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History

St Andrew’s School was established by St Andrew’s Church to provide an education for the children of Walkerville, teaching the principles of the Anglican faith. 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 2015, we began our 165th academic year.
Work on the School’s Strategic Plan continued to be a priority in 2015; the following actions have been taken to achieve our goals.

**Learners & Learning**
Delivering Outstanding Teaching and Learning

Using data in a holistic way to track and analyse student progress.

Embed Pastoral Care programmes with additional staff in the social and emotional area of well-being.

Continue with the ICT Plan implementation.

Our MYP visit was completed successfully which led to Year 6 and 7 teaching teams and specialists to further develop their understanding of the MYP, curriculum units and complete their professional learning.

**Sustainable Future**

Provide effective leadership of pastoral and spiritual care.

Staff professional development discussed the separation of professional and personal persona and maintaining the culture of the School.

The IDEAS project used productive conversations and continued to develop learning pillars consistent across all school learning and teaching.

New coordinators were appointed to formal roles.

Informal leadership opportunities for staff were developed in the IDEAS School Implementation Team and Ipad Implementation Group.

**People - Inspired & Committed People**

People - implemented the School’s new Strategic Plan in partnership with the School Board and Key stakeholders.

A yearly action plan was developed to ensure the achievement of all key operational objectives as listed in the School’s Strategic Plan.

Efficient business management of resources and risks were maintained.

Operating surplus to meet/exceed budget and effective debt management were the assumptions for all budgets and financial planning.

**Celebrating and Embracing our Community**

Continue to develop and enhance relationships, our reputation and the standing of the School community by being active and engaged with the broader community outside the School.

The Principal continued to be visible in the School, the Walkerville area and the larger Adelaide community as the School strives to monitor and continuously improve its public image.

A marketing plan for the attraction and retention of students was developed and implemented.

Continued to co-operate and work with relevant agencies.

The Principal continues to look for opportunities to influence the education agenda by working with the community, local, state, national and international bodies such as, AISSA, IPSHA, APPA and the IB.
Our Vision 2016

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, 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 |

What does it mean for our teachers?
Their role is ever changing as the School supports their talent development so they can:

| Share knowledge and creativity 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 Values

**Integrity**
We value and respect the contribution of all members of our community in determining our success.

**Inclusivity**
We nurture everyone in our School and encourage them to achieve their potential within a global context.

**Creativity**
We believe in innovation and continual evolution to be the best school we can be.

**Celebrating success**
We value the recognition, success and pride of our achievements (by the whole community).

Our Goals

**Learners and Learning**
Delivering outstanding teaching and learning.

**People**
Inspired and committed people.

**Celebrating and embracing our Community**
St Andrew’s School will be a community that is recognised as inclusive, connected and creative.

**Sustainable Future**
To ensure a strong and viable future from an environmental, social and financial perspective.
Chairperson’s Report

On behalf of the St Andrew's School Board it is my pleasure to once again present the Board's report for 2015. The year has been an eventful one, but as always has gone quickly, and there have been many achievements and highlights for the School during the year.

Firstly and foremostly, I would like to express my heartfelt congratulations on behalf of the School Board to the St Andrew's Graduating Class of 2015. The Board is enormously proud of all of you and your many achievements; we wish you nothing but the best in your future education and endeavours. We hope that you always remember, and be very proud, that you are St Andrew's Old Scholars, and that you maintain contact with the School and your fellow St Andrew's schoolmates at all times into the future. A St Andrew's education is a head start in the next part of your education and also your life beyond.

Academic excellence is always one of the highest priorities at St Andrew's. Providing students with the best environment possible to perform to their greatest potential is important, but this also involves hard work and effort on behalf of the students. It is very pleasing to see the amount of effort and hard work that the graduating students have once again put in to School life this year, academically and through co-curricular activities, such as music and drama. This was evident in the St Andrew's School Speech Night, which encompassed all of these areas of education, growth and development. It reminds me of a great quote from Thomas Jefferson who said: “I am a great believer in luck and I find the harder I work, the more I have of it.”

The School Board has dealt with many issues this year, including continued challenges with the push for Year 7 to move to Middle School. This year, the School has made a bold commitment to maintain Year 7 at St Andrew’s for the next 10 years, and it is pleasing to see that we will continue to have two Year 7 classes for 2016. The Board believes that the significant leadership benefits that are provided to St Andrew’s students in Year 7 are unrivalled at other schools, and in particular Reception to Year 12 schools. The pinnacle of the St Andrew’s school journey is Year 7, and the Reception to Year 7 experience gives the St Andrew's student the best foundation and a solid head start for their secondary education.

I am pleased to report that St Andrew's enrolments have been steady and that the School is in a sound financial position, keeping fee increases to a minimum and below that of our peer schools. This foundation is important as we embark on our next significant challenge; to transform the School to ensure that it is at the cutting edge of primary schooling facilities in the country and internationally. We have spent this year finalising the Master Plan process and will hopefully break ground on the first stage of this ambitious project during 2016, with the commencement of the redevelopment of the Habich building.

This year we saw the completion of the new 'Kiss and Drop' area at the rear of St Andrew's Church. This development has transformed an underutilised space, providing a safe and convenient area for parents to drop off and collect their children, and relieving the pressure from the surrounding streets at peak school times. These improvements also come on the back of the recent acquisitions of St Andrew's Lane and George Street by the School.

We will, of course, continue to actively communicate with the School community and seek feedback and input from all stakeholders where necessary, and to collaborate to achieve our goals.

I would now like to thank fellow Board members Tonia Karagiannis and Helen Trebilcock who both retired this year from the School Board. Tonia has been on the School Board for 5 years and was instrumental in updating the School’s governing documents to ensure proper governance of the School Board and its Sub-committees, along with the Foundation Board and the Parents' Association. Helen is leaving us after a relatively short time to take up a full time role, however Helen’s experience and contribution to the School Board over the past 12 months has been magnificent, and we appreciate her offer to continue to provide assistance to the School into the future.

I would also like to take this opportunity to welcome our new Board members, Keith Stephens as Parish appointee, Libby Blake and Kiran Hirenanna as Board appointees. We believe that we have selected the 'cream of the crop' from what was a broad range of skilled applicants, and that they will bring significant experience to our School Board. We look forward to their contribution over many years.
I would like to thank the Parents’ Association for yet another outstanding year of contributing to the School socially and financially. Particular congratulations to Liz Zikos, President of the Parents’ Association, for all of her, and her committees’ and volunteers’ efforts. The culture and sense of community at the School would not be the same without the contribution of the Parents’ Association.

I would also like to thank Kristian Downing as Chair of the St Andrew’s Foundation Board and all the Foundation Board members, along with Karin Dunsford, Director of Development, for all of their significant efforts throughout the year.

The Foundation Board has taken on the formidable task of raising a million dollars over three years to assist with the redevelopment of the School. Our gratitude goes to the Co-Chairmen of the Capital Campaign Committee, Andrew Mintz and Henry Botha. They are already a quarter of the way to their target and they have only barely started; I encourage everyone to support this worthy cause wherever you can.

I would once again like to take this opportunity to thank our Principal, Deb Dalwood, her Leadership Team, the Management Team, Alan Williams, the Finance Team, Teachers, Support Staff, Volunteers and many others who contribute to the School. Their hard work and effort throughout the year has been outstanding, and truly makes St Andrew’s the great school that it is.

Finally, I would also like to thank my fellow Board members for their support and continued dedication to the Board and St Andrew’s School, including Deputy Chair, Kristian Downing, Tonia Karagiannis, Lisa Gherardin-Glenn, Lynette Boerth, Helen Trebilcock and Reverend Peter Chilver.

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

Garry Winter
Chairman St Andrew’s School Board
As I reflect on the year that was, it is with a sense of wonder, and in some ways trepidation, that I realise how quickly the year has passed and just how much we have accomplished.

The seasons of the year, as seen in a garden, can be equated to not only the School year but the time spent by our students at St Andrew's.

As many of you know, I love gardening and in this report for 2015, I reflect on our School as a garden.

The children come to us as seeds or seedlings in ELC or Reception with so much potential; others were transplanted at different times to continue their growth with us. After you, as parents, have placed them in our garden we tend them as gardeners, adding the fertilizers of knowledge, inquiring and creativity. For some this can be seen in lush growth, for others the gardeners need to coax them along, giving extra care and guidance. Sometimes, there are some who need a little weed control, those who prove to be impatient, and others who are destined to grow free or vigorously.

The St Andrew's garden is full of plants that are many and varied in colour, shape and size, and bloom at different times and in different ways. We, the gardeners, take pride in each individual specimen, as we see them blossom and what a wonderful surprise when flowers bloom when we least expect it. This is truly a bonus.

A garden is a mixture and a single flower is not nearly as beautiful as a bunch. Remember that together you achieve much more, help each other, stand by each other, because each one of you is essential to the whole group and there is a richness that comes when gifts are combined.

Our garden has grown and blossomed this year, with the care of all its gardeners; our staff. This is truly a dedicated team whose focus is on the whole child, acknowledging the need to prune, trellis, fertilise and take the time to enjoy their successes. I am very grateful for the outstanding staff we have at St Andrew's. There is nothing quite like taking time to sit in the garden and enjoy the success of our labours. Parents and students, remember to stop and celebrate your successes.

Your teachers model a love of learning that is so important, and I thank them sincerely for their friendship and fellowship. The positive nature of our team creates a positive atmosphere in which we work each day, and creates a garden that others aspire to be part of and emulate.

This year has been a special one as the School celebrated its 165th birthday. The large birthday cake at our Open Day and our Founder's Day Assembly served to remind us of our rich history, and of the careful, loving planning those previous generations have given to the School we have today. The large trees that shade our garden have seen much of these 165 years. St Andrew's also remembered our Old Scholars who served in World War 1, in a moving ceremony held on ANZAC Day, at our permanent memorial in the Walk Way of Heroes.

This year, as part of professional development, the staff have embraced the use of data from tests, observations and work samples to inform their teaching practice. This has created much professional discussion about intentional planning and differentiation using the information gained with this data analysis.

We have implemented TASS, a new student management system that links to our new website and has allowed us to include a Parent Lounge for your use. The Middle Years Programme, offered to our Year 6 and 7 students has continued to mature and offer more subject specialisation, and curriculum experiences that are closely aligned to their developmental journey as they approach adolescence. The staff have each joined a professional learning committee to look at ICT, home work, behaviour management and learning support.

At St Andrew's we are always looking at ways to meet the needs of our students and School community. Many of you will know that we have been working on a Master Plan to improve and develop our facilities further. These are exciting times for our School and community, as we update our facilities to implement enhanced learning spaces that will allow for collaboration and the encouragement of creativity and critical thinking. It is incumbent on each generation to add to the legacy of those who have gone before them. This ensures that St Andrew's remains one of South Australia's leading Primary Schools, not only academic success, but also in the learning spaces we provide. Our facilities still mirror the linear structures of the 20th century, and we need to create learning spaces that help to facilitate collaboration, cooperation, creativity, divergent thinking leading to innovation, and entrepreneurial skills; somewhere students can think about solving problems. We have moved from an agricultural to a machine age, on to
an industrial age, and now to the information and conceptual age, where St Andrew's students can still thrive as contributing adults. Our new facilities will help us to create the best opportunities for future success.

There is always a sense of sadness at the end of a year, as with a garden, all the dedicated time and effort comes to an end and needs renewing ready for the next year's planting. To our Student Leaders, Isaac Hoe and Talia Koufos, I congratulate you on the way you have fulfilled your roles, and thank you Year 7s, you have been fine examples to all those younger than yourselves. We wish Year 7 students all the best as they move on to their chosen Secondary school. This transfer of plants into new soil and bigger pots will see them grow and mature to be even lovelier.

I extend my sincere thanks to the parents and families for their support throughout 2015. I also offer gratitude to the many volunteers of the School, too many to individually name, but your efforts make St Andrew's the School that it is, and that we cherish. The volunteers add to our community in so many positive ways; each of you enhances the connected and active community we share.

The Parents' Association, led by Liz Zikos, continues to work tirelessly for the School as friends and fundraisers, which is invaluable, thank you for all your hard work through the year. The School Hall refurbishment, play resources for Reception, and the new playground near Habich are all due to your generosity.

I thank those staff who are leaving St Andrew's; Selina Roper, Libby Starrs, Justin Carlino and Jade Stoyanoff. To those taking leave, Veronica Ryan, Andy Peartree and Erin Jack, all the best with your adventures and we look forward to your return.

Year 7s, the seeds of the love of learning have been planted, we have watered and tended, knowing you hold future promise, and we lay the foundations that will need further development. We provide you with so much, and yet we know that each of you will grow into beautiful flowers beyond our imaginings. Year 7s, and those students moving to another school or taking leave, we wish you the best. Enjoy your adventures and remember to return and visit us sometimes, and keep in touch.

I thank the St Andrew's Foundation Board for their support during the year, especially the Chair, Kristian Downing, and the board members who continue the philanthropic efforts all through St Andrew's 165 year history. To Connie Zisos and Tim Donlan who have retired from the Foundation Board, we thank you for your service. We welcome Julie Allen, Vena Madan and Luan Huynh as new Foundation Board members.

We have been fortunate to receive donations to continue the ‘Walkway of Heroes; yesterday, today, tomorrow’, and ongoing generous donations to the School Hall project. To our donors, thank you for your contributions, they really make a difference.

The Old Scholars' Committee, led by George Demourtzidis, work to keep our past students in touch with the School of today and each other. This group has taken up the mantle of connecting with past students, and building on the strength of the different generations, and the rich history, that St Andrew's is fortunate to have. The Committee had a successful Bingo Night this year which, together with 10, 20 and 30 year reunions, were well supported. We held our first overseas reunions in the United Kingdom and America. St Andrew's students are indeed global citizens. We farewell and thank Guy Turner, former president, who has retired, and welcome Sarah Parsons to the Old Scholars' Committee.

I offer my heartfelt gratitude to the Leadership Team; Natalie Jonas, Heather Wood, Nick Steel, Cathie Egarr and Alan Williams. I especially thank Marg Semler and Karin Dunsford, who work to build relationships and sustain and connect the future and the past, and the administration services team, who support us all everyday and, notably, Susanne Cooper, who supports me so well.

I also thank the Board for their untiring work for the School. I particularly acknowledge Tonia Karagiannis, whose legal expertise has supported the Board’s work, and Helen Trebilcock who has assisted in the area of education, and shared a depth of knowledge about independent schools. Both will be missed as they retire from their positions. May I specially thank Garry Winter, our Board Chair, for his guidance, insight and support.

Deb Dalwood
Principal
Our income streams are constant and in accordance with the St Andrew’s School continuity and planning processes.
Staff Costs vs Increase in Income

Staffing costs are in line with other Independent Schools

Value - Property, Plant and Equipment
Parent Survey

A Parent Survey was not conducted in 2015, as St Andrew’s School surveys are conducted biennially.

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

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

Staff Survey

Teacher satisfaction is determined through informal conversations and staff meetings. Anecdotal feedback indicates St Andrew’s staff enjoy working at the School and the collegial support and opportunities this provides is valued.

Student Satisfaction

During 2015 the Principal met with all Year 7 students, over a shared lunch, to discuss their progress, their goals for the year and their ambitions. The students expressed their gratification with their St Andrew’s experience and the opportunities afforded to them during their time at school. Students highlighted the camps, trips and Personal Project as activities they most enjoyed.

When asked what you would never change the answer was powerful; the students said that their teachers had a significant impact on the depth of their knowledge and understanding and made such a positive difference to how they had grown as individuals. Teachers are key to student success and at “St Andrew’s we have awesome Teachers!”

An exit survey was also conducted with the Year 7 students and the overall response was very positive, following are some of the comments from survey.
Overwhelmingly the students felt that they felt safe and happy at St Andrew’s and were given good grounding and had learnt what they needed for the high school curriculum.

**Deb Dalwood**
Principal
Reports from Key School Bodies

Foundation Board

The St Andrew's School Foundation Board has enjoyed another exciting and successful year in 2015.

During the year, we were delighted to welcome three new members to our Board; Mrs Julie Allen, Mrs Veena Madan and Dr Luan Huynh. They have already contributed greatly, along with the continuing Board members, to work alongside our Director of Development Mrs Karin Dunsford, to create a number of events aimed at celebrating and promoting the Foundation.

We farewelled Mrs Connie Zisos and Mr Tim Donlan, who retired from the Board during the year. I would sincerely like to thank them for their work with and support of the Foundation during their time on the Board.

The “All Join Hands!” paver project completed during the year, was designed to raise funds for the “Walkway of Heroes” adjacent the Gymnasium, by creating individualised pavers to recognise donations towards this project. Thank you to all those families who supported this appeal. I think it will be fun for everyone involved, young and old, to revisit the School for decades to come to find their own hand print set in stone.

This year, the annual giving programme focussed on the “Lights! Camera! Action!” appeal to raise money for the much-needed refurbishment of the School Hall. After many decades of providing a special place for our students to act, sing, play an instrument or lead an assembly, the stage, curtains, lighting and rigging and many other items within the Hall require replacement. Thanks to the generosity of our School community, we reached our fundraising target this year, so many of these elements will be able to be replaced or upgraded over the coming months.

The year culminated in our second, hugely successful “Long Sunday Lunch”, held on 15 November. Over 200 guests enjoyed a sumptuous three course luncheon whilst overlooking the world famous Adelaide Oval, all from the air-conditioned comfort of the magnificent Ian McLachlan Room.

St Andrew’s mum and personality Kelly Nestor was again our gracious emcee, while Phil Harris from Harris Real Estate presided over our live auction. The entertainment for the day included three cheeky waiters, who were also highly-talented tenors, whose “reveal” style comedy / singing act kept everybody guessing as they grabbed microphones, argued, charmed the ladies and ended up with a fantastic operatic performance. Our own Mr Nick Steel, Deputy Principal won the main raffle prize; two tickets to the USA!

Not only did everyone have a wonderful time, but the Foundation was thrilled to report that the day well exceeded its fundraising target. Proceeds from this Long Sunday Lunch will go towards our “Lights! Camera! Action!” project for the School Hall. Thank you to all who attended and supported the day. We hope to see you again next year for a bigger, better and possibly different style event.

So, 2015 was another busy year for the Foundation and its Board Members. We are all excited by the projects at hand and by the opportunities that next year will bring.

Once again, thank you to all the people who work for, and with the St Andrew’s School Foundation, and of course those of you who give your resources so generously to support this great School through its Foundation.

Kristian Downing
Chair
Students and visitors admired the large birthday cake complete with 165 candles which was cut by two of the oldest old scholars, Hazel Mauger (nee Carey) who attended the School in 1935 and Pat Hales (nee Painter), aged 91 years. The President, George Demourtzidis, had the responsibility of lighting the candles which was quite an undertaking! As is traditional at a birthday, guests enjoyed cake and were invited to take home a gift to remember the occasion; a booklet, titled “1850-2015: Walk Through History”, which was available to all of the community. It is a wonderful record of the development of the School from its very beginnings.

In April a memorable ANZAC Day Service was held in the School Gymnasium, at which a memorial was dedicated to the St Andrew’s old scholars who served in the First World War. The memorial lists the names of 67 old scholars, eight of whom who died in service. As part of the official ceremony, the President of the Old Scholars’ Association lead a student procession to place a wreath in remembrance.

A highlight of the 165th year was a special reunion for our old scholars in London, this was the first time that St Andrew’s has held a gathering outside of South Australia. The reunion was hosted by the Australian High Commissioner, The Honourable Alexander Downer AC and Mrs Nicola Downer AM, at their private residence Stoke Lodge in Kensington, it was an exciting reunion for forty old scholars living in the United Kingdom. The Principal, Deb Dalwood and the Director of Development, Karin Dunsford, also met with St Andrew’s old scholars in New York, as part of the special anniversary celebrations.

Reunions are a very important aspect of the Old Scholars’ Association programme. At the end of first term, the new old scholars from Year 7 in 2014 were presented with their certificates and membership badges by the President, who welcomed them to the Association. Five, Ten, Twenty and Thirty Year Reunions were held throughout the year and encouraged renewed friendships. It is always a delight to meet those old scholars who travel from interstate to share the reunion with their school friends and teachers.

The Committee organised a very successful fundraising event in support of the refurbishment of the School Hall. Guests dressed in character for the Bogan Bingo Night and joined in the themed bingo games organised by Robbo, Trev, Darno and Warney! Thanks to all of the committee for their work throughout the year. George Demourtzidis (President), Karen Rogers (Vice President), Cindy Pitkin (Treasurer), Yullinah Yardley (Treasurer), Michael Herbert, Matthew Jansen and Guy Turner. Sarah Parsons (nee Buxton) was welcomed as a committee member at the Annual General Meeting. Old scholars are invited to stay in touch with community news through the School’s website, Facebook and LinkedIn.

George Demourtzidis
President (Year 7, 1995)
Parents’ Association

On behalf of the Parents’ Association it is my pleasure to present my report for 2015, the year St Andrew’s celebrated their 165th Anniversary.

Our Association is made up of parents who volunteer their time to fulfil our aim of both friend raising and fundraising. We have done this by supporting the School community’s annual events and along the way, fundraised to support the strategic direction of the School.

The year commenced with the Outdoor Family Movie Night and the entertainment of giant inflatable amusements added to the excitement of the evening. The Mother’s Day Stall provided the children the opportunity to purchase a gift for their special person. The Stamford Plaza was the venue for our third, sold out, ‘Ladies High Tea’, which allowed women in our community to be waited on for the afternoon. Our annual Father’s Day Breakfast was again well patronised and would not have been a success, without Greg Norman from McDonald’s at Collinswood, who sponsored this wonderful event.

There are several times during the year we enjoy giving back to the community, including Grandparents’ Day, where it was our pleasure to offer our visitors complimentary tea and coffee. We treated our teachers on International Teachers’ Day, with a special morning tea while their yard duty was covered for the morning. We continued providing coffee at the Dové Cafe, cooking the BBQ at Sports’ Day, raising money through the Entertainment Book sales and our annual Reception tea towels and Christmas card drives. The final event for the year was our annual St Andrew’s Christmas Market. We had over thirty stalls under one roof, with tasting of wine and food stalls outside, this event was well supported by the School community.

Our major fundraiser was the ‘Spring in the City 165th Dinner Dance’, which along with the success of the Second Hand Uniform Shop, enabled us to contribute $25,000 towards the refurbishment of the School Hall.

At the end of 2015 we farewell the past President of the Parents’ Association, Karen Rogers, along with Janet Stone, Christine Edwards, Mary Trimble, Flavia Martini, Susie Taylor/Trigg, Sophie Mintz and Rebecca Kerner as their children graduated from Year 7. We thank them for their dedication and commitment over the years, they left us with big shoes to fill.

I wish to thank the Parents’ Association Executive, regular meeting attendees and our enthusiastic army of parent volunteers for their time and support this past year. I would also like to take this opportunity to thank Julie Allen, our immediate past president, for her guidance and tireless work ethic this year. Being part of the Parents’ Association is a most rewarding undertaking and I’m sure future members will continue to display a wonderful ‘community spirit’ in their support of the fine traditions of St Andrew’s School, a truly outstanding school in South Australia.

Elizabeth Zikos
President
In analysing the 2015 NAPLAN Results on a year level and whole School basis, it can be seen that the average scores for each component of the test, at each of the target year levels, generally sit in the long term historical trend of being 10 to 20% above the state average.

The **Year 7** results were strong, but were slightly down on historical averages for Spelling and Persuasive Writing.

The **Year 5** results were relatively consistent across all five components of the test, with the strongest component being Grammar and Punctuation.

**Year 3** Numeracy was a highlight as the average score was 21% above the State Average. The Year 3s also scored highly in Grammar and Punctuation.

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<td>15.7</td>
<td>19.2</td>
<td>14.8</td>
<td>12.4</td>
<td>21.1</td>
</tr>
<tr>
<td>National Average - Score</td>
<td>409.2</td>
<td>432.7</td>
<td>416.3</td>
<td>425.8</td>
<td>397.8</td>
</tr>
<tr>
<td>St Andrew’s - % Above National Average</td>
<td>13.6</td>
<td>14.7</td>
<td>7.5</td>
<td>9.8</td>
<td>16.5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Persuasive Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Average - Score</td>
<td>538.6</td>
<td>580.9</td>
<td>510.1</td>
<td>567.8</td>
<td>544</td>
</tr>
<tr>
<td>State Average - Score</td>
<td>489.6</td>
<td>491.5</td>
<td>463.4</td>
<td>487.9</td>
<td>477.7</td>
</tr>
<tr>
<td>St Andrew’s - % Above State Average</td>
<td>10.0</td>
<td>18.2</td>
<td>10.1</td>
<td>16.4</td>
<td>13.9</td>
</tr>
<tr>
<td>National Average - Score</td>
<td>498.1</td>
<td>503.8</td>
<td>478.1</td>
<td>498.2</td>
<td>492.3</td>
</tr>
<tr>
<td>St Andrew’s - % Above National Average</td>
<td>8.1</td>
<td>15.3</td>
<td>6.7</td>
<td>14.0</td>
<td>10.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Persuasive Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Average - Score</td>
<td>570.1</td>
<td>575.7</td>
<td>541.5</td>
<td>589.2</td>
<td>587.3</td>
</tr>
<tr>
<td>State Average - Score</td>
<td>540.8</td>
<td>534.6</td>
<td>509.3</td>
<td>541.1</td>
<td>532.9</td>
</tr>
<tr>
<td>St Andrew’s - % Above State Average</td>
<td>5.4</td>
<td>7.7</td>
<td>6.3</td>
<td>8.9</td>
<td>10.2</td>
</tr>
<tr>
<td>National Average - Score</td>
<td>546.4</td>
<td>541.3</td>
<td>510.5</td>
<td>545.9</td>
<td>542.6</td>
</tr>
<tr>
<td>St Andrew’s - % Above National Average</td>
<td>4.3</td>
<td>6.4</td>
<td>6.1</td>
<td>7.9</td>
<td>8.2</td>
</tr>
</tbody>
</table>
Student Enrolments

Based on the 2015 Census return, the number of students enrolled at St Andrew’s as at August 2015 was 504 (including 104 children enrolled in the Early Learning Centre), compared with 527 in 2014 and 545 in 2013. These figures include full fee paying overseas students.

Student Attendance

The average student attendance rate for 2015 was 95.6%, compared with 96.3% in 2014.

A significant number of 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.

| Reception | 97.3% |
| Year 1    | 94.2% |
| Year 2    | 95.0% |
| Year 3    | 94.4% |
| Year 4    | 95.7% |
| Year 5    | 96.3% |
| Year 6    | 95.9% |
| Year 7    | 96.2% |

**Average for attendance** 95.6%

Languages

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

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>Marathi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Åkan</td>
<td>Persian (excluding Dari)</td>
</tr>
<tr>
<td>Albanian</td>
<td>Polish</td>
</tr>
<tr>
<td>Arabic</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Bisaya</td>
<td>Punjabi</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Russian</td>
</tr>
<tr>
<td>Cebuano</td>
<td>Serbian</td>
</tr>
<tr>
<td>Dinka</td>
<td>Shona</td>
</tr>
<tr>
<td>Dutch</td>
<td>Sinhalese</td>
</tr>
<tr>
<td>Greek</td>
<td>Slovak</td>
</tr>
<tr>
<td>Gujarati</td>
<td>Spanish</td>
</tr>
<tr>
<td>Hindi</td>
<td>Tagalog</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Tamil</td>
</tr>
<tr>
<td>Italian</td>
<td>Teochew</td>
</tr>
<tr>
<td>Japanese</td>
<td>Thai</td>
</tr>
<tr>
<td>Kannada</td>
<td>Turkish</td>
</tr>
<tr>
<td>Konkani</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Malayalam</td>
<td>Yoruba</td>
</tr>
<tr>
<td>Mandarin</td>
<td></td>
</tr>
</tbody>
</table>
In 2015, the Early Learning Centre (ELC) celebrated its 10th Birthday. ELC combined our celebration with the whole of St Andrew's 165th Birthday Open Day by creating a ‘party’ atmosphere at our ELC. The Ngunya Warrungga area and Piazza provided cupcakes, face painting, helium balloons and a nostalgic trip down memory lane for our older ELC students and families. A digital and photographic display was presented providing much laughter and joy. The afternoon gathering was a huge success with many past experiences being shared as we celebrated and enjoyed our present facilities and the changes over the last 10 years.

A true reflection of the value and dedication of our staff over the years was the success of a Past and Present Staff Dinner in our candlelit Ngunya Warrungga area. This space was transformed into a magical garden where over 40 past and present staff members shared their memories over a meal created by our current and original ‘chef’, Marie Drewett.

In 2015, we continued to reflect on our philosophy and create a true and living centre of excellence in our everyday practice. This was very much part of our Quality Improvement Plan (QIP) where making thinking and learning visible became an integral and intentional part of our communication and celebration of children and their ideas, processes and learning.

Over 50 of our Policies and Procedures were highlighted and discussed at staff meetings as part of our compliance and licensing requirements. Staff were willing participants in many late evening meetings in order to meet this requirement, this also provided a rich discussion and learning opportunity for many staff.

**Additional Services**

Our Playgroup numbers continued to increase in 2015, and this service provided an additional opportunity for children to attend the ELC prior to enrolment at St Andrew’s, supporting a stronger transition programme for our children. The After School Care and Vacation Care Programmes also continued to increase in numbers.

**Centre of Excellence**

Again this year, our ELC was part of educational touring groups from various professional bodies. Visitors were in large groups or individual professionals who were advised to visit our centre to gain a general overview of some best practices in early childhood education.

The importance of the ELC being recognised as part of the whole St Andrew’s School community continued to be a focus. This was achieved by being part of several whole school assemblies, participating in the ELC to Year 5 Art Show with framed self-portraits, visiting school spaces such as the Cybrary as part of our learning programme and enjoying buddy class opportunities regularly.

**Growth**

There has been a steady and continued growth in the ELC with many of our enrolments due to word of mouth. The consistency in staff, which can be of concern in early childhood environments, continues to be a strength of our ELC, often acknowledged by parents who have moved to our centre. The strength in enrolments in 2015 looks to continue and further increase in 2016.

**Cathie Egarr**
Director of ELC
Throughout the year the School community was invited to celebrate St Andrew’s 165th anniversary at many different events. A birthday party, included in the Open Day programme, was attended by many old scholars and families from earlier years. A huge birthday cake decorated with 165 candles was eagerly watched by students who waited for the candles to be lit and then blown out! Two of our oldest old scholars, Hazel Mauger and Pat Hales had the honour of cutting the cake with the help of our youngest student, Max Norman, son of old scholar, Greg Norman (1991).

The actual date of the opening of the School was celebrated by the students and staff on 23 September at a Founders’ Day Assembly that showcased photographs of past events. The students were delighted to hear stories from guest speaker, Mrs Dorian Black, who had been the Deputy Principal for 27 years, retiring in 2007. The story of teaching with chalk on a blackboard was then explored by the students who received a gift of colourful chalk and were invited to create artworks in the piazza during recess and lunch that day.

In honour of the 165th year, old scholars were invited to a special reunion in the United Kingdom hosted at Stoke Lodge, London, the private residence of HE The Honourable Alexander Downer AC and Mrs Nicola Downer AM. This was the first international reunion celebrated by old scholars, followed by a gathering in New York.

The students and staff were all presented with a special badge in acknowledgement of the anniversary and wore them with pride on their blazers. Staff also had the opportunity to celebrate and toast the future of St Andrew’s School at a dinner held at the Adelaide Wine Centre. The celebrations culminated in a moving service for all members and friends of our school community at a special service at St Peter’s Cathedral with memorable performances by our music students. Our annual Speech Night at the Town Hall was the final event which closed an exciting year of reflection and planning for the future of our wonderful School.

St Andrew’s is proud of its history and traditions but is also progressive and enjoys the reputation as a leading primary school in Australia.

Karin Dunsford
Director of Development
IDEAS

Our continuing IDEAS (Innovative Designs for Enhancing Achievements in Schools) project evolved in 2015 with the beginning of a Schoolwide Pedagogical Framework (agreed teaching and learning principles grounded in research to drive powerful learning for the 21st Century) and Professional Learning Communities. This is an opportunity for teachers to embark in inquiry projects to enhance teaching and learning.

After countless professional development sessions, teachers collaborated to question, evaluate and synthesise the School’s Vision and Mission. The teachers were active participants in reading current educational research and reflected again on their personal pedagogies and beliefs about how children learn best. From much discussion, it was decided that the core pillars that we as teachers need to foster and value in every classroom is BELONGING, CURIOSITY, CREATIVITY AND COLLABORATION.

The table below illustrates the beginning of our Schoolwide Pedagogical Framework that defines each pillar which will continue to evolve and develop to incorporate rationales, teaching strategies and models. This enables us to have a consistent approach on how we “learn and teach” at St Andrew’s School to ensure we prepare students for their future.

Belonging is... the subject of rights, first and foremost, possessing the right to be respected and values his/her own identity, uniqueness, difference in his/her own rhythm of growth and development.

Carla Rinaldi

Curiosity is... a desire for information and a thirst for linking new understanding with existing knowledge. It is being self-motivated to create, maintain and resolve conceptual conflicts.

SAS Staff

Creativity is... an appetite for discovery and a willingness to play with ideas and possibilities that flourishes with freedom to experiment.

SAS Staff

Collaboration is... the enriching process of reciprocal and authentic exchanges in trusting relationships through intentional social and interactive experiences.

Vygotsky
We know this is vital to human development because...

*Knowing where and with whom you belong to is integral to human existence.* Reflect, Respect, Relate

*Curiosity keeps us moving forward, exploring, experimenting, opening new doors.* Walt Disney

*Successful learners are creative, innovative and resourceful, and are able to solve problems in ways that draw up on a range of learning areas and disciplines.* McEtya

*Collaboration is based on shared goals, shared vision, a climate of trust, respect, comprehensive planning, and shared risks.* Russell, 2012

Professional Learning Communities

What is a Professional Learning Community (PLC)

A professional learning community, or PLC, is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

What is the purpose of a PLC

Professional Learning Communities serve two broad purpose:

1. Improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue.
2. Improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

Characteristics of a PLC

Generally, there are five characteristics that enable PLCs to be effective:

1. Shared values and vision
2. Collective responsibility
3. Reflective professional inquiry
4. Collaboration
5. Group, as well as individual, learning

PLCs focus on learning and collaboration

A focus on learning is a characteristic of PLCs. This focus is on both student learning and teacher learning, and on the learning of individuals within the PLC, as well as the PLC as a group. Successful PLCs recognise and value the knowledge individuals bring to a learning community.

PLCs at St Andrew’s School

Currently, all classroom teaching staff, ELC to Year 7, learning support teachers, specialist teachers and leadership are working in PLCs. Focus groups include: Quality Behaviour, Thinking and Enrichment, Playful Learning, Continuous Learning, Assessment, Re-Imagining Learning Support and Technologies.

Erin Jack | Year 4 Teacher

Natalie Jonas
Deputy Principal - Learning and Teaching
Learners and Learning

Celebrating Success

The passion for teaching and learning at St Andrew’s School continually leads to many success stories in our community. The ones below focus on our core business – learners and learning, and describes how we, as teachers, are committed to continual growth and improvement to inspire minds, build success and develop curious, creative and confident learners.

Celebrating the success of teachers viewing themselves as researchers and life-long learners: Reception to Year 2 Inquiry and Playful Learning Transition Project

Over the past 2 years, Cathie Egarr from the ELC, Junior Primary staff and myself have been working with an educational consultant Lisa Burman. Through this process we have been evaluating our transition to school procedures, our early years curriculum and our learning environments, to ensure they are aligned in values, beliefs and rigorous teaching practices from the ELC through to Junior Primary.

The research findings below detail a brief summary of the impact inquiry and play-based (playful) learning has on a child’s life and brain development:

<table>
<thead>
<tr>
<th>Intellectual development</th>
<th>Self-efficacy and self-esteem</th>
<th>Symbolic meaning and interpretation</th>
<th>Perspective and empathy</th>
<th>Imagination and creativity</th>
<th>Strategy building and problem solving</th>
<th>Expressive and receptive language</th>
<th>Logical-mathematical thinking</th>
<th>Social and moral understanding and relationship building</th>
</tr>
</thead>
</table>

Research from: Van Hoon, Macintyre, Vygotsky and Piaget

Within our Professional Learning Communities, and amongst the ELC and Junior Primary staff, we will continue researching in these areas to guide our practice.

Below is a quote I heard recently at a conference about transition and reflects the rationale:

"Nothing magical or mysterious happens to children's brains or learning styles in the six-week holiday period between finishing early years education and starting school. There are no grounds therefore for abruptly changing the teaching style and content; rather, there is a strong rationale for seeking greater alignment between early years services and school curricula with a more gradual introduction to structured learning.”

(Walker, 2007, Bogard & Takanashi, 2005; Fabian, 2002; Kauzer, 2006)

Celebrating the success of school improvement: National Mathematics Education Research Project

St Andrew’s was one of sixty schools (Catholic, Independent and DECD schools, Reception to Year 12) selected across Australia, and one of seven schools in South Australia to take part in a national research project due to our recent achieved gains in mathematics as identified by the ACARA NAPLAN data.

Dr Derek Hurrell from the University of Notre Dame Australia met with myself, teachers and students this week to discuss the teaching and learning at St Andrew’s School to identify what successful schools are doing to help students learn maths.

Below is a quick snapshot of the brief feedback and ‘feel’ that Dr Derek Hurrell received whilst visiting our School and observing a Year 5 mathematics lesson:

| Respectful interactions with staff and students | Passion for teaching and learning to foster higher order thinking and complex problem solving skills in the classroom | High levels of engagement in learning, at both a teacher and student level, and the ability to articulate thinking and learning clearly with others | High level of questioning and thinking occurring in the classroom through conceptual-based learning |

Research from: Van Hoon, Macintyre, Vygotsky and Piaget
Celebrating success as a result of inquiry and play-based learning

As children transition from St Andrew’s into secondary school we congratulate students leaving Year 7 in 2015 who have been awarded Scholarships. This is one tangible example of how inquiry and play-based learning environments strengthens academic knowledge and social and emotional resilience and confidence. Inquiry offers the ability to transfer knowledge across disciplines and make meaningful connections.

Natalie Jonas  
Deputy Principal - Learning and Teaching

Value added to the Curriculum

|-----------|--------|--------------|-----------------|----------|------------|------------|----------|--------------|------------------|--------------------|--------------|-----------------|-----------------|---------------------|

St Andrew’s School  
Annual Report 2015
The International Baccalaureate (IB) Primary Years Programme (PYP) Exhibition represents a significant event in the life of PYP student, combining the essential elements of the PYP and sharing them with the whole school community. As a culminating experience, this is an opportunity for students to exhibit the attributes of the IB Learner Profile and IB Attitudes that have been developed throughout their time as a PYP student.

Throughout the PYP Exhibition students are engaged in a collaborative, transdisciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems. This year the students have been inquiring into how 'Humans use their understanding of scientific principles to develop technology to enhance lives.'

Throughout this inquiry process the PYP Exhibition facilitates opportunities for:

- Students to demonstrate independence and responsibility for your own learning
- Students to explore multiple perspectives
- Students to synthesise and apply their learning of previous years and reflect upon their journey through the PYP
- Students to take action as a result of their learning.
- Teachers, parents and other members of the school community to be united in a collaborative experience that incorporates the essential elements of the PYP
- Students to celebrate the transition from PYP Programme to the MYP Programme

Below are some reflections from the Year 5 classroom teachers after attending an IB PYP Exhibition workshop:

“The recent IB Exhibition Workshop allowed us to enter the world of global learning as we connected our experiences to those of others who also are constantly reflecting and refining their practices. The opportunity to focus on specific aspects of the Exhibition enabled us to question and reassess our presentation, methodology and essence of our thinking, particularly the key concepts. Workshops provide an energy and direction to confirm our passion to be effective facilitators for our students.”

“These IBO workshops are invaluable to us as educators in the PYP because they not only give us practical training in delivering the programme, but allow networking opportunities with educators from around the world. Connections like these which allow learning from our peers is one of the things we endeavour to awaken in our students – the idea that we are a global community of learners and that together we can achieve more than we could alone.”

“The Exhibition is a marvellous experience for the students of the PYP. It allows them unrivalled opportunities to showcase their passion for learning. The students undertaking the Exhibition are independent, confident and curious.”

Natalie Jonas
Deputy Principal – Learning and Teaching
Throughout 2015, the Year 6 and 7 Class and Specialist teachers worked alongside the MYP Coordinator to respond to matters which were required to be addressed following an evaluation of the Middle Years Programme by the International Baccalaureate Organisation in August 2014.

The School must ensure the requirements for staff participation in IB recognised professional development at evaluation have been met.

This matter has been fully addressed:

- **Heather Wood** completed the online course 'Heads of school/IB Coordinators Delivering the MYP Curriculum'
- **Chris Boden** completed the course 'Mathematics - Delivering the MYP Curriculum'
- **Jackie Chambers** completed the course 'Design - Implementing the MYP Curriculum'
- **Cerys Phillips** completed the course 'Language and Literature - Delivering the MYP Curriculum'
- **Mieke Davis** completed the course 'Visual Arts - Delivering the MYP Curriculum'
- **Theo Mylonas** completed the online course - 'Physical & Health Education - Implementing the MYP Curriculum'

In addition to the IB recognised courses, Yu Qin and Jackie Chambers attended training led by the South Australia Middle Years Programme group. The MYP Coordinators and Heather Wood led training in Language and Literature at Blackwood High School.

The School must ensure the published MYP final objectives from 2014 guides are used for all subjects in all years of the MYP at the School.

This matter has been fully addressed through drawing up a scope and sequence (subject overviews) for Years 6 and 7 in all subject areas. The School submitted planning and samples of Year 7 work to the IB through their formal ‘Monitoring of Assessment’ process. The submitted work provided evidence of teachers using the MYP objectives and criteria.

Overall, the feedback in the follow up reports from the IB was positive, confirming teachers are assessing work appropriately.

The School must ensure the School’s system for reporting on student progress includes achievement levels for the MYP Assessment criteria.

This matter has been fully addressed. The MYP Coordinator worked alongside the Deputy Principal of Learning and Teaching to create an MYP report that included the achievement levels for the MYP Assessment Criteria. This new format was implemented for the 2015 Semester 1 and 2 reports, and Parent information sessions were held and an explanatory booklet created to accompany the reports.

**Heather Wood**
MYP Coordinator
Music

Music is an integral part of school life at St Andrew’s with over 80% of students learn an instrument with many opting to extend themselves to two or even three instruments. These students enjoy exceptional learning spaces which are extremely well equipped for many classes, ensembles and the hundreds of instrumental lessons that take place every week.

The students at St Andrew’s are very dedicated and their willingness to participate is unique, as is the home support provided by parents and caregivers. The AMEB results, solo performances and ensemble showcases are a true testament that Music is alive and kicking at St Andrew’s.

The school calendar has again been well populated with a multitude of musical showcases such as the Autumn and Spring Music Recitals, the Year 4 Musical – ‘Panto Pandemonium’, An Evening with Strings, Bands Cabaret, Grandparents Days, Vocal Cabaret, Eat ‘n’ Greet Concert, Lunchtime Recitals, Pop-Up Concerts in the Upper Primary Piazza, JP Carols, St Andrew’s in Concert, Assemblies and of course, Speech Night.

Classroom Music

Veronica Ryan leads a creative and inquiry based programme in to musical elements such as beat, rhythm, tempo, form and dynamics. The students have opportunities to compose and create throughout the year culminating in enthralling performances.

The Upper Primary music programme provides challenging and diverse learning experiences for the students. Units covered include (PYP) Riffs, Pentatonic Scales, Music in Advertising and World Music. Baroque Music, Rock ‘n’ Roll, Blues Music, Songwriting and Odd-Time Music are some of the units explored in the MYP (Years 6 and 7). Performance, composition, analysis and music technology are focal points of each and every unit.

Handbell Ringing

We are privileged to have Ali O’Connell lead the Bells programme. Bells performances are a constant reminder of the musical skills instilled within the students of St Andrew’s. The Senior Handbells Ensemble provided a beautiful and uplifting opening to Speech Night each year.

Year 2 Recorder Programme

Our Year 2 students experience an early awareness of ensemble and instrumental skills through the Recorder programme. Mr Whiffen carefully guides the students through a thoughtfully constructed set of activities with a focus on note reading, pitch awareness, digit control and articulation.

Year 3 String Programme

Following on from the recorders is the Year 3 String programme coordinated by Ms Veronica Ryan and supported by the many visiting string specialists. Every student is provided with lessons and an instrument for a term on either violin, viola, cello or double bass. Listening skills and intonation are developed and students take part in a performance on their chosen string instrument at the conclusion of the term.

Year 4 Musical

The Year 4 students and staff showcased “Panto Pandemonium”, under the musical direction of Mrs Sharyn Iadanza. Everything in Pantoland is chaotic! The Good Fairy (Lady Murphy) is in a state because her magic is not working, meanwhile, aided by her incompetent sidekicks, Spotty and Grotty (Thomas Mitchell and Kristiano Musolino), the Wicked Witch (Isabella Haarsma) stole the good magic from: Aladdin’s lamp, Cinderella’s glass slipper, and the goose that lays the golden eggs. Visiting students, Sara and Alison (Ariel Spartalis and Amali Willsmore), John and Martin (Oliver Lawes and Alex Lothian), battle to thwart the evil Witch’s master plan. She is intent upon panto-world domination, until they triumphantly return the magic objects to their rightful owners.

This traditional panto fun was compere by two eccentric hosts, Puss in Boots (Chenuli Basnayake) and Donkey (Mariah Zikos) and an array of new and familiar characters pass through Pantoland.

Our Year 4 students rose to the occasion delighting parents and staff alike with their determination and dedication.

Anna Coppens
Director of Music
St Andrew's students enjoy many opportunities for performance in Drama and Music.
Sport

Major sporting events for 2015 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 'Run around Australia-Fitness game' provided opportunities for all students to experience challenges at their own level. It is at these times we feel that our students are provided experiences to develop resilience, self-belief and work towards developing higher levels of physical literacy.

Students continue to have the opportunity to participate in Interschool Sports Programmes and in 2015 we fielded 38 teams and offered 10 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 Blue
- Modified Soccer (White and Blue)
- Soccer A and B
- Softball (Years 5 to 7)
- T-Ball (Years 4 to 7)
- Tennis A1, A2, B (White and Blue), C (White and Blue)
- Modified AFL Football (Years 2 and 3)

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

Students performed extremely well in the various levels of competition available to Primary students, 41 students gained North Adelaide representation at District Level. Three students in particular rate a special mention as they represented South Australia in national competitions: Keshav Shrestha - SAPSASA Football (Soccer) - National Champion team and Cross Country; Zac Connell – SAPSASA Cross Country and Lily-Rose Spartalis – SAPSASA Swimming.

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

Theo Mylonas
Co-ordinator of Sport and PE
Sport is an important part of school life at St Andrew’s.
The St Andrew's community joined together in a Service of Celebration as part of our 165th Year.
Technology is at the heart of every major change that is happening in the world. Students need to be empowered and know they can be a part of it. So many of the things that we once did with elements such as fire and iron, or tools such as pencil and paper, are now wrought in code.

In 2014 when Jackie Chambers took the ICT role in the Cybrary she knew that there were plans for the Australian National Curriculum to include Digital Technology and coding. She began to teach coding to all students at St Andrew’s School from Reception to Year 7.

- Reception students learn how to program using a Bee-Bot, a plastic bumblebee-like robot that has a selection of buttons on its back, allowing up to 40 commands. Students learn many skills such as estimating distances and improve their problem solving by working out the chronological steps needed to arrive at a solution.

- By Year 2, students are using loops and procedures to program Pro-Bots, mini racing cars.

- Year 4 students are using LOGO (a program in language) and debugging their code. SCRATCH (an introductory program for children to learn how to code), is introduced and students develop their problem solving and logical thinking skills.

- By the time our students leave our school at the end of Year 7 they have designed, coded and created their own games, made their own website and much more.

Last year St Andrew’s Year 5 students entered the 2015 Bebras Australia Computational Thinking Challenge in the Year 5/6 Category. Alex Lee received the top score by being the only student in Australia to answer every question correctly despite being at the younger end of the age category.

Teaching code is not all about careers in computer programming, science and engineering, but opens up the mind to the creative aspects of programming, we are teaching coding to help our students to craft their future. Students learn vital problem-solving, creativity and communication skills. Plus, it can be downright fun!

**Jackie Chambers**
Digital Technologies Educator
Staff Professional Learning

AIM Language Learning
Assessment in the Australian Curriculum
Autism Spectrum Disorder - A road trip
Behaviour 101
Circle of security training
Differentiation of all learners, included gifted
Early Years Teachers’ Program 2015
Educating and understanding boys
Effective mini lesson workshop
Effective pedagogical practices in English and Maths
Effective use of the NAPLAN Analysis Tool
Essential basic training for wellbeing
Gardening tour through gardens around Adelaide
Giftedness in early childhood
In conversation with Reggio Emilia
Introduction to bookmaking
IPSHA Hub Group - ICT
Janet Farrell - Depth and complexity icons
Library solutions
Mixed media art silk cut lino
Nature Pedagogy - supporting children to become successful learners
Personal skills for Personal Assistants
Principles of Reggio Emilia
PYP Arts Hub Group
PYP exhibition workshop

PYP PE networking meeting
School Leadership and Technology Conference
Schoology: Learn. Together
Science inquiry
Senior first aid course
Special Educational Information Session
Speech and language development
Teacher Quality Institute
Teaching strategies and behaviours support
Teaching writers in the early years
The challenges of play
The creative child
The Reggio Emilia educational project
Understanding Autism Spectrum Condition workshop

International Baccalaureate training in which staff participated included:

Encouraging childrens learning - Cat 3 PYP
IB Asia Pacific Conference
Making the PYP happen
MYP Cat 2 - Design
MYP Cat 2 - Language and Literature
MYP Cat 2 - Maths
MYP Cat 2 - The Arts
MYP Cat 3 - Encouraging children’s creative instincts
Online IB Course - Heads of Schools/MYP Coordinator Cat 2
Play based learning - Cat 3 PYP training
The Exhibition

The total expenditure on professional learning for the 62 teaching staff involved in external professional development in 2015 was $19,007 - an average of $307 for each staff member.

All teachers satisfied the requirements of teacher registration, including completing child protection training and having conducted a criminal history check.
Teaching Staff

Teacher Attendance
Teaching staff attendance for 2015 was 97.66%.

Teacher Retention
Of the 44 Reception to Year 7 teaching staff employed in 2015, two have taken maternity leave, five have taken long service leave and three teachers left the School at the end of 2015.

In our Early Learning Centre, 16 staff are employed.

Director of Music, Coordinator of Bands, Coordinator of Strings and 14 instrumental music teachers are employed, as well as a Coordinator of Sport and a PE staff member.

A School Counsellor, Teacher of Wellbeing and specialist subject teachers are employed teaching Art, ICT, Cybrary, Mandarin, Italian and providing Learning Support.

St Andrew’s specialist staff coach tennis, classical dance, modern dance, gymnastics, and chess in our Co-curricular Programme.

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
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<tbody>
<tr>
<td>Grad Dip Education</td>
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<td>Grad Dip</td>
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<td>Bachelor of Education (Hons)</td>
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<td>Bachelor of Music</td>
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<td>Others</td>
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