



St Andrew's
School 1850

**Where
Bright
Futures
Begin.**



global citizens

St Andrew's School 2022 Annual Report



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Class of 1922 with Miss Nettie Porter and Miss Paget

Educating young minds since 1850

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 23 September 1850. In 1978, the School was gifted by St Andrew's Church to the body known as St Andrew's School Incorporated.

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

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

In 2022, we began our 172nd academic year.

Strategic Plan

The strategic pillars informing our actions for 2022 include:

Specialist Early Years & Primary Education Only

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

We will demonstrate this through:

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

Innovative Teaching & Holistic Learning

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

We will demonstrate this through:

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

Embracing Our Community

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

We will demonstrate this through:

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

Brand & Communication

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

We will demonstrate this through:

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

Attract and Develop the Best People

Exceptional staff delivering exceptional outcomes.

We will demonstrate this through:

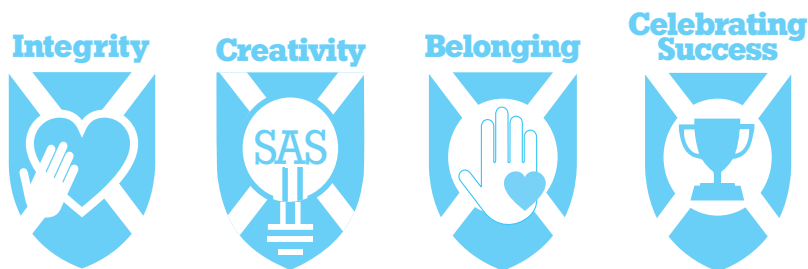
- | above benchmark results on staff satisfaction surveys
- | external recognition of our practice and practitioners
- | students who 'love' their teachers
- | career pathway support and performance development
- | quality, tailored professional development opportunities
- | staff roles and structures that support our goals

Sustainability ... the next 170 years

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

We will demonstrate this through:

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



Our Philosophy

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

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

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

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

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

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

How do we know this?

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

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

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

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

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

It's called primary school for a reason.

Life story starts here.

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

Our Values

We act with integrity (numa wapinithi)

We expect community members will act with honesty and build trust.

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

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

We value creativity (kurlana yailtya)

We demonstrate a passion for teaching and learning.

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

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

We enable belonging (wartapurru)

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

We are inclusive and collaborative.

We value the individual learner – tailoring to suit individual needs.

We are internationally minded – being globally aware.

We celebrate success (mukamukarrinithi)

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

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

We expect and deliver the highest quality outcomes.

Our Purpose (Why we exist)

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

Our Vision (What we aspire to be)

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

Our Mission (What we do)

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

Chairperson's Report

I am often asked why I serve as the Chair of the St Andrew's School Board. I am not an old scholar, and my children do not attend the School. The reason is very simple, I am dedicated to, and passionate about, children's education.

I am grateful for the opportunity to be part of this beautiful School and would like to extend my thanks to the School community for your patience and virtue during what has been a challenging year in 2022. Despite the challenges, we witnessed resilience and perseverance, as we focused on our core mission of providing the best possible education, learning and development for our children.

One of the highlights of the year was the completion and official opening of the Tarkarri building, a place that fosters a culture of innovation and entrepreneurship, through the creation, testing and sharing of ideas. Seeing the children, in their new learning spaces, and The Collaboratory in particular, is delightful to witness. Thank you to the many people involved in making this building truly magnificent. We also saw upgrades to the Wellbeing Hub and are pleased with the new spaces that students can experience. Thank you to Director of Wellbeing, Donna Longden for all her efforts in creating these well thought out and unique spaces.

In Terms 3 and 4, we saw Cathie Egarr step into the Interim Principal role, and we commend Cathie for her demeanour and exemplary leadership during this time. We

were also thrilled to appoint Luke Ritchie as our new Principal for 2023. Luke brings extensive expertise, global knowledge, and a commitment to quality personal learning, that will take St Andrew's to new heights.

Once again in 2022, our students achieved exceptional academic results, surpassing state and national benchmarks in NAPLAN and ranking highly at the Da Vinci Decathlon, Tournament of Minds, and many other local and national competitions.

The School has remained financially stable, ensuring continued and sustainable investment in our exceptional teaching staff and facilities, with a minimal increase in fees going into the 2023 year.

I would like to thank the School Board for their dedication and hard work during the year. I would also like to extend my gratitude to outgoing Board members Kristian Downing, George Demourtzidis, Angus Netting and Devita Pathi for their years of service to the School.

We welcomed Darren Fleming, who was appointed in August as a parish representative. A significant thank you also to Megan Field, Ann Hurst, Reverend Sam Goodes, Kiran Hiriyantha and Sonia Mercorella for their continued work and dedication to the School and Board.

Thank you to the St Andrew's Foundation and Foundation Board members, for their meaningful work throughout the year in fundraising and promoting a culture of philanthropy within our community. Particularly, their exceptional efforts with the new Tarkarri building.

Thank you to the Parents' Association for another year of contribution to the School, both socially and financially. We appreciate your efforts, and the community enjoys the events you bring to the School throughout the year.

Thank you to the Old Scholars' Association, who continue to provide our alumni with a sense of belonging in our community.

A very big thank you to all our exceptional St Andrew's teachers, support and non-teaching staff and volunteers, and all those who contribute to this beautiful School. The dedication and comradery shown throughout this year is what makes St Andrew's the School that it is. We also extend our deepest gratitude to Heather Wood, for her remarkable tenure as Deputy Principal. Heather will be stepping down from this role, going back to what she enjoys most, the classroom, teaching Year 6 in 2023. We also extend our appreciation to Nick Steel for his 31 years of tenure at St Andrew's School, serving in a number of roles, most prominently as Deputy Principal.

I would like to congratulate and commend the Year 6 graduating classes of 2022 and wish them all the very best as they embark on the next chapter of their education.

You have been true leaders to your peers and should be very proud of your efforts. To all the students, another year has gone by, and you have all worked very hard.

I hope you are all ready and prepared for a fantastic year ahead.

The new year will see the Board and Leadership work collaboratively to set the next Strategic Plan. Together, we will set out a clear, bold and energetic strategy for the School as we reinvigorate the way forward for primary education in Australia.

In closing, on behalf of the School Board, I would like to thank the St Andrew's community for your support and resilience. Our School has so much to look forward to in 2023 and I am excited to be part of this next chapter.

Peta St Clair

Chair
St Andrew's School Board



Interim Principal's Report

2022 must be described as extraordinary. In a year of significant change and with continuing restrictions and complexities of COVID-19, it is quite remarkable where we have arrived, at the end of the school year, full of hope, celebration, excitement, and a calmness of restoration.

I am so proud of our children, staff, and community for their commitment to our School. 2022 has provided many opportunities for reflection, celebration, and courage. We are a strong community and my joy for 2023 is real. To reflect, I often recall this prayer, God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.

We began the year under the Principalship of Jackie Becher. In July, I happily accepted the role of Interim Principal for the remainder of the year. By the end of 2022, we welcomed our next Principal for St Andrew's School, Luke Ritchie. Upon his arrival, and during his handover, he has become instantly recognisable through his commitment to embrace our community and meet stakeholders of our School; children, staff, parents and committees. He has been a collector of stories to ensure he is well informed for his commencement in 2023. His immediate love for the School and his delight in his appointment, is evident. He presents a sense of pride and is someone who wants to be with us, be for us and lead us through the next chapter of our historic School in its 173rd year.

Through swift, fortuitous timing, and hard work, the School Board, led by Peta St Clair, was intrinsic in appointing Luke Ritchie. As a volunteer Board, thank you for your work in governance of our School. For Board members who have resigned during the year, including Angus Netting, Devita Pathi, George Demourtzidis, and Kristian Downing, we thank you for your service.

It would be remiss of me not to acknowledge Jackie Becher as our Principal in Semester 1. Through her keen sense of 'children first' we delved deeply into inquiry and were thrilled to partner with Kath Murdoch, for Semester 1. We thank Jackie for her lead in supporting our focus on inquiry learning.

Semester 2 required a passion for bringing our community together. It was a complete honour to be given this task and to build confidence, care, and community once again, within our beautiful School, rich in history, and academic excellence, with happy children and staff.

I will forever be grateful for this opportunity to lead our School and bring us together, ready for all that 2023 and the future holds.

We have once again topped the state in NAPLAN results. In fact, we are between 15% and 24% above the national average in all areas of Mathematics and Literacy. This continued excellence is the result of a forward-thinking curriculum which honours problem solving, critical thinking, a love of learning and a desire to always do your best or have a go. Through the IB, we teach children how to learn, in an ever-changing world. Our teachers expect and support each child to be their best. We do not teach to NAPLAN results, our excellence in this area is the result of excellence in teaching, opportunities, and supporting each child, holistically.

Tarrkarri is our flagship centre for Science, Technology, Engineering and Mathematics, STEM. This was officially opened with grand affair, in Term 4. It signals the end of an era, and a new beginning to enhance our forward-thinking, collaborative learning. It is a space that promotes problem solving, critical thinking, and most of all 'fun' for children of all ages. We are enriched by our lovable STEM teacher, Chris Boden's passion and dedication bringing a love of STEM to our children.

Kennion House was an enormous part of our School's history, and much consideration went into determining when, or if, we proceeded with the demolition of such history. Through our Archivist, Mary Trimble, we have captured moments in time through our Commemorative Garden at the entrance to Tarrkarri. Inside, history is displayed, from 1850 to 2022. How appropriate that our archival history is displayed in our most modern of buildings.

If it were not for the generous donations from our School community, Tarrkarri would still be an idea. Over \$400,000 was raised from donors, whether that be children with a few dollars to our major donors who gave so generously. We thank you all. The drive for this was led by the School Foundation Board, at the time chaired by Paula Turbill and currently chaired by Kristian Downing, and I thank them both, and the other Foundation Board members.

The new Wellbeing Hub, led by our Director of Wellbeing, Donna Longden, incorporates our School Counsellors, spaces for allied health professionals, with two purpose-built rooms for children or classes. The sensory spaces offer a safe space and provides immediate assistance that children need. This holistic offering from our School is state-of-the-art and primary specific.

Our biennial parent and staff survey offered us another tool to continue to reflect and always seek to do better. We are always grateful when families and staff take the time to complete our surveys as it supports future improvement when we can recall data. Of significance in the staff survey, was a recognised need to further develop our IB focus. We are delighted to appoint, internally, Mary-Anne Muhl in this role. After teaching in Year 4 in 2022, Mary-Anne will move to PYP Coordinator in 2023 and bring to this, her numerous years in similar roles around the world and a passion and deep understanding of the IB.

With my dual and new roles of Interim Principal and Deputy Principal, Early Years, Alicia Flowers stepped up to return to her initial role from 2005 when she was part of the group of staff to open our first ELC. Her love of this space and her connection to staff and families has been a key contributor to the ongoing success of our ELC.

To our graduating class of 2022, I wish you well for all your future endeavours. I know you will return to St Andrew's for one of many reunions. Your strength of character and what you achieved in a challenging year, is impressive, and you should feel proud of yourselves. You will notice your strength and courage when you move on to high school and see your capabilities shine, but mostly, when you see that you and other St Andrew's students, are the ones volunteering at events, participating in groups, joining teams and being an active part of your next school community. You have embraced as the norm, the cliché of 'the more you put into something, the more you get out of it'. If you look at all the opportunities, co-curricular, music, sporting, and other clubs you have belonged to at St Andrew's, you will see the commitment you had to participate, learn and enjoy, and be part of a group of students who welcome that sense of having a go, where learning one to five musical instruments, is common at St Andrew's School. We thank you for your service and may your futures be filled with happiness.

To our teaching and non-teaching staff, thank you for the care of each other and our School. Your resilience and commitment is greatly appreciated, as you continue to deliver an excellent educational program, a community service, and a place of joy for children and families. We thank you for all the that you do.

I am so proud of our recognition and support of Kauma language, Aboriginal culture and stories, and the way we have brought this to the forefront of our community. Our ELC children use Kauma language and activities everyday as an embedded practice. Our Reconciliation Action Plan is prominent across all areas of the School, and we see this as an exciting, continued growth area of speaking Kauma, learning histories and being visible and authentic. To Cerys Phillips who is leading this across the School, *ngaityalya*, thank you.

We say farewell to staff, which is bittersweet. They leave for various reasons and although hard at times, we know change is part of life. Whether you are leaving for a new leadership position, a new direction away from teaching, a different school, or to broaden your teaching

experiences as part of your professional growth, we wish you well. May you take from us our love, care, and collegiality. A special farewell to Nick Steel, who served for 31 years. He held many roles including PE teacher and Deputy Principal.

To Heather Wood, who has been courageous and dedicated in her role as Deputy Principal as part of our Leadership team. How appropriate and wonderful that you are stepping into the role of Year 6 teacher. Our community is blessed to have your knowledge and skills, both as Deputy and now in a teaching role, returning to what you trained to be: a teacher. Thank you for all you have given to our School and will continue to give.

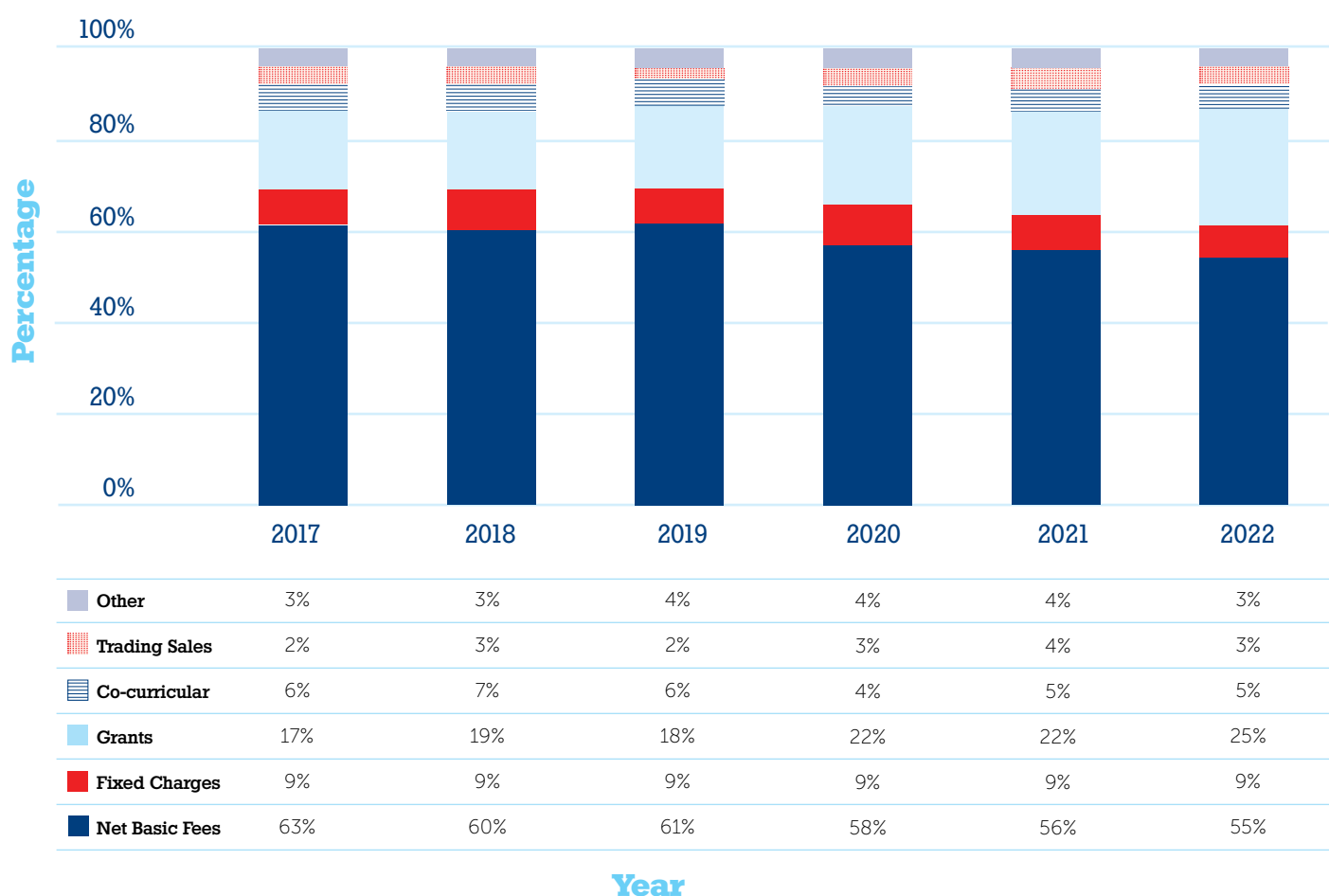
To our School community, I cannot thank you enough for your support, encouragement, and care over the last six months in my role as Interim Principal. I am forever grateful, and I am also excited for the future of St Andrew's School under Luke's Principalship. I thank all members of our Leadership team, and Jo Sanders, for the enormous work you have all done in 2022. I know that we will all work well together, in 2023.

Cathie Egarr
Interim Principal



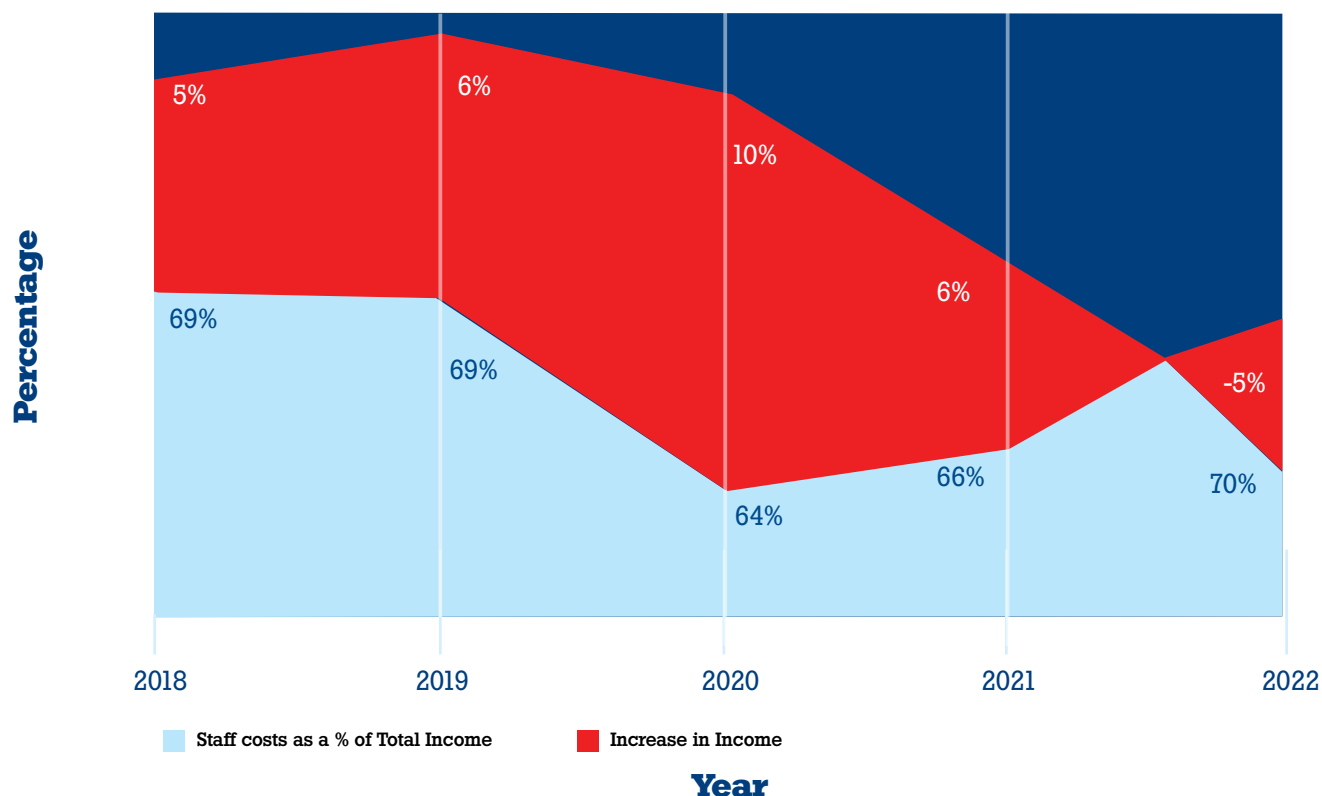
Financial Results

Income Streams



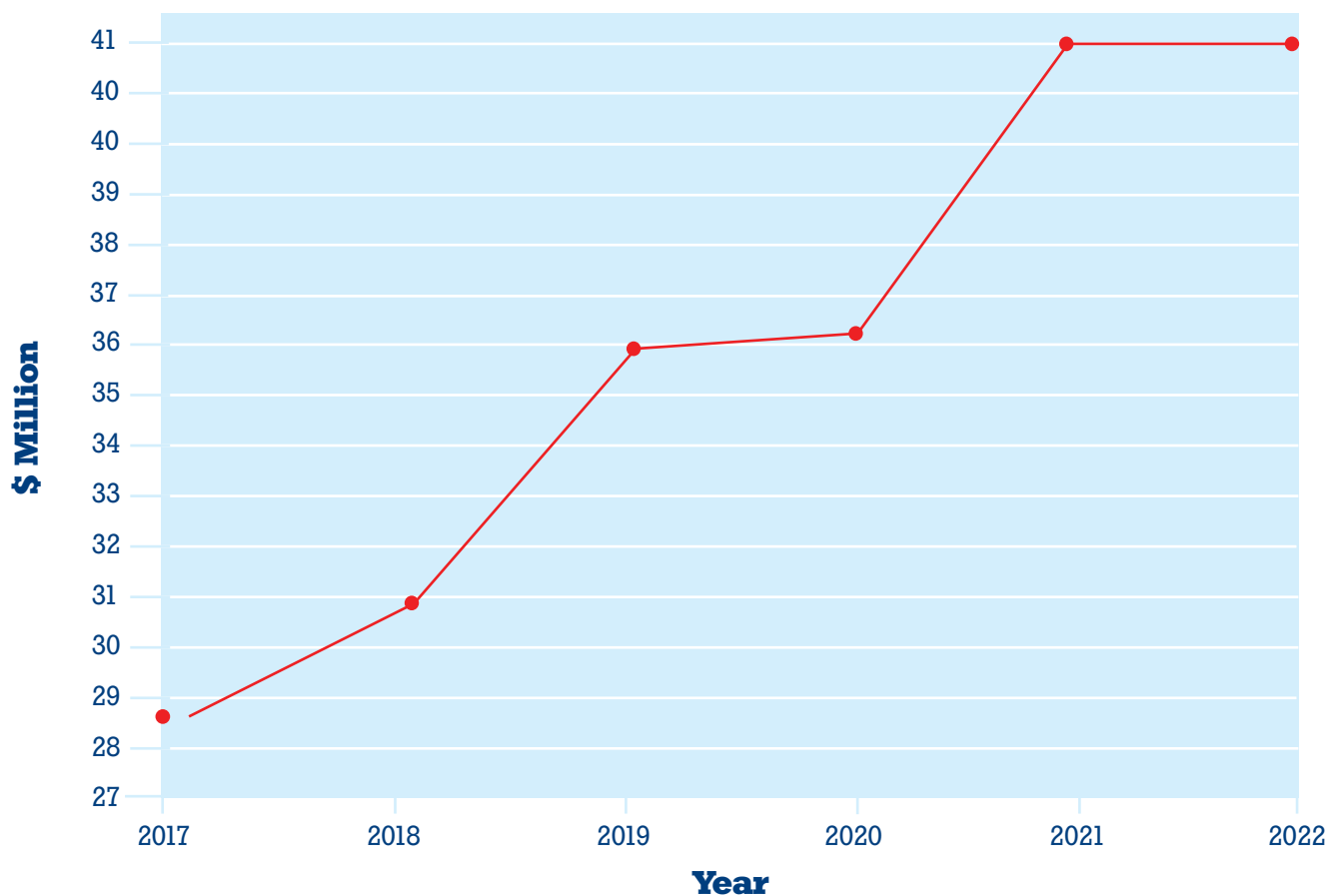
Our income streams are constant and in accordance with St Andrew's School continuity and planning processes.

Staff Costs vs Increase in Income



Staffing costs are in line with other independent schools.

Value - Property, Plant and Equipment



Reports from our **School Community**

Parent Feedback

In September 2022 our parent community participated in a Satisfaction Survey, which has provided St Andrew's with feedback on various areas of the School. The broad objective of this research was to assess parents' perceptions of the performance of St Andrew's School and to measure these performance outcomes against both internal and external benchmarks, as well as results from previous years.

The survey was completed by 148 parents with representations across the different year levels and areas of the School.

The survey reflected strong satisfaction in the area of Administration Staff; broad satisfaction was reported in the areas of Image and Reputation, Personal and Social Development, Quality of Learning and Teaching, Co-Curricular Program, Quality of Caring and Support, Communication, and Curriculum.

More specifically, the survey results indicated that parents have very high levels of satisfaction, with their expectations being met in the areas of providing opportunities for students to feel they are a part of a Christian community, in the Anglican tradition, and the School's reputation for music.

The survey results provided insights into areas of ongoing improvement which included the need for investment in plans for the future with strong and clear leadership and governance.

We value the responses shared with us and the time spent completing the online survey. The information helps us to appreciate the evolving needs of our families and to evaluate our current programs and structures. Parent surveys are conducted biennially to gain, and respond to, feedback, and continually improve what St Andrew's has to offer.

Staff Feedback

Staff satisfaction is determined through a Staff Survey, 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.

The biennial survey reflected strong levels of satisfaction in these areas:

- | Quality of Learning and Teaching
- | Curriculum
- | Quality of Caring and Support
- | Personal and Social Development
- | Leadership
- | Administration and Support
- | Current Leadership of Deputy, Coordinator or Line Manager
- | Work Group Cohesion
- | Communication

The average staff satisfaction index including scores from the past is as follows:

Year	2010	2012	2014	2016	2018	2020	2022
Score	82.2	84.8	85.9	88.1	89.8	86.8	82.9

Cathie Egarr
Interim Principal

Student Feedback

An exit survey was conducted with the Year 6 and 7 students, and the overall response was positive. Some of the comments from the survey are as follows.

“

What advice can you give to our current Year 6 students?

Be strong and independent. Always have confidence and enjoy every moment you have at St Andrew's.

Make the most out of your last year at St Andrew's.

To never give up and to keep trying to keep learning.

Remember the memories you make in primary school.

What would you never want to see change at St Andrew's?

The closeness that students and teachers gain throughout the students' years at St Andrew's.

I want to preserve the old buildings and the history of St Andrew's.

I would never want to see the kindness and helpfulness of the teachers change.

The teachers, the programs and the learning style.

Which activities/programs did you enjoy the most at St Andrew's?

Knitting club, debating, senior vocals, personal project, the musical.

I loved the personal project and the basketball teams.

I enjoyed music, and the science and design tech programs here.

Gardening club and music programs.

Co-curricular activities.

A challenge I have found since leaving St Andrew's...

Being separated from my friends.

Adjusting to a much larger campus and a new environment.

Having different teachers for almost all of my subjects.

”



Report from

Foundation Board

The St Andrew's School Foundation enjoyed another successful year in 2022.

During the year, we were delighted to welcome two new members to our Board: John Maddison and Chris Rae. They have shown wonderful enthusiasm and have contributed greatly, along with the continuing Board members, Melinda Parent, Jeff Potter, Peter Staniszewski, Peta St Clair (School Board Chair) and Elizabeth Zikos. Once again, thank you to those who serve on the Foundation Board, give of their time and resources so generously, and are proud advocates for our wonderful School.

During 2022 we farewelled Elizabeth Zikos, who retired from the Board during the year after four years of dedicated service, and Chris Rae, who reluctantly resigned as his work travel commitments precluded him from continuing.

Following the retirement of Paula Turbill as Chair at the end of 2021, I resumed the role of Foundation Board Chair in January, having previously served in this capacity from 2014 to 2018.

After the success of the Capital Campaign (2018 - 2020) and the Giving Day in 2021, which contributed significantly to funding the construction of our Master Plan projects, there were no significant fundraising events during the year. Instead, the Foundation focused on the demonstration of impact and setting the framework and policies for responsible stewardship of our invested funds and our Scholarship programs.

During the year, the Foundation Board and the School also finalised the design and installation of various donor recognition initiatives. We thank all those involved in that important work.

In June, the School Board and Foundation Board co-hosted a wonderful '360 CoLab' event, which officially celebrated the operation of The Collaboratory, within the new Tarrkarri Building. This event showcased the innovative, future focused learning opportunities provided by this award-winning facility.

Slightly less exciting but still very important, the Foundation Board also worked through a review of its policies and procedures, and other governance tools during the year. With these guiding documents updated and kept relevant, the continued prudent governance and leadership of the Foundation is ensured.

In November, the School Board and Foundation Board again co-hosted dignitaries and others in the school community, including donors, to officially open the new Tarrkarri building. This was another successful evening that gathered the school community, and donors, to celebrate the exciting developments in our wonderful School and the impact of their generous support.

Thank you once again 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 and its philanthropic activities.

We look forward to another wonderful year at St Andrew's School, for what we envisage will be an exciting and successful 2023.

Kristian Downing
Foundation Board Chair



Report from **Old Scholars' Association**

After a period of much disruption, 2022 provided the St Andrew's Old Scholars' Association with a wonderful opportunity to emerge from our many recent restrictions and to engage with our large and ever-increasing alumni once again. With exciting changes ongoing around the school grounds, it was clear that staff, current students, and their families, and indeed the whole school community, were keen to make the most of it!

After the recent transition of Year 7 into secondary school within South Australian independent schools, 2021 had been doubly important, with both a St Andrew's School Year 6 and Year 7 graduating class. This was reflected in the two First Year reunions held on the 16 and 17 June 2022.

A wonderful buzz always accompanies this first reunion of newly graduated alumni, with all the rapid changes and experiences of their new schools providing plenty to catch up on!

In November, I had the privilege of welcoming back the former Year 7 students from 2012 for their 10-year reunion. After much catching up and swapping of old school stories, the new group of Old Scholars were shown around the new Tarrkarri facilities.

A number of further successful reunions were held throughout the course of November. These included the five-year (Class of 2017), 30-year (Class of 1991 and 1992) and 40-year (Class of 1982) reunions. It has been particularly wonderful at these events to see members of our Old Scholar community returning to the School to relive past memories and rekindle friendships. I would like to extend a special thank you to the Old Scholars involved in coordinating their year groups, as well as to Suzette Black for her tireless efforts supporting the Association in her role of Community Engagement Coordinator.

Also, of note and as part of our ongoing community goals, the Old Scholars' Association was pleased to contribute to the Parents' Association St Andrew's Quiz Night held in September. Despite ongoing uncertainty around large events, everyone had a great time, with monies raised going toward supporting ongoing school community activities.

I must again acknowledge the wonderful support of other members of the Old Scholars' Association committee over the past 12 months. Karen Rogers (Year 7 1978), Sarah Parsons (Year 7 1978), Marko Draca (Year 7 1997), Josiah Lindqvist (Year 7 2013) and Catherine Heylen (Year 7 2013) have provided me with tireless support and their valuable time, allowing us to continue our outreach to the St Andrew's Old Scholars' community. It was also wonderful to welcome Tim Welburn (Year 7 1978) back to the committee as Secretary, after his French sojourn!

Heading onward into 2023, the feeling of excitement regarding the direction of the School is obvious. Our St Andrew's Old Scholars' community continues to grow, and this provides us with a wonderful opportunity to connect to and enrich the educational environment provided to our current students.

Michael Herbert
President
(Year 7 1994)



Report from

Parents' Association

The St Andrew's School Parents' Association exists within the St Andrew's School community, a community which includes the students of the School and their families, the teachers and other educators, and the many other members of staff who work to keep all the parts in shape and moving.

In 2022, the Parents' Association built a strong, enthusiastic committee. The committee was determined to provide many positive events and experiences for the community, and to rebuild post-COVID-19 restrictions. We welcomed parents into the Uniform Shop, and we had our AGM at the Walkers Arms Hotel, enticing parents to join us with free drinks and supper – and it was a success, with the biggest AGM turnout anyone could remember, and many parents staying late to connect with old and new friends alike.

Many of our traditional functions were back: our Mothers' Day Stall was an (almost) sell-out success, our Heroes' Day Breakfast was a lovely morning for all, Movie Night was loads of fun and the Quiz Night was well supported by parents and teachers alike.

Dad's Night was once again a well received opportunity for Dad's to catch up, and we brought back the sausage sizzle and cake stall to Sports Day Finale which was heartily received by those who crowded the Parents' Association tent.

It would be remiss of me to talk about the wonderful community events without mentioning that the Parents' Association faced some fairly critical challenges. I am proud of how the Parents' Association responded to these challenges in 2022, and I would like to thank all of the committee members for their hard work, support, and kindness. I would especially like to thank the executive of Andrew Perry (Vice President); Melanie Hardy (Treasurer); Eleonora Rubenis (Secretary until July 2022); and Jill Hobson (Secretary July-December 2022) and our two parent representatives on the School Board, Kiran Hiriyanna and Devita Pathi, all of whom went above and beyond, out of care and commitment to the School and the school community.

Finally, I would like to thank Suzette Black, who works tirelessly for the St Andrew's community associations, organising us all, and always able to magic-up whatever skills and knowledge we need at any given point in time to bring our ideas to fruition. I value the work that we did together, and more than that, the relationships that we built through times that were not always easy.

I wish St Andrew's School and the Parents' Association all the best for the future.

Despina Anagnostou
President



Early Learning Centre

Unpacking our ELC Day

The ELC comes alive at 8:05am each morning with the sounds of children laughing and playing and conversation between families and teachers. It is the time for hugs and kisses and special routines that help the children say 'goodbye' to their families and move into their home rooms to share the day with their ELC 'family'.

The Morning Meeting is an integral part of our daily routine in the ELC. It is a gathering of the children signifying the beginning of day and setting the scene for the day ahead. It is an opportunity for children to share their ideas, learning and wonderings with the group. The Morning Meeting in each room usually begins with a welcome song, our Acknowledgement of Country and unique greetings to each other.

The robust discussion may be about a number of things: current inquiries, reflection on the previous day's events, what the children have ahead of them during the day, experiences available to them in the room and outside, as well as reminders about essential agreements.

Lunch time is another significant part of our day in the ELC... and it is more than just a meal. The routine of lunch has become an important, eagerly awaited ritual, that is refined day by day throughout the year. During the meal, children are given opportunities to select from the food presented to them and choose whether they would like 'a little bit' or 'a lot'. New foods are encouraged, but not forced, as we often see children grow in their confidence to take risks with their eating. Children are supported to serve themselves with increasing independence, and many exercise agency by capably manipulating the tongs and serving spoons. Calming music plays in the background, but quietly enough to allow for the mealtime chatter between friends.

It is often during 'everyday experiences' such as these that we learn so much about children and their families as the teachers always eat with the children, at the table, as one. These enjoyable group experiences enable children to develop a stronger sense of belonging and understanding of manners and expectations in a comfortable and friendly setting.

And after all that... who could think of anything better than a little lie down! In our busy, day-to-day world, we believe that the ability to take time to stop, slow our bodies down and practice mindfulness are critical skills for our young learners. Our minds are constantly stimulated, some might even say overstimulated, with the amount of fast paced information continually firing at us. Being able to 'pause' amongst this is crucial. Our ELC children are given daily opportunities to practice 'slowing down' through yoga, yarning circles, mindfulness and of course occasionally, a little siesta.

Throughout our ELC day is ample time for playful learning... where children can explore, play, investigate, hypothesise, research, converse, make theories and form conclusions. Children are supported during their play by invested educators, eager to stretch their thinking and expand their play through careful observations, questioning and the addition of varied resources. We pride ourselves in children being given opportunities to demonstrate independence, take risks and develop their critical thinking. Routines and an understanding of 'what's next' is an important part of children feeling safe and secure in order to develop such skills. This allows the children to follow their own interests and gives teachers opportunities to provide experiences that foster and extend their learning.

After a busy day of playful learning, the children and teachers gather again to share afternoon tea and time together before the children go home. This group time might involve reflection on the day's experiences, singing, or games, that are enjoyable and continue to promote a strong sense of shared belonging. The children are dismissed one by one at the door to reconnect with families or, children might eagerly join the After School Care team to begin their relaxing afternoon activities.

Above all, our aim throughout each ELC day is to guide and support the children through routines and learning experiences that enable them to feel accepted, included, engaged and 'at home'.

Alicia Flowers

Assistant Director of Early Learning





Diversity and Equity

2022 was a year of heightened productivity in this space as the focus on diversity and equity at St Andrew's School broadened and the commitment revitalised.

Avenues through which diversity and equity can be utilised and explored within a teaching and learning environment were given focused attention.

The year began with research into the innovative areas of inclusivity in schools, supporting our ability to lead in this area. Referencing work by Cohn-Vargas, Kahn, Epstein and Gogolewski, research revealed the necessity of promoting systemic equity within our School. Systemic equity relates to a conscious approach to ensure a sense of belonging and acceptance for all students. Communicated to the staff was information about creating identity-safe environments and how identity-safe classrooms and schools are essential for children's social and academic growth. Other sources of research included the South Australian Commissioner for Children and Young People's report on Stereotypes and Sexism, as well as material from the Council of International Schools.

Research facilitated greater understanding around how the elements of student agency, an integrated culture of diversity, authentic relationships and the classroom environment are all key factors in providing a platform for inclusivity and managing diversity and equity in schools. Research also showed how diversity and equity is an essential avenue to explore at St Andrew's School, as addressing it demonstrates a commitment to our core values. An environment where children know that their culture, interests, and skills matter, is one where active learners flourish. This creates a sense of **belonging (wartapurru)**, a feeling that there is **integrity (numa wapinithi)** in their relationships, opportunities to be **creative (kurlana yailtya)** in their thinking and experiences and consequently for them to feel and to **celebrate success (mukamukarrinithi)**.

A key aspect that injected energy into understanding and communication around the concept of inclusion being related to academic growth was the creation of the digital hub for Diversity and Equity. This hub is accessed through our internal management system and

is available to all staff. It is regularly updated with reference material and resources that enable all who access it to develop their understanding and how elements can be translated to the classroom.

For teachers to create identity-safe spaces for students, a mindset is developed and a schoolwide shared understanding, rather than a program followed. This is developed through collaborative planning, including planning for shared perspectives. This is also created in a shared understanding about the School values, mission, and vision and how these are implemented. Authentic opportunities were provided through the hub, to explore this. Using resources from the hub, teachers were able to make identity-safe spaces audible and visible around the School.

We are continuing this journey as a School, especially as new staff join our community, but the hub remains a constant source of information.

The other aspect of our hub was dedicated to our Reconciliation Action Plan (RAP). Again, this area of the hub was continually updated to provide relevant classroom resources, professional readings, videos, and documents that facilitated the implementation of the actions and allowed us to address the goals put forward in our refreshed 2022 RAP.

We actioned many of our goals and deliverables. Aboriginal educators were invited into the School. These included Iteka Sanderson Bromley from Kumaminthi who worked with students on Aboriginal identity.

The Early Learning Centre continued to prioritise Aboriginal and Torres Strait Islander histories and cultures in their language spoken with the children, as well as continual reflection and work with their Quality Improvement Plan in this area.

Concrete opportunities to make Reconciliation visible in our community were created, through the planning and creation of our Reconciliation Garden. A group of dedicated students in Year 6 researched indigenous plants and planted them to create a beautiful space for reflection about Reconciliation and community.

"Planting indigenous plants is a way to show how we care for Country."

Cowen



The garden area was supported by Walkerville Rotary Club, Lorena Mortimer and Tim Worden who assisted with sourcing, planting, irrigation, and protection of the plants. We were also fortunate to engage the talents of Mr Schembri to create wooden signs to mark the space.

Another visible commitment to Reconciliation included our Acknowledgements of Country in both front office areas. The Acknowledgements in both Kauma and English show our resolve to state that our School is on Kauma land. They also complement the Acknowledgement of Country situated in the commemorative garden located at the front of the Tarkarri building.

Our School values were translated into Kauma and displayed within the mural created by Catherine Puckridge, as well as throughout school documentation.

"It is really important to make sure everyone knows how important Aboriginal cultures are."

Cooper

We invited Uncle Moogy Sumner to perform the Welcome to Country at the opening of the Tarkarri building and the student RAP leadership group led the celebrations for Reconciliation Week, heralding the theme, Be Brave, Make Change.

During National Reconciliation Week, we launched the children's edition of the Reconciliation Action Plan, 'Our RAP!'. This led the way in how children were able to approach Reconciliation. Various schools asked for copies and wanted to engage in how it was written and used. The RAP was rewritten through questions that allowed the students to access the concept of Reconciliation and the School RAP through a lens of inquiry.

"We can use a copy of Our RAP! and choose a question that is interesting."

Zara

An application made to Reconciliation SA for a Reconciliation Education Activities Grant was accepted and plans for a mural in our Reconciliation Garden began.

A roster was created for Year 6 students to share the responsibility of flying the Aboriginal flag along with the Australian and South Australian flag each day.

The allocated time specifically directed to the area of Diversity and Equity throughout 2022 resulted in major, key developments for the School.

Cerys Phillips

Coordinator of Diversity and Equity



Official Opening of Tarrkarri and our Wellbeing Hub

On Friday 25 November, 2022, we celebrated the official opening of the Tarrkarri building and the Wellbeing Hub with members of the St Andrew's School Board, Foundation, Parents' Association, Old Scholars' Association, major donors and the school community, both past and present.

The name *Tarrkarri*, meaning 'the future' in Kaurna language, was chosen through community consultation and is representative of the School's ongoing commitment to acknowledge and respect Kaurna culture and history.

The Tarrkarri building, which includes a brand new innovation space known as The Collaboratory, enables students to explore their engineering abilities through inquiry and collaboration. Our guest speaker for the evening was St Andrew's Old Scholar and past parent, Professor Toby Coates AO. Professor Coates is the Director of Kidney and Pancreatic Islet Transplantation and Professor of Medicine at the Royal Adelaide Hospital and has been at the forefront of Type 1 diabetes treatments in South Australia. He emphasised the importance of collaboration and inquiry being taught, enabled, and facilitated from an early age, for our future leaders in STEM. He drew the connections to the significance of The Collaboratory.

The event featured speeches delivered by Cathie Egarr, Interim Principal; Professor Toby Coates AO; Peta St Clair, School Board Chair; Luke Ritchie, Incoming Principal for 2023; Kristian Downing, Foundation Board Chair; Lucy Hood MP, and welcomed Melissa Jones, Mayor of the Town of Walkerville, and Lauren Morris who represented Steve Georganas MP. After the speeches, guests enjoyed an evening of food, wine and entertainment while exploring the state-of-the-art, 21st century learning environments and Wellbeing Hub.

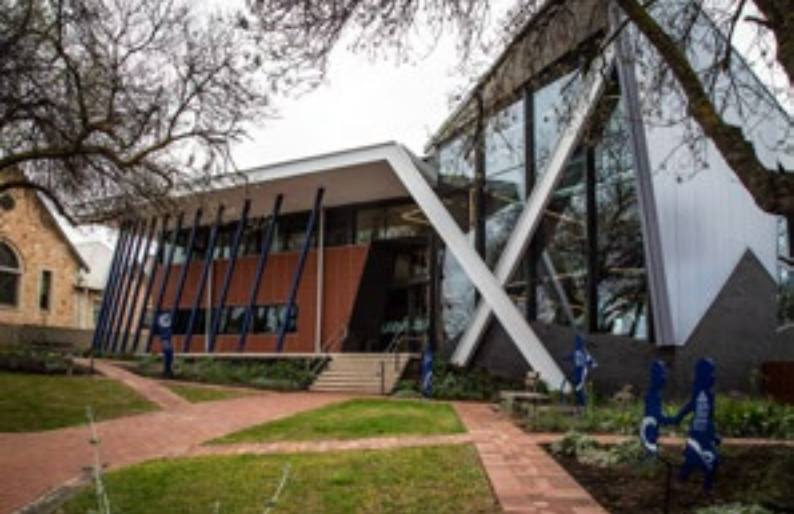
We were honoured to have Uncle Moogy officiate the Welcome to Country and to welcome Uncle Ivan Copley as a guest, who had performed a Cleansing Ceremony following the demolition of the previous building on this site, Kennion House, in January 2021. Swanbury Penglase, our architects, were also in attendance, having recently received an award at the Learning Environments Awards ceremony for this project and additionally, another award for the innovative lighting in this building. They were joined by our builders, Partek Construction and Interiors.

As guests arrived, our School's String Quartet provided entertainment. This was followed by music by past student, Hamish Netting and his wife, Paris Netting, who are current Strings teachers, performing their Cello duets repertoire. Additionally, Audrey, an Aboriginal Artist painted a 'live' canvas during the evening in commemoration of the event. Isaac welcomed guests to the Tarrkarri building on his didgeridoo as they walked the red carpet to enter the new building.

Overall, it was a wonderful evening of celebration, looking to the future and supporting our strong school community.

Cathie Egarr
Interim Principal





School Holiday Camps

St Andrew's School expanded its themed holiday camp program in 2022 with the addition of Safari Camp, building on the success of the sold-out Space Camp and Camp Creative in 2021.

Space Camp

Space Camp followed the same itinerary as the previous year, with visits to the Planetarium at UniSA, Mawson Lakes, the Space Discovery Centre at Lot Fourteen, and scuba diving at Adelaide Scuba, Glenelg, to experience the feeling of weightlessness.

At school, students participated in various space-related activities, including astronaut fitness, cooking astronaut food, and drone piloting. They also had the opportunity to don a Virtual Reality Headset and experience life aboard the International Space Station. Students built and raced electric-powered moon buggies, and launched a real solid fuel rocket, which provided a memorable end to the camp. The new facilities in Tarkarrim improved the students' overall experience and provided a safe place to construct their projects.



SAS
SPACE CAMP

Safari Camp

The inaugural Safari Camp took place in Week 2 of the October school holidays and proved to be a popular addition to the School's holiday program. Over 90% of the cohort signed up for the full five-day experience. On day one, students went on a local safari along Linear Park armed with camera probes, containers, and nets. They then returned to School to learn how to use the microscopes available in The Collaboratory, before beginning to build a pine timber birdhouse with the numerous carpentry tools on offer.

On day two, students went snorkelling beneath the jetty at Port Noarlunga with Wilderness Escapes. The day was memorable, despite the cold weather, with a rare sighting of a leopard seal washed up on the beach. There have been less than sixty sightings of leopard seals in South Australia since records began in 1915.

On day three, students went kayaking at Garden Island on the Port River, with the highlight being a venture into the thick mangroves. For the final two days we were joined by Mrs Pickett, as we set off on an overnight camp at Monarto Safari Park. Due to confusion over the new entrance, our coach driver was slightly late for the tour but as luck would have it, the delay meant that we saw a giraffe being born. Following the bus tour in the morning, students were left to explore the park until meeting our overnight guide at 4:00pm. We were then led into the bush camp area and after pitching tents and eating dinner, students were taken on a night walk before toasting marshmallows on a fire. After arriving back to School the following day, some students chose to continue with their birdhouses whilst others watched an animal movie. Feedback from both camps was extremely positive, with Mr Hannigan stating that Safari Camp was his most favourite week at School ever!

St Andrew's School's themed holiday camps proved to be a huge success in 2022, with the addition of Safari Camp providing a unique and memorable experience for the students. These camps would not have been possible without the commitment and dedication of the staff members involved, especially Daniel Hannigan. We look forward to building on this success in the coming years and providing even more exciting and engaging experiences for our students.

Chris Boden

Coordinator of Creative Design and Scientific Thinking



Wellbeing Hub

We were excited to officially open the Wellbeing Hub, at the end of 2022 in conjunction with the Tarrkari building opening. The hub offers multi-sensory spaces, counselling rooms and office spaces, providing a safe and supportive environment for students.

On entering, you will find the sensory room, which is a therapeutic space that provides a range of sensory experiences, supported by light, sound, and touch. This space is designed to assist the emotional regulation of our students and offers several benefits including:

- **Promoting relaxation:** creates a calming environment that can help reduce stress and anxiety.
- **Improves sensory processing:** particularly beneficial for individuals with sensory processing disorders, such as autism. The controlled sensory experiences can help to regulate the nervous system and improve sensory integration.
- **Enhancing communication and socialisation:** a space for socialisation and communication, particularly for individuals with communication difficulties. The various sensory experiences can provide a shared experience that can help to build connections between individuals.
- **Supporting physical development:** can provide opportunities for movement and physical activity, which can be particularly beneficial for individuals with physical disabilities.
- **Providing a safe space:** a safe and supportive environment for individuals who may be experiencing emotional or behavioural difficulties. The calming environment and sensory experiences can help to regulate emotions and promote self-regulation.

Hannah Pickett, our Administration Support Officer, is situated at the entry of this space, ready to assist students, staff, and parents in seeking help and support. Hannah's friendly, welcoming, and knowledgeable approach helps to reduce anxiety and build trust with students, making them more likely to open up and share their concerns.

Towards the back of the building is a larger multi-purpose sensory space. This is used by classes to support the social and emotional learning of students including running the MindUP curriculum, a program designed to help children develop attention, self-awareness, and emotional regulation skills. In 2023, with the final instalment and finishing touches, this will be a highly utilised space across our ELC - Year 6 Social and Emotional Learning Curriculum.

Allied health professionals also use this space to run occupational therapy sessions with students during school time. This partnership with allied health professionals is important at St Andrew's as we nurture the whole child.

Occupational therapy:

- supports students with physical, cognitive, or emotional challenges to develop the skills they need to participate fully in classroom activities.
- develops strategies to help students with sensory processing challenges to regulate their sensory input and respond appropriately to their environment.
- assesses and recommends adaptations to the school environment to support student learning and participation.
- helps students develop the fine motor skills necessary for handwriting, keyboarding, and other academic tasks.
- provides recommendations and training to school staff and families on how to support students with disabilities in their daily activities.

Meeting rooms are frequented by Speech Pathologists, Autism SA, and other allied health professionals seeing students one-on-one, while our Counselling team meets regularly with parents offering support and guidance.

Our Counselling team sees children one-on-one and in small groups, providing a safe and supportive environment where children can express their thoughts, feelings, and concerns. The play space is a perfect environment to meet for these sessions and to seek support and guidance from trained professionals. Children express themselves through play and creative activities, and these therapies can help children communicate their thoughts and feelings in a safe and non-threatening way.

The new Wellbeing Hub is a place where students can learn about and practice good mental health habits, including activities such as mindfulness exercises, stress management techniques, and self-care practices. When students are feeling physically and mentally well, they are better able to focus and perform well academically, supporting student success.

We feel very blessed to have this facility and are grateful for the grant that facilitated this project.

Donna Longden
Director of Wellbeing

NAPLAN Test Results 2022

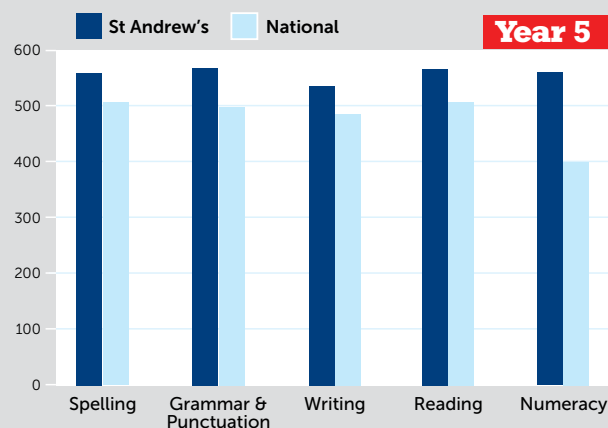
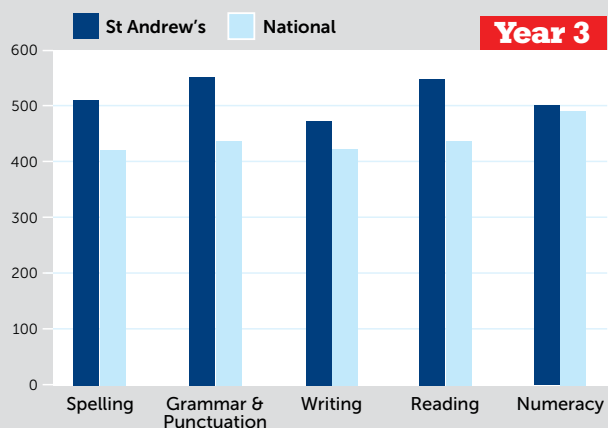
Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

Each year, all students in **Years 3 and 5** are required to sit Australia-wide tests in reading, writing, conventions of language (spelling, grammar, and punctuation) and numeracy to establish the proportion of students achieving national benchmarks.

In analysing the 2022 NAPLAN results by year level, and as a whole School, it can be seen that the average scores for St Andrew's students across each component of the test sits well above the national average.

Year 3	Spelling	Grammar & Punctuation	Writing	Reading	Numeracy
St Andrew's Average - Bands	6	7	5	7	6
St Andrew's Average - Score	505.9	547.2	469.4	542.7	497
State Average - Score	412.9	420	412.4	426.7	389.4
St Andrew's - % Above State Average	22.5	30.3	13.8	27.2	27.6
National Average - Score	417.7	433.2	422.1	437.8	488.3
St Andrew's - % Above National	21.1	26.3	11.2	24.0	1.8

Year 5	Spelling	Grammar & Punctuation	Writing	Reading	Numeracy
St Andrew's Average - Bands	7	7	7	7	7
St Andrew's Average - Score	560.7	568	538.7	568.9	562.8
State Average - Score	498.4	488.6	471.4	503.6	479.1
St Andrew's - % Above State Average	12.5	16.3	14.3	13.0	17.5
National Average - Score	504.5	498.8	484.3	509.7	399.8
St Andrew's - % Above National	11.1	13.9	11.2	11.6	40.8



Music

Students participating in the Music Program at St Andrew's School demonstrated outstanding commitment to learning, and impressive development in musical maturity. The level of ability and participation across the various programs has resulted in outcomes well beyond what one would expect from primary aged students.

This year, performance opportunities have included the Autumn and Spring Music Recitals, Year 4 Musical 'Seussical Junior', An Evening with Strings, Bands Cabaret, Vocal Cabaret, St Andrew's in Concert, Walkerville Christmas Fair, Final Music Assembly and of course, Speech Night.

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

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

Ensemble Program

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

Classroom Music

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

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

Handbell Ringing

Handbell ringing has a long and strong tradition at St Andrew's. Most students begin their ringing experience in Year 5 as a result of the 'come and try' sessions, but we do have ringers who begin their ringing careers in Year 3. The Handbell Ringing Program is led by Gray Vernon, a member of the world-renowned Bell Ringing group 'Synergy'. Gray began Bell Ringing as a St Andrew's scholar. The Handbell ringers performed at St Andrew's in Concert, Speech Night, and the Valedictory Service.

Year 2 Recorder Program

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

Year 3 String Program

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

Year 4 Brass and Woodwind Program

This program offers students the opportunity to try brass and woodwind instruments in small group tuition. Students attended lessons once per week for a term on either flute, clarinet, or trumpet. We have had several students choosing to continue on their chosen instrument, which has greatly benefited our ensembles.

Year 4 Musical

The musical production this year was 'Seussical Junior'. Year 4 students were involved in singing, dancing, and acting in their various roles as the Jojo, Cat in the Hat, Horton the Elephant, Mr and Mrs Mayor, Gertrude McFuzz, Mayzie La Bird, Wickersham Brothers, Bird Girls, Sour and Young Kangaroo, Judge Yertle the Turtle, Vlad Vladikoff, The Grinch, The Whos, The Jungle Citizens, Hunters, Circus Animals, Fish, Nurses, and Courtroom Attendants.

This is such an exciting Unit of Inquiry in Year 4 and allows students to explore all areas of learning in a fun and creative setting.

Special thanks to Sharyn Iadanza whose expertise in children's singing, acting and choreography make her invaluable as Musical Director. Fiona Brady created a spectacular backdrop for our young actors, and huge thanks to Nicole Zacher, Mary-Anne Muhl, Danielle Lyons and an amazing team of support staff, parents, and musicians.

Speech Night

Speech Night this year was an awe-inspiring event. A post-COVID return to the Adelaide Town Hall brought home the uniqueness and privilege of sharing this occasion with our students and their families. Opening with the Handbell Processional, a long-standing tradition, and moving to Year 3, 4, 5 Choir singing 'I Am Australian/My Island Home' using the Kaurna language, and 'Hallelujah Chorus: A Soulful Celebration' expertly accompanied by the St Andrew's music staff band and student musicians.

The Senior Vocal Ensemble sang 'Oh Happy Day' followed by the Senior Concert Choir's rendition of 'Louder than Words' and 'Joyful Joyful', a theme of positivity and optimism that rang throughout the evening. Percussion Ensemble is a favourite at every event, and they did not disappoint. This year they performed 'Under the Sea', showcasing their prowess on mallets, and featuring our youngest Percussion Ensemble member ever on drums.

The Senior String Orchestra was joined by two of our Senior Bellringers this year, performing a haunting and poignant arrangement of the 'French Carol', followed by Rimsky-Korsakov's 'Dance of the Tumblers'. These young players did justice to the beautiful acoustics in the Adelaide Town Hall and the result was mesmerising.

Stage Band brought a 'laugh out loud' moment as they entered the stage donning aprons and chef hats, most appropriate for their performance of the 'Bakers Delight Theme' composed by Adelaide local Sean Timms. The Senior Concert Band continued the theme of joy and celebration with Frank Ticheli's 'Amen!' The sound that filled the space was breath-taking. The evening's music concluded with the St Andrew's School Finale Orchestra; an annual highlight at Speech Night. These young musicians answered the challenges of Saint-Saens' 'Bacchanale' with determination, technical finesse and plenty of musical style. An absolutely outstanding performance and a fitting way to celebrate our return to the Adelaide Town Hall.

Anna Coppens

Director of Music



Sport

Health, physical education, and sport play a vital role in a child's development. At St Andrew's School, we aim to provide opportunities for all students to experience challenges at their own level, learn through sport, and develop resilience, respect, and good sportsmanship.

Sport is an integral part of a child's school life as it adds to their toolkit and assists in various ways.

Despite the challenges posed by COVID-19 restrictions, we managed to hold some of our major sporting events such as the Year Level Sports Days, Sports Day Finale, and Cross Country on different dates and locations. We also modified the Swimming Carnival and the Junior Primary Sports Day, with our wonderful parents watching from a distance. We continually made changes to events to improve student participation, and in 2022, we showed flexibility to ensure our children's endeavours were still a priority given the climate. Some of our students were able to represent the School at District School Sport SA events such as the Interschool Swimming and Athletics days, having earned selection by placing first or second at School events.

In 2021, I was tasked with re-imagining the Outdoor Education program at St Andrew's. After speaking with the children and staff about camps, we modified and altered our approach to build resilience and independence while working with our units of inquiry. With some planning, imagination, and creativity, we now have an excellent program in place, which includes a new Year 2 (parent-child) camp on school grounds, Year 3 camp at Nunyara (Belair) with a First Nations perspective, the popular St Andrew's in Woodhouse in Year 4, Mylor Baptist camp in Year 5 and back to the wonderful Fleurieu for Aquatics in Year 6.

In Health and Physical Education, we aim to further develop each child's physical literacy and assist in developing their social and emotional intelligence through programs such as 'Play is the Way'. Our students are provided with experiences to develop resilience and self-belief, working towards developing higher levels of physical literacy so that they are more competent at playing different sports.

Combined with the IB and the Learner Profile, this allows all our children to make connections between different subjects and become real agents of learning.

We offer students the opportunity to participate in Interschool Sports programs, fielding twenty six teams and offering twelve different sports in weekly competitions. In the primary school setting, we believe in developing the key core technical skills for each sport along with basic tactical knowledge. If a child enjoys and develops the required skills, we believe it will give them the confidence to take up any chosen sport and succeed.

Boys Sport

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

- | Mixed Basketball
A (White and Blue)
C (White and Blue)
- | Cricket A (White) Cricket B (Blue)
- | Modified Soccer
- | Soccer A
- | Volleyball (Years 5 and 6)
- | T-Ball (Years 3 to 5)
- | Tennis A1, A2, B (White) C (White) C (Blue)
- | Modified AFL Football (Years 2 and 3)
- | Table Tennis
(New sport offered to Years 5 and 6)
- | Badminton (Year 3 to 6) Internal Competition

Girls Sport

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

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

Students performed extremely well in the various levels of competition available to primary students, thirty one students achieved North Adelaide representation at District Level.

Theo Mylonas
Director of Sport and PE



School Community Profile

Student Enrolments

Based on the 2022 Census results, the number of students enrolled at St Andrew's School as of August 2022 was 533 (including 115 children enrolled in the Early Learning Centre), compared with 563 in 2021 and 568 in 2020. These figures include full fee-paying overseas students.

Student Attendance

The average student attendance rate for 2022 was 93.31% compared with 93.42% in 2021. In the early part of 2022, a significant number of absentees were due to COVID-19.

Reception	94.26%
Year 1	93.58%
Year 2	92.53%
Year 3	94.42%
Year 4	94.18%
Year 5	92.70%
Year 6	91.52%
Average for attendance	93.31%

Estonian
French
German
Greek
Gujarati
Hindi
Indonesian
Italian
Japanese
Kannada
Khmer
Konkani
Korean
Macedonian
Malay
Maltese
Mandarin
Mangala
Marathi
Mongolian
Nepali
Persian (excluding Dari)
Polish
Punjabi
Russian
Serbian
Sinhalese
Slovak
Spanish
Tagalog
Tamil
Telugu
Teochew
Thai
Vietnamese

Languages

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

Albanian
Arabic
Bengali
Bulgarian
Burmese
Burmese and related languages
Cantonese
Chinese
Dutch
Eastern European languages

Staff Professional Learning

- | [AISSA - Developing and Resourcing Numeracy](#)
- | [Aspirant Leaders](#)
- | [FIA SA Fundraising Showcase](#)
- | [Hands on Maths - Desiree Gilbert](#)
- | [Interpreting and Understanding 2022 SSSR \(Naplan\) Results](#)
- | [IPSHA EALD Collegial Group](#)
- | [Lisa Burman - Introduction to Book Making Mini Course](#)
- | [Lisa Burman - Introduction to Writer's Workshop/ Bookmaking](#)
- | [MacqLit Program](#)
- | [Making Data-Based Decisions Using Census Results to Leverage Strategy Webinar](#)
- | [Naplan Training](#)
- | [Nationally Consistent Collection of Data \(NCCD\) Training](#)
- | [Philanthropy and Asian Cultures Webinar](#)
- | [Educate Plus Reignite International Conference](#)
- | [The Heggerty Approach to Phonemic Awareness Instruction](#)
- | [Working Together - Cultural Awareness Introduction Course](#)

The total expenditure on professional learning for the eighteen staff involved in individual external professional development in 2022 was \$12,836, an average of \$676 for each staff member.

In addition, during 2022, all teaching staff participated in Art of Inquiry Workshops presented by Kath Murdoch. The cost of this professional development was \$34,497, an average of \$841 per teaching staff member.

The following whole staff professional learning was provided to teaching and non-teaching staff:

- | [Bullying, Discrimination and Sexual Harassment](#)

International Baccalaureate training in which staff participated included:

- | [Making the PYP Happen](#)
- | [Making the PYP Happen: Implementing Agency in Early Years](#)

All teachers satisfied the requirements of teacher registration, including having current Responding to Risks of Harm, Abuse and Neglect (RRHAN-EC) training and Working with Children Check (WWCC).

Teaching Staff

Teacher Attendance

Teaching staff attendance for 2022 was 87.26%.

(This reflects the effect of COVID-19 on the School)

Teacher Retention

Of the 41 Reception to Year 6 teaching staff who worked across 2022, two accessed maternity leave, and three staff returned from maternity leave during the year. Long service leave was taken by one teacher, with one returning mid-year. One teacher left the School during 2022, with five leaving at the end of the school year.

In our Early Learning Centre, 26 staff are employed. One ELC Teacher left the School at the end of 2022.

In our Music Department, a Director of Music, Coordinator of Strings, a specialist Music Teacher and 19 instrumental music teachers/tutors are employed.

A range of specialist subject teachers are employed in the areas of Sport and Physical Education, Art, and Learning Support, Library and Mandarin. A Director of Wellbeing and two School Counsellors work to provide appropriate support to students, families, and teachers.

St Andrew's specialist staff provide additional classes in Art, Chinese, Cheerleading, Chess, Gymnastics, Hindi, ICT Club, Italian, Mind Lab, Modern Dance, Multisports, Music Theatre, Textile Club, Tennis and Thought Sports.

Teacher Qualifications

Masters - Education	11
Masters - Other	4
Graduate Diploma Education	9
Bachelor of Education (Hons)	5
Bachelor of Education/Teacher	37
Ed/Tech Diploma	11
Bachelor of Music	15
Bachelor of Music (Hons)	5
Others	22



St Andrew's
School 1850

