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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 2012, we begin our 162nd academic year.
Throughout 2012 St Andrew’s has developed a new Strategic Plan which was developed in collaboration with Staff and the input from surveys of students and parents, which gave us valuable feedback and information to inform the planning process.

I am confident that the Strategies outlined in this plan will build upon the great work of the past ensuring the strength and vitality of the School into the future. Underpinned by our values of Integrity, Inclusiveness, Creativity and the Celebration of Success, this will guide and articulate our focus for the coming years.

We believe that by building on the School’s educational foundations and history we will continue to be a dynamic learning community with a strong vision for primary education, a commitment to high standards of learning and teaching, diversity in co-curricular activities and active community involvement leading to a sense of connectedness within our community. St Andrew’s is always committed to inspire young children from Early Learning through their Primary education, building on the unique possibilities each child brings to our learning community and developing them as leaders today and in the future.

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 of 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.

Vision

St Andrew’s is a leading primary school distinguished by the delivery of tailored quality teaching and learning programs 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, articulate world citizens.
TOUCHING TOMORROW provides St Andrew’s students with a contemporary education preparing them for an unknown and dynamic future.

In our current students’ world:
• Life expectancy is longer.
• Their world is borderless.
• The Asia-Pacific region is a strong focus.
• Environmental issues are impacting.
• Technology is part of everyday life.
• Being hopeful, happy and comfortable about the future is key.

The new frontier for organisations, especially education, is organic in nature, requiring adaptability and flexibility.

What does it mean for our students?
• Prosperity is likely to centre on brain-power and know-how.
• Problem solving skills, problem identifying skills, creativity and strategic brokerage are likely to be in demand.
• An internationally minded perspective will be essential.
• Value will be created through people. Self-directed learning will be the norm and interdependence valued.
• Technology will refashion how knowledge is accessed, produced and owned. Technology is changing the way schooling is organised.
• The old way of learning in steps and stages by a set sequence in traditional, didactic ways is passing. Learning is more organic, a web of interconnections where information is accessed from different angles. Customisation will be the norm.
• Knowing what they stand for and where they stand in life’s great scheme will be even more important. Values and belief systems are likely to gain growing importance.
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.

TOUCHING TOMORROW for our teachers is about developing a professional learning community that will be systematically organised to deliver challenging, creative curriculum for a changing world.

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

TOUCHING TOMORROW for our parents is about engaging in a partnership of mutual benefit where the School, the child and the family are interdependent.
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 School Board I am pleased to present my report for 2012 as our 162nd year draws to a close. The Board is deeply committed to the future - of your children, of the society they will participate in and the world they will shape.

Developing and sustaining an educational environment that is future-focused and enables our students to reach their full potential and meet the challenges of their global future is core to our vision. To this end, all of the actions of the Board are geared towards ensuring that not only our own children, but also future students are as well prepared as possible for an unknown future that will involve significant change.

St Andrew’s School remains in a strong position and continues to be the preeminent primary school in South Australia. We are proud of our students, and equally proud of our highly committed staff, our rich history and very strong community. I would like to extend our thanks and gratitude to our Principal Deb Dalwood, the Leadership Team and to the teaching and support staff for their ongoing dedication and significant contribution throughout the year.

Throughout this year, the Board has worked hard, focusing on strategies to ensure the School’s viability and prosperity into the future. This year, the Board has developed a new 5 year Strategic Plan and continued its practice of prudent financial management in these difficult economic times.

Earlier this year, the Board farewelled Katherine Edmonds after 5 years of service including over 2 years as Chair and we sincerely thank her for her contribution. As Chair, Katherine steered the Board and the School through a number of challenging times, including the departure of a Principal and the appointment of a new Principal, the finalisation of the Gymnasium and Performing Arts Centre as well as significant involvement in resolving the issues with the transition to our new School uniform. The Board would like to welcome our new Chairman for next year, Garry Winter. Garry is married to Elise who has been very active in the School community for many years, they have four children, two currently at the School with two to start in the ELC in 2013. Garry is a practicing solicitor, an experienced Director and Chairman and I wish Garry and the Board the best for the future.

To the graduating class of 2012, I congratulate you on reaching this milestone and may you always have happy and long lasting memories of your time at St Andrew’s.

It is now over 30 years since I graduated from St Andrew’s and I am pleased that the School still has the same feeling as in the 1970s; children’s wellbeing and education are at the centre of everything we do, and our community is committed to their children, but also committed to the School.

Richard Mintz
Acting Chair, St Andrew’s School Board
As a School we are continually assessing our performance. Can we do it better? How can we improve? These are questions we constantly ask in relation to all aspects of our School days.

The students participate in tests within the classroom formed by their weekly learning, given they are standardised tests; these tests are of their learning. We also engage in the NSW University Math’s, Science, English and Written tests which indicate how our student learning compares with others across Australia. Teachers also assess their students learning as they begin units of work, this is assessment for the students learning and informs planning. The Federal Government also requires us to be accountable for Literacy and Numeracy Learning and to meet these needs our Years 7, 5 and 3 students have completed the NAPLAN. This year our results in this were very good and are reported in this publication in some detail. (See page 20) and the MySchool website.

This year we conducted focus groups and the Parent and Staff surveys; this enabled us to understand what we are doing well and areas for revisiting. This highlighted for example, that there is a need for the wellbeing and behaviour policies to continue being developed and actioned, ICT communication will now be further enhanced with a Parent Portal, and we are continuing to be a Primary School, ELC to Year 7 in the foreseeable future, with our focus on Primary Education.

While it is important to check that our students are progressing well and have the skills in these areas, we have more aspects of learning that we value at St Andrews, such as the sense of belonging, caring and watching out for our neighbours, of curiosity and collaboration. All of these are core values at St Andrew’s and attributes we desire for Students educated at St Andrew’s as they move on through life.

We are reminded that in life the awards and accolades given for sport and academics take second place in our memories to those who show kindness, friendship and caring toward us. The interconnectedness that belonging to the St Andrew’s Community gives us is something invaluable and something to celebrate each day. We are privileged to have the opportunities that being part of the St Andrew’s Community offers all of its members.

2012 was a very busy year. Our learning programs extend well beyond the classrooms, camps and excursions, and our Year 5 Exhibition and Year 7 Personal Project which reflect how we make learning personalised and relevant. This engagement with learning is one of the keys to success at school and beyond the school yard fence.

As an IB School having international mindedness and being globally aware are key. Units of inquiry have been designed to offer opportunities and encouragement to our Students to think globally and to want to make a difference. Taking action as a result of a desire to make a difference is something we see often at St Andrew’s. It is valued and helps to connect with the international community. This means that our students are engaged with the School community, the local community in Walkerville, the Australian community and to the world, we believe this is something to be proud of.

I commend the Staff for their commitment to high quality education for the Students of St Andrew’s, for their work in academic, spiritual, physical, musical and also the social emotional development of the children in care. This adds to the strength and success of the School in 2012.

Deb Dalwood
Principal
Financial Results

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

Staffing costs are inline with other Independent Schools.
Parents’ Association

The members of the Parents’ Association are a dedicated group who volunteer their time to provide opportunities which strengthen the ties of the School community by organising various fund and friend raising events throughout the year.

This year we continued to present some of our favourite annual events and introduced new initiatives to engage the children, as well as parents in our activities.

The Parents’ Association hosted a morning tea on the first day of school to welcome our new and existing families. In Terms 1 and 3 we presented ‘Dové Café on the Go’ and hosted coffee mornings on-site in the ELC and Reception buildings to assist our new families 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.

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

The inaugural Mother’s Day Stall was a great success, the children relished the opportunity to choose something special for Mum. The Little Black Dress Mum’s Night Out, supported by Liza Emanuele, was enormous fun.

The Parents’ Association are once again grateful to Cibo and the Cardone family for their generous support of the popular Father’s Day Breakfast.

In 2012 our major fundraising event was the Big Fab Greek Dinner Dance which was a fantastic evening of fun, food and dancing. Our co-hosts Theo Mylonas and Nick Steel, led us through an odyssey of plentiful Greek fare and music, while a live bouzouki band and DJ kept the dance-floor jumping all night.

The Parents’ Association finished the year by organising the first ever St Andrew’s Christmas Market, where we filled the Gymnasium with over 30 stallholders from local businesses offering wonderful and varied products.

We continue to be very proud of our School community cookbook ‘Memento’ which is promoted with great enthusiasm at our events and the Walkerville and Prospect Fairs. Memento is an asset to any kitchen and a keepsake for our children. We also continued to raise money through Entertainment Book sales, and the annual Junior Primary Tea Towel and Christmas Card drives.

Thank you to all of the Parents’ Association members for their wonderful help and support for all of our events during 2012. Particular thanks goes to Karen Rogers, who stepped down as President in June after 2 years of dedicated and inspiring service in that role.

To the school community, we sincerely thank you for your continued enthusiastic support of our events.

Foundation Board

The Foundation Board participated in another year of contribution to St Andrew’s School with scholarships, direct financial donation and in liaising with the community to achieve donations and bequests for future generations. Thank you Chair, Janet Stone, the Board and Foundation Members.

Past Students’ Association

2012 Reunions
Class of ‘72
Class of ‘82
Class of ‘02
International Mindedness

While other organisations might talk about ‘global awareness’ or ‘international relations’, for the International Baccalaureate (IB) and for St Andrew’s School, the key phrase is ‘international mindedness’. This distinction is not mere semantics: the term ‘mindedness’ is very important in defining the IB learner’s approach.

‘Mindedness’ is about having empathy and not just knowledge, it is not something that is taught in any particular class; instead it is so embedded in the way an IB student learns that it becomes part of their consciousness.

At St Andrew’s we offer two specific programs that we believe help our students become more internationally minded, these are the Seibo Exchange and our China Tour.

Seibo Exchange

The Seibo visit of Japanese students to St Andrew’s is a great experience and allows our students to share our culture, and show how different life is in Australia. During the week’s activities and the ongoing interactions between the students it is quickly evident, even though we come from different parts of the world, we share common interests, such as similar food, drinks and games.

As the visit progressed we learnt that the students from Seibo have a belief in God and pray before and after every meal. To aid communication, St Andrew’s students carry Japanese dictionaries and, when at school, families with a Seibo student would discuss how the visit was progressing. Students share thoughts on how it felt to have a Japanese student in their home, some had an excellent time, whilst others faced problems and difficulties. This taught our students to be more understanding and compassionate.
China Tour

In 2012, St Andrew’s School embarked on their first China Tour, a project that took two years to come to fruition. In September, a group of 32 Year 6 and Year 7 students, accompanied by Nick Steel, Chris Boden, Yu Qin and Cathie Egarr, spent 12 days experiencing China and its culture.

The tour was an outstanding success with a variety of highlights and the two years of planning were rewarded on every level. St Andrew’s were completely welcomed by China and the Chinese Government and were fortunate to be part of a performing group for the Beijing International Tourism Festival.

Impressively St Andrew’s students were involved in shopping and bartering and loved the opportunity to buy gifts for family and friends to take home.

The 2012 China Study Tour exceeded all expectations, every day brought highlights and the children engaged with all the new sights, sounds, smells, food, experiences and people.
This year St Andrew’s School held two Grandparents’ Days for the Junior Primary and Upper Primary. The School was overwhelmed and delighted with the large number of Grandparents and Special Friends who were able to attend.

The presence of special visitors meant so much to the students at the School. The children very proudly showed their classrooms and school to their guests, and were happy to explain a little of their school day lives and the learning that happens in this time.

St Andrew’s understand that Grandparents support their grandchildren in many different ways and Grandparents’ and Special Friends’ Day is a chance to salute and thank them for all that they do. Extended family and community are valued and add to students’ lives and being connected helps children to be resilient as well as adding to the enjoyment of life.

Some of the best educators are grandparents.

Charles W. Shedd
As the first counsellor to be employed at St Andrew’s School it didn’t take me long to realise that I was amongst an environment of passion and innovation. The School in its employment of my role acknowledges the research and the importance of the interrelationships between learning, achievement, behaviour and social and emotional wellbeing.

I have proactively engaged with the St Andrew’s community to assist in bringing these facets together for the students.

It is St Andrew’s belief that a comprehensive whole school approach to student wellbeing is needed. To this aim I have:

• Enhanced the development of the School environment where children and young people feel safe, valued, engaged and purposeful through explicit work with students (such as focus groups around yard behaviours and spaces within the yard as well as the development of a Games/Lego club as an alternative for students).

• Delivered and developed a social and emotional curriculum which provides students with opportunity to acquire knowledge and develop positive values, attitudes and behaviours. This includes You Can do It, STOP THINK DO and What’s the Buzz. These programmes have been run as small groups,

• Explicitly worked within the classroom context or integrated as part of the units of Inquiry through the IB curriculum.

• Provided access to structures designed to identify and support all students, in particular those students dealing with learning, social, emotional or wellbeing needs including the implementation of staff support, when working with these students, and the creation of behavioural Individual Education Plans.

• Established partnerships with parents and wellbeing specialists to ensure appropriate assessment and intervention is available to those who need it most. This includes parenting workshops, a weekly “counsellor’s corner” where parenting information is given, one on one work with students at school or after hours and, in the case management of particular students at risk, involving outside specialists.

Donna Longden
School Counsellor
In 2012 the Early Learning Centre continued some current initiatives and implemented various new programmes. The Australian Government has a strong focus on providing quality Early Childhood Education for all Australian children. St Andrew’s Early Learning Centre has been part of these initiatives and worked towards their goals which has increased the activity at our Centre.

The National Quality Framework which sits within the National Early Childhood Development Strategy includes:

- National Quality Standard for Early Childhood Education (ECE) and Care and Outside School Hours Care
- Early Years Framework (EYLF) - A curriculum framework supporting the learning and development of children aged from birth to school entry
- Universal Access National Partnership for Early Childhood Education
- Workforce Initiatives in Early Childhood Education and care which provide for training of early childhood education.

Each of these aspects has had an impact on the Early Learning Centre as the School implements the National Quality Agenda, with a brief overview included in this report.

**Playgroup**

Playgroup was first introduced in Term 4 of 2011 and continued to be a popular occasion for families in 2012. It was seen by some participants as part of the additional orientation opportunities for children about to begin at the ELC and other local families attended who may have not viewed St Andrew’s as part of their child’s educational avenues. This satisfies the section of the Quality Improvement Plan (QIP) which is part of the Australian Governments’ National Quality Framework, involving and welcoming the local community into the Early Learning Centre.

**Vacation Care**

At the end of 2012 St Andrew’s had completed twelve months of Vacation Care, which proved to be more successful than anticipated. Numbers were originally estimated at 12 per day, but on some days the attendance exceeded 30. The appointment of Yvonne Massacci to act as Coordinator of ASC and Vacation Care in Term 3, assisted in the management of the programme.

*Stand aside for a while and leave room for learning ... perhaps teaching will be different from before.*

Loris Malaguzzi
Tarragon, Lavender and Rosemary Rooms

A decision to change the age groups of the children in the rooms at the Early Learning Centre proved to be popular to teachers, beneficial to children and strongly supported by the families. Tarragon now caters for children aged 3.5 years, to support age appropriate learning needs and activities. This also meant that Rosemary and Lavender Rooms could cater specifically to children in their 12 months prior to starting school.

Quality Improvement Plan (QIP)

Staff continued to work through the QIP, which had a completion date of April 2012. Due to this requirement the School introduced at least one late night Staff meeting a term, until 6.30 pm, to enable the Staff to complete the documentation required as a team and have valuable input.

Programming

Another aspect of the QIP is the requirement of displaying the learning programmes overview that addresses the International Baccalaureate and Early Years Learning Framework (EYLF), these can be seen in each room. The School is also required to reflect the Reggio Emelia philosophy of the centre, which is making the children’s learning visible through documentation.

After School Care has also commenced programming using the same model to address the IB and EYLF.

Professional Development (PD)

The Staff were involved in many PD opportunities during school, on weekends and evenings. The majority of PD was directed through AISSA to ensure Staff and the centre met the requirements of the Regulatory Authority Board and the National Quality Framework (NQF).

Three staff members received fully funded scholarships to complete a Bachelor of Early Childhood Education, which will supplement their Bachelor of Primary Teaching. A requirement of working within the NQF is that all Early Childhood Educators must have a minimum of four years training in Early Childhood Education to be qualified to be part of the Early Learning Centre Staff.

Another staff member commenced a part scholarship to up-skill her Certificate III to a Diploma of Children’s Services.

The opportunities for further study have been embraced by Staff who believe in quality education for themselves and the children who they teach at the Early Learning Centre.
**Student Achievement**

**Student Enrolments**

Based on the 2012 Census return the number of students enrolled at St Andrews from Reception to Year 7 as at August 2012 was 538 (including 78 children enrolled in the Early Learning Centre), compared with 566 in 2011 and 531 in 2010. These figures include full fee paying overseas students.

**Student Attendance**

The average student attendance rate for 2012 was 96.5% compared with 95% in 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>Reception</td>
<td>97.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.6%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

TOTAL 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 in situations 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
- French
- German
- Greek
- Gujarati
- Hindi
- Igbo
- Italian
- Japanese
- Kannada
- Konkani
- Korean
- Macedonian
- Malayalam
- Mandarin
- Marathi
- Persian (exc Dari)
- Punjabi
- Serbian
- Sinhalese
- Swedish
- Tagalog
- Tamil
- Teochew
- Vietnamese
The continuous nature of the Reporting Bands allows schools to monitor student achievement from one test to the next and to compare year level results against standards further along the continuum.

Our 2012 results show that the St Andrew’s average scores are generally in the range of 10 to 23% above the State Average with the Year 3 St Andrew’s average results being similar to the Year 5 State average in all Literacy components of the test.

The St Andrew’s Year 5 average results compare favourably with the Year 7 State average and exceed the State average for Year 7 in Spelling, Grammar, 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>Subject</th>
<th>Year 3 NAPLAN 2012</th>
<th>Year 5 NAPLAN 2012</th>
<th>Year 7 NAPLAN 2012</th>
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<tbody>
<tr>
<td>Spelling</td>
<td>469.8</td>
<td>542.9</td>
<td>613.3</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>482.9</td>
<td>541.1</td>
<td>630.1</td>
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<tr>
<td>Writing</td>
<td>451.3</td>
<td>509.8</td>
<td>584.5</td>
</tr>
<tr>
<td>Reading</td>
<td>479.5</td>
<td>555.1</td>
<td>618</td>
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<tr>
<td>Numeracy</td>
<td>455.8</td>
<td>555</td>
<td>653.7</td>
</tr>
</tbody>
</table>

St Andrew’s – % above State Average:
- Year 3: 16.7, 19.2, 12.0, 17.5, 21.0
- Year 5: 12.7, 14.6, 10.1, 14.9, 17.7
- Year 7: 14.3, 16.4, 13.2, 15.2, 23.6

St Andrew’s – % above National Average:
- Year 3: 13.5, 14.0, 8.6, 14.4, 15.4
- Year 5: 9.8, 10.9, 7.0, 12.6, 13.6
- Year 7: 12.9, 15.4, 12.9, 14.2, 21.5

St Andrew’s – % of Students achieving National Benchmarks:
- Year 3: 100, 100, 100, 100, 100
- Year 5: 96, 98, 96, 98, 98
- Year 7: 100, 100, 100, 100, 100
Primary Years Programme Exhibition

Primary Years Programme (PYP) Exhibition

The PYP Exhibition emerged from the umbrella theme of sharing the planet, with the focus on issues of concern for individuals, communities and organisations. Global citizens communicate and connect to take action and effect change, this central idea was pivotal to all questions and investigations within the exhibition.

Once the students understand global citizenship is our role in the world, the idea of being a member of the global community is established and many questions ensue. What do we care about? What changes can we initiate? Is action required? How can changes be made?

The students were challenged by identifying issues of concern outside their immediate experiences. Their choices were global and local problems, including homelessness, poverty, animal cruelty, water quality, well-being and healthy life choices and many more variations that reflected important issues to them.

The Path of Inquiry enabled the students to focus their research on their chosen issue, with detailed information specifically indicating why the issue was important to them and developing initiatives on making differences in their school and the wider community.

The students’ actions were varied, including guest speakers from organisations such as the Red Cross which highlighted the awareness for blood donations, the Ghanain Association to expound the causes of poverty, and Small Change for Change to explain the need for building wells in African countries. Further action was realised through activities such as selling wrist bands for the Andrew McLeod Foundation for Indigenous Sports People, the collection of donations of percussion instruments from music suppliers to go to disabled children in orphanages in Indonesia and the benefits of art therapy to improve the wellness of people. These endeavours by the students were inspiring and reflected their passion and realisation that their role as part of a community can make a difference.

This Unit of Inquiry, culminating in the Exhibition, was an opportunity for the students to be knowledgeable, passionate, caring young people and have an awareness of the issues that require acknowledgement and action.

The response from their chosen issue demonstrated the potential for enduring understanding of the central idea and the commitment needed to take action. The students’ actions for global citizenship and personal responsibility will hopefully be enduring.
Tournament of Minds

Tournament of Minds (TOM), the national problem solving programme for teams of primary and secondary students, provided many opportunities for our students to showcase their creative thinking skills. As in the past, interested students auditioned to secure a highly prized place in one of our four TOM teams: Maths Engineering, Language Literature, Applied Technology and Social Sciences. The children were assessed on their problem solving, creativity, teamwork and drama skills. For those students who secured a TOM place, these abilities were put to the test in solving multifaceted, open-ended challenges in their team’s discipline.

As always, our team members put in long hours with their facilitators – Mrs Ponting, Ms Dekok, Mr Huebl and Mrs Kingston – to ensure that their challenge responses fulfilled all requirements and entertained audiences. The South Australian competition was held at Flinders University on Sunday 9 September 2012, with 40 primary schools participating in the Tournament Day.

Each team presented first rate performances as St Andrew’s cheered them on, making their facilitators proud of their support for each other. Continuing the School’s impressive history of success at state level, all St Andrew’s students walked away with a medal; our Maths Engineering team won First Place in their category and all other teams were awarded Tournament Honours (runner up). It was a truly remarkable achievement; a real testament to the talent and dedication of our students.

TOM teams converged in Perth for the Australasian Pacific finals in October with St Andrew’s Maths Engineering ready to respond to a three hour challenge. Prior to the event, they had attended two lockdowns with challenges from previous national days. St Andrew’s presented a creative and divergent response to the challenge, but not enough to gain a place in the final three. It was a memorable experience for all team members and they can be proud of the skills displayed and the demeanour in which they represented our School.

Mrs Kingston and Mrs Ponting
Tournament of Minds Coordinators
Music at St Andrew’s is a journey of discovery through participation, sharing of ideas and the opportunity to experiment with a wide palette of sounds and technologies.

Performance is central to all aspects of the music programme whether it is through solo, ensemble, class ensemble, composition or a mixing of pre-recorded and live material in the new technology units.

**Classroom Music**

The Junior Primary music curriculum, led by Veronica Ryan, encourages learning through play using movement, singing, tuned and untuned percussion and through creating their own instruments using everyday materials.

The Upper Primary music curriculum explores elements of composition and performance through various methods and has this year included exciting new music technology units led by Simon Varga.

**Instrumental Music Programme**

The Instrumental Music Programme is an integral part of life at St Andrew’s with 429 enrolments at the commencement of 2012. Students are enrolled in either group or individual lessons. This year nearly 150 students participated in AMEB exams with outstanding results.

The Instrumental Music Programme is a significant programme with 22 instruments offered, including: Acoustic Guitar, Alto Saxophone, Bass Clarinet, Baritone Saxophone, Cello, Clarinet, Percussion, Piano, Piccolo, Recorder, Singing, Tenor Saxophone, Theory, Trombone, Trumpet, Viola and Violin.

**Ensemble Programme**

In 2012 there were 25 ensembles running with the majority by invitation according to level of experience, or open for general participation. Within the ensemble programme there are four distinct and graded pathways offering the full range of orchestral, concert band and choral experience, including Handbell Ringing and St Andrew’s Orchestra as feature opportunities.
The annual Bands Cabaret includes all the Concert Band Programme ensembles. The senior ensembles participated in St Andrew’s in Concert, and all ensembles had performance opportunities at School Assemblies and various school and community events. At the Australian Band and Orchestra Directors’ Association Schools Band and Orchestra Festival the Senior and Intermediate Concert Bands achieved a Silver and Bronze Award respectively. A great achievement considering that St Andrew’s was one of only two primary schools participating in the festival.

**String Programme – Ensembles by Invitation**

An Evening with Strings is St Andrew’s premier event for string, featuring all of the String Programme. The Senior String Orchestra and Bass Section participated in St Andrew’s in Concert, and all ensembles had performance opportunities at School Assemblies and various school and community events. The String Programme includes: Beginner, Junior, Intermediate and Senior Strings Orchestras, as well as the Bass Section and Guitar Ensemble.

**Choir Programme**

Senior Concert Choir and Senior Vocals perform at St Andrew’s in Concert and Speech Night. The year level choirs have numerous performance opportunities relative to their year level including Assemblies, Grandparents’ Days and Junior Primary Carols.

**Handbell Programme**

The Handbell ensembles perform at major School events and are a favourite for special events in the Church calendar. Students experience various performance techniques in the form of Table Bells, Handbells and Processionals.

Ensemble students work towards events in the St Andrew’s calendar, such as Junior Primary and Upper Primary Grandparents’ Day, An Evening with Strings, Year 4 Musical - *Jungle Book*, Bands Cabaret, St Andrew’s in Concert, Autumn and Spring Recitals, Instrumental Staff Concerts, Junior Primary Carols and Speech Night.

Anna Coppens  
Director of Music
The major sporting events, which in many ways are the highlight of the sporting year, were the Cross Country, Upper Primary Year Level Sportsdays and Sportsday Finale, Swimming & Athletics Carnivals and Junior Primary Sports Day. These events ran smoothly and the level of participation and development from our students was excellent.

Interschool sport provides the opportunity for the older students to apply the skills that they have developed within the PE Programme. This year, we fielded 32 teams and offered 9 different sports in weekly competition.

**Boys Sport**
- Mixed Basketball A (White & Blue), C (White & Blue)
- Cricket A & B
- Hockey
- Modified Soccer
- Soccer A, B & C
- T-Ball (4-7)
- Tennis A1, A2, B1, B2, C (White & Blue)

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

While many students have performed extremely well in the various levels of competition available to Primary aged students, 40 students have gained North Adelaide representation at a District Level and five in particular rate a special mention. Nicholas Egarr and Milly Wood in Athletics, Nicholas Egarr and Evie Hood in Cross Country and Paxton Silby in Hockey were successful in gaining selection in their chosen State Teams and participated in the National Championships around the country.

At Speech Night, awards were presented to students in sports teams for Excellence, Improvement, Consistency and Team Contribution.

Theo Mylonas
Director of Sport
<table>
<thead>
<tr>
<th>No.</th>
<th>Event Title</th>
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<tbody>
<tr>
<td>1</td>
<td>It’s Time: 2012 Kodaly National Conference</td>
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<td>2</td>
<td>2012 ACEL Conference - Leading Learning in the Conceptual Age</td>
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<td>3</td>
<td>A Whole School Model of Leadership Development</td>
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<td>4</td>
<td>ABODA - Australian Band and Orchestra Directors Association</td>
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<td>5</td>
<td>Aboriginal Student Engagement and Wellbeing</td>
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<td>6</td>
<td>Aboriginal and Torres Strait Islander Personal Learning Plan</td>
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<td>7</td>
<td>ADAPE Conference</td>
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<td>8</td>
<td>Advanced Financial Management for Schools</td>
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<td>9</td>
<td>Aligning School Curriculum - Early Years Framework</td>
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<td>10</td>
<td>ASME Term 3 Music Conference</td>
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<td>11</td>
<td>Australian Council for Computers in Education</td>
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<td>12</td>
<td>Australian Curriculum Health and PE Shaping Paper</td>
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<td>13</td>
<td>Belonging, Being and Becoming - Understanding the Early Years Framework</td>
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<td>14</td>
<td>Best Practice for Engaging students with an Autism Spectrum</td>
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<td>15</td>
<td>Breakfast with Dr Hill - Australian Curriculum &amp; Effective Assessment</td>
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<td>Building Leadership Capacity in Early Childhood Services</td>
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<td>CAPD Workshop</td>
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<td>CBCA National Conference</td>
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<td>19</td>
<td>Developing Indigenous Cultural Integrity in Early Childhood Services</td>
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<td>20</td>
<td>Developing the Service Quality Improvement Plan in Early Childcare</td>
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<td>21</td>
<td>Developing the Service Quality Improvement Plan in OSHC Services</td>
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<td>22</td>
<td>Drawing and Painting for Manga Comics</td>
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<td>Engaging Readers through Literature</td>
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<td>Environment as Third Teacher</td>
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<td>Explicit Teaching Techniques for Reading and Spelling</td>
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<td>26</td>
<td>Supporting Learners with Writing Difficulties</td>
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<td>27</td>
<td>Facing up to Facebook</td>
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<td>28</td>
<td>Focus on assessment for Teachers of Languages 2012</td>
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<td>29</td>
<td>George Booker Maths Workshop</td>
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<td>30</td>
<td>Hub Group - English, History &amp; English, Maths, Maths &amp; Science, Science</td>
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<td>31</td>
<td>I Giochi Olimpici - Interactive White Boards</td>
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<td>32</td>
<td>ICT and Pedagogy Partnerships Conference</td>
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<td>33</td>
<td>Including Studies of Asia in Curriculum</td>
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<td>34</td>
<td>Indigenous Education - Focus Teacher Programme</td>
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<td>35</td>
<td>Induction to the PYP</td>
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<td>36</td>
<td>iPad Puchasing and Developing</td>
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<td>37</td>
<td>Walker Learning Approach - Personalised Learning for Grades R-2</td>
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<td>38</td>
<td>You Can Do It!</td>
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<td>39</td>
<td>Italian Language and Culture Day</td>
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<td>40</td>
<td>Jolly Phonics - Session 1 and 2</td>
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<td>41</td>
<td>Jolly Phonics and Jolly Grammar</td>
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<td>42</td>
<td>Jolly Phonics Workshops Session 1, 2 and 3</td>
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<td>43</td>
<td>Keeping Up to Date with Latest Research</td>
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<td>44</td>
<td>Key Teacher Day - Learning Support</td>
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<td>Keyword Signing</td>
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<td>Language of Maths to Enhance Understanding</td>
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<td>47</td>
<td>Lead Teacher Day</td>
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<td>48</td>
<td>Making Learning Visible with Wendy Lee</td>
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<td>Master Class with Peter Wagstaff</td>
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<td>Meeting with other Uniform Managers</td>
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<td>51</td>
<td>MLATS Number Workshop</td>
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<td>52</td>
<td>Mobility Fertility: Learn How to Grow a Secure Mobile Strategy</td>
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<td>53</td>
<td>Music Technology - IPADS in Music</td>
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<td>Naplan - Improve Literacy</td>
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<td>National Counsellors Conference 2012</td>
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<td>Navigating the Digital Shift - Transliteracy, Transparency &amp; Curation</td>
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<td>Numeracy Leaders Day</td>
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<td>58</td>
<td>Picasso Till Midnight</td>
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<td>Play is the way</td>
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<td>60</td>
<td>Professional Learning Projects for Schools 2012</td>
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<td>61</td>
<td>Reading Comprehension &amp; Explicit Teaching Techniques for Reading and Spelling</td>
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<td>62</td>
<td>Reggio Emilia in Singapore</td>
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<td>63</td>
<td>School Debt Collection Masterclass</td>
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<td>64</td>
<td>Sensory Integration in the Classroom</td>
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<td>65</td>
<td>Transforming Traditional Classroom Practice for 21st Century School</td>
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<td>Updating knowledge of Current Legal Requirements</td>
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<td>67</td>
<td>Your Classroom, Safe and Productive Programme 2012</td>
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<td>68</td>
<td>Young Peoples Companion Training</td>
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<td>69</td>
<td>What’s the Buzz?</td>
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<td>70</td>
<td>IPSHA Hub Group</td>
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</table>
The total expenditure on professional learning for the 61 teaching staff involved in external professional development in 2012 was $23,048.84, an average of $437 for each staff member.

International Baccalaureate training in which staff participated in included:

- What Does it Mean to be Educated - IB Annual Conference
- Concept Based Learning Category 3
- Play Based Learning Category 3
- Making the PYP Happen
- Teaching and Learning Category 3
- The Role of ICT Category 3

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

Teacher Qualifications

Grad Dip Education  7
Masters           6
Ed/Tech Diploma   7
Bachelor of Education (Hons)  6
Bachelor of Education/Teaching 46
Bachelor of Music  5
Other             3
St Andrew’s Students’ Comments

I have benefitted greatly from the Personal Project and I will definitely use all that I have learnt. It sets you up for the future and it gives you so many new techniques and new experiences that you can take to your high school.
Evie Hood 7W

I believe that the Personal Project has been a good experience for secondary school, teaching me new skills like independence, and giving me a good insight on what I could improve, like time management and organisation.
Andrew Lee 7W

The Personal Project has been both fun and challenging. I feel that now I may be able to become like those ingenious humans who have influenced our world.
Marcus Kha 7W

While it was daunting at first, having a great mentor in Mr Peartree, keeping a journal, a mind map and have a general plan and goal has meant that the Personal Project, for me, has been a great and enjoyable experience.
James Edwards 7B

I found throughout this project that I had to think outside the box.
Adam Binks 7B

The Personal Project has been an amazing experience for me. I have learnt a lot, not only about the topic but about myself as well.
Joanna Nelson 7B

Year 7 Personal Project

The Year 7 Personal Project is a significant body of work which spans over two terms of the school year. The student’s personal projects presented a mature and developed understanding of the Middle Years Programme (MYP) of the IB, 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 molecular gastronomy; modern dance choreography; origami; knitting and making a xylophone.
Parent Satisfaction

In June 2012 around 200 of our parent community participated in a Satisfaction Survey, which has given St Andrew’s feedback on various areas of the School. This data informed the schools’ planning and enabled the School to reflect on our current practices, always looking to improve what St Andrew’s has to offer.

There were many areas where feedback was very positive, these included:

- Quality of teaching and learning
- Administration staff
- Co-curricular program

The provision of a stimulating learning environment, students being respectful of themselves and others, the delivery of sound teaching of the basics, using effective teaching methodologies and building confidence in students were all rated as very important.

Other areas that indicated that parents were somewhat satisfied and while above a comparable benchmark the following could be enhanced further:

- Social, Emotional Relationships including Bullying/Wellbeing
- Communication
- IB in regards to the School structure
- the School’s vision for Year 7

Over the last two years the development of social, emotion curriculum and values that underpin all we do have been a key focus of staff professional development, through enacting our policies and sharing these with student’s our expectations are clear. The Staff are working to embed practices leading to a whole school approach to Well-being and Pastoral Care. This process involves staff, students and parents; we want St Andrew’s to have a clear direction and ethos that creates positive relationships, quality care and support at its core.

St Andrew’s aim is to have the community fully informed and an understanding of what we do. This will become further embedded as the School practice, reflect and act to ensure that St Andrew’s prevents and responds to aggression and acknowledges the working role of families to create a safer, respectful community.

Staff Survey

Teacher satisfaction is determined through a Staff Survey and informal conversations. Anecdotal feedback indicates St Andrew’s staff enjoy working at the School and the collegial support and opportunities this provides is valued. Staff morale and pride are high.

Strong levels of satisfaction were given to:

- Quality teaching and learning
- Quality of Caring and Support
- Administration and support
- Leadership
- Curriculum
- Work group cohesion
- Communication
- Professional development
- Job satisfaction and morale
- Involvement and change

Low levels of satisfaction were given to:

- Evaluates change effectively
- Explains decisions affecting my work
- Is able to retain good staff

These are areas for focus and for developing strategies to enhance staff’s beliefs and improve actions taken.

Student Satisfaction

During 2012 the Principal met with all Year 7 students to discuss their progress, their goals for the year and their ambitions. They spoke overwhelmingly of their satisfaction with their St Andrew’s experience and the opportunities afforded to them. Students were satisfied with the opportunities for co-curricular involvement, breadth of academic opportunities and the level of care and support provided through class teachers.


Teacher Attendance

Teaching staff attendance for 2012 was 99.13%.

Teacher Retention

Of the 60 Reception to Year 7 teaching staff employed in 2012, 2 have taken maternity leave.

5 teachers left the School at the end of 2012.

In our Early Learning Centre, 13 staff were employed which is an additional 4 staff in 2011 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.