
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 2013 the total enrolment at the February census was 1115.5 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 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. From 2015 an Early Learning Centre will come online offering Early Childhood Education for 2 and a half year olds, to school age children.

The Junior School (P-6) is an authorised 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 (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. 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 specialisation, 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 Studies Authority subjects offered, including vocational courses. Music Extension is 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, culminating in 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 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 James Roberts, represented Australia at the Olympics Games in London in Swimming. The 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 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. Every year the College stages a musical – in 2014 it will be Jesus Christ Superstar.

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 Concert Nights provide opportunities for all students P-12 to enjoy performing arts together.

2.3 Information Communications Learning Technology Developments:

ICLT 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 has 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. The use of Moodle, the College’s intranet has helped to break the school:home nexus. The LOTE department introduced the use of iTouches to Middle School classes, and these are 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 was extended into Year 8 for 2013. BYOD was implemented successfully in the Senior School throughout 2013. Flipped Learning was also trialed in some Middle and Senior School classes in 2013.

2.4 Apparent Retention Rate from Years 10-12:

82%

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 4, 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. These sessions have a focus on Positive Psychology, Character Strengths and building Student Resilience.

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 2013 further staff were trained to facilitate RP interventions (e.g. student conferences) in the College.

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 has been able to employ a second counsellor (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 College 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. 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. The next Service Learning Trip will occur again in 2015. 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 (Blood Donations), LEOs Club and the Animal Welfare League.
4. **STAFF**

4.1 **Staffing Information**

Staff Attendance: 96.1%

Staff Retention: 96.25%

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 2013:

**P-12:**
- Positive Psychology/Education
- John Hattie – Visible Learning
- Restorative Practices
- Literacy
- Higher Order Thinking Skills
- ICT for Learning
- Australian Curriculum
- First Aid

**Junior School:**
- Australian Curriculum Phase 1 - English, History, Maths, Science
- PYP Workshops
- Teachers as Researchers

**Middle School:**
- Australian Curriculum Phase 1 – English, History, Maths, Science
- Formative Assessment
- Flipped Learning

**Senior School:**
- Common Curriculum Elements
- Queensland Studies Authority PD for Departmental/Subject teachers
- Flipped Learning

4.3 **Expenditure on Staff Development:**

Workshop/Training/Courses costs: $75,551

Teacher Release costs: $22,307

4.4 **Staff Qualifications**

2013 Staff: 80 Full-time and part-time Teachers
5. STUDENTS:

5.1 Average Student Attendance Rate: 95%

Attendance Rolls are 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. In 2013 the College introduced an online roll marking system.

5.2 Year 12 Outcomes 2013

Number of students awarded a Senior Statement: 70
Number of students awarded a Queensland Certificate of Education: 70
Number of students awarded one or more VET qualifications: 25
Number of students who are completing or completed a SAT: 12
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: 100%

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 eight 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.

5.4 2013 Years 3,5,7 & 9 NAPLAN TEST RESULTS

St Andrews was above the State and National Average on all NAPLAN tests at all year levels.

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<th>Qualification</th>
<th>Number of Teachers</th>
<th>Percentage of Teaching Staff</th>
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<tbody>
<tr>
<td>Doctorate Degree</td>
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<td>1%</td>
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<tr>
<td>Masters Degree</td>
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<td>16%</td>
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The full report can be accessed by clicking on the link below.


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, Years 1-3, Years 4-6, Middle School and Senior School)
- Celebration Nights (JS), soirees and showcases of the Arts

- FOSTAA (Friends of St Andrews Arts)
- 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 20 years of the school operation. The enrolment, for example, grew between 2006 and 2013 from 1006 to 1151.

Teacher satisfaction is demonstrated by a stable staff with a retention rate of 96.25% in 2012. 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 identify areas the College is doing well in and areas for improvement.

- 81% strongly agreed or agreed that the College had high dress and appearance standards and expectations
- 74% strongly agreed or agreed that the College campus was pleasant and appealing
- 80% strongly agreed or agreed that their teachers cared about them
- 84% strongly agreed or agreed that they felt safe at school
- 81% strongly agreed or agreed that they developed strong positive friendships whilst at school
6.3 Year 12 Next Step Survey Results 2013

Full Results will be released in August 2014.

- 99% of students received a QTAC offer, with 86% receiving their first preference.
- Griffith University, Queensland University of Technology, The University of Queensland and Southern Cross University were the top four universities attended by the 2013 St Andrews Graduates
- 23 Students received direct entry on a scholarship to attend a university without having to go through the QTAC process.
- 20 Students completed a VET Certificate during the course of their studies.

7.0 Finances

A summary of the Colleges Financial activities for 2013 can be found on the MySchool Website or by clicking the link below.

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