

# St. Andrew's Grammar 2016 Annual Report

## School Context

St. Andrew's Grammar is a co-educational Kindergarten to Year 12 School in Dianella, Perth, run under the auspices of the Hellenic Community of Western Australia. Our mission is to provide a unique Orthodox Christian and Hellenic co-educational experience with a particular focus on academic excellence, Greek Language and culture within a safe and caring learning environment. The School has been designed with two sub-schools of Primary (K-6) and Secondary (7-12) allowing for a seamless transition brought about through the structured curriculum and programme of pastoral care. Curriculum continuity, the Greek language and culture and educational leadership and management policy bind the two sub-schools to create a single entity that is St. Andrew's Grammar. The School aims is to achieve excellence in all areas of school endeavour. St. Andrew's Grammar also aims to develop in each child an understanding of our spiritual heritage and a respect for moral and ethical living. St. Andrew's concern is for the welfare and development of the "whole" child. In a well ordered and caring environment it aims to encourage its students to pursue and develop their intellectual, social, physical, creative and spiritual capacities.

## St. Andrew's Grammar Board 2016

Mr Paul Kotsoglo	Chair, HCWA Representative
Mr Savvas Papasavvas	HCWA President
Mr Antonios Koliadis	Greek Consul of WA
Fr John Athanasiou	Greek Orthodox Archdiocese
Dr Martin Drum	HCWA Representative
Loula Papandreou	HCWA Representative
Gary Mitchell	HCWA Representative
Amanda Kailis	HCWA Representative
Mr Stelio Eleftheriou	Parents and Friends President
Ms Irene Limnios	Parents and Friends Representative

## St. Andrew's Grammar Finance Committee

Gary Mitchell (Chair)	John Metaxas
Paul Kotsoglo	Simon Midson
Theodore Mallias	

## St. Andrew's Grammar Greek Studies Committee

Amanda Kailis (Chair)	Antonios Koliadis
Loula Papandreou	Simon Midson
Irene Limnios	Pavlos Iosifidis

## St. Andrew's Grammar Marketing Committee

Stelio Eleftheriou (Chair)	Simon Midson
Sue Papadoulis	Amy Shanley
Stell Limnios	

## Senior Management Staff

Principal	Simon Midson
Head of Secondary School	Leanne McTavish
Head of Primary	Wayne Cronin

## Staff Demographics

During 2016, the St. Andrew's Grammar's Grammar Staff included:

Teaching Staff	Female	Male
Full-time teaching staff	25	10
Part-time teaching staff	2	2
Full time Education Assistants (including 1 Kindergarten, 1 Pre-Primary, 1 Kindergarten/Pre-Primary and 1 Secondary Special Needs support)	6	
Part time Primary Education Assistant	2	
Non-Teaching Staff		
Office Administration	3	
Finance Administration (Part-time)	2	
Canteen	1	
Canteen (Part time Casual)	1	
Laboratory Technician (Part-time)	1	

The staff retention rate for the 2016 school year was 95%

## Staff Qualifications

Staff Name	Qualifications
Mrs Catherine Boutsis	Bachelor of Education
Mrs Anne Bauer	Cert III Early Learning, Diploma of Early Learning
Mrs Jacqueline Breach	Cert IV Community Services Work (Special Needs), Cert IV Education Support
Ms Karla Dunne	Cert III Retail Management Associate Diploma of the Australian Institute of Classical Dance Cert III and IV Australian Institute of Fitness
Mrs Nicki Cahill	Cert III Education Support
Ms Amanda Carwell	Diploma of Financial Planning
Mrs Necole Chamberlain	Bachelor of Science, Diploma of Education

Wayne Cronin	Certificate of Teaching, Diploma of Teaching, Bachelor of Education
Mr Miguel DeSousa	Bachelor of Technology (Journalism), Post Grad Dip. Politics and International Relations, Post Grad Dip Ed
Ms Amy Shanley	Bachelor of Business, Bachelor of Psychology
Mr Paul Donaldson	Bachelor of Science (Exercise and Health Science), Diploma of Education
Mrs Michelle Emmelheinz	Bachelor of Arts (Education)
Ms Rhoda Falas	Bachelor of Education (K-7)
Mr Tom Fortune	Bachelor of Science in Business Administration, Masters of Education (Special Education), Teaching Credential (California)
Ms Magda Hasapopoulos	Bachelor of Education (Primary)
Mrs Taryn Havas	Bachelor of Arts (Education), Bachelor of Education (Primary)
Ms Samantha Hunt	Bachelor of Arts (Visual Arts), Diploma of Education
Mrs Olimpia Hurtado	Cert III Education Assistant
Mr Pavlos Iosifidis	Bachelor of Education, Masters of Education, Post Graduate in Secondary Education
Ms Jodie Jongeling	Bachelor of Arts (English), Graduate Diploma of Education (Primary), Graduate Diploma of Science (Information Services),
Ms Alexandra Kane	Bachelor of Arts (English Major), Graduate Diploma of Education
Ms Maria Kassinis	Bachelor of Education (K-7), Masters of Education (Literacy and Numeracy)
Mrs Renae Lampropoulos	Certificate 3 Education Support
Leanne McTavish	Bachelor of Arts, Bachelor of Education
Ms Rebecca Trevisan	Bachelor of Education and Bachelor of Arts, Graduate Diploma of Primary Education
Ms Jessica Macer	Bachelor of Education (Early Childhood Studies)
Ms Riya Shah	Bachelor of Science in Mathematics with Business Management (First Class Honours). Post Graduate Certificate of Education in Secondary Mathematics with Qualified Teacher Status (Masters accredited)
Mrs Katina Maounis	Bachelor of Education (Year 1 - 10), Diploma of Teaching
Mr Andrew Martin	Bachelor of Science, Graduate Diploma of Education
Mrs Louise Nestoriades	Bachelor of Education (Secondary), Cert IV TAE, Cert IV TESOL
Mrs Betty Parissis	Bachelor of Education (Early Childhood Studies)
Mr Robert Persson	Bachelor of Education (Primary, K-7)

Ms Samantha Pitsonis	Bachelor of Education (Primary)
Mano Psanoudakis	Bachelor of Education (Primary)
Mrs Alexandra Pynes	Bachelor of Education (Primary; Honours)
Ms Katerina Reklitis	Bachelor of Education
Mr Joseph Ricciardone	Bachelor of Education
Mr Laurie Scott	Bachelor of Arts, Graduate Diploma of Education
Simon Midson	Bachelor of Arts, Bachelor of Education
Mrs Deanna Sinagra	Bachelor of Education (Primary)
Mrs Christine Smith	Cert IV Special Needs, British Sign Language Levels 1 & 2
Mrs Kim Tipper	Bachelor of Visual Arts, Diploma of Teaching Primary
Ms Stelliani Tzavellas	Bachelor of Education (Primary)
Mrs Julie Wall	Bachelor of Education (Honours)
Mrs Maria Williams	Bachelor of Economics, Graduate Diploma of Education
Mr Michael Yew	Bachelor of Science, Graduate Diploma of Education
Mrs Katie Young	Bachelor of Economics, Graduate Diploma of Business, Graduate Diploma of Education, Graduate Certificate of Literacy Education

### Student Leaders Secondary

Head Boy	Paul Grabic
Head Girl	Brooke Taylor
Student Council Leader	Elira Midson
Arts Captain	Sauda Mia
Sports Captains	Mariah Adolphus
Academic Captain	Niyanta Lekha
Pastoral Care Leader	Mirella Nastos Danny Tran
Hellenic Ambassador	Ellen Nicolaidis

### House Captains

Poseidon	Elira Midson Danny Tran	Demeter:	Niyanta Lekha Mariah Adolphus
Apollo	Shivani Radia Milan Ergic	Artemis:	Ellen Nicolaidis Christopher Johnson

## Student Leaders Primary

Student Councillor	George Mihalopoulos
Student Councillor	Lemi Stambelos

## House Captains

Apollo	Anthony Galipo Peter Souris	Artemis:	Katarina Topalovic Peter Karageorgiou
Demeter	Annaleisha Pickering Con Venoutsos	Poseidon	Ariana Stamelos Joshua Gardiner

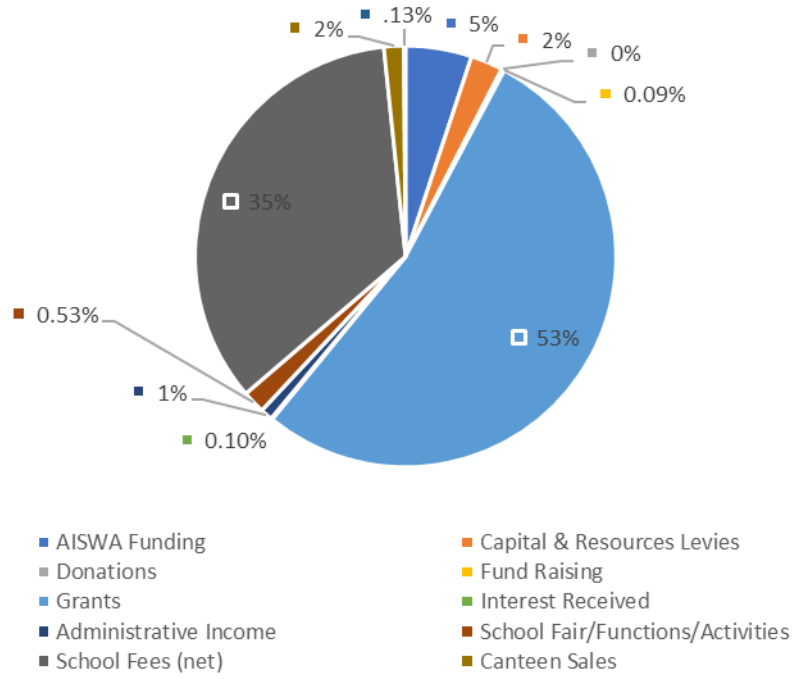
## School Financials

### ST ANDREWS GRAMMAR INC

#### STATEMENT OF INCOME FOR THE YEAR ENDED 31 DECEMBER 2016

	\$		
AISWA Funding	371,922.00	5.08%	1
Capital & Resources Levies	180,380.00	2.47%	2
Donations	12,141.00	0.17%	3
Fund Raising	3,994.00	0.05%	4
Grants	3,889,730.00	53.16%	5
Interest Received	7,419.00	0.10%	6
Administrative Income	68,220.00	0.93%	7
School Fair/Functions/Activities	128,062.00	1.75%	8
School Fees (net)	2,533,956.00	34.63%	9
Canteen Sales	112,282.00	1.53%	10
Uniform Sales	8,736.00	0.12%	11
	7,316,842.00	100.00%	

### TOTAL INCOME YEAR ENDING 2016



## School Enrolment

The total school enrolment from the beginning of 2015 was 465 students and the enrolment at the end of the year was 458 students. A table of historic enrolment data is below. The enrolment figures are as at 1st December for the specified year.

Year	KG-PP	Y01-Y06	Y07-Y12	Total
2010	70	202	207	479
2011	58	199	185	442
2012	71	189	188	448
2013	75	215	220	510
2014	72	212	206	490
2015	58	212	207	477
2016	62	199	197	458

## Annual Attendance Data (as a percentage)

PP: 90.62%

Y1: 91.89%

Y2: 93.10%

Y3: 94.61%

Y4: 92.84%

Y5: 94.46%

Y6: 94.81%

Y7: 95.01%

Y8: 95.45%

Y9: 93.60%

Y10: 92.85%

Y11: 89.86%

Y12: 92.69%

## Management of Non-attendance by the School

### Form & Classroom Teachers K-12 Check the Roll

Form and Classroom Teachers are required to enter absent students into the SEQTA Database by 9.30am (If the teacher is unable to access SEQTA in their classrooms they must send an email listing the absent students or physically bring an absentee list to Reception before 9.30am).

### Late Students

Students who arrive late to school must sign the Late Register at reception. Their dairies will be stamped 'Late' the receptionist will write the time they arrived. The diary will need to be presented to either their form or classroom teacher. This information will be entered in to the SEQTA system with an L and the time they arrived at school. Their parents/guardians will still receive an SMS message direct to their mobile phones - numbers listed on SEQTA. If a parent has signed the student in late or contacted the school to advise the student will be late an 'N' will be recorded in the SEQTA data base

### Telephone/Email Messages

The receptionist is to check the email messages and the recorded telephone messages from the absentee line and enter the information provided by the parents/guardians into the SEQTA data base if the student is going to be Late, Sick or any other reason for the absence.

### Absentee History

Once the absent students have been entered into the SEQTA system and the late students have been recorded by the receptionist an email of Absentee History will be sent to 'All School Staff' for the Teachers to check and advise reception of any discrepancies before the SMS messages are sent to the students parents/caregivers. This report will be broken down into SS, Y7 & PS and a hard copy will be placed in the individual teacher's pigeon holes for them to collect and check during each period.

### SMS Notification to the parent/caregiver

SMS notification will be sent via the SEQTA system to the Guardians mobile numbers provided to advise them that their child was not at school for unexplained reasons or where late to school lists the time they arrived. The SMS message will ask them to contact the school to explain the absence or the reason for being late to school. For students marked with an 'N' in the SEQTA database no SMS will be sent to the parent as they are aware that their child was late.

### Parent/Guardian's Response

Parent/Guardians will respond to the SMS's and the information they provide to SAG will be entered onto the SEQTA Database. In the instance where the child should be at school a red email will be sent to 'All School Staff' asking them if they have seen the student. If the teachers do not respond an administration staff member will check the student's time table, physically go to the student's class and check with the teacher if the student is at school. The Administration staff member will then call the parent/guardian concerned and advise them of the outcome.

### Roll Checks throughout the day

Classroom Teachers are required to check the roll during each period against the absentee list and email reception if there are any changes from the published list. These changes will be updated on the SEQTA System and the Head of Secondary/Primary will be notified and the parents will be contacted if there is any reason for concern. The receptionist will email through and updated list of student absentees by 1pm each day for the teachers to check and Teachers must advise reception of any discrepancies. If a student has not attended a class the Head of Secondary or Head of Primary will be notified and the receptionist will call the students parent/guardian's.



## Academic achievements

### 2016 WACE Analysis

This year saw the final implementation of the Year 11 and 12 educational reforms. As reported by the CEO of SCSA Allan Blagaich in March 2016, the aim of these reforms was to increase educational rigour to improve Australia's international ranking in a variety of educational scales. As a consequence of these reforms, the graduation rate (as defined as the number of students who achieve the Western Australian Certificate of Education (WACE)) was expected to reduce to approximately 85% of the year cohort.

As part of these extensive reforms, students not studying four ATAR subjects must successfully complete at least a Certificate II course to meet WACE requirements. In Western Australia approximately 50% of students opt to follow this Vocational Education Training (VET) pathway. From 2016 all Year 12 students will receive a Western Australian Statement of Student Achievement (WASSA). This provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

#### WACE achievement

In Western Australia at the end of 2016, 25 338 students received the WASSA of which 21 473 also met the requirements to achieve a WACE. Consequently, in Western Australia 84.75% of students met the increased rigour to achieve WACE.

In 2016 St Andrew's Grammar had 23 year 12 students who were eligible to achieve WACE. Of those, 22 students did achieve WACE (95.7%). Unfortunately, the one international student who did not achieve WACE was not able to meet the literacy standards as determined by OLNA. Figure 1 below compares the WACE achievement rates for the State and nearby schools.

School	Percentage of school population to achieve WACE
Western Australia	84.75
St Andrew's Grammar	95.7
JSR	94.4
Mercy College	87.8
Servite College	96.6
Carmel School	100
Rehoboth	88.2
Morley Senior High School	94.2

Figure1: 2016 WACE Achievement School Comparison

Three students in 2016 were not eligible to achieve WACE. These students lived with significant intellectual disabilities and qualified for entry into Preliminary course. Achievement in Preliminary course is recorded via the WASSA, but do not contribute to WACE. One of these students completed a very successful work placement with the Good Samaritans Industries.

#### VET

Significant changes to the delivery of VET course was implemented prior to the start of 2016. As a consequence, St Andrew's Grammar auspiced with YMCA to deliver two courses: a Certificate II Business and Certificate II in Sport Coaching. All 9 (100%) of students successfully completed all units of competencies and obtained a Certificate II. St Andrew's Grammar had approximately 40% of students selecting this pathway, which is lower than the State mean.

## Year 12 General Courses

General courses contribute to WACE but do not contribute to ATAR. In 2016, St Andrew's Grammar offered the following Year 12 General courses: Careers and Enterprise, Food Science and Technology, English, Mathematics and Visual Art.

As part of the educational reforms, the Schools' Curriculum and Standards Authority (SCSA) implemented consensus moderation for Year 12 General courses in the form of an Externally Set Task. The Externally Set Task (EST) was delivered by all Western Australian Schools as an in-school examination which teachers marked using SCSA's guidelines. SCSA also marked the students' responses and feedback was sent to schools which compared SCSA's marking to individual school teacher's marking for each student. St Andrew's Grammar EST feedback from SCSA was very positive. Teachers marking correlated positively with SCSA marking and therefore consistent understanding of the marking standards was demonstrated by our staff.

## ATAR Summary

A student is required to complete a minimum of 4 ATAR courses so that an ATAR rank is generated for University entry. In 2016:

- 2 students sat only 3 ATAR courses – these two students were seeking alternative entry pathways to university.
- 13 students sat 5 ATAR courses
- 1 student sat 6 ATAR courses.

The ATAR reports students' rank position relative to all other students. It takes into account the number of students who site the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population. In WA the median ATAR in 2016 was 80.95. St. Andrew's Grammar students achieved a median ATAR of 81.30. This is the highest median ATAR in the School's history as well as being above the State median.

St. Andrew's Grammar had less than the 20 students required to be included in the Median ATAR table reported by SCSA and published by 'The West Australian' newspaper. However, if St. Andrew's Grammar was included in the published table, our school would have been ranked among the top 50 schools. This is the fourth time in the past 5 years that St Andrew's has been positioned among the top 50 Schools for ATAR results.

Three students achieved an ATAR rank of above 90. Both Shivani Radia and Niyanta Lekha achieved the highest 2016 ATAR at St Andrew's Grammar with a rank of 95.35. One student scored 91.90 and a further five students scored an ATAR of above 80. This means that 57% of our Year 12 students were placed in the top 20% of the 2016 WA ATAR cohort (a total of 13,540 students). Shivani was also awarded a Certificate of Distinction by SCSA in recognition of her consistently high achievement throughout Years 11 and 12. Figure 2 below shows the median ATAR for St Andrew's Grammar and nearby schools.

School	Median ATAR
Western Australia	80.95
St Andrew's Grammar	81.30
JSR	75.30
Mercy College	75.25
Servite College	79.90
Carmel School	89.35
Rehoboth	78.85
Morley Senior High School	73.55

## ATAR Course Analysis

SCSA provides considerable statistical analysis for each ATAR course delivered at St Andrew's Grammar in 2016. This data has been provided to each teacher to further analyse and interpret. Each teacher is writing a report of their findings and how these findings will impact on their future delivery. This process is particularly important as 2016 was the first year to examine the new ATAR courses.

### The Marks Adjustment Process

The statistical processes that apply to students' school marks and their ATAR examination marks have changed in 2016 to reflect the educational reforms that have been implemented. The main steps in the marks adjustment process are:

- The SCSA moderates school assessments against exam results, then combines the moderated school assessment and exam results to produce combined marks for each course studied. The combined marks are standardised before the scaling process.
- TISC and the School Curriculum and Standards Authority jointly scale the course results.
- Once the scaling process has been completed, the average of all scaled scores across all courses is 60.

The scaling process is driven by the ability level of the group of students studying a particular course and looks at the cohort's average marks across their other subjects. Therefore, consideration of scaling of each course is not a productive exercise and does not lead to improved student outcomes. Consequently, when judging the performance of an ATAR course for any school it is now vital to draw comparisons between the school marks and the ATAR examination marks.

### Correlations between school marks and examination marks

Figure 3 below shows the correlation between school marks and the ATAR course examination mark. A correlation above 0.7 shows reasonable consistency. However, correlations for schools with less than 10 students may not be reliable.

Course	Number of Students	Correlation between school marks and ATAR examination
Chemistry	8	0.8501
Economics	6	0.9616
English	16	0.7364*
Geography	9	0.8669
Human Biology	9	0.8515
Mathematics Applications	10	0.6959**
Mathematics Methods	4	0.9549***
Modern Greek	2	0.9267
Modern History	1	0.8095
Physical Education Studies	5	Written: 0.7773 Practical: 0.7809****
Physics	5	0.9115

Figure 3: Concurrent validity (Notes\*)

As illustrated by Figure 3, St Andrew's Grammar delivers high correlations between the school marks and the ATAR examination marks.

## Modern Greek

Two St. Andrew's Grammar students sat the Modern Greek examination in 2015. Both students passed the examination successfully. One student achieved a final scaled score of 62.80 in Modern Greek after a school score of 78% and examination score of 84%. The other student achieved a final scaled score of 55.60% after a school score of 75% and examination score of 74%. The scaling impact in Modern Greek continues to be problematic. SCSA acknowledges that with very small candidature language courses (interstate language courses with fewer than 10 candidates), the scaling process may become less reliable.

### Post-Secondary School Destination

Second round offers have yet to be finalised at all Universities. As of February 19<sup>th</sup> 2017, students have enrolled in the following University courses as illustrated by Figure 7 below.

University	Field	Number Enrolled
CURTIN	Natural and Physical Science	1 (deferred)
	Architecture	1
	Management and Commerce	2
	Society and Culture	2
ECU	Nursing	1
	Human Movement	1
	Learning Skills Programme	1
Murdoch University	Natural and Physical Science	1
	Learning Skills Programme	1
University of Western Australia	Natural and Physical Science	3
	Management and Commerce	1

Figure 7: Post Secondary School University Pathways

In 2016 there were 14 students who were enrolled in 4 ATAR subjects or more. All 14 students – 100% of this cohort - have been offered and have accepted university placements. Of the two students who completed 3 ATAR courses, both were seeking entry into TAFE Certificate courses.

## Naplan Results 2016

Year 3 2016	St Andrew's mean	State mean	National mean
Numeracy	424	395	402
Reading	438	416	426
Writing	446	414	421
Spelling	451	412	420
Grammar /Punctuation	452	425	436

Year 5 2016	St Andrew's mean	State mean	National mean
Numeracy	533	486	493
Reading	521	495	502
Writing	527	470	475
Spelling	549	488	493
Grammar /Punctuation	573	499	505

Year 7 2016	St Andrew's mean	State mean	National mean
Numeracy	572	548	550
Reading	555	537	541
Writing	534	512	515
Spelling	584	540	543
Grammar /Punctuation	586	537	540

Year 9 2016	St Andrew's mean	State mean	National mean
Numeracy	630	594	589
Reading	603	585	581
Writing	571	554	548
Spelling	626	583	580
Grammar/Punctuation	602	573	570

## Greek Studies

2016 was a year of creative changes for the Greek Studies programme. Central to these changes are the new teaching and learning programmes based on the Australian Curriculum and have given a new impetus to the Greek Studies programme.

The Greek Studies programme commences in Kindergarten and it is compulsory for all students to Year 10. With three teaching periods per week in Primary School and four periods per week in Secondary, St. Andrew's Grammar provides all students with the opportunity to learn the Greek language and deepen their understanding of Greek culture. In Year 11, students can select the Modern Greek WACE course and in Year 12 the ATAR course that contributes to their University entry. Some Universities in Western Australia offer a bonus of 10% bonus on the ATAR score for students who study a second language.

In 2016, all students who studied the Modern Greek programme at St. Andrew's Grammar had the opportunity to attend the after school programme provided by the School.

Each Monday, there were three groups offering Modern Greek language programs:

- A. The Beginners class for Primary School students
- B. The Immersion class with a language programme based on the Greek national curriculum.
- C. The ATAR class for students at an advanced level

Each Tuesday and Friday afternoon, students were offered immersion programmes based on the Greek national curriculum for Greek Literature, History and Geography.

St. Andrew's Grammar expresses our sincere thanks to Ms Evridiki Politi who kindly volunteered her teaching skills to the school and its students for three days every week throughout 2016.

### **St. Andrew's Grammar Greek Studies Staff**

Mr Pavlos Iosifidis: Greek Studies Coordinator and Modern Greek Language Teacher from Years 6-10 and Modern Greek WACE and ATAR courses in Years 11 and 12

Mrs Katerina Reklitis: Modern Greek Language Teacher from Years 8-10 and Coordinator of Greek Assemblies and special events

Mrs Katina Maounis: Modern Greek Language Teacher in Year 7 and Coordinator of Church visits

Miss Magda Hasapopoulos: Modern Greek Language Teacher (Primary school)

Ms Betty Parissis: Modern Greek Language Teacher (Pre-Primary and Primary school)

Mrs Dimitra Rologas : Modern Greek Language Teacher (Kindergarten)

### **Extra Curricula After School Programme**

Mr Pavlos Iosifidis: Coordinator and Modern Greek Language Teacher (ATAR Level)

Ms Evridiki Politi: Greek Language, History and Geography Teacher

Mrs Garyfalia Lampropoulos: Greek Language Teacher - Beginners

### **The Teaching and Learning Programmes and Resources**

The programming and lesson planning for Primary school classes followed the format outlined in the Australian National Curriculum for Modern Greek. In Secondary, there were various classes offered to the students with a good level of knowledge and skills gained from their previous years at the school. The programmes of these classes were designed using the standards of the Australian National Curriculum for Modern Greek Foundation to Year 10). There were also classes for students with limited knowledge using a programme which has been designed on the standards of

the National Modern Greek Curriculum (Year 7-10) for Year 7 entry students. Evaluative measures and assessments are adapted according to the Year level and the achievement standards described in the national curriculum. In 2016 the program and assessment outlines of Greek Studies in Secondary were recorded in the SEQTA database that is used by the school.

A wide range of resources have been purchased and are available to all Greek Studies teachers. In 2016, our teachers have used various resources, collecting and organising the themes, activities and assessments of their course which have been provided to the students. Electronic resources have also been used by the teachers this year. In Primary, teachers used numerous activities and assessments from the Language Perfect e-platform developing their vocabulary, translation, spelling and grammar skills. This year, a Modern Greek Language Teachers' library with a focus on literature texts and other resources for students. Our aim is to develop the first Greek Library in Perth that can be used in the near future by everyone.

In October and November, two full day workshops were organised at the school for all teachers of Modern Greek. The workshops were delivered by Kate Reitzenstein, Languages Curriculum Consultant from the Association of Independent School of WA (AISWA). The aim of these workshops was to develop a common understanding and language around curriculum writing and delivery and to establish a process for curriculum writing suited to the St Andrew's context. All programmes were reviewed and evaluated and the redeveloped programmes are ready for use in 2017.

### **School assemblies – National and Religious Days**

As is tradition at St. Andrew's Grammar, the Greek Studies teachers prepare assemblies for the following National celebrations and Religious Feast Days:

- The School Blessing at the beginning of the academic year
- Greek Independence Day and the Annunciation of Our Lady – March 25
- The Battle of Crete
- OXI Day – October 28
- Christmas Carols

2016 was no exception as the students participated in one or more of the above mentioned assemblies, delivering bilingual speeches, reciting Greek poems, singing traditional and modern Greek songs, performing plays and dancing traditional Greek dances, all to the best of their ability. Special acknowledgement is given to Mrs Reklitis and the students who organised the school performance "Ode of Remembrance - Σαν σήμερα οι μνήμες ξυπνούν!" on 29<sup>th</sup> of May, at the Hellenic Community Centre. It was a poetic tribute to four significant and moving events: The Fall of Constantinople, The Genocide of the Greek Pontians, the Battle of Crete and the Invasion of Cyprus.

Additionally, our Primary students performed various Greek items at the regular fortnightly assemblies. Every student in Primary performs using the Greek language during the course of the school year.

### **Participation in Competitions and Events**

***Speak Greek in March:*** From the beginning of March we supported the "Speak Greek in March" campaign. Our objective is to encourage and promote the speaking of Greek throughout the year.

***GOAANSE Cultural Event:*** Our school hosted the Greek Orthodox Archdiocese of Australia National Schools Event this year. The school was represented very successfully in the Cultural Schools' Presentations Evening with some exceptional Greek items presented by selected students. It was an amazing evening!

***CGL Exams:*** Fourteen students from St. Andrew's Grammar sat the 2016 Examinations of the Centre for Greek Language. All of our students achieved a Certificate of Attainment in the Greek Language at the "Excellent" or "Very Good" level. Once again this year, the great success has demonstrated that we are providing our students with a very high standard programme that leads them to excellent academic and language achievements.

**L.P. World Championship:** Our students in Years 4-6 competed in groups representing St. Andrew's in the Language Perfect World Competition in 2016 for the Modern Greek language. Two groups have received Credit Awards which means they earned 500+ points and two other groups have earned bronze awards for 1000+ points. Our school answered 58,343 questions and came 5th internationally for Modern Greek out of 644 schools. Language Perfect compliments Greek Studies very well. It is a great achievement and we are looking forward to working hard and achieving an excellent result in 2017.

**Battle of Crete Competition:** The Returned Services League of Victoria and the Greek Consul of Educational Affairs in Australia co-organised a student competition about the Battle of Crete. The aim of this competition was to generate knowledge of the Australian Hellenic Memorial which proudly stands in the domain gardens of Melbourne. The students of St. Andrew's Grammar in Year 7-10 extension groups produced an impressive work for all four themes of this competition. Selected student work was submitted for the competition.

**AUSIT Competition:** St. Andrew's Grammar hosted the inaugural W.A. Branch of the Australian Institute of Interpreters and Translators Awards (AUSIT) Ceremony. AUSIT is the national association for the translating and interpreting of language profession. Our School participated in this competition involving students in Greek Studies classes from Year 5 to Year 12. Over 100 people attended the event in the School Library and five of our Modern Greek students were among the award recipients. It was another great achievement for our students and a good promotion for St. Andrew's and the Modern Greek language.

**Antipodes Competition:** One of our Year 10 students, Evangelia Katsavounidis, recently achieved third place in the National Literature Competition (Greek - English) organised by "Antipodes" in Melbourne for the short story she wrote. Evangelia was one of the eight students from St. Andrew's Grammar who participated in the competition. It is a great achievement by Evangelia as students and adults of all age groups were able to submit entries.

**Pan-Macedonian Competition:** In 2016, the Pan-Macedonian Association of W.A. and President Mr. Paul Afkos sponsored a student competition with the theme of Macedonia for the second year. All St. Andrew's Grammar students from Year 7 to Year 10 participated in this competition producing amazing work in three different categories: Literature, Art and E-presentations. The winners received their prizes from Mr. Afkos at the event organised at Alexander the Great Hall for the celebration of Greek National Day on the 28th of October.

**ATAR Exams:** Four students have selected Modern Greek as one of their ATAR (Year 12) subjects and they sat the external oral and written examinations. We are very pleased that they all achieved an A grade. The impressive average of their final marks was 85%. Their passion for learning Modern Greek together with their excellent achievement in the examinations is a great credit to the students and our school.

## **Promotion of the Greek Language and Culture**

St. Andrew's Grammar promotes the Greek language and culture through student activities and events organised by the school and offered to the wider community. Some of these activities include:

- **Presentations:** On Monday 16th May, the students of the Afternoon Greek Programme and many people from the wider community had the opportunity to attend a very interesting virtual presentation about Constantinople. Dr. George Frazis, Associate Professor at Charles Darwin University, presented the birth, rise and the fall of the Queen of the Cities.
- **Olympic Day:** In July, our Primary School celebrated Olympic Day. Olympic Day is a great opportunity for all students to learn about Greek history and the ancient Greek Olympic values. The quote from one of our students is very indicative: "Olympic Day was by far one of my favourite



days throughout the year. It didn't matter what place you came, it matters that you participated and worked hard, which everyone did! Truly a terrific day to remember.”

- **Initiatives in Communicating in Modern Greek:** In Term 4, the Year 5 and 6 students were fortunate to be provided with the opportunity to be mentored by some native Greek speaking, or advanced Greek Studies students from Years 7 and 8. The mentors have appointed a small group of Year 5's and 6's each, for the remainder of the term. Within these groups, the mentors are only allowed to speak Greek to the students and they facilitate role play situations with their groups that have been designed by the Greek Studies teachers. Students have the opportunity to practise and use the Greek language in a relevant and fun context because the scenarios are designed to reflect authentic experiences for someone travelling in Greece. Conversing in Greek is a priority in Greek Studies and this new initiative is off to a great start.
- **Students' initiatives:** Learning the Greek language, History and Culture is a passion for many of our students and for anyone else involved. Natalea Lampropoulos (Year 9) visited Crete in July 2016 with her family found the opportunity to interview Mr. Kostas Spanoudakis who was 17 years old when the Battle of Crete happened. It was a testimony from the Battle of Crete that we have published in our latest Greek magazine “Hermes”.
- **Greek Week:** This was the second year we have celebrated Greek Week at St. Andrew's Grammar. On Wednesday, 30 November it was the feast day of St. Andrew's. The whole school visited the Church of Sts. Constantine and Helene. Our students were involved in Greek Dance and they also enjoyed the special lunch and Greek spanakopita offered by the school canteen. From Monday to Friday, students were involved in many Greek activities during the school lunch breaks and Greek teaching time.
- **Special projects – Supporting Greek issues:** The advanced class in Modern Greek produced a project about the Parthenon marbles. This year 200 years have passed (1816-2016) since the British Museum purchased the marbles from Lord Elgin. The Consul of Greece in W.A. was invited to our Greek classroom and provided the students with very helpful information. At the end of the project the students have produced a letter in which they present their arguments regarding the return of the marbles to Greece. The letter was sent to the committee of the Restitution of the Parthenon marbles – Australia.
- **“Hermes”** is our Greek Studies messenger. Our electronic newsletter has been sent to all school families and the wider community to keep them informed about the students' activities in regards the Greek programme and other Greek events. This year our Greek magazine was mostly based on students' work and articles produced by them. We are very proud of our students' work and we would like to express our appreciation to all those readers who supported this initiative.

### Centre for the Greek Language

The **Centre for the Greek Language (CGL)** Examinations were held at St. Andrew's Grammar in May 2016. We would like to congratulate our students for the achievement of "Excellent" and "Very Good" results.

This success has demonstrated that we are providing our students with the opportunity for academic success in the Greek Studies area.

#### Level A1 (8-12 year olds)

**KYRIAKIDIS Damianos**

**STERGIOU Konstantinos**

### **Level A1 (adolescents & adults)**

**VOGIATZAKIS Celeste**

### **Level A2**

**FOUFOULAS Efstathios**

**KATSAVOUNIDIS Athanasios**

**MARGARIS-TAREISIS Kyriaki**

**MICHAEL Vanessa**

**SARANTELOU Maria-Eleni**

**THEODOROU Alexandros**

**VENOUTSOS Tessa**

### **Level B1**

**KATSAVOUNIDIS Evangelia**

**MARGARIS-TAREISIS Anastasios**

**THEODOROU Dimitrios**

### **Level B2**

**PASCHALIDOU Athina-Anna**

**Well done to each one of the students.**

**Και του χρόνου, περισσότεροι και σε ανώτερα!**

## **Service Learning**

In 2016, the staff and students at St Andrew's raised thousands of dollars and happily volunteered their time for several worthy causes including Homeless Connect, Purple Bra Day, Red Cross, Manna House, Breast Cancer Care W.A. and the Hellenic Community Aged Care. We also introduced some new programmes with the Year 11 Community Service week, the Year 7 buddy-story week and the Senior School blood drive.

### **Hellenic Community Aged Care Home**

Students from Years 9-12 visited the Hellenic Community Aged Care on several occasions this year. They were involved with a range of activities from playing bingo to making cups of tea or simply going for a stroll around the garden. Their presence brought such joy to so many of the residents and it was a great example of the students' rapidly growing engagement and enthusiasm towards service learning.

### **Purple Bra Day**

One of our most successful events this year was the whole school turning purple for Breast Cancer Care's Purple Bra Day. We all had a lot of fun and managed to raise a total of \$1315 with a purple free dress day and a huge morning tea stand. Some of the male staff members even put on a bra over their shirts to raise awareness for this important cause. The money was donated to Breast Cancer Care W.A to assist Western Australians affected by breast cancer.

### **World's Greatest Shave**

Aimee Bird, a Year 9 student, spearheaded a campaign to raise funds for the World's Greatest Shave. With the school's support she managed to reach her target and boldly shaved all of her hair to help Australians beat blood cancer. Aimee is a model citizen with a generous spirit.

### **Walk to School Safely Day**

On Friday 20th May, St. Andrew's took part in the 'Walk to School Safely Day'. The event was organised to promote the benefits of walking to school, including the impact it has on students' emotional and physical health, developing their confidence and feeling safe within the community. Several volunteers from the Secondary School helped out by giving stickers to students who participated in the walk and serving the free breakfast.

### **Homeless Connect**

On Monday 7th and Tuesday 8th November, two groups of twenty students from Years 9 and 10 assisted with the preparations for the Homeless Connect Day; an event where business and community groups come together to provide free services to homeless people. Students washed dishes, counted cutlery, put together goody bags, set up furniture and handed out free lunches. Their efforts were most impressive and all students who took part in the day should feel proud of their involvement in such an important project. St Andrew's also donated one hundred and seventy dollars, along with several boxes of non-perishable goods, to Homeless Connect from a 'Can or a Coin' free dress day.

### **Community Service Week**

The Year 11 students finished their 2016 school year on a high after completing a week-long programme of community service activities. There was a focus on leadership and it is pleasing to note that all students who participated showed a lot maturity and community spirit. Students raised five hundred dollars from the morning tea event, which they chose to divide equally and donate to Manna House and Breast Cancer Care W.A.; two organisations that the students worked closely with throughout the week. This was an extremely successful programme that we hope to repeat next year.

Congratulations to all of the staff and students who were involved in the service learning program in 2016.

## Parents and Friends President (2016 Report)

The President of the Parents and Friends Association, Mr Stelios Eleftheriou has provided the following report to the 2016 AGM of the P&F Association.

As I conclude three and a half years as P&F President, I look back on the time involved with very fond memories. There have been some stressful periods but on the whole it has been very rewarding and a lot of fun. I would like to take this opportunity to give a heart-felt “thank you” to my amazing 2017 committee. Once again this year we were fortunate to be joined by a group of new parents and of course this is encouraging as it shows the continued and ongoing support that we receive as a Parents and Friends Association.

There have also been some long-standing P&F committee members, such as Beena Lekha and Tony Pickering. You have been actively involved in the P&F from before I joined in 2013 and your dedication to our School is truly appreciated. I would also like to acknowledge our Principal, Simon Midson, for his ongoing support for and involvement in the P&F. You are always present at meeting and events and are always ready to lend a hand. Your involvement is always valued.

During 2017 the P&F agreed to try a different approach to running the sausage sizzles. That was to engage four groups within the School and get the parents from those groups to organise and run the event as a fundraiser for their group. This had varying levels of success however one positive was that it encouraged many different parents to be involved and meant that they were not all left to the same parents each time. This approach will likely be reviewed and further improved for next year. Another first this year was to trial hosting the Primary discos at Arial Fun in Malaga, instead of at the School. While they were both successful events and the children had a lot of fun, all agreed to return these to the School in 2017.

The P&F has also made a number of significant contributions and improvements to the School during 2016. The first was a large financial contribution of \$29,470 to complete the landscaping between the Senior School and the new Gymnasium. The new pathway, stairs and landscaping ensures that the campus integrates well with the new facility and looks both tidy and attractive. Next was \$25,000 towards the rollout of electronic smart boards across the Senior and Primary School. The P&F’s contribution allowed the School to add 5 additional boards to their programme of installing these across the School.

The P&F also approved the purchase of a loukoumada machine for \$4,200. The intention is to use this not only for Glendi but at many other School events. This is a P&F asset that can be used not only to fundraise but also to promote elements of Greek culture...its sweets ☺

Lastly the P&F has approved up to \$15,000 to renovate the Girls toilet next to the recently refurbished Boys toilet in the Primary School.

The Perth Glendi was the last major event for the P&F. The day was long and exhausting but a great success for the community and a wonderful opportunity to showcase our School. We operated two P&F stalls on the day: a food stall and a loukoumada stall (in cooperation with two other groups). While the food stall did not sell even 50% of what we had expected, the loukoumada stall was a great success. Overall we were able to cover our costs and have a small profit.

The most noteworthy aspect of the day was the incredible support that we received from parents and students. We had a full team running the stalls throughout the day, with a lot of enthusiasm...despite the heat! While there were many familiar faces who are always prepared to help the P&F, it was wonderful to see many new faces as well. A massive “thank you” once again to everyone involved.

With this, I conclude my time in this role and wish the subsequent President and committee every success and lots of fun in 2017 and the years to come.

## School Satisfaction

The 2016 School Satisfaction survey was completed by 120 families. This represents approximately 30% of the parent population of St. Andrew's. The majority of survey respondents were Primary School parents with 66 responses and Secondary parents provided 53 responses.

**Question 1: Please consider the reasons that you selected St. Andrew's Grammar for your child's education. The following were the main reasons:**

1. Safe and supportive school environment (72%): Please note that this result may have been influenced by this factor being at the top of the list.
2. Relatively small class sizes (68.8%)
3. The next three highest factors are: Positive and engaging spirit of the school, high quality teachers and excellent academic standards.

**Question 2: List up to three aspects that you value about St. Andrew's Grammar.**

The aspects that parents identified on multiple occasions that they value about St. Andrew's include:

Excellent teachers, small school environment, sense of community, safe environment with no bullying, excellent academic standards, multiculturalism, Hellenic language, culture and religion.

**Question 3: How do you feel St. Andrew's is different to other schools.**

The main factors that parents identified include: smaller class sizes, individual student focus and attention, caring teachers, community feeling, Hellenic language, culture and religion, multiculturalism and academic performance of the school.

**Question 4: Would you promote St. Andrew's Grammar to your family and friends.**

Significantly, 90.68% of respondents said they would promote St. Andrew's Grammar to family and friends.