



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885



2020 St Andrew's Cathedral School Annual Report to NESA

2020

www.sacs.nsw.edu.au
Sydney Square, Sydney

heart
mind
life

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Theme 1 – A message from key school bodies

From the Head of School

2020 saw the academic results of St Andrew's Cathedral School go to yet another level, with outstanding ATARs obtained by both HSC and International Baccalaureate students, while NAPLAN results continued to improve further and demonstrated substantial growth over years by ongoing students.

The creation of new positions in both the high school and junior school of Head of Student Wellbeing were very well received by parents. The role descriptions for each individually and in liaison together, were to continue to develop proactive student intervention strategies in a manner which would provide a coherent scaffold from Kindergarten to Year 12.

A staff satisfaction survey by an industry provider with a large data base of schools and other commercial operations, led to St Andrew's Cathedral School being awarded the accolade of the best workplace in Australia.

Enrolment numbers have continued to boom in a way not previously seen in the school's history. Waiting lists for most year groups were apparent and often considerable. The main driver of enrolment applications was word of mouth from current and recent very satisfied parents and students.

The school's Old Andreans Association has scaled up its activity and focussed on a number of approaches to mentoring existing students and offering career-based insights by graduate professionals in various fields.

The school, amidst increasing enrolments and our consequent growing staff, has struggled with space. During 2020, St Andrew's Cathedral School undertook a lease over the Upper Chapter House, part of the Cathedral complex, for the next 40 years, as a venue for Performing Arts and various other school functions. A fit out made the facility appropriate for school use and the school took occupancy in second semester.

2020 saw the implementation of a very robust strategic plan for the next five years. Continuing work has monitored the implementation of the plan.

Dr John Collier
Head, St Andrew's Cathedral School

From the School Council

2020 has been a very good year for St Andrew's Cathedral School. Academic results were once again excellent. An extensive wellbeing framework has been implemented from Kindergarten to Year 12. The school has met all bank covenants in terms of our now relatively small loan obligations. Students have continued to excel in co-curricular, sporting and outdoor education endeavours. A professional review of governance affirmed the quality of the School Council as the governing body of the school. Plans continue for the future in terms of the best interface between enrolment numbers, available space in buildings and financial resources available for further fit out. These plans are posited on the school continuing to maintain an enrolment ceiling of no more than 1500 students.

St Andrew's Cathedral School staff went to extraordinary lengths to maintain a strong school community and a sense of belonging, care, shared purpose and achievement, despite the constant change and disruption brought about by COVID-19. When normal engagement opportunities were not possible, the School worked closely with the Association of Parents and Friends and the Old Andreans Association to ensure there were as many 'touch points' as usual.

Our community's love of the school was demonstrated by the stunning kaleidoscope of origami butterflies that were displayed at the various school entrances to welcome back our staff and students from remote learning. Hundreds of butterflies, one for each family, were carefully hand-made by a team of volunteers, illustrating the joy of having our students back on site.

As a school, we provided every opportunity for our students to fully embrace not only academics, but co-curricular and community events. We showcased our major drama and music performances with professional film recordings and created new competitions such as Perform with Pride to engage students remotely. The Easter Hat Parade and Book Parade were reimaged, SACS Factor was live-streamed showing video performances, Start Up evolved into a multi-studio broadcast; and gala day embraced the school's birthday in creative and innovative games and activities.

Presentations, information nights, orientation and subject selection were all reinvented to an online format. Interactive video content was developed for Mother's and Father's Days and gifts and cards were sent to our wonderful Grandparents and donors. Not-so-isolated trivia online for parents included many enthusiastic participants, and the OAA organised two joyful online community choir performances that united staff, students, Old Andreans and parents. One of the year's highlights was *Showcasing Showcase* created from archive footage of previous years Showcase performances.

The community joined together to 'Keep our Spirit Strong' at the end of term 2, with \$107,200 raised in donations to help our families in need, 655 volunteer hours pledged and numerous warm and encouraging messages of support received.

Mr Ray Jarratt

Chair – St Andrew's Cathedral School Council

From the 2019/2020 School Captains

Every year leaders say that one of the defining characteristics of SACS Pride is the resilience of SACS students. Despite multiple sporting failures, we still come back, eager to try our best. But this year, the resilience of SACS reached new heights. It was a privilege for us, as the Captains, to witness the way SACS can come together and overcome any obstacle, even global pandemics! 2020 has certainly been a unique year and we have been thoroughly inspired by the resilience and grit shown by the SACS community.

As usual, the SACS community continued to strive towards success in all areas of school activities during 2020. In the early months of the year, many sports teams finished their summer sports season on a high, making semi and grand final matches, as well as winning premierships. Alas, the Winter sport season suffered a different fate, with matches initially shifted to a truncated 'Term 3 season' before being cancelled altogether. Despite this, we were all impressed to see that the dedication of SACS teams had only increased, more eager than ever before to make the most of the few Winter season games that were available. Even while the reality of events such as the Athletics Carnival remained slim, SACS athletes continued their regular training, which paid off as, after tireless effort, the Sports Department were able to organise a School Athletics Carnival.

With restrictions on large gatherings in place, our school chaplain Reverend Tubman helped keep us united with daily devotions during online schooling, as well as weekly Chapel services presented from his car! The Middle and Senior School drama productions, *Stories in the Dark* and *Jane Eyre*, were both presented online thanks to the hard work of both the Drama and IT Department, as well as the resilience of our drama students who kept practicing and preparing through difficult times. This year's Showcase featured all the standout performances from previous years, which were compiled together and live streamed to the SACS community. The annual battle for the Dean Pitt Shield, the prize for winning the most points in inter-house competitions raged on, with students competing against one another during Gala Day and in house debating. 2020 presented itself as a difficult challenge for students and staff alike, yet, in true SACS spirit, we all preserved and trained, performed, and achieved to our highest ability.

Through the immense change this year the whole school had to rapidly adapt to the ever-changing circumstances. As school leaders we knew we had two options during this time of uncertainty, either take initiative quickly and stand out or take the back seat to wait and see what comes out of this situation. When distanced learning commenced, we decided to act quickly and posed ourselves a question, "How do we show leadership in a school we aren't physically in?" Leadership is almost impossible to perform when you are unable to be with your team, in this case the students, this resulted in us altering our team and the space we lead from. The use of social media as the main source of communication between us and the whole school community was chosen to maintain the unique community everyone loves about SACS. Posting daily videos, running community competitions, and sharing other students' positive experiences with their schooling at home we were able to provide an informative and engaging information source despite the overall uncertainty that came from this situation. While the return to school from holidays was a bit different to previous years, working with senior staff members and the community engagement team allowed the students to have a seamless return allowing us to continue with school with only limited restrictions; an example of this is the running of SACS Factor, an event that wasn't able to be completed like previous years, however through the adaptability of the House Captains we were able to have 8 performances by each house live streamed to everyone in the School community.

At the beginning of our leadership season, we were encouraged to consider the concept of servant-hearted leadership. The Vision of St Andrew's Cathedral School 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." SACS aims to portray a sense of servant heartedness through the leadership team; incorporating it into our actions, words and lives. This message is evident in Mark 9:35 Sitting down, Jesus called the Twelve and said, "Anyone who wants to be first must be the very last, and the servant of all."

During the last 6 months, our leadership team developed unique skills relevant to the situation at hand, these characteristics were becoming more reflective and communicative.

Another key characteristic we learnt was becoming more opened minded, exploring new ways to engage with our community and uphold SACS Pride. Throughout COVID, we tried to maintain hope, within our team, community, and our peers.

Finally, and undoubtedly most importantly, we would like to thank the staff, students and families that make SACS an amazing place to be everyday. Our time as leaders has been a wonderful opportunity to give back to the school that has blessed us so much, but it would not have been the same without all the people that make up SACS. To everyone who plays a role at SACS, whether big or small, we would like to say a big THANK YOU and we will miss you!

Freya Leach and Harry Carson – School Captains
Keziah Bailey and Cooper Crellin – Vice Captains

From the Junior School Captains

2020 has been a memorable year, full of unforgettable experiences.

Despite the abnormal circumstances this year, we have been very lucky to still take part in many events. The Junior School and Gawura School excitedly competed in the Athletics, Swimming and Cross-Country carnivals. Whether it was high jump, butterfly or running three kilometres, everyone did their best.

At school we have had lots of events like Book Week and music concerts where it was fantastic to see the talent of SACS students highlighted. Gala Day was an enjoyable experience this year because of all the fun activities across the school. We got to complete a variety of activities with art, escape rooms, puzzles and some inter house sport competitions.

We congratulate the future Junior School Leaders that will uphold these positions in 2021. We hope you enjoy leading the school responsibly and encouraging students to do their best. Remember to enjoy your role and everything that comes with it. Be a role model to the other students and represent the Junior School and Gawura School in all that you do.

As 2020 comes to an end we want to thank all the Junior School teachers for all that they have done to make this year enjoyable. We are going to miss being part of the Junior School but are looking forward to all that Senior School has to offer.

Martha Way Stamatellis and Joseph Scott – Junior School Captains
Eva Milkovic and Jedidiah Sam – Vice Captains

Theme 2 – Contextual information about the school and characteristics of the student body

St Andrew's Cathedral School is Sydney's quintessential city school. An independent Anglican school that is fully coeducational from K-12, with an inclusive admission policy, we have an innovative and global curriculum. We seek to develop an authentic and open approach to Christian learning, which assists students to think critically and to develop a compassionate social conscience. Easily accessible from Town Hall train station, St Andrew's students come from all over Sydney and beyond, with international students increasingly drawn to our vibrant campus.

We are a comprehensive school with an inclusive community and a strong student wellbeing program that seeks to ensure all students feel valued and respected. St Andrew's is committed to providing students with opportunities that enrich their education, helping them develop into well- rounded global citizens.

Our curriculum is firmly anchored in the city surrounds, with classes making frequent use of museums, galleries, government offices and the school's home sporting grounds at Sydney University. With many music ensembles and 20 co-curricular groups, as well as a strong Outdoor Education program both at home and overseas, the spectrum of options at St Andrew's reinforces that there is no 'typical' mould for our students.

Our Junior School inspires true excellence through small class sizes, specialised teachers in music and languages, and access to learning enrichment for gifted and talented students. The move to Middle School (Years 7-9) is met with a supportive, expansive learning culture supported by Directors of Learning for each stage, Year Coordinators and year based tutors, and a far-reaching student wellbeing program that underpins all aspects of the curriculum. The introduction of the Middle Years Program of the International Baccalaureate from 2016 further enriches and expands our focus on global readiness, with language learning an essential element in Middle School education. Finally, the step up to Senior College offers a unique, pre-tertiary experience with greater freedoms and responsibilities. Students are offered flexible learning options, with both the Higher School Certificate and International Baccalaureate Diploma taught.

St Andrew's is committed to educating the heart and mind for life.

Characteristics of Student Body for 2020

Year	Female	Male	Total
Kindergarten	18	14	32
Year 1	16	23	39
Year 2	22	21	43
Year 3	24	30	54
Year 4	20	37	57
Year 5	31	53	84
Year 6	34	51	85
Year 7	63	101	164
Year 8	55	109	164
Year 9	59	104	163
Year 10	62	98	160
Year 11	59	115	174
Year 12	63	87	150
Junior School	165	229	394
Middle School	177	314	491
Senior School	184	300	484

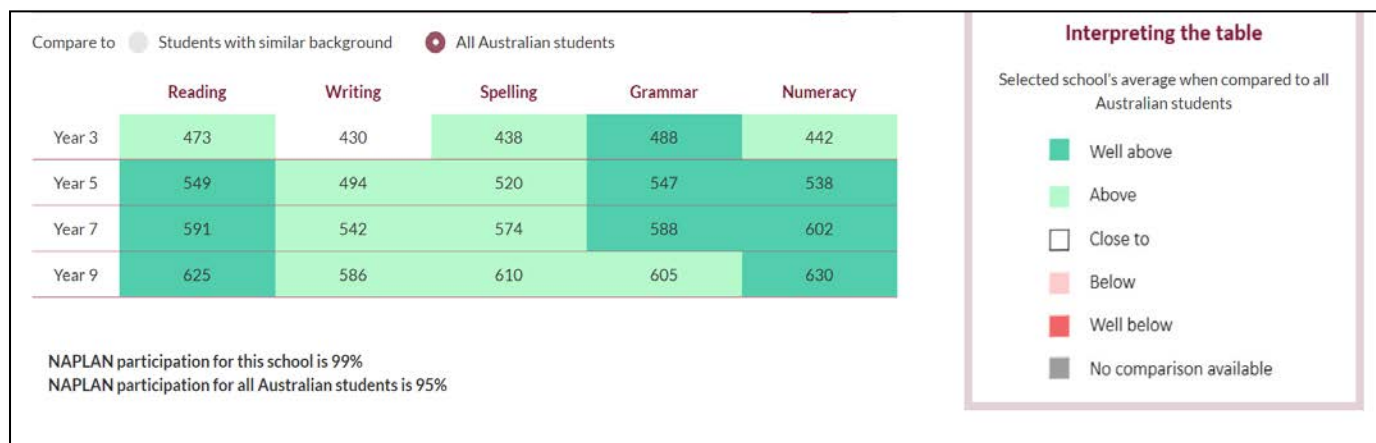
Theme 3 – Student outcomes in standardized national literacy and numeracy testing

Junior School

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on My School (<http://www.myschool.edu.au>).

St Andrew's Cathedral School comparison to all Australian students

At a glance. All cohorts performed well as compared to all Australian students.



The Year 5 cohort performed very well with great value add. Both Year groups were **Well Above** all Australian students in most subjects, including Reading, Punctuation and Grammar and Numeracy). They were **Above** all Australian students in Spelling and Writing.

The Year 3 cohort performed **Well Above** all Australian students in Punctuation and Grammar. They performed **Above** all Australian students in Reading, Spelling and Numeracy. They were close to average for all Australian students in Writing. This **Year 3 cohort** was very small for statistical purposes: comprising of **40 students only** (25 boys and 15 girls). **15 students were LOTE (Language other than English).**

This Year 5 cohort was bigger hence more reliable for statistical purposes: comprising of **75 students** (43 boys and 32 girls). **32 students were LOTE (Language other than English).**

Value Add Between Year 3 2017 and Year 5 2019

The Junior School of St Andrew's Cathedral School needs to be able to continue to demonstrate *value added* educational outcomes to provide an attractive alternative to local schools. Pleasingly, we are continuing to see pleasing results for both Year 3 and Year 5 students across all subjects, as well as exceptional growth between Year 3 and Year 5 students, such growth then continues to build into the Middle School.

Reading	65% above expected growth
Writing	68% above expected growth
Spelling	61% above expected growth
Grammar & Punctuation	70% above expected growth
Numeracy	47% above expected growth

Middle School

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results available on My School (<http://www.myschool.edu.au>).

Theme 4 – Senior secondary outcomes (student achievement)

The Granting of Records of School Achievement (RoSA)

The Record of School Achievement (RoSA) is an exit credential issued by the NSW Education Standards Authority to students in Years 10, 11 and 12 if they leave school prior to completing the Higher School Certificate. Eligibility depends upon students satisfactorily completing all curriculum requirements of Stage 5 which culminates in Year 10.

During 2020, 160 of our Year 10 cohort were eligible to receive the RoSA. This represents 100% of the Year 10 cohort. In addition to the mandatory subjects, Year 10 students undertook at least three elective subjects. These elective offerings came from the departments of Visual Arts, Design and Technology, HSIE, PDHPE and English.

Of our Year 11 cohort, 133 students – 100% of the cohort - were eligible to receive the RoSA. These students were engaged in 42 courses. This group of subject offerings included Extension Mathematics, Extension English and the TVET subjects of Fitness, Construction and Electrotechnology. 7% of students completed a TVET subject. 100% of these Year 11 students progressed to the 2021 HSC Course.

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Ancient History	2020	21	School: 21 (100%) State-wide: (82%)	School: 0 (0%) State-wide: (16%)
	2019	29	School: 25 (86%) State-wide: (83%)	School: 4 (14%) State-wide: (15%)
	2018	19	School: 18 (95%) State-wide: (84%)	School: 1 (5%) State-wide: (15%)
	2017	31	School: 29 (94%) State-wide: (81%)	School: 2 (6%) State-wide: (18%)
	2016	43	School: 41 (95%) State-wide: (83%)	School: 2 (5%) State-wide: (17%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Biology	2020	16	School: 16 (100%) State-wide: (79%)	School: 0 (0%) State-wide: (21%)
	2019	21	School: 21 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2018	19	School: 19 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2017	19	School: 16 (89%) State-wide: (88%)	School: 2 (11%) State-wide: (12%)
	2016	25	School: 23 (92%) State-wide: (90%)	School: 2 (8%) State-wide: (10%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Business Studies	2020	36	School: 34 (86%) State-wide: (82%)	School: 2 (14%) State-wide: (18%)
	2019	27	School: 25 (93%) State-wide: (74%)	School: 2 (7%) State-wide: (16%)
	2018	35	School: 34 (97%) State-wide: (78%)	School: 4 (3%) State-wide: (12%)
	2017	32	School: 28(87%) State-wide: (87%)	School: 4 (13%) State-wide: (13%)
	2016	33	School: 30(91%) State-wide: (87%)	School: 3 (9%) State-wide: (13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Chemistry	2020	8	School: 7 (88%) State-wide: (80%)	School: 1 (13%) State-wide: (10%)
	2019	16	School: 16 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2018	13	School: 13 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2017	12	School: 12 (100%) State-wide: (91%)	School: 0 (0%) State-wide: (9%)
	2016	20	School: 20 (100%) State-wide: (95%)	School: 0(0%) State-wide: (5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Design and Technology	2020	6	School: 6 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	4	School: 4 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2018	4	School: 4 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2017	15	School: 15(100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2016	11	School: 11(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
Drama	2020	11	School: 11 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	21	School: 21 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2018	24	School: 24 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2017	23	School: 23(100%) State-wide: (98%)	School:0 (0%) State-wide: (2%)
	2016	22	School: 22(100%) State-wide: (98%)	School: 0(0%) State-wide: (10%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Earth and Environmental	2020	7	School: 7 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2019	13	School: 13 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2018	9	School: 8 (89%) State-wide: (80%)	School: 1 (11%) State-wide: (10%)
	2017	6	School: 6(100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
	2016	4	School: 4(100%) State-wide: (89%)	School: 0(0%) State-wide:(11%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Economics	2020	12	School: 10 (83%) State-wide: (90%)	School: 2 (17%) State-wide: (10%)
	2019	15	School: 14 (93%) State-wide: (93%)	School: 1 (7%) State-wide: (7%)
	2018	9	School: 7 (78%) State-wide: (92%)	School: 2 (22%) State-wide: (8%)
	2017	13	School: 13(100%) State-wide: (93%)	School: 0(0%) State-wide: (7%)
	2016	19	School: 16 (84%) State-wide: (95%)	School: 3 (16%) State-wide: (5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: Advanced	2020	75	School: 75 (100%) State-wide: (99.9%)	School: 0 (0%) State-wide: (.1%)
	2019	94	School: 90 (96%) State-wide: (99%)	School: 4 (4%) State-wide: (1%)
	2018	68	School: 68 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	78	School: 78 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2016	69	School: 68 (99%) State-wide: (99%)	School: 1 (1%) State-wide: (1%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: Standard	2020	20	School: 18 (90%) State-wide: (88%)	School: 2 (10%) State-wide: (12%)
	2019	10	School: 8 (80%) State-wide: (88%)	School: 2 (20%) State-wide: (12%)
	2018	29	School: 26 (90%) State-wide: (84%)	School: 3 (10%) State-wide: (14%)
	2017	36	School: 34 (94%) State-wide: (86%)	School: 2 (6%) State-wide: (14%)
	2016	38	School: 35 (92%) State-wide: (88%)	School: 3 (8%) State-wide: (12%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
English: EAL/D	2020	4	School: 4 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2019	3	School: 3 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2018	9	School: 9 (100%) State-wide: (75%)	School: 0 (0%) State-wide: (25%)
	2017	4	School: 4 (100%) State-wide: (83%)	School: 0 (0%) State-wide: (17%)
	2016	14	School: 12 (93%) State-wide: (84%)	School: 1 (7%) State-wide: (16%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
English: Extension 1	2020	17	School: 17 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2019	20	School: 20 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2018	20	School: 20 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	24	School: 24 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2016	12	School: 12 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
English: Extension 2	2020	7	School: 7 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2019	2	School: 2 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2018	4	School: 4 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2017	13	School: 12(100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2016	6	School: 6 (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
French Continuers	2020	3	School: 3 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	5	School: 5 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2018	2	School: 2 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2017	4	School: 4 (100%) State-wide: (97%)	School:0 (0%) State-wide: (3%)
	2016	3	School: 3 (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
Geography	2020	12	School: 9 (75%) State-wide: (87%)	School: 3 (25%) State-wide: (13%)
	2019	11	School: 10 (91%) State-wide: (88%)	School: 1 (9%) State-wide: (12%)
	2018	8	School: 8 (100%) State-wide: (88%)	School: 0 (0%) State-wide: (12%)
	2017	12	School: 12 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2016	9	School: 8 (89%) State-wide: (90%)	School: 1 (11%) State-wide: (10%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
History Extension	2020	18	School: 18 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	18	School: 15 (84%) State-wide: (98%)	School: 3 (16%) State-wide: (2%)
	2018	13	School: 12 (92%) State-wide: (99%)	School: 1 (8%) State-wide: (1%)
	2017	12	School: 12 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2016	12	School: 12 (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
Japanese Beginners	2020	4	School: 4 (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
Legal Studies	2020	21	School: 21 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2019	14	School: 14 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2018	30	School: 29 (97%) State-wide: (86%)	School: 1 (3%) State-wide: (14%)
	2017	28	School: 27 (96%) State-wide: (92%)	School: 1 (4%) State-wide: (8%)
	2016	28	School: 28(100%) State-wide: (89%)	School:0 (0%) State-wide: (11%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Mathematics: Advanced Mathematics	2020	16	School: 16 (100%) State-wide: (98%)	School: 0 (0%) State-wide: (2%)
	2019	40	School: 37 (92%) State-wide: (93%)	School: 3 (8%) State-wide: (7%)
	2018	34	School: 31 (92%) State-wide: (93%)	School: 3 (8%) State-wide: (7%)
	2017	24	School: 24 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (9%)
	2016	27	School: 27(100%) State-wide: (92%)	School: 0(0%) State-wide: (8%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Mathematics: Standard AND Mathematics: General	2020	56	School: 31 (87.5%) State-wide: (92%)	School: 1 (12.5%) State-wide: (8%)
	2019	32	School: 31 (91%) State-wide: (84%)	School: 1 (9%) State-wide: (16%)
	2018	34	School: 33 (97%) State-wide: (80%)	School: 1 (3%) State-wide: (20%)
	2017	57	School: 55 (97%) State-wide: (75%)	School: 2(3%) State-wide: (25%)
	2016	61	School: 51 (96%) State-wide: (76%)	School: 10(17%) State-wide: (24%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Maths Extension 1	2020	15	School: 15 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2019	20	School: 19 (95%) State-wide: (96%)	School: 1 (5%) State-wide: (4%)
	2018	11	School: 11 (100%) State-wide: (96%)	School: 0 (0%) State-wide: (4%)
	2017	11	School: 11 (100%) State-wide: (97%)	School: 0(0%) State-wide: (3%)
	2016	17	School: 11 (100%) State-wide: (97%)	School: 0(0%) State-wide: (3%)
Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2- 4	Band 1
Maths Extension 2	2020	10	School: 10 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	6	School: 6 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2018	4	School: 3 (75%) State-wide: (98%)	School: 1 (25%) State-wide: (2%)
	2017	2	School: 2 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2016	2	School: 2 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Modern History	2020	40	School: 38 (95%) State-wide: (84%)	School: 2 (5%) State-wide: (16%)
	2019	33	School: 30 (91%) State-wide: (87%)	School: 3 (9%) State-wide: (13%)
	2018	31	School: 29 (94%) State-wide: (85%)	School: 2 (6%) State-wide: (15%)
	2017	42	School: 38 (91%) State-wide: (87%)	School: 4(9%) State-wide: (13%)
	2016	38	School: 36 (99%) State-wide: (87%)	School: 2 (5%) State-wide: (13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 2-4	Band 1
Music Extension	2020	2	School: 2 (100%) State-wide: (97%)	School: 0 (0%) State-wide: (3%)
	2019	10	School: 10 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
	2018	5	School: 4 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
	2017	4	School: 4 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)
	2016	9	School: 9 (100%) State-wide: (99.5%)	School: (0%) State-wide: (.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Music 1	2020	3	School: 3 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2019	6	School: 6 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2018	5	School: 5 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	2017	9	School: 9 (100%) State-wide: (98%)	School:0 (0%) State-wide: (2%)
	2016	4	School: 4 (100%) State-wide: (99.5%)	School: 0 (0%) State-wide: (.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Music 2	2020	2	School: 2 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2019	12	School: 12 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2018	7	School: 7 (100%) State-wide: (100%)	School: 0(0%) State-wide: (0%)
	2017	10	School: 10 (100%) State-wide: (100%)	School:0 (0%) State-wide: (0%)
	2016	9	School: 9 (100%) State-wide: (100%)	School: 0 (0%) State-wide: (0%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
PDHPE	2020	33	School: 30 (91%) State-wide: (85%)	School: 3 (9%) State-wide: (15%)
	2019	21	School: 16 (86%) State-wide: (89%)	School: 5(24%) State-wide: (11%)
	2018	26	School: 24 (92%) State-wide: (82%)	School: 2(8%) State-wide: (14%)
	2017	29	School: 22 (77%) State-wide: (81%)	School:7 (23%) State-wide: (19%)
	2016	19	School: 18(95%) State-wide: (83%)	School: 1 (5%) State-wide: (17%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Physics	2020	13	School: 12 (92%) State-wide: (86%)	School: 1(8%) State-wide: (14%)
	2019	19	School: 17 (90%) State-wide: (86%)	School: 2(10%) State-wide: (14%)
	2018	21	School: 21 (100%) State-wide: (87%)	School: 0(0%) State-wide: (13%)
	2017	16	School: 14 (87.5%) State-wide: (88%)	School:2 (12.5%) State-wide: (12%)
	2016	22	School: 20 (91%) State-wide: (89%)	School: 2 (9%) State-wide: (11%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Science Extension	2020	1	School: 0 (0%) State-wide: (99%)	School: 1 (100%) State-wide: (1%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Society and Culture	2020	19	School: 19 (100%) State-wide: (94%)	School: 0 (0%) State-wide: (6%)
	2019	23	School: 22 (96%) State-wide: (94%)	School: 1 (4%) State-wide: (6%)
	2018	5	School: 4 (100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)
	2017	25	School: 22 (88%) State-wide: (94%)	School:3 (12%) State-wide: (6%)
	2016	30	School: 30(100%) State-wide: (95%)	School: 0 (0%) State-wide: (5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Software Design and Development	2020	5	School: 6 (100%) State-wide: (88%)	School: 0(0%) State-wide: (12%)
	2019	6	School: 6 (100%) State-wide: (87%)	School: 0(0%) State-wide: (13%)
	2018	6	School: 6 (100%) State-wide: (89%)	School: 0(0%) State-wide: (11%)
	2017	3	School: 3 (100%) State-wide: (89%)	School:0 (0%) State-wide: (11%)
	2016	9	School: 5 (56%) State-wide: (93%)	School:4 (44%) State-wide: (7%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Studies of Religion 1	2020	12	School: 12 (100%) State-wide: (94%)	School: 0(0%) State-wide: (6%)
	2019	2	School: 2 (100%) State-wide: (96%)	School: 0(0%) State-wide: (4%)
	2018	13	School: 13 (100%) State-wide: (94%)	School: 0(0%) State-wide: (6%)
	2017	2	School: 2 (100%) State-wide: (99.5%)	School:0 (0%) State-wide: (.5%)
	2016	11	School: 10 (91%) State-wide: (95%)	School:1 (9%) State-wide: (5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Studies of Religion 2	2020	12	School: 12 (100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
	2019	9	School: 8 (89%) State-wide: (94%)	School: 1 (11%) State-wide: (6%)
	2018	13	School: 13 (100%) State-wide: (91%)	School: 0(0%) State-wide: (9%)
	2017	10	School: 8 (80%) State-wide: (93%)	School:2 (20%) State-wide: (7%)
	2016	0	NA	NA

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3- 6	Bands 1- 2
Visual Arts	2020	14	School: 14 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2019	18	School: 18 (100%) State-wide: (98%)	School: 0(0%) State-wide: (2%)
	2018	18	School: 18 (100%) State-wide: (99%)	School: 0(0%) State-wide: (1%)
	2017	28	School: 27 (96%) State-wide: (99%)	School:1 (4%) State-wide: (1%)
	2016	22	School: (100%) State-wide: (98%)	School:0 (0%) State-wide: (2%)

Higher School Certificate & International Baccalaureate

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

In 2020, 101 students sat for the Higher School Certificate and engaged in 44 courses. These courses included nine extension courses and three Vocational Education and Training Courses (TVET): Automotive Studies, Electrotechnology, and Hospitality 4% of students completed a TVET course. 99 out of 101 (98%) received the HSC credential. St Andrew's Cathedral School also has 2 Pathways students and 14 accelerated students. 12 students were accelerated in Studies of Religion 1, 1 student in Mathematics Advanced and Mathematics Extension 1 and 1 student was a double accelerant completing their HSC at the age of 15.

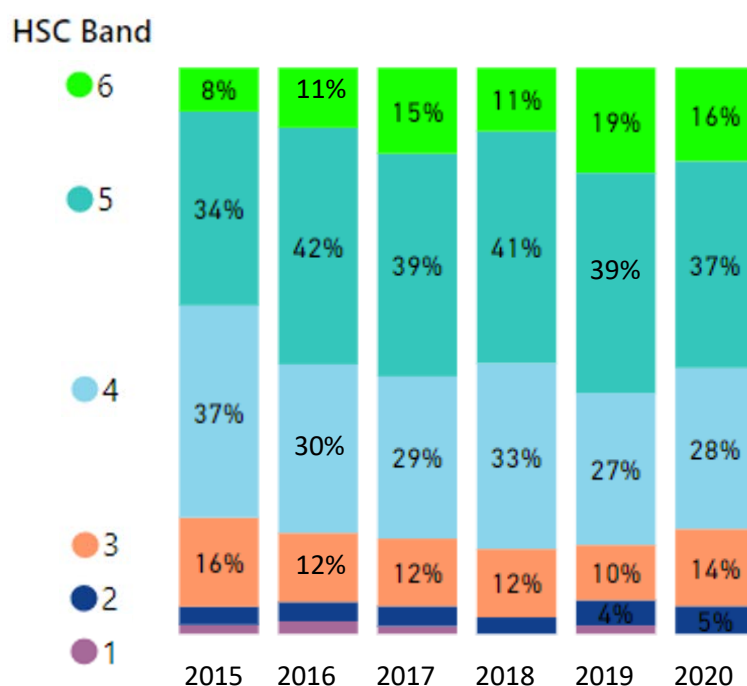
73% of courses undertaken at St Andrew's Cathedral School achieved results above the State mean. 42% of students achieved at least one Band 6 result. In 63% of all 2 unit courses, the cohort achieved results of Band 3 or above. 50% of St Andrew's Cathedral students engaged in Extension courses – English Extension 1, English Extension 2, Mathematics Extension 1, Mathematics Extension 2, History Extension, Music Extension and Science Extension.

It is also pleasing to note that Design and Technology had a student rank 6th in the State and that in Design and Technology and Music 2 and Music Extension 100% of students scored a Band 6.

In terms of performance over time the table below gives an indication of this for each subject. In summary, in 2016, 86% of the cohort earned Band 3-6 results. This was higher than the State. This was also the case in 2017, where 81% of the cohort earned Band 3-6 results, whilst for the State achievement for this level was lower. In 2018, 86% of the cohort earned Band 3-6 results; this again was above the State. In 2019, 80% of the cohort earned Band 3- 6 results which again was above the State. In 2020, 85% of the cohort earned Band 3- 6 results which again was above the State.

Higher School Certificate Band analysis

The HSC had an excellent year with the proportion of Band 5+6s being one of the highest in recent history, just eclipsed by 2019's results.



Lower than state means

HSC courses with exam mark means lower than the state warrant attention.

Course Name	# students Included	School/ State Variation	Actions
Science Ext	1	-7.04%	Stronger entry requirements will now be put in place.
History Extension	18	-4.4%	Stronger entry requirements will now be put in place.
Studies of Religion II	12	-3.63%	Continue to implement course strategies from best practice in other schools.
English Standard	15	-1.13%	No new action. This is a result of moving almost all students to Advanced English.
French Continuers	3	-0.85%	No new action. Small cohort influenced score.
Geography	12	-0.43%	Action plan implemented by HOD. 2021 class is very strong. New teacher on course.
Maths Ext 2	10	-0.52%	31T31TA small Maths team to investigate approaches for teaching multiple choice for Mathematics Advanced, Extension 1 and Extension 2.
Maths Adv	16	-0.62%	

Higher than state means (+6%)

HSC courses with exam mark means significantly higher than the state warrant celebration.

Course Name	# students Included	Above state mean
Design Technology	6	+16.59%
Japanese Beginners	4	+11.48%
Legal Studies	21	+7.35%
Visual Arts	14	+6.69%
Drama	11	+6.47%
Music 1	3	+6.31%

25 subjects were above state mean and 9 subjects were below state mean.

International Baccalaureate Grade Analysis

In a candidature of 50 students, 49 were awarded the Diploma. One student achieved enough points but lacked the required number of HL subject points. Of those who passed the diploma, the average grade was 5.44 and average points gained was 33.

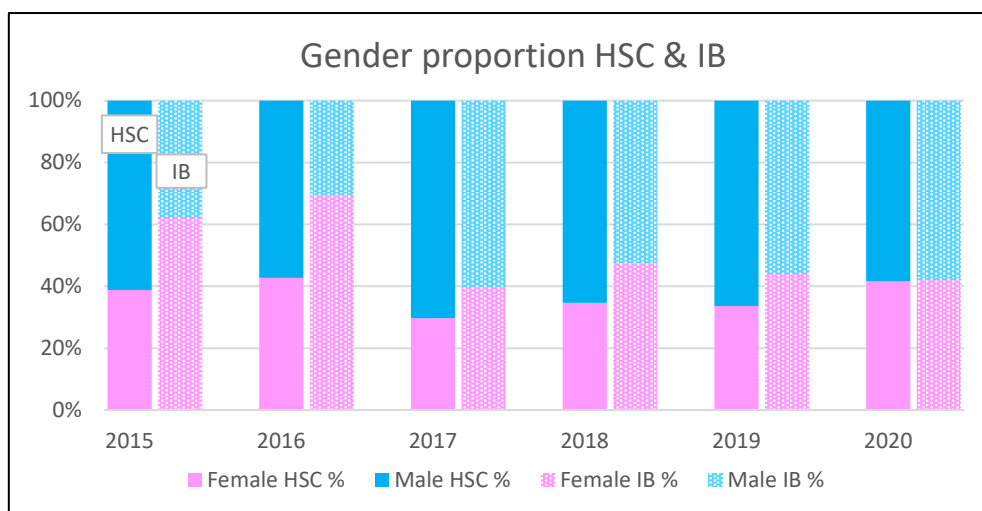


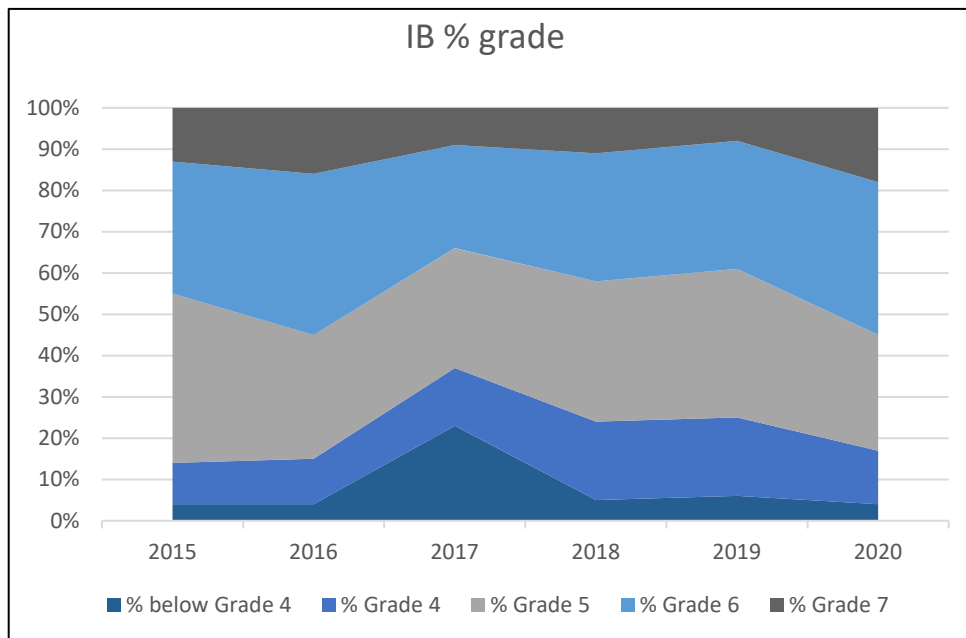
Of the 37 courses undertaken by SACS students in 2020, 29 (78%) achieved average grades higher than world means (up from 67% of courses in 2019). Subjects from a variety of faculties performed exceptionally well with averages more than one grade higher than their respective world mean.

Higher than world means by >1 grade (2020 was 13 courses, 2019 was 7 courses)

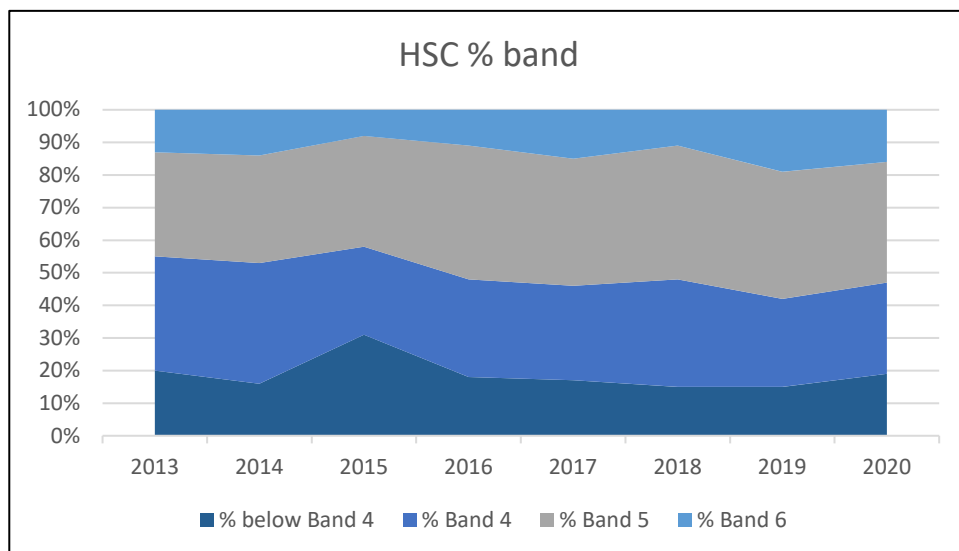
Course Name	# students Included	Above World Grade Mean
Business Management HL	15	+1.94 (Av grade 6.6!)
Environmental Systems and Society SL	19	+1.62
Biology SL	4	+1.61
Maths HL	4	+1.45
Design Tech HL	4	+1.42
Physics SL	5	+1.31
Global Politics SL	3	+1.31
Chemistry SL	8	+1.3
Philosophy SL	2	+1.24
Biology HL	7	+1.18
Literature SL	4	+1.15
Music HL	8	+1.11
History SL	2	+1.1

We have noticed the increasing improvement in results overtime, as well as the increasing popularity of the IB Diploma and enrolment of girls. 2020 saw 42% of girls study HSC and 42% of girls study IBDP. It is encouraging to see more boys studying the IBDP (2015 was 38% boys and 2020 was 58% boys) and more girls studying HSC (in 2017 30% girls and in 2020 it was 42% girls).

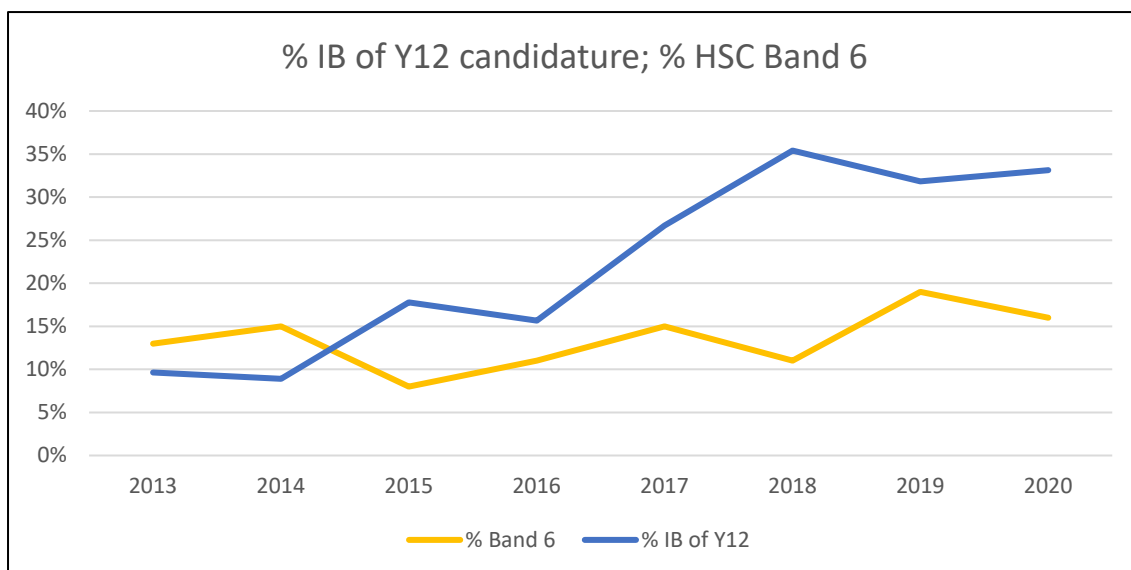




Despite more boys studying IBDP, the number of Grade 6 and 7s has remained strong. In fact, 2020 was equal to 2016 with the number of Grade 6 and 7s (55%) yet 2016 had 70% girls compared to 2020 with 42% girls.



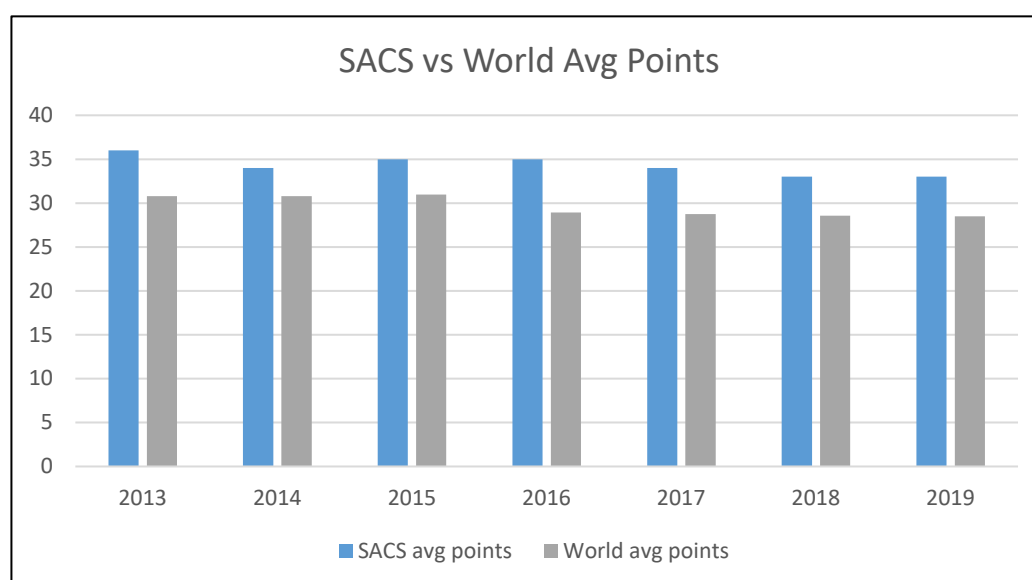
HSC Bands 5 and 6 have marginally increased from 45% in 2013 to 53% in 2020.



One might argue that with more of our top students sitting the IBDP, our top HSC results would suffer, but this is not the case. Our HSC Band 6 results have marginally increased despite the IB cohort tripling in size over the last eight years.



Additionally, since a drop in 2015 (when we had our first IBDP enrolment surge), our HSC league table rankings have steadily improved.



Our IBDP performance has remained strong despite the numbers increasing. The 2020 average of 33 corresponds to a 90 ATAR.

Theme 5 – Teacher professional learning, accreditation and qualifications

Professional Learning

Name of Professional Learning Event	Number of SACS Staff in attendance
CONFERENCES	
Staff attended many state and annual conferences. These are both content based as well as helping to develop best practice in our craft	
2020 IB Conference	1
AIS Geography Conference	1
AIS Music Conference	1
Colour Conference	1
Economics Teachers Conference	2
IB Asia Pacific Global conference	1
IB Global Conference	1
Python Conference	1
Science Heads of Department Conference	1
State Conference	3
Visual Arts & Design Educators Association Conference	1
INTERNATIONAL BACCALAUREATE	
St Andrew's Cathedral School offers the International Baccalaureate at both the Diploma level and within the Middle Years Program. The IBO offers many workshops and conferences. These are what was attended by staff in 2020	
IB Diploma Authorisation Visit	1
IB Diploma Network Day	3
IB History A Focus on Internal Assessment	1
IB History Networking	1
IB Music	1
IB Music MLI Marking	2
IB MYP Evaluation Visit	1
IB Networking	1
IBDP French B Workshop	1
IBDP Music - new curriculum	2
IBDP Networking Day	4
IBDP Theatre Cat 1	1
IBO MYP Evaluation visit	1
Leveraging Kognity for IBDP Maths Paper 1	1
NSW ACT IBDP Coordinators Meeting	1
PROFESSIONAL LEARNING OFFERED BY OUTSIDE PROVIDERS	
2020 New Supervisor of Marking Briefing (NESA)	1
7 Stages of Grieving	3
ACT as a brief intervention	1
EdComm – AGORA (A Meeting of Minds)	2
AIS Mathematics HoDs Meeting	1
All these Depressed Kids are Getting me Down	11
Anti-Discrimination Masterclass	1
Arts: Developing the MYP Curriculum Cat 2	1
Australian Kodaly Certificate	1
Biology Internal Assessment	1
Business Management	1
Careers Counsellors Day	2

Name of Professional Learning Event	Number of SACS Staff in attendance
Careers Counsellors Info day	1
Careers Counsellors Seminar	1
Cat 2 DP Chemistry	1
Cat 3 History 1A	1
Category 2 SEHS	1
CC Info Day	1
Chemistry DP Cat 2	1
Clinical Skills for Treating PTSD	2
Compliance	3
Creative ways to help children	1
CRU Teachers Day	2
Dan Siegel Webinar	2
Delivering the MYP	1
Design & technology online Cat 1	1
Design Implementing the MYP	1
Design: Developing the MYP Curriculum Cat 2	3
Differentiated Instruction Institute	1
Dorian Gray	3
Drama project Marking	1
ESS (Cat2)	1
Essentials of CBT	1
Faithfulness in Ministry 2020	1
French Ext Oral onscreen Marking	1
French Ext Written Marking	1
G&TSTA Meeting & AGM	1
GCI Coaching Booster	9
Gifted & Talented PD	1
Global Politics Cat 2	1
Hear, Listen, Play, Create	1
HEC VA BOW Marking	1
HLTAID001 Provide Cardiopulmonary resuscitation	35
HLTAID001 Provide Cardiopulmonary resuscitation, HLTAID002 Provide Basic Emergency Life Support	34
HLTAID001 Provide Cardiopulmonary resuscitation, HLTAID003 Provide first aid	25
HLTAID002 - Provide basic emergency life support	1
HLTAID003 Provide First Aid	63
HSC 2020: Exploring the Examination & Standards Packages	2
HSC Chemistry marking	1
HSC D&T Marking	3
HSC French Continuers Marking	1
HSC French Continuers Oral marking	1
HSC Japanese Exam Marking Briefings	1
HSC Judge Marking	1
HSC Marking	5
HSC Marking - Chinese Orals	1
HSC Marking Biology	1
HSC Marking Briefing Biology	1
HSC Marking Design & Technology	1
HSC Marking EES	1

Name of Professional Learning Event	Number of SACS Staff in attendance
HSC Marking for SOR	1
HSC Marking Japanese Extension Written	1
HSC Marking Japanese in context Oral	1
HSC Marking Oral & Written	2
HSC Marking Physics	1
HSC Marking Pilot Briefing	1
HSC Music Marking	1
HSC Spanish Marking	1
HSC Speaking Examining	1
HSC VA BOW Marking	2
HSC VA Internal Marking	3
HTA Early Career Teachers Day	1
IA Marking	1
In Pursuit of Excellence	1
Influencing: Story telling, Change Management & Governance Specialisation	1
Info Day	1
International Speakers Series	3
Introducing Aboriginal Languages into your School	1
Introduction to Leadership Coaching	9
Itinerant Marking	1
John Freiebend Summer School	1
Kodaly Certificate Secondary 2	2
Kodaly Secondary Back to School Day	1
Language & Literature	1
Language Ab initio Cat 1	1
Language Acquisition	7
Law for School Counsellors	1
Lawsense for Counsellors	1
Leading, Learning & Caring	1
Learning Diversity & Inclusion	4
Leaders of Learning Retreat	22
Making Classroom Observations & Providing feedback	1
Manage asthma risks and emergencies in the workplace	1
Marking Supervisor's Briefing	1
Meet the Markers	1
Mental First Aid	1
Methods to Manage Emotions	1
Middle Leaders Program	1
Mini COGE	10
Music Subject Specific Seminar	1
MYP Cat 2 Music training	1
MYP Coordinators network	1
MYP Delivering the MYP (PDHPE)	1
MYP e-Assessment Authoring	1
MYP Individuals & Societies Networking	1
MYP Language Acquisition Training	3
MYP Maths Cat 3	1
MYP Networking Canberra	1
MYP Planning & programming	2
MYP Sciences Cat 2	3

Name of Professional Learning Event	Number of SACS Staff in attendance
MYP Workshop	5
MYP Individuals & Societies	1
NAPLAN Training	2
National Future Schools Festival	5
NCCD Overview & Moderation	1
Networking Meeting	4
NSW Reportable Conduct and Allegations - Online Module 2020	326
NSW Reportable Conduct and Allegations against Employees - Online Module 2020	1
Obligations in Identifying and Responding to children and young people at risk Online course	1
PDHPE MYP Workshop	1
Performing Arts Cat 1/2 Training	1
Planning & Programming	1
Preparing for the HSC EES Exam	1
Professional Supervision	1
Proficient Teacher	1
Programming for Year 7 French	2
Provide cardiopulmonary resus., basic emergency life support, emergency first aid	1
Provide first aid management of anaphylaxis	1
Registration for Gawura Renewal	1
Resuscitation	1
SACS WH&S Refresher by Lyndelle Taylor	221
School Law Update	2
Science Extension Webinar	1
Sciences: Delivering the MYP Cat 2	3
Seasons of Growth Training	1
Solidworks training	2
Supervisor of Marking Briefing - Languages	1
Supervisor of Marking Briefing (NESA) – Surviving your first year	1
Supervisor of Marking Delegate	2
Supervisor of Marking Review French	2
Stage 6 History Teacher's Day	1
Supporting clients with gender diversity	1
Teaching Aboriginal Studies	1
Teaching the Holocaust in Australian Classrooms	1
Teaching the Science Syllabus in a Christian Context	1
Term 4 Meeting	1
The Body as a Voice: Non-suicidal self injury at School	1
Theory of Knowledge	3
Timetabling Summit	1
Training for HSC Drama Judge	1
Understanding Gifted learners	2
Understanding Gifted Learners	1
What we know about Stage 6 Standard Maths	1
Writing in Junior History	1
Young People Living Safe Lives in Online Environments Series	1
Youth Mental Health First Aid	3
Zones of Regulation	1

Name of Professional Learning Event	Number of SACS Staff in attendance
IN HOUSE PROFESSIONAL LEARNING	
These are professional learning opportunities offered by SACS as a provider	
Appraisal - Effective Conversations about Professional Growth	
Bullying & Harassment	
Cultural Awareness	
Data, Programming & Assessment	
Leadership training	
What is good Feedback?	
Specialised Learning NCCD and SLT K – 12	
What is the MYP?	
Understanding the SACS Data Dashboard & Code of Conduct	
Integrated Approach to Professional Learning	
Understanding the Culture & Way of life of the peoples of the Eora nation	
Effective Assessment (Compliance)	
Mentor Training - (STSA Induction Program)	
The Good Life - (Observing Lessons & Sharing Feedback)	
Christianity & Treaty	
Remote Learning 101	
SACS Leadership Program - Phil Lambert	
Leadership Program - Lila Mularczyk	
Interdisciplinary & Inquiry learning	
MYP Assessment	
Justine Toh: The Stories we live by.	
Specialised Learning Faculty Overview: Policies & practices	
Leadership Program - David de Carvalho	
K-12 Mandatory WHS	
Research Conversations Conference	
Integrated Approach to Professional Learning	
Wellbeing & Indigenous	
Whole school goals, planning professional growth, strategic planning	
Whole school planning	
OTHER PROFESSIONAL GROWTH EVENTS & OPPORTUNITIES	
Briefings – AIS, NESA	
HSC Marking & SOM Training	
Inhouse Programming & Planning Days	
Subject specific and Association Networking Days	
Professional Supervision (School Counsellors)	
Inhouse Professional Coaching	
Personal Project for MYP Moderation	
TeachMeets – Networking and Sharing ideas with all teachers from K-12 and from all schools	
Own Choice – Teachers offer to facilitate a variety of Face to Face or Online Modules to teaching staff	
In-house Pastoral Care Briefing Meetings	
In-house Bookclubs	

Teacher Accreditation and Qualification

Accreditation Statistics as of 09/11/2020.

Conditional 6

Provisional: 8

Proficient: 166

Highly Accomplished/Lead: 0

Qualifications of teachers at 31/12/2020

The teachers at St Andrew's Cathedral School are required to specialise in an area such as Science/Humanities/Mathematics and also complete an education component (for classroom management and operations). They are all Category 1 teachers in terms of qualifications; that is teachers having education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

Graduate Diploma of Education	7
Bachelor Degree	106
Masters Degree	61
Doctorates	5

Theme 6 – Workforce composition

From the Census in 2020 the St Andrew's Cathedral School employed:

Teaching Staff – full-time:	117
Teaching Staff – part-time:	53 (35.6 FTE)

There are no Indigenous teaching staff.

Support & Operational Staff – full-time:	45
Support & Operational Staff – part-time:	68 (38.2 FTE)

There are two Indigenous Support & Operational staff.

Theme 7 – Student attendance, retention rates and post-school destinations in secondary schools

Student Attendance

Student attendance in each Year is shown. The School's policy requires attendance being recorded for each lesson each day and anomalies dealt with forthwith.

Attendance Rate

Year 0	95.76%
Year 1	96.34%
Year 2	95.83%
Year 3	94.68%
Year 4	95.52%
Year 5	95.00%
Year 6	95.26%
Year 7	94.15%
Year 8	93.96%
Year 9	93.24%
Year 10	92.98%
Year 11	93.31%
Year 12	93.48%

The overall attendance of students for St Andrew's Cathedral School in 2020 was 94.00%

For St Andrews Cathedral School, the percentage of students who completed Year 10 and remained at the School to complete the Higher School Certificate was 92.15%

Student Non-attendance – Junior School

The Junior School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School.

The class teachers take the class roll promptly at the start of the school day. 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.

Concerning patterns of student attendance may result in parent teacher conferences and development of management plans to improve attendance. Other actions from the school may also apply.

When a student has been absent for ten days in one term a letter is sent to the parents. This letter is to bring to their attention to the School's concern for the cumulative absences of their child and to inform them of the need to improve the attendance.

Excessive absences for social or emotional reasons may require a referral to the School Psychologist for ongoing support strategies. Students in Gawura may also require consultation with the School's Aboriginal Education Mentor to assist with protocols of communication which acknowledge cultural safety for the parties involved.

Below you will see sample letter for both Partial-Absence and Absence

Dear Mr/ Mrs _____ ,

Please note that your child _____ has a total of ____ absences to school this term and ____ late arrivals. Her/ His teacher and I are concerned about the effects of this absenteeism on his/ her educational progress. The New South Wales Compulsory School Attendance Legislation requires that children attend school every day and on time, unless an absence is necessary due to a sudden and unmanaged illness or some other unusual circumstance.

Many absences mean your child is constantly missing critical learning.

Ten days of partial absence in one term is generally considered excessive unless a chronic illness is involved. In such cases a letter from a GP is required to verify an underlying chronic medical condition. Otherwise, protracted absences may lead to a notification to the Department of Family and Community Services. I am obliged to advise you of these requirements to emphasize the importance of regular and punctual school attendance.

We are asking for your cooperation in making sure your child's school attendance and punctuality improves. If you would like to discuss the matter with me or their teacher, please call the school.

Yours sincerely,

Student Non-attendance – Secondary School

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.

Post-School Destinations

The destination surveys of these graduates indicate that nearly 93 per cent have been admitted to their first choice course. This is far in excess of anything we've previously seen. Additionally, most of those who did not achieve their first choice have been admitted to their second choice at the same or another university, wherein the second choice was often very similar to the first and may, in time, through adjustment within the university, articulate into their first choice. These were spread mostly across Sydney's major metropolitan universities and included a very diverse range of cognate disciplines.

University offers in 2021

The majority of our 2020 Year 12 cohort were accepted into their preferred courses of study and their preferred universities. The breadth of career choices and university destinations reflects the diverse student population we have at St Andrew's Cathedral School.

Post-school destinations for our 2020 HSC and IBDP cohort were:

- University degree programs: 136 students
- Vocational education programs: 8 students
- University pathway programs: 3 students
- TAFE (Cert / Diploma): 8 students
- Private College (Diploma): 8 students
- Apprenticeships: 5 students
- Non-disclosure: 1 student

Faculty Area and number of offers made:

Commerce: 40 students

Health: 40 students

Humanities/Arts: 32 students

Science: 23 students

Media: 21 students

Law: 18 students

IT: 14 students

Social Sciences: 10 students

Engineering: 11 students

Performance Studies: 8 students

Design/Architecture: 12 students

Education: 7 students

Town/City Planning: 5 students

Aviation: 4 students

University Destinations

(Based on offers made to SACS students at 4 February 2021)

Australian Catholic University: 12 students

Western Sydney University: 12 students

Australian National University: 9 students

University of Canberra & other universities: 16 students

University of Sydney: 49 students

Macquarie University: 41 students

University Technology Sydney: 42 students

University New South Wales: 49 students

Theme 8 – Enrolment Policy

This policy was not reviewed in 2020. It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

St Andrew's Cathedral School is a comprehensive K - 12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. The objective of this policy is to maintain a consistent strategy for enrolment that ensures that all students have equal opportunity to a place at St Andrew's Cathedral School while endeavouring to maintain the academic, musical and cultural standards of the School.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course to take in the circumstances. The main entry points into the School are Kindergarten, Year 3, Year 5, Year 7 and Year 10.

Places may be offered at all other levels if vacancies exist. Due to the increasing demand for places, parents are advised to send application forms in as early as possible.

Relevant Legislation is the Disability Discrimination Act, Gender Discrimination Act, Race Discrimination Act, Anti-discrimination Act. These acts make it unlawful to discriminate against a person on the grounds of their disability, gender, pregnancy, potential pregnancy, or race by refusing to enroll them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Purpose	To set out the policy for enrolment of students into St Andrew's Cathedral School.
Overview	The policy sets out the process followed by the school in accepting a student for enrolment.
Scope	Council, Executive, School Staff and Parents.

Policy

1. Introduction.

St Andrew's Cathedral School is a leading K – 12 Coeducational school providing an education underpinned by the Christian faith and operates within the policies of the NSW Education Standards Authority (NESA).

For Years 11 and 12, the school offers students the choice of the Higher School Certificate (HSC) curriculum of NESA or the International Baccalaureate Diploma.

The St Andrew's Cathedral Gawura School aims to give Indigenous students an equal opportunity to participate in the full life of the School and to "close the gap". The Gawura School has a separate enrolment policy.

Intake years are normally Kindergarten, Year 3, Year 5, Year 7 and Year 11. Vacancies occasionally arise in years outside of the normal intake, however the School offers no guarantee of availability in non-intake years.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course of action to take in the circumstances.

2. Key Definitions

Throughout this policy, unless the context requires otherwise:

- a) 'parents' include legal guardians who have applied to enrol a student or have a student placed on the waiting list and, where the student has only one parent, means that parent.
- b) 'disability', in relation to a student, is that as defined by the Disability Discrimination Act (Commonwealth) 1992.

3. Compliance

The policy will provide guidance to all staff involved in the School's enrolment process to ensure their practice leads to compliance with all relevant School policies and government legislation.

4. Policy Assessment

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback from random parents on a periodic basis and from any unsolicited feedback from parents.

5. The Policy

The School has two types of enrolments:

- a) As a local student
- b) As an overseas student

The School provides a range of resources for students with special needs. The provision of these resources takes into account the capacity of the School to ensure that appropriate resources are available for all enrolled students. Parents should study the Prospectus carefully to understand what the School can offer and to assess whether we can provide a suitable academic program to meet each student's needs.

Relevant Legislation

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005 (Commonwealth)
- Race Discrimination Act 1975 (Commonwealth)
- Anti-Discrimination Act 1997 (NSW)

These Acts make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of disability or race. St Andrew's Cathedral School is committed to fulfilling its obligations under the law in the Enrolment Policy.

5.1. Enrolment Eligibility

Whilst the School does its best to accommodate all enrolment requests, it is unable to guarantee a place to any student.

5.1.1 Local Student

A local student is any student who does not hold a 500 Schools Sector Visa and is not eligible to enrol as an overseas student. These students may include students on other types of visas as well as Australian Citizens. Local students applying for enrolment who are considered an English Language Learner (ELL) must show English proficiency (see Appendix) and may be required to be enrolled in an Intensive English College prior to entry and/or may be required to receive extra English tuition once enrolled at the School at a cost to the parents.

5.1.2 Overseas Student

An overseas student is any student who is not an Australian resident. If an overseas student is studying overseas in non-English speaking countries in a school where the medium of instruction is not English, to be eligible to apply for enrolment at the School, the student must demonstrate competency in the Australian Education Assessment Services (AEAS) test or IELTS test. The School will determine the student's English level suitability for enrolment to the School (see Appendix).

An overseas student's enrolment is made conditional upon them having achieved the required English level for enrolment in their chosen academic year in a given time period.

Once enrolled, overseas students undertake the mainstream program of study. Some overseas students may be required to undertake an ESL course in Year 10, or to undertake the Fundamentals of English course in Year 11 in order to continue the development of their English language skills. All overseas students whose first language is not English are required to attend afterschool ESL classes two days a week.

Additionally, if the School deems it necessary, a tutor will be provided to give extra English tuition at the cost of the parents.

5.2. Enrolment Process

Parents enquire about enrolment. Enrolment Information is sent. Parents return Application for Enrolment Form and other requested information including the non-refundable Application Fee. Application processed and acknowledged. Student is registered as an applicant in the School's administration system for the year and form of enrolment – this does not guarantee a place will be offered.

School undertakes pre-enrolment interviews (all students). Some Junior School Students may be asked to undertake "taster days" where they are further assessed for readiness. School considers application and enrolment determination is made. School makes an offer or advises the application was unsuccessful. Parents accept or decline the offer. Parents accept the offer by signing the School's Contract of Enrolment form detailing Enrolment Terms and Conditions and by paying the non-refundable Enrolment Fee.

Once these are received the student has a confirmed place at the School and the student status will be updated to "place accepted" with the term and year of commencement.

5.2.1 Enrolment Waitlist

Students can only be waitlisted once in the administration system. In order to be waitlisted the School must first receive the following:

- a) A completed Application for Enrolment form signed by both parents either in physical form or on-line.
- b) Payment of the non-refundable Registration Fee, currently \$200 (\$450 for overseas students).
- c) Copy of the student's birth certificate.
- d) Where applicable, a copy of the student's latest three school reports.
- e) Where applicable, a copy of the student's NAPLAN results.
- f) Where applicable, a copy of any Family Court Orders.
- g) Where applicable, any information relevant to the student's education including medical or diagnostic reports.
- h) Where applicable, a copy of any visa grant letter granting temporary or permanent residency in Australia.
- i) Copy of the parents' Australian Drivers Licence (or passport if required).

In addition, an application for an overseas student must include:

- a) A copy of the biographical page of their passport.
- b) The AEAS Test report of English competency or notification when the student will be undertaking the test.
- c) Where applicable, any ESL reports from an Intensive Language College.

Failure to provide all required information may result in the School declining or delaying entering the student in the administration system and may also result in the School declining or delaying the student's enrolment.

Failure to disclose an educational or health need on the initial Application for Enrolment Form may lead to the cancellation of the application and/or enrolment.

Registration in the School's administration system does not guarantee a confirmed place at the School. Whilst the School does its best to accommodate all enrolment requests, it is unable to guarantee a position to any student.

Entrance may be accommodated at any time throughout the school year depending on circumstances and availability of places, however, preference is given to a student requiring admission at the commencement of an academic year.

Date of application is not the sole criterion for enrolment and the School reserves the right to offer a place to any applicant, irrespective of date of application.

The School is unable to involve itself in any family matters. In the case of all families, including divorced or separated families, it is the School's assumption and understanding that prior to contacting the School, both parents are in agreement to the application and possible enrolment of their child.

Unless otherwise stated in Family Court Orders, both parents are required to sign the Application for Enrolment form as well as the person responsible for paying the fees and should a place be offered, both parents must sign the Enrolment Terms and Conditions.

5.3. Enquiries

The Registrar's office will send everyone enquiring about enrolment the details of the procedure either by post, email, or by directing them to the website to download the information, including:

- a) Relevant marketing collateral.
- b) The Application for Enrolment Form and Privacy Collection Notice.
- c) The most recent Schedule of Fees.
- d) A credit card or EFT form for the payment of the non-refundable Registration Fee currently \$200 (\$450 for overseas students).
- e) Information regarding our Indigenous Education Program if relevant.
- f) Any other relevant material based on the academic year requested

The Enrolment Policy will be located on the School's website.

5.4. Enrolment Interview

Approximately eight to 12 months (up to two years for Year 7 entry) prior to the desired commencement date, if places are available, parents will be contacted to arrange a formal interview with the Registrar, who will outline the School's facilities and subjects, and discuss educational matters with the child.

As part of the enrolment interview process parents may be asked to provide any updated medical, psychological or any other relevant reports prior to the interview. Additionally, if not already provided, parents may be asked to supply the student's latest three school reports.

In considering all prospective enrolments, the School may ask parents to authorise the Head of school or his delegate to contact:

- a) The Head of School of the student's previous school to obtain or confirm information pertaining to the student or their enrolment (permission to do this is given in the application form).
- b) Any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Where information obtained by the School suggests:

- a) A profile of misconduct, illegal activities or anti-social behaviours that indicate the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, or
- b) The parents may not be able to meet the financial commitment required by a having a student at the School, or
- c) The level of English language is not adequate to undertake the rigours expected by the School, notwithstanding that the student be the sibling of a current student, the Head of School may decline to proceed any further with the enrolment process.

At the interview, among other things:

- a) The School will seek to establish the expectations of the parents are consistent with the vision, values, goals, policies and resources of the School.

At the interview, the School will also take into consideration:

- a) Families whose values are congruent with those of the School.
- b) The academic progress of the student, including grades, comment on attitude and behaviour and in particular, effort.
- c) The social development of the student as evidenced by his involvement in activities out of the school arena.
- d) Evidence of participation in local community sporting and cultural activities.

5.4.1 Disability

Where a student has disclosed educational needs, or a disability, or other information has come to light indicating a possible need for education support services, or for some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the student's needs. This will include consultation with the student or his parents as part of the collaborative planning process.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the student's current school or (with the parent's agreement) the home, to more accurately assess the learning needs of the student.

The Head of School may:

- a) Require the parents to provide medical, psychological or other reports from specialists outside the School, and/or
- b) Require the parents to obtain an independent disability assessment of the student.

Where information obtained by the School indicates that the student has a disability, the School will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Head of School will determine whether the student, if enrolled, would require some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the student's disability.

Where the Head of School determines that the student would require some such measures or actions, the head of School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is reasonable, the head of School will comply with the standards outlined in the Disability Standards for education (Commonwealth) 2005.

Where the Head of School determines that the enrolment of the student would require the School to take unreasonable measures or actions to ensure that the student is able to participate in the School's courses or

programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the School may decline the offer of a position or defer the offer.

5.5. Determination

The School reserves the right not to offer any student a place at the School or to defer the offer of a place to any student at its discretion but particularly when the parents, having been aware of the student's educational needs, decline to disclose those needs or withhold relevant information pertaining to the student.

The school also reserves the right to terminate an enrolment where the parents have not disclosed or have withheld known information pertaining to the student's needs.

When determining the offer of a place at the School, the School gives priority to:

- a) Business Plan targets for Primary, Middle and Senior School;
- b) Selection criteria such as:
 - i. Length of time on the Waiting List;
 - ii. Affiliation with the School (former student, sibling of a current or former student or child or grandchild of a former student);
 - iii. Academic, musical or sporting ability;
 - iv. Child of ordained Anglican Clergy;
 - v. Church involvement;
 - vi. Special needs of the child;
- c) Class size and ability;
- d) Overseas Student mix;
- e) Pastoral considerations; and
- f) Best fit for the child.

The School will also take the following into consideration:

- a) A student's willingness and ability to contribute to the wider life of the School.
- b) Evidence of good leadership and good character.
- c) The date of lodgement of the Application for Enrolment form providing the family have not been offered previously and deferred to a later entry point.
- d) School readiness (see Kindergarten age below).
- e) Age at graduation. Students should not enrol if they will turn 19 before the commencement of their final HSC or IB exams.

5.5.1 Entry at the start of Kindergarten

Normal Entry – Both 5 year-olds, and 4 year-olds whose 5th birthday normally falls on or before 31st July of the proposed year of entry, are eligible to commence kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Head of School may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Head of School reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parent's agreement) the home, to more accurately assess the learning needs of the child.

Early entry – Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 31st July of the proposed year of entry, may be accepted, subject to:

- a) A written application being addressed to the Head of School;
- b) There being vacancies after all other children, who will have attained the age of five years before 30th April, have been offered places;
- c) The Infants Coordinator's assessment of the child concerned confirming that he or she is ready for admission to kindergarten.

5.6. Offer

At the satisfactory conclusion of the interview process, the School may make an offer to the parents by way of Offer of a Confirmed Place enclosing the following documents:

- a) Offer of a Confirmed Place.
- b) Enrolment Terms and Conditions (Enrolment Contract), School Code of Behaviour, Policy for acceptable use of Computers and Internet.
- c) Data Collection Form – a government requirement – for completion and return.
- d) Standard Privacy Collection Form – for parent information and retention.
- e) Form for return for the non-refundable Enrolment Fee – for payment and return.

5.6.1 Offer - Overseas Students

- a) Overseas students receive a Conditional Letter of Offer (conditional upon them reaching the required ESL level required for entry into their requested academic year in a given time period of time).
- b) Statement of Fees.
- c) Refund Policy.
- d) Enrolment Terms and Conditions (Enrolment Contract), School Code of Behaviour, Policy for acceptable use of Computers and Internet.
- e) Data Collection Form - government requirement – for completion and return.
- f) Standard Privacy Collection Form – for parent information and retention.
- g) Families are directed to the website for an online copy of the Overseas Student Handbook and are given a hard copy once enrolled.

5.7. Acceptance of place

To accept the offer, the parents must, within 10 working days of receiving it, return to the School:

- a) Signed (original signatures by both parents) Terms and Conditions of Enrolment which clearly sets out the then current Conditions of Enrolment.
- b) Completed Data Collection Form as required by the government.
- c) Non-refundable Enrolment Fee currently \$2,500.
- d) Overseas students are given 30 days to pay the Statement of Fees and accept the place.

Failure to accept the offer in the required time may result in the position being re-offered to another student awaiting entry into the College. The non-refundable Enrolment Fee is additional to tuition and other fees and is not credited to the first term fees.

5.7.1 Holding of places and roll overs

Current students – Places at the School may be held for students who are withdrawn from the School for longer than one term and for a maximum of twelve months, subject to an Extended Absence Fee being paid. The extended absence fee will be charged for the duration of the absence in line with School Council's policy and is stated in the Supplementary Fees Sheet. All approval for extended absence is at the discretion of the Head of School and application is through the Registrar. Leave greater than twelve months can be considered only in exceptional circumstances (such as Defence Force families stationed overseas). This policy does not relate to student exchanges.

If a family wishes to defer an application to a future year – Applications may be deferred once only. Deferred enrolments will be placed in order of receipt of applications for that year level.

If a family wishes to defer a student who has accepted enrolment – Enrolments may be deferred once only and for a maximum of one year. This will ensure a place in the school, but only if a place exists for that year group. Final acceptance must be by the end of Term 3 in the year before entry.

If the deferment is for more than one year – the student will be placed back on the list as an applicant in order of receipt of applications for that year level. The enrolment fee is non-refundable, but if the deferment is for more than one year, the family will not need to pay the fee again, unless the enrolment fee has increased. In which case they would pay any increase.

5.7.2 Scholarships and Discounts

- a) Where siblings attend the School at the same time, tuition fees of the first student will be reduced by 10 percent for the first sibling, by 25 percent for the second sibling and by 50 percent for the third and subsequent siblings. The allowances do not apply to fees already reduced by scholarships, bursaries or other remission arrangements.
- b) Children of full time ordained Anglican Clergy are eligible for a remission of tuition fees to a maximum of 70%

5.7.3 Offers of Conditional or Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Head of School, a conditional or provisional enrolment may be offered for a student for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the head of School may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees adjusted to cover the period of enrolment only. No penalties will apply.

The provision may not be applied in the case of students with a disability.

5.7.4 Continued Enrolment

Once students have gained entry to the School it is expected they will complete their schooling with the School and their enrolment is automatically continued. It is expected that parents will notify the school of any change of address or contact details via the Registrar

5.8. St Andrew's Withdrawal Policy

Given to all families at the point of application with fee schedule and then again with their Offer of a Confirmed Place. Families are required to give ten school weeks' notice of withdrawal. Fees in lieu of the full ten weeks will be charged.

5.9. The Overseas Student Handbook

Given to all overseas students on enrolment - please see the Schools website

6. Confidentiality

The School will abide by the provisions of the Privacy Act 1988. Confidentiality and privacy required that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

7. Record Keeping

St. Andrew's Cathedral School keeps a register of enrolments of all children at the school.

The register of enrolment records the following information for each student:

- a) Name, age and address;
- b) Name and contact telephone number of parents/guardians;
- c) Date of enrolment;
- d) Date of leaving the school and the student's destination, where appropriate;
- e) For students older than six years, previous school or pre-enrolment situation;
- f) Where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of:
 - i. The student's full name;
 - ii. Date of birth;
 - iii. Last known address;
 - iv. Last date of attendance;
 - v. Parents' names and contact details;
 - vi. An indication of possible destination;
 - vii. Any other information that may assist officers to locate the student;
 - viii. Any known work health and safety risks associated with contacting the parents or student.

Information concerning all applications will be kept on file. Unsuccessful applications will be kept on site for 5 years and will be shredded/deleted after that time. Successful application information will be kept for the duration of the student's enrolment at the School, for one year on site and then archived off site for a minimum of seven years.

8. Communicating The Policy

This Policy will be available on the Schools website and in printed form with Registrar.

9. Training and Development

Relevant staff will undergo professional development to ensure they have read and understood this policy. Relevant staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary.

Theme 9 – Other School Policies – Junior School

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is on Complispace.

The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

This policy was not reviewed in 2020.

The Junior School Student Welfare Policy is inclusive of Wellbeing, Anti- Bullying and Discipline. It incorporates programs and procedures which are child centred and nuanced for the needs of younger children. The main measure of Student Welfare utilised in the Junior School is the Social Emotional and Wellbeing Survey (SEW) which allows staff to target programs and interventions to support groups who show particular social, emotional or wellbeing concerns.

The Wellbeing framework aligns with the Secondary School, with important differences such as a very explicit Social Skills program called URSTrong and a specific Emotional Regulation program called Zones of Regulation and a conflict resolution program called Peacewise.

The Wellbeing Coordinator oversees the programming of all SEW (Social, Emotional and Wellbeing) Curriculum lessons throughout K – 6, embedding all Welfare programs and procedures with Personal Development and Health NESA outcomes. The SOC (Students of Concern) regular meetings allow Grade Leaders to meet with a team of executive and school psychologists to support students who may be presenting with social, emotional, behavioural or learning concerns. The Junior School has an Awards program which is reflective of the School's Heart, Mind and Life values and an extension of the 15 character strengths which promote a positive strengths based approach to wellbeing.

Harassment, Bullying & Discrimination Policy

The School has a Bullying, Harassment and Discrimination Policy that applies to all members of the School community, including staff and students. This Policy was not reviewed in 2020.

Introduction

St Andrew's Cathedral School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Head of School's reasonable opinion, there is a connection between one or more of those involved and the School.

Definitions

- a. Bullying means repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Examples include, but are not limited to:
 - i. hiding, damaging, destroying or stealing work or belongings;
 - ii. name calling, putting a person down, teasing, pulling faces, using abusive language;
 - iii. hitting, pushing, pinching or threatening physically;
 - iv. deliberately excluding a person from the group.

Conflict or fights between individuals on an equal footing or single incidents are not normally bullying.

- b. Cyber bullying is a form of bullying carried out with the aid of technologies such as the internet (e-mails, chat rooms, discussion groups, social media and instant messaging) and the mobile phone (texting or short messaging service (SMS)). Cyber bullying does not necessarily involve a more powerful person (as normally

understood) bullying a less powerful person as the technology used may reverse the usual pattern. The technologies allow the bully (or a group of bullies) to intimidate other students, for example, by:

- i. teasing and making fun of them online;
- ii. spreading rumours about them online;
- iii. insulting and ridiculing them in chat rooms (known as “flaming” or “roasting”);
- iv. putting photos of them on the web accompanied by nasty comments;
- v. tricking them into sharing private information and then sharing it online;
- vi. hacking social media accounts
- vii. sending unwanted messages.

Cyber bullying includes what is often called “cyber stalking” which is where the bully harasses or stalks another person by e-mail, social media or some other electronic messaging system, usually very frequently and intrusively, and often involving threats.

c. Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person’s sex, gender identity, sexual orientation, religion, intellectual or physical ability, culture, race or background, for example:

- i. asking discriminatory or offensive questions;
- ii. making offensive comments or gestures, telling offensive jokes or showing offensive material;
- iii. calling a person names;
- iv. deliberately excluding a person.

d. Harassment:

- i. includes bullying and sexual harassment;
- ii. involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry;
- iii. includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred of others;
- iv. is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated; and

e. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include:

- i. unwelcome touching or brushing against a person;
- ii. whistling, gesturing or making comments that are sexually explicit and offensive;
- iii. showing material of a sexual nature;
- iv. making comments about a person’s sexuality;
- v. unwelcome conversations of a sexual nature;
- vi. obscene language of a sexual nature;
- vii. telling jokes of a sexual nature;
- viii. sexual exhibitionism;
- ix. staff expressing sexual feelings for a student;
- x. students expressing sexual feelings for a member of staff; and
- xi. deliberate exposure to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.

Staff or member of staff includes any School employee, whether teaching, non-teaching, full-time, part-time and/or casual, and any individual engaged by the School to provide services to its students (even as a volunteer).

Creating a Safe Learning and Working Environment

- a. The School must develop strategies to create a safe learning and working environment and to reduce as much as possible the incidence of harassment, bullying and discrimination within the School.
- b. All students and staff must become familiar with these strategies.
- c. All allegations of harassment, bullying and discrimination must be taken seriously.
- d. The strategies developed by the School must be monitored continuously and reviewed regularly.
- e. The School must provide professional development to meet the needs of the staff in implementing this Policy.
- f. The Head of School must:

- i. promote this Policy within the School, with particular regard to the professional development needs of staff; and
 - ii. monitor the strategies to counter harassment, bullying and discrimination.
- g. Staff must:
- i. ensure that curriculum content and teaching practices are consistent with and support this Policy;
 - ii. help students to develop competencies to challenge discriminatory attitudes and behaviours in themselves and others;
 - iii. model and promote appropriate behaviour;
 - iv. be aware of the legislative requirements relating to harassment, bullying and discrimination; and
 - v. ensure that claims of harassment, bullying and discrimination are speedily and constructively addressed according to this Policy and the strategies developed under it.
- h. Students must:
- i. respect the rights of others to be free from harassment, bullying and discrimination;
 - ii. behave as responsible digital citizens;
 - iii. behave as responsible bystanders; and
 - iv. be aware of and use the appropriate procedures for reporting incidents of harassment, bullying or discrimination (eg emailing bullying@sacs.nsw.edu.au which emails all Divisional Heads or reporting to a member of staff).

Reporting Obligations

- a. Any member of staff to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination in the course of their employment must report this to the Head of School or his delegate. For avoidance of doubt, a counsellor is required to report such allegations made in confidential counselling sessions. Counsellors are required to inform students and/or their parents that such allegations will be reported to the Head of School or his delegate.
- b. Any other adult member of the School community to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination involving students or staff is strongly encouraged to report this to the Head of School or another member of staff.
- c. Any student who observes any form of harassment, bullying or discrimination involving people in the School community or who is subjected to any form of harassment, bullying or discrimination wherever it occurs is strongly encouraged to report this to the Head of School or another member of staff, or emailing bullying@sacs.nsw.edu.au.
- d. If the allegation of harassment, bullying or discrimination is against the Head of School, the report should be to the Chairman of the School Council who must then comply with the obligations under this policy that would otherwise fall upon the Head of School.
- e. Where required by law, the Head of School or member of staff must report the harassment, bullying or discrimination to the Police, Community Services and/or the NSW Ombudsman.
- f. The Head of School must set up structures which make it easy for people to report harassment, bullying or discrimination. The Head of School must also educate the School community about these structures and actively encourage the School community to make use of them.
- g. The Head of School must ensure that no-one reporting harassment, bullying or discrimination is disadvantaged as a result.

Investigation

- a. This section of the Policy applies unless an investigation is being carried out by the Police, Community Services, the Ombudsman or some other state or federal authority.
- b. The Head of School must investigate all reports of harassment, bullying or discrimination in a way which affords procedural fairness to the person who is the subject of the allegation ("the subject"). This means that, before completing an investigation of an allegation of harassment, bullying or discrimination, the Head of School must inform the subject of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the subject, with the assistance of a support person of the subject's choice). Normally, the Head of School is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Head of School must:
 - i. act fairly and without bias;
 - ii. conduct an investigation without undue delay;

- iii. ensure the case is not investigated or determined by someone with a conflict of interest;
 - iv. ensure the outcome is supported by evidence;
 - v. take steps to maintain confidentiality for the sake of all parties involved in the investigation.
- c. Pending completion of the investigation, the Head of School may:
- i. where the subject is a student, suspend the student;
 - ii. where the subject is a member of staff, limit the contact the member of staff is to have with students or other staff, direct the member of staff to undertake duties other than normal duties or at different locations or suspend the member of staff (but on normal pay).
- d. At the conclusion of the investigation, the Head of School may:
- i. if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the subject:
 - 1. an apology; and/or
 - 2. a commitment not to repeat the offence; and
 - ii. if it is more serious, require from the subject:
 - 1. an undertaking to attend counselling and/or training; and/or
 - 2. a written apology; and/or
 - 3. a commitment not to offend again; and
 - iii. in the most serious case:
 - 1. where the subject is a member of staff, suspend or terminate their employment; or
 - 2. where the subject is a student, suspend or expel the student.
- e. The Head of School must advise the victim and the subject in writing of the result of the investigation and the action taken.
- f. If the victim of the harassment, bullying or discrimination is unhappy with the conduct or result of investigation, they may take their complaint to the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Police or any other relevant authority depending on the circumstances.

Pastoral Care

- a. Where a student is the victim of the alleged harassment, bullying or discrimination, the Head of School must as soon as possible advise the students parents or caregivers of the nature of the allegations and of the proposed investigation.
- b. The School must:
 - i. make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to any form of harassment, bullying or discrimination and, where relevant, their families; and
 - ii. refer these people to external agencies able to provide care and support for victims of the particular type of harassment, bullying or discrimination involved.
- c. The School must also make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to allegations of harassment, bullying or discrimination and, where relevant, their families.

Publication and Distribution

- a. This Policy must be published on the School's Wiki and reference to it must be made in other School publications which are distributed to students and their families.
- b. This Policy must also be given to all new staff who must, as part of their contract of employment, agree to its terms.
- c. This Policy must be given to all members of the School Council.

Review of Policy

- a. The Head of School is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.
- b. In any event, the School Council is to review this policy every three years.

Anti-Bullying Program for Junior School

The Junior School Anti-bullying program is implemented and embedded through the teaching of the URSTrong Program. The students are taught how to recognise the difference between healthy and unhealthy relationships and then how to foster positive relationships and manage and minimise any unhealthy relationships. The students are taught that friendships go through cycles and that friendship fires can be common and can be managed. They are taught that some students can be mean on purpose (bullying) and provided with strategies to empower them to prevent any students being mean on purpose to them.

Discipline Policy

This Policy was not reviewed in 2020.

The Junior School Discipline Policy is aligned to the whole school discipline policy. The same rules and similar consequences apply. Behaviour is managed through a positive management structure, with class-based strategies supported by the Grade Leader and then supported by the Deputy Head of Junior School. Behavioural misdemeanours are recorded in the School database and a team based approach to managing and correcting poor behaviour is managed through the Grade Leader. The Junior School follows a consequence chart which categorise the levels of behaviour and the relevant consequences attributed to each.

Complaints/Grievances Policy

This Policy was not reviewed in 2020.

St Andrew's Cathedral School has a comprehensive complaint handling program that ensures parents/guardians and/or other external complainants are able to raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/NZS 10002:2014.

The School's grievances policy covers complaints made between staff, students and parents. Whilst ideally grievances are best settled through discussion between the parties concerned, it is recognised that often a third party is required if resolution is to be found. Grievances are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that staff, students or community members should be treated on similar terms. If a complaint or allegation is about a person's behaviour and concerns the protection of children and young people or any behaviour, which, if substantiated, could amount to a crime, then the Head of School is to be notified immediately. Such matters are subject to guidelines and procedures other than these such as the Child Protection Policy.

Theme 9 – Other school policies – Secondary School

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is on Complispace.

The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

The Secondary School has a number of policies in regard to student welfare. These include Child Protection Policy, Student Management Policy, Bullying and Harassment Policy, Supervision and Duty of Care Policy and Pastoral Care Policy. We are committed to providing a safe, supportive and social environment where students feel nurtured as they learn. To this end we have developed, and continue to develop, a comprehensive range of pastoral care procedures that are designed to promote the social and emotional wellbeing of our students in areas such as independence, resilience, social awareness, personal responsibility, healthy living, Digital citizenship, empathy and emotional intelligence; and cultural awareness.

Harassment, Bullying & Discrimination Policy

The School has a Bullying, Harassment and Discrimination Policy that applies to all members of the School community, including staff and students. This Policy was not reviewed in 2020.

Introduction

St Andrew's Cathedral School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Head of School's reasonable opinion, there is a connection between one or more of those involved and the School.

Definitions

- f. Bullying means repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Examples include, but are not limited to:
- i. hiding, damaging, destroying or stealing work or belongings;
 - ii. name calling, putting a person down, teasing, pulling faces, using abusive language;
 - iii. hitting, pushing, pinching or threatening physically;
 - iv. deliberately excluding a person from the group.

Conflict or fights between individuals on an equal footing or single incidents are not normally bullying.

- g. Cyber bullying is a form of bullying carried out with the aid of technologies such as the internet (e-mails, chat rooms, discussion groups, social media and instant messaging) and the mobile phone (texting or short messaging service (SMS)). Cyber bullying does not necessarily involve a more powerful person (as normally understood) bullying a less powerful person as the technology used may reverse the usual pattern. The technologies allow the bully (or a group of bullies) to intimidate other students, for example, by:
- i. teasing and making fun of them online;
 - ii. spreading rumours about them online;
 - iii. insulting and ridiculing them in chat rooms (known as “flaming” or “roasting”);
 - iv. putting photos of them on the web accompanied by nasty comments;
 - v. tricking them into sharing private information and then sharing it online;
 - vi. hacking social media accounts
 - vii. sending unwanted messages.

Cyber bullying includes what is often called “cyber stalking” which is where the bully harasses or stalks another person by e-mail, social media or some other electronic messaging system, usually very frequently and intrusively, and often involving threats.

- h. Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person's sex, gender identity, sexual orientation, religion, intellectual or physical ability, culture, race or background, for example:
 - i. asking discriminatory or offensive questions;
 - ii. making offensive comments or gestures, telling offensive jokes or showing offensive material;
 - iii. calling a person names;
 - iv. deliberately excluding a person.
- i. Harassment:
 - i. includes bullying and sexual harassment;
 - ii. involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry;
 - iii. includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred of others;
 - iv. is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated; and
- j. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include:
 - i. unwelcome touching or brushing against a person;
 - ii. whistling, gesturing or making comments that are sexually explicit and offensive;
 - iii. showing material of a sexual nature;
 - iv. making comments about a person's sexuality;
 - v. unwelcome conversations of a sexual nature;
 - vi. obscene language of a sexual nature;
 - vii. telling jokes of a sexual nature;
 - viii. sexual exhibitionism;
 - ix. staff expressing sexual feelings for a student;
 - x. students expressing sexual feelings for a member of staff; and
 - xi. deliberate exposure to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.

Staff or member of staff includes any School employee, whether teaching, non-teaching, full-time, part-time and/or casual, and any individual engaged by the School to provide services to its students (even as a volunteer).

Creating a Safe Learning and Working Environment

- i. The School must develop strategies to create a safe learning and working environment and to reduce as much as possible the incidence of harassment, bullying and discrimination within the School.
- j. All students and staff must become familiar with these strategies.
- k. All allegations of harassment, bullying and discrimination must be taken seriously.
- l. The strategies developed by the School must be monitored continuously and reviewed regularly.
- m. The School must provide professional development to meet the needs of the staff in implementing this Policy.
- n. The Head of School must:
 - i. promote this Policy within the School, with particular regard to the professional development needs of staff; and
 - ii. monitor the strategies to counter harassment, bullying and discrimination.
- o. Staff must:
 - i. ensure that curriculum content and teaching practices are consistent with and support this Policy;
 - ii. help students to develop competencies to challenge discriminatory attitudes and behaviours in themselves and others;
 - iii. model and promote appropriate behaviour;
 - iv. be aware of the legislative requirements relating to harassment, bullying and discrimination; and
 - v. ensure that claims of harassment, bullying and discrimination are speedily and constructively addressed according to this Policy and the strategies developed under it.

- p. Students must:
- i. respect the rights of others to be free from harassment, bullying and discrimination;
 - ii. behave as responsible digital citizens;
 - iii. behave as responsible bystanders; and
 - iv. be aware of and use the appropriate procedures for reporting incidents of harassment, bullying or discrimination (eg emailing bullying@sacs.nsw.edu.au which emails all Divisional Heads or reporting to a member of staff).

Reporting Obligations

- h. Any member of staff to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination in the course of their employment must report this to the Head of School or his delegate. For avoidance of doubt, a counsellor is required to report such allegations made in confidential counselling sessions. Counsellors are required to inform students and/or their parents that such allegations will be reported to the Head of School or his delegate.
- i. Any other adult member of the School community to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination involving students or staff is strongly encouraged to report this to the Head of School or another member of staff.
- j. Any student who observes any form of harassment, bullying or discrimination involving people in the School community or who is subjected to any form of harassment, bullying or discrimination wherever it occurs is strongly encouraged to report this to the Head of School or another member of staff, or emailing bullying@sacs.nsw.edu.au.
- k. If the allegation of harassment, bullying or discrimination is against the Head of School, the report should be to the Chairman of the School Council who must then comply with the obligations under this policy that would otherwise fall upon the Head of School.
- l. Where required by law, the Head of School or member of staff must report the harassment, bullying or discrimination to the Police, Community Services and/or the NSW Ombudsman.
- m. The Head of School must set up structures which make it easy for people to report harassment, bullying or discrimination. The Head of School must also educate the School community about these structures and actively encourage the School community to make use of them.
- n. The Head of School must ensure that no-one reporting harassment, bullying or discrimination is disadvantaged as a result.

Investigation

- g. This section of the Policy applies unless an investigation is being carried out by the Police, Community Services, the Ombudsman or some other state or federal authority.
- h. The Head of School must investigate all reports of harassment, bullying or discrimination in a way which affords procedural fairness to the person who is the subject of the allegation ("the subject"). This means that, before completing an investigation of an allegation of harassment, bullying or discrimination, the Head of School must inform the subject of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the subject, with the assistance of a support person of the subject's choice). Normally, the Head of School is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Head of School must:
 - i. act fairly and without bias;
 - ii. conduct an investigation without undue delay;
 - iii. ensure the case is not investigated or determined by someone with a conflict of interest;
 - iv. ensure the outcome is supported by evidence;
 - v. take steps to maintain confidentiality for the sake of all parties involved in the investigation.
- i. Pending completion of the investigation, the Head of School may:
 - i. where the subject is a student, suspend the student;
 - ii. where the subject is a member of staff, limit the contact the member of staff is to have with students or other staff, direct the member of staff to undertake duties other than normal duties or at different locations or suspend the member of staff (but on normal pay).

- j. At the conclusion of the investigation, the Head of School may:
 - i. if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the subject:
 - 3. an apology; and/or
 - 4. a commitment not to repeat the offence; and
 - ii. if it is more serious, require from the subject:
 - 4. an undertaking to attend counselling and/or training; and/or
 - 5. a written apology; and/or
 - 6. a commitment not to offend again; and
 - iii. in the most serious case:
 - 3. where the subject is a member of staff, suspend or terminate their employment; or
 - 4. where the subject is a student, suspend or expel the student.
- k. The Head of School must advise the victim and the subject in writing of the result of the investigation and the action taken.
- l. If the victim of the harassment, bullying or discrimination is unhappy with the conduct or result of investigation, they may take their complaint to the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Police or any other relevant authority depending on the circumstances.

Pastoral Care

- d. Where a student is the victim of the alleged harassment, bullying or discrimination, the Head of School must as soon as possible advise the students parents or caregivers of the nature of the allegations and of the proposed investigation.
- e. The School must:
 - i. make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to any form of harassment, bullying or discrimination and, where relevant, their families; and
 - ii. refer these people to external agencies able to provide care and support for victims of the particular type of harassment, bullying or discrimination involved.
- f. The School must also make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to allegations of harassment, bullying or discrimination and, where relevant, their families.

Publication and Distribution

- d. This Policy must be published on the School's Wiki and reference to it must be made in other School publications which are distributed to students and their families.
- e. This Policy must also be given to all new staff who must, as part of their contract of employment, agree to its terms.
- f. This Policy must be given to all members of the School Council.

Review of Policy

- c. The Head of School is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.
- d. In any event, the School Council is to review this policy every three years.

Anti-Bullying Program for Secondary School

St Andrew's Cathedral School is committed to providing all secondary students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The school expects everyone who is part of the school community to honour the school's commitment in this Policy and to work with the School in achieving a safe learning and working environment. Our procedures and pastoral programs aim to provide clarity over expectations of behaviour and processes in reporting.

Student Management Guidelines

These guidelines were not reviewed in 2020.

The Secondary School's Student Management Guidelines are premised on the right of students to learn effectively, develop positive relationships and feel safe. In so doing, students are made aware of their responsibilities to themselves, to others and to the School. Students are encouraged to develop self-discipline, empathy and understanding so that these rights may be enjoyed by all students. The Student Management Guidelines underpins each staff member's individual classroom management plans and strategies. The School continues to support staff professional development to achieve excellent classroom management skills.

Complaints/Grievances Policy

This Policy was not reviewed in 2020.

St Andrew's Cathedral School has a comprehensive complaint handling program that ensures parents/guardians and/or other external complainants are able to raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/NZS 10002:2014.

The School's grievances policy covers complaints made between staff, students and parents. Whilst ideally grievances are best settled through discussion between the parties concerned, it is recognised that often a third party is required if resolution is to be found. Grievances are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that staff, students or community members should be treated on similar terms. If a complaint or allegation is about a person's behaviour and concerns the protection of children and young people or any behaviour, which, if substantiated, could amount to a crime, then the Head of School is to be notified immediately. Such matters are subject to guidelines and procedures other than these such as the Child Protection Policy.

Theme 10 – School determined priority areas for improvement

Junior School

The Junior School's staff goal was to address staff well-being and introduce new wellbeing initiatives, we encouraged our young, recent graduate teacher, Miss Newman, on Year 2, to chair the whole school K – 12 Staff Wellbeing Committee, she has helped implement a range of new initiatives such as staff coffee cards for those who solve clues on staff guessing competitions, including secret sounds and treasure hunts. The committee sent tea bags to staff during lockdown as a way of reaching out. She has introduced all staff coffee and cake at local cafés initiatives as well, supporting them settling back in to face to face and supporting our local cafés as well. The committee have considered ways to improve staff work life balance and put proposals to Executive which have been adopted such as a week off staff meetings midterm. The staff wellbeing for the Junior School was measured in the Voice Project and found to be very high at 86% which was 10% higher than the whole school and 20% higher than industry benchmarks.

Mrs Bronwyn Wake has made a major impact as the Coordinator of Wellbeing, overseeing the new SEW (Social and Emotional and Wellbeing) curriculum across the Junior School. The teachers are teaching the content and it has provided a platform to integrate the data from the SEW Survey, to teach the elements of the UR Strong Friendship program, the Social aspects of conflict resolution in the Peacewise program and the Emotional aspects of the Zones of Regulation. We have continued to make measuring student wellbeing a priority so that we can track trends and implement strategic interventions, such as supporting a year group of boys who may, for example, state that they feel lonely, this may be targeted with modified lesson content or small group activities and discussions, or both.

The introduction of SchoolTV to support our families' Wellbeing, providing an aggregated resource, bringing together; specialists, organisations, articles, fact sheets, useful apps, books and other relevant video content – all on one single topic to share with parents commenced, it was useful during the COVID-19 lockdown to promote relevant videos and articles. SchoolTV has been successful and will be continued.

The planned Coffee in the Hub programs were cancelled due to the Covid -19 Restrictions not permitting parents onsite. We managed to run most planned events for our students last year, including the Easter Hat Parade, Book Parade and Term assemblies, parents were able to attend some events and events they missed out on were videoed so they could enjoy from home.

The MMG Parent Survey (reported in 2019) showed the parents were exceedingly pleased with all aspects of the Junior School: We were above benchmark figures in all aspects. Areas that became the priority from this parent feedback was to create opportunities for families to network with other families, hence the Coffee in the Hub initiative which will be relaunched with the easing of COVID-19 Restrictions. We had commenced regular Coffee in the Hub Morning sessions to allow parents to meet key staff, to network with other parents and discuss pertinent issues related to education and parenting, they proved very popular when they were operational. Other initiatives around improving communication have been on hold until the completion of the whole school IT Strategy and Systems Review and the cross-school communication review, these will advise changes to current newsletter and other parent communication modes.

The Junior School shared in the Strategic implementation and revision of the Teaching and Learning Model to ensure alignment across the whole school in terms of teaching and whole school goals. We worked to improve teacher clarity in terms of teacher planning and instruction, in improving the targeted use of learning intentions and success criteria. This has been consistently reviewed, endorsed and developed, improving teacher efficacy in their usage.

Our curriculum priority areas for improvement for 2020 were to improve the teaching and learning of Writing, specifically Grammar and Punctuation, across the Junior School, our Literacy Coordinator and an external Education Consultant oversaw the review of all English programs, conducting a whole school audit of text types used K – 6 and ensured high quality texts which represented a full range of audio, visual, film, media and digital texts. The Junior School also embedded a new Writing Program called Big Write with a support literacy program

called VCOP (Vocabulary, Connectives, Openers and Punctuation) both programs have significantly improved the quality of the teaching and learning of writing across the school.

We restructured the teaching of mathematics to be a balanced approach to both explicit teaching and inquiry learning, using provocations and journaling to book end explicit teaching and learning, improving cognitive closure and retrieval practice.

The Junior School has continued to work in partnership with the Gawura School to ensure the students in Gawura have access to learning opportunities alongside their Junior School peers. A major focus has been improving cultural awareness and cultural sensitivity. The Gawura School was awarded Australian School of the Year in recognition of the innovations occurring, not only in the improvement of academic results, but particularly in the improved cultural sensitivity, as a direct result of initiatives taken.

Overall, the Junior School had a great year in 2020, the staff, students and families are extremely happy, as evidenced in the Voice Project, our school winning an industry award for the most positive workplace. Overall, the results indicate that the whole school staff have high levels of engagement 92%, the Junior School even higher engagement level of 94%, 3% higher than the rest of the school and 9% higher than industry levels. Such high engagement represents the level of job satisfaction and staff commitment to their work.

The Junior School is thriving, despite the challenges of Covid-19 and we look forward to an even better year in 2021.

Secondary School

New Teaching and Learning Model

The new Teaching and Learning Model was launched to staff this year. This brings together all the professional development focusses and prioritises our approach to excellent evidence based educational approaches. The model consolidated various pedagogic frameworks under three domains – Plan, Teach, Evaluate. This is in anticipation of the work we will be doing with Corwin Education and Prof John Hattie in 2021.

New Growth Learning Dashboards

New dashboards were presented to staff and students at the beginning of the year after a great deal of consultation and development. This has a more robust data model as well as a simpler interface. They also allow students to enter data from their Growth learning Plan interviews directly into the dashboards making their plans immediately available. Students now have individual access to their dashboards and receive automated alerts when targets and goals are achieved. A new tutorial program was also launched to support students in the achievement of their goals and plans with their Tutors during Tutorial time.

Teaching Christianly

Teaching Christianly continued curriculum mapping with Year 8 and Stage 2. This meant Christian Integrators working closely with their Heads of Department and faculties to incorporate worldviews into programs and scopes and sequences. This has allowed much cross faculty collaboration as well as Junior School to Secondary School collaboration. Surveys have shown that Year 7 engagement with Christian perspectives in subjects is quite high. Christian Integrators have worked to make these Christian perspectives authentic as well as leveraging MYP questions and Character Strengths.

New Student Devices

Years 3-10 were issued with school provided Surface Pro 7s which will continue to Year 11 2021 and Year 12 2022. This replaces the iPad BYO program. This was a well organised process with the IT Governance Committee and will have great benefits for students.

Progressive Reporting

After trialling the year before, progressive reporting was adopted successfully for Year 7. After consultation and review, this will be widened to Years 8 and 9 in 2021.

Remote Learning

We were named the “gold standard” for remote learning preparation by *The Australian* newspaper. The new student device program assisted as well as trial days and intense staff and student training in Schoology, One Note and Microsoft Teams. This has had ongoing benefits in terms of online delivery and communication.

Visible Literacy

The English department began a pilot of visible literacy approaches. These are evidence based writing approaches informed by Prof John Hattie. The project was very successful and has been rolled out to Stage 4 in English and Humanities in 2021.

School TV

School TV is a parent resource which is provided through weekly newsletters. This includes video and written material on all types of student wellbeing issues.

2020-2022 Wellbeing Program

A new three-year program was published with teacher handbooks and guides. Our programs have been updated after annual reviews and analyses of student wellbeing surveys and focus groups.

Theme 11 – Initiatives promoting respect and responsibility

Junior School

The Junior School of St Andrew's Cathedral School strive to educate the whole child, fostering in all students a sense of respect and responsibility and a belief that they are each valued and cared for. We work to develop their hearts, mind and lives, based upon our school's 15-character strengths.

In 2020 the school helped to develop 15 illustrations depicting each of the character strengths, in order to make them visible to enhance a school culture which promotes the virtues aimed at promoting respect of self and others, such as Caring and Tolerance.

The Junior School has developed a Student of Concern (SOC) program who meet bi-weekly to discuss students who are struggling with behavioural, social or emotional concerns. These discussions lead to collaboratively determined solutions aimed to address identified needs in the most respectful and relational manner possible.

The SRC have proposed to develop a whole school social wellbeing program based on the character strengths. They spent semester two 2020 consulting peers, brainstorming and developing a program to be implemented across the school in 2021. This program will have group cross grade shared activities that will focus on the character strengths and raw on the school's social and wellbeing programs, such as UR Strong and Peacewise.

Middle School & Senior College

St Andrew's delivers a wide range of programs that will impact on the students in a way that will help them grow a sense of worth and wellbeing, give them an appreciation for others and allow them to learn about themselves. All students for a variety of reasons will benefit from working with others in a teamwork or service situation – when they are able to look outside themselves and gain a sense of purpose.

There are a number of components to this including, Service commitments, Resilience and wellbeing building, Promotion of respect, Teamwork opportunities beyond the classroom.

SACS Character Strengths

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

The SACS Character Strengths, copied here, underpin student learning and speak to respect and responsibility- the attributes we hope our students will be developing throughout their time at the School. The emphases on these Strengths had become more pervasive over the last 12 months. Students are exposed to various applications and contexts for these strengths in sport teams , outdoor education programs, Pastoral Care groups (Tutor Groups), classes, assemblies, chapels etc. The language is used in programming and student reports for example. An artist has been employed to create a suite of documents.

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 Ed particularly teaches reliance on others in quite challenging environments.

Middle School

All students in Years 7-10 are undertaking service activities as a requirement of the IB Middle Years Program. Each term they fill in a service record which details evidence of activities they have undertaken and includes a short reflection on what they have done well and how they could improve upon their actions in the future. These service activities can be undertaken at school or outside of school.

In the Middle School there are a range of in-school optional service activities that students can attend including Eco Club, where students develop term-based projects to engage the school community in thinking about and acting upon care for the environment. Another example is Just Knits where students learn how to knit blanket squares to make throws for people in aged care facilities.

During remote teaching and learning in 2020, students were encouraged to find safe ways to do acts of service for their families and communities in a time of great social upheaval. Each week for Years 7-10 students there were optional weekly service learning challenges. As a response, students wrote letters to politicians, created thank you gifts and cards, cleaned shared spaces in their homes, corresponded with letters of encouragement to people in lockdown, baked biscuits for and organised shopping for older people, planted vegetable gardens, and encouraged people experiencing social isolation.

In Term 4, Year 7 and 8 students will elect to undertake a service activity that happens twice a week during tutorial time as arranged by teaching staff. These activities include things such as making Christmas cards for aged care facilities, First Nations cultural awareness training, and assisting teachers in Gawaura School and Junior School.

Service

- **Anglicare**

Two of the Senior College House groups has created a relationship with Anglicare around the use of their shopfronts. Students held a clothes drive during 2018. During Year 10 Community Service Week students attended and worked in the warehouse and in the shops, observing the process of supporting those in need. Nearly 200 Hampers were fundraised for and compiled by Year 10 in their annual Community Service Week.

- **Rough Edges Café**

A number of Year 10-12 students from Westminster and York Houses are trained to help in this cafe supported by St John's Anglican Church, Darlinghurst. The cafe was started for the homeless in the area. The students learn about homelessness and the problems associated with it. Unfortunately this year work at the site was not possible due to COVID. Fundraising continued with students raising an amazing \$36 000 through a modified 'Sleep Out' The School's annual Big City Bake Off raised an additional several thousand dollars.

- **One 1 Seven Church – Redfern**

Year 10 and 11 students from Hereford and Westminster Houses unfortunately were unable to assist the Church's food distribution program in partnership with Oz Harvest. Fund raising continued and the School's SACSFactor competition (interhouse but online music competition) raised money to continue to support this work with local residents in Public Housing.

General

In addition to this, weekly Chapels and Christian Development classes in both divisions of the High School consider ethics, other religions and the 'big questions' of life.

Special Presentations were provided to different Year Groups dealing with positive relationships (Your Choicez full day to Year 10), Drugs and Alcohol (Paul Dillon Yrs 10-12 and parents 2019) was unable to attend due to COVID but a replacement has been secured for 2021

Fundamentally, in terms of respect, 'love one another as I have loved you' and 'do unto others as you would have them do to you' are two Biblical statements which inform the School's approach to all its facets.

Theme 12 – Parent, student and teacher satisfaction

Student & Parent Satisfaction

2020 saw the school obtaining the highest enrolment in the history of the school. This was driven overwhelmingly by word of mouth from our parents. Our parents are telling other families how happy they are with the school both academically and pastorally and this has driven enormous growth in enrolment enquiries and applications.

In the Junior School the students were beneficiaries of early preparation for, and excellent support during, remote learning in 2020. In deploying suitable software to enable students to learn and interact with their teachers and fellow students, along with appropriate training and adjustments, the School was able to continue meaningful lessons and events for the students.

In addition to this, the Junior School focused on pastoral care and support of the families during this time working with both students and families to manage situations as they arose during the weeks of remote learning. The feedback and encouragement we received from the parents was affirming and one of encouragement and gratitude.

Early in 2020, the Secondary School staff and students tested software to ensure students, staff and families would be well prepared for full-scale remote teaching. In the subsequent planning, reviewing, training and test sessions which included entire cohorts of students, the School able to test learning platforms (such as Microsoft TEAMS and Schoology) before the school closures were necessary.

As a result, the Secondary School leadership team were able to put in place clear expectations for students to ensure continuity of learning. This included teachers having content uploaded for the days' classes by 8:30am each day; giving specific "check in" times for both academic and pastoral wellbeing; fostering a sense of routine, connection and community with students required to be in school uniform at the start of the day.

Wellbeing of students and parents was paramount, and the School communicated limits on screen time and encouraged students to engage in physical activity in each day. Secondary School students all were issued Microsoft Surface Pro devices, on which the students could access engaging learning activities and connect with peers at specified times on each day.

Student Testimonials

- I would like to thank my music teacher... because in isolation all of her lesson plans were really helpfully laid out and she really cared about how we went through the work.
- Shout out to my friends for supporting me and my tutor who is really supportive!
- Shout out to Mr D for doing online drama...the most mismatched class there is!
- I would like to thank all the teachers and staff who have worked so hard to make the transition into and out of isolation so much easier, and who made the lessons so clear and engaging. Thank you!
- Thank you for getting us through 'lockdown learning' with sanity intact!

Parent Satisfaction

The school has a very active and involved parent body. Although 2020 presented significant challenges as the parent body could not connect physically due to the COVID-19 pandemic, creative and resourceful measures were put in place to ensure families still felt welcomed and part of the community.

Parent testimonials

- Very few other communities or environments have had such a profound impact upon my life as St Andrew's has. I can't quite express how much it really means to me: SACS has been foundational in making me the person I am today. In all the hours of teaching, support, assemblies, excursions, CRU, meetings, tears, laughs and long nights, I was shown how to be a person of deep character, how to think, how to love others and how to trust God. Thanks for everything you've done.
- To the wonderful Community Engagement Team - THANK YOU for all that you do to make SACS a community minded school especially in these unusual times!!

- Albert Einstein is credited with saying “In the middle of difficulty lies opportunity” – this captures how the SACS community has come together despite the difficulties we have faced together in 2020.
- Thank you to Dr Collier for his wonderful leadership of the School especially during such difficult times.
- SACS was an amazing school and I am proud to call myself an Old Andean.
- Truly grateful for the leadership and care that is taken to ensure the children feel supported and can explore/find their talents. This approach attracts a diverse community that looks out for each other. We’ll get through this.
- We can’t quite believe our time at SAC’s is coming to an end. Everything we hoped the School could be and do for our son has been met and exceeded. The young man he has become has definitely been shaped by this wonderful School. The caring environment: the practical, inspiring Dr Collier and the wonderful teaching staff have all contributed to a positive High School experience and not everyone is lucky enough to get that. Many happy memories and a well rounded child - thank you.

Parents & Friends

The year commenced in Term One with the highest attendance recorded from parents at welcome events and increased interest in volunteering opportunities. When normal engagement opportunities through events were not possible due to COVID-19 restrictions, the School worked closely with the P&F to ensure there were as many ‘touch points’ as usual. Regular General meetings and P&F Presents panels moved online with many parents tuning in.

Following lockdown, the P&F showed their gratitude to staff by providing soup for lunch every day for several weeks and collecting testimonials from grateful parents that they shared with staff.

Online engagement opportunities supported by the P&F in 2020 included:

- January Welcome in the Square for new and returning parents
- P&F Wine and Cheese Welcome
- Mother’s Day video with parents and students submitting photos and videos
- Father’s Day ‘dad’ jokes video with fathers and grandparents participating
- Grandparents’ cards and gift sent in lieu of Grandparents’ Day
- Gala Day BBQ
- Participation in online community choir

They P&F continued to fundraise via a family levy, and funds raised were used to purchase audio visual equipment to allow families to view online assemblies, awards, and concerts. They supported the Foundation’s campaign to “Keep our Spirit Strong” with donations, volunteers and endorsement. Funds from this campaign went towards the Heath Bursary Fund.

Teaching Staff Satisfaction

The Junior School staff and were beneficiaries of early preparation for, and excellent support during, remote learning in 2020. In deploying suitable software to continue to teach and interact with students, along with appropriate training and adjustments, staff were able to continue meaningful lessons and events for the students.

Early in 2020, the Secondary School staff and students tested software to ensure students, staff and families would be well prepared for full-scale remote teaching. In the subsequent planning, reviewing, training and test sessions which included entire cohorts of students, the School able to test learning platforms (such as Microsoft TEAMS and Schoology) before the school closures were necessary.

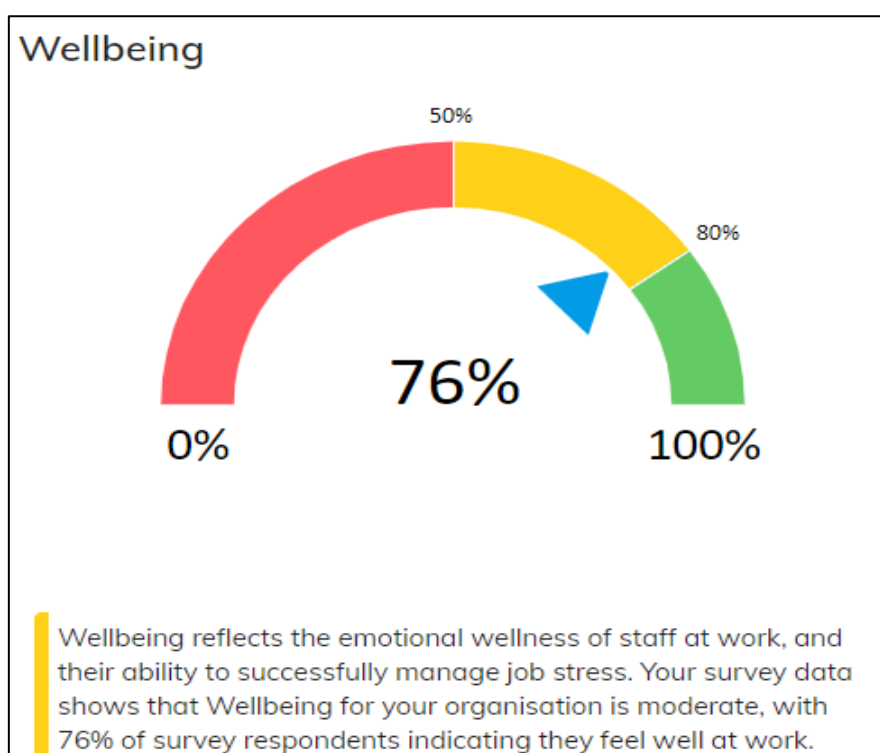
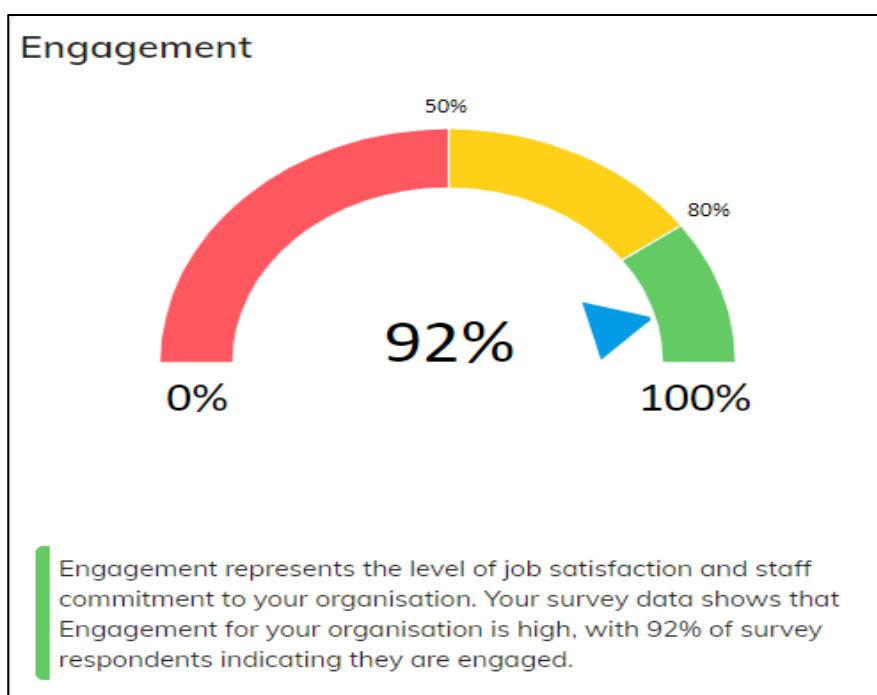
As a result, the Secondary School leadership team were able to put in place clear expectations for staff to ensure continuity of learning. This included teachers having content uploaded for the days’ classes by 8:30am each day; giving specific “check in” times for both academic and pastoral wellbeing; fostering a sense of routine, connection and community with students required to be in school uniform at the start of the day. Professional Learning for staff was focused on providing support, understanding and skills in using technology in an engaging manner which included using platforms/tools such as “Education Perfect” and “Loom” amongst many others.

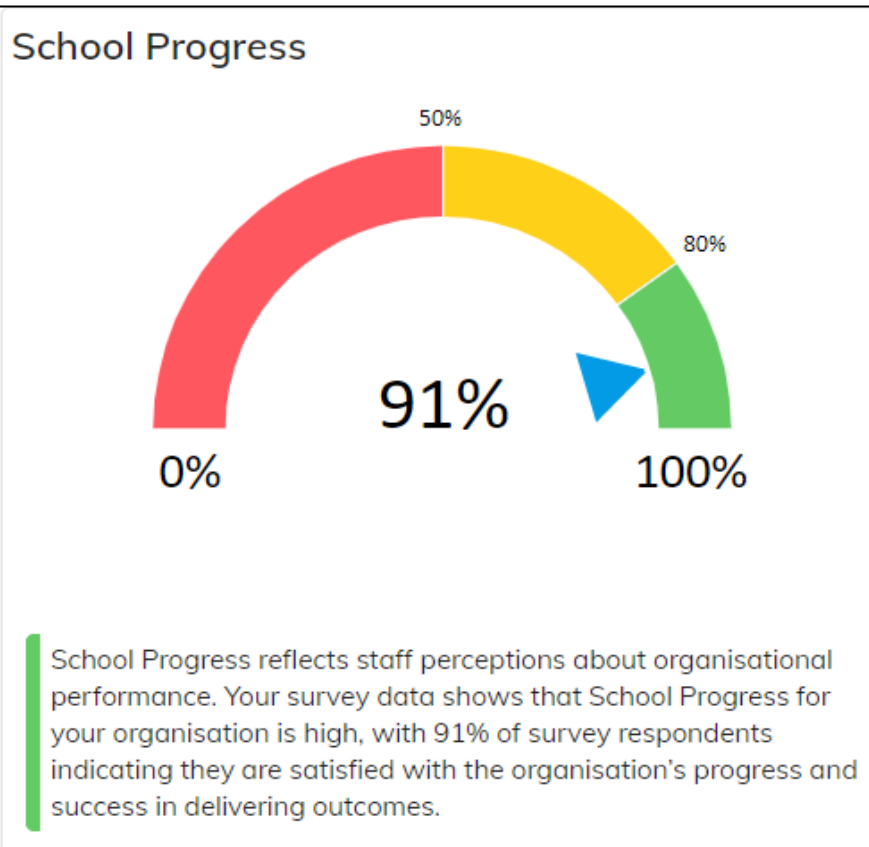
In February 2020 a full staff (teaching and Support & Operational) engagement survey was conducted measuring employee satisfaction through levels of engagement, wellbeing and perception of school performance, partnering with industry leading Voice Project.

During the height of Covid-19 restrictions the school was able to proactively support staff through:

- Payment for parking on site to remove the need for using public transport
- One off cash \$100 payment to support staff costs in working from home
- All staff provided with a laptop to engage in work remotely.
- Free soup in each staff room for those working physically at school
- Remote Working guidelines to provide teams with the tools to remain positively connected, working safely and effectively.

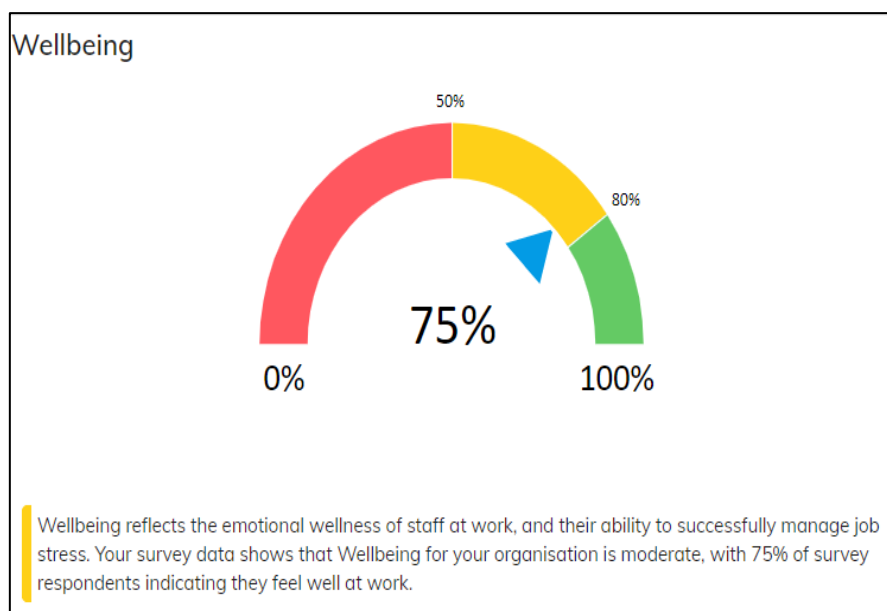
February 2020 results

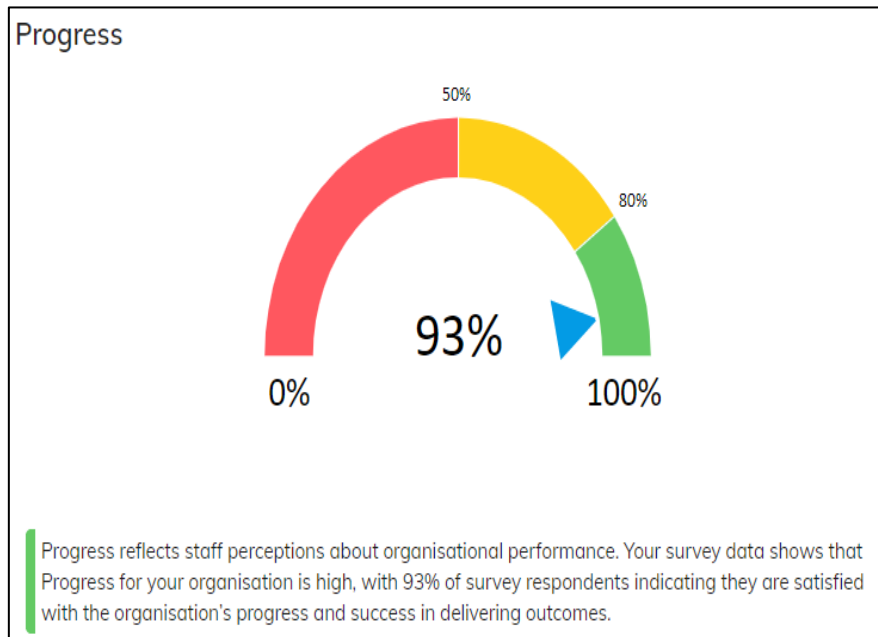




Further to this the staff were surveyed upon their return from the COVID-19 lockdown in May 2020. The results of this are captured below. St Andrews Cathedral are launching a further pulse survey to capture employee engagement in Term 2, 2021.

May 2020 results





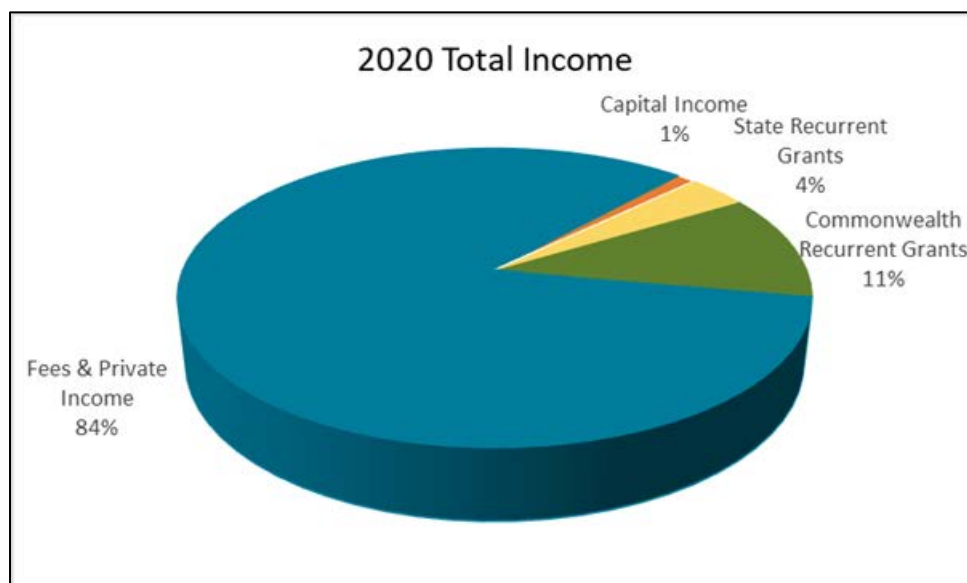
All new staff of 2020 were also surveyed in November 2020 as to their satisfaction with the three staged induction process over 2020 (including a mentoring and coaching offering for teaching staff), seeking feedback on their experience. Staff feedback results confirmed that 90% rated the process “Extremely useful” or “Somewhat useful”.

An exit interview process is also completed with all staff with the trends of staff leaving being either “Relocation due to family commitments” or “Promotional opportunities not available in the school”.

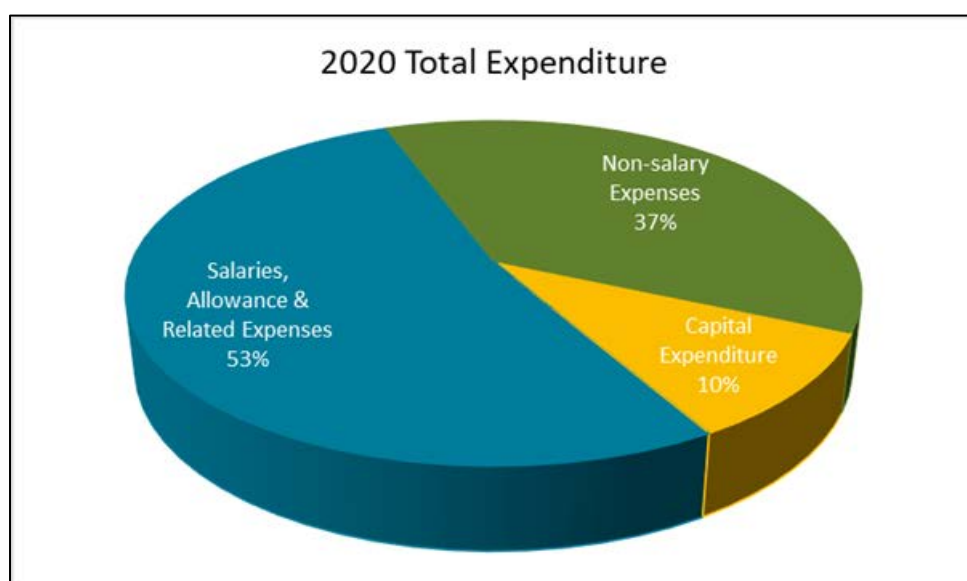
Feedback from the exit interview process is that the St Andrews Cathedral School employment experience is overwhelmingly positive, steeped in a culture of collegiality and care for the other, driven by the aspirations to be authentically Christian,

Theme 13 – Summary financial information

2020 Total Income



2020 Total Expenditure



St Andrew's Cathedral School:

St Andrew's Cathedral School is a coeducational K-12 Anglican school, located in the heart of Sydney's CBD.

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ST ANDREW'S
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