

inspired

Connected learning

THE SACS MAGAZINE | ISSUE 6

A wealth of opportunities are open to students to connect with the wider community and the world



heart
mind
life



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885

Connected learning

Presenting opportunities
for our students to be
engaged and growing
every day

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Cover Photo

**SACS Entrepreneurs of the
Year and winners of the
inaugural StartUp program
– Harry Carson, Keziah
Bailey and Tom Eizenberg.
Photo by Daniel Fewchuk.**

Inside Cover Photo

**Year 7 Kirrikee camp –
Nicholas Pass heading from
the Amphitheatre lookout
to Fairy Bower falls.**

Photography

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To keep up-to-date with
all the latest news and
events, visit our website
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Inspired to be connected

Head of School, Dr John Collier, provides his insights into the essence of connectedness and its importance in a school that seeks for its students to feel they are valued and have something to offer the wider community.



One of the major benefits a quality school can bestow on its students is a sense of connection. Implied in this is a sense of belonging which extends into developing a deep sense of meaning and purpose. This is fundamentally important because in Western society we are seeing the splintering of much community.

This is a result of the weakening of many traditional supporting institutions, such as families, churches, clubs and other associations of people. It is a by-product of hyper-individualism, which is a major social current and which can isolate people into silos of loneliness. It is an outcome of the false connections of social media, which can often be ephemeral, savage and fake. Community exists best as face to face.

Quality schools have moved into the space of community as other institutions, often not by choice, have partially evacuated this domain. As young people are forming their personhood, there can be a fragility about them and they need strong connections, where they know they are valued and they belong. This is important for positive mental health and for negotiating one's future with a sense of hope. This is part of our Christian mission: Jesus said, *"I have come that you may have life, and have it to the full"* (John 10:10).

Our culture at SACS is very inclusive and very caring. That is our DNA. We endeavour to manifest this in a host of ways. Amongst them are fostering connections with our city community. This allows students to serve, particularly to help the underprivileged and, through serving, develop compassionate connections, learn more about themselves and grow as people.

We connect with the entrepreneurs and academics of the city as we seek to forge pathways for students. Through our cocurricular programs, we forge vertical connections between students in different year groups and provide opportunities for them to enjoy the esprit de corps of team and joint endeavour. These activities allow students to experience something larger than themselves. Through our International Baccalaureate curriculum, we connect to the global community as we extend beyond Australia's historic stance of an Antipodean outpost of Great Britain.

Through our study of languages, we connect with other cultures, knowing that in a very real sense language is culture. Through the presence of two schools on site, SACS and Gawura, we enable our Indigenous and non-Indigenous students to connect in a spirit of reconciliation.

In the past, schools were conceptualised as vehicles

for transmitting culture (that is, the dominant culture) and teaching the 3 'R's. A more accurate metaphor for 21st Century schools is that of the village. Schools, in embracing the furnishing of opportunity, deep and quality pastoral care and an array of cocurricular activities which explore and develop so much of what it is to be human, actively develop the connections of the village. Perhaps this means the Head of School is actually the Mayor, trying to bring all of this together?

Connecting our students is very important. Few of them aspire to be hermits sitting on top of a pole! We endeavour to partner with parents in developing our young people into flourishing emerging adults, who will participate well (and that means with others) in civil society.

Dr John Collier
Head of School

"Our culture at SACS is very inclusive and very caring. That is our DNA. We endeavour to manifest this in a host of ways. Amongst them are fostering connections with our city community. This allows students to serve, particularly to help the underprivileged and, through serving, develop compassionate connections, learn more about themselves and grow as people."

Enterprising start across SACS

Developing a student's problem-solving abilities and helping them to discover innovative ways to progress their ideas became a key focus at SACS in 2018, writes Melanie Collins.



By 2030, a growing number of Australian workers will be in jobs and roles we have not even dreamed of yet. So how do Australian schools prepare students today for this unknown workforce?

Head of St Andrew's Cathedral School, Dr John Collier, says new and emerging technologies, along with societal change are forcing schools to re-think what and how they teach students.

"The future world for which we are attempting to prepare students increasingly requires enterprise thinking and an innovation mindset. This being the case, we want to equip our students, while at school, for their employment futures. Furthermore, modern education places an increasing premium on student thinking, including that which is enterprising and innovative in nature," he said.

To this end, the school has taken steps to embed enterprise thinking across SACS by creating a new Innovation and Enterprise portfolio in 2018, led by the former Head of Design and Art, Mrs Corinna Bailey. This exciting initiative has seen SACS growing its connections with neighbouring universities, along with entrepreneurs and businesses, in an effort to be at the forefront of emerging trends in the workforce.

"Enterprise and innovation involves going out into the city and bringing the city into the school. It involves design

thinking, advanced technology and interdisciplinary thinking," Dr Collier said. "It also includes and subsumes STEM subjects (Science, Technology, Engineering and Maths). This is an exciting initiative for our school, which we hope will become distinctive as we try to position our students to their future advantage."

The new Director of Innovation and Enterprise, Mrs Bailey, said her aim is to enhance and embed thinking and enterprise skill development in the existing curriculum and to also form external partnerships which bridge the divide between education and the workforce.

"We are moving away from a knowledge economy into a time where preparing students for the future requires us to equip them with a diverse skillset transferable across discipline areas," she said. "While universities are starting think labs and incubators, there has been a gap for students at junior and high school level to extend themselves in this way.

"We now have a greater focus on embedding thinking skills through design thinking and enterprise skills in the inquiry process of the International Baccalaureate Middle Years Programme and our NESA syllabus.

"We are building networks and forming partnerships with industry, universities and experts around entrepreneurial

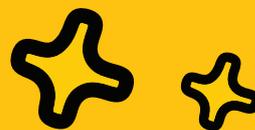
activity in order to bridge the divide between school and the real world. This will enable us to show our young entrepreneurs the relevance of our diverse offering of subjects and how they create pathways to a broad range of careers."

One of the exciting initiatives to emerge in 2018 was the creation of *StartUp at SACS* – a six-week intensive program offered to students to develop an idea, with prizes being awarded by a panel of external judges experienced in the start-up space.

"Next year, we will be making bigger strides towards embedding skills both within the classroom and externally across the school. We will continue to bring in business development experts who can share their expertise, mentor students and promote and sponsor entrepreneurial programs that motivate, inspire and assist students to be innovative," Mrs Bailey said.



"We now have a greater focus on embedding thinking skills through design thinking and enterprise skills in the inquiry process of the International Baccalaureate Middle Years Programme and our NESA syllabus."



StartUp builds connection with the wider community

StartUp
All aspiring entrepreneurs!



It started with an idea-sharing focus group around innovation, enterprise, design, entrepreneurial skills, business and the future and ended with, (among other ideas) *StartUp at SACS* – a six-week entrepreneurial journey for students willing to take a risk and try something new.

Along this journey, more than 15 small groups of students (from Year 5 through to Year 11) learned how to develop their fledgling idea into a business.

The call was put out to our community and the response by parents, Old Andreans and industry professionals who were willing to mentor students and share their expertise was astounding.

"The concept of StartUp emerged from the Innovation and Enterprise Forum we held in May, where parents and students brainstormed ideas on how to embed innovative thinking and enterprise skills into our SACS community," Mrs Bailey explained. "It was an amazing process in which many of our Old Andreans, along with parents and industry professionals with experience in the start-up space, came together to share their passion and expertise with students. Each group of students was allocated a mentor for the duration of the program and we held five workshops across August/September, with each workshop having a different focus. The *StartUp Finale* on 21 September saw three finalists presenting their pitch to our judges, with our other entrants displayed in our entrepreneur gallery."

The winning team received a \$2,000 scholarship to develop their concept further, along with the title of Entrepreneur of the Year. The two runners-up also received cash prizes.

The SACS Entrepreneurs of the Year were Harry Carson, Tom Eizenberg and Keziah Bailey for their slotted timber balance bike that is designed to grow with the rider in their fundamental years. Harry was thrilled with the result.

"It's really exciting," he said. "I think along the way I've learnt a lot about leadership and how to pitch applications. The program was definitely helpful."

"It's been a great process," agrees Finn Cole, who was part of the team that designed a digital globe that displays the world as it currently is, and used to be, using 3D LED fan technology. "I've loved being able to communicate and engage with people who really know what they're doing and who are working in the startup/entrepreneurial space. Being able to learn from people who are already doing this stuff was really useful."

Along this journey, more than 15 small groups of students (from Year 5 through to Year 11) learned how to develop their fledgling idea into a business.

One of the StartUp judges, Dr Anna Wright, who is the founder of a startup called Bindimaps, said she was impressed with the passion of the students and saw great value in the journey of discovery they underwent.

"The process of talking about how to validate and pivot ideas, how to build small and test ideas are all valuable steps for students to explore, no matter what kind of job they end up doing," she said.

"I loved that the students weren't confined to 'what is possible' but rather used their imagination to see how they could make the world a better place. Many adults jump straight to a solution after finding the idea, rather than living in the idea or problem long enough to really identify and quantify the next step."

Mrs Bailey said StartUp was a huge success. "This enterprise experience was exciting for everyone involved and the students were blown away by the input of so many experts and what they had learned along the way. We plan to take it to the next level in 2019," she said.





"I think along the way I've learnt a lot about leadership and how to pitch applications. The program was definitely helpful."
- Harry Carson



Connected learning



Career connections

Through the City Learning and Professional Partnerships programs, our students engaged with career professionals in a range of fields throughout 2018. Parents, alumni and friends of the school offered professional advice and mentoring through events such as the annual Careers Convention held in June. Others offered presentations at school in particular subject areas.

A standout event was the STEM for Girls event attended by all our secondary girls. Presenters were highly accomplished

women from the parent body, alumni and a friend of the school. These women work in scientific research, engineering and construction. Our girls gained a great deal from the experience. A group of girls also participated in a Girls Write-Up program hosted by the City of Sydney.

We continue to have parents, alumni and friends of the school expressing interest in engaging with our students as a way of adding relevance to their learning.

– Des Sinovich

Gaffa embraces student exhibitions



Visual Arts and Design students got a taste of life as professional artists this year when their artworks were displayed at Gaffa Gallery, thanks to the unique relationship between SACS and the local creative precinct.

The Clarence St gallery, which is committed to supporting emerging artists by fostering their practices and exhibiting their works, has partnered with SACS for three years and hosts the public exhibition of artworks of IB Visual Arts students every August.

This year, the gallery opened a second exhibition, 'Tomorrow's Makers,' featuring Stage Five DArt students.

Students brought their major works and projects to life over the course of the year and learnt about exhibiting art through the process.

Kimberley Peel, a producer at Gaffa Gallery, says the skill that is required to put on an exhibit is crucial for any students interested in the art world.

"I think it's great to learn early on about how to exhibit," she said. "If you're an emerging artist, unless you're really lucky, you'll be doing a lot of the work yourself."

From an artistic perspective, Kimberley said: "When you put something out into the world, especially in a gallery,

you can't ever control how a viewer will see your work. It's always hard because you're putting out a little bit of yourself. People will either relate to it or may not relate to it as you thought."

For Year 9 student Lily Sowada Hicks (pictured above), having her artwork displayed in a real-life gallery was an exciting experience.

"I put in my final work for semester one, a mixed media series of artworks," she said. "It was really interesting to know so many people could come and see it – it had never been beyond the classroom.

"It was a little scary, I was thinking, 'what if people don't like it?' But the longer it was up there, the chiller I was about it."

– Anthony Segarist



Transformational journey to Buton Island



1

In July 2018, a group of eight brave students and three teachers ventured to a remote island of Indonesia as part of the school's inaugural international science tour.

The 17-day tour saw students travel to three sites on Buton Island and participate in terrestrial and aquatic field studies with Operation Wallacea. They also spent time serving the island community by helping them build structures to further the sustainable farming of the seagrass *Thalassa hemprichii*.

Their first stop was Labundo Village, where they were housed with local families. Several students completed the canopy access course, which taught them how to climb a 40m Strangler Fig tree using professional climbing gear. The skills learnt are essential for jungle and forest conservation as many organisms only live in the canopies of trees.

The next stop was a real overland adventure (including a difficult three-hour hike) to Lapargo South Buton Jungle Camp where they slept in hammocks, attended daily lectures and trekked into the forest for day-long surveys, collecting data on unique birds, bats, butterflies, reptiles, amphibians, wild pigs, anoa, civet cats, macaques and cuscus. Science Teacher Mrs Rita Pezzano said: "The data we collected on tree biomass is being used by the United Nations, by science biomass

projects to develop a laser to calculate biomass and by NASA. These organisations will use our data to monitor biomass in this biodiverse hot spot along the unique Wallace Line and globally."

The final stop was at the beautiful Pantani Nirwana (Bau Bau) marine site. The students attended two scientific talks each day and learned many fish, invertebrate, coral and seagrass identification techniques. This ensured they could collect valuable data on the many colourful fish and corals, sea snakes, stingrays, sea turtles, sea cucumbers, starfish and other marine organisms up close.

The students were excited to know they were contributing to data sets that may prevent devastating coral bleaching in the future and may prevent the predicted 2048 worldwide fisheries collapse.

"I learnt so many interesting and applicable things, and I have a more wholesome worldview," Jessica Whettters (Year 11) said.

The Indonesia trip provided an incredible opportunity for students to learn how to collect valuable data that can be used to benefit the community and world at large. It was also wonderful to learn from career scientists in the field and to connect with another culture.

– Lucy Robson



2



3

1. Some relaxation time playing cards at BauBau.
2. Students learn the ropes on the Canopy Access Course.
3. Harry Anderson (Year 11) with New Zealand twin students who were also on the field trip at the marine site BauBau.

Connected learning

School continues for Year 13 trainees



Tom Hetherington-Welch with Kirrikee site manager Joh Seiler.



For 2017 graduates Kya Wiya, Thomas Hetherington-Welch and MJ Campbell, SACS was too good to leave. The 'Year 13' Kirrikee Outdoor Education Traineeship Program provided them with a chance to be camp leaders, to experience nature and to deepen their connections in the school community.

Thomas said. "The great thing about Outdoor Ed is that these kids are placed in an environment that they're not used to and they're given a whole new set of challenges they haven't necessarily faced before. When you're in that position going through the same challenges, the relationships deepen, I think. The kids feel closer to you through the hardships of the camp."

The three Old Andreas worked at the school's Kirrikee Outdoor Education Centre in the Southern Highlands in 2018. They assisted in leading and organising camps and maintaining the site, all while gaining a Certificate III in Outdoor Education.

The best camps are in Year 10, the trainees agree, since the students are generally more mature and are willing to challenge themselves in a variety of different environments.

It was a busy year with a variety of experiences, challenges and joys – something that the trainees embraced: "Being able to pick things up quickly is important," said Kya, (pictured below, on the Kosi to Coast, with the orange backpack). "When you work at Kirrikee you don't always have time to have tasks explained to you clearly!"

The experience has also been personally rewarding for the graduates.

For all the new experiences of work and outdoor education, the highlight for the leaders is seeing the old faces they've known for years.

"My [Christian] faith has become my own," Kya said. "When you're talking about beliefs with kids, you're forced to decide on what you believe, which has been really good."

"It's funny how the dynamic between you and the students changes when you become a staff member,"

Thomas said the year allowed him time to think about his next career steps. "Having time has also put a lot of things in perspective for me about my life and the paths I want to take," he said. "This kind of work gives you time to think about everything."

– Anthony Segar

Kya Wiya leads students on the epic Kosi to Coast tour.



Business insights in IB ✦



The IB Business Management course is, according to Business Management teacher Ms Cathy Phipps, “knowledge in practice”.

The course sees students connecting with businesses to examine some of the challenges faced in the business world.

Year 12 student Anna Yastrebov (pictured) was hoping to find the learning experience interesting as both her Internal Assessment (IA) and her Extended Essay (EE) were in Higher Level Business and Management. Anna approached women’s fashion label Camilla and the gym opposite the school, Crunch Fitness, for her project.

She said the opportunity to connect with businesses was made far easier because of the fact she attends a school in the city.

“I wouldn’t have been able to get into Crunch if I wasn’t wearing my SACS uniform,” she said. “It’s being in the city that gets you there. It was an unparalleled experience.”

“When I first walked across the road to Crunch, I was shaking,” she said. “I didn’t know anyone there. I asked to chat with the manager, who was willing to sit down with me and I had a little interview. I was shaking but I managed to record it and asked a bunch of questions that I wrote on the way there!”

The conversations she subsequently had with Crunch proved vital to her EE: “They gave me a lot of information for my assessments,” she

said. “And I think I was able to get a higher level of information from them. Primary research is so important – you can’t write as much detail without it. So, with those initial conversations, I was able to get very good specific research that I could use in my essays.”

The advantages of having Business Management students reaching out to external organisations stretches far beyond a student’s marks, Ms Phipps said.

“I think the biggest benefit is that students have to apply the knowledge they’ve learnt in the classroom, and understand how businesses actually operate,” she said. “Instead of having rose-coloured glasses about business management, students see that there is a real place for the content learned in the classroom in the real world. And they can make a contribution to that business in the process.”

Anna couldn’t agree more. “The connections you make are really invaluable. I’m looking to go into business in the future, and it’s really beneficial to have connections in that area,” she said. “Business is all about who you know. Businesses aren’t willing to tell anyone off the street about everything that’s going on inside. So, by chatting with you, these businesses are showing you that they are willing to trust you and are inviting you into their world.”

– Anthony Segært

Philosophy – connecting with the big questions! ✦

In a world of dramatic technological advancement, more people are asking what it means to be human. It is for ‘ultimate questions’ like these that the subject of Philosophy was introduced as part of the IB Diploma curriculum in 2015.

It was only natural, then, that those with a passion for engaging with life’s big ideas would seek to extend themselves – and others – through a club for like-minded students.

The Middle School and Senior College philosophy clubs run weekly for all students at St Andrew’s. In it, they discuss major philosophical ideas surrounding humanity, the existence and nature of God, morality and values.

Dr Jonathan Hall, a teacher of philosophy and coordinator of the lunchtime clubs, said the discussion of such questions are central to a well-rounded education.

“Philosophy enables students to engage with really big questions, with many being abstract and complex but they are also ultimate questions. They’re the really big questions that humans ask. They’re about who we are,” he said.

“It’s important that philosophy also be a matter of what is true, and we’re pushing towards trying to answer these questions even though many of these questions are somewhat unanswerable. We’re pushing towards something that we commit to and something that is true.”

Studying philosophy in a school underpinned by Christian thinking is not contradictory, he said.

“Obviously I teach it as a Christian, so I think it’s always important in a

philosophy classroom that we’re open about our position. And in any given argument I’ll tell the students what my position is – sometimes I’ll withhold my position for the sake of the argument for a while but eventually I will want to share with them what I think is true, because I think we should insist upon that pursuit of truth.

“I would always insist upon teaching philosophy from a position; I don’t think you can teach it from a neutral position. On the other hand, I always want to be prepared to put any question on the table, and tackle the question in an open-ended way.”

Year 12 student Alex Stefan, who is in the IB Philosophy class and the Senior College philosophy club, said his time studying philosophy was always insightful.

“It’s about thinking critically and evaluating abstract and practical concepts. It’s about reasoning and thinking about things with perspectives other than your own,” he said.

“You go through all of these different ideas in class and you really have to think about what they’re saying and what that means in the context of other people’s beliefs.”

– Anthony Segært

Connected learning

Year 7 students embrace Peer Support



Starting Year 7 in a new school is a daunting experience for any student, but the Peer Support program at St Andrew's is making things a little easier.

Peer Support sees Year 7 students meet with Year 11 students from the same school house for 30 minutes every week for 10 weeks at the beginning of the school year. Year 11 students lead the new members of the school community in thinking about how to best deal with some of the issues faced by high school students, according to the program's coordinator, Mr Amrit Perera.

"They begin with the idea of 'a sense of self'. They look at cyberbullying, and what it means to be confident in the classroom, and not being afraid to express your point of view. And then, following on from that, they explore the idea of resilience," he said.

"All of this is very current and it's important for students to build up these skills. While

we can't take the dangers of the internet and cyber-bullying away, we can build up the skills in students to respond to those issues."

Year 7 student Lizzie Cole said Peer Support was especially helpful for getting to know the students in her house and also the senior leaders.

"I loved Peer Support," she said. "The leaders were really fun. My favourite part was when they gave us lollies! I realised that people in Years 11 and 12 aren't actually scary, and it's about friendship as well."

The Year 11 students, who develop the sessions, not only gain valuable skills in communication and leadership but develop relationships that continue once the program is over, said Peter Oslington, one of four Peer Support leaders in Westminster House.

– Anthony Segart



Get to know your School Council

Ray Jarratt



Ray Jarratt has been in the deputy chair role of the St Andrew's School Council for more than 15 years. Anthony Segaert asked him about his interest in education and the important role he and the Council play in providing and supporting the school's direction.

Could you tell us a little bit about yourself?

I'm 66 and have a fine arts degree in painting. I'm a graduate of the National Art School and have worked in over 40 countries as a photographer. I've done lots of things and found myself working in digital media fairly early on, starting a commercial digital media business in 1981. I became a Christian when I was 14, in confirmation classes – which was a great surprise to me. I have been involved in the church life of the diocese all my life and also in my local parishes as a warden and a lay preacher.

What was your first connection with the school?

It was 2002, when I was asked to join the School Council. I actually had no previous experience or connection with the school at all. I said 'yes' because I think good education is critical to the wellbeing of the whole community. The depth of my conviction has only grown over the last 16 years!

What is the best attribute of St Andrew's?

I don't think there's one single best attribute. But I know of no other school that is so willing and ready to interrogate its practices, to persistently try to be the best at what it does, to not sit still and not be satisfied with anything other than being at the top of its game. When someone enrolls their child in Kindergarten, the school makes them a promise that 'we'll still be here in 13 years, and we'll still be functioning at our peak,

that we will be delivering the best possible education and the best possible outcome for your child'.

What is the role of the Council in delivering on that promise?

The Council appoints the Head of School, sets direction, sets the outline of the school's culture and works to support the Head as they deliver on that. The Council, in thinking about the direction of the school, has to really understand and commit to what it is that's important. Of course it has fiduciary responsibilities: to see that the school is always financially viable, that it is making appropriate and sustainable surpluses so that we can continue to expand from a property point of view, but also that we deepen our resources and engage with best practice wherever it presents itself in the world. The whole question of education is complex and contentious. I'm not convinced that governments necessarily have a good grip on it here in Australia. The diverse group of people on the Council is committed to the wellbeing of this place and keeping it safe.

Is it a privilege to have that responsibility?

Absolutely. I consider it an honour. But it is a serious obligation. There are three main drivers of a school being a 'school of first choice' – the things that parents repeatedly say: school culture, academic performance and the qualities of the graduates. So, the culture is about safe environments,

caring relationships, providing a framework for wellbeing for a balance of emotional, spiritual, physical and psychological needs for every student. It's also about the wellbeing of the staff. Academic performance is not just getting high marks, it's about delivering the best possible outcome for every student. And as to the quality of the attributes, it's about what sort of young men and women leave this place, and what impact they will have on the world in the years and decades to come. Of course, it is a Christian school and we are about helping young men and women engage with what place they play in God's world. But it is about providing a safe place where they can consider those things and be well educated at the same time.

What are examples of decisions the Council has made regarding the school's future direction?

The fact that the school is coeducational is a Council decision. The fact that the school is engaged with the International Baccalaureate program and established Gawura are Council decisions. Right across this country, more and more parents are choosing to send their children to independent schools and most of those schools are faith-based. To me, that speaks of a desire on the part of parents to give their children an education that instills the values and character attributes that will help them thrive and contribute to the world as adults.

We, as a Council, are constantly discussing and making decisions that help decide the direction of the school. St Andrew's is unquestionably one of the standout city schools in the world. I don't think there is any city school that stands up to St Andrew's courage and willingness to engage and connect – to consider how being in a city affects the way we teach and how it impacts the view of the world of every student.

There is an enormous amount of uncertainty in the world today and I think that a place like St Andrew's can equip young men and women to make sensible decisions in the face of that uncertainty and disruption.

Building connections

Few relationships are as integral to the culture and identity of our school as the connection we have with St Andrew's Cathedral. Lyn Jarvis investigates this unique relationship and how it has evolved over 133 years.

The relationship between St Andrew's Cathedral and St Andrew's Cathedral School is historical, special, significant and still thriving 133 years after the school was founded. Following in the great English choir school tradition, our school was primarily created to educate choristers, and to supply choristers to the Cathedral, and it is the only school of its kind in Australia. Our choristers are still at the heart of our school and are the living connection between these two great city institutions. Ross Cobb, Director of Music at the Cathedral (and also a SACS and choir parent) describes the choristers as the "Cathedral" representation in the school's name. They are a historic and significant part of who we are as a school.

The formalised relationship is historical as the Cathedral is governed by the Ordinance of the Diocese of Sydney and the Ordinance says that one of the functions of the Cathedral is to be the Chapel of the St Andrew's Cathedral School, a privilege in Church Law granted only to SACS. There is also a Memorandum of Understanding regarding the school's use of the Cathedral for many purposes, including assemblies, chapel, even SACS Factor and the Big City Bake Off. The Cathedral is the only space big enough to fit the entire school, having twice the capacity of any school venue.

Dean Kanishka Raffel welcomes all types of school events in the Cathedral, not just Chapel, believing "in some physical, tangible way that it is a pointer to the availability and opportunity of other kinds of ministry". While SACS uses the Cathedral and Chapter House (the beautiful, historic building adjacent to the

Cathedral), the Cathedral also uses SACS' facilities for Sunday school, event hospitality and as the need arises.

The complete renovation of Chapter House in 2018-19 is a joint venture that is formalised with a 20-year lease, giving SACS exclusive use of Upper Chapter House from Monday-Saturday for 20 years. The updated and newly equipped space will be a fabulous venue for school Chapel services, meetings, celebrations and performing arts. Lower Chapter House is being rebuilt and remodelled to provide much needed space for the Cathedral.

The close links between these two city icons are further enabled by Dean Raffel being both Dean of the Cathedral and Chair of the School Council. Dean Raffel considers it a privilege to serve this way and believes it facilitates good communication and collaboration. In the same way, our Head of School Dr John Collier is not only a member of the Cathedral congregation, but also a member of Chapter – the governing body of the Cathedral. This leads to greater opportunities of supporting complementary interests and facilitates mutual approaches and mutual respect. There are also parents, students and staff, who are members of the Cathedral's congregation, most particularly our choir families, further promoting understanding and cooperation.

Dr Collier believes the school benefits significantly from our special relationship with the Cathedral. Former Head of School, Phillip Heath, once described the beautiful building as the "best assembly hall in



Australia". Dr Collier said utilising the Cathedral ensures students understand the strong history of which they are part. "It is a privilege for students to have access to its majesty, which confers a certain gravitas and dignity on our school events," he said. "It provides a strong tradition and strengthens students to know they are part of a lineage of thousands of young people who have gone through this wonderful tradition, which provides them with support and gives them identity. Importantly, it provides a definite focus for our Christian teaching as an Anglican tradition entrenched in Australian history."

Dean Raffel views the school as an extension of the Cathedral's ministry to the city. SACS is a city school and the Cathedral is a city church, "both deeply rooted in our Christian world view and in our desire to extend to the city the knowledge of God through faith in Jesus". Dean Raffel believes it is "very natural, from the Cathedral's perspective, for our school to have their name on it, as we have a real sense of partnership in ministry".

Future joint plans include strengthening their support for youth ministry and combining to instigate social justice programs for the homeless.

Both Dr Collier and Dean Raffel have faith that the future of the relationship between our two wonderful institutions will continue to strengthen over time, and provide further opportunities to collaborate and cooperate to the benefit of both.

'It provides a strong tradition and strengthens students to know they are part of a lineage of thousands of young people who have gone through this wonderful tradition, which provides them with support and gives them identity.'





Anecdotes from history ...

- The role of Organist and Choir Master (renamed as Director of Music and currently held by Ross Cobb) predates the role of Headmaster at St Andrew's Cathedral School.
- In the 1890s, SACS students played an Annual Cricket Match against the Canons of the Cathedral and the Headmaster/Precentor, all in full cricket attire, and enjoyed very much when they clean bowled Archbishop Smith for a duck.
- The Precentor's cottage was once housed on the Square, next to the Cathedral and the school's playground. In the 1940s, SACS students were terrorised by the Precentor's bulldog, Winston. One day Winston escaped and the school staff found "the whole school hanging high up on the 20-foot tall wire enclosure, with Winston in the centre of the deserted playground solitary, defiant, fang-bared, waiting for any miscreant to challenge his supremacy."
- In 1941 the Headmaster of St Andrew's Cathedral School (MC Newth) was also an assistant minister of the Cathedral.
- Not only were boxing matches held in Chapter House in the 1950s and '60s, but the school was lent the Championship Boxing Ring in which Jimmy Carruthers fought and won the World Lightweight Championship in 1952.
- During the week of mourning for His Majesty King George VI, 70 SACS students tolled the great Cathedral bell (56 rings, one each minute for the number of years of the King's life, repeated at intervals).
- The Archbishop of Canterbury, Geoffrey Cantaur, presented a Message of Commendation in 1955 in support of a fundraising effort to build a permanent school for SACS: "I would say without hesitation that a great choir, worthy of a Cathedral, cannot be really maintained without a choir school. There are only a few choirs in Australia which attempt to uphold with full strength the long and glorious tradition of English Church Music. St Andrew's Choir is one of them and it is of real importance not only for Sydney, but for Australia that this great choir should be maintained in its fullest perfection. For that reason it is with my whole heart that I commend an undertaking to rebuild the choir school, which is inevitable if the school is to be maintained in efficiency, or indeed maintained at all. It is a great sum but Sydney can certainly raise it and I hope that the church and all lovers of music in Sydney will carry the task through with enthusiasm to a great success."

(Anecdotes from *Towards a Great Cause*)





Community writes a new Chapter

Salty Griffin
Gargoyle
named by St Paul's

It is not often that a fundraising event becomes a celebration of community, but that is exactly what happened this year with the 24-hour giving campaign for the transformation of Chapter House, writes Lyn Jarvis.

Chapter House shares St Andrew's Cathedral's glorious gothic architecture and is a very special place to our students both past and present, evoking special memories and inspiring our community to come together to support its transformation.

When exploring Chapter House thoroughly early in 2018, the Community Engagement team were excited to find a little-known gargoyle perched on the corner of Chapter House, in the gap between the two buildings. They shared their exciting discovery with Paul Davies, the heritage architect for both the Cathedral and Chapter House and a Hessian parent (with his own children graduating from SACS in 2010 and 2012). Paul confirmed that this was the only gargoyle on Chapter House, which was added in 1916 when the building was expanded. "I do not know why the gargoyle was added, probably as a folly," he said.

What is so special about our one and only gargoyle is that the beautiful glass foyer atrium, being added as part of the renovation, will allow everyone to see it. We thought it was important that our gargoyle have a name, so with enthusiastic support coming from Dean Raffel and Dr Collier, we created our "name the gargoyle" competition and invited students, staff, parents, Old Andreans and Hessians to choose a nickname for our Chapter House mascot.

This became part of our Annual Giving Day fun on 29 June, as we invited each House to choose one name, amongst all the nominations from the community, for their gargoyle.

The House that raised the most money on Giving Day won the gargoyle naming rights. The conversation about the best name was fierce on social media but those selected by each house were:

Canterbury

Pineapple (no one can quite work out why)

Durham

Genesius (patron saint of actors, comedians and magicians)

Hereford

Arthur

St Paul's

Salty Griffin (Salty after Michael Sahlstrom, Head of St Paul's)

Salisbury

Jeff

Westminster

Andrew (for St Andrew's)

Winchester

Gary

York

Argyle

And the winner was St Paul's, whose families and alumni raised \$81,820.

Alumni join forces in fundraising drive

Chapter House has been such an integral part of the school over its history and so we reached out to Old Andreans who were enthusiastic about the renovation project. In our campaign video, Stephen Halgren (OA1958) said his "whole focus – the Cathedral Choir, the School, the Andrew's Club – was virtually in this area for many, many years". Lizzie Garret (OA2008), graduating 40 years after Stephen, has

equally fond memories of Chapter House, and in particular performing in the musical *Les Misérables*, where she played Eponine. "What made it so iconic in the folklore of St Andrew's was that we did it in this place," she said. Both Stephen and Lizzie spoke of how music and performance "has always been so much at the heart of St Andrew's" through the Cathedral Choir initially and then expanding to all types of music, drama and dance.

As a result of this strong focus, SACS has many well-known Old Andreans who have carved out professional careers in performing arts. Several became ambassadors for our campaign, including one of the founders of the Australian Ballet, Bobby Olup (OA1958); professional opera tenor Andrew Goodwin (OA1996); international concert pianist Simon Tedeschi (OA1998); musical theatre professional Rachel Cole (2003); and professional actor Rebecca Breeds (OA2005). All of them believed this was an exciting and unique opportunity for SACS to update and transform Chapter House and made videos inviting the community to support our fundraising efforts. This support built a strong campaign that motivated our students and engaged Old Andreans and Hessians.

Our students were equally enthusiastic. Trystan Go (2018-19 school captain) remembers "just being completely spellbound by the grandeur of it all and to learn that this building has had such a rich history of over 130 years really made coming in here each week for Chapel very special and quite an honour.

It's such a great feeling congregating here and singing along with the rest of the school, and it's that atmosphere that makes St Andrew's such a great community to be a part of".

So on June 28 at 3pm, our 24-hour giving day commenced. The operations room was filled with parents, Old Andreans and staff volunteers, ready to call our community to encourage them to get on board and help us achieve our target of \$120,000. It was a little tense. We had never raised \$120,000 in an annual giving campaign and most of us had never made a phone call asking for money. One of the keys to the campaign was its all-or-nothing status, which meant if we didn't reach this target, we couldn't process any donations.

We were completely overwhelmed by our community's support. The \$120,000 target was smashed in just over an hour. We sat there, mesmerised, as the donations were made online, watching the warm and enthusiastic comments being made as each donation rolled in and this lasted the full 24 hours as each new target was set, reached and set again. The final unbelievable result was \$501,701, which was announced in the Cathedral in front of our students at the conclusion of Gala Day, who cheered wildly!

Generous donations were received from our students, Old Andreans, from our staff, parents, grandparents and Hessians. Words of support poured into our social media pages, along with countless encouraging text messages and emails.

Some of our favourite comments that accompanied donations included:

- *SACS truly deserves this. No doubt. Can't wait to see it happen!!*
- *Great resource for a great school*
- *Loving this community*
- *Looking forward to enjoying many wonderful productions with the gargoyle*
- *What a beautiful family (SACS)*
- *Thank you to all the teachers and staff at SACS*
- *To help shine light on our kids*
- *In memory of Chris Belshaw – thank you*
- *In memory of Michael Hemans, choirmaster*
- *Looking forward to even greater music and drama performances "at home"*
- *Supporting an inspirational venue for inspirational, talented students*
- *Dedicated to the SACS teachers and staff that give so much of themselves*

- *Thanks to the matching donors and dedicated volunteers*
- *A wonderful cause and a wonderful school*
- *SACS is a special place where vital kids bring vitality out to the world*
- *I'm addicted to watching how generous our community is at donating*
- *Brilliant work and concept. What a wonderful community!*

And we, in the operations room, also had fun! We witnessed those trying to time their donation to be the one that reached each new target; we could see friendly competition between each House and generations and community groups; we could see those who just couldn't help donating a second (and sometimes a third) time because they wanted the campaign to be successful.

Thank you. The St Andrew's community is an amazingly generous and incredibly supportive group of people, who embraced this initiative wholeheartedly.

Old Andreans' call to action

Andrew Goodwin (OA1996):

My love of music came from my time at St Andrew's Cathedral School, and of course from singing in the Cathedral Choir with Michael Deasey. The upcoming transformation of Chapter House into a performing arts space is really exciting and is going to make such a difference and give so many opportunities to the students now and for the next 30 years.

Rachel Cole (OA2003):

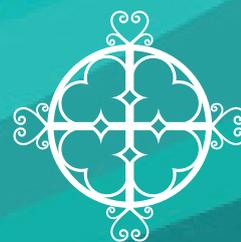
The very first musical I ever did was *Westside Story*, playing Anita ... it stuck with me forever and now I'm lucky to do that full-time professionally. I can't imagine the difference that it would have made for students of the school at that time to have a space on site like the Chapter House, so I really encourage you to give generously to this cause for the students of the future.

Simon Tedeschi (OA1998):

Chapter House, where many of my formative musical memories were made, is being refurbished and is a very, very important part of the school, and it's going to transform the school.

Rebecca Breeds (OA2005):

I am a proud graduate of SACS. What drew me to the school in the first place was the opportunity to develop my passion for the performing arts, and I was not disappointed. My best memories were all spent in the drama department, the music department, as drama captain doing *Godspell* in the Cathedral, and I can honestly say that they were a huge part of what prepared me for my career as a professional actress.



THE NEXT
chapter



Celebrating 10 years of IB Diploma learning

This year marks 10 years since the International Baccalaureate Diploma Programme was introduced at SACS. Melanie Collins spoke with the programme's founding director Sharon Munro about the keys to its global success.

As St Andrew's celebrates a decade of delivering a second world-class graduate credential alongside the HSC, it is interesting to note that this flagship educational programme delivered by the International Baccalaureate Organisation (IBO) in Geneva, Switzerland, is celebrating its 50th birthday.

Originally established in 1968 to provide quality education to 16-19-year-olds whose families were geographically or culturally mobile, it is now offered in 153 countries (and 3,182 schools) worldwide and also offers a Primary Years Programme and Middle Years Programme. The determination by the IBO to ensure the high school credential always delivers current best practice in pedagogy and learning and teaching, has seen it rise to be recognised by universities across the world as a world-leading high school credential.

Its popularity and relevance has grown enormously with globalisation and the increasing mobility of people across states and countries.

In Australia around 2006-07, there were a dozen or so schools in the Sydney region offering the credential and the former Head of School, Phillip Heath, asked the current IB Diploma Director Sharon Munro to do a feasibility study to determine its suitability to be introduced at SACS.

"I think St Andrew's was keen to offer an alternative to the HSC that would be attractive to many of the families that attended

SACS," Mrs Munro said. "We had a growing number of international students and families who had lived overseas, and its academic rigour as a program of study was well regarded.

"The programme's broad subject requirements, its international focus and the alignment of the IBO philosophy with St Andrew's were key factors in its introduction at SACS."

Mrs Munro said the first few years of the programme were challenging. "It was a very small cohort early on and we had a fairly high drop-out rate to the HSC. Halfway through the programme some realised the HSC style of learning better suited them.

"Now that we have the successes and runs on the board and can identify and promote what attributes the IB requires to do well, our students have more idea of what is expected of them and are more resilient. We also have past students who come back and speak with students about the programme, which is very helpful."

The uptake of the IB Diploma by SACS students has steadily grown, with around a third of the cohort now choosing it over the HSC. Mrs Munro said strong results, along with an understanding of the consistent effort required for success, and a growing variety of subject choices are behind the growth.

"Because we have a larger cohort of students (with 59 expected to graduate this year), we can offer a wider range of

subjects and this in turn means we are attracting a wider range of students, so it's no longer seen as just for the top academic students," she said. "We are also more flexible in allowing students to do an IB subject online or another language not offered, so there are more options. Students can also be a little bit more specialised than was possible in the past, not as much as the HSC, but you can, for instance, do a first language and then two other languages if you want to. And you can do two science subjects and then an environmental science/ geography course, so this is attractive to many students."

Mrs Munro is a passionate advocate for the IB Diploma Programme and says the breadth of learning for students, along with the collaboration that occurs among IB educators across schools, makes it a rich learning environment for both students and teachers.

"The breadth of learning is tremendous; the IB encourages students to move outside their comfort zone and try something different, which can lead to a whole new direction and a career they had never considered. Students learn to work hard and push themselves. It's a challenge but if they persist and get there in the end, they learn those skills of resilience, which are really important. The IB programme explicitly teaches students how to think critically, how to analyse and how to communicate and work in a team, all of which are important skills in today's workforce.

"As teachers, we are always growing and learning too. We are assessed with how well we've prepared the students, how we have conducted an oral exam for instance, the questions we've asked and how we have marked it. So it is great to get this kind of feedback from an international marker or moderator. The IBO is always reviewing its curriculum to ensure it's always best practice, and provides world class professional development for teachers.

"There are still only 18 schools in NSW who offer the IB Diploma, so we really want to support one another. We have a strong and supportive NSW/

ACT IB Coordinators group, who meet and communicate regularly."

The schools also occasionally get together and share the running of a subject for their students. "Last year, Dominique Haynes ran the Mandarin Ab Initio course for SACS, Newington College and MLC students. All the students in that class had amazing results, so it was a great success," Mrs Munro said.

Year 12 IB student Risha DeGarnia said she has grown enormously in her writing skills and ability to prioritise her work over the two years of study.

"The IB programme has been extremely rewarding and has enabled me to better myself as an individual," she said. "It has taught me to value the importance of organisation and prioritisation, which are both imperative skills for university and the workforce. The IB has given us a head start, and I am glad to have obtained a strong work ethic and motivation that I never knew I could develop," she said.

"Regardless of the late nights spent on assignments, the hassles of formatting internal assessments, and the group chat freakouts on where to upload things, I've come a long way and have grown as an independent learner.

"The Extended Essay was a major aspect that terrified everyone because writing a 4000-word essay seemed nearly impossible. But it is a manifestation of two years of research, planning, and writing and allows the freedom to choose any topic you are interested in. It also helped develop my academic writing skills, which has provided a solid foundation for future study."



IB 10 Years



Growing trend

- A total of 174 students have completed the IB Diploma Programme at SACS.
- In 2018, there were 59 students in Year 12 and 54 in Year 11 working towards the IB Diploma.
- 40 SACS staff are teaching IB Diploma subjects



Year 12 IB student
Risha DeGama
Quoted in the article



Where are they now?

We tracked down a few of our early IB Diploma graduates to find out what paths they have chosen.



Kate Sligo (OA 2012)

What was your experience of the IB Diploma Programme at St Andrew's?

I loved my time at St Andrew's and particularly enjoyed being a part of the IB Programme. I was initially drawn to the IB for its international perspective and because I knew that it would be beneficial when applying to overseas universities. Throughout the course I began to appreciate being pushed to take a range of subjects as well as the depth in which you study each one. The English course covered literature from a range of international backgrounds and the History course was equally as broad. As a language lover I was thrilled to be able to study Higher Level French as well as taking up Spanish at the ab initio level. Although finding subjects like Maths and Biology challenging, the IB pushed me to study them anyway and by the end of the year I found myself really enjoying the content.

What have you been up to since graduating in 2012?

I am now in my final year at the University of Cambridge studying Arabic and French. I have been offered a law training contract from a UK firm, and next year will begin studying the law conversion course before practising as a lawyer between Dubai and London.

How did the IB prepare you for life after school?

The IB has set me up for an international career. It enabled me to study my favourite subject, French, at the higher level, and from there I went on to study it at university, as well as picking up Arabic. I would not have been offered a job in law for my Middle East contract if it weren't for my studies of Arabic, which capitalised on my language skills from the IB. I don't know where I will go or what I will do after my training contract, but I know that it will be something with an international focus – a focus that the IB programme has well equipped me for.



Emma Jagot (OA 2013)

What was your experience of the IB Diploma Programme at St Andrew's?

From the thought provoking subjects to the heated philosophical discussions in TOK and volunteering for absolutely every charity event for CAS, the IB was a rewarding and challenging experience. It was by no means easy. Perseverance, time management and a strong sense of independence are all characteristics we had to develop quickly to be successful graduates. Despite the large amount of homework and volunteering required for the IB, the thing that really set my year apart from all the rest was the support of my IB cohort. As we all moved closer towards our final IB exams, the relationships and bonds we had made during our final year were invaluable.

What have you been up to since graduating in 2013?

In 2018, I am completing my fifth year of B.Arts/B.Laws at the Australian National University. In 2016 I had the opportunity to travel to Washington D.C. to intern with Senator Ron Wyden of Oregon.

How did the IB prepare you for life after school?

The international perspective I gained during the IB helped me while working in Washington during the presidential primaries. This has definitely sparked my interest to live and work overseas following my degree.

IB Alumni



Max Henshaw (OA 2010)

What was your experience of the IB Diploma Programme at St Andrew's?

I found the IB immensely challenging. After Year 10, the IB was a big step up and one that I wasn't necessarily completely ready for. My capacity to time-manage and be sufficiently organised took a while to kick in, but I did eventually get there. In this sense, the IB was also very empowering. It's not meant to be easy, and so the process of self-development that came from the experience was very fulfilling.

Given we were the first cohort, institutional knowledge about the IB at SACS was still yet to be fully established, which I think was a challenge for teachers and students alike. Yet because of this, I recall many of the teachers being that much more determined to give us the best possible chance with the IB. So, the fantastic efforts of the teachers were crucial. The relationships I gained were another big takeaway from the IB. My mates from this time remain some of my best friends to this day.

What have you been up to since graduating in 2010?

This year I completed an arts/law degree from the ANU. I currently work full-time at the Department of the Prime Minister and Cabinet in Native Title policy and management. I'm doing a stint of travel before starting at the law firm HWL Ebsworth in Sydney in 2019.

How did the IB prepare you for life after school?

The IB was ideal preparation for university. It helped teach me how to think more critically, write in a more structured and concise manner, manage time more effectively, and process large quantities of information. All of these skills become more relevant as students enter university and eventually the workforce. It may not always seem like it at the time, but something like the IB genuinely prepares you for life. I'm very grateful that I had the opportunity to do it.

Thomas Woolley (OA 2013)

What was your experience of the IB Diploma Programme at St Andrew's?

I really enjoyed my time at St Andrew's and I loved completing the International Baccalaureate. The best part of the program is the fact you have to select a range of subjects from different areas of the curriculum – I learned German, Mathematics, Physics, Psychology, Literature, Economics and more. What's challenging is the rigorous nature of the program, which requires a pretty sustained level of effort across most of the two years.

What have you been up to since graduating in 2013?

I've completed a double degree at UNSW: B Commerce (Major: Macroeconomics) and B Education (Secondary) At uni I learned how to dance Salsa, Bachata and Kizomba. During my four years at university I tutored IB and HSC students in a range of subjects including mathematics, economics and business studies (and management). I've taught

Years 11-12 at Rose Bay Secondary College and Sydney Technical High School. This year I landed a graduate position at the Department of the Treasury and moved to Canberra! It's been an amazing experience.

How did the IB prepare you for life after school?

The IB taught me many useful skills and content that helped me make the transition to university much smoother. I don't think I'd be where I am today without the breadth of knowledge and curiosity for learning that the IB provided me. I developed my time management skills and developed a love of reading. The IB taught me to try new things, take risks and challenge myself every day.





Events snapshot 2018

Events are an exciting, complex and fun part of life at SACS. As a school, we hold more than 200 events every year, from sports carnivals, award celebrations and sustainability markets, to parent welcome and information sessions, friend-raising socials and reunions and major extravaganzas like Showcase and the Gala Dinner, culminating at the end of every year with our Evening of Celebration and Prize-giving.

We seek to engage with our entire community at our events – students, current families (supported by the P&F), chorister families, former families (Hessians), future families, former students (supported by the OAA), and our city neighbours.

These pages provide a small selection of the 2018 highlights.



Welcome in the Square

Embracing our wonderful city location, SACS welcomes back our families each year in beautiful Sydney Square. The Association of Parents and Friends puts on a light breakfast and a coffee van in the Square on the first two days of each school year. All parents and staff from K-12 are encouraged to grab a coffee and snack while catching up with old friends and meeting new ones.



Kirrikee Picnic Day

Our school's Outdoor Education program is one of the best of its kind in Australia. The Kirrikee Picnic Day is an opportunity for parents to visit our excellent outdoor education centre and see where their children attend camp in this stunning natural environment. The Penrose Bushfire Brigade provides a delicious buffet lunch and all family members are invited to try all the activities, from go-carts and log rolling through to abseiling and the dreaded high ropes – a mark of accomplishment for any SACS parent.



Level 4 Opening

It was with much excitement this year that SACS acquired level 4 of St Andrew's House. The former Red Cross offices were speedily converted to modern and dynamic learning spaces, a new purpose-built Middle School library and the very popular Community Hub. Formally opened by Dr Paul Oslington, guests were treated to student-led tours of all the completed building works from levels 4-8.



Autumn Breakfasts

Our mothers and other significant female role models were invited to join our students in celebrating the Autumn Mother's Day events run by the P&F. Senior College enjoyed a rooftop breakfast and student musical performances and light entertainment while Junior School participated in their very own 'masterchef' biscuit decorating afternoon, before high tea on the rooftop.



Gala Dinner

Featuring a surprise Dr Who theme, the guests at the 2018 Gala Dinner, held at the Powerhouse Museum, were treated to an evening full of surprises, including superb student performances creatively situated on platforms, in exhibitions and on escalators, and an enthusiastically supported dance lesson from SACS dance teacher Ryan Desaulnier. It was brilliantly pulled together by comical MC (and parent) Dave Callan as an Australian middle-aged hipster Dr Who.



OLD ANDREANS ASSOCIATION

Diamond Lunch

We celebrated the inaugural OAA Diamond Lunch in June, which brought together Old Andreans who graduated from SACS 40 years ago. After reviving school memories in the Cathedral, they were amazed by their tour of the school and thrilled to receive their very special Diamond pins. While they recognised the tremendous growth and changes at SACS over the last 40+ years, it was heartening to hear they believed the crucial caring nature of SACS was fundamentally unchanged.



Grandparents' Days

Grandparents' Days continue to be one of our very favourite events at SACS. The staff and students love having these very special visitors to the school. These are so well attended that we had to extend into additional areas to seat them all for the scrumptious scones and tea provided by the P&F.



DO IT FOR
Kundayi

Kundayi Memorial Sports Round

Each year our school community honours the memory of Kundayi Chiundiza at the Kundayi Memorial Sports Round. Kundayi encapsulated the spirit of SACS students. He was a great participator in life, full of fun, enthusiastic for sport and music, caring, inclusive and kind. His memory is honoured by the three Kundayi Shield Games – the firsts rugby, the first girls football and the Old Andrian vs student touch football game, which the Old Andrians were delighted to win for the first time.



Explore Year 7

Our annual flagship enrolment event, Explore Year 7, welcomes prospective families into the school for an experiential learning evening. It is a chance for these families to visit our unique school, meet staff and students and get a taste of student life in our Middle School. With taster classes, academic and wellbeing pop-up information stalls, and a sausage sizzle on the rooftop, this event welcomed approximately 600 prospective parents and students this year.



Leadership Commissioning and Lunch

The service commissioning our student leadership team is a significant occasion, filled with school traditions including the words of commitment being used by successive student leaders over many years. The incumbent leaders present leadership badges to their incoming replacements, watched on by their families and friends, students and staff. Following the ceremony, the new leaders and their families celebrate with a luncheon, where they are joined by a former school office holder who gives a brief address, strengthening the ties between our past and future leaders.



NAIDOC Week

'Because of her we can' was this year's NAIDOC theme. Gawura students and staff celebrated the female members of their community who contribute to their continued successes. The week was filled with engaging classroom activities and a school assembly rewarding and congratulating the Gawura students on their achievements.



Spring Breakfasts

"Why do you never see elephants hiding in trees? Because they're good at it." We sincerely apologise to our SACS families who endured the torture that was 'dad jokes' in the lead up to each of our Spring Breakfasts this year. The 'dad joke' competition was the highlight (or lowlight) depending on the joke of the Father's Day breakfasts on the rooftop.



Spirit of Sport Dinner

All our winter sports came together for the inaugural Spirit of Sport Dinner at Doltone House where we celebrated the achievements and efforts of all of our secondary winter sports participants. Highlights of the evening were the speeches delivered by sports captains Beth Sanderson and Jonah van Wachem and the keynote address given by Michelle Bridges.



Friends of SACS and Gawura

So many of our wider community support SACS and Gawura. They share their time as volunteers, their expertise as mentors, their wisdom on committees and financially assist our various scholarship and building funds by their donations. To thank them for their tireless hours of dedication to the school, we hold an annual event for all our volunteers, where staff and students get the chance to show their appreciation.

Junior School takes full advantage of its connections

Attending an innovative school in the city brings with it a wealth of opportunities, writes Lucy Robson.

The Junior School's close proximity to the city, along with its close connection to the secondary school, places it at a distinct advantage in being able to offer a greater variety of valuable learning opportunities to its students.

The short timeframes it takes for students to reach city institutions allows teachers to pack more learning into each day, says the Deputy Head of School (Primary), Mrs Rhonda Robson.

"Our school has instant access to so many venues and sites, and we take full advantage of that fact, often walking to city institutions," Mrs Robson said. "In the city this year, our students have visited the Australian Museum, the Sydney Aquarium, the Royal Botanical Gardens, the Powerhouse Museum, the International Conference Centre, Sydney Symphony Orchestra, Barangaroo, the Maritime Museum, NSW Parliament House, Darling Harbour, the Contemporary Art Museum, the State Library and we took part in The Rocks Walking Tour."

Students have also connected with city businesses for their school projects. Year 5 students this year were shocked to learn about the impact our waste was having on the environment. They looked at sustainable solutions and how they could influence positive change.

"As they were studying persuasive writing, students used their skills to research and write persuasive letters to a

local Sydney café, inviting the proprietor to consider introducing recyclable coffee cups, rather than the single use takeaway cups that end up in landfill," Mrs Robson explained. "Within six months, the café adopted 'Keep Cups' as an alternative to single use takeaway coffee cups. It was wonderful for the students to see how their actions had a positive impact on their city."

High-rise advantage

Since the Junior School is surrounded (both above and below) by the secondary school, it enjoys immediate access to the facilities and staffing of the entire school – a unique interaction that it uses to its advantage.

"The educational experience of our students is enhanced by being so intimately connected to a larger school – our technology, curriculum, resources and events are so much better because of such a connection," Mrs Robson explains.

"Our Year 5 and 6 students enjoy science classes in laboratories and are taught by specialist secondary science teachers. We also utilise secondary teaching staff in sport, design, co-curricular, technology and performing arts. This year's Junior School musical *Rats!* was produced and directed by secondary staff and our Theatresports team was taught by an experienced coach who also directs secondary students. Our Junior School students

gain enormous benefit from this expertise."

Mrs Robson also praised the school's innovation and enterprise initiatives that have extended into the Junior School this year.

"The new Director of Innovation and Enterprise is a brilliant resource for the whole school and she has instigated an array of opportunities in the world of creativity, design and innovation for our Junior students," she said. "This has included the Robotics Club, the StartUp entrepreneurial event and coordinating reviews to access the best available technology.

"The range of quality teacher training workshops as well as student experiences are too numerous to mention but indicative of a school who actively seeks connection in order to provide optimal learning experiences for the hearts, minds and lives of all students and staff."

Whole school events

Clubs

StartUp

School Community

Co-curricular

Asked about their favourite excursion this year, many Year 6 students said their visit to the Australian Museum for a special science expo was the highlight.

1. Ella Firth

"Science is a really fun subject because we have an awesome teacher called Ms Hwang and she lets us do really cool experiments and the fun thing is that you learn new things every day."

2. Josephine Damjanovik

"I saw lots of science stuff and experiments and cool ways to help the environment."

3. Gabriel Way Stamatellis

"The best part about science class is the experiments and the research; the research because it is interesting and you get to learn things you don't already know; and the experiments because they are hands on and fun."

4. Lachlan Ellis

"I really like learning science in the science labs. We are now learning about materials for clothes and we got to grow some cotton plants."

5. Angus Darling

"The science expo was my favourite because I really like science. There were a lot of people doing different experiments, some were with mirrors, some were with 3D printing and others were using virtual reality technology. I learnt a lot there."



Passion for Science: Ella, Josephine, Gabriel, Lachlan and Angus



Partnerships are keys to success

There are many reasons for Gawura being the success story that it is, writes the Head of Gawura John Ralph. Not only is it because of the dedicated and passionate teachers, but it is also because of the wonderful partnerships that occur.



Being 'connected' is supremely important to our Indigenous families and there are many ways in which we connect with Gawura families and the wider community.

The Gawura class sizes are small which enables the teacher to really understand their students and identify strengths and areas of improvement. Every Gawura student is required to have a Personal Learning Plan (PLP), which identifies the areas the students are progressing well in and other areas to focus on. Gawura staff share the PLPs with the student's parents and parents can also identify a goal for their child.

We also have the Gawura Parent Advisory Committee (GPAC), which meets twice a term. This provides Gawura parents with the opportunity to hear from their child's teacher about what has happened over the past six weeks and what is coming up in the future.

Gawura parents can also contribute their ideas and make suggestions at this time. Today's Wiradjuri language lessons in Gawura (and now right across the Junior School) are a result of a request from GPAC three years ago.

The combined Junior School/ Gawura school musical in September saw all of our students performing on stage at NIDA. Our Gawura families requested more than 70 tickets, which was a fabulous level of family engagement.

Gawura has a unique volunteer reading program, which sees volunteers reading with our students for 30 minutes each morning. This year's volunteer cohort of 70 is a mix of ex-students, parents, SACS high school teachers, retirees and staff from our corporate sponsors (including a CEO). The program provides invaluable support in lifting literacy levels.



This year Gawura instigated a cultural excursion program, where the students engage with other Indigenous communities. The first outing was the traditional rock art sites at Bundeena and Jibbon Beach. An Indigenous elder from La Perouse, Uncle Vic Simms, spoke to us about bush medicine and took us on a tour along Botany Bay. Our students also participated in a three-day *On Country Tour* to the Wiradjuri nation (Dubbo and Bathurst) in September. It was carefully planned to provide our students with cultural experiences that enhanced their knowledge of traditional customs and beliefs. These engaging, hands-on learning experiences were not only beneficial but very enjoyable for all who attended.

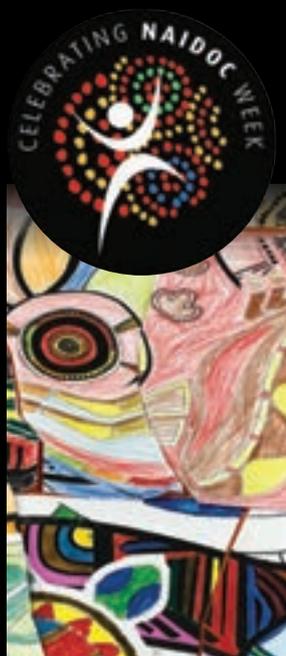


Mums, aunts and nans touched by NAIDOC celebration

One of the highlights of the year was our celebration of NAIDOC Week and its theme, "Because of her we can!" Students investigated an Indigenous woman of their choosing and presented reasons why these Indigenous trailblazers were a hero to them.

Prince wrote a song in 1995 called *The Most Beautiful Girl in the World* which was dedicated to his mother. We chose this song, which tied in perfectly with this year's theme, and the students translated the chorus into Wiradjuri language. The students then sang it to their mums, aunts and nans during our NAIDOC assembly. This was a great example of how we are able to consolidate the learning of a traditional Indigenous language and tie it to a modern-day context.

– Wiradjuri teacher
Peta-Joy Williams



Cultural awareness training introduced

Gawura and St Andrew's have always focussed on making the most of our excellent network and connections with individuals, families and community both inside and outside the schools.

Great initiatives and partnerships come from not only connecting but thinking outside the square when doing so.

Gawura has a solid partnership with Lend Lease Property, which began with one of our St Andrew's dads, Michael Dockery, who works at Lend Lease. An Indigenous Cultural Awareness training day run by Lend Lease opened his eyes to the magnificence of Indigenous culture, and prompted him to approach Gawura to find out how his team could support Indigenous education. With our morning reading program already bursting at the seams, we needed some new ideas to engage the talented, motivated staff of Lend Lease with Gawura. So we brought them into school, introduced them to some of the students through the reading program, then initiated a brainstorming session to discover new ways they could help strengthen the Gawura program.

One exciting initiative to come out of the day was the Lend Lease-funded Indigenous Cultural Awareness Training for our parents, carers, students and volunteers. While the school provides professional development sessions for our staff, and our teachers provide cultural education for our students, there was no engagement on this front for our parents and volunteers. We had a need and Lend Lease had the connection with Mirri Mirri to provide the solution.

Our inaugural training session for SACS and Gawura students, volunteers, parents and carers was held in Term 2. Here are some of the community's comments about the training afternoon:

"I would love all the kids of SACS to be exposed to these forums. The guys who ran it were so witty and warm, and imparted a lot of information in a very easy-to-digest way. I would recommend this session to other schools and my colleagues because I was so impressed."

"I would like to recommend it to my work colleagues and see if they do a more adult-focussed session."

"It is such a rich culture, which needs to be understood, and is so important to retain for future generations."

We learned a lot from the session and plan to improve the focus for our next session.

– Lucy Crook



Empathy and gratitude at the heart of service

Our new 'active' service learning program presents many opportunities for students to serve others in tangible ways. It is hoped that these experiences will deeply embed the value of having a servant heart, writes Anthony Segaert.

Students shouldn't be taught what to do when they walk past marginalised or vulnerable people on the street, says Elizabeth Skipsey, the Service Learning Coordinator at St Andrew's. But she does want students to understand that every person has value and dignity as people who are made and loved by God.

Equipping students with the knowledge and skills to respond to the real-world issues they witness every day is a key goal of the school's revitalised Service Learning Program.

Partnering with several local and international organisations, including TEAR Australia and Anglicare, students are able to serve others less fortunate than themselves in a safe, learning-centred context, called 'active service learning'.

The idea is for students to be serving others in a tangible way, putting into action what they are learning in the classroom as part of the curriculum.

Active service learning occurs both inside and outside of the classroom. For example, in Year 7 English, students participate in TEAR Australia's Read-A-Thon, raising money for the Australian charity that "works globally to help end poverty, challenge inequality and build sustainable communities".

Students have also pursued matters of justice and service outside the classroom. In Middle School Knitting Club – which is mostly made up of Year 7 boys – students are working on knitting blankets for Anglicare. It's the latest activity to be added to the Anglicare partnership. Other activities have included packing and

sorting donations for the Toys and Tucker Christmas Appeal and organising a Take Love Clothing Drive at school.

In Senior College, the Year 11 Give Back Group partnered with RSL DefenceCare to thank people who donated to the Invictus Games appeal.

Community Service Captain Emma Askham said they began the partnership with a simple email.

"We emailed DefenceCare and they got back to us within a week, keen for us to come along and help them. They set up these whole days where they welcomed us and catered for us as we supported them in their work for the Invictus Games," she said.

"We wrote letters to the people who had arranged fundraising events, which included every RSL branch across NSW. We wrote to thank them for organising events and getting donations in an effort to raise money for the Games.

"The head of community interaction gave us a briefing of what every branch had done, and she knew them all individually. We'd say, 'we're on to Albury branch now', and she'd tell us exactly what they had done! It was a group effort in writing letters to personally thank them for their efforts."

Give Back Group also began raising funds for Anglican Aid's 2018 NSW Drought Appeal by combining recycling with fundraising.

"We're doing a plastic collection drive where the school fills up these bins with all their plastic to encourage recycling," Emma

said. "These plastic bottles will go into the government's 'Return and Earn' scheme and the money that comes back from that will be donated to the drought appeal."

Being involved in community service has been incredibly beneficial for students like Emma.

"The biggest thing I've got from the experience is to be grateful for what I have. Also, helping others is really easy to do if you just take the first step," she said. "Always take the first step and don't hold back – that's what we did with DefenceCare and it became something a lot bigger and more useful than we imagined."





Service Learning in the SACS Curriculum

Year 7-9 MYP:

Language and Literature:

- Perspectives on land: writing letters to politicians
- The Feed: writing advocacy articles
- Advertising: advertising our school partner organisations

Individuals and societies:

- Contact and colonisation: awareness of the influence of colonisation
- Making a better world: awareness of social inequality

Design:

- Sustainability: design market of sustainable products
- Shelters: digital technology-based design of shelters
- Emerging tech: Solar Buddies partnership solutions

Arts:

- Surround sounds: multimedia project promoting causes

- Instrument rock: student performances raising funds

Sciences:

- Water fit for drinking: awareness and potential building of water filters

Language acquisition:

- Let's Party: creating Christmas cards for Anglicare Aged Care homes

Year 10:

Individuals and Societies:

- Rights and Freedoms: advocacy for Indigenous communities

Design:

- Service Projects: ethical and environmental issues in the textiles industry

Arts:

- Children's Theatre: performances for Junior School

Science:

- Water fit for drinking: awareness and potential building of water filters

House and whole school charities

- Anglicare
- Rough Edges, Darlinghurst
- One1Seven Church
- TEAR Australia

Other charitable activities

- CAS projects
- Give Back Group
- Knitting Club
- Environment Club



St Andrew's:

St Andrew's Cathedral School is a coeducational K-12 Anglican school, located in the heart of Sydney's CBD.

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