are seeking to be people who practice all three of these habits as we engage with both people and problems. Moving into 2024, we are working with schools and organisations internationally to look at how we can embed such habits for human-ness.

This was also a year in which the School received significant local accolades. Our NESA Registration noted our exceptional educational standards. It went on to say that NESA nearly always gives points for improvement on the quality of the curriculum but, in a rare case, found no such points for our School. A record number of our HSC students were nominated for SHAPE, ENCORE and ONSTAGE. Students across our school won local and national competitions in music, writing, science, sport and technology and all students participated in local service opportunities for local and national charities.

As a school we engaged in our Gawura Strategic planning process, considering the future of our approach to Aboriginal education K-12 and how we can bridge worlds and build futures. As we look at the Gawura vision and mission afresh, considering our desire to raise up leaders to regenerate a nation, we come full circle to George Walker's original quotation. Yes, globalisation puts a focus on the need for international education, but national issues and national regeneration cannot be overlooked. What arguably drives the answer to both of these concerns is the need to make sure that we know what it means to, "educate for human-ness".

At St Andrew's we have some fundamental beliefs about human-ness - made in the image of God we believe that people are:

- Infinitely precious
- Gifted for a purpose
- Morally responsible
- Collectively Stewarding

Or as stated in student friendly language: you matter, your life matters, your choices matter and what we do together matters.

What we do together at St Andrew's Cathedral School really matters. Together, staff, students, and parents we are educating for human-ness, which goes far beyond a national or an international education and indeed is the answer to both.

### Head of Senior College

Mr David Lindsay

Senior College is a vibrant place which mixes academic focus and care for the whole student. Both HSC and International Baccalaureate Diploma credentials are taught and managed with this in mind.

Despite the timing of the critical incident at the beginning of the final Year 12 exams in Term 4, student care by staff and peers was foremost. Year 12, 2023 students earned excellent results in both courses.

The Senior College continued to promote character development through direct programs of instruction, indirect references to positive character traits, chapel talks and involvement in support for our main charity partners: a variety of Anglicare focuses, Rough Edges Homeless Café; food distribution through South Sydney Anglican Church's community support. These activities are both fundraising and in-person.

Events such as SACSFactor, Make Off, Gala Day, carnivals, sport, and outdoor education are all contributors to 'who we are'.

### Head of Middle School

Mr John Partington

During 2024, the Middle School catered for approximately 517 students in Years 7-9. Students are taught according to the NESA Syllabus', in conjunction with the International Baccalaureate, Middle Years Programme. Individual Adjustment Plans are provided for students with additional learning needs including extension resources and activities. During the final year of Middle School (Year 9), students commence their Personal Project, which is an independent research project that addresses a problem or challenge. This is completed in their first year of Senior College (Yr10).

Middle School students engage with a camp programme each year that is designed to build Outdoor Education skills and confidence. This is takes place over a week at the outdoor Education site, 'Kirrikee'.

Each year group is overseen by a Head of Year, who reports to the Deputy Head of Middle School. Students can access other support staff including school psychologists and Tutors. There are multiple co-curricular activities on offer and all students participate in at least one sport option during the winter seasons. Most teams are involved in the Independent Schools Association, which is also the path to higher representation for other sports including athletics and swimming. A comprehensive wellbeing programme is also conducted to support students' personal development.

### Head of Junior School

Ms Rhonda Robson

The characteristics of the 2023 student body are evident in Table A. The percentage of boys continue to be greater than the percentage of girls enrolled overall in our Junior School. With the opening of the borders post Covid we are seeing an increase in the number of international student enrolments. This means the number of students with English as an additional dialect has also increased. The percentage of students with Specialised Learning Needs has also increased, approximately 25% of the student population require some level of adjustment in terms of the NCCD (Nationally Consistent Collection of Data) see Table 2.

The overall wellbeing of our student body has improved since the post Covid impacts, as measured by the Social and Emotional and Wellbeing Survey, see Table 3.

Our priority areas include enhancing teacher pedagogy particularly in relation to the Science of Learning and enhancing teacher wellbeing, as well as enhancing student outcomes in both literacy and wellbeing. Priority achievement areas have included early years literacy and writing K - 6.

Actions taken to promote respect and responsibility in the Junior School include introducing expectations around movement throughout the Junior School (calm corridors), being respectful of others. The implementation of student voice and choice over lunch and afternoon tea activities, choice of playground, library, social indoor play, quiet spaces, etc.

SRC- student voice in school activities e.g., Harmony Day, RUOK, National Day of Action

- against Bullying
- Leadership – Yrs. 5 & 6 – how to be a leader of character –responsibilities focus.
- Social Thinking- Yr. 1, 2, 3 – how do my actions impact on the thoughts and feelings of others
- Surveys – MOP – do students feel safe? How can we increase student safety?
- Special events- Backflips against Bullying – focus- How to be an Upstander not a Bystander; how to respond to MOP.
- Online cybersafe- lessons in terms of responsibilities and online safety
- PDHPE – consent lessons K-6 – looking at personal safety.

### Characteristics of Student Body 2023

Junior School			
Class	Total Number Male	Total Number Female	Total by Grade
Kindergarten	15	9	24
Year 1	21	10	32
Year 2	26	17	43
Year 3	21	27	48
Year 4	37	19	57
Year 5	53	39	92
Year 6	60	39	99
<b>Total Enrolled</b>			<b>395</b>

Table 1. Characteristics of Junior School student body

### NCCD Eligible Students with Disability (2023)

Primary Disability Category	Level of Adjustment				Total
	Support with QDTP	Supplementary	Substantial	Extensive	
Physical	21	1	3	1	<b>26</b>
Cognitive	18	25	5	0	<b>48</b>
Social/Emotional	20	9	4	0	<b>33</b>
Sensory	0	0	0	0	<b>0</b>
<b>Primary TOTAL</b>	<b>59</b>	<b>35</b>	<b>12</b>	<b>1</b>	<b>107</b>

Table 2: Specialised Needs of Junior School Student Body

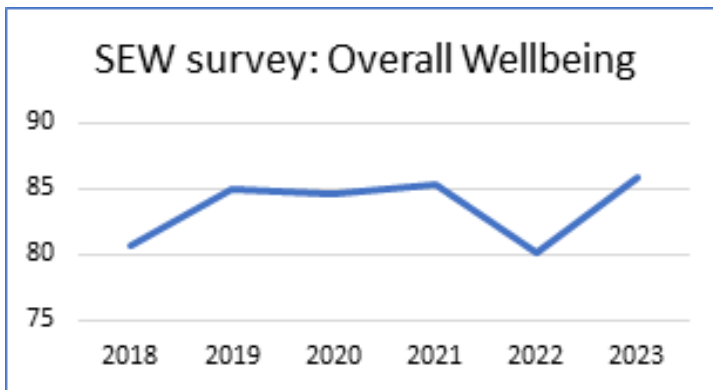


Table 3: Wellbeing Trend

### Student Leaders

Rama Chadda-Harmer and Cleo Gavagna – School Captains 2023-2024

The aims of the leadership team continued to be focused on raising student spirit out of the covid experience. We wanted to promote an inclusive and uplifting culture. An example: small random acts of kindness such as positive messages on sticky notes placed on every student locker.

The leaders and other students saw every 'event' as an opportunity to raise student and school spirit. Events such as the School Drama, *The Mad woman of Chaillet*, the huge Music Tour to Italy (90 students and 10 staff); the performing arts Showcase; Grandparents Day etc all fed into this push.

There was a renewed emphasis on the SACSPride award, on bridging the Middle School and Senior College 'gap', on the student leader social media pages – school focussed and run by students (each area of the leadership team hosts a page of key updates on what is happening in the school).

A new initiative was for senior student volunteers to assist with after-school coaching /tutoring of younger students in the already existing SACS Achieve (maths, essay writing etc). There were up to 20 volunteers at times.

The critical incident in early term 4 was a significant event in the life of our school which affected all students very keenly and some desperately! The outpouring of both grief and support was vivid. One sign of the strength of community was clear when students were advised that the 2024 musical that had everyone excited and was already in production would need to be changed because of some of the content. This bonded rather than fractured the spirit of the around 150 students involved.

We believe that we have a stronger and kinder student community.

### Parents & Friends

Lyn Jarvis – Director of Community Engagement

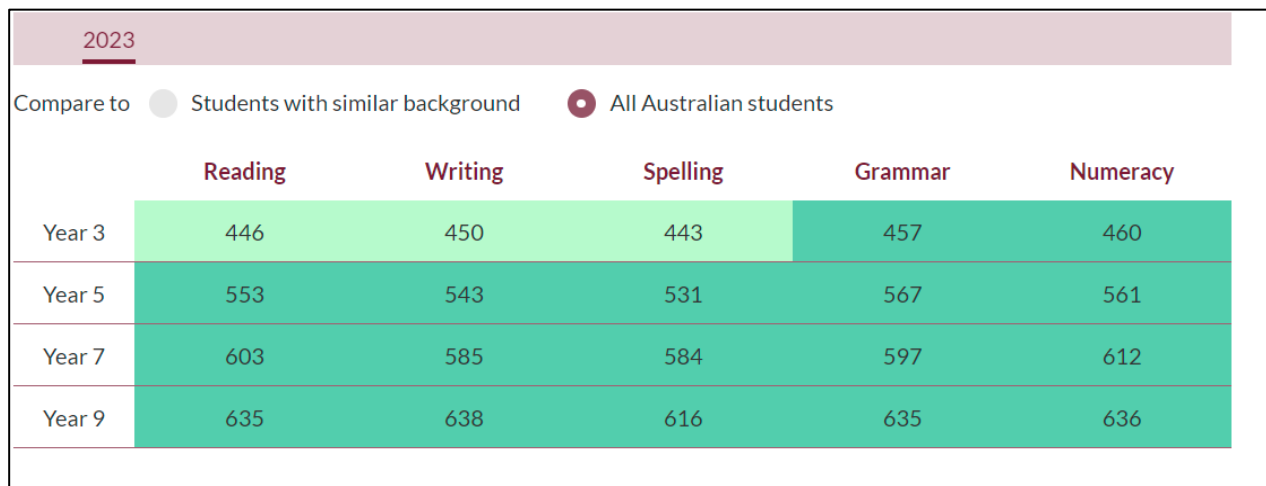
The Association of Parents and Friends (P&F) run a series of events for families from both Gawura and St Andrew's Cathedral School. These include welcome events, Picnic Days at our Kirrikee Outdoor Education Centre, Grandparents' Day, Mother's Day, Gala Day, and Christmas markets on the rooftop. All the events are well attended by the community, with popular events booking out in a matter of hours, indicating enthusiasm to participate in the life of the school.

As well as friend raising events, our P&F raise funds to support the School. In 2023, they contributed towards a stunning First Nations mural, painted by Gawura alumni, that shows the history and growth of Gawura. Located on the rooftop it is enjoyed by students every day.



## Theme 2 - Outcome and Results

### Standardised Testing



NAPLAN 2023 compared to student with a similar background.

 Well above students with a similar background  Above Students of a similar background

### Post School Destination

This information is based on tertiary offers made to the 2023 Year 12 cohort from information sourced directly from students (voluntarily) and UAC.

- 97 students received a total of 212 course offers through the universities Early Offer schemes.
- 160 students received offers in higher education courses through the university admission centres, with 42 students receiving more than 1 offer.
- Higher Education course offers were made by providers in the university, college, and TAFE sectors.
- 28 providers made course offers as reported by students and UAC:

Academy of Information Technology	Academy of Interactive Entertainment	Australian Catholic University
Australian National University	Australian College of Physical Education	Charles Sturt University
Griffith University	I E University Madrid Spain	James Cook University
International College of Management Sydney	JMC Academy	La Trobe University
Macquarie University	SAE Creative Media Institute	Swinburne University
Torrens University Australia	University of Melbourne	University of Newcastle
University of New South Wales	University of Notre Dame Australia	University of Otago Dunedin NZ
University of Sydney	University of Tasmania	University of Wollongong
University of Technology Sydney	Western Sydney University	Whitehouse Institute of Design

- Higher Education course offers were made in the following fields of study:

Allied Health	Business/Commerce
Communications/Media	Computing
Design	Education
Engineering	Environmental Science
Film	Law
Medial Science	Music
Nursing	Political Science/International Studies
Psychology	Science
Social Work	Sport & Exercise Science

## Senior Secondary Outcomes

### Vocational Outcomes

- Percentage of Year 12 students attaining vocational training or training in a trade  
*In 2023, 7 students participated in vocational or trade training.*
- Percentage of Year 12 students attaining a Year 12 certificate or equivalent education and training qualification

Year 12	Qualification/Certificate	Percentage of Students
2023	AQF Certificate III or above	5.9%
2023	HSC	100%

## HSC Results

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Ancient History	2023	24	School: 23 (96%) State-wide: (80%)	School: 1 (4%) State-wide: (6%)
	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%)
Biology	2023	35	School: 34 (97%) State-wide: (89%)	School: 1 (3%) State-wide: (11%)
	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%)
Business Studies	2023	43	School: 43 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	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%)
Chemistry	2023	11	School: 11 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	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%)
Chinese Continuers	2023	1	School: 1 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (5%)
	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	2023	7	School: 7 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	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%)
Drama	2023	18	School: 18 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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%)
Earth and Environmental	2023	9	School: 9 (100%) State-wide: (84%)	School: 0 (0%) State-wide: (16%)
	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%)
	2021	9	School: 9 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
Economics	2023	24	School: 24 (100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
	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%)
Engineering Studies	2023	6	School: 7 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	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	2023	106	School: 106 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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%)
English: Standard	2023	25	School: 20 (80%) State-wide: (90%)	School: 5 (20%) State-wide: (10%)
	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%)
English: EAL/D	2023	1	School: 1 (100%) State-wide: (88%)	School: 0 (0%) State-wide: (22%)
	2022	3	School: 3 (100%) State-wide: (84%)	School: 0 (0%) State-wide: (26%)
English: Extension 1	2023	48	School: 47 (98%) State-wide: (99.5%)	School: 1 (2%) State-wide: (.5%)
	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%)
English: Extension 2	2023	26	School: 25 (96%) State-wide: (99%)	School: 1 (4%) State-wide: (1%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
French Continuers	2023	5	School: 5 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	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%)
Geography	2023	16	School: 16 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2022	7	School: 7 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2021	12	School: 11 (92%) State-wide: (91%)	School: 1 (8%) State-wide: (9%)
History Extension	2023	18	School: 18 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	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%)
Industrial Technology	2023	9	School: 7 (88%) State-wide: (86%)	School: 2 (22%) State-wide: (14%)
	2022	7	School: 4 (100%) State-wide: (87%)	School: 0 (0%) State-wide: (13%)
Legal Studies	2023	15	School: 15 (100%) State-wide: (91%)	School: 0 (0%) State-wide: (9%)
	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%)
Mathematics Advanced	2023	39	School: 38 (97%) State-wide: (93%)	School: 1 (3%) State-wide: (7%)
	2022	39	School: 39 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
Mathematics	2021	55	School: 53 (97%) State-wide: (94%)	School: 2 (3%) State-wide: (6%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Mathematics Standard	2023	81	School: 79 (98%) State-wide: (82%)	School: 2 (2%) State-wide: (18%)
	2022	56	School: 54 (96%) State-wide: (82%)	School: 2 (4%) State-wide: (18%)
Mathematics General	2021	48	School: 31 (96%) State-wide: (88%)	School: 2 (4%) State-wide: (22%)
Mathematics Extension 1	2023	16	School: 13 (81%) State-wide: (96%)	School: 3 (19%) State-wide: (4%)
	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%)
Maths Extension 2	2023	2	School: 2 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	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%)
Modern History	2023	35	School: 33 (94%) State-wide: (84%)	School: 2 (6%) State-wide: (16%)
	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%)
Music Extension	2023	3	School: 3 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Music 1	2023	7	School: 7 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	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%)
Music 2	2023	5	School: 5 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	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%)
PDHPE	2023	29	School: 19 (97%) State-wide: (90%)	School: 1 (3%) State-wide: (10%)
	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%)
Physics	2023	16	School: 16 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	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%)
Science Extension	2023	0	Course not undertaken	Course not undertaken
	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	2023	19	School: 18 (96%) State-wide: (95%)	School: 1 (5%) State-wide: (5%)
	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%)
Software Design and Development	2023	10	School: 10 (100%) State-wide: (89%)	School: 0(0%) State-wide: (11%)
	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%)
Studies of Religion 1	2023	0	Course not undertaken	Course not undertaken
	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%)
Studies of Religion II	2023	3	School: 2 (67%) State-wide: (95%)	School: 1 (33%) State-wide: (5%)
	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%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Bands 1-2
Textiles and Design	2023	3	School: 3 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	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%)
Visual Arts	2023	23	School: 23 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	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%)

## Higher School Certificate Examination Results

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

In 2023, 133 students sat for the Higher School Certificate and engaged in forty-four courses. These courses included the following Vocational Education and Training Courses (TVET): Tourism, Travel and Events, Early Childhood and Care, Construction, Information and Digital Technology, Hospitality and Entertainment Industry. 5% of students completed a TVET course. 132 out of 133 students (99%) received the HSC credential. St Andrew's Cathedral School also had one student on Pathways.

St Andrew's had 4 All-Rounders (students receiving above 90% in all their subjects), 1 Top Achiever in English Extension 2, and 138 Distinguished Achievers (students scoring above 90% in their subjects). 72% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 44% of students achieved at least one Band 6 result. In 66% of all 2-unit courses, the cohort achieved results of Band 3 or above.

In terms of performance over time, the table below gives an indication of this for each subject. In summary, in 2019, 80% of the cohort earned Band 3- 6 results which 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. In 2022, 88% of students earned a Band 3-6 result which was above State average. In 2023, 94% of students earned a Band 3-6, which was above state average and the school's best result in the 5-year period.

## Theme 3 – Staffing

### Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	7
Provisional	10
Proficient	159

### Workforce Composition

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School staff 2023

Teaching staff	176
Full-time equivalent teaching staff	154.6
Non-teaching staff	111
Full-time equivalent non-teaching staff	81.8

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### Statement about Staff Identification

At our School, we embrace staff and students from all backgrounds against the backdrop of our Christian faith. None of our staff members have identified as Aboriginal or Torres Strait Islander, however, we strongly encourage applications from First Nations teachers and other staff. The St Andrew's Cathedral School teachers and staff work very closely with the First Nations teachers and other staff of our Indigenous School – St Andrew's Cathedral Gawura School.

## Theme 4 – Attendance

### Student Attendance Rates

Year Level	Attendance Rate %
Kindergarten	94.7
Year 1	94.1
Year 2	95.4
Year 3	95.7
Year 4	96.00

Year Level	Attendance Rate %
Year 5	95.7
Year 6	94.9
Year 7	95.4
Year 8	93.6
Year 9	93.1

Year Level	Attendance Rate %
Year 10	94.6
Year 11	95.8
Year 12	95.9
Whole School	94.99

### Management of Non-attendance

#### St Andrew's Cathedral Junior School

Non-attendance is monitored daily with morning roll marking and a call home if any student is absent and the parent has failed to notify by 10am. The parent is called by the reception staff and reason for student absence is ascertained. Where the absence remains unexplained for a period of 7 days the matter will be reported to the Head of Junior School for investigation and recorded as unexplained and monitored. Where parents/guardians repeatedly fail to inform the school of absences, the Head of Junior School will contact them directly seeking an explanation and to remind them of their obligation to report absences.

A daily report of absences is populated and sent to the Head of Junior School to monitor attendance data. A fortnightly full absence report is populated, which highlights cumulative absences to be followed up with either a letter or a request to meet and create an improvement plan, pertaining to any excessive absence data.

All information in relation to unsatisfactory attendance is recorded on students' files, and information with respect to attendance is provided in each student's School Report.

## St Andrew's Cathedral Middle School and Secondary College

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.

## Theme 5 – School Policies

### School Policies

The following School policies are publicly available on the [“Our Policies”](#) page on the School’s website:

- Child Safe Policy
- Bullying Prevention and Intervention Policy
- Student Discipline Policy
- Complaints Handling Policy
- Enrolment Policy

## Theme 6 – Stakeholder Engagement

### Stakeholder Satisfaction

#### St Andrew’s Cathedral Junior School Students

Student satisfaction is very high. A substantial percentage of students report numerous healthy relationships (See Chart 1). On the ACER Social, Emotional and Wellbeing Assessment, 2023, our Junior School students’ wellbeing measures were 5 points above ‘all schools’ average. The overall student wellbeing is improving over recent years (See Chart 3). Measures of student satisfaction with school was nearly 2% higher for our female students compared to all female students. Our male students were overall more than 5% higher happier with school than all male students (See Chart 4.)

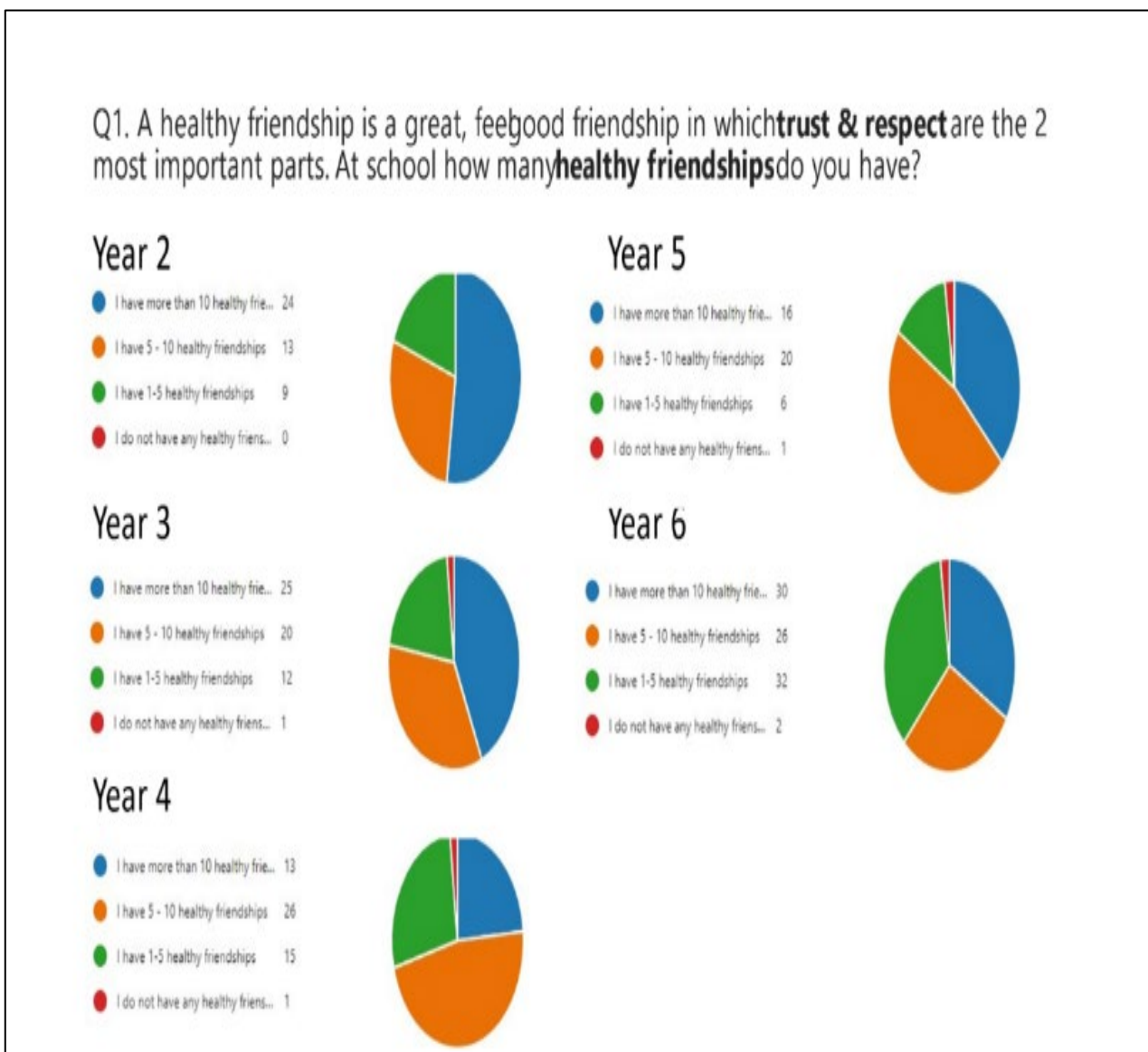


Chart 1: 2023 Junior School Health Friendships report

	<b>SACS</b>	<b>All Schools</b>
<b>YEAR 2</b>	92.2%	85.1%
<b>YEAR 3</b>	84.5%	85.1%
<b>YEAR 4</b>	93.4%	85.1%
<b>YEAR 5</b>	87.6%	85.1%
<b>YEAR 6</b>	77.4%	85.1%

Colour indicates more than 5 points above or below "All Schools"

Chart 2: 2023 Junior School Wellbeing Score

<b>Grade</b>	<b>2019</b>	<b>2020 - Covid</b>	<b>2021 - Covid</b>	<b>2022</b>	<b>2023</b>
<b>YEAR 2</b>					92.2
<b>YEAR 3</b>				76.6	84.5
<b>YEAR 4</b>			88.1	86.1	93.4
<b>YEAR 5</b>		85.8	83.7	83.7	87.6
<b>YEAR 6</b>	79.5	88.7	90.4	76.4	77.4

Chart 3: Overall Junior School Cohort Student Wellbeing

<b>Questions</b>	<b>% SACS Boys</b>	<b>% All Boys</b>	<b>% SACS Girls</b>	<b>% All Girls</b>
Year 2: I like being at school	95.8	80.5	86.7	90.4
Year 3: I like being at school	73.7	77.9	88.5	89
Year 4: I like being at school	84.6	75	89.5	87.4
Year 5: I like being at school	86.7	74.2	90.9	84.1
Year 6: I like being at school	69.3	72.9	84.2	80.7
<b>AVERAGE</b>	<b>82.1</b>	<b>76.1</b>	<b>87.96</b>	<b>86.32</b>

Chart 4: 2023 Junior School Student Satisfaction with School



## St Andrew's Cathedral Middle School and Senior College Students

St Andrew's delivers a wide range of programs that will impact on 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

<p><b>HEART</b></p> <p><i>We love because he first loved us</i> 1 John 4:19</p>	<p><b>CARING</b></p> <p>We are kind, friendly and forgiving. We show love for all people just as Jesus showed his love for us.</p> <p><b>Have you been a good friend?</b></p>	<p><b>GRATEFUL</b></p> <p>We are thankful for everything we have. We show gratitude to God and others for what we have received.</p> <p><b>How have you shown your appreciation?</b></p>	<p><b>PRINCIPLED</b></p> <p>We are trustworthy and act with honesty, fairness and justice. We take responsibility for our actions and their consequences.</p> <p><b>Do you take responsibility for your actions?</b></p>	<p><b>COURAGEOUS</b></p> <p>We explore new things with confidence and determination. We are resourceful and resilient in the face of challenge and change. We speak up for what's right.</p> <p><b>How have you faced your challenges?</b></p>	<p><b>SERVANT HEARTED</b></p> <p>We put others first. We are humble, selfless and responsible. We use our gifts and abilities to help others.</p> <p><b>How have you helped?</b></p>
	<p><b>KNOWLEDGEABLE</b></p> <p>We enjoy learning new things in many areas. We engage with significant issues and seek to understand them deeply.</p> <p><b>What have you learnt?</b></p>	<p><b>THINKING</b></p> <p>We make good decisions by thinking carefully. We solve problems critically and creatively. We set our minds to think on noble things.</p> <p><b>Can you think of a better, smarter or more creative way?</b></p>	<p><b>INQUIRING</b></p> <p>We are curious and ask good questions. We wonder about things and enthusiastically search for truth with others and on our own.</p> <p><b>What questions do you need to ask?</b></p>	<p><b>OPEN MINDED</b></p> <p>We are open to new ideas and ways of doing things. We listen with respect and critically appreciate the values, views and traditions of others. We consider how Christian perspectives interact with other perspectives.</p> <p><b>How have you considered other views?</b></p>	<p><b>REFLECTIVE</b></p> <p>We understand our strengths and weaknesses to improve. We strive to be wise and discerning, learn from our mistakes and consider the feedback of others.</p> <p><b>Can you evaluate your own performance?</b></p>
	<p><b>HOPEFUL</b></p> <p>We have a positive outlook on life as we have meaning and purpose. We expect the best for the future and have plans to accomplish our goals.</p> <p><b>What plans do you have?</b></p>	<p><b>SELF CONTROLLED</b></p> <p>We are disciplined, respectful and organised. We work towards our goals and can eliminate distractions.</p> <p><b>How have you shown self control?</b></p>	<p><b>PERSISTENT</b></p> <p>We don't give up. We have a growth mindset and enthusiastically strive for excellence in all that we do.</p> <p><b>How are you working hard towards your goals?</b></p>	<p><b>BALANCED</b></p> <p>We keep a well-balanced life to be at our best and for the good of others. We use our time well for learning, play and rest and look after our wellbeing.</p> <p><b>How are you looking after yourself?</b></p>	<p><b>COMMUNICATIVE</b></p> <p>We express ourselves confidently and creatively. We listen to other points of view and respond effectively and respectfully. We build each other up with encouraging words.</p> <p><b>What encouraging things have you said?</b></p>
<p><b>MIND</b></p> <p><i>Do not conform to the pattern of this world, but be transformed by the renewing of your mind.</i> Romans 12:2</p>	<p><b>LIFE</b></p> <p><i>I have come that they may have life, and have it to the full!</i> John 10:10</p>				

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 the time at the School.

The emphasis on these Strengths has been consolidated over the last 12 months. Students are exposed to various applications and contexts for these Strengths in sports 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 the 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 Education 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 with 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

**PDPHE links:** Year 9 PDHPE curriculum

**Parent Engagement:** School TV, Newsletter items, Guest Speakers

**Embedded review processes:** Tutor survey, Pastoral Leader meetings

**Resources:** Flourish dx, Character Strengths booklet and Jubilee Centre, Beyond Blue

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

## St Andrew's Cathedral School Teachers and Staff

In April 2024, the School conducted a staff engagement survey to reflect on the 2023 year and to continually measure staff satisfaction. Results showed an engagement score of 88%, which is 5% above the industry benchmark. Qualitative responses were generally positive with reasons due to the quality, values, 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 Cooperation

In 2023, 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. Provision of hybrid work arrangements where appropriate
3. Delivery of an IT Infrastructure review

## St Andrew's Cathedral School Parents

Parent Satisfaction with our school remains very high, underpinned by a strong partnership between the School and its families. Parents are actively involved and supportive, regularly attending information evenings, parent-teacher sessions, and pastoral presentations. They enthusiastically participate in events showcasing student work, including the Personal Project Exhibition, Junior School Innovation Exhibition, and various Design, Visual and Creative Arts displays and Performing Arts concerts and performances. Many social or celebratory events sell out very quickly, indicating an involved and committed parent body. Any parents volunteer as exam scribes, event facilitators, year convenors, readers, as well as sharing professional knowledge. This high level of involvement, amidst a national decline in volunteerism, underscores their satisfaction and commitment to the school community.

Following the Critical Incident in October 2023, the response from our parent community was overwhelming supportive. We received hundreds of emails and letters expressing gratitude and admiration for how the School handled the situation. Parents offered professional assistance and sent numerous messages of support and thanks, highlighting their appreciation of the School's efforts to care for students and families during a challenging time. The outpouring of support illustrates the trust our parents have in our ability to care for their children.

## St Andrew's Cathedral School Parents & Friends

The Association of Parents and Friends (P&F) is active and highly engaged at St Andrew's Cathedral School. The executive team is professional and strategic, organising a series of inclusive events to welcome and involve parents from Kindergarten to Year 12. These events include Picnic Days at our Outdoor Education Centre, student barbecues, Grandparents' Days, and a festive end of year function with Christmas Markets, concerts, and food stalls on our iconic rooftop. All events are well attended by the parents.

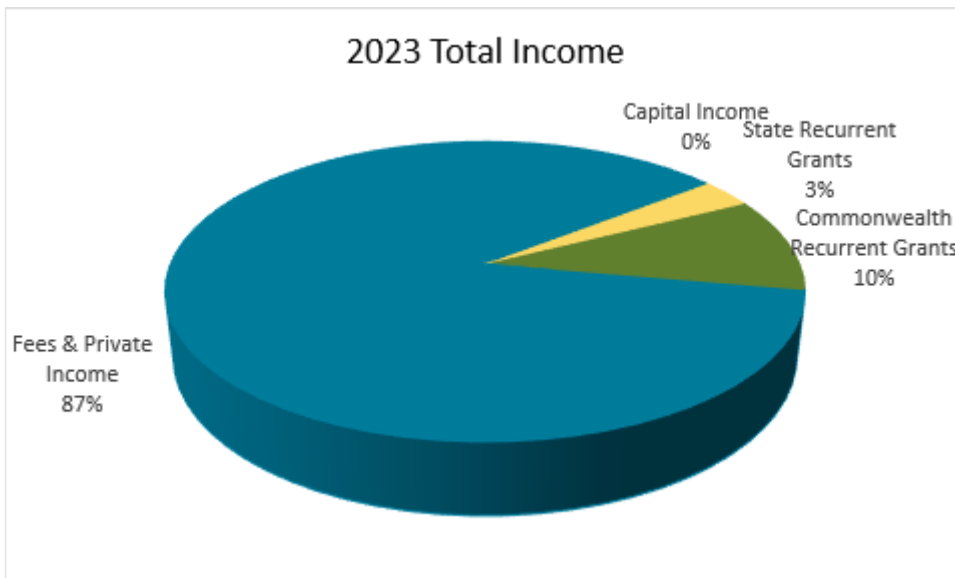
The P&F holds general meetings four times a year where parent participation and feedback are welcomed and shared. Topics for the "P&F Presents" series are chosen by parents and focus on providing additional information on areas of parent interest, as nominated by the parent body.

The P&F also manages the Convenor programme, run by parent volunteers who organise social parent events outside of the school to foster parent friendships and develop a support network among parents. The Convenors also manage the year-specific WhatsApp groups, assisting parents in navigating the school community under the agreed P&F guidelines.

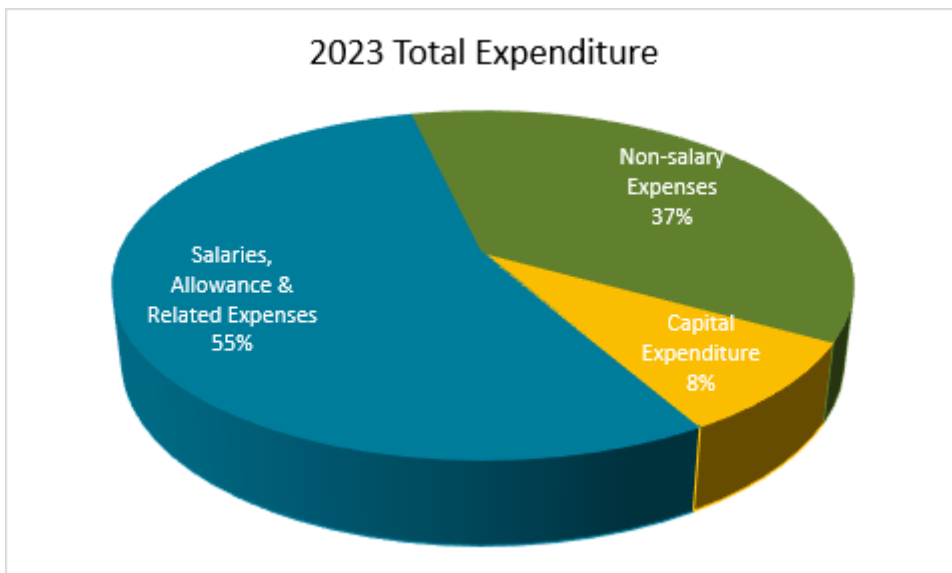
## Theme 7 – Summary Financial Information

### Financial Summary

The examples below, created from actual figures, provides the minimum needed to meet requirements by reporting percentages only.



Graph 1: recurrent/capital income represented by pie chart.



Graph 2: recurrent/capital expenditure represented by pie chart.



**ST ANDREW'S**  
CATHEDRAL SCHOOL

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