## Contents

**Foreward**
- School History 2
- Strategic Plan 3
- Our Vision 2013 5
- Our Beliefs 7

**Governance and Key Achievements**
- Chairperson’s Report 9
- Principal’s Report 10
- Financial Results 11
- Reports from Key School Bodies 12

**Learning Matters**
- ICT 14
- IDEAS Project 16
- School Counsellor 17
- Early Learning Centre 18
- Student Achievement 19
- Literacy and Numeracy 20
- Da Vinci Challenge 21
- Year 7 Personal Project 22
- Co-curricular Music 23
- Co-curricular Sport 26
- Staff Professional Learning 27
- Mind Lab Program 29
- Teaching Staff 30
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 in 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 2013, we begin our 163rd academic year.
The implementation of the School’s Strategic Plan has been a priority for the Board and our Leadership Team, the following actions have been taken to achieve our goals.

Learners and Learning - Delivering Outstanding Teaching and Learning

• The continuous development of a social emotional curriculum supported by a School Counsellor and well-being teacher.
• Student voice has been enhanced by the Year 7 Leadership Programme and Prefect’s roles being more action based.
• The review, updating and writing of policies has been a task given focus all year.
• Our PYP visit was completed successfully and led to robust discussion about Units of Inquiry, reporting and maintaining high expectations for our students.

People – Inspired and Committed People

• The School’s Enterprise Bargaining Agreement was completed as was the comprehensive implementation of Work Health and Safety to meet new legislative requirements.
• The Staff are committed to personal review and learning and these were aligned to the AITSL professional standards for teachers.

Sustainable Future

• We were pleased to appoint Karin Dunsford as Director of Development to support and enhance our Foundation and Foundation Board, Parents’ Association and Old Scholars’ Association.
• Many of our financial indicators have been met to ensure the School is in a strong position financially.

Celebrating and Enhancing our Community

• Online facilities have enhanced our services and we have maintained a strong sense of belonging within the community and have celebrated the successes of the students of today and our Old Scholars.
• Inspiring minds, building successes and developing leaders continues to be our road map leading to a bright future for all connected with the School.
Our Vision 2013

Vision

St Andrew’s is a leading primary school distinguished by the delivery of tailored quality teaching and learning programmes that build on the unique talents, strengths and success of all students.

We will be recognised for this achievement when each of our students can demonstrate that:

• as **individuals**, they are confident, resilient, enriched, respectful and responsible

• as **learners**, they are intellectually curious, keen to participate and skilled collaborators

• as **members** of the community, they are inclusive, committed, and globally connected

• as **leaders**, they are creative, enterprising and articulate world citizens

Mission and Purpose

St Andrew’s School

• is a creative and dynamic learning community committed to educational excellence where all students can achieve their highest potential

• aims to foster the individuality for each student in a caring, nurturing and Christian Environment

• is connected with our community, church and parents and encourages a culture of participation and involvement
Our Vision 2013

What does it mean for our teachers?

Their role is ever changing as the School supports their talent development so they can:

• Share knowledge, creativity and authority with children.
• Provide freedom for children to take risks in a safe environment.
• Embrace a culture of change and transformation.
• Model the real world of life-long learning.

What does this mean for our parents?

• Inviting parents to partner with us at all times.
• Transparent reporting on student outcomes.
• Ongoing parent education about 21st century learning.
• A growing acceptance that reconfiguring schooling is one of the ways we achieve success for our 21st century learners.
• A community spirit that leads to a sense of belonging.
Our Beliefs

St Andrew’s students will be self-directed learners, comfortable to make decisions when presented with CHOICE. They will embrace CHALLENGE and a love of learning. Their individuality will be allowed to flourish and CREATIVITY will be harnessed. Happy, confident, articulate and accomplished, our students will be comfortable to CONTROL their own lives and to contribute to making the world a better place.

We believe in:

The innate capacity of each child

The power of curiosity to grow wisdom

The potential of children to change the world

The pursuit of excellence in teaching and learning

The significance of our community to nurture compassion, empathy and friendship in a safe, caring and respectful environment.

Nisi Dominus Frustra

Except the Lord build the house; their labour is but lost that build it.

Psalm 127, Verse 1
Our Beliefs

We will achieve our vision by:

- Honouring and tailoring learning to individuals
- Inspiring passionate and committed staff
- Enhancing our learning environment
- Celebrating our community
- Creating a sustainable future
On behalf of the St Andrew’s School Board it is my pleasure to present the Board’s report for 2013, which has been an extremely busy and fulfilling year for the School.

We are one year into the implementation of the School’s five year Strategic Plan - Inspiring Minds, Building Success, Developing Leaders. The School has met many of the targets under the Strategic Plan and has finalised the drafting of an ambitious Master Plan to transform the School’s facilities to the upper echelon of primary schools in Australia.

The School is in a strong financial position with enrolments up and looking healthy for next year with fee increases kept to a minimum and, importantly, below those of other schools - without any compromise to the quality of teaching and the excellence of teaching support.

St Andrew’s School topped the NAPLAN rankings for South Australian Primary Schools (including Schools conducting both Primary and Secondary education) published by The Australian on the “Your School” website.

St Andrew’s Old Scholar, Mahesh Umapathysivam, was announced as the 2014 Rhodes Scholar for Australia and amazingly three of the six finalists for the Rhodes Scholarship were all St Andrew’s Old Scholars.

None of these achievements were possible without an exemplary Principal and Leadership Group, Management Team, Teachers, Support Staff, Parents’ Association, Foundation and many others. It is a great honour for me to thank each of these people and groups.

I truly believe that we are blessed to have the best Primary School Principal in the State if not in Australia and Deb has been a fantastic support to the Board. The Board also thanks all of the dedicated teaching and support staff who truly make St Andrew’s the great school that it is.

The Board has also been fortunate to have a highly skilled Business Manager, Alan Williams, who, together with his team, has been invaluable with the School’s finances, systems and the implementation of the School Strategy and Master plan. We also thank Susanne Cooper as the Board’s Minute Secretary.

It is also with much sadness that Archdeacon Chris Chataway and his family will be moving to Ballarat in Victoria next year to take up the position as Dean of the Cathedral of Ballarat. On behalf of the Board and the School Community I humbly thank Chris for his dedication to the Board and his commitment to the School for the last 11 years.

St Andrew’s is fortunate to have a very strong and dedicated Parents’ Association. I thank Julie Allen and the Parents’ Association and volunteers for their tireless work, not only for fundraising but, most importantly, their development of a remarkable sense of community where everyone feels welcome and supported.

I thank the School Foundation Board Members, led by Janet Stone, for their continued dedication and hard work in raising funds for the development of the School’s facilities. I welcome Karin Dusford to the newly created position of Director of Development to assist with fundraising activities and the enhancement of the St Andrew’s culture.

I would also like to thank departing Board Member, Richard Mintz, who has been a member of the Board for four years, Chair of the Audit and Finance Committee and Acting Chair of the Board. It is a difficult and time-consuming task to be on a Board, requiring many sacrifices. Richard’s commitment and dedication, along with his wife Sophie and their family’s sacrifices, were invaluable.

I thank my fellow Board Members for their support and continued dedication to the Board and St Andrew’s School.

On behalf of the Board, I would like to extend my congratulations to the St Andrew’s Graduating Class of 2013. The Board is very proud of you, your achievements and we wish you the very best in your future schooling and endeavours.

St Andrew’s has provided you with an environment for you to be your best and we hope that you carry that with you for many years to come.

The Board thanks the entire St Andrew’s community for all your continued support of the School.

Garry Winter
Chair of the School Board
This year we launched the School’s new Strategic Plan for 2013 - 2017: Inspiring Minds, Building Success, Developing Leaders. This is our road map for the next few years. We believe that St Andrew’s is a leading primary school and that we are distinguished by our delivery of tailored quality teaching and learning programs building on the unique talents, strengths and success of all students.

We have endeavoured to make the learning in the School visible. St Andrew’s hosted an Open Day which was designed for our current community to visit and experience the School in action and acknowledge successes and achievements of the students.

St Andrew’s School had an International Baccalaureate (IB) evaluation visit. The Staff began this process with a self-study which enabled us to have a discerning and reflective conversations about our current programme. We looked at the standards and practices of the IB and then planned for a continuous improvement of the learning and teaching at St Andrew’s. The process was affirming and has given us ideas for action and further development.

Our students, through the IB framework, have gained a sense of confidence and self-worth and a growing respect for difference and diversity, they hold a belief that things can be better and that individuals can make a difference.

Once again, the quality of the Performing Arts in the musicals such as Pinocchio, Drama Club, St Andrew’s in Concert and the numerous recitals throughout the year have showcased the talents of St Andrew’s students.

On the grounds we continued our development of the garden areas, painting of the School, updating of signage and security and worked toward the refurbishment of class room areas.

An ICT strategy has been developed that will lead us forward in a manner that we believe meets the learning needs of primary aged students using new technologies available.

The enrolment trend indicated a strong interest in St Andrew’s School, and we have experienced a great demand for the ELC and into Junior Primary with some of our primary classes near to full. This testifies to the overall quality and commitment of the School in placing our student’s learning first.

Our parents desire that their children positively experience their world which is foundational to their presence at St Andrew’s. As a school we remain committed to an education that acknowledges that relationships, learning and possibilities are all linked closely together.

The Year 7s define our school and I would particularly like to acknowledge them as they graduate and continue their journey at other schools. In leadership the effort of Lily Bills and Paxton Silby, as School Captains supported by the Prefects and House Captains has been exemplary.

I would like to take this opportunity to extend my thanks to the parents and families of the Year 7 students for their involvement in the School throughout the past years.

I would like to thank each and every one of the staff at St Andrew’s for the positive part they have played in the education of our students and for their outstanding professionalism and dedication throughout this year. Our Leadership Team, teaching staff, administrative and support staff, catering staff and property team all contribute to the excellence of St Andrew’s.

Once again 2013 has been another successful year in all aspects of St Andrew’s School.

Deb Dalwood
Principal
Financial Results

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

Staffing costs are inline with other Independent Schools.
Reports from Key School Bodies

Parents’ Association

The Parents’ Association are a dedicated group of volunteers who enjoy giving their time to organise fund and friend raising events that strengthen the ties of the School community.

Again, 2013 was another busy year. We continued to present our favourite annual events and introduce new initiatives to engage children, parents, grandparents and special friends in our activities.

We started the year hosting the traditional Welcome Morning Tea on the first day of school. In Terms 1 and 3 we presented ‘Dové Café on the Go’ and hosted coffee mornings in ELC and Reception, to assist our new families to further develop their connections with each other and the School. Throughout the year Dové Café in Dove Hall offered a pop-in spot for parents looking for a delicious morning coffee and a chat. Another wonderful addition to Dove Hall is the Second Hand Uniform Shop, this has been a greatly appreciated service by the community.

The BBQ skills of the Parents’ Association were again on show for Junior Primary and Upper Primary Sports Days, and at our fun Family Movie Night, thank you Jim Dimitropoulos.

The Mother’s Day Stall was very popular with the children, who relished the opportunity to choose something special for Mum. The inaugural Ladies High Tea was a delightful afternoon of treats and conversation.

We are again grateful to Cibo and Cardone family for their generous support of the Father’s Day Breakfast.

St Andrew’s Christmas Market was bigger and better, with many delicious food vendors. Our major fundraising event was ‘You’ve Got a Lot to Answer For’ Quiz Night, lead by our wonderful quizmaster Nick Steel, and MC Randall Pearce. This was a wonderful night for the community, I am sure we all left a few IQ points higher.

Memento, our school community cookbook, is promoted with great enthusiasm at all our events, including the Walkerville and Prospect Fairs. It was a pleasure to be involved in the Grandparents’ Days, offering refreshments and a Memento Cake Stall. We continued to raise money via Entertainment Book sales, the annual Junior Primary Tea Towel and Christmas Card drives.

Julie Allen
President of the Parents’ Association

“This year we were very pleased to present Mrs Dalwood with a cheque for $28,515, which enabled the School to purchase staging equipment for use at many future events.

Thank you to the Parents’ Association members for their wonderful help and support during 2013. We are sincerely grateful to the School community for their continued enthusiastic support of our events.”

Julie Allen
Reports from Key School Bodies

Foundation Board

During 2013 the Foundation extended its activities for members and fundraising with a calendar of special events to be held over the twelve months to follow. A program of cocktail parties with a guest speaker was planned with the inaugural event held in October.

St Andrew’s parent and newly appointed Chair of SACCA, Andrew Sinclair, shared with the gathering the recent history of the Adelaide Oval development, including a slideshow of the construction. New members were also presented with certificates and the Foundation pin by the Chair, Janet Stone. It was also an occasion for many members who had not visited the School for some time to come back and enjoy St Andrew’s hospitality and to hear the latest plans for the future.

Year 7 students again participated in the seat commemoration project with a dedication to their years at the School being acknowledged with a plaque on a nominated seat in the Gymnasium. This will be a special reminder to them of their school days at St Andrew’s.

Thank you to the Foundation Chair, Board and all of the Foundation Members for their continuing support to St Andrew’s School.

Old Scholars’ Association

Interested Old Scholars from different decades formed a committee half way through the year to revitalise the Association. The committee undertook to efficiently organise a special dinner to commemorate the 100 years since the Association was first formed in 1913.

A membership pin was designed to the specifications of the original from a hundred years ago. At the dinner, Dorian Black, inspired the guests with her recollections of the history of the School and in particular many of the audience members whom she remembered as students.

A Quiz prepared by Leonie Castle, the School Archivist, tested memories and was very informative. Special guests at the dinner included St Andrew’s Old Scholars and the 2014 Rhodes Scholar Mahesh Umapathysivam and Robin Ashwin, who was the Rhodes recipient in 1952, both received loud applause.

Students from 1993 and 2003 also came back to school for their reunions and were delighted to meet their teachers again and see the changes in the School on a tour with the Principal, Deb Dalwood.

It is such a pleasure to meet parents at the School who are also Old Scholars and each year a photo is taken to acknowledge our Old Scholar families in the community. The School has a rich history of 163 years to share.

Karin Dunsford
Director of Development
The use of Information and Communication Technologies (ICTs) at St Andrew’s School is undertaken with the view that they are a valuable tool that can improve the learning of our students.

Staff apply advanced integration models when designing learning experiences that utilise a range of technologies. These allow students to extend their learning beyond what is possible without them. The priorities are to balance innovative delivery of the curriculum with student’s personal learning needs and outstanding pedagogies.

St Andrew’s School has been developing its internal infrastructure to allow for fluid use of portable and mobile devices across the entire school.

Significant work has gone towards boosting the School’s Wi-Fi capabilities to support the 1:1 iPad program, to be launched in Year 6 in 2014. This is an exciting initiative for the School, this has involved rigorous preparation by the iPad Steering Committee. Key considerations have involved workflow, submission of work, cyber safety and managing screen time at home and school.
St Andrew’s School embarked on an exciting journey with a group of professors from the University of Southern Queensland to begin our IDEAS Project for enhanced school improvement. The focus is on sustainable revitalisation and aligned practices through collaboration and action research using current educational theory.

“IDEAS (Innovative Designs for Enhancing Achievements in Schools) is a comprehensive approach to school revitalisation that recognises the extraordinary complexity and subtlety of teaching. It provides ways of illuminating teachers’ successful practices and creating new levels of meaning.”

From our commitment to the project, St Andrew’s established an IDEAS team that would be responsible for summarising action research completed within staff meetings and other professional discussions in order to facilitate the process. There is a focus on “teachers leading” through a strong sense of collaboration.

The IDEAS team of St Andrew’s comprises of a range of educators across the School to support varying perspectives: ELC, classroom educators, specialist staff, Coordinators and members of the Leadership Team. To begin the process, St Andrew’s staff and parents were asked to complete the DISA survey. The purpose of this survey was to collect data and information in order to make future decisions for school improvement.

From the DISA survey, the IDEAS team collated the results and summarised the findings to write a St Andrew’s School Report Card. From the report card and in consultation with the IDEAS team, our focus for revitalisation was to make a ‘good’ school ‘great’ through school wide pedagogies and assessment and aligning our practices with the School’s Vision and Mission statement.

Staff meetings and professional development days will be carefully planned in response to the DISA and make what is already a good school – a great school that is grounded in using a research-based pedagogical framework and reflects alignment with our School’s Vision and Mission statement. Some reflections from staff meetings so far follow.

**Staff Reflections**

“Competent and capable learners who have rich and varied experiences to share. Full of wonder and curiosity, ready to question, inquire and engage. Full of potential, each child is unique and comes from a rich background.”

“Rethinking how we educate children and challenging children. Learning how to light that spark in learning in each individual.”

“Schools are places of research, cultivating attitudes and capacities for life-long learners.”

“I love that our school is ‘reopening’ our belief in the whole child following the Reggio philosophy.”

“Through the process, we have reflected on what we believe is fundamental to excellent practice. It has been beneficial to have the time to reconnect with the reasons we chose to be a teacher and share our pedagogical values.”
This year the amendment to the Behaviour Management Policy, documents and classroom practices has been implemented. The new Quality Behaviour policy is receiving positive feedback and has resulted in a consistent and affirmative approach to responding to the positive behaviour’s of our students. For the first time, specialist teachers and leadership have been provided with the opportunity to engage in the same acknowledgement system used within the classroom, assisting in the management of student behaviour in and outside the classroom.

This new approach encourages all staff to identify the specific behaviours that are desired and help them achieve year level success under the 5 keys to success. This approach also provides the opportunity to identify IB values, the Learner Profile and attitudes children are demonstrating in their learning, choices and behaviour.

On the other side of the coin, undertaking a consistent approach to identifying inappropriate behaviours through the use of a ‘step’ and ‘level’ system has helped teachers regulate, monitor and act to inappropriate behaviours in a uniformed manner. This also helps specialist teachers to use the same approach, making it very clear to the children that the expectations are the same in all aspects of the School.

Another new and exciting addition to our school, through the student well-being focus, has been the games tables in the Upper Primary Piazza. These tables have provided a greater diversity to what children can do at play times, helping children develop their communication skills and provide opportunities for new interactions. The Games Room in the Habich building continues to operate with success, also providing opportunity for students to practice successful social interactions in a controlled and supervised space.

We are currently in the process of establishing an out reach programme that offers support to our families in circumstances that were not foreseen, such as illness, bereavement, new family additions or difficult times. This programme, “Circle of Friendship”, is being designed to offer a confidential, non-intrusive approach to provide support and assistance to families in need. Support will take place in the form of cooked meals, school lunches, laundry services and simple errands such as grocery shopping. This will be organised in such a manner that if the support is welcomed by the family, the volunteers will not know who the help is for nor will the family know who provided the help, offering as much confidentiality as possible. This initiative comes out of the intense grief felt by our community in 2013 when four of our young mother’s passed away.

Weekly “Counsellors Corner” articles are placed in the Bell. The community feedback is positive and families appreciate this external written support and encouragement as they parent. One on one counselling and focus groups continue to be offered to our students. This is coupled with a strong networking emphasis to outside agencies to further support our young people and their families.

It is exciting to see the shifts as we continue to support the “Whole child” at St Andrew’s School.

Donna Longden
School Counsellor
In 2013 the Early Learning Centre (ELC) continued its strong focus of providing a relevant educational program using a play based curriculum and incorporating the Early Years Learning Framework (EYLF) and the IB, which is all undertaken using the Reggio Emilia Philosophy.

New Initiatives in the ELC

In 2013 we introduced music specialist classes to our Preschool rooms, Rosemary and Lavender. The children were taken to Habich and provided with specialist music lessons by Veronica Ryan, the School's music teacher. She worked with us to incorporate a Reggio influence to her program and to follow our IB Units of Inquiry.

Gross Motor Skills (GMS) programme was introduced to explicitly provide opportunities for children to develop their balancing, jumping, coordination and ball skills. Opportunities to deliver GMS in various parts of the School were a focus of this programme.

Further study and Professional Development

- Four staff continued their further study through fully funded Government Scholarships, two completing their Bachelor of Early Education at the end of 2013.

- Four staff also took the opportunity to participate in a 4 day Reggio Emilia Conference in Ipswich, Queensland. An excellent conference that provided opportunities and professional dialogue to bring back to our ELC and develop with our teaching team.

- Weekly ELC staff meetings, additional to the whole school staff meetings, became necessary to incorporate and share current National Quality Standards (NQS).

- Once a term meetings were also held until 6.30pm for all ELC staff, to work on the Quality Improvement Plan (QIP), ELC Policies or necessary licensing communication.

Consolidation

The increase of children in the ELC meant that all rooms now had three full time teachers and educators, plus additional staff to release them for lunch breaks and programming. The exception being Lavender Room, on Mondays only two teachers are present as numbers were lower.

The changes which occurred in 2012 were consolidated and refined in 2013, in regards to: increased staffing, ages of children, number of children, transitioning to a preschool room and to Reception. The introduction of more formalised programming, reporting and interviews with families; all to accommodate for the NQS.

Playgroup

This continued to provide additional transitioning opportunities for children attending the ELC and also aided in providing a service for local families looking for a Playgroup and therefore, learning about the ELC and St Andrew’s School.

Vacation Care

This continued to grow. Staffed by mostly ELC staff and regular relievers, it provided a much-needed service for our ELC to Year 2 families during school holidays.

Cathie Egarr
Director of ELC
Student Achievement

Student Enrolments

Based on the 2013 Census return the number of students enrolled at St Andrews School as at August 2013 was 545 (including 93 children enrolled in the Early Learning Centre), compared with 538 in 2012 and 566 in 2011. These figures include full fee paying overseas students.

Student Attendance

The average student attendance rate for 2013 was 96.5%, the same attendance as in 2012.

<table>
<thead>
<tr>
<th>Class</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.0 %</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.9 %</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.4 %</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.0 %</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.5 %</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.1 %</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.1 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.9 %</td>
</tr>
</tbody>
</table>

AVERAGE FOR ATTENDANCE: 96.5%

A significant number of student absentees at 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.

Languages

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

- Arabic (inc Lebanese)
- Cantonese
- Chinese
- German
- Greek
- Hindi
- Igbo
- Italian
- Japanese
- Kannada
- Konkani
- Korean
- Malayalam
- Mandarin
- Marathi
- Persian (exc Dari)
- Polish
- Punjabi
- Russian
- Serbian
- Sinhalese
- Spanish
- Swedish
- Tagalog
- Tamil
- Teochew
- Thai
- Turkish
- Vietnamese
- Yoruba
NAPLAN RESULTS – ST ANDREW’S 2013

In analysing the 2013 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 sits in the long term historical trend of being 10 to 20% above the state average.

The St Andrew’s Year 3 average results exceeded the Year 5 State Average in 3 components of the test (Grammar, Writing and Reading) and the St Andrew’s Year 5 average results exceeded or equalled the Year 7 State Average in 4 components of the test (Grammar, Writing, Reading and Numeracy).

The Year 7 results show a similar trend with the average performance of our students exceeding the Year 9 State averages in all 5 components of the test by a significant margin.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>SPELLING</th>
<th>GRAMMAR &amp; PUNCTUATION</th>
<th>WRITING</th>
<th>READING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Average – Bands</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>St Andrew’s Average – Score</td>
<td>461.2</td>
<td>491.4</td>
<td>467.5</td>
<td>496.5</td>
<td>452.7</td>
</tr>
<tr>
<td>State Average – Score</td>
<td>403.5</td>
<td>414.3</td>
<td>401.1</td>
<td>409.7</td>
<td>380.1</td>
</tr>
<tr>
<td>St Andrew’s % above State Average</td>
<td>14.3</td>
<td>18.6</td>
<td>16.6</td>
<td>21.2</td>
<td>19.1</td>
</tr>
<tr>
<td>National Average Score</td>
<td>410.7</td>
<td>428.2</td>
<td>415.6</td>
<td>419.1</td>
<td>396.9</td>
</tr>
<tr>
<td>St Andrew’s % above National Average</td>
<td>12.3</td>
<td>14.8</td>
<td>12.5</td>
<td>18.5</td>
<td>14.1</td>
</tr>
<tr>
<td>St Andrew’s % of Students Achieving National Benchmarks</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>SPELLING</th>
<th>GRAMMAR &amp; PUNCTUATION</th>
<th>WRITING</th>
<th>READING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Average – Bands</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>St Andrew’s Average – Score</td>
<td>531.8</td>
<td>538.4</td>
<td>541.5</td>
<td>535.1</td>
<td>547</td>
</tr>
<tr>
<td>State Average – Score</td>
<td>481.8</td>
<td>488</td>
<td>464.7</td>
<td>492.1</td>
<td>467.7</td>
</tr>
<tr>
<td>St Andrew’s % above State Average</td>
<td>10.4</td>
<td>10.3</td>
<td>16.5</td>
<td>8.7</td>
<td>17.0</td>
</tr>
<tr>
<td>National Average Score</td>
<td>494</td>
<td>500.8</td>
<td>477.8</td>
<td>502.2</td>
<td>485.9</td>
</tr>
<tr>
<td>St Andrew’s % above National Average</td>
<td>7.7</td>
<td>7.5</td>
<td>13.3</td>
<td>6.6</td>
<td>12.6</td>
</tr>
<tr>
<td>St Andrew’s % of Students Achieving National Benchmarks</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>SPELLING</th>
<th>GRAMMAR &amp; PUNCTUATION</th>
<th>WRITING</th>
<th>READING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Average – Bands</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>St Andrew’s Average – Score</td>
<td>591.5</td>
<td>602.3</td>
<td>572.2</td>
<td>601.1</td>
<td>653.7</td>
</tr>
<tr>
<td>State Average – Score</td>
<td>543.2</td>
<td>528.6</td>
<td>517.1</td>
<td>535.8</td>
<td>530.9</td>
</tr>
<tr>
<td>St Andrew’s % above State Average</td>
<td>8.9</td>
<td>13.9</td>
<td>18.7</td>
<td>12.2</td>
<td>23.1</td>
</tr>
<tr>
<td>National Average Score</td>
<td>549.2</td>
<td>535.4</td>
<td>516.9</td>
<td>540.4</td>
<td>542.2</td>
</tr>
<tr>
<td>St Andrew’s % above National Average</td>
<td>7.7</td>
<td>12.5</td>
<td>18.7</td>
<td>11.2</td>
<td>20.6</td>
</tr>
<tr>
<td>St Andrew’s % of Students Achieving National Benchmarks</td>
<td>97</td>
<td>98</td>
<td>98</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Da Vinci Challenge

In 2013, St Andrew’s School entered an eight person team comprising of Year 7 students into the state’s inaugural ‘Da Vinci Decathlon’ challenge which was held at St Peter’s Girls’ School. The Decathlon is of course named after Leonardo da Vinci (1452-1519), one of the world’s greatest thinkers and scholars.

The students worked collaboratively, competing in tasks that encompassed:

- **Science** – higher level scientific concepts and the ability to apply them.
- **Creative Producers** – presenting a dramatic presentation in 60 seconds with 10 minutes preparation time provided prior to presenting.
- **English** – spelling, word origins, analysing and responding tasks.
- **Philosophy** – dealing with logic, observations and evidence.
- **Mathematics** – emphasis on problem solving, number patterns and logic puzzles.
- **Engineering Challenge** – a building task designed to test creativity and ingenuity.
- **Art and Poetry** – developing a poem plus a complementary work of art on a given theme.
- **Cartography** – Reading and designing maps.
- **Code Breaking** – in the spirit of World War II students will aim to decipher the various codes
- **General Knowledge** – current affairs, entertainment, sport and trivia.

The day was a huge success and the Year 7 St Andrew’s Team was awarded second place overall.
Year 7 Personal Project

The Year 7 Personal Project is a significant body of work which spans over two terms, allowing students to present a mature and developed understanding of the Middle Years Programme of the International Baccalaureate, culminating in the Personal Project Exhibition Evening. This event allowed the students to confidently present and display a wide range of skills, interests and a passion for learning.

Some of the chosen topics included:

- Composing a St Andrew’s Fanfare
- Manga Art
- Making hockey goal sensors
- Cake decorating
- Photography
- Making perfume
- Lego design
- Creating a poetry anthology
- Reconditioning a bicycle

The Personal Project has been a great experience, setting you up for high school.

Mimi Stanbury

The Personal Project has been a challenging experience and a good way to wrap up my time at St Andrew’s.

Charlie Ryan-Kane

The Personal Project has allowed the students to go through many different processes involved in research and it has also given us chance to interact with people from our community.

Vatsala Bhatia

I have learned more about myself and how I learn best.

Alex Rasheed

Personal Project is a journey, it has its ups and downs, its mountains to climb and rewards to seek. In the end all the work pays off when you reach your final destination.

Lilly Slaughter
Co-curricular

Music

It is inspiring to look back on another amazing year of creating and sharing music at St Andrew’s. Performance opportunities have been numerous and varied. We have had the Autumn and Spring Music Recitals, Harpsichord Workshop, String In, An Evening with Strings, Bands Cabaret, Grandparents’ Day, Open Day, Eat ‘n’ Greet Concert, Drop In Centre Concert, South Sudan Benefit Concert, St Andrew’s in Concert, Steven Chin String Workshop and of course, Speech Night.

Instrumental Music

The culture of music at St Andrew’s continues to be strong, with nearly 80% of students enrolled in vocal or instrumental tuition. Over 150 students participated in AMEB exams with outstanding results in grades Preliminary to Grade 8.

Ensemble Programme

The Ensemble Programme included 28 different ensembles and choirs. This year we have had the addition of two student initiated Rock Bands.

Classroom Music

The Junior Primary music classroom is an exciting place to be under the guidance and inspiration of Veronica Ryan. The Junior Primary curriculum presents elements of music such as beat, pitch, duration, dynamics, tempo and form. Students move, sing and play on the many tuned and untuned instruments available, and also create their own instruments using everyday materials.

In the Upper Primary music classroom you will find composers, performers, musical directors and sound engineers in the making. The curriculum explores many different genres, world music, and timbre through the instruments of the orchestra, composition and performance providing a rich variety of musical experiences. The music technology units, led by Simon Varga, have become an integral part of music life at St Andrew’s.

Handbell Ringing

We are very lucky at St Andrew’s to have Ali O’Connell who is highly experienced, leading our Bells Programme. Students have combined their musicianship skills with their bell ringing to compose their own work which was performed for the first time at St Andrew’s in Concert.
Co-curricular Music

Year 2 Recorder Programme

Students in Year 2 have the opportunity to experience the Instrumental Music journey through tuition on the recorder. Lead by Michelle Seyfang and Tanika Richards, students learn the rudiments of music notation, breath control, articulation and ensemble performance.

Year 3 String Programme

The Year 3 String Programme, coordinated by Veronica Ryan, offered all students in Year 3 the opportunity to try a string instrument. Building on skills acquired in Year 2, students learned 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, and then performed at a special Assembly. The audience enjoyed favourites such as Pizzicato Hiccups, Walking the Dog and Best of Baroque.

Year 4 Musical – Pinocchio

The Year 4 students lead the process of learning and building this production from day one, initiated special cameo characters and choreographed songs and scenes. They gained understanding of the importance of the “behind the scenes” roles and engaged so fully with every aspect; they truly owned this show.

Special thanks to Rebecca Starling, her expertise in children’s singing and acting made her invaluable as Musical Director. Also thank you to Natalie Saccardo, Louise Rouvray and David McAAskill and an amazing team of support staff, parents and musicians.

Anna Coppens
Director of Music
Co-curricular Sport

Major Sporting events for 2013 were the Sports Days for students in all year levels and the Swimming Carnival. The Cross Country Day, year level camps, Junior Primary Sports Day, Interschool Swimming, Athletics and the Jump Rope for Heart Jump-off, provided opportunities for all students to experience challenges at their own level. It is at these times when we feel that our students are provided experiences to develop resilience, self belief and work towards being better human beings.

Students have the opportunity to participate in the Interschool Sports Programme which continues to develop. This year we fielded 33 teams and offered 9 different sports in weekly competition.

**Boys Sport**
- Mixed Basketball A (White and Blue), C (White and Blue)
- Cricket A and B (White and Blue)
- Hockey
- Modified Soccer
- Soccer A and B
- T-Ball (4-7)
- Tennis A1, A2, B, C (White and Blue)
- AFL

**Girls Sport**
- Mixed Basketball A (White and Blue), C (White and Blue)
- Minkey (Years 4 and 5)
- Netball (Year 7, Year 6, Year 5 and Year 4)
- Soccer (Year 6 and Year 5)
- T-Ball (Year 4 and 5)
- Tennis (Year 7, Year 6 and Year 5)
- Softball (Year 6)

Students performed extremely well in the various levels of competition available to Primary students, 47 students gained North Adelaide representation at District Level. Four students in particular rate a special mention as they represented South Australia in national competitions: Nicholas Egarr, SAPASA Athletics and Cross Country, Catherine Hickey, SAPASA Soccer, Paxton Silby, State Hockey and Lily Bills, State Soccer.

Thank you for the hard work from all the Teachers, Coaches and the parents of the School community.

Theo Mylonas
**Director of Sport and PE**
1. Jolly Phonics - Session 1 and 2
2. School Measurement Assessment and Reporting Toolkit (SMART) Session 3
3. PYP Pedagogical Leadership Cat 2
4. Supporting Students with an Autism Spectrum Disorder for SSO/ESO
5. You Can Do It - Certification and YCDI Facilitator
6. Learning with IPad for primary teachers
7. K-7 Music Conference
8. Jolly Phonics - Session 3
9. To gain greater understanding of Autism
10. Students with working memory problems
11. Inclusive Literacy Strategies
12. Key Teacher Day
13. Boys with particular needs
14. Proactive prevention of autistic meltdowns
15. The Big Five - 2013 Conference
16. Understanding Autism
17. Hub-group Meeting
18. Maths and Play
19. Hub-group Chinese
20. Effective documentation in OSCH Programme
21. Developing Cultural Understandings
22. Sheena Cameron - Do we still have to teach reading
23. Digital storytelling with IPads
24. Getting interactive with smart notebook
25. PYP Coordinators Network
26. IPSHA Power of Many
27. IB Making the PYP Happen - Online
28. IPSHA Deputies PD
29. Oliver Training
30. Leaders Edge - Life after Politics
31. Play and Learning in the Outdoor Environment
32. PD for Leadership
33. Further develop artistic skills
34. Coaching for Performance
35. Leadership and Advocacy in Early Childhood
36. Assessing, Analysing and Treating Risk
37. Congress and 1 Masterclass
38. Certification Process - Evidence and Annotations
39. K-12 IT Directors and Managers
40. Beginner Teacher Workshop
41. Online IB Course
42. Key Teacher Day
43. How to support students with Autism
44. Legal Developments Relevant to Schools
45. Taking Poetry out of the Box
46. Take the Worry Out of Your CRICOS
47. Leadership and Advocacy in Early Childhood 2
48. Reggio Emilia Conference
49. Making the PYP Happen
50. MYP Cat 1 and 3 Workshops
51. Continuum Cat 3 Workshop
52. CEGSA State Conference 2013
53. Company Directors Course
54. Administrative Assistants Course
55. Shifting the Paradigm of Outdoor Play Areas
56. Jolly Phonics
57. ASD Early School Years Conference
58. Leadership and Advocacy in Early Childhood 3
59. Launching Futures in Maths
60. Knowledge in your Lap
61. Loss and Grief - Death of a Parent
62. Implementation of a School Coaching Programme
63. Strategies for Effective Writing
64. SA Apple Learning Tour
65. Special Learning Difficulties (Dyslexia)
66. SafeChem Course
67. Leadership and Advocacy in Early Childhood 4
68. Business Managers Biennial Conference
69. SASTA Early Years Teacher Conference
70. Teaching Writing in the Early Years
71. Leadership and Advocacy in Early Childhood 5
72. Ichanging Rooms
73. Visa Requirements of Students
74. SASTA MASA
75. Language Developments for a Bi-lingual Child
76. Cyber Safety
77. SASTA MASA
The total expenditure on professional learning for the 61 teaching staff involved in external professional development in 2013 was $25,105.17, an average of $386 for each staff member.

International Baccalaureate training in which staff participated included:

- PYP Pedagogical Leadership Cat 2 - IB Conference
- IB Making the PYP Happen - Online
- Online IB Course
- Making the PYP Happen
- MYP Cat 1 and 3 Workshops
- Continuum Cat 3 Workshop

All teachers are required to be qualified in Mandatory Notification and Basic First Aid

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Dip Education</td>
<td>18</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Ed/Tech Diploma</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor of Education (Hons)</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Education/Teaching</td>
<td>41</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor of Music (Hons)</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>23</td>
</tr>
</tbody>
</table>
In 2013, St Andrew’s School launched the Mind Lab Programme with students in Years 3, 4 and 5. This initiative is a game based thinking skills programme where students are taken through a series of board games to act as a tool, for learning thinking abilities, social skills and metacognition. The thinking skills and strategies that flow from the games are explored in a wider context seeking transference to other areas of learning and life skills and encourages students to act with integrity and respect as global citizens.

This programme is an extension of our social and emotional well-being programme. It aligns with the Creative and Critical Thinking General capability of the Australian Curriculum and proves a powerful provocation to use with students to explore and develop the attitudes and learner profile attributes within the International Baccalaureate Primary Years Programme. The games provide teachers and learners with an engaging tool to challenge and develop the habit of “thinking about thinking”. Some of the thinking methods and strategies explicitly modelled and explored through Mind Lab include:

**The Stoplight Method:** To foster managing impulsivity

**Detective Method:** Acting like a detective through questioning to get to the cause of a problem

**Migrating Birds Method:** Working together for success by understanding the group’s goals.

The programme was launched with introductory lessons explicitly delivered by the teacher. This was followed by a parent information session facilitated by Mr Chris Ramsden: Managing Director of Mind Lab South Australia. During this session, the philosophy and methodology of the programme gave parents an opportunity to experience a mini lesson of Mind Lab.

During the first few weeks of implementing Mind Lab, Essential Agreements were formulated around the use of and care for the games and explicit teaching sessions saw teachers and students explore the thinking games. Associated discussions followed the game playing around the strategies and thinking skills learned within the game.

In addition to the school-based resources, each student received a take home game and workbook. The take home kit was sent home with the students at the end of the launch week. This kit was designed to provide an opportunity for families to engage with the programme and support the learning at school. Each year, students in the programme will receive a different take home game.

We look forward to the possibilities that this exciting programme offers and are embarking on a new journey in 2014 with the introduction of Mind Lab Olympics. Children in Years 5 and 6 will compete to win a place in the first St Andrew’s Mind Lab Olympic team to compete against other schools in South Australia. The future may see St Andrew’s compete in this competition internationally with our children representing Australia at the International Mind Lab Olympics.

“While the challenges facing us as educators have grown significantly, our mission has become more important than ever before. Today, education is the key to individuals’ and societies’ well-being. Working together, we can make significant contributions: empower teachers with innovative educational tools, assist in bringing parents closer to schools, improve educational quality, and prepare our children for tomorrow.”

The Mind Lab Team
Teacher Attendance

Teaching staff attendance for 2013 was 96.55%.

Teacher Retention

Of the 52 Reception to Year 7 teaching staff employed in 2013, 2 have taken maternity leave. Five teachers left the School at the end of 2012.

In our Early Learning Centre, 13 staff were employed which is an additional 3 staff due to an increase in enrolments.

A Director of Music, Coordinator of Bands, Coordinator of Strings and 20 instrumental music teachers are employed, as well as a Director of Sport and PE and 2 PE staff.

Specialist subject teachers are employed teaching Art, ICT, Cybrary, Mandarin, Italian and providing Learning Support. St Andrew’s specialist staff coach tennis, classical dance, dancesport, and chess in our Co-curricular Programme.