



**St Andrew's**  
School 1850

**Where  
Bright  
Futures  
Begin.**



prime motivators





St Andrew's School, 1870.

<b>School History</b>	<b>3</b>
<b>Strategic Plan</b>	<b>4</b>
<b>Our Philosophy</b>	<b>5</b>
<b>Our Values</b>	<b>5</b>
<b>Chairperson's Report</b>	<b>6</b>
<b>Principal's Report</b>	<b>8</b>
<b>Financial Results</b>	<b>10</b>
<b>Reports from School Community</b>	<b>12</b>
<b>Report from Foundation Board</b>	<b>14</b>
<b>Report from Old Scholars' Association</b>	<b>15</b>
<b>Report from Parents' Association</b>	<b>16</b>
<b>NAPLAN Test Results 2019</b>	<b>17</b>
<b>School Community Profile</b>	<b>18</b>
<b>Early Learning Centre</b>	<b>19</b>
<b>Canberra Study Tour</b>	<b>20</b>
<b>The Student Agency (ALab) Project</b>	<b>22</b>
<b>Our Wider Community</b>	<b>24</b>
<b>St Andrew's Looks at Teaching for Tomorrow</b>	<b>26</b>
<b>Capital Works and Acquisitions</b>	<b>27</b>
<b>Music</b>	<b>28</b>
<b>Sport</b>	<b>30</b>
<b>The Paradigm Shifters Symposium</b>	<b>32</b>
<b>Staff Professional Learning</b>	<b>34</b>
<b>Teaching Staff</b>	<b>35</b>

## St Andrew's School History

St Andrew's School was established by St Andrew's Church to provide an education for the children of Walkerville, teaching the principles of the Anglican Church.

The original sandstone building opened on 18 September 1850. In 1978, the School was gifted by St Andrew's Church to the body known as St Andrew's School Incorporated.

Throughout its history, St Andrew's School has been uncompromisingly committed to the pursuit of excellence in teaching and learning, and to the creation of a safe and nurturing family environment.

Ties of tradition and affection have been maintained over the years, with the School and Church continuing to work in close harmony.

In 2019, we began our 169th academic year.



# Strategic Plan

The strategic pillars informing our actions for 2019 include:

## Specialist Early Years and Primary Education Only

St Andrew's is Australia's leading specialist primary school.

**We will demonstrate this through:**

- our reputation
- our academic results
- external awards and professional recognition
- the achievements of our alumni
- participating and happy young learners

## Innovative Teaching and Holistic Learning

St Andrew's students are actively engaged in state of the art learning opportunities that take them beyond knowledge and into understanding.

**We will demonstrate this through:**

- implementation of latest educational thinking and programs that support our vision
- learning 'beyond knowledge and into understanding'
- entrepreneurial and autonomous learning projects
- co-curricular activities beyond the classroom - languages, thinking and strategy, physical activity, music
- effective use of technology for learning

## Embracing Our Community

St Andrew's is a happy and harmonious place with a strong sense of belonging.

**We will demonstrate this through:**

- meaningful community contributions
- school activities that are locally and globally connected
- the wellness of our staff and students
- support for English as an additional language or dialect
- understanding and meeting the needs and expectations of our diverse communities
- an engaged and active school community
- continuing excellence in customer service
- connections with our Anglican values
- defining and developing a shared understanding of our values

## Attract and Develop the Best People

Exceptional staff delivering exceptional outcomes.

**We will demonstrate this through:**

- above benchmark results on staff satisfaction surveys
- external recognition of our practice and practitioners
- students who 'love' their teachers
- career pathway support and performance development

- quality, tailored professional development opportunities
- staff roles and structures that support our goals

## Brand & Communication

Clear messages about who we are and what we stand for.

**We will demonstrate this through:**

- engagement and enquiries
- clear and concise marketing
- communicating to our community effectively and clearly
- community pride in our school and what it stands for

## Sustainability - the Next 165 Years

Providing a world of opportunity in a school that is the optimum size to know and care for the individual.

**We will demonstrate this through:**

- optimal enrolments
- fit-for-purpose facilities and resources
- future focused partnerships
- prudent financial management
- ongoing philanthropic programs
- optimum size and structure



# Our Philosophy

Give us a child and we will prepare them for the world.

We exist because we believe the first years of a child's formal education are the most important.

We don't exist to be childcare in classrooms. We don't exist to fund a higher profile secondary school. We are independent and make our own decisions.

That's what primary means to us. It's not a marker of time. It's our responsibility. And we've been doing it since 1850.

Primary school is where the seeds are sown. Primary school is where the foundation is laid. Primary school is where the neurons begin to fire and wire.

It's not just in the areas of alphabet and arithmetic. But in curious inquiry. In collaborative spirit. And in determined intent.

How do we know this?

When we see an old scholar, whether they're sixteen or sixty, there's just something about them. A confidence in their walk. A kindness in their smile. A fire in their eyes.

It's just a certain something. A St Andrew's something.

We are St Andrew's. Australia's leading specialist early years and primary school.

It is our privilege to grow what you have already made.

At St Andrew's, primary is not just a word. It's a philosophy.

It's called primary school for a reason.

Life story starts here.

For most schools, primary means the beginning. For us, it means most important.

# Our Values

## We act with integrity

We expect community members will act with honesty and build trust

We seek mutual accountability and collaboration where people are encouraged to openly express different points of view

We are principled in our actions and expect fairness and justice for all

## We value creativity

We demonstrate a passion for teaching and learning

We dare to take measured risks and embrace change for the future

We have an appetite for discovery and are willing to explore ideas and possibilities

## We enable belonging

We show compassion, caring and empathy and are supportive in relationships

We are inclusive and collaborative

We value the individual learner – tailoring to suit individual needs

We are internationally minded – being globally aware

## We celebrate success

We honour and celebrate our rich history by recognising success and achievement

We actively acknowledge and appreciate the things that are meaningful in our School's life

We expect and deliver the highest quality outcomes

## Our Purpose (Why we exist)

To continue the rich tradition of excellence in independent specialist primary education that prepares children for success in life.

## Our Vision (What we aspire to be)

St Andrew's is Australia's leading specialist primary school, inspiring children to be collaborators and innovators, making meaningful contributions to their diverse communities.

## Our Mission (What we do)

St Andrew's offers early years and primary education for families seeking an exceptional independent, co-educational school with Anglican values.

# Chairperson's Report

2019 has been another busy and exciting year for St Andrew's.

Last year, the School Board published its Strategic Plan for 2018-2022, which set out a bold and innovative strategy for the School; to continue leading the way for primary education in Australia. The Strategic Plan involved extensive engagement and consultation with the School community, and we were pleased to see enthusiastic input from all our stakeholders.

In 2019, under the direction of our Principal, the Leadership team continued to execute the Action Plan from that Strategic Plan, and its initiatives continue to roll out.

This year, the School announced its investment in the continuation of our exciting Master Plan, now with Stage 2 programmed to begin construction mid-next year, on the Kennion House site. This new and exciting building will be a place that fosters a culture of innovation and entrepreneurship, through the creation, testing and sharing of ideas. Stage 2 will be an exciting, physical expression of St Andrew's School's place as a leader in primary teaching and learning. It will also become a home for our most senior students.

This year, the School continued to develop and execute our plan for transitioning to the new ELC-6 model, with our final Year 7 class to be offered in 2021.

This decision continues to appear to be the right one, with most parents supporting and preparing for this transition. The School is delighted to see that for 2020, the ELC is nearly full, and student retention rates are the highest they have been for a decade. In 2020, we will have 48 students in Year 6, most of whom we hope will continue to be part of our historic final Year 7 class in 2021. To those continuing parents, thank you again for this vote of confidence.

Once again in 2019, our students have achieved exceptional academic results; not only well exceeding state and national benchmarks in NAPLAN, but also ranking highly at the da Vinci Decathlon, Tournament of Minds, and many other local and national competitions.

In 2019, the School continues to practise responsible financial management, ensuring that we remain in a strong position, whilst keeping school fee increases to a minimum, and ensuring continued and sustainable investment in our exceptional teaching staff and facilities.

This year also saw a historic addition to our campus, with the purchase of 11 Smith Street, which adds a further 1,900m<sup>2</sup> to our Junior Primary campus. This opportunity came about through a long and friendly relationship with our neighbours, and was made possible by our prudent financial management.

I take this opportunity to thank retiring Board member, Peter Hay, who has served the School Board for two years. Peter chaired the Governance and Strategy Committee, sat on the Risk Management Committee, and made a significant contribution to the Board, particularly the development of the new Strategic Plan. Again, we thank Peter for his great service to the School.

Next year we will welcome a new Board Member, Sonia Mercorella. Sonia will bring a wealth of experience, as she joins our existing Board members, George Demourtzidis, Megan Field, Rev Sam Goodes, Kiran Hiriyanna, Angus Netting, Devita Pathi, Peta St Clair, and me.

With this professional, energetic and committed Board, I look forward to what more we will achieve in the future.

I thank Paula Turbill as continuing Chair of the St Andrew's Foundation Board and all the Foundation Board members, for their significant efforts in fundraising throughout the year and in particular with the continued success of the Long Sunday events, which this year gave us a Long Sunday Sleep-In!

I also thank the Parents' Association for yet another outstanding year of contributing to the School, both socially and financially. Particular thanks to Jane Webb, President of the Parents' Association for her, and all her volunteers' efforts. The Parents' Association is not thanked often enough, yet contributes enormously to the culture and community at St Andrew's School.

I thank our Leadership team, especially our Principal Deb Dalwood, for her continued dedication to and leadership of our School. Deb is a highly experienced educator, who continues to have the goal of making St Andrew's Australia's leading independent primary school.

I also thank the Finance and Support teams, all of the outstanding St Andrew's teachers, support staff, volunteers and many others who contribute to the School. Their commitment and energy throughout the year has been excellent, and truly makes St Andrew's the great school that it is.

Most importantly of course, I would like to congratulate the Year 7 graduating class of 2019, and to celebrate their many successes. It is truly delightful to see the bright, confident and caring young people that you have all become.

We are extremely proud to hand you over to your secondary schools, and with great anticipation, we will observe all that you will achieve. On behalf of the School Board, we are very proud of you; our newest St Andrew's Old Scholars. Stay in contact with the School and each other, you are forever part of a very special community. We wish you every success in your future endeavours, academic and otherwise, and our hope for you is that you never stop learning.

Finally, on behalf of the School Board, I thank the entire St Andrew's community for your continued support. The School exists to nurture, support and challenge your children in their learning and development, but of course your support of the School is also acknowledged and greatly appreciated.

**Kristian Downing**  
Chairman St Andrew's School Board





# Principal's Report

It gives me great pleasure to report to you in the 169th year of St Andrew's School's existence. I give my heartfelt thanks to the entire school community for the trust and support afforded me. For each of the teams, teachers, administration staff, parents and most importantly students, I feel that 2019 has been an exceptionally successful year. It is through our belief in all of our students as competent learners, and the collaboration of the adults in their lives, we achieve exceptional teaching and learning.

Many schools have a set of values that they aspire to; very few actually embed their practical application into the life of the school. You see our values, **Integrity, Inclusivity, Creativity** and **Celebrating Success** in action, every day. St Andrew's has a proven approach to holistic primary education that is undertaken by passionate and committed teachers. The teachers are an exceptional group of educators who it is my privilege to lead.

These teachers are in turn supported by our parent community who have chosen this school because they too share in our values and are dedicated to ensuring the very best environment for their children. Schools are all about people, and it is our shared vision which enables ours to flourish.

At the end of 2019, we are at a pivotal time in our school's journey. The next stage of our Master Plan was approved this year. This allows us to plan for the future and enhance our facilities to be truly future-focused. We have begun the consultation and planning of the new building to replace where Kennion House now stands. This space will provide facilities to match the professional learning and practise of teaching staff over the last five years. We have focused on the future learning needs of our students including design-based and project-based learning and critical thinking, and student agency, while still acknowledging the needs for a strong literacy and numeracy base. Stage 2 of the Master Plan takes us to an exciting time in the School's history.

We are also refurbishing some of the primary classrooms and we have undertaken a review of play areas to ensure that they meet the students' needs.

Along with a large cohort of new Early Learning Centre children, we will also be welcoming new students across many of our year levels so that next year the School is going to be the biggest it has been since 2004. Our community has a strong sense of belonging; one of the factors ensuring that St Andrew's remains the leading primary school.

The enthusiasm and joy I have witnessed each day is testament to the fact that we have a dynamic and creative learning community committed to educational excellence for all of our children.

St Andrew's has continued to gain success in so many ways and seen individuals flourish.

This is all very positive; however, sadly, as I am often reminded and encouraged to address, we do not have a high school. Because of this it is with sorrow that we are saying goodbye to our current Year 7 class.

I would particularly like to acknowledge them as they graduate this year and continue their journey and also to celebrate the successes they have experienced over the years at St Andrew's.

Year 7s: Diamonds are formed by immense pressure and heat in the earth's mantle. They then travel on a journey of being pushed up to the surface to then be mined. How true is that about life? Life's 'pressures' through trials and troughs will create in us a beautiful reward. They may take time to get to the surface and to shake off the dust, but what remains is a beautiful diamond.

No one gets to the top of their game without being embarrassed at something they did or said, without receiving a great deal of constructive feedback and making mistakes. This process of learning is like the pressure of a diamond. Keep pushing, don't give up and you will have a diamond once you are done.

I say to the class of 2019: be proud not just of your achievements, but of the fine young people you are in the process of becoming. You have aspired, endeavoured and achieved and, I have no doubt, will continue to do so, as you travel on your life journeys.

In leadership, the effort of Lily Azli and Loyd Williams, as School Captains supported by the Prefects and House Captains, Technology Leader and Community Leaders, has been exemplary.

We have many opportunities for students to serve the School and the wider community; congratulations to all. On each occasion our students have represented the School with dignity, confidence, and in a friendly and thoughtful way.

To those staff leaving our community, we acknowledge their valuable contribution to the education of our students and wish them every success for the future: Claire Piercy, Elysha Magor, Thea Simpson, Kate Reimann and Leonie Castle in particular, who leaves after 20 years of service in our Archives Department. We thank all of these staff for their valuable contribution to the education of our students and we wish them every success for the future. Next year, we welcome Daniel Hannigan and Carla Moffat to teach in the primary school.

I would like to mention Rae Whitehead, too, who after 40 years of day-to-day contact with the School as staff member, parent and grandparent, will not be with us so regularly as Mia her last grandchild to attend St Andrew's moves to secondary school. We hope she still calls in every now and then.

The beating heart of a school is its pupils, supported by a committed network of adults. A key group in this area is the Parents' Association led by Jane Webb; in the busyness of her personal life we appreciate the time given by Jane and the Association to the School. The Parents' Association's work for the School, as friends and fundraisers is invaluable. Thank you.

The St Andrew's Foundation Board works to ensure we have funds outside the fees to undertake capital works as evidenced in our Master Plan. I extend my thanks for their support during the year, especially the Chair, Paula Turbill. We know generations to come will be touched by the generosity of everyone's gifts.

The Old Scholars led by Michael Herbert, have worked to keep our past students in touch with the school of today and each other. We have held six reunions including a 50-year reunion for those at school in 1969. Each reminisced about St Andrew's being the best foundation they could have wished for.

I offer my heartfelt gratitude to the Leadership Team, Nick Steel, Heather Wood, Cathie Egarr, Marissa Brown, and Alan Williams. This team keeps the School's vision alive and ensures that action happens; it is a privilege to work together with them. I especially thank Jo Sanders and the administration services team who support us all every day.

I also publicly thank the School Board for their dedication to the School's governance. On behalf of the School, I particularly acknowledge Kristian Downing who leads the Board in the role of Chair. We especially thank Peter Hay who will leave after serving for two years, and Lucy Davies who has been a member of the Marketing and Student Numbers sub-committee for two years.

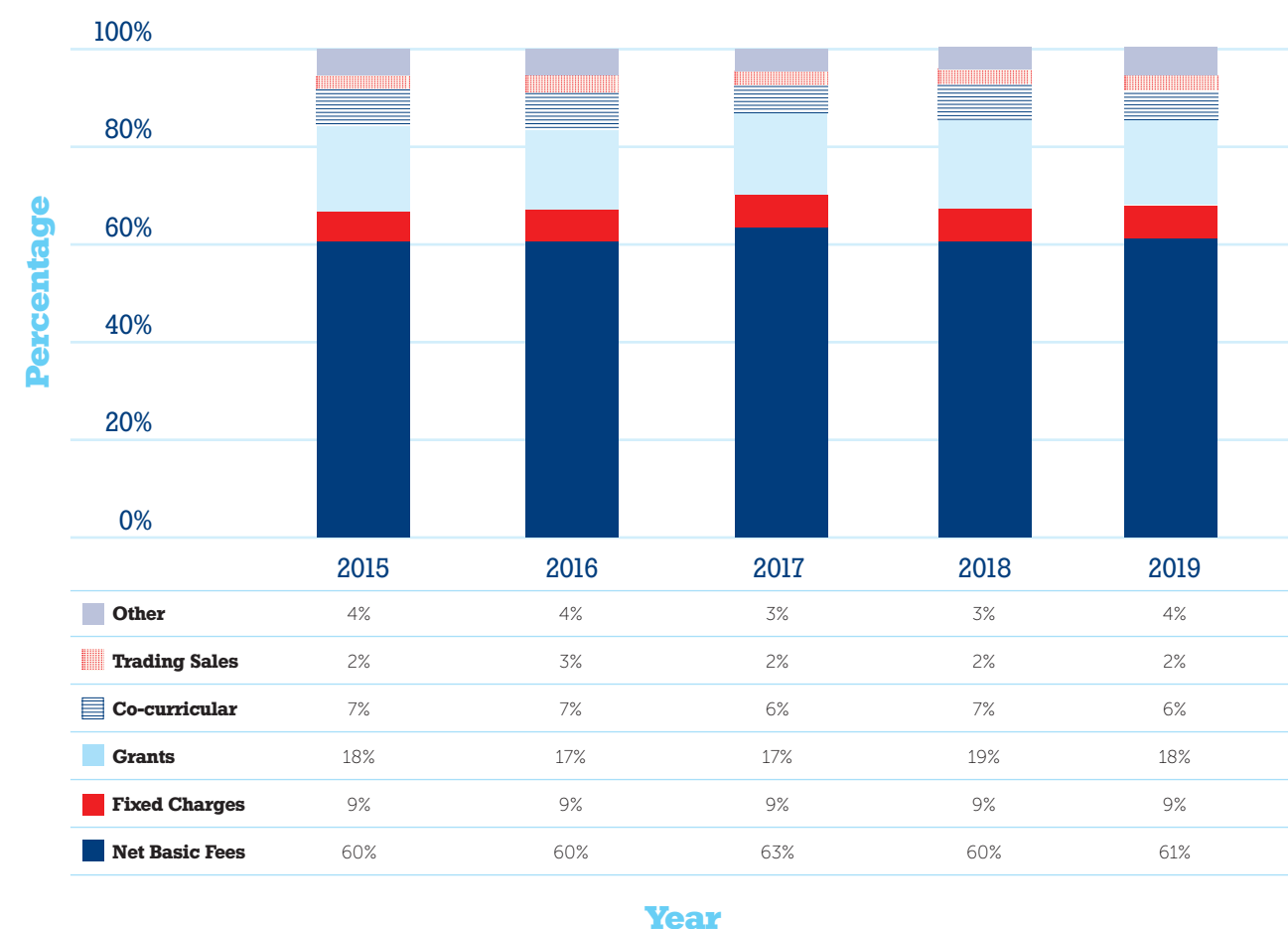
We look forward to 2020; a big year for St Andrew's as we celebrate our 170th birthday.

**Deb Dalwood**  
Principal



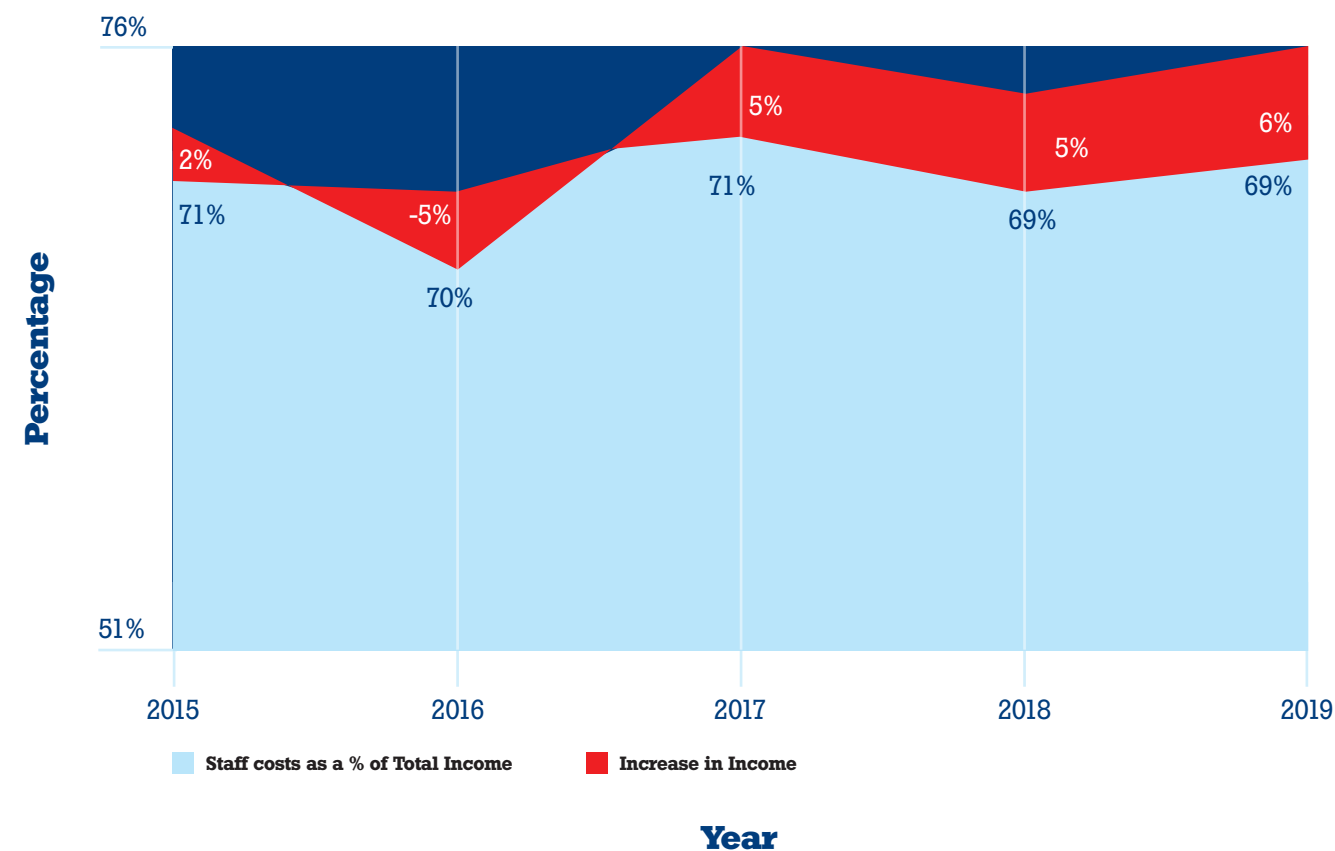
# Financial Results

## Income Streams



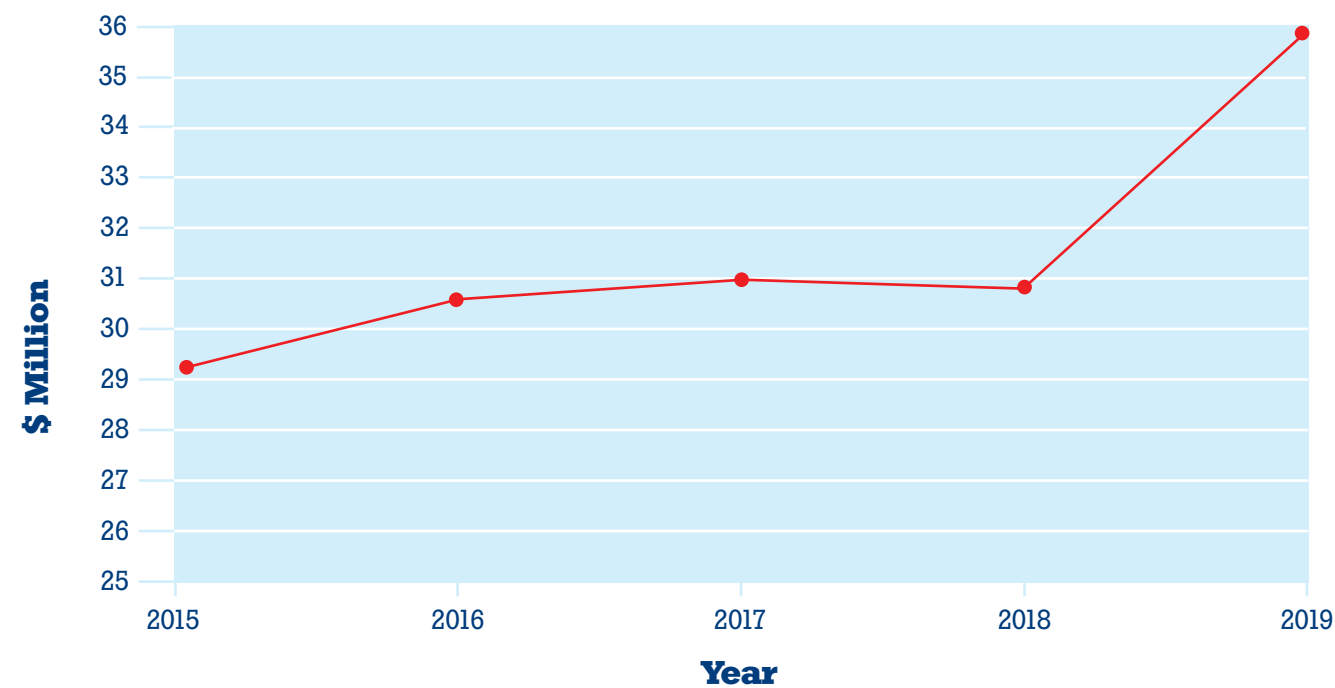
Our income streams are constant and in accordance with the St Andrew's School continuity and planning processes.

## Staff Costs vs Increase in Income



Staffing costs are in line with other independent schools.

## Value - Property, Plant and Equipment





## Reports from School Community

### Parent Survey

A Parent Survey was not conducted in 2019, as St Andrew's School surveys are conducted biennially.

The Principal, Deputies and Staff are available through appointments, Parent/Teacher Interviews and informal meetings to the School Community and this assists in gauging the current climate and trends.

St Andrew's aim is to have the community fully informed and an understanding of what we do, and we are always looking to improve what St Andrew's has to offer.

### Staff Survey

Teacher satisfaction is determined through informal conversations, small group lunches with the Principal and staff meetings. Anecdotal feedback indicates that St Andrew's staff enjoy working at the School and the collegial support and opportunities this provides is valued.

### Student Feedback

Gathering student feedback or listening to student voice is something we value at St Andrew's as it gives insights into students' experiences, values and beliefs. Mr Steel and Mrs Dalwood met with all the Year 7 students over lunch to gain insight into their thoughts about their education at St Andrew's, and our events. This gave an evaluation of the St Andrew's experience from a student's perspective and advice as to what we should hold dear at St Andrew's.

The students confirmed that relationships are key to learning and that teachers who knew them and their individual needs and who then accommodated individual differences were highly valued. They felt that teachers at St Andrew's did this well. Having their learning tailored to their needs was also important; once again the students reported that teachers at St Andrew's achieved this to an exemplary standard. Other comments included: teachers making learning relevant by using real world situations and keeping learning 'fresh', and knowing when to extend students and when to support them, and having flexibility to cater for students throughout lessons.

Students reported that they really enjoyed the personal project, which was a highlight of the year. The leadership program and camps they acknowledged as important because they can meet new friends and be taken out of their comfort zones to take measured risks.

Students were also asked for feedback on the new innovation space/classroom. What would you like in it? Why? What would it look like, feel like? We will take these responses to the architect so that the students' ideas can be incorporated.

The students' responses are below.

**Different spaces for different activities.**

**Coding.**

**Future focused.**

**Technology, modern high tech, need to have more opportunities for science, coding and different technologies.**

**Keep the idea of Year 5 and 6 having a middle school model with different teachers in different learning areas.**

**Space open and available to be used at lunchtime with a teacher for supervision.**

**Art and Science.**

**Lunchtime clubs.**

**Sound proofing will be important.**

**Arduino - NB: The Arduino Software (IDE) allows you to write programs and upload them to your board.**

**Recording studio and green space for movies and music scores, VR, biological science (animals) and environmental science too.**

**Deb Dalwood**  
Principal





## Report from Foundation Board

The St Andrew's School Foundation exists to support St Andrew's School through charitable and philanthropic work. Through seeking donations and bequests, and other fundraising activities, the Foundation is able to fund our School to offer scholarships and to undertake building works and improvements, and other projects. Foundation membership is open to everyone in our School community, past or present, near or far.

This year we farewelled Sona Sood from the Foundation Board and we sincerely thank her for all her efforts during her three-year term. We also said goodbye to Karin Dunsford who accepted a position outside of the School. Her enthusiasm, drive and connections within the School community were second to none and the contribution she made to the Foundation Board was incredibly valued. Her very 'big shoes to fill' have been embraced by our new Public Relations Manager, Marissa Brown, and more recently, by Alice Turnbull, our Development Associate. With both Marissa's and Alice's assistance, the Foundation Board has continued to make significant contributions to the School throughout the year.

In February, we held our inaugural evening Lawn Bowls competition. It was a highly spirited and entertaining evening. Bree May from 'Food According to Bree' prepared a spectacular grazing table that the 13 teams used as sustenance in between ends! The winning team comprised John Zikos, Ben Allen, Jehad Rasheed and Leigh Stone. Congratulations to all teams.

At the end of May, our annual Cocktail Party was held at Beltana House on Carrington Street, the home and studio of former St Andrew's art teacher, Cheryl Bridgart. Our speaker was Old Scholar Ian Dixon, Associate Professor Nanyang Technology University Singapore. Ian shared stories of his exciting career as a screenwriter, actor and feature film producer.

In lieu of our regular and highly successful Long Sunday Lunch we tested a new idea – the Long Sunday Sleep-In. Formed on the premise that most families are time poor and love an excuse to sleep-in on the weekend, we offered tickets to win a bevy of prizes kindly donated by suppliers, friends and supporters of the School and Foundation Board. The prize pool was valued at over \$12,000 and our goal was to raise \$30,000 as another contribution towards Stage 2 of the Master Plan.

I am pleased to report that we were able to achieve our goal with a generous donation from the Parents' Association. Stage 2 of the School's Master Plan is scheduled for commencement in mid-2020. I sincerely thank those families, past and present, who purchased tickets to the Long Sunday Sleep-In, especially our major donors – Melinda Parent, Kristian Downing, Jason Ward, Catherine Craig, Mary Trimble, Julie Allen, Karen Rogers, George Demourtzidis, Liz Zikos, Sivan Ishwan and myself.

Our thanks to all the people who work for, and with, the St Andrew's School Foundation and those who give of their resources, so generously, to support this great School.

**Paula Turbill**  
Foundation Chair

## Report from Old Scholars' Association

The Old Scholars' Association is dedicated to maintaining an ongoing connection with former students of St Andrew's School. The committee organises events and reunions in furtherance of this goal.

During 2019 the St Andrew's Old Scholars' Association continued in its efforts toward supporting the Old Scholars' community, with a focus on the organisation and hosting of year reunions.

In April, I had the privilege of welcoming back the former Year 7 students from 2018 for their first school reunion. After much catching up and swapping of new senior school stories, the new group of Old Scholars were presented with their life membership.

A number of further successful year reunions have been held throughout the course of the past 12 months. These included the five-year (Class of 2014), 10-year (Class of 2009), 20-year (Class of 1999), 40-year (Class of 1979) and 50-year (Class of 1969) reunions. It has been particularly wonderful at these events to see members of our Old Scholar community returning to the School to relive past memories and rekindle friendships. I extend a special thank you to the Old Scholars involved in coordinating their year groups, as well as to Suzette Black for her tireless efforts supporting the Association in her role of Community Liaison Officer.

As President of the Association, I was pleased to represent the Old Scholars' community at the St Andrew's School Founders' Day in September. The event celebrated the 169th anniversary of the establishment of the School and we were particularly delighted to enjoy the attendance of Scarlett Koehne (Year 7 2003), who delighted the assembled students with her experiences in the film industry and recollections of the School.

As part of our ongoing fundraising goals, the Old Scholars' Association was pleased to contribute to the organisation of the St Andrew's Quiz Night in August. Thanks to our hilarious Quizmaster everyone had a great time, with monies raised going toward supporting the organisation of future year reunions.

Over the course of the past year I have been ably supported by the other members of the Old Scholars' Association committee, including: Karen Rogers (Year 7 1978), Sarah Parsons (Year 7 1978), Tim Welburn (Year 7 1978), Marko Draca (Year 7 1997), Richard Fleming (Year 7 1977) and Josiah Lindqvist (Year 7 2013).

I thank them for continuing to volunteer their time and energy and look forward to our year ahead.

This year we farewelled one of our longest standing Association committee members, Cindy Pitkin (Year 7 1982). Her six-year contribution to the Association, including four years as committee secretary, was characterised by continuous hard work and attention to detail. We thank her for her efforts and wish her and her family all the best for their future endeavours.

Finally, I would like to once again extend an open invitation to all Old Scholars in our community, who are welcome to get involved with our ongoing efforts to stay in touch and continue to enrich the School with their efforts and experience!

**Michael Herbert**  
President  
(Year 7 1994)





## Report from Parents' Association

What a whirlwind year we have had! Starting the year with our annual movie night, we had another calendar full of exciting events hosted and supported by the Parents' Association.

Once again, I have been surrounded by an incredible group of volunteers, who time and again go above and beyond to make sure our events are the success that we want them to be. Your dedication and hard work are appreciated beyond words.

I particularly thank my executive committee, without whom none of our events would happen: Nichole Mellor (Vice President), Sarah Rasheed (Treasurer), Louise Webster and Heidi von Bernewitz (joint Secretaries), thank you so much for your commitment of time and energy to this important cause.

The Parents' Association events and activities this year included:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| Second Hand Uniform Shop         | International Teachers' Day      |
| Annual Movie Night               | New Parents' Welcome Morning Tea |
| Junior Primary Grandparents' Day | ELC Open Day                     |
| Upper Primary Grandparents' Day  | Quiz Night                       |
| Mother's Day Stall               | Friends in Time Fundraiser       |
| Father's Day Breakfast           | Entertainment Book Fundraiser    |
| Junior Primary Sports Day        | Reception Tea Towel Fundraiser   |
| Upper Primary Sports Day         | Junior Primary Christmas Stall   |
| School Disco                     | ELC Christmas Stall              |

It is with delight that this year we have also seen many new parents join the Parents' Association, working behind the scenes. My personal thanks to each of you for your contribution this year. A special thank you to Cathy Zhou who has worked so hard to help our Chinese families feel welcome in the Parents' Association committee. No matter what contribution you make, it is greatly appreciated and goes towards making sure we can continue to host our wonderful events.

As always, the Second Hand Uniform Shop has proven a wonderful contributor to the School and an outstanding income stream for the Parents' Association. Our generous volunteers' endeavours were acknowledged this year in the broader community with Jerusha Howes, Kate Craig and Heidi von Bernewitz receiving the Premier's Certificate, Recognition for Outstanding Volunteer Service. As always, our School community has contributed by donating uniforms to the shop.

This year has seen the Parents' Association contribute towards books in the library, pledge funds to install new lockers for the upper primary students and contribute over \$15,000 to the St Andrew's School Foundation Building Fund.

The Parents' Association is supported by various School staff throughout the year. I would like to extend my sincere thanks to Deb Dalwood, Nick Steel and Heather Wood for their ongoing support and advice. Thank you to the teachers, support and maintenance staff who assist with fundraising events. Thank you to Kristian Downing and the School Board, and Paula Turbill from the Foundation Board who continue to strive to make St Andrew's the wonderful learning environment it is. Finally, thank you to Suzette Black who works tirelessly behind the scenes liaising with teachers, preparing paperwork, and generally keeping us on track. Your support is beyond measure.

I often get asked where I find the time to be the President of the Parents' Association. My answer is simple. As proud as we are of our children, watching them grow, becoming young adults, they are equally proud of us and the way we contribute to their school lives. Being part of the Parents' Association is my small way to give back something to the School community, helping to create the atmosphere that we all feel when we walk through the front gate. That special 'St Andrew's feeling' of community, inclusion and togetherness.

Finally, a thank you to the broader school community who attend and support events, helping to ensure the success of our remarkable School.

**Jane Webb**  
President

## NAPLAN Test Results 2019

In analysing the 2019 NAPLAN Results on a year level and whole school basis, it can be seen that the average scores for each component of the test at each of the target year levels generally sit in the long-term historical trend of being 10 to 20% above the state average.

The **Year 7** results were strong with the St Andrew's average exceeding the Year 9 National averages in Writing, Grammar, Reading and Numeracy.

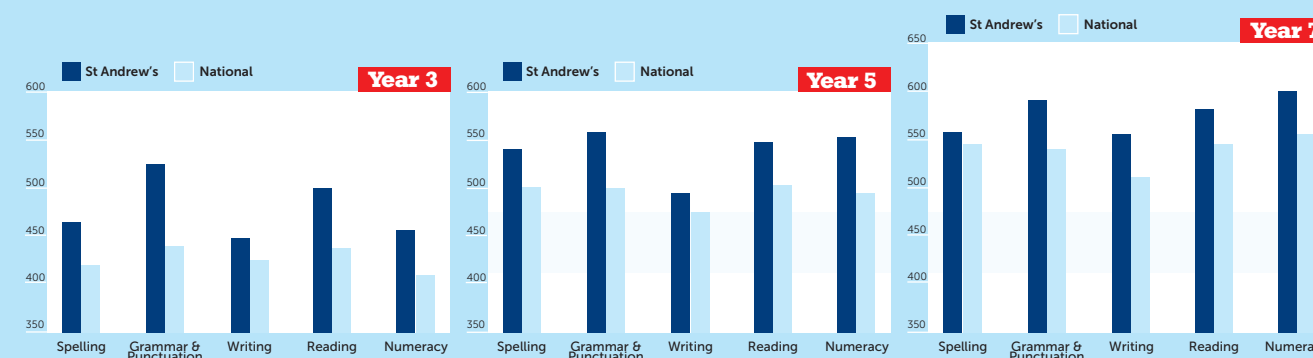
In **Year 5** the St Andrew's averages were above the Year 7 National averages in Grammar and Reading and equalled the Year 7 National averages in Spelling and Numeracy.

In **Year 3**, our students were able to outscore the Year 5 National average in Grammar and were very close to the Year 5 score for Reading.

<b>Year 3</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Writing</b>	<b>Reading</b>	<b>Numeracy</b>
<b>St Andrew's Average - Bands</b>	5	6	5	6	5
<b>St Andrew's Average - Score</b>	464.2	521.9	444	500.9	453.5
<b>State Average - Score</b>	406.2	425.1	408.5	419.5	394.6
<b>St Andrew's - % Above State Average</b>	14.3	22.8	8.7	19.4	14.9
<b>National Average - Score</b>	418.7	439.8	423.1	432.3	408.1
<b>St Andrew's - % Above National</b>	10.9	18.7	4.9	15.9	11.1

<b>Year 5</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Writing</b>	<b>Reading</b>	<b>Numeracy</b>
<b>St Andrew's Average - Bands</b>	7	7	6	7	7
<b>St Andrew's Average - Score</b>	543.7	555.7	495.5	548.9	552.5
<b>State Average - Score</b>	489.3	484.7	461.6	496.6	480
<b>St Andrew's - % Above State Average</b>	11.1	14.6	7.3	10.5	15.1
<b>National Average - Score</b>	500.7	499.1	473.9	506	495.8
<b>St Andrew's - % Above National</b>	8.6	11.3	4.6	8.5	11.4

<b>Year 7</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Persuasive Writing</b>	<b>Reading</b>	<b>Numeracy</b>
<b>St Andrew's Average - Bands</b>	7	8	7	8	8
<b>St Andrew's Average - Score</b>	555.2	592.6	554.3	584.8	599.2
<b>State Average - Score</b>	540.4	539.6	512.5	543	546.3
<b>St Andrew's - % Above State Average</b>	2.7	9.8	8.2	7.7	9.7
<b>National Average - Score</b>	545.6	541.7	513.2	546	554.1
<b>St Andrew's - % Above National</b>	1.8	9.4	8.0	7.1	8.1





# School Community Profile

## Student Enrolments

Based on the 2019 Census return, the number of students enrolled at St Andrew's as at August 2019 was 509 (including 143 children enrolled in the Early Learning Centre), compared with 502 in 2018 and 485 in 2017. These figures include the full fee-paying overseas students.

## Student Attendance

The average student attendance rate for 2019 was 93.73% compared with 95.4% in 2018. A significant number of absentees in St Andrew's are due to family holidays.

Absentees are recorded daily and, where a class teacher becomes concerned about an individual student's attendance, the matter is discussed with parents.

Reception	<b>97.00%</b>
Year 1	<b>93.65%</b>
Year 2	<b>90.42%</b>
Year 3	<b>91.86%</b>
Year 4	<b>94.05%</b>
Year 5	<b>94.38%</b>
Year 6	<b>93.18%</b>
Year 7	<b>95.31%</b>
<b>Average for attendance</b>	<b>93.73%</b>

## Languages

Languages, other than English, spoken by students and their parents include:

### African Languages

Afrikaans

Akan

Albanian

Arabic

Burmese

Cantonese

Chinese

Dinka

Dutch

Filipino

French

German

Greek

Gujarati

Hindi

Indonesian

Italian

Japanese

Kannada

Korean

Malayalam

Maltese

Mandarin

Mangala

Marathi

Persian (excluding Dari)

Polish

Portuguese

Punjabi

Russian

Serbian

Sinhalese

Slovak

Spanish

Tagalog

Tamil

Teochew

Thai

Urdu

Vietnamese

# Early Learning Centre

In 2019 we continued our trajectory of increased enrolments into the ELC.

The number of children who move from the ELC and into Reception continued to increase to enable strong numbers in our Reception classes. This included two classes at the beginning of the year and two classes for our Mid-Year Reception program with our highest numbers to date for the Reception year level. The 2019 ELC school year also supported five ELC rooms to be at, or nearly at, capacity and providing an excellent ELC learning environment with correct or above necessary teacher to child ratios. In total, we had nearly 80 children move from our ELC into our Reception classes. The fact that we continue to create Mid-Year and beginning of year Reception classes, certainly supports our enrolments but more importantly, supports the ability to cater for children beginning Reception when they are ready, and not just based on their birth date.

## Early Years and Beyond Open Day

A highlight of 2019 was the Early Years and Beyond Open Day held in Term 1. This event was held to provide an opportunity for our early years families to see all ELC spaces, the Reception space and other areas of the School in one day. It proved to be a huge success with hundreds of families and visitors attending for the three-hour Open Day. The Principal's Tours, which formed part of this day, accommodated nearly 100 families, with existing families and new families taking this opportunity to explore the School in greater detail.

We created a community feel where children could explore various incursions we might ordinarily have in the ELC at any time of the year. This included face painting, a petting zoo, cup cake decorating, 22Too activities and listening to some of our older children perform in their music ensembles at various stations around the Open Day experience. Food stations were also supported through our Parents' Association. The sense of community was abundant in all facets of the Open Day.

## Authentic and Meaningful Aboriginal Connection

A new partnership was created in 2019 with Aboriginal elder, Uncle Ivan - Tiwu Copley. Following the enrolment of his granddaughter into our ELC, we established many opportunities where as a staff and also for our ELC children, we could learn and share in the Kaurna people's rich connection to Walkerville and South Australia. Uncle Ivan provided an education for staff, sharing many stories and informing us of various aspects of Kaurna life. His warm delivery and connection to our ELC provided an opportunity for stronger understandings through questions and answers. For the ELC children, it provided interest, story-telling and learning about the Kaurna land, what this provides for us, how important it is, and how to take care of our environment.

This beginning has started a long-term partnership not only with the ELC, but also with the wider St Andrew's School community. We are very fortunate to have Uncle Ivan's input and knowledge shared with us.

### Cathie Egarr

Head of Early Years



# Canberra Study Tour

During the last week of Term 2, our Year 6 and 7 students participated in our annual Canberra Study Tour. The tour involves visits to many attractions and gives students an insight into Australia's history, cultural heritage and system of government.

The itinerary included a visit to Parliament House where we were lucky enough to see the rehearsals for the swearing in of our new Governor General and opening of parliament. The tour of Parliament House included visiting the House of Representatives as well as participating in an education session at the Parliamentary Education Office.

Students had the opportunity to participate in role-plays of the Senate at the Museum of Australian Democracy housed in Old Parliament House. They learned through these role plays how bills are proposed and the processes necessary for these bills to become law.

Students also spent an afternoon at the Australian War Memorial and heard stories about the courage and sacrifices made by our service men and women during times of conflict.

A tour of the Australian Institute of Sport, a visit to the Questacon - The National Science and Technology Centre, the CSIRO Discovery Centre as well as Geoscience Australia rounded out the tour as well as spending time in both the National Gallery and Government House.

The week is very enjoyable but fast-paced and the students are to be congratulated on how they engaged with all activities. Congratulations must also go to the staff accompanying the tour, Nicole Joanni, Cerys Phillips, Alicia Flowers, Donna Longden and Darren Moss who looked after the students while they were away from home.

The Australian Government recognises the importance of young Australians being able to visit the national capital as part of their Civics and Citizenship Education. To assist families in meeting the cost of the Study Tour the Australian Government contributed funding of \$60 per student under the Parliament and Civics Education Rebate Program. This rebate is paid to the School and is used to partly fund the tour.

**Nick Steel**

Deputy Principal Administration

**Canberra's a place of Federation and according to my calculation,**

**it's the hit location for your destination.**

**If you're looking for sport or looking for science,**

**it's the only place with perfect compliance.**

**Now I'm going to be frank, it can get quite chilly,**

**and I think you will find that the terrain is quite hilly.**

**There's a lot to offer for those who visit,**

**an example being the National Art Exhibit.**

Toby, 7J





# The Student Agency (ALab) Project

St Andrew's School has been accepted into an exciting three-year project (2019 – 2021) called The Student Agency Lab, led by Charles Leadbeater, an international leading authority on innovation and creativity, and the Association of Independent Schools in South Australia (AISSA).

A team of six educators have embarked on a deep inquiry into the concept of agency with the purpose of creating a hypothesis to test out in the school environment. The project involves real-time experimentation and learning in school, face-to-face lab time with Charles Leadbeater, regular meetings with co-researchers and participating in webinars.

The International Baccalaureate Organisation defines agency as the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community.

Charles Leadbeater says,

"Students should emerge from their schooling as purposeful, reflective, responsible agents, investing themselves actively to achieve goals they devise and endorse to shape the future for the better."

Participation in this project is directly connected to our Primary Years Programme Action Plan, following the successful International Baccalaureate Evaluation conducted in 2018.

Through robust dialogue, engaging with professional readings and networking with co-researchers, the St Andrew's ALab team have decided on the following hypothesis to test out in 2020:

**Opportunities for the explicit teaching of the 'Approaches to Learning' will create a shift in student agency.**

The Approaches to Learning are one of the essential elements of the Primary Years Programme and consist of:

- | Communication skills
- | Thinking skills
- | Self-management skills
- | Social skills
- | Research skills



The ALab team believe that focusing on very specific skills, that are relevant to different units of inquiry, will empower students to exert agency. The hypothesis will be tested throughout 2020, using the clearly identified Approaches to Learning skills that are visible on the St Andrew's Programme of Inquiry, which can be found on the School website.

A requirement in 2019 was to produce a poster to share with co-researchers, summarising the action taken throughout the year and looking ahead to 2020.

In 2020, the ALab team will continue to lead the School in the next phase of the project.

**Heather Wood**  
Deputy Principal,  
Learning and Teaching/  
PYP Co-ordinator

## Hypothesis

Opportunities for the explicit teaching of the Approaches to Learning will create a shift in student agency.

**(Connecting the 'enablers' of agency with the PYP Evaluation Report 2018 and the following Action Plan)**

## ELC & Reception Students

### – Our focus students

"Today's Reception students will be retiring in the year 2089. We have no idea of what the world will look like in five years, much less 65 years, yet we are charged with preparing students for life in that world."

**Mary Hudson, AISSA**

## Challenges

Getting the group together when we are grappling with other priorities such as NAPLAN School Readiness Tests, Child Protection Curriculum training and Disability Standards e-learning course.

Frustration in managing projects of this nature when they can be pushed to the side due to competing demands.

## Literature to support our inquiry

The Learner – PYP From Principles to Practice

Lifelong Kindergarten - Michael Resnick

CSE Seminar Series

Student Agency: Learning to make a difference  
Charles Leadbeater

Early Years Learning Framework - EYLF

OECD Concept Note  
Student Agency for 2030

The New Work Order  
Jan Owen – Foundation for Young Australians

Teaching for Tomorrow  
Michael McQueen

PYP: Approaches to Learning

## PYP Definition of Agency

Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community. Agency is present when students partner with teachers and members of the learning community to take charge of what, where, why, with whom and when they learn. This provides opportunities to demonstrate and reflect on knowledge, approaches to learning and attributes of the learner profile.

Students with agency: have voice, choice and ownership; and a propensity to take action, influence and direct learning, contribute to and participate in the learning community.

## How are we documenting the work?

Edmodo group – posting readings, questions, photographs, notes



## 2019

At this stage the team is trying to encourage agency conversations across the School.

The staff have engaged in PD focusing on McQueen's work, Teaching for Tomorrow and on teacher agency. The aim is to develop clarity around the case for change and deep conversations.

The conversation is centred around how to capture what is meant by explicit teaching of skills and how that can be measured. Exploring Blooms and the taxonomies to track students' specific competencies within specific skills.

**sas**

## 2020 sas

### How might we measure the 'shift'?

**Changes to the timetable to allow 'flow of learning' with no interruption zones**

**Teacher reflections at the start and end of 2020 with guiding questions:**

In your own words, how would you define the concept of 'agency'?

How much value do you put on the concept of 'agency' (using a continuum of 0 to 10)? Explain your reasoning. Make connections to your own philosophy of teaching and learning.

What might be the 'blockers' to agency?

Describe examples of your current practice where you believe you are allowing opportunities for 'agency'.

What further opportunities for 'agency' could you explore in your own practice?

How would our students 'tell the story of agency' from their journey at St Andrew's?

### Evidence on teachers' planning – focus on ATLs and co-constructing learning Using Blooms to track students ATL competencies (co-constructing with students):

	Acknowledgement and Imitation	Developing Awareness	Developing Independence	Proficient Independence	Mastery
What will we observe in students? How will we know that they are at this level?					
What do we need to put in place to allow the skill/s to develop?					

### What else is 'bubbling' up at St Andrew's?

Reception team exploring conversations around agency and play-based learning opportunities

Putting agency at the forefront of planning new learning spaces – Master Plan

Planning opportunities for 'early adopter' teachers to share their practice around agency with colleagues e.g. Year 5 podcasts; Year 5 teacher 'upskilling' students in 'accountable talking' as they take on more responsibility for decision making in the classroom; Year 4 teacher sharing her practice around classroom systems to support authentic agency



# Our Wider Community

St Andrew's School has strong links with the wider community, both within Walkerville and across the city, participating in local events on a regular basis.

St Andrew's School received a Walkerville Council and Australia Day Citizen/Event of the Year Award in 2019. This recognised the contribution of St Andrew's School to the community of Walkerville with the History Week tour presented in May 2018.

St Andrew's has a special place in Walkerville's history that has been embedded in the local community since 1850. We happily open our doors to sharing our past events, buildings, World War I memorial and identities with the wider community. Special thanks and acknowledgement goes to Leonie Castle our Archivist for her research and hosting of our visitors.

We hosted the Walkerville Art Show organised by the Walkerville Rotary Club. The Show has now cemented its role in the annual community and arts calendar and has grown steadily over the years. Prior to 2009 the Show was held in the Walkerville Town Hall. Since 2009 it has been hosted by the School in our larger and well lit Gymnasium. All profits go to charitable projects in local, national and international communities. Although this is a very local event, the long-term benefits are felt far around the world. This event reinforces our goal in the area of innovative teaching and learning that we will have successful partnerships with external organisations. Our student leaders support the Walkerville RSL and are present at the ANZAC Day Dawn Service. This is an opportunity for them to lay a wreath during the service as a reminder and thank those who have served Australia in the conflicts ranging from World War I to the present-day service men and women.

Where possible, we also involve members of the wider community in our teaching and learning programs. If a community service or business supports and enhances the units of inquiry then teachers organise excursions and incursions to bring to life the students' learning, providing relevant and real-life experiences, adding depth to their understanding and learning.

We have a close relationship with the Adelaide Lions Club who have sponsored a teacher to participate in their Social and Emotional Learning program with links to the Australian Curriculum. This has been a fabulous opportunity to nurture wellbeing for students and teachers adding to our knowledge and expertise in this crucial area of education.

The St Andrew's ELC is recognised as a leader in early childhood education. We have hosted numerous tours for teaching staff from other schools who, as part of their professional learning, come to St Andrew's to observe and learn about inquiry-based, Reggio Emilia inspired and play-based learning from our expert ELC educators.

The School also hosted the Early Childhood Organisation's conference in Term 4. Educators were able to share their passion for early childhood education, be informed by key speakers and look at our learning environment. It also enabled educators from across the state to discuss, share and celebrate the learning from EChO's 'Re-imagining Childhood Project 2018-19'.

**Deb Dalwood**  
Principal





# St Andrew's Looks at Teaching for Tomorrow

In the School's Strategic Plan, our purpose is, **To continue the rich tradition of excellence in independent specialist primary education that prepares children for success in life, and our vision is that, St Andrew's is Australia's leading specialised primary school, inspiring children to be collaborators and innovators, making meaningful contributions to their diverse communities.**

These challenge us to ensure we are providing an education that is future-focused, that prepares our students across all curriculum areas and learning stages, with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects our students and engages their sense of curiosity, helping them to make meaning of our world.

As stated, our desire is to ensure that our students are prepared for the future and able to live full and meaningful lives. The question is: How to equip today's students for the future?

We know that students in classrooms today will enter a world very different to the one their teachers and parents have known.

In light of the uncertainty that lies ahead, it is more important than ever that educators keep their finger on the pulse of technological and societal trends in order to help students prepare. To help us achieve this, the teaching staff undertook professional development with Michael McQueen.

In these sessions we engaged in research-rich information, learning and discussing:

- | The key **social** and **technology trends** that will shape the future including artificial intelligence, robotics and automation
- | The **skills** and **competencies** that young people will need in order to be future-fit
- | Why and how **education practices** and **paradigms** must evolve in the coming years
- | A range of **proven** and **practical strategies** for making classroom learning **relevant** to the next generation of learners

At St Andrew's we believe that learning for tomorrow's society will be complex, so will the needs of learning institutions and areas of employment. We aim to provide an education that is conducive to innovation, creativity, entrepreneurship, and collaboration. We are trying to achieve this in a framework which focuses on testing and accountability, which is at odds with the skills, knowledge and attitudes needed in the future. In particular, three global forces: automation, globalisation, and collaboration, that will revolutionise the way we work.

In the new global economy, the jobs that exist now might not exist by the time today's students enter the workplace. To succeed in this ever-changing world, students need to be able to think like entrepreneurs and be resourceful, flexible, creative, and global.

The thinking around the paradigm shift needed has been challenged and supported, and it is with excitement that the teachers of St Andrew's look to providing a future-focused education.

The sessions with Michael McQueen's package 'Teaching for Tomorrow' enabled us to highlight the key trends that will shape the world of tomorrow while providing us with a blueprint for ensuring St Andrew's teachers and students are fit for the future.

**Deb Dalwood**  
Principal



# Capital Works and Acquisitions

In April 2019, the School purchased 11 Smith Street, Walkerville, a property adjoining the School.

Subsequently the property has been rented out via a local real estate agent while the School Board works through with its consultants, issues of changing the current residential zoning use for School use.

It is envisaged the property will be used for more open play spaces for students and possibly grounds sheds, waste storage areas and car parking.

- | Purpose-built archives and gallery areas for School artefacts and student work.
- | Relocation of the Office and Administration Services to the new building.
- | A sculpture tribute to the history of Kennion Building.

'Building X' will create inspirational spaces for the genesis and development of ideas, with exciting options for individual and group collaboration across timetables, year levels and after school. It will give St Andrew's School the ability to attract and partner with exciting leaders from higher education, business, industry and government.

It is anticipated that **Stage 3**, our 'Lifelong Learning Centre' (working title), will immediately follow the completion of Stage 2. It includes the refurbishment and re-purposing of the current Administration Building on the Upper Primary Campus. This building will incorporate spaces for the development of lifelong learning skills, such as food technology, arts and language. Our students will benefit from resources such as counselling, occupational therapy, and assistance from learning support professionals. It will continue our emphasis on supporting our students to reach their full potential in a caring and nurturing learning environment.

**Alan Williams**  
Business Manager



## Stage 2 and 3 - Master Plan Development

At a Strategic Planning meeting in June 2019, the Board considered options to proceed with the School's previously approved Master Plan, Stages 2 and 3. After considering presentations from the School's Architects (Swanbury Penglase) and School Leadership, the Board approved the next stages for development of concept, design and documentation for the projects.

It is anticipated that **Stage 2** will break ground during 2020 and include redevelopment of the **Kennion House** site, which currently houses our Year 2s on the Junior Primary Campus.

'Building X' (working title) will feature:

- | A spectacular two-storey facility, featuring flexible spaces which will enhance and extend the School's existing focus on producing well-rounded, global citizens ready for secondary school, higher education, jobs of the future and life-long learning.
- | A recognisable, primary point of entry to the School, increasing security and making a bold and impressive 'entry statement' for St Andrew's School, adjacent the bridge on Smith Street.



# Music

Students participating in the Music Program at St Andrew's demonstrated outstanding commitment to learning, and impressive development in musical maturity.

The level of ability and participation across the various programs has resulted in outcomes well beyond what one would expect from primary aged students. This year, performance opportunities have included the Autumn and Spring Music Recitals, Year 4 Musical – **The Aristocats**, An Evening with Strings, Bands Cabaret, Grandparents' Days, Vocal Cabarets, St Andrew's in Concert, Final Music Assembly and of course, Speech Night.

The culture of music at St Andrew's continues to be strong, with nearly 80% of students enrolled in vocal or instrumental tuition. Over 100 students participated in AMEB exams with outstanding results from Preliminary to Grade 7. Parent support for instrumental music continues to be strong and we value and appreciate all that our music parents do.

The Ensemble Program, including 24 different ensembles and choirs, can attribute its success to the Instrumental Music Program.

## Ensemble Program

The Ensemble Program, including Concert Bands, String Orchestras, Stage Band, Percussion Ensemble, Guitar Ensembles, Handbells, various small ensembles, Rock Bands and choirs offer students the opportunity to share their enjoyment of music with each other. It is a great way to develop performance confidence, and many cross-year level friendships are formed.

## Classroom Music

The Junior Primary music classroom is an exciting place to be for our young students. Under the guidance of Veronica Ryan and Danielle Lyons, students explore the elements of music such as beat, pitch, duration, dynamics, tempo and form.

In the Upper Primary music classroom you will find students engaging in everything from composition to production, with a focus on integrating music technology. The curriculum, led by Danielle Lyons, explores many different genres providing a rich variety of musical experiences.

## Handbell Ringing

Handbell ringing has a long and strong tradition at St Andrew's. Most students begin their ringing experience in Year 5 as a result of the 'come and try' sessions, but we do have ringers who begin their ringing careers in Year 3. The Handbell Ringing Program is led by Ali O'Connell, leader of the world-renowned Bell Ringing group 'Synergy'. The Handbell ringers can be seen in action at St Andrew's in Concert, Speech Night and the Valedictory Service.

## Year 2 Recorder Program

All students in Year 2 have the opportunity to experience the Instrumental Music journey through tuition on the recorder. Students learn the rudiments of music notation, breath control, articulation and ensemble performance. Led by Don Whiffen and Danielle Lyons, students work in groups of three each week to hone their recorder skills and to prepare for Assembly performances.

## Year 3 String Program

The Year 3 String Program, co-ordinated by Veronica Ryan, offers all students in Year 3 the opportunity to try violin, viola, cello or double bass. Building on the skills acquired in the Year 2 Recorder Program, students learn the rudimentary techniques of playing a string instrument with and without the bow, reading music notation and performing as a group. Students participated in individual lessons for one term, then performed at a special Assembly.

## Year 4 Brass and Woodwind Program

This program offers students the opportunity to try brass and woodwind instruments in small group tuition. Students attend lessons once per week for a term on either flute, clarinet or trumpet. We have had a surge of students learning the trumpet this year, which has greatly benefited our ensembles.

## Year 4 Musical

The musical production this year was **The Aristocats**. Year 4 students were involved in singing, dancing and acting in their various roles as the Alley Cats, Country Dogs, Mice, Butler, Servants and a host of other characters! This is such an exciting Unit of Inquiry in Year 4 and allows students to explore all areas of learning in a fun and creative setting.

Special thanks to Sharyn Iadanza whose expertise in children's singing, acting and choreography make her invaluable as Musical Director. Mieke Davies worked her magic in creating a spectacular backdrop for our young actors. Also, huge thanks to Rebecca Starling, Jo Bradbrook, Anthea Khutagt, Danielle Lyons and an amazing team of support staff, parents and musicians.

## Speech Night

Speech Night this year was an awe-inspiring event. Opening with the Handbell Processional, a long-standing tradition, and moving to Year 3, 4, 5 Choir singing **You Are Mine** and **Raise Your Voice** accompanied by the St Andrew's music staff.

The Senior Concert Choir was accompanied by the St Andrew's Chamber Strings this year, giving a rousing performance of **For Good**, and Senior Vocals gave us an exciting and modern take on Handel's **Hallelujah Chorus**. Travelling around the world with **Tetsujin** were the Percussion Ensemble, followed by the Senior Strings performance of an outstanding arrangement of the iconic **Stairway to Heaven**. This arrangement featured Loyd Williams on guitar, Timothy Suyapto on electric violin and Oliver Durkin on recorder. Stage Band set the

mood with a Christmas/007 mash up entitled **Doctor No-ël**, and the Senior Concert Band continued the world travel experience with **Arabian Nights**, featuring Oliver Sobieraj on oboe. The evening concluded with the Finale Orchestra and Choir. It has become tradition for the Finale Orchestra to present a well-known orchestral work, worthy of the best of the pops! This year they gave a delightful and toe-tapping performance of **The Blue Danube Waltz**. The combined Finale Choir and Orchestra closed the evening with an inspirational rendition of **The Circle of Life**, from **The Lion King**.

**Anna Coppens**  
Director of Music





# Sport

Health, physical education and sport play an important role in the development of the child. At St Andrew's we aim to provide opportunities for all students to experience challenges at their own level. We embrace these opportunities to learn through sport, to develop resilience, respect and good sportspersonship. Sport plays an integral part in the schooling life of any child as it adds to the child's toolkit and assists in a plethora of ways.

In 2019 we held our usual major sporting events such as the Year level Sports Days, Swimming Carnival and the Cross Country Day. We continually make changes to events to improve student participation, and in 2019 the Cross Country event changes included allowing our older children to run longer distances. We also worked with our current Year 7 children to run a House Sports Day at the end of Term 3, culminating with a presentation from an Australian Ninja Warrior, Nathan Ryles. This reflected the needs of our students and enabled us to help prepare them for external based competitions. Our students are able to represent the School at District School Sport SA events such as the Interschool Swimming, Cross Country and Athletics days in which selection is earned by placing first or second at School events.

**The five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit.**

Ken Doherty

In Health and Physical Education, we aim to further develop each child's physical literacy and assist in developing their social and emotional intelligence through programs such as 'Play is the Way'. It is at these times that our students are provided with experiences to develop resilience, self-belief and work towards developing higher levels of physical literacy so that they are more competent at playing different sports. Heightened levels of resilience lead to higher levels of self-respect and in turn, allow our children to take more risks towards learning and taking real ownership of how they learn.

Students continue to have the opportunity to participate in Interschool Sports Programs and in 2019 we fielded 26 teams and offered 10 different sports in weekly competition. In the primary school setting we believe in developing the key core technical skills for each sport along with basic tactical knowledge. The other key word is 'enjoyment'. If a child is enjoying and developing the skills required, we believe that this will give them the skills, knowledge and belief that they can take up any chosen sport and succeed.

## Boys Sport

(Mostly played by boys but our girls have the option to participate in this mixed sporting competition. This involves St Andrew's playing in the SAAS, SANFL and Basketball SA competitions.)

- | Mixed Basketball A (White and Blue), C (White and Blue)
- | Cricket A (White)
- | Modified Soccer
- | Soccer A
- | Volleyball (Years 6 and 7)
- | T-Ball (Years 3 to 7)
- | Tennis A1, A2, B (White), C (White)
- | Modified AFL Football (Years 2 and 3)

## Girls Sport

(Played by girls only. This involves St Andrew's playing in the IGSA, Netball SA and Basketball SA competitions).

- | Mixed Basketball A (White and Blue), C (White and Blue)
- | Netball (Years 3, 4, 5, 6 and 7)
- | Soccer (Years 4, 5 and 6)
- | T-Ball (Years 3, 4 and 5)
- | Tennis (Years 4, 5, 6 and 7)
- | Netball Skills (Year 2)



Students performed extremely well in the various levels of competition available to primary students, with 17 students achieving North Adelaide representation at District Level.

**Theo Mylonas**  
Co-ordinator of Sport and PE







## The Paradigm Shifters Symposium

St Andrew's School has been working in partnership with Yong Zhao (Foundation Distinguished Professor in the School of Education at the University of Kansas) for a number of years as part of the Rudolph Project. With a focus on teaching languages, the project centred on developing more personalised educational experiences, engaging in creative and entrepreneurial product-oriented experiences and utilising the global campus.

The project culminated in a symposium held at the National Wine Centre where Yu Qin (Teacher of Mandarin), Donna Harrison (Teacher of Italian) and Heather Wood (Deputy Principal – Learning and Teaching) presented on the topic of the global campus and global connectedness.

Yu Qin described how students in the upper primary classes were involved in authentic, meaningful product-oriented learning through the creation of dual language books for the younger students to read, with the older students identifying the need to add bilingual resources to our library.

Donna Harrison spoke about teaching health to Year 3 students through using Italian as the language of instruction and increasing exposure of the language and new vocabulary through a different subject area. She also outlined the development of an Italian phonics program focusing on vowels, syllables, cluster sounds and tones to assist in pronunciation.

Heather Wood explained how St Andrew's School had partnered with the University of South Australia to host a group of visiting early years and primary teachers from Chengdu, China to engage in an intercultural exchange and share educational experiences. Our connection with the University of Geneva was also highlighted, which included St Andrew's offering a placement to a Swiss student teacher.

In addition to presenting, the St Andrew's educators were also part of a question and answer panel with representatives from other schools involved in the project. Involvement in this project has led to a better understanding of how to develop entrepreneurial young people through a personalised education and increased participation in decision-making.

**Heather Wood**  
Deputy Principal, Learning and Teaching

### Quotes from Professor Yong Zhao:

Our students do not fit into a future world; they create the future world. This is why we need a different type of education.

Education is not simply preparation for life; education is life itself.

It is apparent that the traditional teacher-centred pedagogy needs to be changed. It is also more feasible than ever before to make the change. The change is more than piecemeal tinkering. It is a paradigm shift, a complete rethinking of how teaching and learning are carried out.





# Staff Professional Learning

- |  |  |
|--|--|
| AHRI National Conference   | Making Sure Every Student Improves - Reading   |
| Apple Learning Institute   | Managebac Training   |
| Behaviour Management in Schools  | Maths by Inquiry   |
| Brene Brown Growth Faculty Conference                                  | Maximising Curriculum Time and the Art of listening in the Language Classroom              |
| Building Vocabulary - Beyond Glossaries and Definitions                | MBA in a Day   |
| Charles Leadbeater - The Student Agency Lab Project                    | Music EdNet Daytime Conference   |
| Comprehensible Online  | NAPLAN - Online Readiness Training   |
| Down Syndrome Conference - Dr Donna Nitschke                           | Nessy Learning Program   |
| Dyslexia and ICT in the Classroom                                      | Not for Profit Forum   |
| EAL/D Network Hub - Richard Mast                                       | Paradigm Shifters Symposium  |
| EChO (Early Childhood Organisation Inc.) Conference                    | Positive School Wellbeing Conference   |
| Embedding Oral Language Across the Curriculum                          | Sensory Processing and Tricky Behaviour  |
| Fundraising Institute of Australia Conference                          | Skills for Growing and Skills for Adolescence – Social Emotional Programs                  |
| Hub Group - Learning Support   | SLASA School Library Staff Conference Day  |
| IEA Conference   | South Australian Chinese Language Teachers State Conference                                |
| iPad in the Primary Classroom Bus Tour                                 | TASS Conference  |
| Keeping Safe: Child Protection Curriculum                              | Teaching with Comprehensible Input Language Conference                                     |
| Leaders' Edge Lunch: Space and Innovation – The Next Business Frontier | The Positive Minds Curriculum: Building Optimism and Healthy Relationships in Young People |
| Leading the Way with the Child in Mind                                 |  |

The total expenditure on professional learning for the 44 staff involved in external professional development in 2019 was \$11,981, an average of \$272 for each staff member.

International Baccalaureate training in which staff participated included:

- | IB PYP Exhibition Category 2
- | PYP Building for the Future Category 3
- | PYP Induction Day
- | SA PYP Arts Hub Group
- | SA PYP PE Network Day

All teachers satisfied the requirements of teacher registration, including completing child protection training and having conducted a child related screening check.

# Teaching Staff

## Teacher Attendance

Teaching staff attendance for 2019 was 94.87%.

## Teacher Retention

Of the 39 Reception to Year 7 teaching staff employed in 2019, three have taken maternity leave, 11 have taken long service leave and two teachers left the School at the end of 2019.

In our Early Learning Centre, 27 staff are employed.

Director of Music, Upper Primary Classroom Music Specialist, Junior Primary Music Specialist and Co-ordinator of Strings and 18 instrumental music teachers are employed, as well as a Co-ordinator of Sport and a Physical Education staff member.

A School Counsellor and specialist subject teachers are employed teaching Art, Library, Mandarin, Italian and providing Learning Support.

St Andrew's specialist staff teach Art, Chinese, Dance, Drama, Greek, Gymnastics, ICT, Hindi, Mind Lab, Classical Dance (Ballet), Modern Dance, Tennis and Thought Sports in our Co-curricular program.

## Teacher Qualifications

Graduate Diploma Education	6
Graduate Diploma	3
Masters Education	6
Ed/Tech Diploma	16
Bachelor of Education (Hons)	5
Bachelor of Education/Teaching	31
Bachelor of Music	15
Bachelor of Music (Hons)	1
Others	23



