

Andream



CELEBRATING 125 YEARS

NETWORK
OF NURTURE

ADVENTURE BEYOND
THE URBAN REALM

REVOLUTIONISED
LEARNING



ST ANDREW'S
CATHEDRAL
SCHOOL
125 YEARS IN 2010



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To keep updated with the latest news at SACS, visit the news section of our website and sift through our most current articles

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WELCOME FROM OUR HEAD OF SCHOOL

St Andrew's is an innovative and fully coeducational school with authentic Christianity at its core. Located in the heart of the city, we embrace diversity and seek to foster the individuality of all our students, from Kindergarten to Year 12, in a stimulating and dynamic environment.

This publication showcases the distinctive qualities that make St Andrew's such a special place, including the unique educational philosophy which drives the School and the diversity of educational disciplines offered to our students; our progressive approach to learning in the classroom and beyond; the splendid endeavours and achievements of our students, both current and former, across a range of varied activities; and the unique culture which makes SACS so richly rewarding for our students.

We hope that you will read this magazine with enjoyment and are able to experience a taste of what makes St Andrew's so unique, through the words on these pages.

Dr John Collier
Head of School

THIS PUBLICATION SHOWCASES
THE DISTINCTIVE QUALITIES THAT
MAKE ST ANDREW'S SUCH A
SPECIAL PLACE

125 YEARS OF ST ANDREW'S

DR BEN WATERHOUSE

How does a school the size of a single classroom, founded in the late 1800s, grow to be a thriving modern centre for K-12 education in 2010? As we move rapidly through our 125th year, we decided to enlist the help of someone who has had a lasting relationship with St Andrew's to help tell our story, with a bit of his own story thrown in. Dr Ben Waterhouse attended St Andrew's from 1989 to 1995, was married in St Andrew's Cathedral and is the current Old Andean representative on the School Council.

St Andrew's Cathedral School is a unique school. It always has been that way.

The School was founded in July 1885 with the express purpose of providing the Cathedral choristers with a high-class free education. Non-choristers were also admitted but charged the princely sum of three guineas a quarter. Twenty-seven boys were enrolled on the first day, twenty-two of whom were choristers.

The School was housed in small classrooms around the corner from the Cathedral in Pitt St. The founding Head of School, Rev A. R. Rivers, commented in his first Annual Report, "There are one or two disadvantages connected with the School – such as not possessing a School of our own ... I suppose we must continue doing what we have hitherto done – making the most of it." Indeed St Andrew's has always made the most of its city location and all the opportunities that this brings.

We grew quite significantly over the first few decades, often in tandem with the economic fortunes of the state. The Head of School was the dominant member of staff – in fact, he pretty much comprised the entire staffing team. In 1941, the newly appointed 11th Head of School, Rev M. C. Newth, reported that the staff that year consisted of the Head of School, who taught most, if not all subjects, as well as one assistant, and a student who taught Latin.

My own particular story at St Andrew's began a little later; 1989 in Mr Goudie's Year Six class. The windows of the classroom looked out over the bell towers of the Cathedral – the one common building for every St Andrew's student in 125 years. Mr Goudie was a wonderful man, an old-fashioned school-master of a bygone era. He instilled in me a love of learning, the joys and triumphs of history, and an appreciation for the importance of understanding etymologies of words.



One of St Andrew's great strengths has always been the quality of its music and performing arts. Progressing through Middle School and making my way to Senior College, I quickly found myself immersed in a world of musical exploration, and subsequently undertook Extension Music for my HSC, with a performance major. It was important to finish the main performance with a bang, so I decided to end with the famous aria from Rossini's *The Barber of Seville*. The piano accompaniment was extremely difficult, and the music teacher called in reinforcements in the form of a Year 8 boy by the name of Simon Tedeschi. He is now a world-renowned pianist, but back then he was not yet a household name. On the day of the main performance examination with one piece to go, he trotted into the theatre and sat himself at the piano. His feet swung from the stool, nearly touching the pedals – could those hands span an octave?



1885

St Andrew's was founded by the Most Reverend Dr Alfred Barry, Third Bishop of Sydney, to educate 24 Choristers (boys) at St Andrew's Cathedral. Students left in 3rd form (equivalent to Year 8) to complete their education.

1976

After 13 different homes since 1885, the School opened in the newly built St Andrew's House, Sydney Square.

1992

The Bishop Barry Centre Senior College opened in Druitt Street.

The academic programme was expanded to allow students to graduate from School in Year 12 and complete their HSC.

The Kirrikee Outdoor Education Programme commenced with the purchase of 88 hectares of land in Penrose Forest, Southern Highlands.

St Andrew's Oval and other sporting facilities at Sydney University became home game and training grounds for our students.

1967



1987



1998



And then he began to play...

During one break of a few bars, I drew breath as Simon thundered away on the piano. I looked across at the three examiners. Each one of them simply stared at the piano, their mouths agape, jaws on the table in amazement. The virtuoso was unleashed.

The city location of the School has always afforded some wonderful opportunities. I vividly recall being allowed out one lunchtime in 1991 to join the festivities in Sydney Square for the victorious Wallabies team. In the same way, we came face to face with the raw emotion of the crowd who protested following the Tiananmen Square massacre.

The city experience was counterbalanced by the School's outdoor education centre Kirrikee in the Southern Highlands. We had the chance to break out of the bustling city lifestyle to bushwalk, navigate, cook dinner on a fire, sleep under the stars and go white-water rafting. Abseiling in the pitch black deep inside the Acoustic Pot cave in Bungonia Gorge is an experience not easily forgotten!

Another constant in the School, somewhat ironically, is change. In the 15 years since I completed Year 12, St Andrew's has almost doubled in size, admitted girls, opened Gawura and taken on the IB programme. On the surface, it may seem as if St Andrew's today is almost unrecognisable from the School

I attended. I am sure students of every generation have a similar experience.

But the other fundamental constant of the School remains: St Andrew's is a caring School with a genuine heart for everyone who comes through its doors, reflecting the authentic Christianity it seeks to uphold.

St Andrew's Cathedral School is a unique school. And may it continue to be so.

For further information and enquiries regarding the Old Andean's Association (OAA) and upcoming events, please contact **Alex Cordato, Secretary of the OAA:** secretary@oaa.com.au



1999

With the historical and successful change to coeducation, girls joined the School for the first time, in the Senior College (Years 10-12).

2007

In support of St Andrew's commitment to the First Australians, Gawura, our Aboriginal and Torres Strait Islander Campus opened.

2010

St Andrew's celebrates 125 years since its foundation and welcomes its 15th Head of School, Dr John Collier.

Our Junior School was expanded with the introduction of Kindergarten to Year 2 classes.

2003

St Andrew's became fully coeducational from Kindergarten to Year 12.

2008



ST ANDREW'S CATHEDRAL SCHOOL TIMELINE

"THE SCHOOL IS REALLY GOING SOMEWHERE. WHEN PEOPLE TELL ME THAT ST ANDREW'S IS A MODERN SCHOOL I TAKE PRIDE IN TELLING THEM HOW LONG THE SCHOOL HAS EXISTED. WE HAVE EVOLVED FROM THOSE ALMOST HUMBLE BEGINNINGS, OVER A CENTURY AGO, TO WHERE WE ARE NOW. THIS AMAZING JOURNEY THAT WE HAVE BEEN ON COULD NOT HAVE EXISTED WITHOUT TWO THINGS: THE ABILITY TO CHANGE AND THE BRAVERY NOT TO FORGET OUR PAST AND OUR TRADITION."

ALEX SHAIN, SCHOOL CAPTAIN, VALEDICTORY SPEECH, 1998

"ST ANDREW'S IS ESSENTIALLY THE SAME SCHOOL IT WAS 125 YEARS AGO, AND AS SUCH WE ARE NEITHER OLD NOR NEW, BUT INSTEAD UNIQUE. WE STILL PROVIDE A FINE EDUCATION FOR THE CHORISTERS OF THE CATHEDRAL, ONLY NOW WE ARE ACCOMPANIED BY GIRLS, WE HAVE OPENED OUR GAWURA CAMPUS, AND WE HAVE MORE STUDENTS THAN ORIGINALLY ATTENDED HERE. BUT THIS HAS ONLY BEEN ACHIEVABLE THROUGH OUR DESIRE TO CONSTANTLY SET THE BENCHMARK FOR EXCELLENCE".

SAM PFEIFFER, SCHOOL CAPTAIN, 2010

CLASS OF 2009 – POST-SCHOOL PATHWAYS

VICKI FRASER

For many students, the final days of Year 12 are met with mixed emotions ranging from elation and wonder, as they acknowledge the end of 13 years of schooling, to nervousness about what lies ahead, and feeling the highly emotional tug of saying farewell to the community of which they have been such an integral part. The final weeks leading up to the HSC (and now at SACS, the IB) exams, are an intense and focussed sprint, culminating in the weeks over which these exams are timetabled. Then, before the students know it, results are out and it's decision time.

There are a vast many questions that graduating students must ponder as they embark on the wonderful and important rite of passage into the next stage of their lives: where do my passions lie? Where do I see myself in my first year out of school? Tertiary study? Gap year? Travel? Work? The opportunities are endless.

The Year 12 cohort of 2009, a dynamic, versatile and balanced group, with interests spanning a range of disciplines in school and beyond. A talented year group, many students from the graduating class of 2009 received accolades in diverse areas. Lauren Carmichael (pictured above right with Mrs Tracey Ireland, her Society and Culture Teacher) was acknowledged as one of the Top Achievers in NSW for placing first in Society and Culture. Mitchell Wenke gained 7th place in Software Design and Development, while Sam Wheeler gained 10th place in General Mathematics. Additionally, 6 students were nominated as HSC All Round Achievers that year and a total of 65 students gained the accolade of

Distinguished Achievers, whilst 35 students had an ATAR in the 90-100 range.

We were very proud of all our HSC students last year, but are even more proud to witness where they are now and how they have channelled their individual passions into unique pathways.

St Andrew's conducted a Destination Survey earlier this year to ascertain what the Year 12 students of the 2009 cohort had elected to do in their first year out of school. According to St Andrew's Careers Counsellor, Mr Des Sinovich, "The results were very interesting. It was great to receive such a high response from our survey – all but four students were contacted either directly or through their families." Mr Sinovich explains that, "One recipient, Jack Coulter was awarded a prestigious Engineering Co-operative Scholarship at the University of Technology, Sydney. The University has published Jack's achievement on a poster widely displayed on campus and at various events."

The graduating class of 2009 consisted of 151 students and a total 83% of the group were offered places in tertiary institutions. Students elected to enrol in courses in 12 main faculty areas: Arts, Design and Fine Arts; Business/Commerce/Economics; Education; Engineering; IT; Law; Media/Communication; Music; Nursing and Sciences, including Health.

The majority of our students were offered places at: the University of New South Wales, Sydney University, Macquarie University and the University of Technology, Sydney. Additionally, however, 21 students were also offered places at universities in other cities such as NSW and Canberra.

Following their passions for media production, marketing, music and hospitality, eleven students were offered places at various colleges which included the Australian Institute of Music, the Wesley Institute, National Arts School, the SAE institute, Australian Film and TV school, JMC Academy and the APM College of

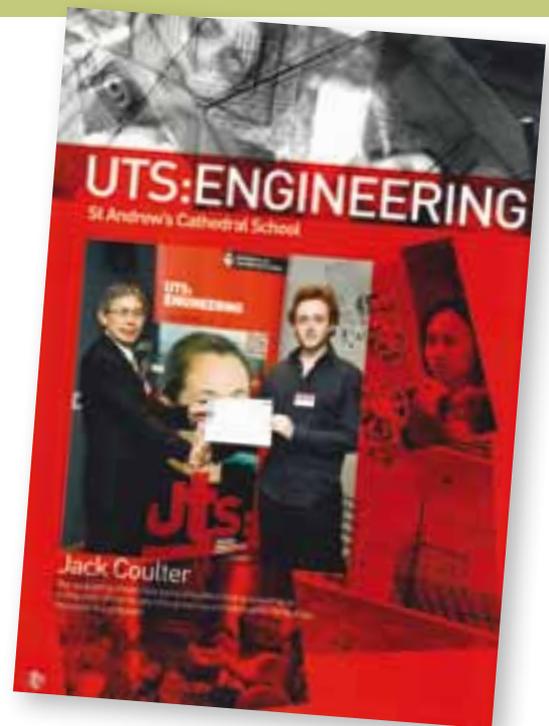


ST ANDREW'S CONDUCTED A DESTINATION SURVEY EARLIER THIS YEAR TO ASCERTAIN WHAT THE YEAR 12 STUDENTS OF THE 2009 COHORT HAD ELECTED TO DO IN THEIR FIRST YEAR OUT OF SCHOOL

Business and Communication, the International College of Management (Macquarie University) and the Hotel School at Southern Cross University. Sixteen students also enrolled in a diverse range of TAFE courses, enabling them to develop industry-specific knowledge and skills.

However, not all students of the 2009 graduating class commenced their studies this year, with over 30 students deferring their enrolment in tertiary courses to take up work, travel or GAP placements. Some of these GAP placements were arranged through the School network, while a number of other students structured their own individually-tailored programmes for the year. 12 students from the 2009 cohort also indicated that they had entered the fulltime workforce this year, with some undertaking on-the-job training.

We wish our current Year 12 students much success with their HSC and IB examinations and their applications to undertake study, training, travel, a GAP experience or fulltime employment next year. Our 2010 girl School Captain, Bronte Abrahams, has said of the final weeks of school life, "This last term seems to be where it all comes together. We are all realising that we will actually finish and this generates a sense of achievement and also a stronger sense of community. It also reveals the support we have for each other and from the School to get us through the final exams and propel us into the world. The only issue now is working out what it is we are going to do then!"



FROM KNOWLEDGE TO WISDOM

DR JOHN COLLIER

Our Head of School, Dr John Collier, explores the motivations behind enriched education at SACS



If schools are to enable students to cope in a rapidly changing world, they must prepare them to think and to adjust. Eric Hoffer has said, 'In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with the world that no longer exists'. Our educational offerings at SACS must be relevant and forward looking as the twenty first century unfolds.

A generation ago, some in the educational community were still behaving as if there was a finite body of knowledge which, if imparted successfully to students, could confirm those educators in their view that they had fulfilled their obligation. The exponential growth of information in recent decades, where the amount of such information available to humankind doubles every four years, makes such views impossible to sustain. Amidst the plethora of knowledge, and so much unmediated 'pseudo knowledge' on the Internet, students need skills to navigate knowledge bases, and wisdom to discern what is worthwhile.

EDUCATING GLOBAL CITIZENS

Similarly, St Andrew's judges that an education hidebound and restricted to the perspective of Sydney, or even Australia, will not be adequate to empower students to cope with a world that is globally connected; where international awareness is becoming more critical in commerce, and indeed, in every field of human endeavour. This, in part, explains our commitment to the teaching of foreign languages, for an insular, mono-language, mono-cultural

approach will not be adequate for the twenty first century.

EDUCATION WITH DISCIPLINE

High quality education is, of course, a great deal more than academic instruction. It must include the various disciplines: disciplines of the mind, of the peer group and its behavioural norms, of the presentation of young people. We have a role at St Andrew's to give our students compassion for others and a sense of service. This, of course, directly contradicts the truths of contemporary society, which shows considerable signs of decay. Twentieth century certainties that science, technology, and economic rationalism would of themselves create a better world have proven hollow.

The legacy has been a nuclear arms race, pollution, global warming, defoliation, salination, erosion, a growing chasm between richer and poorer societies, so-called ethnic cleansing, wars and terrorism. The seeds of ancient Greek Epicurean philosophy, which stipulate that 'man is the measure of all things', compounded by Enlightenment rationalism in modern times, has led to a rampant

individualism which manifests itself in a hyper-consumerist society. Even a casual reading of society indicates that materialism does not satisfy. Our young people need to be imbued at school and at home with enduring and sustaining values that will be personally fulfilling and will provide the necessary glue to bind society together in a helpful way.

EDUCATION FOR TRANSFORMATION

This vision throws into counterpoint the importance of our Christian Education programmes, including the service elements of our International Baccalaureate programmes and other socially energising programmes, such as our World Vision contributions. Jesus Christ said, "I came that you may have life, and have it abundantly" (John 10:10). Our belief is that abundant life is found through faith in Jesus as God's son, and a life of service as the Christian ethic of faith is manifested.

The School's stance is that our educational programme needs to be transformative if students are to glimpse and then embody a personal ethic that rises above the self-focussed acquisitiveness that seems to drive our



THE ST ANDREW'S INSPIRATIONAL PORTFOLIO OF EDUCATIONAL EXPERIENCES IS INTEGRATED AND DEVELOPS HIGH ORDER KNOWLEDGE AND SKILLS. IT PROVIDES A CONNECTION TO OTHERS AND TO THE WORLD AT LARGE

society. We need to embody what the Apostle Paul wrote in Romans 12:2; "Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind".

EDUCATION THAT PURSUES THE BEST

At SACS we know a quality school that prepares students for life is about a lot more than books and bookish learning, granted the enormous importance of intellectual endeavour. Dr Jonathan Sachs has rightly said, "Armies defend countries; schools defend civilisation." Paul the Apostle, in his letter to the Philippians (4:8) gives us our charter for so much of what we do: "Finally,

brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things."

Education so viewed is a pursuit of all that is best and worthwhile across a very broad domain of enterprise. At St Andrew's, this is reflected in Visual and Performing Arts which is certainly about, but not limited to, aesthetics; in our pursuit of excellence in physical education and sport; in our outdoor education suite of offerings, including interstate and international Duke of Edinburgh expeditions; and in our vocational education pathways. It is also reflected in our appreciation of literature and language, in the logic

and order of Mathematics, in the inquiring nature of Science and the Social Sciences, and in the creativity of technology.

SUSTAINING VALUES

St Andrew's endeavours to provide an inspirational portfolio of educational experiences. This portfolio is integrated, it develops high order knowledge and skills, it provides a connection to others and to the world at large, it sustains values, and it produces an ability to continue to learn. Also, it offers an integrating Christian faith which provides an interpretation of God's world and an ethic to contribute substantially as a global citizen.



REVOLUTIONISED LEARNING IN THE JUNIOR SCHOOL

ROSIE DALTON

According to Mrs Marilyn Smith, former Head of the Junior School at St Andrew's Cathedral School (1995-2010), "Education at SACS is rich, diverse and rewarding. It is as colourful as our carpet and as welcoming as our Kindergarten students, who cheerfully greet you as you walk through the Junior School." Mrs Smith asserts that being in Junior School is a very educationally exciting and important time. She notes that, over time, "Teachers have progressed from more traditional, safe methodologies in order to engage the needs of individual learners."

For St Andrew's to offer its students a progressive, city based education, we must utilise space and resources in a way that fosters independent learning and thinkers. The Junior School does just this. A bustling and vibrant environment, inspiration and positive energy abound throughout.

Inspired by efficiently designed models employed at various city schools across London and New York, the design of the Junior School consists of clever, multi-use areas. The open-plan layout fosters healthy relationships between students by encouraging unity and integrated learning practices. The focus on the needs of the individual student is an inextricable part of the Junior School learning programme at St Andrew's. As Mrs Smith points out, "Our Junior School teachers seek to engage and develop the students as they relate to the curriculum, each other, to the broader community, the City, and the rest of the world."

The design of the Junior School consists of clusters of 2 to 4 classrooms, spilling out to a shared, open area. Each cluster houses a Stage (two year groups), allowing all students immediate access to technology, and a large activity or meeting space. This arrangement facilitates and nurtures healthy student/teacher

relationships, as well as productive interaction with other learners in their age/stage cohort, and across stages.

According to Mrs Smith, this relational approach not only benefits students pastorally, but academically as well. The integration of Key Learning Areas has meant that, "Students can investigate, research, problem-solve and communicate creatively within proximity to their home class space and the supervision of their teachers."

This is a unique and defining aspect of the area's design and layout. Paul Davies, the architect responsible for overseeing the Junior School renovations notes that "Creating a space for primary school children in a city building is about manipulation of space and form that would otherwise be an office floor of a commercial building, and transforming it into a place of excitement, interest, discovery and joy."

This is indeed the vibe one gets, stepping into the focussed and happy learning environment of the Junior School. The versatile work stations certainly maximise space and opportunity, exposing students to a range of diverse learning practices, where students



can move freely from pen and paper to technology, as the means to present their knowledge and understanding.

This helps to diversify the classroom experience. Stage One teacher, Ms Susanne Robinson understands that the secret to making Maths enjoyable for early learners is for it to be a highly engaging experience. That's why she has designed a rotational programme for mathematics classes, where small groups of students move between activity sheets, outcome-focussed board games, group work problem solving and laptop activities.

Diversified learning practices and exposure to technology such as laptops at an early age, develops the capacity of students to enhance their independent logic and cognitive abilities, as well as their technological competencies. Ms Robinson explained that "The laptops in the Junior School are a great resource for our students. The Mathletics website, which we integrate into the classroom experience from an early age, is so interactive and helps to reinforce simple mathematic concepts. It is such an engaging way of learning!"

Another unique and revolutionary aspect of St Andrew's progressive Junior School

programme is the emphasis on combining the individual expertise of teachers. According to Mrs Smith, it is "through a team approach, with shared responsibility, (that) individual teacher expertise has the opportunity to combine for a more effective programme. Teachers learn through their professional interaction and experiences. Their understanding of students and determination to achieve the best approach is based on shared, informed opinions."

Creative inspiration spills throughout the seamless, open space that is the Junior School. With the diversified learning practices that its multi-purpose work stations allow for; its unique educational philosophy of combining the individual expertise of teachers; and its revolutionary design which fosters healthy student/teacher and student/student relationships, the St Andrew's Junior School epitomizes revolutionised learning.

During her 15 years as dedicated leader of our Junior School, Mrs Marilyn Smith has implemented many significant changes, such as the introduction of students from Kindergarten to Year 2 in 2003, expanding and shaping our Junior School as we know it today. Mrs Smith has also helped to extend the School's coeducational policy throughout our younger years, aiding

in the process of making St Andrew's a fully coeducational school. This year alone, she has facilitated new ways of engaging with children, through use of the Junior School's new physical structure, maximizing its full potential to foster progressive learning, creativity and interaction. Mrs Smith's commitment to all aspects of Junior School life at St Andrew's has been greatly appreciated and we wish her all the best for the future.

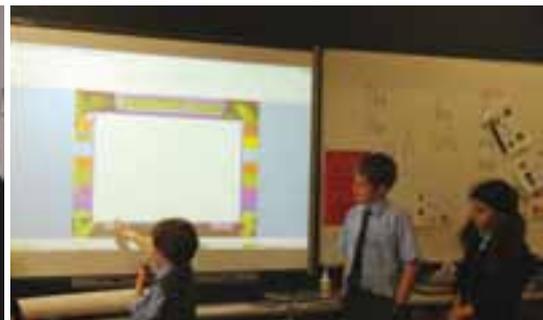
PAUL DAVIES OF PAUL DAVIES ARCHITECTS, BALMAIN

"The design logic was to break down the grid structure of the building, to remove walls, integrate spaces, allow all areas to be used for a variety of purposes, to create access paths that were organic, use a range of materials that evoke different responses and to provide fun, colour and discovery throughout the space."

"I believe that younger children need a combination of structured and unstructured space to explore their full potential. The open design of this space allows students to adapt to a range of learning situations."

GET SMART

ROSIE DALTON



“SMART Boards provide students with faster, more resource-rich lessons,” says St Andrew’s Music teacher, Mr Ralph Wilcock. This is important because “students thrive in a resource-rich environment and SMART Boards are one way of achieving this, but also of giving teachers more control over content, lesson planning and pace.”

Engaging and interactive tools, SMART Boards are the future of integrated, interactive classroom learning. According to St Andrew’s Stage 1, 2 and 3 teachers, Mrs Joy Rohrlach, Mr James Mee and Mr Selwyn Wu, “You can’t move from the class timetable, to the reading group system, or a maths activity all on the one system without a SMART Board. Technology is moving so quickly, and is an integrated part of the students’ lives, so it would be a tragedy if schools were unable to keep up with the world these kids are a part of.”

SMART Boards are interactive whiteboards, which use Digital Vision Touch technology to detect and respond to touch on the interactive whiteboard surface. As a result of their advanced technology, SMART Boards enable a more animated, efficient, and effective approach to learning.

A very innovative and dynamic teaching tool, SMART Boards allow all teachers to keep a record of each lesson and can even email a pdf copy to absent students. These dynamic classroom fixtures also feature interactive activities and puzzles, which students can be actively involved in by coming out to the Board and manipulating their answers on-screen using the touch detection technology.

Mr Mee, Mrs Rohrlach and Mr Wu all agree that this is hugely beneficial because, “Students can become part of the teaching and learning process, instead of just copying down what the Board says.”

Overall, SMART Boards bring more collaboration and interactivity to the classroom. Because these products are also easy to use, teachers can quickly incorporate them into their teaching to transform learning and increase student engagement.

Perhaps one of the greatest benefits that SMART Boards have is the opportunity they provide for reaching a more diverse range of different learning styles in students. As our Junior School teachers explain, “SMART Boards allow you to gain the attention of the visual learner, the auditory learner, the technological learner, and the rote learner.”

This is something that has been duly noted by the students themselves as well. According to our teachers, the response and participation from students has been very good. According to Year 5 student, Daniela Nicholls, “SMART Boards let us push boundaries and experience things we’ve never experienced before.”

Another Year 5 student, Wills Damjanovic, says that, “SMART Boards help us all to understand technology better. They’re really useful.”

SMART Boards are just one of the innovative ways in which St Andrew’s continues to embrace an ethos of progressive education and a forward-looking approach to learning which incorporates technology into everyday school life so that students can become more comfortable with and competent at using the ubiquitous technology from an early age.



YARRAMUNDI KIDS VISIT THE GROOVE SCHOOL

VICKI FRASER



In February 2010 the first commissioned children’s programme for NITV (National Indigenous Television) went to air with 13 half hour episodes. The show, *Yarramundi Kids*, is based on a series of informative and entertaining segments using a mixture of animation, puppetry and performance. The show’s producer, Chris Burke talks to us about the programme and about how Gawura students were an integral part of the series, featuring not only in the introduction to each episode, but in their own segment called the “Groove School”.

Yarramundi Kids utilises the curriculum ideas of the Strong and Smart philosophy for young Aboriginal and Torres Strait Islander children, which was developed by leading Aboriginal educator, Chris Sarra and the Stronger Smarter Institute (www.strongersmarter.qut.edu.au). The morning TV programme was created to develop Indigenous children’s sense of identity and connection to place and also to present this to a wider Australian audience. Most importantly for red headed, light skinned Chris Burke who describes herself as a Darag woman “with a little bit of Irish thrown in”, the show has great relevance for Aboriginal and Torres Strait Islander children from urban areas, particularly from the South and East Coast areas of New South Wales, where skin colour and

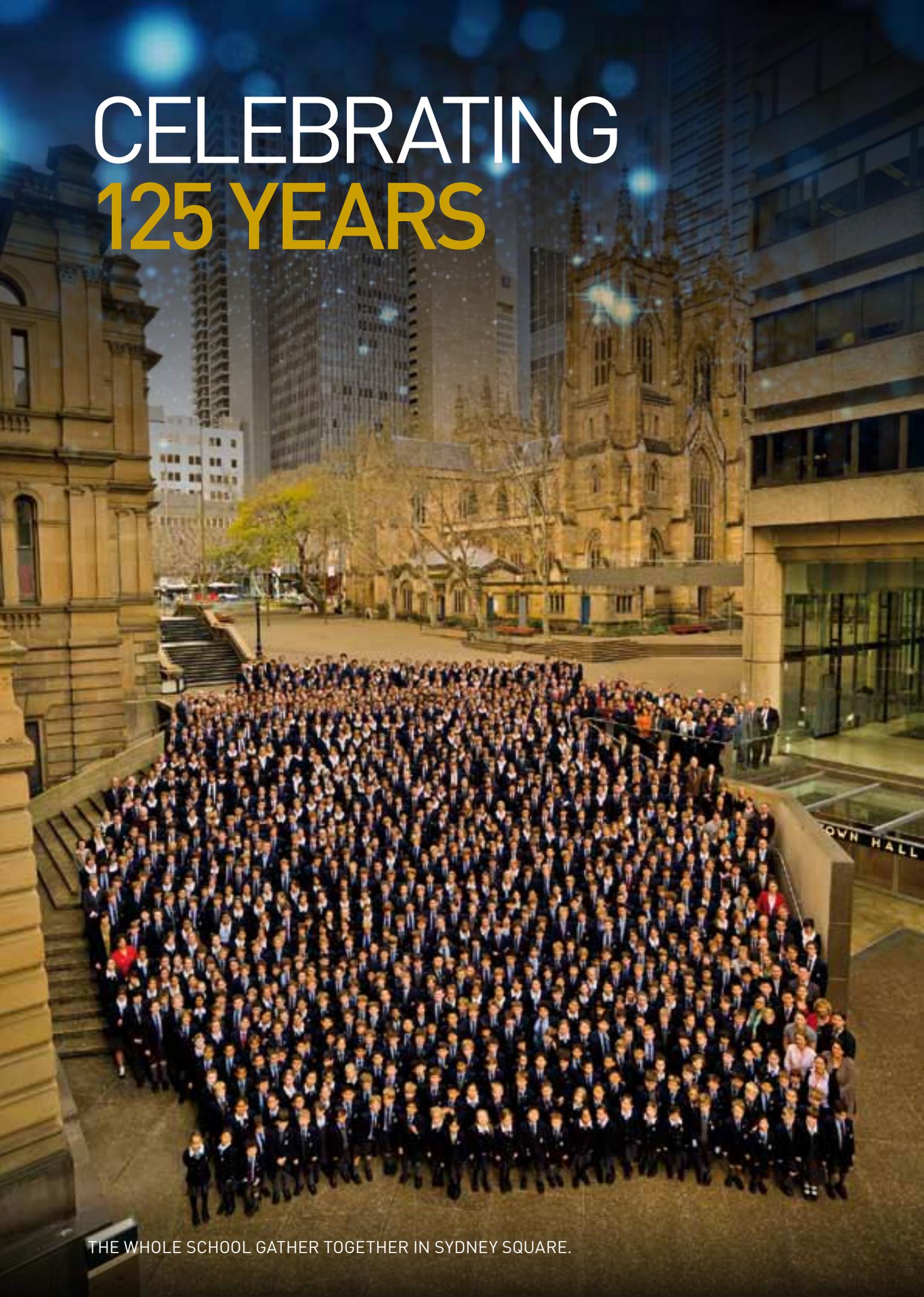
appearance can be very different from those in remote regions. Chris explains, “The important thing is that Aboriginal children with light skin want to identify with their kin. We don’t all look the same, our dark skin colour has disappeared, but our commitment to culture continues.”

Chris’ work with children and families spans over 30 years and a number of different roles - teacher, counsellor, community educator, programme manager, puppeteer, script writer and director. *Yarramundi Kids* stars her now famous puppets, who present a poignant and humorous account of children’s experiences of family life. The puppets were created to represent a cross section of Aboriginal children from urban areas and show a range

of skin and hair colour. “The puppets encourage urban Indigenous children to feel strength, pride and passion and to believe in themselves and their mob. It is a universal need to know and understand where you come from, but this has particular relevance for light skinned Aboriginal and Torres Strait Islander children,” Chris believes. “Gawura is part of this message, and had its own segment called the ‘Groove School’, (showing the students in their music classes)”. Students from Gawura also participated in the launch of the programme at the Redfern Community Centre, with Ivor Sebastian (Year 11, SACS), and his brother Izak (Year 3) performing for the audience.

Other segments included profiles of other young persons, health and nutrition, Walkabout (where are we now?), Indigenous languages, Caring for Country, Yellamundi (story) Time, and early childhood concepts. In every episode, the irresistible *Yarramundi Kids Puppets*[™] – Nikita, Danny, Max, Lilli Pilli and Baby Ben – are joined by a host of celebrities, identities and positive Indigenous role models, including Jessica Mauboy, Deborah Mailman, Sean Choolburra, Jimmy Little, Casey Donovan, Deborah Cheetham, Chris Sarra and David Page.

CELEBRATING 125 YEARS



THE WHOLE SCHOOL GATHER TOGETHER IN SYDNEY SQUARE.



NETWORK OF NURTURE

DR JOHN COLLIER

Head of School, Dr John Collier, discusses the importance of a strong sense of school community and an ongoing commitment to pastoral care.

One of the fundamental characteristics of St Andrew's Cathedral School is the strong sense of community within the School. This is apparent on many levels: in the strong bonds between students themselves; the pastoral relationships formed between staff and students; and in the ongoing friendships of former students. This relational aspect of the School is highly valued by students.

Our sense of school community is greatly enhanced by the strong pastoral care structures within our School's framework. In the Junior School, classes are small and in the care of a class teacher, who is supported by a Grade Supervisor, a Junior School Chaplain and a School Counsellor. In the Secondary School, students meet with a staff tutor in small groups most days of the week. Tutors are supported by a Head of House in a vertical (Years 7-12) pastoral care structure, while students are further supported by a Year Coordinator, Middle School and Senior College Chaplains and three Secondary School Counsellors.

It is evident that one of the main aspects of our rich sport and performing arts cultures is the sense of community that exists in these endeavours. Friendship is truly a gift from God – it

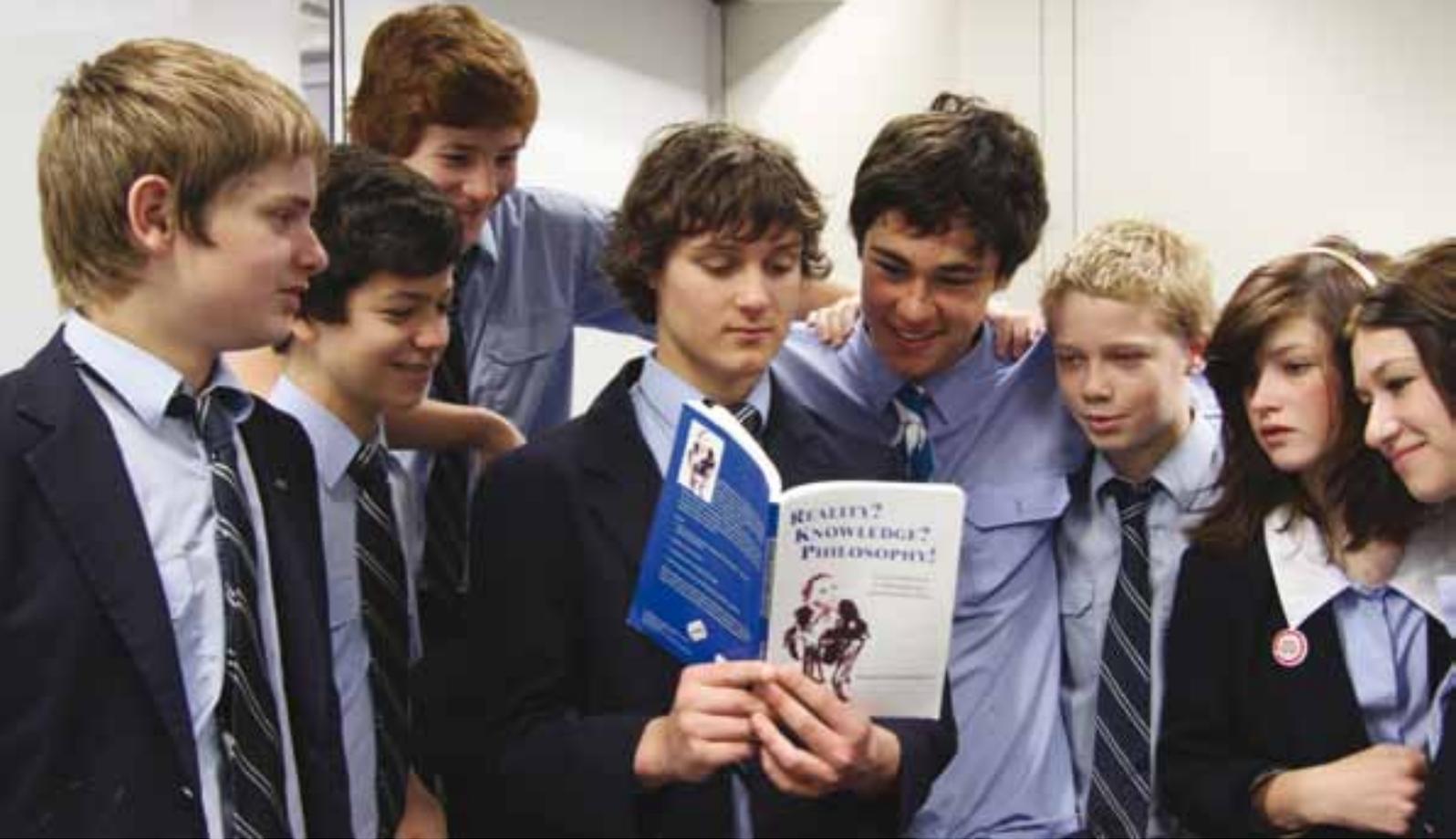
is an embodiment of Jesus' command to love one another and his axiom that Christian grace will be seen through the love exhibited for one another. Social commentators remind us of how important this is in our society, where schools can be strong centres of belonging and meaning. Indeed, students need to feel grounded in this way in order to thrive. Schools like St Andrew's have a significant role to play in developing social capital, as so much of life is becoming increasingly individualised in a way which can be fragmented and destructive of community. In a society where we are seeing more gated communities and a sense of home as castle, the bonds of community are found strongly in a school such as ours, and in a manner which make the years of childhood and adolescence some of the most connected stages of life.

At St Andrew's we accept the responsibility, not just to create our own sense of community, but to enact Jesus' command to reach out. It is, therefore, very impressive to see students in both the Junior School and the Secondary School contributing to the cause of aid agencies and personally sponsoring children in the third world

who experience poverty on a daily basis. Service learning complements academic learning and co-curricular experiences as part of the Christian Education programme offered at St Andrew's.

Our School recognises that our community is increasingly global, not just local, and that it therefore has an important role in preparing students for global citizenship. This includes extending students' horizons, developing intercultural understanding and making them aware of their responsibilities, as well as opportunities. Our International Baccalaureate programme is part of our commitment to global education, bringing to our School a curriculum with global significance. A focus on language studies, including both linguistic and cultural aspects, is based on the premise that in order to enjoy community there must be the means of communication and cultural understanding. Our sister schools, in various parts of the world, are part of an attempt to service this vision.

Communities, in all their manifestations and networks, which nurture individuality through a relational approach, are something to be enjoyed and celebrated.



THINKING ABOUT THINKING BROADENING YOUNG MINDS IN YEAR 9

ROSIE DALTON

“The principal goal of education is to create people who are capable of doing new things, not simply of repeating what other generations have done – people who are creative, inventive and discoverers. The second goal is to form minds which can be critical, can verify and not accept everything they are offered.” Jean Piaget

Like Leonardo da Vinci, William Shakespeare and many others have done for centuries, a group of Year 9 students are philosophising about thinking. This questioning form of enquiry is shaping their thinking, helping to develop their ability to ask discerning questions and form sound judgments. It is giving them developmental skills to become adaptive, creative and critical thinkers, a great preparation for the increased demands of Senior College and life beyond school.

The St Andrew’s Philosophy Course, offered as an elective for Year 9 and 10 students, has been specifically designed by our staff and approved by the Board of Studies. Following the notion that knowledge frees the mind, the course enables Year 9 and 10 students to engage in a level of critical thinking that they wouldn’t ordinarily be exposed to until late high school, or even University.



STUDENTS HAVE THE OPPORTUNITY TO EXTEND THEIR LEARNING BY THINKING CRITICALLY ABOUT MATTERS OF REASON, MIND, LANGUAGE AND KNOWLEDGE

Students have the opportunity to extend their learning by thinking critically about matters of reason, mind, language and knowledge. This also allows these students to think more critically about the content raised in a variety of other subjects they may be studying. Philosophical studies are particularly important for further development of the mind in both creative areas, as well as in matters such as historiography, raised in subjects like Modern History and Theory of Knowledge in the International Baccalaureate.

Mrs. Deirdre Macpherson, Head of the Gifted and Talented Department set two of her talented and insightful young philosophy students the challenge of engaging in a discussion about the meaning of reality. The two students, Damien Beckman-Scott and Oskar Remati, returned with amazing and enlightening results on the matter.

In their discussion, Damien argues that the world in which we now live does not represent the 'Ultimate Reality', whilst Oskar argues that it does.

"What's to say that going to sleep isn't just a simulation for waking from this world into the real world? What's to say that life isn't just an extended dream until we wake up into the real world?" Damien poses this critical question, demonstrating his ability to think independently and outside the (proverbial) box.

Oskar counters this argument by suggesting that, if the ultimate reality is the most tangible, real place in all of existence, then that would be the world in which we currently live, in which all our memories and experiences are grounded.

To which Damien responds simply that he believes this world is merely a hologram of the real one; an inspiration for the real thing.

This philosophical discussion between two of the School's promising young Philosophy students demonstrates the wealth of understanding these students can gain from the course. Not only does it familiarize them with difficult concepts that they will likely have to grapple with later on in their tertiary studies, but it

also helps them to keep their minds open and critical at all times, in various walks of life.

The talent and enthusiasm of our students in advancing their knowledge in philosophical theory is something to be commended. Whitney Waite (Year 9), Damien Beckman-Scott (Year 9), Nick Cooper (Year 10) and Sam Donnelly (Year 11) are four of St Andrew's very own talented thinkers who competed in a variety of discussion groups at Ascham's Philothon on 9 September this year. The discussions were facilitated and judged by high-standard academic philosophers from four different Universities and our St Andrew's representatives very impressively engaged in and advanced several of the topics on the night. Nick Cooper also won a medal for 'Best Contribution to Discussion' for Year 10.



ADVENTURE BEYOND THE URBAN REALM

RIC VAN WACHEM, DIRECTOR OF OUTDOOR EDUCATION

Since long before the release of the ubiquitous iPhone, Outdoor Education has been an integral part of the St Andrew's Cathedral School, especially given its modern city environment. Now, as the virtual world of mobile telephones, Wii and X-Box games becomes increasingly prevalent, it has never been more important to keep in touch with nature and the great outdoors. Kirrikee Outdoor Education provides just such an opportunity, allowing students to venture to places where technology does not abound, replaced instead with journeys into our natural environment, where students discover themselves through solos, challenge and accomplishment.

The unique journeys that SACS students embark on when they visit Kirrikee involve being immersed in the natural world and learning valuable leadership skills. In this way, students gain a greater appreciation for nature, perhaps even encountering the majestic Milky Way for the first time. On these outdoor expeditions, our staff model, instruct and seek to develop leadership skills within small groups. This bonding experience leads to the growth of better leaders, better team workers and better friends, fostered by an environment that allows for spiritual reflection.

Our students have the opportunity to go places that many others never have the chance to experience. From sea kayaking on Myall Lakes, to a winter ascent of Mount Kosciuszko and the exhilaration of skiing off its summit, hiking and white-water canoeing for 20 days from Kosciuszko to the Victorian Coast, mountaineering in New Zealand, community service with an Indigenous community in the Northern Territory and many other outdoor adventures, St Andrew's is constantly seeking to expose its students to the diverse beauty of the natural world.



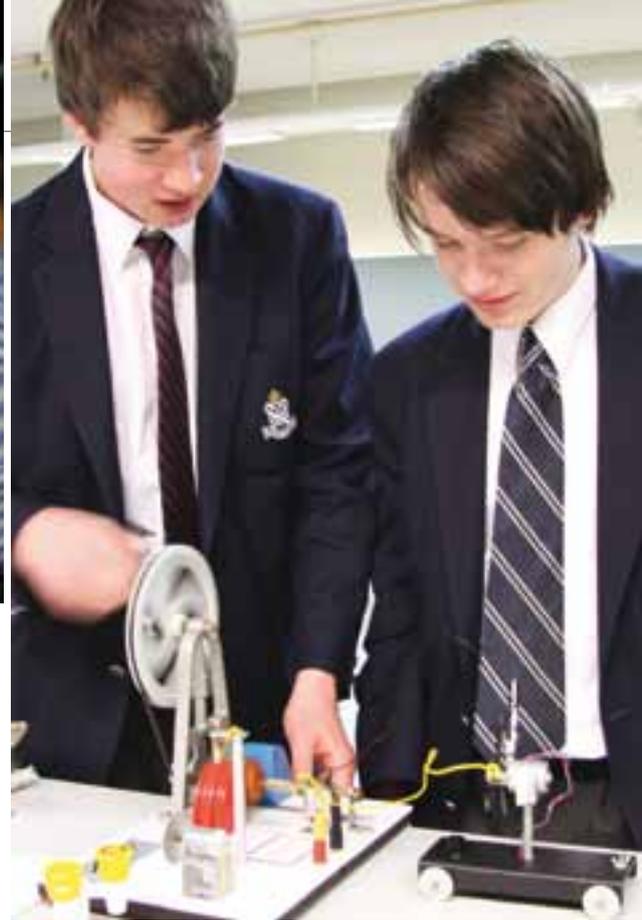
OUTDOOR EDUCATION IS AN INTEGRAL PART OF ST ANDREW'S AND AN IMPORTANT ASPECT FOR THE DEVELOPMENT OF YOUNG ADULTS

Outdoor Education at SACS takes students outside their comfort zones, challenging them constantly and aiding them in developing their maturity into young adults. Not only do these experiences develop the outdoor skills and leadership initiatives of students, but they also help them to reflect spiritually and form strong and lasting friendships.

The Kirrikee philosophy of Outdoor Education aims for students to identify with the following inspirational passage from Isaiah 40:31; "but those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint".

As an example, in October 2009, a group of St Andrew's students, parents and ex-students travelled to Cradle Mountain in Tasmania to experience the spectacular beauty on offer. From climbing Cradle Mountain, to hiking across a thin layer of snow to Lake St. Clair, and sleeping in purpose built timber cabins, the experience was a challenging yet rewarding one which resulted in many lasting and invaluable memories and friendships. It was a bringing together of the SACS community to enjoy the outdoor world together.

Outdoor Education is an integral part of St Andrew's and an important aspect for the development of young adults, especially in the context of such a technologically-saturated and fast-paced society.



CHAOS IN THE CLASSROOM

ROSIE DALTON

From rocket launching to nano-technology and refining paraffin into petrol, the concepts explored by CHAOS (*Challenging, Amazing and Outrageous Science*), the St Andrew's Cathedral School extension programme for enthusiastic Science students, are sophisticated and fascinating.

CHAOS is two-tiered, consisting of two small groups, one catering for Years 7 and 8 students, the other for Years 9 and 10 students. The programme is specifically designed to prepare talented and enthusiastic Science students for further scientific study in later years.

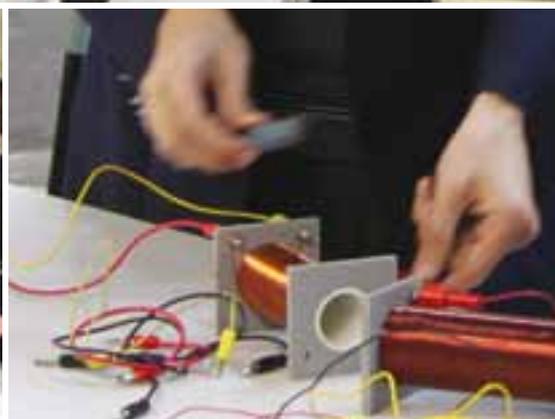
Dr David Ruys from our Science faculty, himself a former student of St Andrew's, who has since worked with the CRC for Advanced Composite Structures (aerospace materials), is responsible for running the classes each week. According to Dr Ruys, CHAOS is "an extension class involved in investigating various sophisticated scientific ideas which will give the students a level of advanced scientific understanding."

The programme has been running since 2003 and its flexible curriculum allows for greater freedom to explore the sophisticated scientific concepts studied. This certainly works in favour of those students wishing to pursue the study

of Science later in life, whether in their later years at St Andrew's or beyond.

While subjects such as English and History often offer extension programmes, a Science extension class is a rare and unique opportunity for students. CHAOS recognizes and addresses the individual needs of these students, who are passionate about scientific study and benefit greatly from the extra knowledge they gain, which helps them to advance their learning. The innovative CHAOS programme achieves this by exposing students to advanced concepts from an early stage.

According to Melissa Curtis, a Year 10 CHAOS student, "CHAOS teaches us useful skills to help us understand the world and how it works. I think this is really helpful in all aspects of life, from understanding more about politics, to general knowledge about everyday life." Melissa adds that one of the great benefits of CHAOS is that, while regular



THE CHAOS PROGRAMME IS SPECIFICALLY DESIGNED TO PREPARE TALENTED AND ENTHUSIASTIC SCIENCE STUDENTS FOR FURTHER SCIENTIFIC STUDY IN LATER YEARS

Science classes can be quite broad due to the amount of content that needs to be covered, CHAOS gives the students a chance to focus on specific topics with more depth. When asked about her experiences “cracking paraffin in class”, during which she experienced some difficulty in getting the test tube to cooperate, Melissa states with a shrug, “It’s all in the name of Science!”

Another Year 10 CHAOS student, Nicholas Cooper adds, “I find that the knowledge I gain from CHAOS helps me to write about concepts with greater depth in my essays.” Both Nicholas and Melissa intend to undertake the International Baccalaureate next year, both studying higher-level chemistry. Nick, who is also planning to study Particle Physics after he graduates, says, “Science is definitely my favourite subject. It has been since Year One. It is my favourite thing about St Andrew’s and I love the extension class because it gives me time to really focus on scientific concepts in detail.”

A CHAOS lesson that taught the students about everyday concepts in sophisticated detail was a practical lesson that they recently undertook about catalytic cracking of hydrocarbons. Dr Ruys

says that this is an example of how “the more senior of the two groups are able to explore topics that are usually not taught until Years 11 or 12 and beyond.”

Ms Deirdre Macpherson, who is responsible for co-ordinating CHAOS as part of the Gifted and Talented programme at St Andrew’s, says that, “CHAOS is also a wonderful forum for students to discuss and develop their own - often wacky - ideas for hyperspace travel or perpetual motion, which they really enjoy.” With a mix of theory and practical-based lessons, the CHAOS group also learns about exciting and diverse fields of study such as space travel and genetic engineering. No matter what the interesting and exciting subject of the day, “We try to keep it as practical and hands-on as possible”, Dr Ruys explained, alluding to a recent experiment undertaken by the group, which involved making rockets out of drink cans and launching them on the rooftop playground atop St Andrew’s House.

Dr Ruys, who himself has a PhD in biodegradable polymers and sustainable engineering materials, brings a special passion to the class, especially in the area of Polymer Science. Australia’s

CSIRO is famous for developing the first polymer bank notes, now used in 22 countries across the world. Through CHAOS, students are able to engage with the area of Polymer Science, investigating how plastics are made in the science laboratories. The classroom thus becomes a fertile place for thinking about the future of Polymer Science and the opportunities for scientific experiments and practical applications.

When appointed, Australia’s Chief Scientist and astronomer, Professor Penny Sackett told ABC Radio National’s The Science Show, that she has a strong view on encouraging an early love of scientific enquiry: “It’s my view that all children are natural scientists because they’re curious and they want to know why. They will not stop asking the question until they understand why, and that’s really what I believe a scientist is; someone who is willing to use whatever tools are available, whether they be observation, mathematics, literature studies, whatever is required to understand why.”

CHAOS in the classroom at SACS provides all the opportunities to ask why, developing enquiring minds and perhaps future scientists of Australia.

A SPIRITUAL SAGA

ROSIE DALTON



When the Rev Craig Foster, Chaplain at St Andrew’s Cathedral School, first discovered the existence of the Alex Abbotsmith Fellowship Scholarship, he knew there was a brilliant opportunity in the making. Not wanting to distribute this valuable resource unwisely, he looked intently for a section of Christian ministry at SACS that would be well served by the extra funds.

Rev Foster found a perspicacious group of young people in the graduating cohort who were eager to obtain further, post-school development by means of training, teaching, disciplining, serving and studying. Enlisting the assistance of a previous colleague, Rev Ken Noakes from the Diocesan Department of Ministry Training and Development and an Assistant Minister at St Andrew’s Cathedral, Rev Foster set about structuring a hands-on, one year program for fresh high school graduates with a passion for Christian ministry. The St Andrew’s Gap Year Adventure (SAGA) programme was born.

Seven committed young individuals, five of whom attended St Andrew’s, have almost reached the end of this progressive pilot year initiative. They attend key youth leadership training conferences, are active members of their local churches, lead scripture and Christian development classes across several schools, work at camps and will

later be travelling to Lord Howe Island to run a kids club. Gap year though it may be – it is definitely not a time to recline. At the end of the year, which bridges the gap between secondary and tertiary education, the participating individuals will all have gained two credit points towards a Preliminary Theological Certificate. “All participants have a job somewhere outside of the program for approximately a day a week. We really care about them getting rich experiences both within and outside of SAGA, and so it was definitely important for me to structure it in such a way that would stretch them but not burn them out,” says programme Director, Ken Noakes.

SAGA’s broader aims are fourfold: to develop Christian character, foster growth in gospel conviction, increase skill and ability in different ministry contexts, while also exploring possibilities of ministry work, in its many manifestations. “At a time when 17-18 year olds are amidst an intense period

of change in their lives and are making lots of decisions about their future, SAGA provides them with a structured and intentional programme before they begin university,” Mr Noakes says. “It’s developed specifically to participants’ goals, equipping them for ministry now and for the future in whatever capacity it might be.”

This year’s dynamic and ambitious SAGA participants include: Sam Cameron, Lauren Carmichael, Dylan Chalwell, Jess Lee, Nick Lindeback, Anastasia McGrath and Andy Russell. We asked two of these participants, Dylan Chalwell and Jess Lee to provide us with some insight into their typical SAGA week – here are some highlights.

For further information on SAGA or application forms for 2011, please visit: <http://sydneycathedral.com/training/saga>



SAGA – A WEEK IN THE LIFE OF DYLAN AND JESS:

Monday

The SAGA program is structured such that Mondays and Saturdays can be used either as days off or days to engage in casual work.

Dylan: I work as a cleaner on Mondays, though I am currently looking for work that involves more human interaction; it can be tough trying to be a Christian witness when you spend most of your day with mops!

Jess: I spend my Monday at home, where I am able to rest, relax and spend time preparing for the week.

Tuesday

Dylan: Walking to the city from my home in Surry Hills is an important part of my day, giving me time to think and pray. Then I have *City Bible Study* at 12.30 with the other SAGA crew and in the afternoon we meet with Ken, who dispenses Biblical wisdom at an alarmingly regular rate.

Jess: On Tuesdays I meet with two SACS students involved in the Christian Group. We grab coffee, read the Bible and pray. To see these students keen to grow, learn and serve is always a highlight of my week.

Wednesday

Dylan: After a Bible Study in the morning with a Year 12-age student from my church, I head back to St Andrew's for Junior School Chapel. There's something incredibly refreshing about a group of kids who want to give high-fives and actually sing during the songs.

Thursday

Jess: Thursdays are busy but great! Each Thursday I help out with the Cathedral's crèche programme. Today the kids were a little rowdy, but they're a constant joy. Then during lunch I lead the loveliest group of Year 12 girls at the Christian group *Crusaders*. To finish the day we all meet with Phillip Jensen, the Dean of Sydney, where we glean wisdom from him as he teaches us from the Bible.

Dylan: On Thursday morning I teach a class at St Andrews Junior School on King Solomon. I think that personal relationships with the students are just as important as formal teaching time, because it challenges the notion that life can only be divided into "God time" and everything else.

Friday

Dylan: Friday I head over to *Sydney Boys High* with Nick Lindeback and lead the Christian group. About 15 of us gather to pray together, spur each other on, and hear a talk from the Bible that either Nick or I give.

Jess: I end my week by leading the Fix Youth Group, which is a youth group run by the Cathedral, aimed at students in years 7-12.

Saturday

Jess: Saturday is my day off, and I love it. I'm able to rest, see friends and look back on the week.

Sunday

Jess: I start Sunday at my church, *St Paul's Carlingford*, where I assist with kids groups. In the afternoon, I meet up with my lovely mentor, who constantly encourages and helps me in ministry.

Dylan: Sunday is my favourite day. The morning consists of personal ministry with friends. Ministry comes in so many shapes and sizes, and I'm still learning that developing and sustaining relationships for the sake of the Gospel shouldn't be sidelined for more 'extreme' forms of evangelism. I go to *St Michael's Surry Hills*, and before the 5pm service I hang out with some of the other young guys at *Club 330*, an initiative developed to help us get to know each other better and be encouraged to invite others to church!

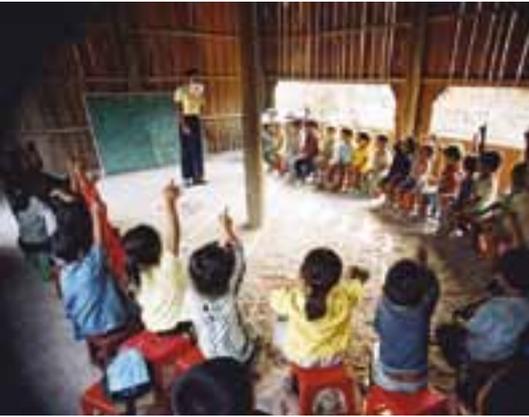


SCHOOL COMMUNITY FOR FAIR TRADE

LYN JARVIS

Demonstrating that it isn't just the students at St Andrew's who are dedicated to the plight for social justice, our Association of Parents and Friends (P&F) continues to show their support for the Fair Trade cause. The P&F's involvement with Fair Trade was initiated at their Carnevale 2009 event last year, an annual event set to take place again this year on Friday 26th November. Like last year, Carnevale 2010 will have a Fair Trade social justice focus, also promoting the cause of World Vision. The Fair Trade Association of Australia and New Zealand are committed to improving the position of farmers and workers in the developing world through the promotion of decent working conditions, local sustainability and fair terms of trade for workers in these areas. The President of the P&F, Mrs Lyn Jarvis, writes about the importance of social justice in an economically imbalanced world.





OUR P&F CONTINUE TO RECOGNISE THAT ETHICAL CHOICES CHANGE THE WORLD. OUR EVERYDAY DECISIONS AFFECT MANY LIVES – INCLUDING THOSE OF THE WORLD'S POOREST AND MOST VULNERABLE PEOPLE



The Association of Parents and Friends at St Andrew's Cathedral School is very proud of their commitment to Fair Trade. This began with the fabulous Carnevale in 2009, where a unique Urban Village atmosphere was created in the bustling CBD and a brilliant array of Fair Trade products from countries such as India, South Africa and Cambodia graced the many George Street stalls.

The P&F's charter involves supporting the strong St Andrew's community and raising funds for our wonderful School. Carnevale in 2009, and again this year, endeavours to do just this, building School morale with amazing student performances, while also maintaining a strong focus on supporting the wider global community by promoting Fair Trade and World Vision. This vibrant occasion is also dedicated to raising funds for our School. This year we are raising funds for student welfare, educational items and a portable stage. We believe that it is fantastic and important to be able to help support the School through ethical fundraising.

Ethical choices change the world. Our everyday decisions affect many lives – including those of the world's poorest and most vulnerable people. Goods that

we purchase regularly may victimize members of developing countries because the workers in these areas often receive extremely low wages, work in dangerous conditions, and may potentially be young children or people who have been illegally trafficked. By making a simple change, such as buying ethically produced products, our purchases can have a huge positive impact. With every cup of Fairtrade coffee drunk or every Fairtrade gift given, we are helping to make a difference to farmers and workers, artisans, their families and communities. That is the aim of the P&F's ethical fundraising stance in 2010.

Executive Committee member of the Fair Trade Association of Australia and New Zealand, Ms Paula Rogers believes that teaching consumers about fair business practice is key to making a change.

"What truly excites me about this new partnership are the endless possibilities of better educating our children, to understand social justice and the issues that surround it," Ms Rogers commented last year. As well as education, she believes that working together is also an integral part of making a difference. Ms Rogers has asserted that,

"In years gone by, Cathedrals and their surrounding areas were places for community gatherings, as much as worship. Carnevale is an example of the strong potential for social movements where people can partner together as a community to raise awareness for issues concerning the sort of society we want to live in."

This year the P&F will continue to promote Fair Trade through Carnevale, which will be held in Sydney Square on Friday 26th November. We will continue to fundraise by selling Fair Trade coffee at P&F events and we have committed to meeting the requirement to make the P&F a Fair Trade Association by promoting Fair Trade, serving Fair Trade tea and coffee, and supporting the School in educating the students on issues such as poverty, social justice and ethical consumerism.

For further information regarding the P&F's Fair Trade commitment and events, please contact Mrs Lyn Jarvis, President of the St Andrew's P&F Association: p&f@sacs.nsw.edu.au

LASTING LEGACY ENRICHES LEARNING AT ST ANDREW'S

PETER WARNE

The Chairman of the School Foundation, Mr Peter Warne, explores our ongoing connection with the Vincent Fairfax Family Foundation.



In 1977, the Rev. Dr Allan Beavis, then Head of School at St Andrew's Cathedral School, acknowledged our relationship with Sir Vincent Fairfax (1909-1993), deeming Sir Vincent "the greatest benefactor of the School in its [then] 92 year history". Today, the fifty year old legacy to St Andrew's of Sir Vincent Fairfax and his wife, Lady Nancy Fairfax (1916-2007), lives on through the generous gifts of the Vincent Fairfax Family Foundation (VFFF). With the commencement of Gawura in 2007, donations and forward pledges have made an overwhelming contribution of over \$1,000,000 to education at St Andrew's, and the transformational legacy of the VFFF continues to this day.

Described by those who knew him, Sir Vincent, an Oxford graduate was a modest country man whose gentle conservatism and great sense of fair play was enhanced by his generous sense of philanthropy for a vast range of causes. His belief that those in positions of wealth and circumstance have a social responsibility to give back to the community is reflected in Sir Vincent's Christian faith, as epitomised by a verse from Luke 12:48, "When a man has been given much, much will be expected of him, and the more a man has had entrusted to him, the more he will be required to repay". Lady Fairfax mused that Vincent was highly aware of his social responsibility and indeed Sir Vincent and Lady Fairfax were themselves both strong supporters of the wellbeing of Sydney's youth and youth programmes. Sir Vincent was Chief Commissioner of the Boy Scouts and was named Father of the Year in 1970. According to the Sydney Morning Herald (a Fairfax publication), Lady Fairfax was an "energetic advocate for the needs and rights of young children and the value of early childhood education".

The relationship between St Andrew's and Sir Vincent and Lady Fairfax dates back to the late 1950's, at which time Sir Vincent was Rector's Warden at St Mark's Anglican Church, Darling Point. Sir Vincent and Lady Fairfax were originally introduced to the School through Canon Jim Whild, a Rector at St Mark's. Sir Vincent was invited to become the second Chairman of the School Building Appeal in 1959 and subsequently led the campaign to raise money for the main School building that would precede the current St Andrew's House. Sir Vincent himself generously contributed to the appeal and was Guest of Honour at Speech Night that year.

The Fairfax Music Room, located in the current St Andrew's House and named in honour of the Fairfax family, continues to resound with the richness of the music played on the Makin Organ, which resides there as a result of the generosity of Sir Vincent and a kind donation made by him in 1990. This donation of \$500,000 also supported the acquisition of a new "Computerised Data System", as well as computer facilities for the Senior School. Over the last 20 years, hundreds of students have performed in the School's M. C. Newth Auditorium on Lady Fairfax's private



grand piano, which was donated to the School in 1991. A more personal gift and expression of support could not have been made.

St Andrew's continues to be blessed by the support of the Vincent Fairfax Family Foundation to our Indigenous campus, Gawura. The VFFF became a founding benefactor of Gawura, with the campus' opening in 2007, when it began humbly with just seven students. Over a three year period, the VFFF committed \$300,000 to help establish Gawura and allow it to blossom into its current form, catering for 25 children from Kindergarten to Year 6. As graduates have moved from Gawura to the Secondary School, a further pledge for four VFFF Middle School Scholarships has strongly supported the School's commitment to education of Aboriginal and Torres Strait Islanders and our partnership with the VFFF. Two of these scholarships are aptly named in honour of long-standing and recently retired members of the VFFF Board, Mr Geoffrey Kells and Mr James Shuttleworth.

Mrs Sally White is the daughter of Sir Vincent and Lady Nancy Fairfax and is a current VFFF Board Member, while her husband, Mr Geoffrey White has

only recently retired as CEO of the VFFF. Mr and Mrs White recently spoke to St Andrew's about Gawura and its relationship with the Foundation:

"The initiative of St Andrew's Cathedral School to establish the Gawura campus is a wonderful example of how a great Australian school can reach out to Indigenous Australians. Vincent Fairfax regarded the Cathedral School as providing a unique link between City, Church, State and People. Gawura is surely a fitting example of how this link can be developed.

For us, it is vital that Indigenous Australians have the opportunity to enjoy a good education in a caring environment to equip them for happy and productive lives. Gawura's encouragement of the cultural and language side is sensible and should reinforce the success of this important pioneering venture.

We feel that the Vincent Fairfax Family Foundation has invested wisely in this venture. Sally and I will look forward to keeping in touch with Gawura at St Andrew's Cathedral School."

The School is also committed to continuing the legacy of Sir Vincent and Lady Nancy Fairfax by fostering our relationship with the VFFF in future years. We are immensely grateful for the dedicated support and encouragement that the Fairfax family has given and continues to give the St Andrew's Cathedral School and its community.

Enquiries regarding the School Foundation and donations to the Gawura Scholarship Fund, the Phillip Heath Scholarship Fund and the Building Fund can be made to Vicki Fraser, Development Office at VFraser@sacs.nsw.edu.au or by phone 02 9009 5466



GREAT WARRIOR OF SACS – **A TRIBUTE TO KUNDAYI CHIUNDIZA**



It is with great sadness that our hearts and prayers go out to the family of former St Andrew's student, Kundayi Chiundiza, who tragically passed away this year. Known for his beautiful smile and his kind-hearted nature, Kundayi was a terrific young man who touched the hearts of many and will be sorely missed by all. The fondness with which Kundayi's fellow peers and teachers remember him is captured in the words of his fellow student and friend, Tim Young, whose poem below is a tribute to the 'Great Warrior', Kundayi Chiundiza.

St Andrew's is blessed to have had such a remarkable young man in our midst, a person whose fond memory will remain perpetually strong within the School.

GREAT WARRIOR OF SACS

A Poem by Tim Young

A foggy mist,
from the waters that flow,
from the eyes in the dark, in the dark from all who know.
A tragedy that took him from our midst,

Great warrior of SACS, you will forever be missed.
A cry goes out to the all loving divine,
why is there this cutting divide?
Between life and death, sorrow and joy,
why do you inflict such torturous ploys?

The light shines deeply into our hearts,
when we know the love that transcends from his part.
He gives and he takes, he loves
when there's hate,
he feels our pain and offers his grace.

Seek his comfort, know his love
and the peace that surpasses all
will flow like a dove.
As the sun goes down and the rain keeps on
and you wonder why life will not go on.

Draining away are the tears of our Lord.
Coming into the world to wash it all,
He cried for his world, as he hung, and he bled,
Great warrior of the world you were loved, you loved, and you said:

"For the mountains shall depart. And the hills be removed, but my kindness shall not depart from you, nor shall my covenant of peace be removed," Isaiah 54:10

Your scent will remain, never in vain, the impression of your life, are fossilized in love.
my brother in arms, your coat shines freely now, you soar through our hearts, most
welcomely beloved.

So we think of you Kundayi, as you rest in peace,
from all who knew, you will forever be missed.
Great warrior of SACS you still stand tall, and to all who grieve his untimely depart,
His soul will never from our hearts be far.

CONTACT DETAILS

St Andrew's Cathedral School is
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girls from Kindergarten to Year 12
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