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2024  
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

#### **2024: A Year of Progress and Purpose at St Andrew's Cathedral School**

2024 has been a remarkable year at St Andrew's Cathedral School. We have continued to live out our mission: to be a leading, city-based, globally connected learning community that seeks to be authentically Christian.

This commitment has been expressed through our focus on three strategic themes:

- Providing a transformative education that builds strong character;
- Being a city school that nurtures resilient change-makers; and
- Leading as a relevant and sustainable force in Christian education.

The School Council monitors progress on these themes at each of its meetings, and we are pleased to report significant advancement across all three. At the heart of these priorities is a deep belief in the transformative power of education—not just in a general sense, but specifically in line with our mission to be *a learning community that seeks to be authentically Christian*.

This mission draws from the Christian tradition, which affirms the dignity and responsibility of what it means to be human. These convictions shape both our educational philosophy and the daily life of the School.

In 2024, we also saw changes in the composition of the School Council. We welcomed Bianca Bryson to the Council on 15 August and farewelled Canon Craig Roberts and Dr Jillian Wheeler.

Dr Wheeler served faithfully on the Council for 18 years, and we are deeply grateful for her exceptional contribution. At her final meeting, she reflected that the School has become what she dreamed it could be when she first joined the Council. Dr Wheeler embodies the very best of St Andrew's Cathedral School. Through her dedicated service and strong Christian commitment, she has made a lasting impact on the School and the lives of many students.

Looking ahead, the Council is now fully engaged in developing our next Strategic Plan—with a vision that reaches forward not just five or ten years, but even a hundred years into the future.

The Council is grateful to Dr. McGonigle for her outstanding leadership this year. She has exemplified effective leadership by:

- Clearly articulating the School's strategic priorities;
- Inspiring energy and momentum to help the School reach its full potential; and
- Actively monitoring and celebrating the School's achievements.

We are deeply appreciative of Dr. McGonigle's dedication and commitment to the School.

## Head of School

Dr Julie McGonigle

***This is the annual report from the Head of St Andrew's Cathedral School, Dr Julie McGonigle, in relation to the activities of the school during 2024.***

Our School Motto: *Via Crucis Via Lucis – The Way of the Cross is the Way of Light* is an oxymoron, or you might describe it as a paradox - a statement that seems to have a contradiction in it like '*this sentence is false.*'

This has been a paradoxical year. A year of both the Cross and the Light. However, in that paradox, I have had the privilege of witnessing the extraordinary courage and endurance of students.

I have also had the privilege of witnessing wonderful light in our community this year.

In the academic realm our Year 12 outcomes were the highest they have ever been. We also had individual and team successes in science, maths and writing competitions both nationally and internationally, including students who achieved fourth place in the All-Australia Prime Minister's Spelling Bee; won the prestigious Peter O'Halloran Award for a perfect score in the Australian Mathematics Competition; the National Champion in the Australian History Competition; the Intermediate category for the University of Melbourne Maths and Statistics Competition; represented Australia at the VEX Robotics World Championship in Dallas, USA; earned one of 50 places in the prestigious Junior Science Olympiad Academy; selected for the Centre for Talented Youth at Johns Hopkins University; completed the Honors Algebra course with an outstanding 99% and an overall grade (A+).

Sport has not been lacking in success either. This year saw seven tennis teams in the ISA Grand Finals with four as winners and St Andrew's second overall in the Championship. The Open Boys' Water Polo team won their competition three years in a row. The 1<sup>st</sup> V Basketball were named Premiers of the ISA Division 2 Basketball Competition for four consecutive years. The U13s Cricket team are sitting top of the table. The U9's Football team finished the season undefeated. There were 35 different representations at CIS level sport competition in the Junior School. Secondary school athletics was an absolute highlight with our team of 77 students bringing home six out of a possible eight trophies at the ISA Athletics Carnival, including Overall Girls and Overall Boys winners. Several athletes set new ISA records. There have also been fabulous individual achievements in basketball, water polo, baseball, in athletics, all competing on the world stage. At National level a student won gold in high jump at the Australian All Schools and another won gold in Skiing at the Australian Interschools.

Everyone in our sports programme has shown incredible strength of character in their differing pursuits.

In the creative spaces of drama, music, art, design, and composition, we had 25 HSC nominations noting the exceptionally high quality of creativity and skill in those areas. Our School Musical '*The Little Mermaid*' was an absolute highlight and our Middle School Drama '*A Midsummer Night's Dream*' was a visionary wonderland. We '*Illuminated*' in our music showcase, held a second immersive Junior School Art and Music showcase and multiple secondary school visual arts exhibitions both formal and informal. In the wonderful world of theatre sports – two students completed their run of playing in every grand final from Year 7-12; another was a finalist in the Young Archie's competition for his extraordinary portrait of his sister and a Year 5 student starred in the documentary '*Mozart's Sister*'. This documentary is in service of the essential work of raising the profile of female composers in a world where they are very underrepresented. We heard legendary performances from our Year 12 Rock Band - Cross Pollinate and the drama tour had an incredible time in New York, Chicago, and Los Angeles. Two students have accepted places at the Conservatorium for next year, another achieved a Licentiate of Music, Australia (LMusA) the highest AMEB diploma award. Our extraordinary Year 7 violinist performed and won on the world stage in Europe this year.

Innovation has been high on the agenda this year also. In Junior School a student designed a computer program to sort rubbish into its correct bin; another designed a magnetic sole for your shoes that imitates what an orthotic insert does; another designed a radio-frequency emitting tag that is inserted into clothing enabling parents to find lost property (genius!); another designed a website that helps parents at home to block certain URLs from children's devices. The website would also identify the 100 most blocked websites by all users, therefore helping other parents identify which URLs to block based on feedback from other parents. In secondary school a student-built code to create a remote-controlled hovercraft; restored a fibreglass dinghy; welded a pair of gothic armour gauntlets; wrote, produced and performed a play '*In Plain Sight*' and filmed a health and fitness plan video including her own hand-drawn animations. The beauty of truly creative minds...

... As well as all our House activities raising money for charities, we have also had hamper packing, clothing drives, urban walks, simulation games, and letter and card writing, as well as creating Christmas decorations and performances for people in aged care.

It truly has been a year of so much light!

***Via Crucis Via Lucis – The Way of the Cross is the Way of Light.***

## Head of Senior College

Mr David Lindsay

The Senior College continues to exist in a separate building on Druitt St, Sydney with approximately 500 students in Years 10-12 divided evenly. The students are organised into eight Houses with each Head of House encouraging, caring for and supporting approximately 70- students. These House groups provide the basis for interhouse competitions in a variety of activities not just sport. We believe and work on that fact that everyone is different and can try new things or have their moment in something like they enjoy or can do. These activities include 'SACSFactor' (singing and dancing for the masses), 'Make Off' (Baking and sales of food items) and 'Gala Day' (a wide range of competitions ranging from sport to painting, chess and construction).

The Senior College pastoral care web is strong, with teaching staff, tutors, Heads of House, Counsellors (psychologists) and office staff all tasked with looking out for the needs of students and promoting their best interests. The Senior College also shares the School's Head of Wellbeing whose role is to front load students with skillsets which enable them to increasingly manage life in and out of school. Across the whole school, the 15 Character Strengths are foundational for student, staff and families. These emanate from our Christian foundation and merge 'Approaches to Learning' and 'VIA Character Strengths' into a list of ideas which help us frame all that we do and support our catchphrase "Life Giving Learning".

Much of student (non-academic) energy is guided toward the support of our 'charity' connections such as Rough Edges café (Homeless support in Darlinghurst), South Sydney Anglican Church's food distribution to the needy of their locale and Anglicare for whom we run food and clothing drives and packed a couple of hundred hampers. Support includes fundraising and students working at the facilities including the café, the church, warehouses and shops.

St Andrew's Cathedral School Senior College takes the task of educating students extremely seriously and once again IB Diploma Programme and HSDC results were very strong both at the upper end of possible results but pleasingly also at the 'lower' end. We prioritise the support of students who struggle with learning for whatever reason, those who are 'gifted' and those who want support to do their best.

## Head of Middle School

Mr John Partington

During 2024, the Middle School catered for approximately 524 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 (Year 10).

Middle School students engage with a camp programme each year that is designed to build Outdoor Education skills and confidence. This 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 or summer season. 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 2024 Junior School student population was just below 400, with a gender balance of 56% male and 44% female.

The percentage of students with English as an Additional Dialect increased to 21%, and 28% of the student population required some level of adjustment in terms of the NCCD.

The overall wellbeing of the student body improved, scoring 87% in 2024, above the average of all schools participating in the ACER Survey.

- Introduced expectations around transitioning from playground to classrooms and being respectful of others with an emphasis on diversity.
- Celebrated Harmony Day and other events such as RUOK Day and NAIDOC Celebrations.
- Conducted surveys to assess student safety and implemented programs like Backflips against Bullying

### **Year 6 Research Action Project**

- All Year 6 students completed a Research Action Project, investigating an international indigenous tribe and reflecting on their cultural identity and modern challenges

### **Tables**

- **Table 1. Student Population Junior School:** Provides a breakdown of the student population by class and gender 13.

| Junior School 2024    |                   |                     |                |
|-----------------------|-------------------|---------------------|----------------|
| Class                 | Total Number Male | Total Number Female | Total by Grade |
| Kindergarten          | 14                | 16                  | 30             |
| Year 1                | 18                | 12                  | 30             |
| Year 2                | 26                | 13                  | 39             |
| Year 3                | 33                | 19                  | 52             |
| Year 4                | 26                | 31                  | 57             |
| Year 5                | 49                | 30                  | 79             |
| Year 6                | 57                | 53                  | 110            |
|                       | 56%               | 44%                 |                |
| <b>Total Enrolled</b> | <b>223</b>        | <b>174</b>          | <b>397</b>     |

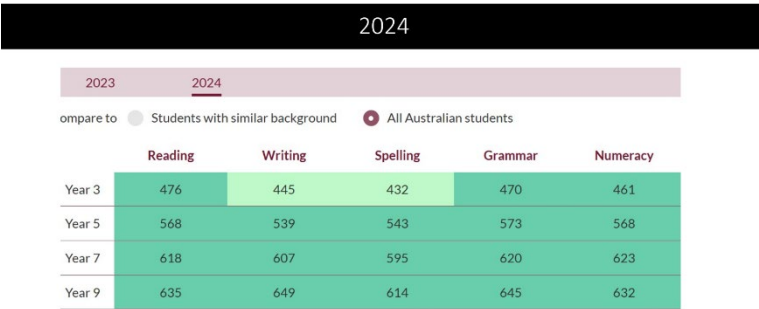
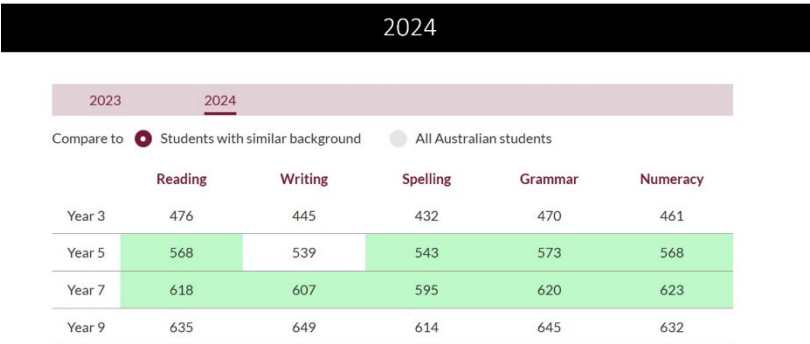
- **Table 2. NCCD 2024 Junior School:** Details the number of students requiring different levels of support.

| Year Group                | QDTP      | Supplementary | Substantial | Extensive |            |
|---------------------------|-----------|---------------|-------------|-----------|------------|
| Kindergarten              | 7         | 0             | 0           | 0         |            |
| Year 1                    | 5         | 2             | 1           | 0         |            |
| Year 2                    | 4         | 8             | 0           | 0         |            |
| Year 3                    | 7         | 12            | 1           | 0         |            |
| Year 4                    | 5         | 5             | 1           | 1         |            |
| Year 5                    | 16        | 7             | 4           | 0         |            |
| Year 6                    | 10        | 12            | 3           | 0         |            |
| <b>Total Pop:<br/>397</b> | <b>54</b> | <b>46</b>     | <b>10</b>   | <b>1</b>  | <b>111</b> |



- **Student Achievement Targets:** Focus on enhancing teacher pedagogy in relation to assessment and feedback, refining classroom management, and enhancing teacher wellbeing.
- **Actions to Promote Respect and Responsibility:** Introduce expectations around transitioning from playground to classrooms, emphasize diversity, and celebrate Harmony Day

# Theme 2 - Outcome and Results

## Standardised Testing



NAPLAN 2024 compared to student with a similar background.

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

## Post School Destination

Approximately 93% of the 2024 Year 12 cohort applied for higher education courses (undergraduate degrees) offered through the Early Offer Schemes available at most universities as well as the various tertiary admission centres. Most course offers were made through the Universities Admissions Centre (NSW&ACT) or directly by providers. A small number applied to interstate and overseas universities. Students at this school typically apply to between 18 – 21 Australian universities and several specialist colleges, selecting suitable course options as the priority. Courses involved all faculty areas: Arts, Business, Creative Industries, Design, Engineering, Health, Information Technology, Law and Science. Approximately 4% of the cohort selected vocational education courses at TAFE or other RTOs. These included trades, hospitality, animal care and environmental courses. The remainder of the cohort elected to enter the workforce, most with on-the-job training.

## Senior Secondary Outcomes

### HSC Results

| Subject            | Year | No. of student | Performance band achievement by number and percentage |                                  |
|--------------------|------|----------------|---|----------------------------------|
|                    |      |                | Bands 3- 6  | Bands 1- 2                       |
| Ancient History    | 2024 | 19             | School: 23 (100%) State-wide: (84%)                   | School: 0 (0%) State-wide: (16%) |
|                    | 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%) |
| Biology            | 2024 | 26             | School: 26 (100%) State-wide: (78%)                   | School: 0 (0%) State-wide: (12%) |
|                    | 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%) |
| Business Studies   | 2024 | 23             | School: 23 (100%) State-wide: (87%)                   | School: 0 (0%) State-wide: (13%) |
|                    | 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%) |
| Chemistry          | 2024 | 12             | School: 11 (92) State-wide: (87%)                     | School: 1 (8%) State-wide: (13%) |
|                    | 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%) |
| Chinese Continuers | 2024 | 3              | School: 3 (100%) State-wide: (99%)                    | School: 0 (0%) State-wide: (1%)  |
|                    | 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%)  |

| Subject                 | Year | No. of students | Performance band achievement by number and percentage |                                  |
|-------------------------|------|-----------------|---|----------------------------------|
|                         |      |                 | Bands 3- 6  | Bands 1- 2                       |
| Design and Technology   | 2024 | 7               | School: 7 (100%) State-wide: (96%)                    | School: 0 (0%) State-wide: (4%)  |
|                         | 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%)  |
| Drama                   | 2024 | 9               | School: 18 (100%) State-wide: (99%)                   | School: 0 (0%) State-wide: (1%)  |
|                         | 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%)  |
| Earth and Environmental | 2024 | 5               | School: 5 (100%) State-wide: (89%)                    | School: 0 (0%) State-wide: (11%) |
|                         | 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%)  |
| Economics               | 2024 | 14              | School: 14 (100%) State-wide: (92%)                   | School: 0 (0%) State-wide: (8%)  |
|                         | 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%)  |
| Engineering Studies     | 2024 | 4               | School: 4 (100%) State-wide: (94%)                    | School: 0 (0%) State-wide: (6%)  |
|                         | 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%) |
| English: Advanced       | 2024 | 78              | School: 78 (100%) State-wide: (99%)                   | School: 0 (0%) State-wide: (1%)  |
|                         | 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%)   |
|----------------------|------|-----------------|---|-----------------------------------|
| Subject              | Year | No. of students | Performance band achievement by number and percentage |                                   |
|                      |      |                 | Bands 3- 6  | Bands 1- 2                        |
| English: Standard    | 2024 | 17              | School: 16 (94%) State-wide: (93%)                    | School: 1 (6%) State-wide: (7%)   |
|                      | 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%)  |
| English: EAL/D       | 2024 | 0               | Course not undertaken                                 | Course not undertaken             |
|                      | 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 Studies      | 2024 | 4               | School: 3 (60%) State-wide: (22%)                     | School: 2 (40%) State-wide: (78%) |
| English: Extension 1 | 2024 | 24              | School: 24 (100%) State-wide: (99.5%)                 | School: 0 (0%) State-wide: (.5%)  |
|                      | 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%)   |
| English: Extension 2 | 2024 | 11              | School: 11 (100%) State-wide: (99%)                   | School: 0 (0%) State-wide: (1%)   |
|                      | 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%)   |
| French Continuers    | 2024 | 3               | School: 2 (67%) State-wide: (98%)                     | School: 1(33%) State-wide: (2%)   |
|                      | 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%)   |

| Subject               | Year | No. of students | Performance band achievement by number and percentage |                                   |
|-----------------------|------|-----------------|---|-----------------------------------|
|                       |      |                 | Bands 3- 6  | Bands 1- 2                        |
| Geography             | 2024 | 9               | School: 9 (100%) State-wide: (91%)                    | School: 0 (0%) State-wide: (9%)   |
|                       | 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%)  |
| History Extension     | 2024 | 8               | School: 8 (100%) State-wide: (98%)                    | School: 0 (0%) State-wide: (2%)   |
|                       | 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%)   |
| Industrial Technology | 2024 | 9               | School: 9 (100%) State-wide: (87%)                    | School: 0 (0%) State-wide: (13%)  |
|                       | 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%)  |
| Japanese Beginners    | 2024 | 3               | School: 3 (100%) State-wide: (85%)                    | School: 0 (0%) State-wide: (15%)  |
| Legal Studies         | 2024 | 20              | School: 20 (100%) State-wide: (90%)                   | School: 0 (0%) State-wide: (10%)  |
|                       | 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%)  |
| Mathematics Advanced  | 2024 | 22              | School: 22 (100%) State-wide: (95%)                   | School: 0 (0%) State-wide: (5%)   |
| Mathematics           | 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%)   |

| Subject                        | Year | No. of students | Performance band achievement by number and percentage |                                   |
|--------------------------------|------|-----------------|---|-----------------------------------|
|                                |      |                 | Bands 3- 6  | Bands 1- 2                        |
| <b>Mathematics Standard</b>    | 2024 | 63              | School: 61 (97%) State-wide: (83%)                    | School: 2 (3%) State-wide: (17%)  |
|                                | 2023 | 81              | School: 79 (98%) State-wide: (82%)                    | School: 2 (2%) State-wide: (18%)  |
| <b>Mathematics General</b>     | 2022 | 56              | School: 54 (96%) State-wide: (82%)                    | School: 2 (4%) State-wide: (18%)  |
| <b>Mathematics Extension 1</b> | 2024 | 11              | School: 11 (100%) State-wide: (98%)                   | School: 0 (0%) State-wide: (2%)   |
|                                | 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%) |
| <b>Maths Extension 2</b>       | 2024 | 4               | School: 4 (100%) State-wide: (95%)                    | School: 0 (0%) State-wide: (5%)   |
|                                | 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%)   |
| <b>Modern History</b>          | 2024 | 27              | School: 27 (100%) State-wide: (91%)                   | School: 0 (0%) State-wide: (9%)   |
|                                | 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%)  |
| <b>Music Extension</b>         | 2024 | 2               | School: 2 (100%) State-wide: (97%)                    | School: 0 (0%) State-wide: (3%)   |
|                                | 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%)   |

| Subject                    | Year | No. of students | Performance band achievement by number and percentage |                                   |
|----------------------------|------|-----------------|---|-----------------------------------|
|                            |      |                 | Bands 3- 6  | Bands 1- 2                        |
| <b>Music 1</b>             | 2024 | 8               | School: 8 (100%) State-wide: (97%)                    | School: 0(0%) State-wide: (3%)    |
|                            | 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%)    |
| <b>Music 2</b>             | 2024 | 5               | School: 5 (100%) State-wide: (100%)                   | School: 0(0%) State-wide: (0%)    |
|                            | 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%)    |
| <b>PDHPE</b>               | 2024 | 20              | School: 20 (100%) State-wide: (91%)                   | School: 0 (0%) State-wide: (9%)   |
|                            | 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%)  |
| <b>Physics</b>             | 2024 | 18              | School: 18 (100%) State-wide: (87%)                   | School: 0 (0%) State-wide: (13%)  |
|                            | 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%)  |
| <b>Science Extension</b>   | 2024 | 4               | School: 3 (75%) State-wide: (82%)                     | School: 1 (25%) State-wide: (18%) |
| <b>Society and Culture</b> | 2024 | 21              | School: 21 (100%) State-wide: (95%)                   | School: 0 (0%) State-wide: (5%)   |
|                            | 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%)   |

| Subject                         | Year | No. of students | Performance band achievement by number and percentage |                                 |
|---------------------------------|------|-----------------|---|---------------------------------|
|                                 |      |                 | Bands 3- 6  | Bands 1- 2                      |
| Software Design and Development | 2024 | 6               | School: 6 (100%) State-wide: (87%)                    | School: 0(0%) State-wide: (13%) |
|                                 | 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%) |
| Spanish Continuers              | 2024 | 2               | School: 2 (100%) State-wide: (86%)                    | School: 0(0%) State-wide: (14%) |
| Studies of Religion 1           | 2024 | 11              | School: 11 (100%) State-wide: (96%)                   | School: 0(0%) State-wide: (4%)  |
|                                 | 2023 | 0               | Course not undertaken                                 | Course not undertaken           |
|                                 | 2022 | 20              | School: 20 (100%) State-wide: (96%)                   | School: 0(0%) State-wide: (4%)  |
| Visual Arts                     | 2024 | 17              | School: 17 (100%) State-wide: (99%)                   | School: 0(0%) State-wide: (1%)  |
|                                 | 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%)  |

## Higher School Certificate Examination Results

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

In 2024, 101 students sat for the Higher School Certificate and engaged in forty-six courses. These courses included the following Vocational Education and Training Courses (TVET): Automotive, Electrotechnology, Construction, Animal Care and Entertainment Industry. 5% of students completed a TVET course. 101 (100%) received the HSC credential. St Andrew's Cathedral School also had one student on Pathways.

St Andrew's had 3 All-Rounders (students receiving above 90% in all their subjects), 1 Top Achiever in Industrial Technology Timber, and 89 Distinguished Achievers (students scoring above 90% in their subjects). 79% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 41% of students achieved at least one Band 6 result. In 70% 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, St Andrew's Cathedral School has demonstrated consistently strong

HSC performance over the past five years. Since 2020, the percentage of students achieving Bands 3–6 has steadily improved, from 85% in 2020 to 94% in 2024. In 2024, 79% of courses were above the state mean, and 94% of students achieved Band 3–6 results, continuing a positive trend. These results consistently exceed state-wide performance in the majority of subjects and reflect the school's commitment to academic excellence, targeted teaching strategies, and high levels of student engagement.

## Theme 3 – Staffing

### Teacher Accreditation

| Level of Accreditation | Number of Teachers |
|------------------------|--------------------|
| Conditional            | 10                 |
| Provisional            | 2                  |
| Proficient             | 175                |

### Workforce Composition

---

#### School staff 2024

|   |       |
|---|-------|
| Teaching staff                          | 180   |
| Full-time equivalent teaching staff     | 154.1 |
| Non-teaching staff                      | 126   |
| Full-time equivalent non-teaching staff | 92.7  |

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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. A small number of our staff members have identified as Aboriginal or Torres Strait Islander, and 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 | 93                |
| Year 1       | 91                |
| Year 2       | 91                |
| Year 3       | 93                |
| Year 4       | 93                |

| Year Level | Attendance Rate % |
|------------|-------------------|
| Year 5     | 94                |
| Year 6     | 94                |
| Year 7     | 95                |
| Year 8     | 94.8              |
| Year 9     | 93.7              |

| Year Level   | Attendance Rate % |
|--------------|-------------------|
| Year 10      | 94.1              |
| Year 11      | 95.8              |
| Year 12      | 96                |
| Whole School | 93.72             |

### 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 if 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. Commendable attendance is acknowledged through a Merit Certificate.

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

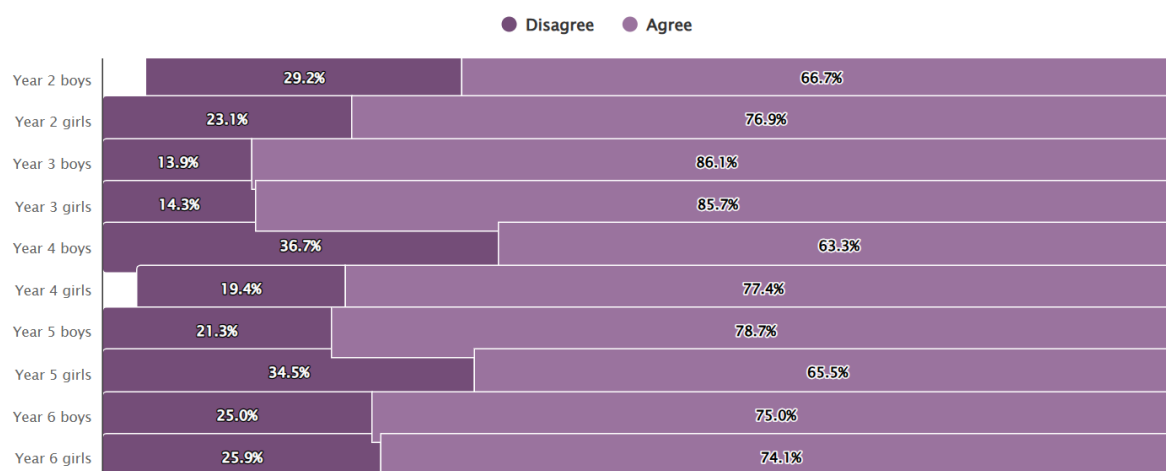
### Stakeholder Satisfaction

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

The Junior School Students Years 2 – 6 recorded strong overall wellbeing ratings. They have been consistently overall in the mid 80%.

| 2022 Grade     | 2020<br>-Covid | 2021<br>-Covid | 2022        | 2023         | 2024         |
|----------------|----------------|----------------|-------------|--------------|--------------|
| YEAR 2         |                |                |             |              | 75           |
| YEAR 3         |                |                |             | 92.2         | 94.3         |
| YEAR 4         |                |                | 76.6        | 84.5         | 79.3         |
| YEAR 5         |                | 88.1           | 86.1        | 93.4         | 85.4         |
| YEAR 6         | 85.7           | 83.7           | 83.7        | 87.6         | 87.2         |
| <b>AVERAGE</b> | <b>85.7</b>    | <b>85.9</b>    | <b>82.1</b> | <b>89.43</b> | <b>84.24</b> |

The students were asked if they like attending school, these were their responses:



#### Overall agreement

##### Boys

|        | Your School (%) | All Schools (%) |
|--------|-----------------|-----------------|
| Year 2 | 66.7            | 80.5            |
| Year 3 | 86.1            | 77.9            |
| Year 4 | 63.3            | 75.0            |
| Year 5 | 78.7            | 74.2            |
| Year 6 | 75.0            | 72.9            |

##### Girls

|        | Your School (%) | All Schools (%) |
|--------|-----------------|-----------------|
| Year 2 | 76.9            | 90.4            |
| Year 3 | 85.7            | 89.0            |
| Year 4 | 77.4            | 87.4            |
| Year 5 | 65.5            | 84.1            |
| Year 6 | 74.1            | 80.7            |

## 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 several components to this including service commitments, resilience and wellbeing building, promotion of respect, teamwork opportunities beyond the classroom.

### **SACS Character Strengths**

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

|                                   |  |
|-----------------------------------|--|
| <b>Student voice:</b>             | <b>Focus groups, surveys, Middle and Senior College Student Leader teams and SRC discussions</b> |
| <b>PDPHE links:</b>               | <b>Year 9 PDHPE curriculum</b>   |
| <b>Parent Engagement:</b>         | <b>School TV, Newsletter items, Guest Speakers</b>   |
| <b>Embedded review processes:</b> | <b>Tutor survey, Pastoral Leader meetings</b>  |
| <b>Resources:</b>                 | <b>Flourish dx, Character Strengths booklet and Jubilee Centre, Beyond Blue</b>                  |

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 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 2024, work continues to address these improvement areas. The results of the staff engagement survey will inform the upcoming refreshed strategy for 2026-2030.

## St Andrew's Cathedral School Parents

In 2024, St Andrew's Cathedral School undertook a detailed parent satisfaction survey, achieving a strong response rate that ensured the results were valid and reflective of our parent community. The results were overwhelmingly positive, with 92% of parents reporting their expectations about the school were met or exceeded – an improvement on our strong 2018 results and above the MMG Schools' benchmark

Parents reported very high levels of satisfaction across key areas, including the academic programme, student wellbeing, music and performing arts, co-curricular activities, community engagement and school leadership and management. When asked what they most valued, parents consistently highlighted the school's safe, caring and supportive environment, the quality of our staff, the strength of our community, and our clear culture and values.

Our families continue to be engaged and active participants in school life. Attendance continues to be strong with attendance at all types of events, from student performances and exhibitions to information evenings, pastoral care presentations, student performances, and exhibitions, and a variety of parent community building events. Volunteering remains a vibrant part of the school culture, with parents contributing in practical and generous ways across a variety of roles. This level of involvement not only reflects satisfaction, but also the ongoing partnership between the school and parents and a shared goal of working together to support students' growth, learning and wellbeing.

## St Andrew's Cathedral School Parents & Friends

The Association of Parents and Friends (P&F) is a valued and active part of our school community. The executive team with members from both Junior School and Secondary School meet regularly and hold general meetings each term, giving parents a chance to hear updates, ask questions and share feedback.

The P&F organises a range of events that help build connection among families—from welcome gatherings at the start of the year to much-enjoyed events like Picnic Days, Grandparents' Days and year group social gatherings. These occasions are well attended and create a strong sense of belonging.

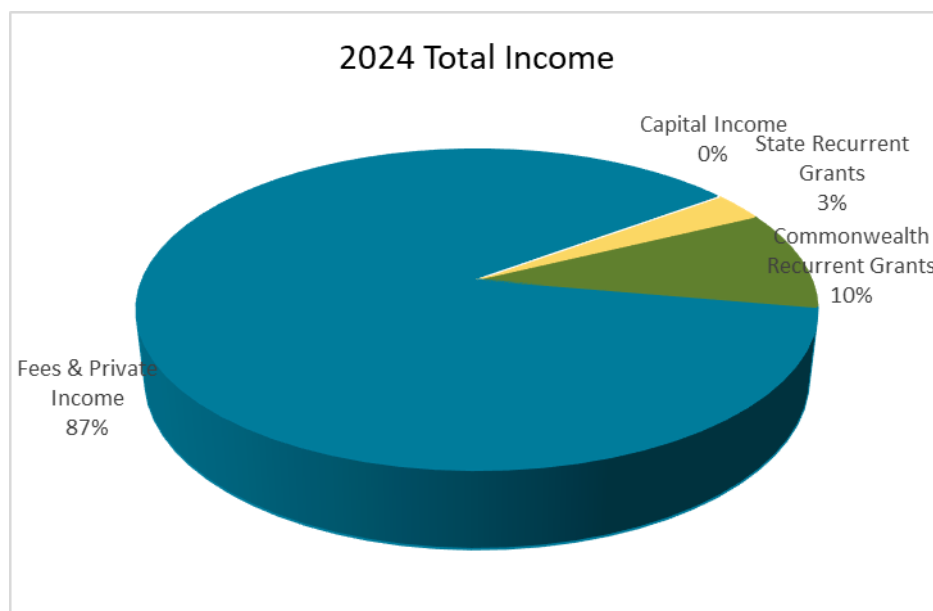
The P&F also run the Convenor programme, which supports each year group through parent volunteers who help new families settle in, organise social events, and keep communication flowing via year group WhatsApp chats.

The P&F sends regular newsletters to keep families informed and works in close partnership with the school leadership, sharing parent views in a thoughtful and constructive way. They also fundraise and contribute to school projects. Their work helps to create a welcoming, supportive environment where families feel part of the life of the school.

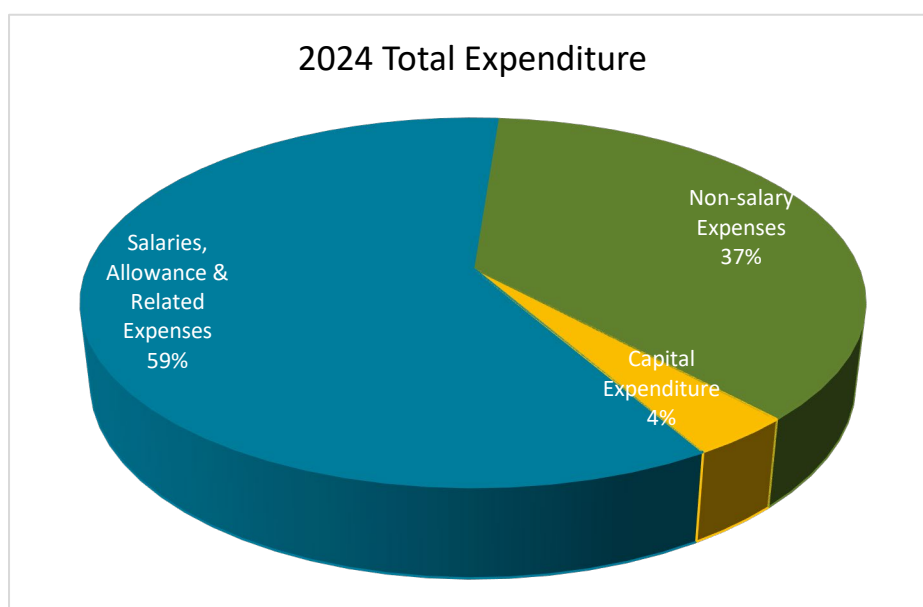
## Theme 7 – Summary Financial Information

### 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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