



**ST. ANDREW'S
GRAMMAR**

Striving for Excellence

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2025 SCHOOL NEWSLETTER: TERM 3 VOLUME 6

Message from our Principal

Dear Parents and Caregivers,

As we complete the Term, I wanted to reach out to thank and congratulate all staff and students for their efforts during the Term. Thank you for your contributions, your achievements and to our families - for your ongoing support.

Below, I have shared my thoughts on an important consideration for all parents to consider on mobile phone use, however, I wanted to recap what has been an outstanding term.

This term we have seen significant successes in the following areas:

- Champions in ACC Senior Girls Football (historic first for the school)
- Champions of ACC secondary Athletics-Division H (winning second time in two years after moving up to a harder division)
- IPSHA speakers challenge (finalists across all independent schools Perth-wide).
- 4th & 5th place in IPSHA Primary Academic Challenge (all independent schools Perth-wide), and
- STEM Robotics finalists (Perth-wide).

It has been an extremely busy term with the following opportunities available to our students:

- Aladdin rehearsals (in preparation for our school musical in November)
- Science week

- Book week
- Numerous Camps
- School photographs
- Athletics Carnivals
- Father's Day celebrations
- Primary School Disco
- GOAANSE Dance Performance at Brainchild Ball
- Just to name a few.

None of these would have happened without our wonderful and committed staff. Thank you on behalf of the students, parents, senior team and myself for all that you do to make this place the special place that it is.

We look forward to welcoming everyone back in Term Four where our staff will continue the great work that they have done throughout 2025.

Well done school!



SAG Principal welcoming families on Learning Journey day and joining in 'Staff v.s Students' dodgeball game.

Mobile Phones – the damage they are doing.

We, as a school, have had concerns for quite some time about the negative influence that mobile phones have on learning and on student-student relationships.

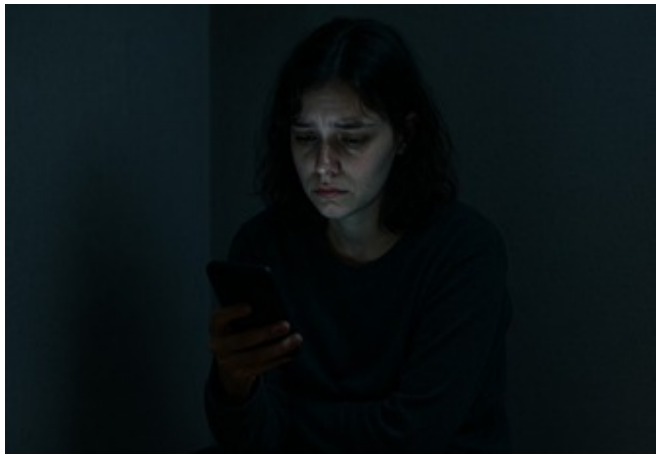
Here's an excerpt from a speech by Ros Thomas, author of *The Kids Are Not Alright*.

"If you have phones 'off and away all day' in pockets, you've lost the game.

If you've given your students the responsibility to keep their phones in their lockers, you've lost the game.

If you believe your students have willingly left their phones in their bags, you've lost the game.

And if you've remained beholden to parents who tell you they must be able to contact their child during the school day, you've absolutely lost the game. And it is a game, because kids want to get around rules anyway they can. That's being a teenager, right?" - Ros Thomas, (*The Weekend Australian Magazine* August 16, 2025)



Ros Thomas spoke at a symposium attended by our Head of Secondary, our Assistant Head of Secondary and myself. His thoughts describe exactly what we do and expect from our students, which is not enough. At this symposium we heard how schools are moving to ban mobiles from school.

I want to share some damaging statistics and observations which hopefully, will surprise you as much as they surprised those attending the symposium:

In a groundbreaking University of Chicago Study, students performed worse in tests when their phones were off, but still in their pockets. They performed poorly when they knew their phones were close by in bags or lockers. The best scores were achieved by students whose phones were stored securely out of sight in an inaccessible room. This peer-reviewed study concluded that the mere presence of a smartphone reduces available cognitive capacity, even when it's 'off and away.' Another surprising finding: those students with the greatest addiction to their smartphones got lower marks and were more likely to have lower self-esteem, depression, ADHD and anxiety.

The Australian Bureau of Statistics tells us 29 per cent of girls and 17 per cent of boys aged 15 to 24 were diagnosed with depression or anxiety in 2023. Australian emergency admissions for self-harm in girls 10 to 14 has more than tripled since 2009. The suicide rate among teenagers aged 15 to 19 is now double what it was in

2005. Young men have become less likely to hurt each other and more likely to hurt themselves. The data is grim. Our kids are not OK. Researchers point to the same two culprits: smartphones in general and social media in particular.

A Swedish Public Health study published in April found that more than 3 hours a day of screen use deteriorated adolescent sleep within three months, elevating depressive symptoms, particularly amongst girls.

In 2025, Australian teenagers are telling us they're on their smartphones an average of five hours a day. For 13-year-olds, it's an average 4 hours. For 17-year-olds, it's 6 hours. No wonder parents feel a sense of resignation. The struggle has been lost.

Phones may be useful for getting to and from school, but they should be inaccessible from 9-3, so students can re-learn the lost art of paying attention to the people around them — including their teachers. We don't let our 13-year-olds drive or drink—why on earth do we let them keep something this lethal in their pockets at school?

So, what are we to do here at SAG? One crucial step is to give our students a long period of time when they are not distracted by their devices: the school day, start bell to finish bell. We are currently looking at strategies in 2026 to address this situation. These strategies will include alternative ways to pay the canteen for school lunches so that mobile transactions are unnecessary.

A School of Education survey generated by UWA found 45% of 8-year-olds and 80% of 16-year-olds exceed the recommended 2 hours or less per day for screen time.

My challenge is to parents of tweenagers or teenagers and those of you with even younger students is to reconsider what access your children have to these devices at home. Remember 2 hours a day screen time is what is recommended and any time after this is proven to be detrimental to health and mental health.

The goal is not just to rescue teenagers from their addiction it is to restore childhood.

I would be very happy to hear parents' viewpoints on these statistics and what the school is intending to do, principal@sag.wa.edu.au.



Craig Monaghan

Principal

Newsletter note: the Youtube videos linked in the following newsletter articles are 'Unlisted', meaning they are not searchable or publicly accessible. They can only be viewed by those with the direct link.

ACC Presents a Bundle of Trophies at Today's Prizegiving Ceremony



Today, St Andrew's Grammar was honoured to welcome representatives from Associated & Catholic Colleges of Western Australia (ACC) — Tom Bottrell, Director of Sport - for a special sports achievement assembly.

In front of a packed auditorium of students, staff, board members and proud family members, Mr Bottrell, presented trophies to our Senior Athletics students for their outstanding performances at the ACC Athletics Carnival, overall winners of the H Division.

He stated that it was highly unusual for a school to show the drastic improvement of winning two years in a row and winning the year after they had moved up a competitive division. He mentioned how impressed he was with our athletes and sportsmanship.

The celebration continued, as next ACC presented the trophy for ACC Senior Girls' Football, recognising our team's historic win at the ACC Senior Girls Football Championships! The first time St Andrews has ever reached the knockouts, let alone win a senior ACC championship!

A huge congratulations to all prize winners.

Here's a recap from a record-breaking year:

- Year 9 netball team - St Andrew's Spartans win divisional Under 18's Winter Premiers!
- Senior athletics win overall school at divisional ACC Athletics Carnival!

- 'Overall boys' win— athletics win at divisional ACC Athletics Carnival
- 'Senior Boys'— athletics win at divisional ACC Athletics Carnival
- 'Senior Girls'— athletics win at divisional ACC Athletics Carnival
- Senior Girls Football Team win ACC Senior Girls Championships!
- Xuri Dalton was named Best Player of the ACC Final!
- Senior Girls Futsal Team win School Sport WA Secondary Futsal State Championship!
- Xuri Dalton: Named Best Player of the Futsal tournament
- Jemma Skinner: Awarded Golden Gloves for best goalkeeper - Futsal.
- Overall school win at GOAANSE 2025 – winning a GOAANSE historic win five(!) out of 11 titles.



Student Passion Earns a Prime Minister Response



Earlier this term, students in Year 6.2 explored renewable energy and how they can all care for our planet.

The topic sparked passionate discussions among our students, with some continuing to research and discuss ideas in their own time. In their enthusiasm they wrote a letter to Prime Minister Anthony Albanese sharing their ideas for a more sustainable future.

Today, the school received a special reply from the PM's office, thanking the students for speaking up and reassuring them that their voices are heard.

What an amazing example of active citizenship displayed by our Year 6.2 students. As a school, we are so proud of their passion and initiative to advocate for a better Australia.

> [Click here to read the letter from Prime_Minister.pdf](#)

Primary: Buddy classes worked together on conversation bingo, created colourful posters to spread positive messages and enjoyed meaningful discussions about supporting one another.

Secondary: At lunchtime, students gathered in the Pallasis Courtyard for:

- > Positive affirmations & grateful wall
- > "Conversation Corners" to sit, chat & connect
- > Grass games – Volleyball & Cornhole
- > Live music performed by our talented students
- > Cupcakes for those who joined in the fun!

It was wonderful to see students of all ages building connections, sharing kindness and reminding each other that asking "R U OK?" can make a difference.



R U OK? Day



Thursday, 11th September, we connected and celebrated *R U OK day?* with a variety of positive, thought-provoking activities.

Our school community came together to recognise *R U OK? Day*, raising awareness about the importance of checking in with those around us and having meaningful conversations.

Across the school, students engaged in a range of activities:

Father's Day Celebrations



This year Father's Day, became *Father's Week* as St Andrew's students and staff ran a number of activities honouring the incredible fathers, grandfathers and father-figures in our lives.

In our pre-primary years, our kindergarten teachers organised a special Father's Day breakfast where our kindy students presented their handcrafted gifts and cards along with a special performance for their dads.

The celebrations continued with dedicated Father's Day stalls on Wednesday! Organised by our entrepreneurial seniors - students from all years shopped for dad, selecting from carefully-curated gifts, perfect for Father's Day. Our Secondary students also sold a ton of raffle tickets - congratulations to Noor Hamad, our lucky prize draw winner!

Finally, father's day Week ended with spectacular sizzle as around 200 parents joined us for our BIG Father's Day breakfast! A delightfully, fun and noisy morning as dads from across our community came together with their families to tuck into a delicious, cooked brekkie. Thanks to all the staff who made this egg-cellent event a smash-hit! *(Perfect place to sneak in a dad joke!)*

Watch the video interviews below with St Andrew's oldest and newest dads!

- > [Click to watch the video reel of our newest dad!](#)
- > [Click to watch the video reel of our 'longest-tenure' dad!](#)



Towards the end of this term, we celebrated a wonderful class assembly from 2.1, and we have another one, 2.2, taking place at the end of this week – a lovely way to wrap up the term. Over the past few weeks, we've celebrated Father's Day throughout the school, participated in R U OK Day activities and had a bunch of fun at our School Discos! It is always so rewarding to see the excited and enthusiastic faces of our students as they take part in these events; beautiful performances, beautiful messages and beautiful memories.

One of the standout moments of the term was our fabulous Learning Journey and STEM Displays, where students had the opportunity to demonstrate their learning and showcase their progress to their families. It was an inspiring event that truly captured the curiosity and enthusiasm that our children bring to their education every day. I hope you also enjoyed the Learning Journey and that your child(ren) took you on a tour of some of their learning experiences that they have been engaged in this term and this year. Your presence and positive attitude were a wonderful celebration of the growth in learning that the children are making.



Additionally, our House Athletics Carnival was a fantastic success, with students not only showing their physical skills but also their determination and team spirit. It was a joy to see everyone actively participating and supporting one another throughout the day. Our IPSHA Athletics Carnival Team also experienced much success, winning numerous individual ribbons and finishing in Third Place overall – the best showing ever for St. Andrew's Grammar!

I would like to acknowledge our remarkable teachers for their unwavering dedication and tireless efforts in shaping the minds of our young learners. Their passion and creativity in our students' growth is truly exceptional. I am very grateful for their passion and hard work that they do every day.

As always, we are deeply grateful for the strong partnership between our school and our families. We have accomplished so much together this term and I

Message from our Acting Head of Primary

Dear Parents and Families,

As we reach the end of Term 3, I would like to take a moment to express thanks and appreciation to all of you for your incredible support throughout this busy and vibrant term. Together, we have achieved so much and it has been a true pleasure to watch the children thrive in so many ways.

have no doubt that we will continue to achieve even more in the future.

Before we embark on a well-deserved break, I encourage all our students to take time for relaxation and rejuvenation. Term breaks are an excellent opportunity to read, explore hobbies and spend quality time with family.

On behalf of Julie Wall and the entire St. Andrew's Grammar staff, I wish you all a wonderful term break filled with joy and relaxation.

Thank you once again for everything. See you on the 14th October.

Warm regards,

-Tom Fortune, Acting Head of Primary



how resilience gives us the strength to keep going when life becomes challenging.

The students did an absolutely terrific job and left the audience with tears in their eyes. It was a truly remarkable day for the Year 2 students—one they will cherish and remember forever. Each child spoke so clearly and confidently, sharing their messages with passion and pride. Their heartfelt performance concluded with a moving rendition of “We Are the World”, sung with such spirit and unity.

We are so proud of our Year 2.1 students for the incredible effort, courage and teamwork they displayed in preparing for and presenting this assembly. They inspired us all to live out the values of empathy, gratitude and resilience every day.

*- Tasleem Edwards,
Primary Teacher*

Year 6 Role Models



To mark the end of term, our Year 6.1 students joined with Year 1.2 for a special Greek activity. It was a wonderful way to celebrate learning and community, with the oldest and youngest in the primary school working side by side.

Year 6.1 students showed great leadership, care and responsibility as they guided and encouraged their Year 1.1 buddies. Their patience, kindness and enthusiasm made the activity both fun and meaningful, and the younger students looked up to them as role models throughout the session.

The smiles, laughter and teamwork on display were the perfect way to finish the term. We are so proud of the way our Year 6s led with compassion and set such a positive example for our school community.



A Very Special Assembly



Friday, 12th September, our Year 2.1 class proudly presented their very special assembly to the school community. The focus of their assembly was on the important values and virtues of empathy, gratitude and resilience.

The children beautifully reflected on the reality of poverty in the world and reminded us all how truly grateful we are to live in such a beautiful country. Through thoughtful words and powerful messages, they explored how empathy helps us to understand and care for others, how gratitude encourages us to appreciate what we have and

Primary School Disco



Last Friday night, our school gym was the place to be! Disco lights flashing, music pumping and dance moves that could win awards! From conga lines to TikTok trends, our students absolutely owned that dance floor.

A huge shout-out to our amazing staff who came along to supervise and keep the vibes high – you made sure the night ran smoothly while still letting the kids have their moment to shine.

Thanks to everyone who joined us for an unforgettable night – who's ready to do it all again next year?

- *Sharareh Ahmadzadeh,*

Year 6 Teacher &

Assistant Head of Data for School Improvement

First things first: We are neither confirming nor denying the existence of magic.

BUT ... if you've ever had the privilege of watching what happens when you introduce kids to books, you may wonder if something magical is happening.

Amazing things occur in the brain of a child when they are introduced to books and storytelling at a young age. And when we say young, we mean *young*. As in "read them a book 10 minutes after they are born" young.

So, what are these benefits we keep raving about? Glad you asked ...

Benefits of Reading to Children

Let's start by stating that kids are somewhat magical themselves. Research has shown that babies' brains prepare to speak months before they say their first words.

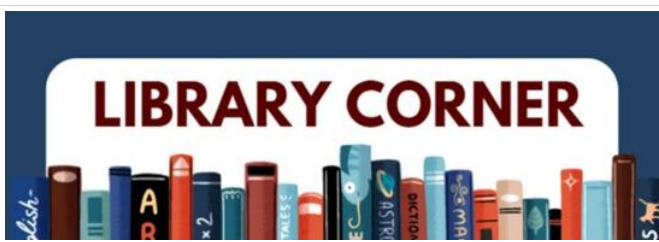
That being said, children need to constantly hear words so they know which ones to say. Enter reading.

According to the *Head Start Early Childhood Learning & Knowledge Centre*, reading with your child:

- *Expands their vocabulary.* It's not your fault you never say things like "allosaurus" or "nocturnal." However, that doesn't mean your child shouldn't hear the words. Books often include words that adults wouldn't normally use. In fact, *one study* estimated that children who are regularly read to before entering kindergarten are exposed to 1.4 million more words than children who aren't read to during those years.
- *Supports word learning and preliteracy skills.* Book reading gives you the perfect back-and-forth interactions that you're looking for so your kid can learn the words that will become foundational as they read and learn language.
- *Increases the quality of language they encounter.* It's fine to admit that you aren't a wordsmith. The quality of the words found in books is probably going to be higher than the quality a child hears in everyday conversation. Various studies have shown that babies score higher in language skills when they have parents who read and talk to them frequently.
- *Helps with sound recognition.* The sing-songy way in which many children's books are written actually helps your little one identify individual sounds.



Library Corner



The Magic of Reading!

"Reading is magical because it helps us expand our minds and opens us up to new opportunities," says children's book author Malcolm Mitchell. "When we see the world in different ways, it allows us to make better decisions."



The Magical Benefits of Reading to your Child

Other Reading Benefits

Still not convinced reading is a tad magical? Here are some more benefits to reading with your children.

- *Reading prepares kids for academic success.* The University of Michigan lists five early reading skills that are essential for development. Guess what helps them all? You've got it. Reading.
- *Reading helps with listening skills.* Listening is a skill kids have to acquire before they can read. Makes sense, right? Understanding a story read aloud involves a certain level of comprehension, and that comprehension will help your child in all kinds of ways.
- *Reading boosts creativity.* Reading not only opens children's minds to the world around them (nonfiction), it also introduces them to fantastical worlds and made-up places (fiction). Both help expand a child's creativity beyond what they could develop on their own.
- *Reading helps children make connections to the world around them.* Especially when dealing with infants and toddlers, taking the time to look at a picture, ask a question, and share discoveries is an important activity. Why? Because those moments help kids make connections between what they read and the world around them.
- Here are a few examples.
 - Hey! That dad takes his kids to the park, too!
 - Look, their mom works in a big office just like your mom does.
 - That person sure is grumpy. Why do you think they feel that way?
 - There's a wolf in this story! Did you know that wolves and dogs are really similar?

One of the best parts about making sure to read with your children is that the hard work of finding the books can be done for you. One trip to your local library is all you need to get started. Just watch the librarian's face when you ask, "Can you help me find books to read with my kids?" Believe me, they'll take it from there. You may even see them do this ...

Reading, just like math, is all around us. But just because it's everywhere doesn't mean kids will pick it up on their own. For reading to really make an impact, it's important for parents to make an intentional effort in teaching their little ones about it. Thankfully, reading — and the stories that come with it — can also create some truly magical memories that you and your children can share together.

And remember... *The more that you read, the more things you will know. The more that you learn, the more places you'll go.* ~ Dr. Seuss

Happy Reading!

- Ms Tracey Ricchini, K-12 Teacher Librarian

Source material



Primary Sports Athletics Carnival

Early September, the Primary School Athletics Carnival saw our school grounds humming with energy, excitement and house-proud cheering.

From soaring javelin throws and impressive leaps in long jump and high jump, to the teeth-gritting competition of tug-of-war battles and relay races, we were delighted to see primary students from all houses contributing their best effort to each challenge. And we loved witnessing the encouragement and celebration by students towards their classmates - true sportsmanship!

Well done to Poseidon for their overall win! Across the week they were a wave of sporting passion that couldn't be caught!



Success at Centre for the Greek Language (CGL) Examination

We wanted to share our delighted congratulations to **Apostolis CRISTOPOULOS** who achieved Level A1 (8-12 years old) in his Greek language examinations. Apostolis is to be commended for his achievement!

The CGL examinations, which are recognised by Greece's Ministry of Education, Religious Affairs and Sports, and the Centre for the Greek Language (CGL) in Thessaloniki, have been offered for 21 years in Western Australia.

Successful candidates must score 60% or more in *all* sections of the examination to pass the level being attempted.



These international examinations are aligned with the Common European Framework levels of language competence. The successful candidates will be presented with the internationally recognised *Certificate of Attainment in Greek*.

The dates for the 2026 CGL Examinations are:

Level A1 (8-12 years of age) 2026	Tuesday 19 May
Level A1 (adolescents & adults) 2026	Tuesday 19 May
Level A2 2026	Tuesday 19 May
Level B2 May 2026	Wednesday 20
Level C1 May 2026	Wednesday 20
Level B1 2026	Thursday 21 May
Level C2 2026	Thursday 21 May

Registrations will open on 1 February 2026 and will close on 20 March 2026.

More information will be shared closer to the opening date of registration.

Greek Studies



Greek in Term 3! What's happening in each year of Greek Studies

Years 7s are on long term holidays this term! We are talking about continents, countries and cities that we have visited, and ones we want to visit in the future. We have been discussing in Greek about all types of holidays, expanding our vocabulary and focusing on the activities we have during holidays, expressing our likes and dislikes.

In Year 8, we are discussing reasons that make us want to travel, we are learning to describe famous cities, landmarks and monuments. We travel with all means of transportation and we are learning how to book flights and hotels. Then to finish off we start packing, collecting all the necessary documents and...off we go! But how do we ask for directions and what we should do in case of emergency? We'll talk about all these in Greek!

Year 9s have been mostly working in pairs and role-playing. They are getting ready for their "dream trip". Packing, booking and going through many different situations at the airport. Once they get there, students go sightseeing, eating and shopping, trying to be as fluent as possible in Greek. When their "dream trip" comes to an end, they share in Greek their experiences and preferences. It will definitely be a "dream" term for all!

Year 10s go a little bit deeper and act mainly as travellers and less as tourists. After choosing their destinations, they focus on the identity of each country and mention the cultural differences, expressions and idioms in Greek. We also discuss the ethical side of travelling and try to explore under which circumstances tourism can help or harm the host communities and which should be the attitude of a traveller. By interviewing the locals, they try to understand what desirable tourist behaviour looks like and finally they create a travel blog to share their experiences.

- Stelliani Tzavellas, Kindy Greek and PMP Teacher, Greek Dance Teacher Years PP-6 and K-12 Greek Curriculum Coordinator

Year 4 Maths Enrichment

LENGTHY LEAPS - Year 4 Maths Enrichment

The Year 4 Maths Enrichment students were thrilled to be introduced to a captivating investigation called "*Lengthy Leaps*." This engaging project invites students to explore the fascinating relationship between the length of a run-up and the distance of a jump, drawing inspiration from the long jump techniques used in athletics.

Have you ever watched someone jump over a puddle? While a small puddle may only require a simple hop, a larger puddle demands a strategic run-up. This investigation challenges students to determine the optimum run-up length needed to achieve the longest jump possible. Before diving into this investigation, students will be equipped with foundational knowledge in place value and number lines, focusing on tenths and hundredths, as outlined in the curriculum.

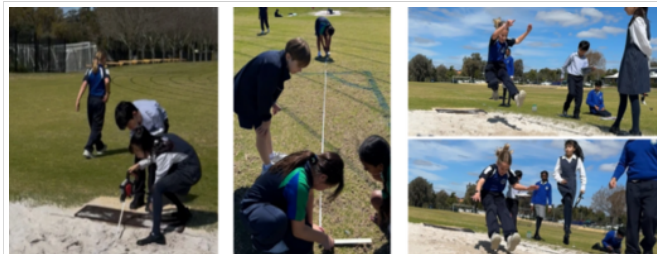
They will also hone their skills in reading graduated scales and organising data. These mathematical concepts are crucial as they will guide our young learners in accurately measuring and analysing their jump distances, fostering a deeper understanding of numerical relationships. "*Lengthy Leaps*" is not just about numbers; it encourages critical thinking, problem-solving, and curiosity.

By integrating practical movement with mathematical inquiry, students gain a holistic learning experience that underscores the real-world application of math principles. We invite you to support your child's exploration by discussing their findings at home and perhaps even trying a few jumps together!

This investigation promises not only to enhance mathematical skills but also to inspire a lifelong appreciation for learning through active engagement. I'd like to take

this opportunity to thank two superstars who performed all the long jumps for this investigation: Sophie Psychramis and Roshnni Satishkumar. Your energy, enthusiasm and natural curiosity made this experiment enriching for both groups!

- Jodie Stevens, Maths Enrichment Teacher



Science - Year 5.1 Earth & Space Sciences



Year 5.1 Science News Report Project – Earth & Space Sciences

This term, the Year 5.1 students have been exploring **Earth & Space Sciences** with a very exciting mission!

The Mission

A mysterious alien has been spotted on each planet of our Solar System! Each team became a group of *news reporters* who were challenged to record a special broadcast to report on the alien sighting and explain the planet's unique conditions using real scientific facts.

Team Roles

Each broadcast had three reporters working together:

- **Anchor** – Introduced the story and asked questions.
- **Field Reporter** – Gave the breaking news from the planet about the alien sighting.
- **Scientist** – Shared key facts about the planet's features and explained how the alien might survive there.

What Students Included

In their news reports, students needed to combine both **creativity** and **scientific research**. Their broadcasts included:

- An imaginative alien sighting story (What did the alien look like? How did it survive on this planet?).
- A factual planet profile, answering questions like:
 - Is it rocky or a gas giant?
 - What does the surface look like?
 - How far is it from the Sun?

- How long is a year there?
- What is the atmosphere made of?
- What is the weather like?
- Is gravity stronger or weaker than Earth?
- Does it have special features (e.g. rings, storms, moons)?

Watch Our Broadcasts!

Miss Muliartha is so proud of the teamwork, creativity and scientific knowledge that went into these projects! Please enjoy watching the students' fantastic broadcasts through the YouTube links below.

Please enjoy the Science & English project that the students have created. The video has been set to Unlisted, meaning it is not searchable or publicly accessible. It can only be viewed by those with the direct link.

<https://youtu.be/OtAZGVO4KZM> <https://youtu.be/Ma8WhRkq0nY>

<https://youtu.be/2cTqdwXbqRw> <https://youtu.be/y4Bk5VjD1nc>

<https://youtu.be/93PDrWRGbSQ> <https://youtu.be/GQ0eHwS6ZdA>

<https://youtu.be/5z5DcJkenV8> <https://youtu.be/0DI1ileyXmM>

Their latest challenge is to design and build a model of a fictitious dangerous marine creature. As part of this task, students are bringing their creations to life by describing its unique physical features and the predatory behaviours that would help it survive in the deep.



Year 12 ATAR Chemistry, Human Biology, Physics and Psychology

Students are now on the home stretch of their ATAR learning journey. We wish them the best of luck as they sit their mock exams this coming September holidays!

- Mia Ridzuan, Head of Learning Area – Science Psychology Teacher

Science - Year 7 to 12

Year 7 Science

Did you know the Great Pyramid of Giza was built using around 2.3 million stone blocks, each weighing up to 80,000 kg? How were these enormous blocks transported and arranged without the help of modern machinery?

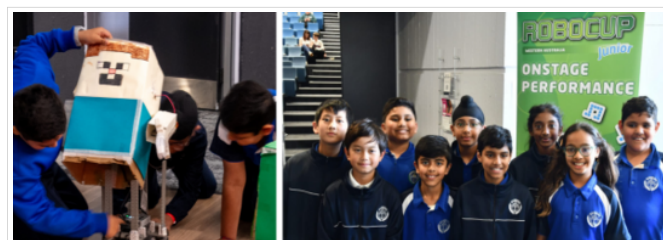
This term, Year 7 Science students have been exploring this very question in their physics unit. They have investigated different types of forces and how they act on an object, as well as the role of simple machines in making work easier. This project highlights how simple machines can help us solve complex problems.



Year 9 Marine Science Elective

Marine Science students have been diving into the incredible diversity of ocean life - from microscopic phytoplankton to powerful predators such as orcas and barracudas.

RoboCup Junior Tournament



RoboCup Debut Success!

This September, nine of our talented Junior School students from Years 4 to 6 proudly represented our school at the RoboCup Junior On-Stage Performance Competition, held at ECU Mt Lawley.

We are absolutely thrilled to announce that **two of our teams, JASA and Formida Vexcoders, have qualified for the State Finals, placing in the top 11 out of 21 teams!**

This is an especially exciting achievement as it marks our school's **first year participating in competitive robotics.** Our students' creativity, teamwork, resilience, and problem-solving skills were on full display, and we couldn't be prouder of all of their efforts.

Our three teams—**Thunderstrikers** (Nimit Chantakat & Frank Liu), **JASA** (Jasman Dang, Aditya Parmar, Samay Panwala & Avir Shah), and **Formida Vexcoders** (Aria Govender, Avyana Kandambige & Nikhil Lakshman)—showcased the results of over three months of hard work through our RoboCup CCA program. Congratulations to all three teams!

- Michael Graffin, STEM & Technology Integration Coach



Message from our Head of Secondary

As I sat to write what will be the last newsletter of Term 3, I was struck by how incredibly proud I am of all our students at St Andrew's and the achievements they have made this year.

It is certainly fitting to say thank you to our Year 12 cohort, in what is the last real opportunity to wish them well as they complete their final few weeks of formal school. This is certainly an amazing feat!

Our Year 12 cohort have completed 13 years of schooling. This is a considerable period of time when according to statistics, a person is likely to change career paths between 3 to 7 times in their working life.

What does this mean? It means you have without realising just spent more time in school than what you may ever in a chosen career path. When the final school siren rings for our Year 12 students, we need to pause and reflect on the incredible journey they have undertaken—and, more importantly, the new adventures that await them.

Over the past 13 years, these young individuals have grown not only in knowledge but in character, resilience, and spirit. They have faced challenges, shared countless memories, forged lifelong friendships, and left an indelible mark on our school community.

As they say their farewells, it is more than the end of classes and exams. Their time spent at school will become a launching point for their future endeavours. Each student now steps forward on their own unique path. You may plan on entering university, others to TAFE, apprenticeships, full-time work, travel, or a GAP year before the next big step. No matter the direction, each path will have its own possibilities and endless surprises.

Just like planning a holiday, finishing school involves anticipation, preparation, and decision-making. At first, it feels far away, something you are working toward, but suddenly it is right around the corner, and you are scrambling to make sure everything is ready. You are now standing at the departure gate, staring at the big board

of potential destinations. Just like planning a holiday, finishing year 12 comes with several factors that need to be considered.

Planning the destination: Choosing a career path or next steps. Remember these can change and where you thought you may go, could be superseded by an even better destination. Sometimes the destination you choose may lead to other discoveries and place you never imagined.

Booking the tickets: This could include choosing a university, TAFE, an apprenticeship, or pathway that suits your needs. Ensuring you have got all the information and selected the correct itinerary. This will be the stage that determines your next steps.

Packing your bags: Collect everything you need. Packing up your skills, knowledge and experiences and ensuring you have all you need before heading off.

Unexpected delays and changes: This is, the most important. How do you adjust to delays and changes. How do you deal with the challenges, things may not always go to plan, or you may change your mind. The important thing to remember is these delays and changes can often lead to other amazing destinations and adventures.

Travel Insurance: Have a backup, if something changes or goes where you never expected, ensure you have a backup.

Arriving at your destination: This will be just the start of your journey. Whether it is university, TAFE, work, or something else, you have made it. But remember, just like a holiday it is just the beginning.

Staying connected: Remember to stay in contact and share your experiences. Send us a post card and let us know how you are going and what you have seen and done.

And most importantly, even if you do not know where you are going yet, the journey is yours. And you can always change your ticket.

We are incredibly proud of the determination, leadership, and maturity you have shown throughout their time at St Andrew's, especially in their final year. May you face the future with courage, curiosity, and kindness. Remember, success is not just about reaching your destination but embracing the journey along the way. It is now your time to leave your mark on the world.

"May the road rise to meet you,

May the wind be always at your back.

May the sunshine warm upon your face,

The rains fall soft upon your fields.

And until we meet again,

May God hold you in the palm of his hand." *Irish blessing*

- Mrs. Siza Macdonald, Head of Secondary



Year 9 Photography

Secondary Electives > Year 9 Photography

Our Year 9 students have been exploring photography through the lens of composition and the elements and principles of art. They have been developing their ability to frame subjects thoughtfully, experiment with angles, and apply techniques such as rule of thirds, leading lines, balance, and contrast. Students are learning to recognise how line, shape, colour, texture, and space can be used to create stronger, more meaningful images.

This term, they have applied these skills through a range of themes, including **macro photography, emotion, jump, and silhouette**, allowing them to capture diverse and expressive shots. Their progress has been impressive, with many showing growing confidence and creativity in capturing photos that demonstrate both technical skill and artistic expression.

- *Katina Maounis, Secondary Teacher*

Check out their work!

<https://www.youtube.com/embed/sgunk5F6hqg?showinfo=1&rel=0>

<https://www.youtube.com/embed/i37MouMpnPQ?showinfo=1&rel=0>

Year 10 Electives News

Year 10 Textiles Excursion – Learning Sustainability First-Hand

Our Year 10 Textiles students stepped beyond the classroom and into the racks of an Op Shop to explore how fashion can be both stylish and sustainable.

The excursion was designed to help students understand the social, ethical, and environmental impact of clothing choices. With fast fashion continuing to dominate the retail industry, this experience gave students the chance to see how repurposing and upcycling can extend the life of a garment, reduce waste, and encourage creativity in design.

During the visit, students were challenged to view the store not just as a second-hand outlet, but as a treasure trove of potential materials. They examined fabrics, construction techniques, and design details, and began planning how pre-loved garments could be transformed into something new and fashionable. Students were surprised by the quality and variety of clothing available, proving that sustainable choices can still be stylish and affordable.

The excursion also highlighted the broader benefits of Op Shops in the community. Students gained an appreciation for how these stores support local charities, provide affordable clothing for families, and reduce textile waste going to landfill.

In the classroom, students will now use their purchased garments or donated items from home to create new designs that reflect sustainable principles. This hands-on project not only extends their technical skills but also encourages them to think critically about fashion's footprint and their role as future consumers and designers.

Year 10 Child Care – ELC Visit

This term, our Year 10 Child Care elective students swapped the classroom for crayons, building blocks, and storybooks as they spent a heartwarming day at the Early Learning Centre (ELC).

The visit was part of their hands-on learning experience designed to deepen their understanding of early childhood development and educational engagement. The students didn't just observe, they jumped right in, leading activities, initiating play, and assisting the educators in nurturing the ELC children's natural curiosity.

From crafting games and singing songs to helping with puzzles and outdoor play, our students were fully immersed in the real-world application of their classroom learning. The younger children loved the attention and interaction, while our Year 10s gained valuable insight into the patience, planning, and energy involved in working with children aged 3–5 years.

The visit wasn't just about fun and finger painting. Students were also encouraged to reflect on the different learning styles, emotional responses, and social behaviours of the children they worked with. It was an important opportunity to connect theory with practice, and for many, a spark was lit for future careers in education, childcare, or allied health.

Feedback from both staff and students was overwhelmingly positive.

"I never realised how much learning happens through play," said one Year 10 student. "It's so different from what we do in high school."

Educators at the ELC praised the students for their enthusiasm, respect, and ability to build rapport so quickly with the younger children. Some of the toddlers were even reluctant to let their new 'big friends' leave!

The Child Care elective will continue to explore child development and learning through a series of practical workshops, reflective tasks, and community engagement opportunities.

We are so proud of our students for their mature and kind approach, and we thank the ELC for opening their doors and hearts to our budding educators.



Year 11 & 12 Outdoor Education

Cape-to-Cape Outdoor Education Camp

2025 marked a milestone for the Outdoor Education program, with the Year 11 and 12 classes combining for the first time to undertake a challenging expedition along the Cape-to-Cape Track. Eleven students were given the responsibility of planning and completing a 40 km journey

from Sugarloaf Rock to Gracetown, an experience that demanded preparation, teamwork, and resilience.

The track follows the dramatic coastline of the south-west, alternating between sweeping cliff-top vistas, stretches of pristine beaches, and scenic inland loops through sheltered woodlands. Carrying their own packs, students demonstrated both physical endurance and mental determination as they navigated the terrain, set up camp along the trail, and supported one another throughout the journey.

Conditions could not have been more perfect. With clear skies and calm weather, the group had the privilege of witnessing the region's natural beauty in full. Highlights included multiple whale sightings off the coast, as well as the unforgettable moment of watching a pod of dolphins surfing the waves at Yallingup as students completed their first day of hiking.

This expedition not only gave students a unique opportunity to experience one of Western Australia's most iconic trails, but also helped them develop independence, leadership, and an appreciation for the environment, skills and memories they will carry well beyond the classroom.

- Max Burnett, VET Coordinator, Health & Physical Education Teacher



Home Economics - What's Cooking?

Year 7: Food Specialisation – Measuring Skills & Healthy Snack Challenge

This term, Year 7 students have been developing essential measuring skills in the kitchen. They applied these skills to prepare perfectly measured pancakes, learning how to follow a recipe step-by-step and work safely and hygienically.

For their **Healthy Snack Challenge**, students were only given a limited set of ingredients — eggs, milk, butter, bread, and cheese — and asked to design their own recipe. This encouraged problem-solving, creativity, and healthy decision-making.

Some students made French toast, others created cheese toasties or egg sandwiches, and a few

experimented with scrambled eggs on toast. The task helped students see how they can make balanced snacks even with basic pantry items.



Year 10: Muffin Design Project

Year 10 Food Technology students are currently working on their Muffin Design and Production Assessment. Starting with a basic muffin recipe, they are encouraged to customise it by adding their own fillings, toppings, or flavour combinations.

This assessment helps students develop their understanding of recipe modification, food styling, and sensory evaluation. Each student will present their muffin creation for assessment, focusing on appearance, flavour, and overall presentation.



- Jane Kafaty, Home Economics - Secondary Teacher

Secondary Greek Dance



St Andrews Students Showcase Talent at BrainChild Ball

On Friday evening our Secondary Greek Dance group put in a powerhouse performance at the annual Brainchild Ball, a prestigious fundraising event to raise awareness of children with brain cancer and to raise funds in support of vital research at the Telethon Kids Institute.

It was a great honour to be invited to perform at this year's ball which had a Grecian theme. Our students captivated the audience with their energetic and

authentic performance of the Kalamatiano and Pentozali and represented their school with great pride.

Special thanks to Mr Nicholas Kyriakakis for the outstanding audio tracks and Miss Lauren Giannakis for the brilliant choreography. Sincere thanks also to Ms. Deanna Papa and Mrs. Siza Macdonald for their assistance at the event.

- Mrs. Marina Powell, Director of Performing Arts



Watch them in action! *(Please note: some segments of the audio have been omitted digitally to adhere to music copyrights.)*

<https://www.youtube.com/embed/-amBG6vTFes?showinfo=1&rel=0>

Stay Posted on Laptop Upgrades

Dear Parents, Families, and Students,

A quick message from the IT Department. We are very excited to be upgrading our IT hardware for all students in 2026. The laptops provided will be state-of-the-art and AI compatible.

Please keep an eye on Schoolbox for an important message regarding our end-of-year technology refresh. When this message is received through our parent app (start of Term 4) the message will provide details about end-of-year laptop returns and the steps required for your child.

Your attention to this information will help us ensure a smooth and efficient process.

Thank you for your support and cooperation.

- St. Andrew's IT Department

Aladdin Production Coming Soon



Get ready to step into a whole new world! St Andrew's Grammar is proud to present Disney's Aladdin on November 6th, 7th, and 8th, 2025.

With dazzling costumes, unforgettable songs, and magical performances, this is a show you won't want to miss. So, mark your calendars and stay tuned for ticket details—*coming soon!*

Strapped for ideas on what to do these school holidays? Hillarys Yacht Club are offering 'Learn to Sail' courses for Tackers (7 - 12 ages) & Teens (12+) over the upcoming school holidays. *Read more below or click to download the flyers.*

Tackers is an Australian Sailing program for 7 – 12 year olds to teach kids the basics of sailing in a safe and fun environment. Children do not require any previous sailing experience or Hillarys Yacht Club membership to participate. Their Teens program is aimed at ages 12+. All equipment is provided (including life jackets) until they move up into the Optimist Green Fleet to begin club racing. All courses are delivered by Australian Sailing qualified instructors.

> [Tackers_School_Flyer.pdf](#)

> [Teens_School_Flyer.pdf](#)

Upcoming Events

Upcoming Events

Don't miss these events coming up in our community over the next few months!

- St. Andrew's presents Aladdin - the musical production on 6, 7 and 8 November. Stay posted for ticket details!
- SAVE THE DATE! - 29 November, 7pm, St. Andrew's Grammar Name Day Greek Dinner Dance
- Family Souvla Day, 19 October, 12 - 3pm, email chswa@hcwa.org or call (08) 9303 3864 for tickets!
- Greek Film Festival, Sunday 16 November, 3:30pm (*Book tickets at www.trybooking.com/DFJZP*) and Sunday 23 November, 3:30pm (*Book tickets at www.trybooking.com/DFKAF*) Both films, Captain Mihali – historical drama and STELIOS will be shown at Event Cinemas Innaloo. For more information call Helen Christopher 0435 312 585

Learn to Sail in the School Holidays

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