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 2012 the total enrolment at the February census was 1101 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, Technology.

In addition, all students study Christian Studies, the outcomes-based curriculum developed by Lutheran Education Australia called the Christian Studies Curriculum Framework.

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 Programme. Through this programme 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 opportunities in Years 4-6.

In the Middle School (Yrs 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. Elective units also include some integrated units such as Forensic Science (Science and SOSE), and units suitable for gifted and talented students and those with other special learning needs.
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 (e.g. Pre-Maths B). There are a wide range of Queensland Studies Authority subjects offered, including vocational courses. English Extension and Music Extension are also offered in Year 12. Students are also able to undertake university courses and school based traineeships whilst at the College.

**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’.

### 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. St Andrews in particular has a reputation for the development of outstanding athletes in track and field and cross-country. Popular inter-school team sports include Basketball, Football, Futsal, Netball, Touch, Rugby League, 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) funded by a generous donation of $220 000 from the P&F and a $200 000 grant from the Queensland Government’s Department of Sport and Recreation 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 new 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.

The final stage of the Performing Arts complex was completed at the end of 2007 which added to existing drama rehearsal spaces a wonderful theatre, dance studio, music classrooms and music studios. In 2012 the College staged the musical ‘The Whiz’, which played to sold out audiences and was nominated for numerous awards in the annual Gold Coast Theatre Company’s annual awards.

A **Performing Arts Tuition** programme offers individual and group lessons in most instruments, voice and Speech and Drama.

A strings and concert band programme 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.

Students in the Middle and Senior School audition for places in our Drama Excellence programme which extends the talents of young actors and provides them with regular,
challenging performance opportunities.

College Musicals; 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.

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. The Federal Government’s DER Program has meant that St Andrews had a 1:1 ratio from Years 9 to 12, consisting of dedicated labs, laptop trolleys, and iPad banks. St Andrews is a wireless school, which makes the vision of a flexible agile learning environment that promotes anywhere, anytime learning a reality. Throughout 2012 the use of Moodle was gradually enhanced helping to break the school:home nexus. The LOTE department introduced the use of iTouches to Middle School classes, and these were being used in innovative ways. Throughout the year in various forums the importance of the safe use of technology was stressed to the student body. In 2012 the College conducted a very successful iPad trial amongst its Year 7 cohort. This has been extended into Year 8 for 2013. BYOD was also trialled successfully in the Senior School towards the end of 2012.

2.4 Apparent Retention Rate from Years 10-12:

83.75%

3. SOCIAL CLIMATE, PASTORAL CARE:

3.1 Building a Safe and Caring Community

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

Our Lifelong Learning Attributes which underpin all policies and programmes 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 programme 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. In 2012 further staff were trained to facilitate RP interventions (e.g. student conferences) in the school, and all staff undertook professional development in the RP Practice of Circle Time.

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.” Under the National School Welfare Worker Program the College was able to employ a second counselor (part-time) to focus on the Junior School.

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 Carols
- Regular Chapel services
- Class devotions
- Voluntary groups such as Youth Alpha, Nooma and Kids for Christ
- Family Worship Services
- Congregational church services
- Christian Studies lessons

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 and 2011. The next Service Learning Trip will occur again in 2013. 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 Donations), Jeans for Zambia and the Animal Welfare League.

4. STAFF

4.1 Staffing Information

Staff Attendance: 97.1%

Staff Retention: 96.8%

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 2012:
P-12:
Positive Psychology/Education
John Hattie – Teacher Effectiveness
Restorative Practices
Literacy
Higher Order Thinking Skills
ICT for Learning
Australian Curriculum
First Aid
Workplace Health & Safety

Junior School:
Australian Curriculum Phase 1 - English, History, Maths, Science
Digital Endorsement
Innovative Global Education

Middle School:
Australian Curriculum Phase 1 – English, History, Maths, Science
Assessment for Learning
Learning Strategies Toolkit
iPad Training
Micro-Skilling of Teachers

Senior School:
Learning Strategies Toolkit
Queensland Studies Authority PD for Departmental/Subject teachers
Micro-Skilling of Teachers

4.3 Expenditure on Staff Development:
Workshop/Training/Courses costs: $124,597
Teacher Release costs: $32,130

4.4 Staff Qualifications
2012 Staff: 74 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>Bachelors 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: 96%

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 2012

Number of students awarded a Senior Statement: 67  
Number of students awarded a Queensland Certificate of Education: 67  
Number of students awarded one or more VET qualifications: 35  
Number of students who are completing or completed a SAT: 22  
Number of students who did not receive one or more of OP, QCE, QCIA, IBD, VET qualifications: 0  
Percentage of OP/IBD students who received an OP 1-5: 23.5% (Fifth in Gold Coast Region)  
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of QCE, IBD, VET: 100%  
Percentage of QTAC applicants receiving tertiary offer: 98%

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 school’s Literacy and Numeracy programme.

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.

Students are again assessed on state-wide benchmarks in Year 2 with the Diagnostic Net before the introduction of the national benchmarking in Years 3, 5 and 7.
### 2012 3, 5, 7 & 9 NAPLAN TEST RESULTS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar/Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Andrews Average &amp; Comparison with State &amp; National Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>442 (+34 State) (+23 National)</td>
<td>414 (+1 State) (-1 National)</td>
<td>416 (+18 State) (+3 National)</td>
<td>428 (+17 State) (+5 National)</td>
<td>407 (+26 State) (+12 National)</td>
<td></td>
</tr>
<tr>
<td>% Above National Min.</td>
<td>98.7% above NMS</td>
<td>98.7% above NMS</td>
<td>100% above NMS</td>
<td>98.7% above NMS</td>
<td>100% above NMS</td>
</tr>
<tr>
<td>State Average</td>
<td>408</td>
<td>403</td>
<td>398</td>
<td>411</td>
<td>381</td>
</tr>
<tr>
<td>National Average</td>
<td>419</td>
<td>415</td>
<td>413</td>
<td>423</td>
<td>395</td>
</tr>
</tbody>
</table>

| **Year 5** | | | | | |
| St Andrews Average & Comparison with State & National Average | | | | | |
| 507 (+27 State) (+14 National) | 476 (+19 State) (+0 National) | 490 (+11 State) (-4 National) | 484 (+7 State) (-6 National) | 503 (+27 State) (+15 National) |
| % Above National Min. | 96.3% above NMS | 98.8% above NMS | 100% above NMS | 97.5% above NMS | 100% above NMS |
| State Average | 480 | 471 | 479 | 477 | 476 |
| National Average | 493 | 482 | 494 | 490 | 488 |

<p>| <strong>Year 7</strong> | | | | | |
| St Andrews Average &amp; Comparison with State &amp; National Average | | | | | |
| 552 (+20 State) (+9 National) | 526 (+14 State) (+9 National) | 551 (+17 State) (+8 National) | 564 (+24 State) (+19 National) | 550 (+18 State) (+13 National) |
| % Above National Min. | 96.9% above NMS | 96.9% above NMS | 98% above NMS | 98% above NMS | 95.4% above NMS |
| State Average | 532 | 533 | 534 | 540 | 532 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Year 9</th>
<th>St Andrews Average &amp; Comparison with State &amp; National Average</th>
<th>% Above National Min.</th>
<th>State Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Average</td>
<td>541</td>
<td>529</td>
<td>543</td>
<td>545</td>
<td>537</td>
</tr>
<tr>
<td></td>
<td>574</td>
<td>553</td>
<td>576</td>
<td>572</td>
<td>584</td>
</tr>
<tr>
<td></td>
<td>574 (+27 State)</td>
<td>571 (+32 State) (+18 National)</td>
<td>593 (+22 State) (+17 National)</td>
<td>602 (+32 State) (+30 National)</td>
<td>600 (+25 State) (+16 National)</td>
</tr>
<tr>
<td></td>
<td>98.5% above NMS</td>
<td>92.9% above NMS</td>
<td>97.6% above NMS</td>
<td>100% above NMS</td>
<td>100% above NMS</td>
</tr>
</tbody>
</table>
6. PARENTS

6.1 Involvement of Parents

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

- 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
- FOSTAA (Friends of St Andrews Arts)
- SASS (St Andrews Sports Supporters)
- Parents & Friends Association
- S.T.A.R.T.S Committee (Traffic Safety Attendants)
- Support-A-Reader
- Classroom helpers
- Tuckshop, Uniform Shop volunteers
- Fete Committee
- Mothers & Fathers’ Day Stall Committee

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 18 years of the school operation. The enrolment, for example, grew between 2006 and 2012 from 1006 to 1101.

Teacher satisfaction is demonstrated by a stable staff (retention rate of 96.8%). 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 Management 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 school 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 discern any areas that may be causing dissatisfaction. The College Council is provided with a report detailing this information.

- 82.6% strongly agreed or agreed that the College had high academic standards and expectations
- 87% strongly agreed or agreed that the College had high behavioural standards and expectations
- 89.2% strongly agreed or agreed that the College had high dress and appearance standards and expectations
- 87.7% strongly agreed or agreed that the College had helped them to achieve their best
- 89.8% strongly agreed or agreed that the teachers knew their subjects
- 83% strongly agreed or agreed that the College campus was pleasant and appealing
- 82.6% strongly agreed or agreed that their teachers cared about them
- 84.8% strongly agreed or agreed that they felt safe at school
- 85.6% strongly agreed or agreed that they developed strong positive friendships whilst at school
- 82.6% strongly agreed or agreed that the College had allowed them to develop their individuality
6.3 Year 12 Next Step Survey Results 2012

Full Results will be released in August 2013.

➢ 98% of students received a QTAC offer
➢ Griffith University, Queensland University of Technology, The University of Queensland and Southern Cross University were the top three universities attended by the 2012 St Andrews Graduates
➢ Health (e.g. Medicine, Nursing); Society & Culture (e.g. law, psychology); Management & Commerce; Engineering; Creative Arts; Education; Natural & Physical Sciences and Architecture (in descending order) were the most popular courses amongst 2012 St Andrews graduates

7.0 Finances

A summary of the Colleges Financial activities for 2012 can be found on the MySchool Website or by clicking the link below.

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