

the **andream**

*nurturing
the heart*

*to educate
the mind*

knowledge

compassion

justice

journeys 
of the heart

heart
mind
life



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885

Contents

04 Where are they now

We delve into the post school choices of our year 12 graduates.

06 Building leaders in Cambodia

Deputy Head of School, Mr Graeme Kightley shares his experiences volunteering in Cambodia with St Andrew's students.

08 Academic snippets from our 2010 graduating cohort

We take this opportunity to acknowledge and congratulate our 2010 graduating cohort who have performed admirably during last year's HSC and IB exams.

10 A life of loving learning: reflections from Dr Collier

Head of School, Dr John Collier shares his own passionate journey as an educator.

12 Time to encourage

Local Jeweller Geoff Jarret talks to us about his support for our School and its students.

14 SupPORT

Healthy bodies mean healthy minds. Head of Sport & Cocurricular, Mr Michael Turton explains why athletic ability isn't necessarily the most important part of physical education.

16 Non linear leading

Leading isn't restricted to the students who wear a badge. We explore the stories of those who lead by encouragement and example, and see why our School has never been about top-down leading.

18 If these walls could talk

Head of Science, Dr John McMath gives us the facts about St Andrew's new Science Centre and, more importantly, the opportunities it brings to the learning experience.

20 Meet the parents

Going to school in Sydney's CBD has a range of advantages. Four Junior School parents share their children's morning routes from front door to school doors.

22 Changing lanes

From big fish in small pond to little fish in big pond – our Year 7 students impart some words of wisdom on how to deal with transitioning.

24 Globally connected education

With the demand for global communication at an all-time high, Director of Teaching and Learning and Head of History Mr Richard Ford shares how classrooms can adapt to the globalised, digitised era.

26 Ready, set, read!

Literacy is the cornerstone of success in modern society. Miss Rachel Webster, K-2 teacher at Gawura, explains how she cultivates a love of reading in her class.

28 School musical forges parent friendships

President of the Association of Parents and Friends (P&F) Mrs Lyn Jarvis shares how getting involved with the parent community can be the most rewarding of experiences.

30 New kids on the block

We talk to James Brady, the new Vice President of the Old Andreans Association, about the plans for the Association this year and into the future.

32 International mindset

Year 12 2010 students, Patrick Madden and Matt Roe, give us an insight into their volunteer work in Fiji.

34 Students Are The Soul Of Our School

Our young men of the future share their thoughts on identity through a cross-faculty initiative.

Introduction

The stories we have compiled in this issue of the Andean Magazine are all, in one way or another, journeys of the heart, whether it be a chance for morning conversations between a parent and child on their walk to school, a staff and student trip to volunteer in Cambodia or a cross-faculty project that sets alight the imaginations of a class of Middle School boys. While the academic journey of challenge, accomplishment and commitment are very important to a student's development, our St Andrew's community is constantly demonstrating that they stand for a holistic and fully enriching education, where excellence is strived for just as much as compassion, friendship and a world view of justice for all. We look to develop our young community in all of these aspects so as to prepare them for the mental, physical and ideological challenges that adult life will put in front of them.

We hope you enjoy reading each of these journeys of the heart as much as we have enjoyed unearthing them. There are many passionate stories within these pages, but as you will surely know, there are so many more out there.

St Andrew's will be launching a new, vibrant website soon, where many more journeys of our students, staff and community will be profiled. If you have a story to share, please contact Ms Vicki Fraser at vfraser@sacs.nsw.edu.au. We would love to hear it!



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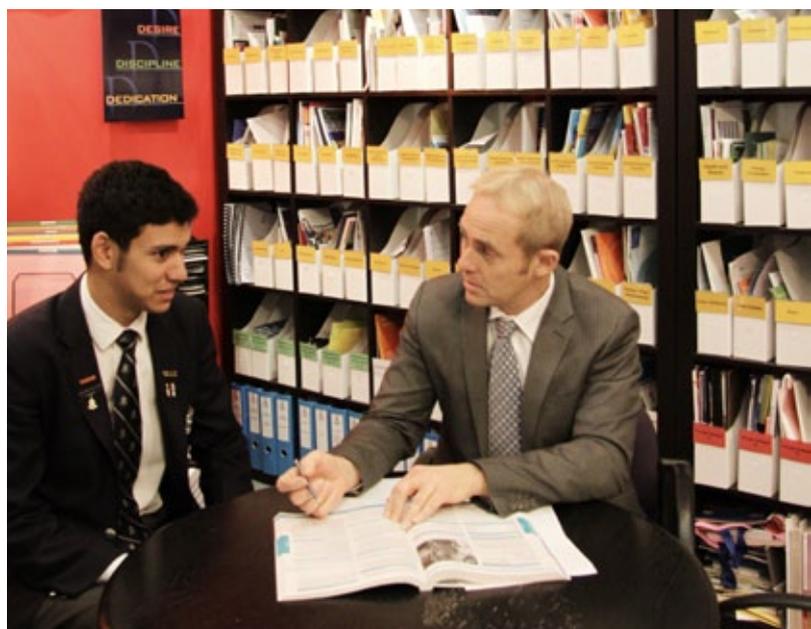
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Where are they now?

Each year Mr Des Sinovich, the St Andrew's Cathedral School Career Counsellor, compiles a 'Destination Survey' which researches the post-school choices of the previous year's graduating cohort. This is based on information carefully gathered by Mr Sinovich over the course of the year. The Destination Survey reflects current trends in tertiary education, popular professional choices and other post school pathways for St Andrew's students each year and is of interest and use to the entire school community and those beyond. The Survey provides an understanding of the goals and aspirations of our young graduates when they leave the school environment.





Compared to last year's Destination Survey, this year's results indicate a rise in the number of students attending private colleges, with 14 Australian colleges amongst those chosen. On the whole, university enrolment numbers are the same as the previous year but with graduates admitted to 19 different Australian universities and two American universities, compared to the 14 Australian universities attended by our 2009 cohort. The graduating class of 2010 also has a decrease in the number of students undecided about their future prospects and/or taking time off.

The University of Sydney has the largest enrolment of 2010 graduates, while colleges like JMC Academy, specialising in music, film and audio; Billy Blue College of Design; Whitehouse design college and The National Arts School (a college of fine arts) all saw a rise in enrolments. The Arts degree remains the most popular tertiary course of choice, closely followed by Business/Commerce/Economics/Finance. Fine Arts/Design courses, Sciences and Media/Communications/Journalism experienced a rise in enrolments.

Some students have entered full-time employment while others are engaged in full-time study as well as part-time employment. James Ward, for example, works hard to manage his part-time job at a local realtor, along with the demands of his Bachelor degree of Business and Economics (Property) at UWS. James Brady, who received a two-year scholarship to undertake full-time study in a Bachelor of Business majoring in retail management at ICMS, has paid part-time jobs and two unpaid ones (including Vice President of the Old Andreans Association). These ambitious young graduates both have very proud parents who are immensely grateful for the support and guidance offered by the School.

Many parents of the 2010 graduates have indicated in the survey that they are incredibly grateful for the support of the

St Andrew's community and particularly how this environment has prepared their daughters and sons for life beyond school. "I would like to thank St Andrew's for preparing Alexina so well for a University and life beyond school in general," says a proud Mrs Lyons, mother to Alexina Lyons. According to Mrs Lyons, Alexina is enjoying her new degree very much. She is studying a Bachelor of Science in Psychology at UNSW.

"Bonnie learnt so much from being at SACS," says Bonnie Fraser's mum, "and she still has such fond attachments to all her teachers. Bonnie has blossomed in a way that was made possible by the caring and supportive environment of St Andrew's." Bonnie, who is concentrating on her music career, working full-time and saving to travel overseas with a group of her school friends, is enjoying her independence and achievements.

Despite the fact that almost 83% of students from the graduating class of 2010 took up tertiary places at various Universities, TAFEs and Colleges, the wide variety of courses chosen, the full-time working opportunities and the GAP programmes of other students all indicate the true diversity of the St Andrew's student. Over 80% of our graduates in full-time study are also engaged in part-time employment, showing a healthy work ethic.

One parent of a 2010 St Andrew's graduate commented, "We appreciate [Mr Sinovich and the School's] positive approach in engaging all students — not just those who are the top academics. The achievements of such students do not necessarily make the newspapers, lists, or speeches but it is nonetheless a great personal effort to be enjoyed by all involved."

Snapshot of the post-school destinations of the graduating class of 2010:

Of the students who obtained university places, 85% are enrolled at universities in Sydney, with the remainder attending universities in the ACT, regional NSW, Tasmania, Western Australia, Victoria and the USA.

- The range of university programmes that the students chose include: Arts; Business/Commerce/Economics/Finance; Fine Arts/Design; Sciences (Marine, General, Biological); Media/Communications/Journalism; Health Sciences/Sports Sciences; Architecture/Planning/Construction; Law; Education; Performing Arts; Engineering; Social Sciences; Information Technology.
- 17 students enrolled in double degree programmes at university.
- Of the students enrolled in colleges, the range of courses include Design, Fine Arts, Performing Arts, Music, Film and Audio Engineering, Aviation, Physical Education, Business Studies, Biblical Studies, Entertainment, Dance and Make-up.
- Those entering TAFE Colleges are training in Carpentry, Design, Event Planning, Landscaping, Plumbing and Tourism.
- Several students also chose combined college and university places at the following institutions: Insearch (UTS); Sydney Institute of Business and Technology (Macquarie University); Australian Maritime College (Uni Tasmania) and the International College of Management Sydney (ICMS) in conjunction with Macquarie University.
- Eight students received scholarships, cadetships or traineeships. 10 students are employed full-time.
- Eight students have taken time off, with some doing voluntary work overseas, 10 were uncontactable at the time of the survey.



Receiving the Operation Christmas Child gifts



Setting off from Sydney Airport



Roxy spends time with new friends

Building Leaders in Cambodia

It was back in 2002 when St Andrew's began building a wall of boxes outside the office of the Deputy Head of School Mr Graeme Kightley; an ever-growing collection of Christmas gifts for children in Cambodia as part of Operation Christmas Child. Several years on, in 2011, a team of SACS students and staff, alongside two workers from Samaritan's Purse (a non-profit Christian organisation), decided to head over and see some of the impacts of such small tokens first hand, and immerse themselves in a divergent culture. Mr Kightley shares some of that incredible journey with us and the School's plans to head over again in 2013.

MR GRAEME KIGHTLEY

In January 2011, a team of 10 from St Andrew's, Mrs Katy John, Roxy Thomas (Year 11), William Gammel (Year 10), Fraser Hamersley, Christian and Anthony Facer, Max Meacock (all from Year 12), my wife Sue and myself, and two Samaritan's Purse staff (Mrs Bernice Carter and Mrs Abby McPharlin) journeyed to Cambodia to both visit and "get involved" in some of the different projects associated with and supported by the organisation. The trip wasn't the first my wife and I had made with SACS students; three years ago we made a similar trip with two students, Rebecca Gammel and Emely Feiss. However, it was the biggest group we had taken that spanned several years and was thus an ambitious venture. Assisted by some wonderful student officers: Nicole Visontay and Annie Briggs (Old Andreans, 2010) and Max Oke (Old Andrean, 2009), as well as Rebecca and Emily, we raised funds for Water Projects in Cambodia through community events, be they Cupcake Days, Red Roses on Valentine's Day, the Five Bridges Walk or our parent band, the SACS Pistols. By July 2010, we had raised \$12,000.

We started our ten-day visit in the North West of Cambodia, in the Poi Pet region, where we visited Yin Api Watt, one of the

schools that we had sponsored. When we arrived, we saw a brand new cement water tank ready for painting, but before we could do that our students assisted in a programme that provided local children with breakfast at school. This was followed by a lesson, given by SACS students, on hygiene. It was delivered in English and translated into Khmer. Our team had brought along books written in Khmer and coloured pencils for the Primary School aged students; some of which had never used them before. We also bought other gifts to give to the School and the teachers, including a football (soccer ball). After giving the teachers a ball (Øpump) for each class, it took less than 5 mins for a game to start. Everyone in, local rules, a bit like lunchtime on the roof at SACS.

Throughout our time in Cambodia, we saw the unique bond that exists between young people. Everywhere we went the young Cambodian kids were attracted to our students, be that on the football field, in a market, or simply on the streets of Phnom Penh. It was rewarding to be able to paint the water tanks with our School crest.

The first day at the school set the pattern for the remainder of our trip.

We became involved in many projects including:

- Building sand filters to provide fresh, clean and healthy water
- S.A.L.T (Sport and Leadership Program)- which focuses on soccer as a means of improving young people's lives
- Teen Challenge- a drug rehabilitation programme
- Prison Fellowship Cambodia- helping prisoners both in prison and after they are released
- Daughter Programme - rehabilitating women who have been sold into the "sex trade"
- Operation Christmas Child- delivering Christmas Boxes to the children, some of whom have never received a gift before

Everywhere we went the students got fully involved in the projects; each with a different story to tell of their experiences. What started out as an opportunity to travel overseas with friends turned into a desire to want to help others.

Each of the SACS students have great strengths, whether it be Max's magnetism as he picks up a guitar and children immediately gather around, or Roxy's bubbly personality



Children in front of their new water tank



A Cambodian Classroom



Playing guitar for the children

that enthuses everyone (because everything is "awesome") or Christian's artistic ability and leadership, or Anthony, our music and drama critic, or Will and Fraser's photographic skills and amazing capacity for physical work. They embraced everything; be it the culture, the local food, each task given them or any opportunity to interact with the Cambodian people, especially the children.

One of the key aims in taking our students to Cambodia was to provide them with a life changing experience, an opportunity to see first-hand the needs of others and raise awareness that we can make a difference.

The Cambodian projects are among many social justice initiatives at SACS. Our School sits in the centre of the largest city in Australia and in the midst of a self-focused society. We would hope to show that we are a school with heart, one that has a heart for the Gospel and one that looks, not with eyes turned inward, but with eyes turned outward, looking for ways to restore some of the imbalance that exists in our world.

We now have a new vision. We would like to continue to raise money to support some of the projects we visited in Cambodia. We want to return in January 2013, taking more

of our students to see the fruits of their labour and to realise that there is so much more to do. We want to raise up young leaders, who having seen the needs of others, are willing and able to do something about that need.

We draw comfort from the words of Jesus in Matthew's Gospel Chapter 25: 40: '...Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' May He open our hearts and eyes as we look to serve.



The boys from the trip catch up to discuss Cambodia



journeys of the heart



Reflections

Visiting a country such as Cambodia, which has suffered so much in recent times through the genocide of the Pol Pot regime prompts questions around social justice. Our students share some of the things they took away with them:

"The killing fields were really confronting. There was a 'Danger' sign hanging so close to the school grounds. It's pretty scary how close these mines were to the School."
Christian Facer

"I have been to India before so I have experienced extreme poverty but it's still always a shock when you witness it first-hand. Cambodia has such a rich history."
Fraser Hamersley

"When we painted the rainwater tank, we visited the village leader's home and experienced real Cambodian home cooking. That was a great experience culturally."
Will Gammel

"My favourite part was meeting all the people. It's so beautiful because they were all so happy. They couldn't take the smiles off their faces, even though comparatively they have so little."
Roxy Thomas

"I think that the trip was not only helpful in terms of perspective, but in learning more about Modern History as well... A lot of the children we met in Cambodia led very tough lives and it is important to be aware of that I think."
Max Meacocle

"Overall it was a very humbling experience. You really realise how privileged you are."
Anthony Facer

Academic snippets

from our 2010 graduating cohort

It's quite difficult to illustrate the vast academic achievements of an entire St Andrew's cohort, particularly one of such high calibre as that of 2010. Behind every HSC and IB mark lies a journey, behind every nomination, a story of perseverance, trial and error, obstacles, and most of all - heart. Unfortunately, it is impossible to fit them all on a singular page, and though these achievements are only snippets of an entire year group, we remain immensely proud of them all.

LAURA BANNISTER | ROSIE DALTON

The Stats:

HSC:

149

Band 6 students

IB:

9

Grade 7 students*

IB:

27

Grade 6 students

*maximum grade possible

IB:

3

A students

ATAR:

45

Students above 90

ATAR:

41

Students between 80-89

What does this mean?

Proportionally, this equates to 22% of our 2010 Year 12 students with ATARs above 90 and 41% with ATARs above 80. Hence, 41% of our students have achieved within the top 20% of possible ATARs. There were also another 5 who achieved ATARs between 79 and 79.95.

HSC highlights:

Joseph O'Mara

Placed first in NSW in Indonesian and Indonesian Extension.

Richard Coombe

Selected for DesignTech, the Design and Technology Major Works state wide showcase.

Elizabeth Duck-Chong, Matthew Roe and India Scard

Selected for OnStage, the HSC Drama showcase.

Sam Pfeiffer

Nominated for Encore, the HSC Music Showcase.

Sammy Jancovich

Received a perfect mark of 50/50 for Music Extension and a nomination for Encore.

IB highlights:

Angus Nicholas

Achieved a stellar IB result of 44 marks out of a possible 45, (which equated to an ATAR of 99.80), making him the combined HSC/IB Dux of St Andrew's. Overall, Angus achieved Band 6 or above in all of his six subjects – achieving a Band 7, the highest possible score category, in five of these six. Further, he was awarded an 'A' mark for both of the required Theory of Knowledge and Extended Essay components of the Diploma.

Harriet McGregor

Achieved 39 out of 45, earning her an ATAR of 97.55. Overall, Harriet achieved all Band 5s and above, with a particularly impressive Band 7 in Psychology. Her IB Extended Essay in Theatre Arts was identified as one of the best 50 Extended Essays in any subject in the world in 2010.

Four St Andrew's IB students

Achieved ATARs above 95, and 7 above 90, of the 14 students in this first IB group. Our Head of School, Dr John Collier, said he was "delighted with the results, and thrilled to share in the joy of 12 of the students who came in to the School in person to receive their results."

What do IB graduates think of the programme?

"I'm really glad I did it! I really enjoyed the past two years. It's a much smaller cohort so therefore we're a very tight-knit group and we were able to really motivate one another and help each other through."

Harriet McGregor

"I believe that the experience will really benefit me in my university studies. It's given me that valuable introduction I need into conducting independent research, which is such a vital part of university study."

Angus Nicholas



Dr Collier shaking hands with Angus Nicholas, the Dux of the School in 2010

The HSC Marathon



Nicole Visontay delivers her speech at the HSC IB 2010 Academic Awards Ceremony.

Year 12 2010 student Nicole Visontay achieved remarkable results in her HSC and had to overcome significant hurdles to get them. Below is an excerpt of her address to current Senior College students at a 2011 assembly that celebrated her cohorts' results. Not only did she share advice, she shared her personal story, in the hope of encouraging others.

"At the age of 14, I was diagnosed with an incurable auto-immune disease. I didn't tell anyone because all I wanted like most kids our age was to fit in and not seem different. While I was struggling to make sure everything seemed under control on the outside, things weren't so snazzy within. So if there's anything to be learnt from this, it is to be good to each other because you never know what people are going through and might not be sharing.

My HSC marathon seemed to have more uphill than downhill slopes. While most people would be excited to start at a new school, I was absolutely petrified! My health wasn't improving, I hardly knew anyone and I was in and out of hospital for treatment. The finish line was looking awfully far away.

One cannot complete a marathon on one's own. Every successful marathon runner takes advantage of their team to support him or her. There are coaches

available who have access to the most specialised equipment, ranging from that extra textbook you might need, to documents that they have uploaded onto the intranet for you. In fact, these coaches are the key to your success. Of course, I am talking about the amazing teachers here at SACS. Marathon runners also need sports psychologists. In my case, drop the word 'sports'. I know for a fact that I am not the only one who can put their hand on their heart and say that Mrs John, Ms Garlick, Ms Langdon and Ms Callandra are the best in their field.

You can't be a successful marathon contender without training buddies, a.k.a. your friends. For those of you in Middle School, you may find that your friendship circles change over the years, but when push comes to shove, it is so important to respect and have the courage to care about each other, because it is impossible to complete your marathon without the support that friendship offers in the Senior Years. I am absolutely positive that part of the reason our Year 12 group did so well academically was due to the strong foundation of friendship and support that was built over three years together for the girls, and of course, longer for the boys. I'm not saying that it was smooth sailing the whole way. I know that a lot of my training buddies were experiencing triumphs and tragedies of their own. There is no way that any of us could have gotten through this without the strong friendship bonds that we all had.

All marathon runners need good management. They are there to work out the best paths to take, throw in a little discipline and reward when appropriate. Of course, I am referring to the strong leadership of the Head of School and Deputy, Dr Collier and Mr Kightley.

The final lap can only be achieved with the support of your loved ones. I call them, "my balcony people". These are the people who hang off the balcony and are cheering for you as you approach the finish line. So, occasionally stop to say thank you, because they support and sometimes nag you to study out of love and affection. And speaking of loved ones, I would like to share some advice that my Mum gave me. She told me to be like Grant Hackett and stick to my own lane. [I thought, what? Be like Grant Hackett?] But then she proceeded to tell me that in his 1500m Olympic race Grant didn't raise his head once to compare himself to others. He just kept going, stuck to his own lane and finished the job.

So what is the message here? [As] Dr Collier said, finishing school is comparable to finishing a marathon. Be consistent, work solidly and never give up, because the final reward is awesome. I came to St Andrew's an ordinary girl with little confidence in my ability. However, I proved to myself that if you take in some of the St Andrew's magic that exists within this School, ordinary people can achieve extraordinary things. I achieved academic results that I never thought would be possible. However, to me the extraordinary thing is that I finished my race and graduated at St Andrew's as a content, happy, healthy and confident person. That's the extraordinary part."

Nicole is now at UTS doing a double degree in Arts (Organisational Learning) and International Studies.



Dr Collier reads with Junior School Students

A life of loving learning: reflections from Dr Collier

Journeys of the heart. In many ways, there is no theme more suited to a magazine from St Andrew's Cathedral School, a place where the priority remains to nurture, expand and celebrate the many idiosyncrasies of our dynamic community. Here, Head of School Dr John Collier shares his own journey of the heart, which first led him to embrace not only a career, but a life in education – and what it is that keeps him firmly rooted in it.

DR JOHN COLLIER

*journeys
of the heart* 

I have been contemplating a lot recently about what role the heart plays in contemporary education. In Biblical terms, the heart was the centre of decision making and the will. Despite our different modern anatomy, this notion accords with current research which suggests that most people make decisions based on emotion and then look for rational reasons to justify their decisions. To many, big commitments are literally a *cri de Coeur*.

The concept of the Journey of the Heart accords well with St Andrew's view of holistic education. The inner journey is more important than the outer; character formation is more important than proximal geography. Who we are matters more than where we are. For that reason, we

are committed to the journey of life of the young people in our care, and to launching them well during their formative years on that journey. After all, where we start and how we begin largely determines where we will go! One of the iconic Heads of a great Australian school has rightly said 'the heart of education is education of the heart'. We want to imbue our students with a sense of purpose, a moral compass and a value gauge for the journey of life.

My own journey, and my observation of the journeys of others, provides a perspective and a context for me to assist our current young people. After 40 years in schools, my passion for education is undiminished. Being around vibrant and delightful young people is energising and

“My own journey, and my observation of the journeys of others, provides a perspective and a context for me to assist our current young people.”



Dr Collier with his family



At Thomas Reddall High School, where Dr Collier was founding Principal

revitalising. The downside is that, in their company, I can underestimate my own age and try and keep up with them, walk as fast as them, and cram as much into the day as they can!

After attending James Ruse, I was perhaps the only 'heretic' who did not go into Agriculture, Medicine, or the Sciences, but into Education. I originally entered teaching through a love of English and History. Indeed, passion for History and Literature consumed me. With a life-long love of learning (about almost everything), it has been an easy link to want to share these passions with others, hence the opportunity for formal teaching.

As a historian, I have been particularly fascinated with journeys of exploration: uncharted oceans, the frozen polar wastes, the forbiddingly arid desert outback of Australia, the immensity of space, as intrepid adventurers strive against the elements in journeys of hardship, danger and exhilaration. As they pit themselves against a harsh and hostile environment, their main journeys are of the inner self: their own limits, their courage, their endurance and their fundamental beliefs. In a possibly less dramatic way, all of our lives reflect such journeys.

I saw early that working with young people in schools was a great opportunity for Christian ministry. Once in schools, I quickly discovered the joy and fulfilment

of working with young minds. It is immensely satisfying to see young people grow from impressionable children to competent adults, with a commitment to making a difference in the world. It is a great privilege to be a part of their journey. One hallmark of the journey is seeing successive generations of students graduate with fine, even superlative academic results (such as those listed in this publication), exhibiting personal growth, achieving individual milestones and overcoming all manner of disadvantage to excel in their own terms.

Another milestone my wife and I have particularly relished, after more than a decade of leading my last school, is to be invited to a succession of weddings of past students (a different outcome of a journey of the heart). Another, more a process than an event, is to see students grow in Christian faith.

I have been extremely humbled over the last year to become part of a 126 year long journey at St Andrew's; to join a new beating heart.

Education is fundamentally important in our society. It is about developing and changing people at one of the few stages in life when people can be fundamentally changed and their characters formed. Forming young people, who will soon be the driving generation in society, is about creating the future. What could be more

valuable? What could be more important? What could be more strategic?

I hope as our young people go forward into the future, they will carry with them the wisdom that comes from the Lord, and seek to apply that as they create their own personal and collective futures. As they travel, I hope they take with them the Lord himself as their journeyman. I hope, as Luke's gospel says, they will learn to 'Love the Lord with all your heart' (Luke 10:27).

“There are students who graduated ten years ago and still come and visit me for their life’s milestone jewellery.”

Time to encourage

For years, local jeweller Geoff Jarrett has donated a watch to recognise the academic efforts of a deserving SACS Year 11 student. We got to know the man behind the generous gift a little better.

LAURA BANNISTER

As we sit on opposite sides of an elongated glass case counter, jeweller Geoff Jarrett looks very much at ease. He’s owned his own business in Town Hall, the aptly named Jarrett Jewellery, for 33 years now – and is as proud of it today as when it first opened. “I like people, more than anything,” says Geoff, looking up with a smile as a customer enters. “It makes my day when someone I have made an engagement or anniversary ring for pops in with some good news or a photograph. It’s at that point you realise this is more than a business, it’s something very personal.”

Personal is exactly the word to describe Geoff. From the shortest of conversations, it’s clear, almost immediately, that he genuinely values the time you’ve chosen to spend with him. What’s more, he’ll find a way to make sure you know it. It’s this approach to his business, one that is inextricably linked to the concept of community, which saw him work with SACS then Head of School Mr Philip Heath almost ten years ago, to establish the Geoff Jarrett Academic Award, for the student placing 2nd in Year 11.

“My long relationship with St Andrew’s has been almost inevitable, considering the School is in such close proximity,” says Geoff. “There are students who graduated ten years ago and still come and visit me for their life’s milestone jewellery. I’ve been involved with parents and teachers a lot as well.” It was only a matter of time, Geoff insists, before he felt it was time to offer his support to the student community with which he had forged such a strong friendship. “[The School and I] decided it would be great to give something to a Year 11 student who really did their best – a most improved or 2nd in class kind of award. I wanted to give students something to work toward that year, an added incentive, [as well as] an encouragement to continue trying throughout the next year. I thought a watch would be an appropriate gift.”

Each year since that point, Geoff has met with the recipient of the prize – and it was no different with the 2010 award winner, Shaun Por. Now in Year 12, the diligent student took time out of his HSC Trials study (he hopes to get into a UNSW Commerce degree next year) to go and meet with Geoff, and thank him for the



Geoff Jarrett meets with Shaun Por to congratulate him

recognition of placing 2nd. "I got a letter letting me know I would be receiving the award, but I only found out on the day about the watch!" says Shaun. "It felt like my work had paid off."

Having admittedly "struggled a little in school myself!", it's evident that Geoff perceives the award he has sponsored for so long as a way to reward and reignite a passion for learning. Though he may not have enjoyed Japanese and Maths to the extent that Shaun does (they're his favourite subjects), he was, from a young age, infatuated with the art of jewellery design. Initially training as an accountant, he left his father's firm when he realised he was spending more time in the jewellers shop on the same level, and enrolled himself in a Gemology degree. He now designs most of the pieces in Jarrett's Jewellers – and loves working with precious metals like platinum, stones that are a little different, such as rubellite (a red formelline), peridots and diamonds. Clearer than anything however, is his passion for the countless social interactions which make up his day – many of them stemming in some way from the SACS community. "I'm not going

to retire for a very long time," says Geoff, as our conversation draws to a close. "How could I, when there are so many people to meet?" It seems somehow, although he gives so much to St Andrew's, that Geoff Jarrett's Academic Award is a mutually beneficial exchange.

St Andrew's is immensely grateful to Geoff Jarrett and the other contributors to our Evening of Celebration and Prize Giving, which is held each December. We highly value you all as members of our extended community.

“ I’m not going to retire for a very long time. ”



SUPPORT

Sport at SACS is all about encouraging students to have a go, no matter what their level of ability. Head of Sport, Mr Michael Turton explains that it is important for all students to be involved in school-based sport because it allows for a healthy balance between study and exercise. "It's also a great way of building friendships," Mr Turton adds, "sport really brings the students together."

ROSIE DALTON

You don't have to be an identified sporting star to enjoy the many summer and winter activities on offer at St Andrew's. In fact, Mr Turton encourages all students, regardless of skill level, to be as involved as they can be with sport. Research certainly does support this advice, demonstrating that exercise is not only good for us physically, but mentally as well. When juggling a heavy workload, the best way to de-stress and clear the mind is to exercise. It is with this in mind that SACS have recently redeveloped their Strength and Conditioning Centre in the gym, with the support of the P & F Association. With these additional facilities in place, the Sports Department have been able to implement the Long Term Athlete Development Programme (LTADP). Run by Ms Annie Stalley, it is designed to help identified sports people in the Secondary School to develop their sporting prowess for the future by designing tailored fitness programmes for these dedicated students. LTADP, which now consists of over 100 students from Years 7-12, requires participants to train under guidance at least twice a week, as well as participating

in both a Winter and Summer Sport and, if possible, either Swimming or Athletics for the School. Mr Turton and Ms Stalley (herself a former St Andrew's student and former Captain of Sport at the School) act as mentors for these students during their training sessions. According to Mr Turton, "these students are committed to the whole sporting experience. They have the ability to compete at a higher level and we have the facilities to help them achieve this." It can be difficult, without structured guidance, to focus on sporting skill development while also juggling the demands of school work so, in this sense, the LTADP offers a unique and wonderful opportunity for these students.

Currently also in the works is LTADP's counterpart programme, designed for students who face obstacles in their involvement with sport. The initiative of Mr Turton and Mrs Kim Terry, Head of the Enrichment and Learning Department at SACS, this future programme will be a collaborative effort to ensure all students are provided with ample opportunities for involvement. Mr Turton explains that some

students struggle greatly with their fine and gross motor skills, which can really be a deterrent to their engagement in and enjoyment of most types of sport. The aim of this new sporting support programme will be to help students overcome any obstacles they may face in sport and therefore enable them to get more out of this aspect of school life. "It is important to provide support for our identified sports people, but equally important to ensure that everyone can be involved in sport and have a good time, no matter what their level of ability," Mr Turton says. This inclusive and supportive approach to student sport at St Andrew's is something that reflects the core values of the School; to foster individuals. It has seen the enthusiastic engagement in sporting activities of the majority of students across SACS. According to Mr Turton, although it is compulsory for all students to be involved with sport during the Winter season, this is not the case during the Summer season. Pleasingly, he says there are a very impressive number of students (about 45% of the Secondary School student body) who actively



“Sport brings with it healthy bodies, minds and many lasting friendships.”

choose to participate in Summer sport as well as Winter.

Year 10 student, Thomas Jagot, is one person whose dedication to sport has enabled him to go far in his chosen field of Cricket. At only fifteen years of age, Thomas has already been selected to play Cricket for Australia in the Australian Under 15s squad. This is a real honour for the enthusiastic batsman, who has been playing Cricket for five years now and hopes to one day play for the Australia team. One of only fifteen boys chosen to represent Australia in the Under 15s squad, Thomas and his teammates will be travelling to the West Indies this November to play seven matches against Barbados, Trinidad and Grenada over a twenty-day tour. Thomas is the first student from St Andrew's to be selected in a Cricket squad of this level but his dedication to his sport and that of others like him are an inspiration for us all. No matter how successful you are at sport though, the main thing is to always have a go, be involved and try your best because sport brings with it healthy bodies, minds and many lasting friendships.

Some of the other student sport representatives that have been announced so far this year:

Dean Aldridge —
CIS Baseball,
NSW All Schools Baseball,
Australian Baseball

Shimon Kato —
CIS Baseball

**Millie Haddrick and
Tom de Jersey** —
ISA Basketball

Thomas Jagot —
NSW All School Cricket,
Australian U15s Cricket and
Country Schools Cricket

James Kirkness —
ISA Cricket and
Country Schools Cricket

Alex Warren —
CIS Cross Country

**Alex Warren,
Sally Matchett,
Deveyn Deshler,
Justin Dela-Cruz,
Liam Collins-White,
Oliver Williams** —
ISA Cross Country

**Josh Grant-Foster and
Henry Wayment** —
ISA Football (Boys)

**Sarah Long and
Mady Wheeler** —
ISA Football (Girls)

Declan Stacey —
Australian Youth
Commonwealth Games
team for Gymnastics

Callum Edsor —
ISA Hockey

**Millie Haddrick and
Shannen O'Sullivan** —
ISA Netball

**Sam Folemi,
Yosiah Oshiro,
Brendan Stephenson,
Ed Takau and
Fillia Talanoa** —
ISA Rugby

Josh Beard —
ISA Swimming,
CIS Swimming,
Australian Swimming

**Billy Clarke,
Sam Clarke,
Alex Webb,
Hugh Polkinghorne,
Ashleigh Mckie,
Izzy Ramos,
Billy Zhang,
Helena Popovic** —
ISA Swimming

Katarina Popovic —
ISA Swimming and
CIS Swimming

Alex Webb —
CIS Water Polo, NSW
All Schools Water Polo,
Australian Water Polo

Filia Talanoa —
selected in the NSW U17
Junior Club Rugby side



Non Linear Leading

Meet a selection of the current generation of SACS students showing that you can model integrity and grace whether you've got a badge on or not. At St Andrew's, leadership has never been a 'top-down' concept. We encourage each individual to use their skills, whether conventional or not, in a way that serves others. These are only a handful of individuals proving that leadership comes in all shapes and sizes.

LAURA BANNISTER | ROSIE DALTON

The Team Player

Charlie Yole is a character. Outgoing and confident, he thinks it's important to be as involved in cocurricular activities as possible and aims to lead by encouraging his friends on the sporting field. Charlie plays Water Polo, Rugby and Basketball, and is also on the debating team. Last year, while helping out the Drama Department for the Creative Arts Evening, Charlie and three friends put together a comical performance called Demerit of Death. With this same jovial spirit, Charlie encourages his friends and peers in the sporting arena. "It's really important to encourage people and help them to do their best," Charlie says. "Not everyone is academically or athletically gifted but if you do your best and put in the effort, you can go a long way." The leader that Charlie admires most is Phil Waugh of the Australian Wallabies. "Phil Waugh overcame his own size issues because he puts in a lot of effort," Charlie explains. "He isn't the biggest player, but he tries really hard and always gives it his best."



Charlie Yole, Year 8

The Passionate Ambassador

Maddy Madden is part of the Year 9 leadership team and was selected as an Australian Youth Ambassador earlier this year. The granddaughter of Charles Perkins, Maddy is very passionate about leading by raising awareness about cultural equality. "I think that a lot of people don't realise the disparity which exists between Indigenous and non-Indigenous Australians," Maddy says. "It's really important to raise awareness about these things because everyone can make a difference." At only fourteen years of age, Maddy was 2011's youngest Australian Youth Ambassador, alongside Neighbours celebrities and Masterchef finalists. At school, Maddy thinks it's important to lead by example. "I try to be a good role model for younger students because they look up to us and follow our example."



Maddy Madden, Year 9, pictured with fellow Australian Youth Ambassador, Faustina Agolley, (left)

The Helping Hand

Beth thinks that being a leader at school is a double role of sorts – not only should you be an attentive student, but a caring, nurturing friend. "Some of my friends help me with Maths and English when I have difficulty in class," Beth says. "I like to help them as well – we all explain things if we don't quite get it the first time so that no one falls behind." Though she admits to talking too much herself sometimes with a wry smile, Beth thinks that leading by behavioural example is one of her strengths. "It is important to show others that listening helps learning, so I encourage my classmates to respect the teacher. By the time we get to Year 12, we won't be struggling if we have paid attention throughout school!"



Beth Sanderson, Year 5

Sporting Spirit

Luke Smolonogov is in the Firsts Water Polo team and thinks that everyone can be a leader. "You don't have to have a specific role or title to define leadership," Luke says, "but I think some people decide not to take the opportunity to lead just because they don't wear the badge." According to Luke, showing support for others is one of the best ways to lead. Having two older brothers who attended St Andrew's and were in the same House as him, Luke is very passionate about House spirit and motivating some of the younger students to get involved. He also shows his support for charity by getting involved with Bandaged Bear Day and attending the St Gregory's/St Andrew's Rugby Match this year to honour the memory of Kundayi Chiundiza and to support The Kundayi Appeal. Luke says that he tries to lead by example. "Even though some students might be disappointed if they don't get appointed to a particular role, it's important to still support those who are appointed and to lead by example in everyday life."



Luke Smolonogov, Year 12

“There are so many great opportunities at this School to put your name down and volunteer.”

The Music Maker

Keon Dawson has been learning guitar for two years now, mostly at school, although he does receive private lessons. He's the kind of leader that you wouldn't always quite expect – one whose infectious personality seeps into the emotional tenor of a conversation, and immediately makes you the happier for being part of it. For Keon, playing both acoustic and electric guitar, and singing, is the perfect way to brighten the day of another. “When I got to play [guitar] as part of the orchestra at the [Junior School and Gawura] concert in the Cathedral, I felt nervous and excited,” says Keon. “A good leader is someone that helps and encourages others to be the best at whatever they want to be doing... when I'm good enough, I would like to teach other people music.” What does it feel like to move an audience emotionally through a piece? “Good!” says Keon emphatically. “Music is great, it can really calm people down when they are angry.” At such a young age, Keon has realised the importance of leadership as a tool to help.



Keon Dawson, Year 6

The Big Carer

As Captain of Gawura, Rhianna's role immediately assumes an intercultural aspect, and nothing could make her prouder than reading the School's Acknowledgement to Country on a weekly basis. “Being respectful to past and present elders is important. At first I was nervous doing it in front of so many people, but after practice it got easier!” Even a short conversation with Rhianna on the topic of leadership makes it clear that she associates the concept with instinctively pastoral qualities – each morning, and after lunch breaks, she organises the younger students and prepares them for class. “I think older leaders should be responsible, nice and helpful,” she says. “My ultimate leader is my mum, who cares for me, looks after me, cooks us dinner and washes our clothes.”



Rhianna Kinchela Packer, Year 6

Beyond her Badge

Sophie MacCue is a modest leader. Her official title is ‘Captain's Prefect’ but you wouldn't know it from talking to her. Volunteering for charity and bridging the gap between younger students in the Middle School and the older ones in the Senior College are two of Sophie's passions. “We (the Year 12 Leadership Team) have been trying to initiate systems so we can get to know the Middle School students better,” Sophie says. “I think this is especially important at St Andrew's because the different buildings sometimes mean that we don't get to integrate with the Middle School that much.” Sophie has also been very involved with The Kundayi Appeal and plans to continue her involvement with this even after graduating. “There are so many great opportunities at this School to put your name down and volunteer, which I think is important because it is very rewarding to be involved with these things and it helps you to gain perspective.” A leader who Sophie particularly admires is Grace Chiundiza, Kundayi Chiundiza's mother. “She has the pursuit and the passion to come back to the School and to launch The Kundayi Appeal. It must be a huge challenge but she is persevering. She's a huge inspiration.”



Sophie MacCue, Year 12

The Motivators

The first thing that strikes you about Daniel and Wills, other than their infectious smiles, is how incredibly astute they are for such young leaders. The two boys are Captain and Vice Captain of the Junior School respectively. “It is such an honour to have this kind of position,” Wills says. “We have to be an example to the rest of the Junior School in our behaviour, the proud way we wear our uniforms, and our treatment of others. But it's also important to go beyond the call of duty. The other week I decided to organise all the canteen lines without any one asking and got a thank you letter from the canteen, which was so nice!” Daniel agrees, and says his duties range from tying shoelaces at lunchtime (“I cannot count how many of the smallest kids come up to me asking for help with that!” he says) to addressing the Junior School in his weekly assembly speeches. The role is certainly rewarding. For both, some of their proudest moments as leaders come from these speeches, where they are able to encourage other students to get involved in the School community.



Daniel Cahill and Wills Damjanovic, Year 6



Getting a closer look



Senior students help our Juniors with experiments on the Official Opening day of the Science Centre

If these walls could talk

Head of Science at St Andrew's, Dr John McMath, talks about the School's new state-of-the art Science Centre, how he actively engages with students of all interest and skill levels, and why, after so many years in the profession, he still loves to teach.

LAURA BANNISTER

"I love telling kids I was once hopeless at Science," Dr John McMath says, with a grin. It's an odd line to open our conversation with, and yet he doesn't regret sharing the sentiment; his own early difficulties with a Science-based curriculum only work to illustrate that, with persistence, success is impossible for no student. "I remember in the whole of High School I did two experiments, one with a Bunsen burner in Year 7 and a rabbit dissection in Year 8. Yet I ended up graduating University as an educator with a major in geology and geophysics!" Experience clearly isn't an issue nowadays for Dr McMath though; he's been teaching Science for 38 years since, nine of those spent at SACS. This morning he sits in a café on Clarence Street, taking a little time out of his day to talk about the curriculum that, like many teachers, he lives and breathes five days a week. The year has been one of adjustments for his department, but they're exciting adjustments – bringing a swathe of brand new science facilities to St Andrew's House, including four laboratories, an Exploratorium* (perfect for the setup of long-term HSC and IB practicals), storage and preparation facilities and a demonstration room/lecture theatre. The new facilities were officially opened by eminent scientist Professor Frank Stootman, and designed by an architect parent at the School, Mr Paul Davies. The classroom spaces are exemplary: the labs

have chemical resistant bench tops and safety showers in case of spills and are equipped with Smartboards and energy conserving lighting. On top of this, they are arranged in such a way that they are viewed with ease by the lab technicians who can then tend to any equipment needs.

So how are the staff and students finding the facilities? "Light, bright and exciting," says Dr McMath, his eyes widening beneath his glasses. "They are so much more appealing and enticing, both to learn and to teach in. And that's the priority I now have – ensuring our teaching team is always of the highest standard, to match the quality of these facilities." To do this, he's been focusing on a topic touched on in all the teaching staff Professional Development courses: 'Visible Teaching', (based on a Harvard Programme). In the staffroom it manifests itself in brainstorming sessions; in his own classroom, through 'Think, Puzzle and Learn' activities, designed to provoke students to think critically about topics such as evolution and natural selection in small groups.

"Every lesson I try and bring an excited attitude to class. If I don't have that – how can I expect my students to? The brilliance of having technologically adept classrooms is that it's as simple as going online with the Smartboard and finding a wealth of very specific and engaging

information at your fingertips." Engaging students with the curriculum is something this teacher is clearly quite passionate about. He has barely touched his coffee, but he's so busy explaining the importance of deviating from out-dated 'talk and chalk' methods of teaching that he has little interest in a cup of cold caffeine. We discuss the department's increasing use of sophisticated data loggers in Senior classes and Smartboard technology across year groups, which is enabling teachers to enlarge articles, screen YouTube videos and other interactive visual stimuli.

"We live in a scientific world and it's awesome!" says Dr McMath, with a smile. "I want St Andrew's students to appreciate that awe; the wonder of everything, from the micro to the macroscopic."

“ We live in a scientific world and it's awesome! ”

* The SACS Exploratorium is a glass-walled space that is equipped for housing small group/independent experiments of a longer term design.



Prep room



University style lecture classroom



Open and light filled classroom spaces



Dr John McMath, Head of Science



Precision is key

Get to know our Lab Technicians

They're a valued part of our staffing team and absolutely indispensable to the classroom. It's time to introduce two women who often work silently behind the scenes, but are no less passionate about their role in education.



Shirlee Corkin teaches the lab skeleton how to ball room dance

Shirlee Corkin has worked at SACS since January 2010. With a rich experience in all aspects of the sciences – she ran a pharmacy for several years, was a supervisor at Kimberly Clark, a lab technician at another school and worked for a pharmaceutical company – she's well equipped to answer anything the students throw at her!

What's the best thing about your job?

A lab technician is a little different to a teacher – you always remain a bit mysterious! The students are truly a pleasure though and always keen to help me out. I am always on the lookout for young SACS scientists to encourage...and am thinking of doing a Scientist of the

Week poster outside the theatre. I often put up new articles to keep students informed.

Tell us the oddest experiment you have prepped.

To me nothing is weird or odd! Normally whenever a teacher asks for something we have it or can find it! The other week I was asked to get "as many teeth as I could find" and sourced a whole lot of wallaby teeth.

What's something not many people would know about you?

I love to ballroom dance! I have danced competitively as well as taught it – put me in front of a dance class and this is not the same Shirlee you saw half an hour ago!



Gillian Stewart analysing a sample slide through the microscope

Gillian Stewart has been a valued member of the SACS team for 9 years, and has previously worked at two other schools, as well as the NSW Dairy Industry Authority.

What does your job entail at SACS?

There are five main elements to my job, including preparation of practical work for teachers, organisation and maintenance of resources, maintenance of laboratories, OH&S and Chemical Register compliance and the organisation of Enrichment Programme bookings.

What's your favourite part of the new labs?

Having a new Science Centre is very exciting and a wonderful asset for the School! The new prep room is very functional, spacious and is within close proximity to all the laboratories and the theatre.

What do you do in your spare time when you're not working?

I love to visit my gorgeous granddaughter! I also enjoy bush walking, upholstery restoration, canoeing and reading.

“From an early age, a child’s search for independence is fuelled by the desire to make things happen and to feel competent.”

America’s National Association for the Education of Young Children.

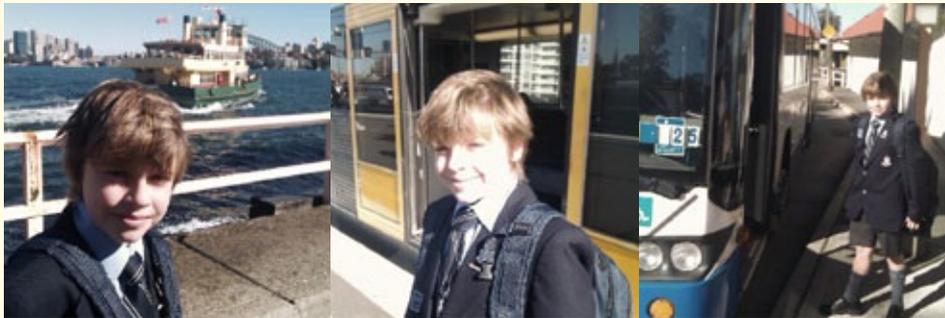
Meet the parents

LAURA BANNISTER

It is almost inevitable that the first few years of school will be a daunting time for parents, as they see their children assume a new degree of autonomy, taking their largely home and preschool-based education to a much bigger institution. Building independence gradually in young individuals is an important facet of the socialisation process – and of course, each child learns to take responsibilities at their own distinct pace.

With an enrolment base that spans over 200 Sydney suburbs, our CBD located Junior School Campus certainly provides an opportunity for parents to familiarise their children with different transport systems and the broader geography of Sydney. For those who never quite understand just how our K-6 students get to school and, most importantly, how a city-based location is assimilated with a safe and certain travel plan, we thought it was high time to introduce some of the parents and let them share their children’s morning journeys.

The Double Take



Lincoln takes the bus, ferry and train!

“To me, there isn’t much point in attending a school close to your home.”

Since he started at SACS this year, Lincoln Williams (Year 5) has “thrived on independent travel”, according to his mother Kathy. Although he is only ten years old, he has mastered not only one way of getting to school from his lower North Shore home, but three!

How does Lincoln arrive at school each day?

Kathy: There are a few ways he can get there and he loves to try them all! He can get the bus and train or the ferry and train, and then sometimes I drop him off at Milson’s Point and he just gets the train in.

Does he travel with any family members to school?

No, he goes completely alone and absolutely loves it! Ever since he began at SACS, Lincoln has thrived on independent travel and as a parent, the transition in his responsibility level has been amazing [to see]. He has developed this worldliness and awareness in such a short time – he knows all the little arcades in Town Hall, even more than me!

What advice would you give to parents unsure about the distance of a city school?

To me, there isn’t much point in attending a school close to your home, it’s not a journey at all then! Knowing your way around the transport system and the [CBD] means one less thing to worry about when you go for a job interview, or to University. My advice would be to go with your child to school on their first couple of days and let them learn the way. Children in today’s world need to be confident. Lincoln is able to get himself to tutoring - which is in a completely different area -

after school as well. He is confident on the platform and even takes his guitar with him! Having given him this responsibility, I am able to trust him 100% in anything.

The City Railer



Jessica Stewart at Town Hall

Door to door, it takes Jessica Stewart (Year 6) approximately 40 minutes to get from her home in Sydney's South to St Andrew's. Her father Mark shares the journey with us.

Describe Jessica's daily commute for us.

Mark: Jessica will often travel with her siblings, though she is not at all dependent on having them around! It is unusual that she would be alone on the train – she has a lot of friends from SACS who get it in with her, as well as from other schools. They all tend to travel in a safe herd, and there can be four or five uniforms together in a group... Often older students will keep an eye on the younger ones to make sure they are safe.

Did you worry about the distance when selecting an inner city school?

As parents, we do not worry at all about letting Jessica catch the train. Her older brother William (Year 10),

attended St Andrew's from Year 5, and within a week he was perfectly comfortable travelling on his own...My argument to parents who are unsure about the transport situation is that I would actually be more worried about sending a child to walk to a school through quiet suburban streets than to catch the train to Town Hall, which is full of people at any time of the day, no matter how late or early they may have extra activities... I think it's had a very positive impact on making sure Jessica is independent and familiar with public transport from a young age.

“Often older students will keep an eye on the younger ones to make sure they are safe.”

The Walkers



Andrei Cheng with his mother Aileen

Andrei Cheng (Year 6) was part of the first Kindergarten cohort at SACS and since then has been taking the 5-10 minute walk to school each day with his mother Aileen.

What appealed to you about SACS?

Aileen: The funny thing is it was based so much on our location. We had just moved here and lived right in the CBD, overlooking the Chinese Gardens. We researched surrounding schools for our two boys, found St Andrew's and thought 'this is perfect!' They have both loved it from day one.

What do you like about walking?

I find it a really great bonding time, even though it's short! I still walk with Andrei to school every day and we have great chats. My husband travels a lot with work, but when he isn't he likes to walk with the boys too. My eldest son is old enough to walk with his friends now. When he got to Year 7 and graduated to the longer trousers instead of shorts, I decided he could have some more responsibility.

What do your sons enjoy about walking?

They just love being so close. When we lived in Manila we didn't walk on the streets very often as it was a little dangerous. It's such a luxury to be able to walk everywhere in Sydney, they love it! One time, when they first started at the school, it began pouring down with rain so I brought the car to pick them up. They were so disappointed, as they had been excited about walking home in the rain for the first time!

The Walkers



Bella (centre) with some of her SACS walking companions!

Bella-Rose Alderton (Year 6) is another inner city dweller, whose family live near Hyde Park. Bella takes the 10-15 minute walk to school with friends each day, usually meeting her mother Lynette half way on the return trip.

Does Bella enjoy the walk?

Lynette: I've just asked her - she says she finds it nice and relaxing...it gives her time to think. There is a bit of variety as well as I sometimes walk her to school for early morning choir and Matins on a Tuesday.

“Bella has become quite confident walking around the city.”

How has walking through the CBD impacted Bella's independence?

Bella has become quite confident walking around the city; she can follow any directions I give her quite easily. She is familiar with a lot of the shops and landmarks. I used to always walk with her, but now she is in Year 6, she sometimes walks home on her own, or with a friend and her nanny.



“ Teaching and learning is a school’s heart and soul. ”

Changing lanes

Seven of our Year 7 Students give their advice on moving up to Secondary School at SACS.

ROSIE DALTON

A mountainous tower of homework, an all-engulfing labyrinth of classrooms and fears about making new friends are just a handful of the perilous metaphors that can creep into the minds of Year 7 students during their first days of school. After all, it can be a very daunting experience, making the leap from Primary School into Secondary School. It is no wonder then that so many students experience nervousness when embarking on this important chapter of their lives.

At St Andrew’s Cathedral School, the first days of Year 7 are amongst the most important. It is during this time that it is most essential for students to feel a sense of belonging in their new school environment and a genuine sense of support not only amongst their peers but their teachers as well. In this character, the Year 11 and 12 leaders organised bonding days with the new Year 7 students at the beginning of Term One this year. The ‘Girls’ Sleepover’ and ‘Man–Day Monday’ were events that enabled the interaction of the School’s newest cohort community with some of its most senior members.

This kind of interaction facilitates and encourages positive relationships between students at all stages of school life and is very important in helping new students to familiarise themselves with new territory so that they can feel at home away from home. Similarly, the Year 9 Middle School Leaders organised a cupcake afternoon in Term Two for the Year 7 and 8 students, fostering support networks and positive friendships at all levels of the Middle School.

It is not only through positive relationships that a comprehensive and all-inclusive educational environment can be fostered. Pastoral care is an essential aspect of this, yet so too are effective teaching models and a healthy level of involvement in co-curricular activities. According to the Head of Middle School, Mr David Smith, “Teaching and learning is a school’s heart and soul and it extends beyond the cultural and extracurricular events. But there are lots of things which make up life in a school and it is the achievement of a healthy equilibrium between all these things which makes for a positive and productive tone and atmosphere.”

St Andrew’s aims to encourage this equilibrium, while also recognising that for many students, starting Secondary School can be very intimidating. We asked some Year 7 students what their one piece of advice would be for younger students about to make the scary transition into Secondary School.

journeys 
of the heart



Natalie Kanawati

"Leaving your old primary school friends behind puts you out of your comfort zone. My advice is just to be open to making new friends and not be scared because everyone else is new as well and you can never have too many friends."

Natalie



Rashan Kbilkam

"The rooms in St Andrew's House range from one to sixty so it can be difficult trying to find the right room. My advice would just be to always stay calm and ask a teacher if you get lost."

Rashan



Lachlan Cassel

"There are a couple of buildings at SACS so when you first start High School, it can be confusing knowing which building your class is in. My advice is to take note of where things are on your introduction day, and maybe even make a little map."

Lachlan



Eden Ip

It's hard to get used to having homework when you first start High School so my advice is to try to be organised from the beginning."

Eden



Olivia Higgs

"Starting homework and wearing a uniform every day takes some getting used to but the most important thing to remember is not to panic."

Olivia



Millie McGrath

"It can be easy to get lost. If you do though, just remember to ask someone in a white shirt (a Senior student), they are always very friendly."

MILLIE



Lachlan Renwick

"Going up and down the stairs all day isn't much fun so my advice for future students starting Year 7 is to be well behaved so that you can earn your lift pass."

Lachlan



Globally Connected Education

"As our students leave school, they move into a world that is increasingly connected. Many will move into jobs where they will be expected to work collaboratively in teams that span the globe. For students who have been part of global collaborative projects at school, they will be well prepared for the challenges they face in their working life. In addition to this, the problems that the world is facing are increasingly global problems which require a new generation to be willing to work together, advocating not just for their own good, but for the good of others. In this way, global collaborative projects prepare students to use the gifts God has given them to be good stewards of God's world."

Mr Richard Ford, Director of Teaching and Learning and Head of History

ROSIE DALTON

Given the city location of St Andrew's and the ever-progressing nature of technology, it is becoming increasingly important for modern schools to keep up and stay in touch with the globe. One teacher who is trying to implement a wide range of projects in his classroom to do just this is Mr Richard Ford, Head of History at St Andrew's. Over the past two years, students in Mr Ford's History classes have connected with a variety of experts and students around the globe. Utilising the modern tool of Skype – which facilitates instantaneous visual and telephonic exchanges between people all over the world – Mr Ford's class have been learning interactively and globally. "We have invited into our class (via Skype) Historians, Museum Curators and people who have lived through the History we have studied," Mr Ford says. "The opportunities to exchange dialogue with these experts from around the world has been tremendously helpful to students." Last year, Mr Ford also designed an online global collaborative project which saw two Year 10 classes from SACS working in collaboration with students from the US and Europe. "Students became experts in what was happening with slavery in both their country and region, shared this expertise with students across the globe and together took action to help stop slavery."

Currently, Mr Ford is looking to set up a Skype call with the Vasa Museum in Stockholm so that History students can explore an almost fully intact 17th Century ship that has been salvaged. A night on Skype with Modern Historians from the Northern Hemisphere is also in the works for senior students, while the second year of the slavery project is also getting off the

ground. For the first time, a school in China is also set to be involved in this year's slavery project.

International Teachers

"Over the next five years it will become increasingly common for students at SACS to be looking to learn from and with people from around the globe," Mr Ford predicts. He also believes that, with technology advancing as quickly as it is, the future of learning may be transformed such that 'teachers' are no longer just those who teach in the physical classroom, but that students will seek to learn from all sorts of teachers across the globe. "Teachers will start to reimagine their role," Mr Ford expects, "and focus not only on connecting students with knowledge but also on connecting students with people and helping to educate students in how this can be done safely."

Global voices

According to Mr Richard Ford, "most students find this modern, global approach to learning exciting and motivating. The tasks they work on have meaning and significance, are connected to the world in which they live and what they produce and publish is communicated to a real audience." The modern slavery project has made a particular impression on the young people who have been involved with it. As Mr Ford explains, it is a project which "makes students deeply aware of the injustices in their world and determined to play a part in shaping history." As a result of this project, several Year 11 students have continued to passionately advocate an end to slavery. "Being a city school, the students are well positioned to make their voices heard," Mr Ford notes.

“Being a city school, the students are well positioned to make their voices heard.”

“It is certainly my hope that what students learn from participating in these projects will be enduring and will shape their thinking for not just the next seven days, nor the next seven years but for seventy years and beyond.”

Pen Pals span the world

For several years now, our St Andrew’s Junior School students have been engaging in correspondence with an English school. Integrating an awareness of the interconnectedness of the global community into the curriculum is vital, even at such an early age. As Stage 3 teacher, Mr Mee says: “the students love getting replies back from England and finding out more about their pen pals.” The use of smart boards in classrooms enabled one student to call his English grandparents via Skype on Grandparents Day – a chance to share his heritage with an enthralled Junior School classroom. Thanks to music teacher, Miss Scarfo, some of our Gawura students were able to talk with students at Lockhart River State School in a remote part of North Queensland on Skype, and further, put on a performance with song and dance! The possibilities for connection with divergent schools is endless.

Exploring possibilities

Many other innovative teachers are also exploring possibilities in this area, though. For example, Mrs Emily Edwards, Junior School teacher, is currently exploring new possibilities for global education in the Junior School. She is particularly interested in developing connections with schools in Shanghai and thus developing our youngest students’ knowledge and understanding of both China and communication between foreign cultures.

My World

More and more, a whole range of teachers are being inspired to work towards globally connected education in their classrooms at SACS. The combination of staff professional development on global education in Term 1 and a generous grant from the Parents and Friends Association has seen a number of projects of this nature emerge so far this year. MY WORLD, for example, is an initiative which sees a Year 9 Visual Art class working in collaboration with a school in Beijing, producing art work based on the theme of ‘MY WORLD’. Following this collaboration, the art works will ultimately be exhibited in both Beijing and Sydney. Additionally,

Japanese language teachers continue to work with a school in Tokyo to set up opportunities for the students in both countries to further their language skills and their cultural understanding. Finally, some students in Year 8 English will next semester publish articles to a global online Student News Action Network, in the context of their learning about newspaper text type. This initiative will allow students to receive feedback on their journalism from fellow students around the world.

Global Village

Ultimately, the concept of the global village is becoming ever more relevant in modern society. As business, economics and communication continue to become increasingly transnational, it has never been more important to ensure that young people remain in touch with their peers worldwide and conscious of the variety of cultures that co-exist globally. Initiatives like the slavery project, Skype conferences with respected Historians and artistic collaborations between cultures are necessary in ensuring that students are always aware and knowledgeable about the world around them.

Mr Ford with students Melissa and Lyndon in the Library



“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.”

C Grayling, Financial Times
(in a review of A History of Reading by Alberto Manguel)

Ready, Set, Read!

VICKI FRASER



Mr Stuart McGill and the Gawura students with their Books in Homes Bags



Sadie and Tohira happily reading stories

“The main thing is for the students to experience success.”

When Miss Rachel Webster, as a recent graduate from Canada began teaching Kindergarten to Year Two students in Gawura four years ago, she made up her mind to establish a classroom in which all the children developed a love of reading and books from their very first day in school. “I make sure the students are surrounded by print and books all the time. I like them to realise that reading is a great thing: that it is exciting to learn to read, and to have a sense of accomplishment when they can read,” she says. “We encourage our youngest students to read at every opportunity, by themselves, to each other and to staff and volunteers in the classroom. We also encourage them to listen to their older peers reading as well. The children know that reading is the key to understanding everything - including maths, science and other subjects they will study over their lives.”

Data on literacy for Indigenous children continues to reflect that they are on average over-represented in the lower end of academic outcomes and continue to be under represented at the higher levels of outcomes. Not so in Gawura. This classroom has been set up for life-long learners, with an abundant library and classroom technology accessible to even the smallest child. “The books in the classroom library are colour coded so that kindergarten children can always access books appropriate to their reading level,” Miss Webster explains. The children choose four books per week, two colour coded to their appropriate reading level, and two of their choice. The shelves are all readily accessible to them, and they are encouraged to explore all sorts of books.

“The main thing is for the students to experience success, to recognise words as they learn them and to understand them in the context in which they are written. We also talk about the range of activities in which reading is a component and use a number of what we call ‘literacy tubs.’” Selecting from these tubs, the students play with a range of learning games aimed at their specific literacy levels, encouraging the development of key skills: comprehension, problem solving, sequencing and listening skills. Furthermore, Gawura utilises a range of learning technology to support classroom reading activities. “Smartboards and laptops are also used by these young learners, so it is important that they also be accessible to them as well. We had the Smartboard lowered on the wall so that even the smallest students can participate in the daily activities – they love using it for group reading and number work”.

A frequent haunt outside of the classroom is the School library where students also access the Gawura Indigenous Author Book collection. This wonderful collection of books, donated to St Andrew’s, includes not only our most well known and loved Indigenous authors, but also some written and illustrated by children in remote communities across Australia. “It is also important to know that writing can be a good way of collecting stories from their families and recording them. Aboriginal and Torres Strait Islander people are gifted story tellers and it is wonderful to encourage the children to think about putting these stories into the written word,” Head Librarian, Mrs Elizabeth Greef comments.



Kade, Keon and Rihanna showing off the books



Miss Webster reading with Wolmorry

During the Sydney Writer’s Festival, Gawura was visited by a number of internationally acknowledged writers from South Africa, New Zealand, Australia and Canada; swapping stories, exchanging words and talking generally about wonderful books. In a way, it was a natural pairing of two worlds. Gawura are passionate about sharing what they have learned with others, reflecting a growing love of reading designed to last a lifetime.

“They inspire everyone to come together and get involved.”

School musical forges parent friendships

The parents of St Andrew's Cathedral School are a friendly, generous, and incredibly talented group of people. Nowhere is this more clearly seen than their 'behind the scenes' contribution to the School musicals which come together so well because of the huge team effort involved.

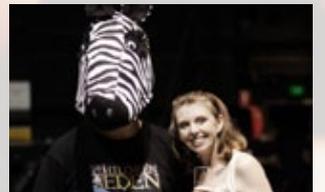
MRS LYN JARVIS



Backstage makeup



Children of Eden Director, Mr Huw Belling



Costume designer and parent Mrs Suzanne Louk



Mrs Lyn Jarvis helping with hair and make up

"They inspire everyone to come together and get involved," says Huw Belling, Old Andrean (2003) and director of St Andrew's 2011 musical theatre piece, Children of Eden. Huw believes that these events really capture what's at the heart of our community spirit, building key partnerships between students, parents and old Andreans.

So how does it all work? As soon as the students begin their first rehearsal, parents are beginning to meet behind the scenes. Talented students come from talented and enthusiastic parents - and parents are right there at the initial concept stage, dedicating their time and energy into making sure the production is as wonderful as it could be. Expertise is lent by parents in lighting, costume and design, making it a truly collaborative effort.

Each weekend as the students rehearse, many of their parents, spanning all year groups, also go to school - to label, sew, paint, bag, list, organise, create, buy, improvise, measure, find, restore, iron, pin, and dedicate lots of their free time. It becomes a wonderfully friendly and fun-filled cross-section of the school community as copious amounts of coffee are drunk, lollies are eaten, laughter is shared and friendships are created.

Behind the scenes of each performance you will find a mix of Junior, Middle and Senior School parents working alongside student volunteers, and old Andreans yelling, teasing and braiding hair, repairing costumes, applying makeup, labelling, tagging, and sharing the excitement of being part of a vibrant, glorious production.

Parents do it because they love their kids; because their kids love their school and thrive on being part of such an exciting and professional show. We also do it because it is fun working with great people. The unique thing about SACS is that it has a parent community made up of great geographic and cultural diversity, yet all are like minded in their care and commitment to their children and school. They all love the uniqueness of SACS and it is a great way to bring people together. Lifelong friendships can be made behind the scenes of a SACS musical. On the one hand, there is that sacrifice of time and commitment, as parents are already extremely busy. Yet the loss of time is balanced by a much greater reward of laughter, friendship and satisfaction in working together to achieve something so creative, supported by new and old friends. We'd love to see you there next time.

New Kids On The Block



Our Old Andreans Association has gotten a shakeup.

LAURA BANNISTER

James Brady likes to keep busy. When he isn't studying a Bachelor of Business Administration full time, or working at a department store, the 2010 SACS graduate is diving head first into his new role as Vice President of the Old Andreans Association (OAA); a juggling act by anyone's standards. Beginning at the start of 2011, the new Executive Councillors, comprised of ex-students and staff who graduated post-2000, have been seeking to breathe new life into the post-school community – and according to James, they've got some pretty big aspirations; stepping up both fundraising and the frequency of events. Though it might be assumed that the Executive and Councillors' youth would prove a stumbling block, nothing could be further from the truth. Their tech-savvy rebranding efforts thus far paint a

promising, high-resolution picture that confirms they have not only the passion, but also the professionalism and the time to reach out to a broader range of alumni than ever before.

Founded in 1906, the OAA is one of the oldest continually active alumni organisations in Sydney and is not for profit, funded primarily by lifetime memberships. Its two key goals are to reconnect alumni with each other and to reconnect them with the School; ideally integrating them into its support network and enabling those who forged memorable connections with St Andrew's to give something back. Until now, fulfilling this task comprehensively has proved difficult at best – particularly as membership of the organisation has only recently been integrated as an automatic part of the Year 12 graduation process. "I won't lie," says James, with a grin. "It's a little bit daunting with over 4000 alumni to reconnect! Up until 1950, SACS was a choir school of boys, but since then

its numbers have steadily increased, particularly with the introduction of coeducation. When we began this, we knew we had to do a massive overhaul of our alumni records and make them as comprehensive as possible." For some, like Councillor Jack Toohey (Old Andrian, 2010), this has meant countless hours spent with the School Archivist Mrs Annie Zimmerman in the Langdon Centre, scanning cohort photographs and uploading them onto a permanent database (under the expertise of OAA Councillor Michael Sligo).

The most cost-effective and far-reaching way of uniting the Old Andreans community has proved to be via social networking sites such as Facebook. "What we post really ranges," says James. "But it encourages people to relive their school years. Videos of Julian Hamilton from The Presets got many people remembering his performances in our Cathedral!" The OAA's Official Facebook page is now key to connecting members



Graduation day



Long ago on our rooftop playground



Holding the House banners

Friendship forged

“We are in the prime position to use our energy and passion to reconnect an enormous community.”

with real-time updates regarding events such as the Annual and reunions (20 and 25 year reunions are currently being organised, to be held on our famous rooftop), as well as celebrating the public achievements of graduates – ‘fans’ of the page have escalated from 60 to over 550 so far this year. As Jack notes, when properly utilised, Facebook is the perfect opportunity for “getting people excited and in the know about upcoming events”, as well as actively engaging the desires of the broader SACS community with the Executive that serves them. Everyone is invited to join Executive meetings and have a say, voice their requests for events or information or become a Year Ambassador to assist in reunion organisation. Meetings minutes are soon to be posted on the site, and ideally, monthly emails and mail-outs will eventually follow. There are plans to bring Old Andreans on Head of School tours to see how things have changed, involve them with Gawura’s homework club and as mentors for Middle School leaders.

“When you leave school, you get a little upset that things will get disconnected,” says James. “As young graduates, we are in the prime position to use our energy and passion to reconnect an enormous community. I vividly remember playing on the rooftop as a Junior boy and walking into the Cathedral for each assembly. They’re images you don’t want to forget too easily!”

Your OAA Executive is:

President: Johnny Rays

Vice President: James Brady

Treasurer: Sam Pfeiffer

Secretary: Bindi Jarvis

Councillors: Lotte Duffy, Michael Sligo, Jack Toohey and Kate Scarfo (Year 9 Tutor and Music Teacher)

To reconnect and get involved:

Visit www.facebook.com/oldandreans or email info@oaa.com.au

Important dates to remember:

16th September

The Annual:

A cross-grade social event which will include a Silent Auction raising money for SACS.



“A thoroughly enjoyable and rewarding week.”

Patrick Madden & the team of proud builders

International Mindset

PATRICK MADDEN

Whether doing volunteer work with St Andrew’s or their own church, Fiji is a place that is dear to the heart of many of our 2010 graduates.

Koroipita is a village in Fiji that St Andrew’s Cathedral School have been building a relationship with since 2008. Following the HSC and IB exams each year, a group of graduating Year 12 students elect to travel to the village of Koroipita and offer their compassionate service by building houses and other amenities for Fijian families in need. When Patrick Madden graduated in 2010, he chose to visit Koroipita and help make a difference in the lives of the people there. Patrick shares his experiences with us of “a thoroughly enjoyable and rewarding week!”

Day 1

Getting up on Monday morning is always a struggle, particularly when Mother Nature delivers a particularly cold day. Yet the knowledge that we would be in sunny Fiji was motivation enough to down a coffee at Sydney International Airport as we prepared to board our flight. When we arrived at Nadi’s customs, we were greeted by three jolly Fijian men singing and playing guitar! We went to bed excited about the next day, when we would begin working at Koroipita.

Day 2

Arriving in Koroipita, we were greeted with a welcome song by preschool children. Following this, we were given a tour of the village and were able to see the work of previous SACS student groups, including a retaining wall and two houses. After our tour, we were taught to build a house. It should be noted here that when I say ‘house’, a more accurate description might be ‘room’, as the homes we built were single rooms connecting to bathroom and kitchen facilities located outside. Despite being an extremely hot day (36 degrees!), it was very rewarding to know that we were building a home for a family to live in.

Day 3-4

We began by getting straight to work. We filled potholes on the road to the village so that the school bus could collect the children, smoothed the land to prepare for construction, erected the frame for our house and laid down concrete. It was also on Day Three that we began getting to know the Fijian workers helping us who could hammer a nail faster than anything we had ever seen! Day Four was action-packed. Realising that we only had two days left in the village, a determination to do as much as we could kicked in and everyone was nailing like there was no tomorrow! Although we had been told before commencing the project that it takes more than four days to build a house from scratch, we were determined to prove them wrong!

Day 5

We arrived at the village at an hour early on our last day. However, even with such determination we were unable to finish all building. Despite this, we felt we had made a significant contribution to the village and were proud of our efforts. In the afternoon, we met the founder of the Koroipita project, Peter, and heard how the project came about. At age 18, Peter’s job with a timber company required him to travel to the hills surrounding Koroipita and inform the homeless families living in the forest that they had to move so the forest could be cleared. Later in life, however, Peter felt remorse and wanted to give back to the community. He decided to start an initiative providing affordable, safe and secure accommodation for those families who couldn’t afford it. He explained that in Fiji, many poor people live in slums owned by corrupt people constantly pushing up prices and introducing resident ‘taxes’. To break this cycle, he established Koroipita for those people in need. Koroipita, in fact, is Fijian for ‘the Village of Peter’. After talking to Peter, we visited the main section of the village to meet some of the women and children. We bought some of their beautiful handmade arts, jewellery and crafts. We gave presents to the children, including mini-koalas, school supplies and soccer balls. It was a fantastic way to finish a thoroughly rewarding week! Do it!



Bronte, SACS School Captain in 2010, in the Villiage

The Koroipita Project was unforgettable and I strongly recommend it. Not only can you experience a culture and way of life so different from your own, but you are also able to directly benefit a family in need. We are extremely lucky to live in a society where we can feel confident about our future, so it is very rewarding to know that we can contribute to giving others confidence about their own. Our Prime Minister, Julia Gillard, said that "disadvantage is not destiny". It is through programmes like the Koroipita Project that you become aware of how important it is to ensure that disadvantage is transitory, and not a way of life.

*journeys
of the heart*



Matt's story



A New Kind of End

Another of our 2010 graduates, Matt Roe, embarked on a Schoolies trip with a difference – it required selfless volunteer work. Here, he shares some of his key memories from the trip.

Every year, my church organises a two-week trip through Fiji for departing Year 12s as an alternative to Schoolies. As I was departing Year 12 myself last year, I was given the offer of going, the plan being for the first week to stay in a small town called Sabeto with a minister of a local church, and for the second week to travel north to Volivoli to stay with a group of missionaries.

To be honest, I was reluctant to go at first, expecting two weeks of hard work and sunburn – but any doubts I had about the trip instantly vanished the moment I arrived at the camp site. The Fijians, even in the relatively poor village we stayed in, are so optimistic about everything; it's infectious. We were cheerfully warned by the locals that a cyclone was likely to hit the area.

Since it was Christmas time, part of the trip was to help distribute gifts for Operation Christmas Child. Even though the gifts would be considered worthless to lots of Australian children, the Fijian kids were absolutely overjoyed. It was a pretty humbling experience – we reflected on all the stuff we have here in Sydney; phones, computers and games. It was weird for all that to actually seem trivial compared to the two dollar plastic toys that the Fijian kids were so happy with.

The hard work began in the second week, moving dirt all day at temperatures in the high 30s, helping lay a foundation for a water tank. My fears turned out to come true – I got sunburnt and I worked harder than I ever have – but those are still two weeks I wish I could experience again. The Fijians have a humbling way about them that just makes it a joy to help.

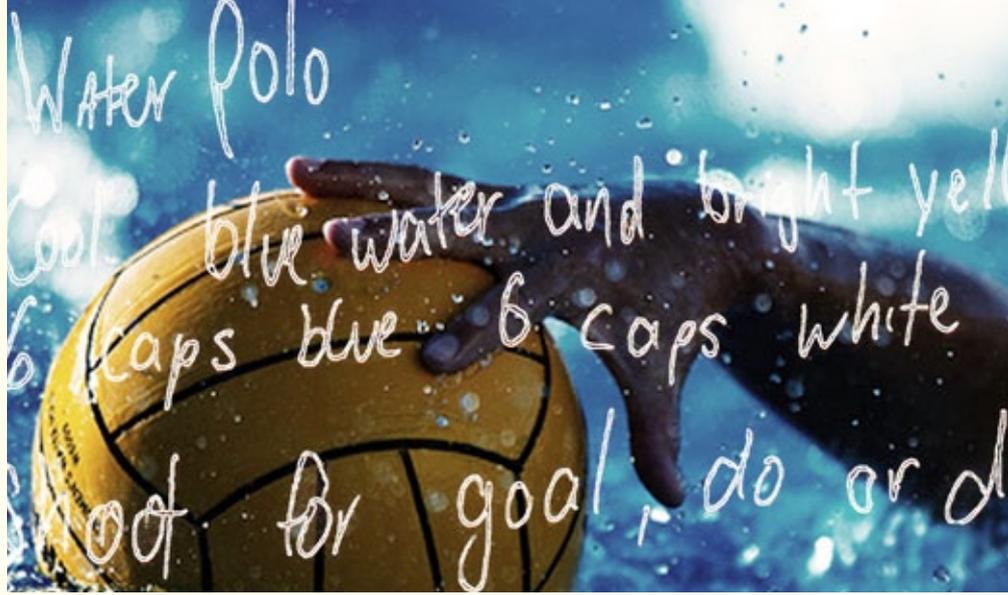
“My fears turned out to come true – I got sunburnt and I worked harder than I ever have – but those are still two weeks I wish I could experience again.”



Present time



Matt Roe (fourth from right) with his fellow volunteers putting a smile on children's faces



Waterplay

Students are the Soul of our School

The Post Praise Project, a cross-faculty initiative encouraging the creative spirit of students across year groups, debuted in Term 4 last year with flying colours, rich imagery and vivid words.

ROSIE DALTON

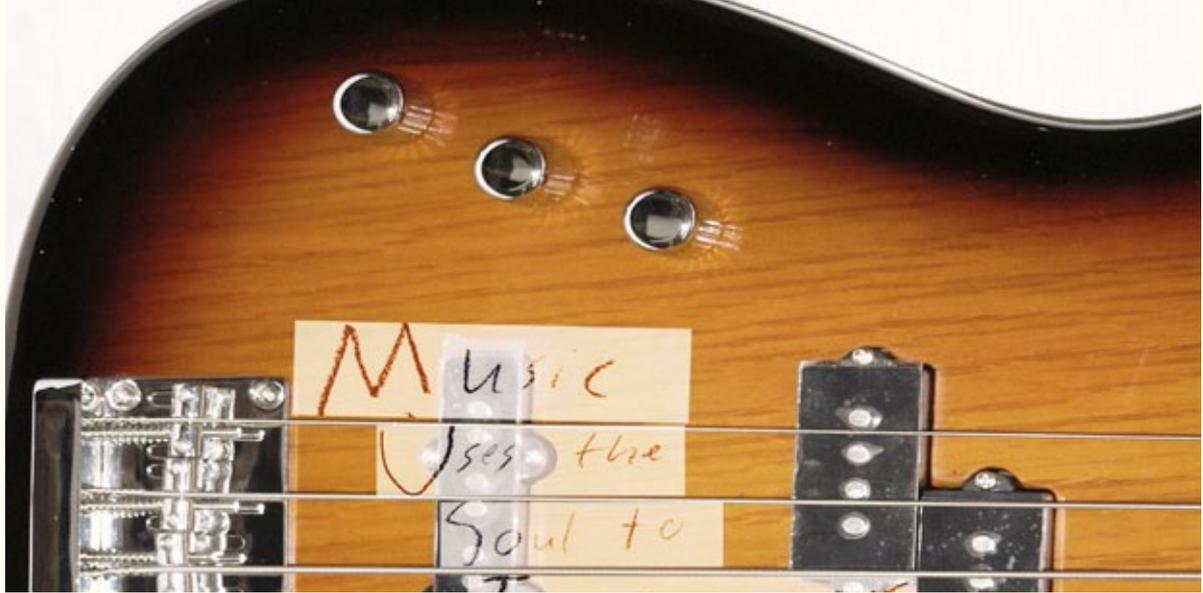
The Post Praise Project's maiden voyage involved the students of Mr Tim Curry's Year 7 English class writing a verse of poetry each, which Mr Angus Morgan's Year 10 Visual Arts class then interpreted through imagery. The Project's aim was to encourage students to explore their own creativity; appreciate the work of others; and to draw from skills learnt in various disciplines. In doing this, students collectively created a series of comprehensive works fusing art with poetry. The result was a series of inspiring artworks incorporating the visual tools of Year 10 students and the literary skills of Year 7 students. This interaction between

year groups, as well as between subject disciplines, was a highly beneficial exercise in inspiring students to reflect upon and appreciate the work of their peers.

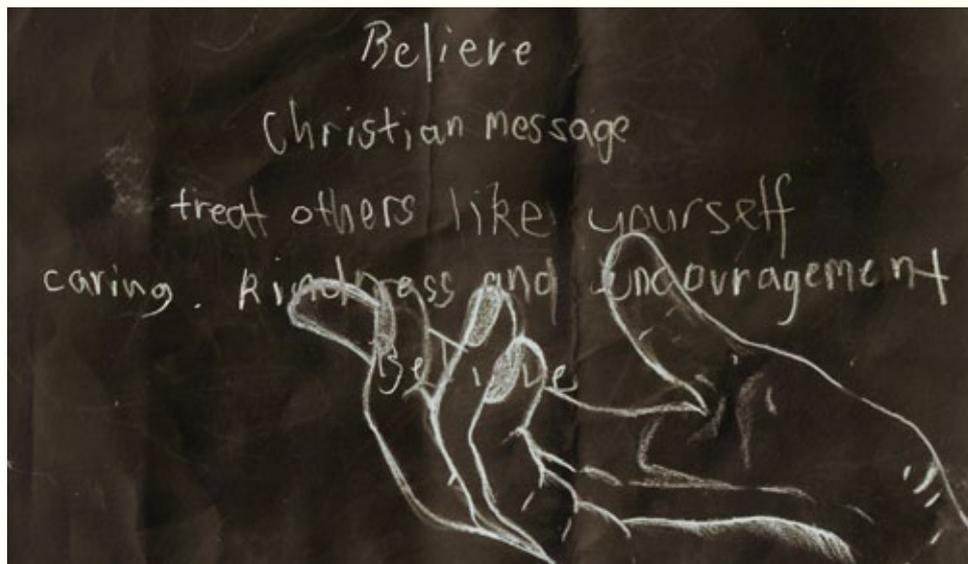
Following the Project, Mr Curry's English Class collectively compiled a 'Twitter poem'. Gathered as a class atop the School's rooftop playground, each student wrote a poem based on Men of the Future. A line from each poem was then contributed to a collective 'Twitter poem', also titled Men of the Future. The very premise of Twitter is that each post can be only 174 characters or less, a concept borrowed by Mr Curry's class to create a collective poem that unites the colourful words of each and every student in the class. One of the lines from this poem, "We are the soul of the School" beautifully encapsulates what the Post Praise Project is all about. Essentially, it is students who make up the soul of St Andrew's and Post Praise is about encouraging and showcasing the creative individuality of these students. In 2011, a new Post Praise Project is already underway. While the 2010 Project was run in boys' English and Visual Arts classes, the 2011 Project is one

for the girls. Incorporating the skills learnt by students across both the English and Design and Technology faculties, Post Praise 2011 combines the words of Year 8 girls with the textiles skills of Year 7 and 9 girls. Stay posted on our website for news of this project's development.

On the following page are the words of Mr Tim Curry's Year 7 English students, who collectively compiled a Twitter Poem in Term 4 last year as part of the Post Praise Project. The Project facilitated cross-faculty engagement by combining the skills students learn in English, with those acquired in Visual Arts. Their words speak of identity and belonging, of school and beyond.



Soul music



Treat others

“We are the soul of the school whose spirit and body flows through our veins.”

Men of the Future

A twitter inspired poem, penned by Year 7 (now Year 8) men of St Andrew's

We are the men of the future
 We are the passion and hearts of our mothers
 We are the will and creativity of our fathers
 Fighting for what we want
 We are all that we think
 The doubt of ourselves
 The want of spoiling
 The hope for good luck
 The thought of what will happen
 We are the soul of the school whose spirit and body flows through our veins
 We are everything that we see
 Tall city buildings
 The bowler, charging towards us, as we face to bat
 The cathedral
 A labyrinth of passages
 Beautiful stained glass windows
 Epic organ
 Heavenly connections
 Friends opening lockers
 Boys doing karate chops

Children's smiles
 Acts of joy and happiness
 We are everything that we hear...
 The revving of engines
 The beeping of horns
 The loud music coming from people's headphones on trains
 The mayhem of jumbled conversations
 Chatter, chatter, chatter
 "Make your bed"
 "Do your homework"
 "Pick up that piece of rubbish"
 Boys running madly, yelling at each other
 The thunder of aeroplanes flying overhead
 We are everything that we smell
 The scented candles
 The fresh air of the SAH roof
 The sweaty odour of boys and girls after sport
 We are everything that we feel and taste...
 The canteen's delicious hot food
 The coldness of the button at the traffic lights
 The coolness of the air conditioned classrooms
 The softness of the chairs
 The hardness of the strings as we play our guitars
 Cool air brushing past our faces
 Cold rain on our backs

Rough asphalt under our feet
 Sand between our toes
 And we are all that we have been taught....
 "I" before "E" except after "C"
 "Do as I say and not as I do"
 Living life to the full
 And all that we remember
 Are our victories....
 And the nerves of the First Day
 Then the excitement of the second
 And the conversations and business of "Girls Town"
 No matter what we are thinking
 We know that we are always at home
 Our home away from home
 But one day we will go...
 And be independent, make our own decisions
 Be free
 Spread our wings
 We will be all these things and more
 Because We are men of the future.

St Andrew's:

St Andrew's Cathedral School is an Anglican day school for boys and girls from Kindergarten to Year 12 located in the heart of Sydney.

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heart
mind
life



ST ANDREW'S
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SCHOOL
FOUNDED 1885