• (See also Annual Report 2015 compiled at the end of 2015 and delivered in summary form on Presentation Night 2015 entitled Journeying Together).

1. SCHOOL DETAILS:

St Andrews Lutheran College is an independent co-educational P-12 Lutheran College located at 175 Tallebudgera Creek Rd, Tallebudgera 4228. It is owned and operated by the Lutheran Church of Australia, Queensland District. In 2015 the total enrolment at the August census was 1161 students.

2. CURRICULUM:

2.1 General Curriculum:

St Andrews offers a comprehensive and seamless curriculum P-12 across all the Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, Languages Other Than English (Japanese P-12; German from Year 7); Health and Physical Education, the Arts, and Technology.

In addition, all students study Christian Studies. The curriculum for Christian Studies was developed by Lutheran Education Australia and is called the Christian Studies Curriculum Framework (CSCF).

Prep is the beginning of formal education at St Andrews utilizing a play-based environment. Our young children learn the building blocks of literacy and numeracy and participate in a number of general Junior School activities.

The Junior School (P-6) is an authorized International Baccalaureate World School delivering the Primary Years Program. Through this program young people learn to develop the dispositions needed to create a better and more peaceful world through intercultural understanding and respect. The curriculum involves inquiry-based units of work based on teacher and student-devised questions. Students enjoy specialist Music, PE and LOTE (Japanese) lessons. There is also Extension Science and Design Technology opportunities in Years 4-6.

In the Middle School (Years 7-9) students study the core subjects: English, Maths, Science, SOSE, LOTE (choice of Japanese or German in Years 7-8), PE/Sport and Christian Studies. They also choose from a wide range of electives which are vertical from Years 7-9, inquiry and outcomes-based across a range of KLAs, particularly the Arts and Technology.

The innovative Middle School STEM Subject – Science, Technology, Engineering and Maths, offered for the first time in 2014 was again offered as part of the Middle School Elective program. Science electives such as Sports Science and Forensic Science were also highly popular electives in the Middle School Elective Program. A Robotics elective offered for the first time in Middle School in 2014, was also again offered.
In the Senior School (Years 10-12) there is increasing specialization, with Year 10 being a transition year into Senior Schooling where students are able to study introductory units to Year 11 and 12 courses. There are a wide range of Queensland Curriculum and Assessment Authority subjects offered, including vocational courses. Music Extension are also offered in Year 12. Students are also able to undertake university courses and school based traineeships whilst at the College.

Planning for the introduction of external Assessment for Senior in 2018 began in 2015.

Outdoor Education is an important feature of life at St Andrews and includes camps at each level from Year 4, with a four-week Service-learning/Outdoor Education experience for Year 9s called ‘The Edge’.

An innovative Year 10 City Experience offered for the first time in 2014, was refined and expanded in 2015.

2.2 Co-Curriculum

There is a wide range of co-curricular offerings across the College including the following:

Sport: St Andrews students are involved in inter-school competition through the Association of Gold Coast Colleges (AGCC), District/Regional/State and National School Sport, and Lutheran Colleges Sports Association. For a school our size, there are a significant number of students who reach state and national selection in their chosen sports. The Signature Sports Program includes Basketball, Futsal, Netball, Touch, and Australian Rules. In 2012 past student Matt Roberts, represented Australia at the Olympics Games in London in Swimming. A new Covered Outdoor Learning Area (C.O.L.A) was opened in April 2012, and has been a valuable addition to the College’s sporting program.

Visual Arts/Design: This is a strong focus at our College thanks to keen teachers and excellent facilities offering painting, sculpture, graphic design, photography, pottery, mixed media. St Andrews is building a fine reputation in the Visual Arts, with student work regularly displayed in various galleries across the Gold Coast.

Performing Arts: There is a vast array of opportunities for young people in the Performing Arts at St Andrews, in Music (both contemporary and classical), Drama and Dance including College Musicals (The Little Mermaid in 2016); an Arts Focus week; Jazz & Shiraz Evenings, Drama, Music and Dance Performance Evenings; a Secondary School Art Exhibition; and Junior School Celebration Nights provide opportunities for all students P-12 to enjoy Performing Arts together.

A Performing Arts Tuition program offers individual and group lessons in most instruments, voice and Speech and Drama. Some 600 PAT lessons are offered across the course of the week in 2015. A strings and concert band program has been established for students from Year 3, at low cost to parents and open to all. Music ensembles are offered for a range of instruments and skill levels, and 6 choral/vocal ensembles enjoy making music together.

A number of lively Dance groups practice after school.

There is also an afterschool Visual Arts Program in the Junior School.

The Drama Program extends the talents of young actors and provides them with regular, challenging performance opportunities.
Activities/Clubs: A number of lunchtime or afterschool clubs or activities are available to students including Robotics, Lego, Chess, X-tech, Philosophers Lunch, LEOs, Debating, Book Club and Creative Writers Group.

Debating made a resurgence at the College in 2015, with the teams fielded at every year level from Year 7 to Year 12 in the Gold Coast Schools competition. Our Year 10 Team had an outstanding season winning the final.

2.3 Information Technology Developments:

ICT at St Andrews is used to enhance student learning. It is used from P-12 across all the KLAs. It is integrated into each of the various subject areas. St Andrews is a wireless school, which makes the vision of a flexible agile learning environment that promotes anywhere, anytime learning a reality. Throughout 2015 the staged implementation of TASS (Parent Lounge), together with the use of Moodle was gradually enhanced helping to break the school: home nexus. From Prep to Year 5 the technology is provided by the College. For Years 6-8 the College runs an iPad program. In Year 9-12 a voluntary BYOD program operates, with about a 95% take up rate. The College Network is ‘device agnostic’, and operates with a many to one philosophy; that is the most appropriate technology for the learning situation.

2.4 Apparent Retention Rate from Years 10-12: 100%

3. SOCIAL CLIMATE, PASTORAL CARE:

3.1 Building a Safe and Caring Community

The College’s extensive pastoral care program have been summarized in the document: “Building a Caring Community.”

Our Lifelong Learning Attributes which underpin all policies and program in the College, seek to develop children holistically – in social and emotional ways, as well as academically. These attributes are: Inner learning, Collaborative learning, Community participation, Quality production, Effective communication, Complex/creative thinking.

Anti-bullying strategies are documented, implemented and regularly reviewed, with a wide range of strategies being employed.

Our Outdoor Education/Camping program at each year level from Year 3, and especially our two-week Outdoor Education experience for Year 9s is an important means to achieve these goals. Regular Pastoral Care sessions in the Middle and Senior School are also useful, as is the fostering of comfortable, trusting relationships between teachers and students, and teachers and parents.

Parents comment on our Open Door Policy which encourages easy access for parents to College staff, including Senior Staff.

A special, and integral feature of our pastoral care life is our use of Restorative Practices that includes our Round Table Policy. Restorative Practices is a philosophy and continuum of processes based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community.
There is a dedicated **Student Services** to provide holistic support for individual students. Such support may include behavioural, special learning needs, social/emotional, and spiritual. A co-ordinator works with a team of specialist staff (including Counsellor, chaplains, learning support staff) in a designated area to provide a place where “Everyone is Someone.” In 2014 a specialist space known as ‘The Learning Hub’ was opened to support the work of Middle and Senior School Student Services. Under the National School Welfare Worker Program, the College was able to employ a second counsellor to focus on the Junior School. Throughout 2016 a special facility for Junior School Student Services is being built.

### 3.2 Spiritual Life of the College

St Andrews is committed to celebrating the Gospel of Jesus Christ through nurturing the young people whom God loves. Our emphasis on Pastoral Care springs from this commitment. A number of regular activities foster the spiritual life of students. For example-

- Special P-12 Worship Services e.g. Easter, Christmas
- Regular weekly Chapel services
- Class devotions
- Voluntary groups such as Easterfest
- Family Worship services
- Congregational church services
- Christian Studies lessons
- Staff Prayer Group
- Various Chapel Bands
- Service Learning Tours e.g. Cambodia, East Timor

A special feature of 2015 was the growing presence of student-led Music Groups in Chapel.

### 3.3 Service-Learning

St Andrews has a focus on encouraging students, staff and parents to participate in the wider local, national and global community and integrating this with the curriculum through Service-Learning. Across the entire school and subject offerings students engage in service and link this with classroom learning. A strong feature is our involvement with Australian Lutheran World Service in the construction of a secondary school in the Oral District of Cambodia. In collaboration with another Lutheran School the College raised the funds to build the school that was finished and occupied during 2008. Further Service Learning Trips to Cambodia have occurred in 2009, 2011 and 2013. In 2016 the College will undertake a Service Learning Tour to East Timor. As part of the Year 9 ‘Edge’ Program every Year 9 student spends a week undertaking Service Learning in the local Gold Coast Community. In addition to Service Learning there are also Service opportunities for students to be involved including Club Red (Red Cross Blood Donations), LEOs Club (Junior Lions) and visits to St Andrews Aged Care. ‘The Rosies Project’ where senior students assist with feeding the homeless on the Coast on a Thursday evening was a new addition for 2015.
4. STAFF

4.1 Staffing Information

Staff Attendance: 96.24%
Staff Retention: 95.38%

4.2 Staff Development:

Percentage of Teaching Staff involved in Professional Development: 100%

There are significant opportunities for staff development at St Andrews, as a whole College, in sub-schools and as individuals. These were the priorities for 2015:

P-12:
- Positive Psychology/Education
- Restorative Practices
- Brain-based Teaching
- Australian Curriculum
- First Aid

Junior School:
- Literacy – Words Their Way
- Numeracy in a PYP School
- Differentiation, especially for High Ability Students

Middle School:
- Habits of Mind
- Dimensions of Learning, especially Dimensions 2 and 3

Senior School:
- Preparing for External Assessment
- Habits of Mind
- Dimensions of Learning, especially Dimensions 2 and 3
- QCCA PD for Departmental/Subject teachers

4.3 Expenditure on Staff Development:

Workshop/Training/Courses costs: $126,515.49
Teacher Release costs: $26,849.27

4.4 Staff Qualifications

2015 Staff: Full-time and part-time Teachers

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>NUMBER OF TEACHERS</th>
<th>PERCENTAGE OF TEACHING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate Degree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>16</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>79</td>
<td>103%</td>
</tr>
<tr>
<td>Diploma</td>
<td>60</td>
<td>79%</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>12</td>
<td>16%</td>
</tr>
</tbody>
</table>
5. STUDENTS:

5.1 Average Student Attendance Rate: 94%

Attendance Rolls at taken at the start of the day, Junior School in their class, Middle and Senior School in their Pastoral Care Group. Parents are expected to ring through their child’s absence to Reception the morning their child is absent. Parents are also expected to provide a note advising of their child’s absence upon their return to school.

5.2 Year 12 Outcomes 2015:

- 77 Number of students awarded a Senior Statement
- 77 Number of students awarded a Queensland Certificate of Education
- 24 Number of students awarded one or more VET qualifications
- 16 Number of students who are completing or completed a SAT
- 0 Number of students who did not receive one or more of OP, QCE, QCIA, IBD, VET qualifications
- 80% Percentage of OP/IBD students who received an OP 1-15
- 100% Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of QCE, IBD, VET
- 98.5% Percentage of QTAC applicants receiving tertiary offer

5.3 Prep: PIPS

At the commencement of a child’s time at St Andrews in Prep, the students are given an individualised computerised test in Reading and Maths (PIPS). The test has been derived by Murdoch University and is available to schools throughout Australia.

The results are tabulated and used by the school to track a child’s progress in the basic skills areas during their year in Prep. Towards the end of the year, the basic skills of each student are again tested individually using the PIPS test. The end-of-the-year results are then used to determine the value-added component of the College’s Literacy and Numeracy program.

In the seven years to date that St Andrews has been using the PIPS program, our results have shown that the teaching/learning program has moved the students further than the national cohort after a similar time at school.
## Years 3, 5, 7 & 9 NAPLAN Test Results - 2015

### Table: NAPLAN Test Results - 2015

<table>
<thead>
<tr>
<th>YEAR</th>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
<th>GRAMMAR/PUNCTUATION</th>
<th>NUMERACY</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Andrews Average</td>
<td>445</td>
<td>443</td>
<td>413</td>
<td>468</td>
<td>410</td>
</tr>
<tr>
<td>Comparison with State &amp; National Average</td>
<td>(+27 State)</td>
<td>(+37 State)</td>
<td>(+16 State)</td>
<td>(+38 State)</td>
<td>(+17 State)</td>
</tr>
<tr>
<td>State Average</td>
<td>418</td>
<td>406</td>
<td>397</td>
<td>430</td>
<td>393</td>
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<tr>
<td>National Average</td>
<td>425</td>
<td>416</td>
<td>409</td>
<td>432</td>
<td>397</td>
</tr>
<tr>
<td>Qld Lutheran Average</td>
<td>443</td>
<td>426</td>
<td>412</td>
<td>454</td>
<td>411</td>
</tr>
<tr>
<td>% Above National Min</td>
<td>97.6%</td>
<td>100%</td>
<td>98.8%</td>
<td>100%</td>
<td>98.8%</td>
</tr>
<tr>
<td><strong>YEAR 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Andrews Average</td>
<td>527</td>
<td>513</td>
<td>517</td>
<td>545</td>
<td>516</td>
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<tr>
<td>Comparison with State &amp; National Average</td>
<td>(+32 State)</td>
<td>(+43 State)</td>
<td>(+28 State)</td>
<td>(+45 State)</td>
<td>(+30 State)</td>
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<tr>
<td>State Average</td>
<td>495</td>
<td>470</td>
<td>489</td>
<td>500</td>
<td>486</td>
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<tr>
<td>National Average</td>
<td>498</td>
<td>478</td>
<td>498</td>
<td>503</td>
<td>492</td>
</tr>
<tr>
<td>Qld Lutheran Average</td>
<td>517</td>
<td>491</td>
<td>503</td>
<td>521</td>
<td>509</td>
</tr>
<tr>
<td>% Above National Min</td>
<td>100%</td>
<td>100%</td>
<td>98.8%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>YEAR 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Andrews Average</td>
<td>581</td>
<td>557</td>
<td>577</td>
<td>578</td>
<td>570</td>
</tr>
<tr>
<td>Comparison with State &amp; National Average</td>
<td>(+38 State)</td>
<td>(+52 State)</td>
<td>(+33 State)</td>
<td>(+40 State)</td>
<td>(+31 State)</td>
</tr>
<tr>
<td>State Average</td>
<td>543</td>
<td>505</td>
<td>544</td>
<td>538</td>
<td>539</td>
</tr>
<tr>
<td>National Average</td>
<td>545</td>
<td>510</td>
<td>546</td>
<td>541</td>
<td>542</td>
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<tr>
<td>Qld Lutheran Average</td>
<td>570</td>
<td>534</td>
<td>561</td>
<td>569</td>
<td>563</td>
</tr>
<tr>
<td>% Above National Min</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>YEAR 9</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Andrews Average</td>
<td>605</td>
<td>587</td>
<td>608</td>
<td>592</td>
<td>616</td>
</tr>
<tr>
<td>Comparison with State &amp; National Average</td>
<td>(+33 State)</td>
<td>(+50 State)</td>
<td>(+28 State)</td>
<td>(+26 State)</td>
<td>(+31 State)</td>
</tr>
<tr>
<td>State Average</td>
<td>572</td>
<td>537</td>
<td>580</td>
<td>566</td>
<td>585</td>
</tr>
<tr>
<td>National Average</td>
<td>580</td>
<td>546</td>
<td>583</td>
<td>567</td>
<td>591</td>
</tr>
<tr>
<td>Qld Lutheran Average</td>
<td>596</td>
<td>570</td>
<td>595</td>
<td>588</td>
<td>606</td>
</tr>
<tr>
<td>% Above National Min</td>
<td>100%</td>
<td>93.9%</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 2015 NAPLAN Results

**How to Read the Table (Example):**

- **NMS** = National Minimum Score
- +33 State = St Andrews students average for that test was 33 points above the State Average
- +28 National = St Andrews students average for that test was 28 points above the National Average
- +17 Lutheran = St Andrews students average for the test was 17 points above the Qld Lutheran School Average
- 99% NMS = 99% of St Andrews students mark for that test was above the National Minimum Score
6. PARENTS

6.1 Involvement of Parents

Parents are actively encouraged to be involved in College life in the following ways:

- Partnerships for Learning Nights (Middle School)
- Positive Parenting (Early Learning Centre)
- Two parent-teacher interview evenings per year
- Regular contact with class teacher/s encouraged
- Parent information nights (Prep, 1-3, 4-6, Middle School and Senior School)
- Celebration Nights (JS), soirees and showcases of the Arts
- Parents & Friends
- S.T.A.R.T.S Committee (Traffic Safety Attendants)
- Support-A-Reader
- Classroom Helpers
- Tuckshop, Uniform Shop volunteers
- Mothers & Fathers’ Day Stall Committee

A particular innovation for 2015 was the Positive Parenting Program for ELC Parents.

6.2 Parent, Student and Teacher Satisfaction

Parent and student satisfaction with the College is demonstrated by our steady and continuous growth in enrolments over the 23 years of the school operation. The enrolment, for example, grew between 2010 and 2015 from 1087 to 1161.

Teacher satisfaction is demonstrated by a stable staff (retention rate of 95.38%). Teacher annual reviews are conducted that give staff the opportunity to express openly in writing and verbally their joys and challenges, as well as any issues they would like to see the College address. The College Leadership team is also able to provide feedback to staff about their performance. Professional development goals are discussed. These reviews indicate that the staff find that the College environment is caring and supportive, providing them with ample opportunities to be challenged to grow and develop their skills.

The College’s Open Door Policy ensures parents have access to Senior College staff whenever they have an issue they would like addressed. Exit surveys of Year 12 students were conducted to identify strengths and areas for growth. The College Council is provided with a report detailing this information.

- 85% strongly agreed or agreed that the Senior School had high academic standards and expectations
- 85% strongly agreed or agreed that the Senior School had high behavioural standards and expectations
- 95% strongly agreed or agreed that the Senior School had high dress and appearance standards and expectations
- 90% strongly agreed or agreed that their teacher cared about them
- 86% strongly agreed or agreed that St Andrews helped them to develop their research and study skills
- 84% strongly agreed or agreed that they were well prepared for the QCS Test
- 81% strongly agreed or agreed that St Andrews offered a High Quality Curriculum
- 84% strongly agreed or agreed that the Computer Facilities enhanced their Learning
- 91% strongly agreed or agreed that the Library Facilities enhanced their Learning
- 92% strongly agreed or agreed that the Classroom Facilities enhanced their Learning
- 90% strongly agreed or agreed that St Andrews had an appealing and attractive campus
- 87.5% strongly agreed or agreed that they developed strong positive friendships at St Andrews
- 85% strongly agreed or agreed that St Andrews offered a high quality education
6.3 Year 12 Next Step Survey Results 2015

Note: Full Results will be released in August 2016.

- Percentage of students received a QTAC offer 98.5%
- 21 - Year 12 students gained direct entry/scholarships in 2015
- Griffith University, Queensland University of Technology, and The University of Queensland were the top three universities attended by the 2015 St Andrews Graduates
- Creative Arts; Health (e.g. Medicine, Nursing); Natural & Physical Sciences; and Management & Commerce and Engineering; (in descending order) were the most popular courses amongst 2015 St Andrews graduates

7.0 FINANCES

A summary of the Colleges Financial activities for 2015 can be found on the MySchool Website or by clicking the link below.

http://www.myschool.edu.au/