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St Andrews Christian College Newsletter 2023

Issue 2 · 01 Apr 2021

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PRINCIPAL'S MESSAGE

Dear Friends!

It's hard to believe that it is the end of Term 1!

Easter celebrations commence the holiday break and it is a special time to reflect; to be thankful; and, draw closer to God.

As I reflect on the past term and year, I am thankful for the firm foundation in Christ we have at St Andrews Christian College.

It is really encouraging to review the results of our Parent/Staff/Student VIVIDUS SCHOOL SATISFACTION SURVEY 2020 and that people see that Christ is the focus at St Andrews and clearly understand our mission and purpose.

Our solid foundation in Christ is not just in words but should permeate every area of the College. It is present in classrooms; the basis of our learning and teaching philosophy; evident in policies; intentional in all planning; entwined in curriculum through a biblical worldview lens; outworked in service learning; the thread of unity in our community; and, the reason we exist as a school.

We have an anchor in God, who is immovable and unchanging in His love for us.

I love the words of an old hymn that reminds us:

*“My hope is built on nothing less, than Jesus’ blood and righteousness.
I dare not trust the sweetest frame but wholly lean on Jesus’ name.*

On Christ the solid rock I stand. All other ground is sinking sand, all other ground is sinking sand.

When darkness veils his lovely face, I rest on His unchanging grace. In every high and stormy gale, my anchor holds within the veil."

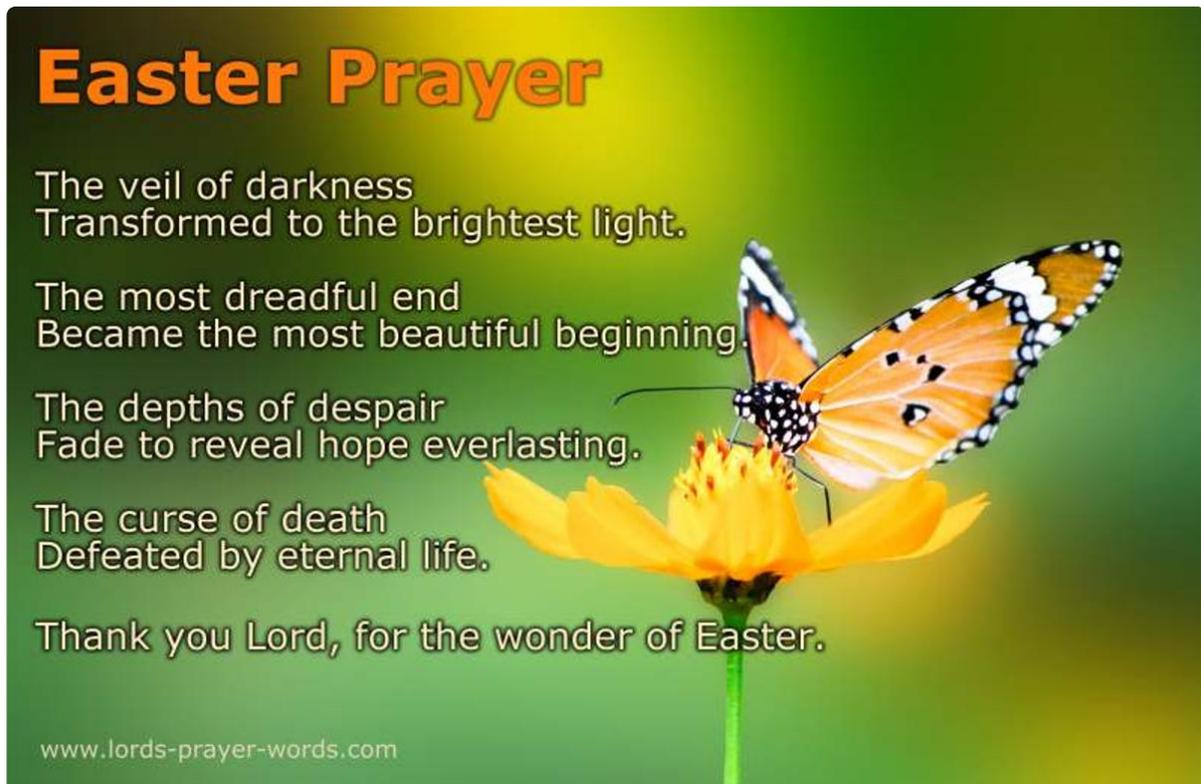
My testimony in my life and also as a principal for 18 years (now 10 years at St Andrews Christian College), is that God is faithful. Even when, and especially when the storms fly in or when the drought is incessant, I can trust God to lead me, guide me and be with me through all.

*7 "But blessed is the one who trusts in the Lord,
whose confidence is in him.*

*8 They will be like a tree planted by the water
that sends out its roots by the stream. It does not fear when heat comes;
its leaves are always green. It has no worries in a year of drought
and never fails to bear fruit."*

– Jeremiah 17: 7-8

Wishing you all special blessings for Easter as you remember and reflect on our Saviour's death and resurrection – and love for us all.



Shalom,

Catriona Wansbrough



NEWS

Congratulations Sasha Zhang



On 19 November 2020 Sasha Zhang attended the VCE Chinese First Language Speech and Writing Competition (via Zoom) held by Chinese Language Teachers' Association in Victoria (CLTAV) on behalf of St Andrews Christian College. It is exciting news that Sasha Zhang won a merit Medal, a great honour to both herself and to our College. This is especially encouraging to our students of Chinese language, who engage in these types of events.

Nelly Wang

Chinese Language Teacher

CSEN Interschool Mastermind Challenge

The CSEN Masterminds Challenge was held during Week 7 at Belgrave Heights Christian School. Teams of 10 students from various Christian schools battled their wits in 5 different categories: English, Mathematics, Science, Humanities (SOSE or HASS) and General Knowledge. Each pair of students were peppered with 5 rounds of questions in their field of expertise.



After a close tussle, both the Primary and Secondary team finished second in their divisions. Well done to the following students:

Primary Masterminds Team:

Joshua Chen
 Erica Dunham
 Nathan Elbourne
 Joanna Kwe
 Naomi Law
 Declan Lee
 Eric Li
 Andrew Muggeridge
 Isabella Tan
 Connor Xu

Secondary Masterminds Team:

Matthew Wu
 Vivienne Wang
 Ethan Wang
 Eugene Tu
 Daniel Lee

Joash Law
Michelle Feng
Agnes Chiu
Max Demunck
Sidra Dharmadasa

Ethan's comment sums up the event:

"It was a really fun competition and even though we were facing students much older than us we still did really well. Thank you to everyone who organised this event."

If there was an award for the combined effort from both teams, St Andrews Christian College would surely be on top of the leader board for 2021!

Kerryn Terrington

Senior Ensembles Concert - Book your tickets

St Andrews Christian College presents

2021 Senior Ensembles Concert

.....

Thurs 29 Apr, 2021 | 6:30pm - 7:30pm
St Andrews Christian College
Multi-Purpose Hall



Tickets available through TryBooking
Scan QR code above



Vividus Survey Reflections from 2020

Vividus Marketing have just released their findings into the performance of St Andrews Christian College for the 2020 school year. A comprehensive study was undertaken across all facets of the College's activities and a number of findings emerged in regard to the College's overall performance and satisfaction levels.

Considering the difficult year we had with COVID-19 and the constant changes in schooling from face-to-face to remote learning, the results of the 2020 Survey are very encouraging and continue to reflect a positive and affirming community regarding College operations.

Response Rates

Response rates in undertaking the Survey were higher in 2020.

Student response rate – 90%

Staff response rate – 91%

Parent response rate – 37.3%

Observations

- Despite the difficult year, our focus on Christ and reliance on God united our staff and community.
- A minor, negative theme was noticed in the parent responses in their struggle with remote learning. Responses could have been affected by parent frustration with all the changes to do with COVID.
- 44% of new students are referred to the College by a friend/family member.
- The focus on being a caring, connected and communicative community, committed to continuous growth and learning helped the College to successfully complete 2020.

Positive Responses:

- Strong Christian emphasis throughout the College.
- Teachers gladly provide help and support students when needed.
- Quality teaching.
- Encouragement from teachers to students to achieve to the best of their ability.
- The College's friendly/inclusive and supportive atmosphere.

- Staff and Parents work cooperatively to deliver high educational outcomes for students.
- The College's Vision and Mission are integrated into school life.
- Staff are approachable and available to help.
- Responsiveness and guidance from our Chaplain has been so appreciated and valued.
- There are opportunities to engage in service to others.
- Day-to-day organisation and management is done well
- Clear and effective communications to the community.

<i>Suggested Ideas for Improvement</i>	<i>Action</i>
Availability of scholarships.	<i>Our College is full and has huge waiting lists. There is no need to offer scholarships at this stage. We do give bursaries to families in need.</i>
Convenient parking/drop off and pick up at the school.	<i>Continues to be a challenge. We keep trying new initiatives and work with Knox City Council on this problem, but the congestion will only ease if more families walk to school or arrange pick up from Knox City shops.</i>
Questions about the need for Middle School.	<i>To continue to grow in 'Excellence in Christ' we have seen the importance of moving to be a Primary/Secondary model. 2021 is the transition year of undertaking this change.</i>
Need for parent webinars.	<i>Due to the success of parent webinars in 2020, we will look at further opportunities to present webinars.</i>
Desire for a café on site.	<i>Café currently being built!</i>
More student extension programs and choice of sports.	<i>We already undertake many programs to extend students. Further programs will be considered in 2021 – 2023.</i>
Improved House system.	<i>Targeted for 2022.</i>
More choice in subject areas.	<i>We actually offer as many elective subjects as other schools, except in Manual Arts. The costs for facilities in Manual Arts does not equal</i>

<i>Suggested Ideas for Improvement</i>	<i>Action</i>
	<i>the demand from students wanting to undertake these subjects. Our focus at St Andrews Christian College continues to be providing a more academic path for students who desire to go to university.</i>

Key Research Objectives & Methodology

Objectives

The surveys aim to provide your college community with a safe opportunity to voice feedback, levels of satisfaction, attitudes, and suggestions on a broad range of college attributes and characteristics. Thereby informing and empowering the college management team to respond to immediate issues and effectively prioritise and plan the future development and growth of the college.

Methodology

The 2020 research focused on:

- Overall unprompted satisfaction levels
- Specific sentiment levels in 8 key School Satisfaction Indicators (SSIs):
 - Leadership & Administration
 - Facilities & Resources
 - Community Spirit
 - Communication
 - Development & Care
 - Chaplaincy
 - Achievement Opportunities
 - Affordability & Value

Perceived strengths and areas requiring development
Desired service development areas
Likelihood of referral

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Overall Attitudes

91% of Parents are satisfied with the college (only 4.3% are dissatisfied).

96% of Staff are satisfied with the College (1.3% are dissatisfied, 2.5% neutral).



73% of Students are satisfied with the College (only 4.8% are dissatisfied).

88% of Parents intend to re-enroll. (4.3% Graduating)

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College Vision & Mission

94% of Parents feel that the College's vision and mission are clearly stated and integrated into College life.



99% of Staff feel that the College's vision and mission are clearly stated and integrated into College life.

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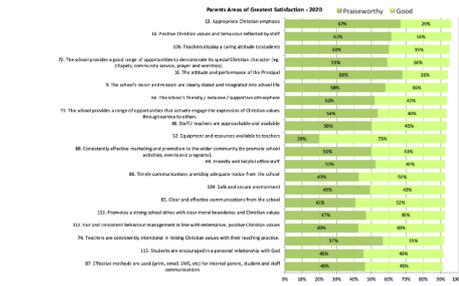
College Performance - Summary

Overall Satisfaction	91%	91%	91%	91%
Leadership & Administration	8.5	8.1	8.2	8.5
Facilities & Resources	7.6	7.5	7.6	7.7
Community Spirit	8.5	8.7	8.6	7.9
Communication	8.1	8.4	8.2	7.6
Student Development & Care	8.5	8.3	8.9	8.2
Chaplaincy	8.2	7.6	8.3	7.8
Staff Development & Care	8.5	8.1	8.5	8.5
Achievement Opportunities	7.8	7.4	8.0	7.5
Affordability & Value	7.2	7.2	7.2	7.2
Retention	8.1	8.9	8.1	7.3
Word of Mouth Promotion	8.9	8.9	9.1	7.1

91% Overall Satisfaction
96% Staff Satisfaction
73% Student Satisfaction
88% Parent Re-enrollment

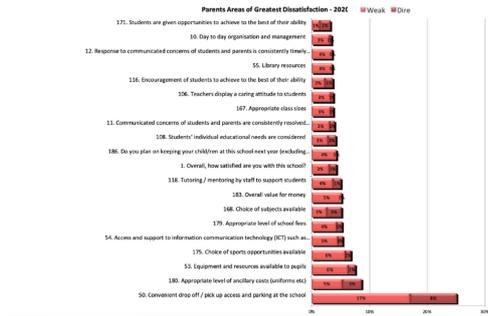
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Satisfaction Summary: Top 20 (Ordered by total number)



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Satisfaction Summary: Lowest 20 (Ordered Dire to Weak)



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Comparison to Previous Years (Parents)

Indicator	DF	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Overall college Satisfaction	91%	85	85	85	85	85	85	85	85	85	85
Parent to remain at college	88%	89	89	89	89	89	89	89	89	89	89
Unlikely to promote college	4.3%	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3



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Comparison to Previous Years (Parents) Continued

Indicator	DF	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Facilities - Presentation / maintenance of buildings and grounds	7.6	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Facilities - Library resources	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Facilities - Access to computers / ICT / iPads	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5



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Comparison to Previous Years (Parents) Continued

Indicator	DF	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Care - Teachers display a caring attitude to students	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5
Care - Quality of teaching	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4
Care - Encouragement of responsible attitudes in students	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4



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Comparison to Previous Years (Parents) Continued

Indicator	DF	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Achievement - Academic results	8.2	8.5	8.6	8.3	8.5	8.6	8.6	8.6	8.4	8.5	8.4
Achievement - Appropriate class sizes	8.0	8.1	8.1	8.2	8.2	8.2	8.2	8.2	8.1	8.2	8.1
Achievement - Stimulating learning environment and makes school work interesting and enjoyable	8.1	8.2	8.2	8.0	8.1	8.0	8.3	8.0	8.0	7.9	na



Principal

Fun at the St Andrews Open Day

What a wonderful day!

The St Andrews 2021 Open Day took place on Friday 5th March with a great interest from prospective new families and buzzing with lively atmosphere. It was the most successful Open Day ever for St Andrews Christian College with a 30% increase in visitor numbers, indicating the increasing desire amongst the community for quality Christian education. An amazing result considering the all the uncertainty and issues surrounding COVID.

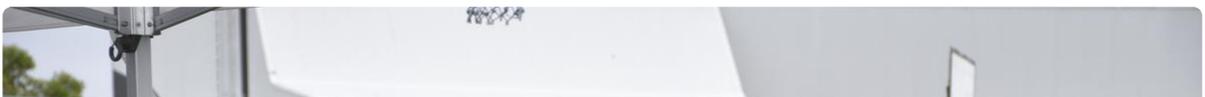
Our Student Leaders did a stellar job leading small groups of visitors on personalised tours to showcase our College and all it has to offer. Visitors were greatly impressed by the way they engaged with their groups and communicated the values and advantages of a Christian Education. Well done students you made us proud!

A huge thank you to all our wonderful parent volunteers for their help in the lead up to and on the day, for delivering our sausage sizzle, welcoming and interacting with people to create a warm welcome to all visitors, and showcase all that our College and community have to offer. The College would like to also thank Tarah at *Grinds Coffee Co* for providing the fantastic coffee cart.

A first for our Open Day was to have 'The Light' Positive Radio (previously known as Light FM) broadcast on-site throughout the event. Their presence added a real air of excitement to the event, as the live broadcast was heard all across the College grounds and kids were busy taking part in a heap of prize winning games and activities; the 'Face Sticker' competition being amongst the most popular.

Overall it was a stunningly successful day and we look forward to an even bigger and better Open Day 2022.













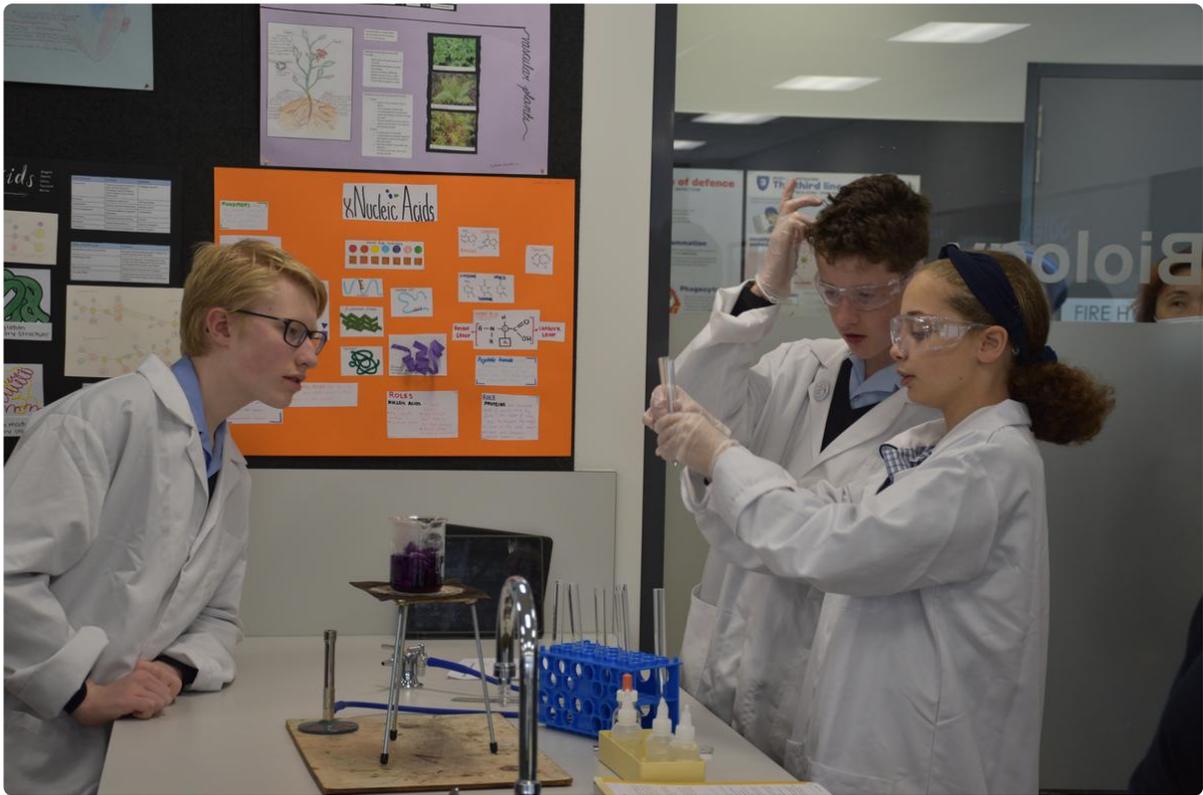
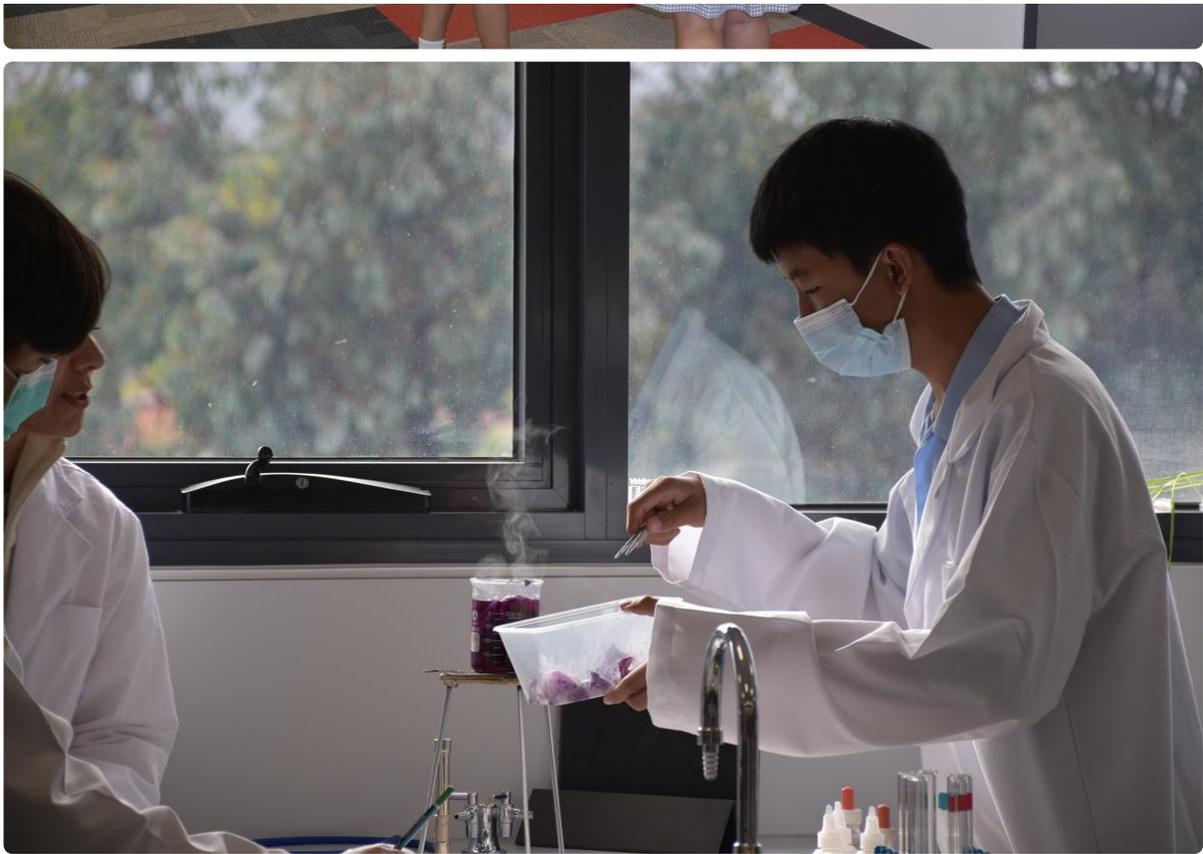




















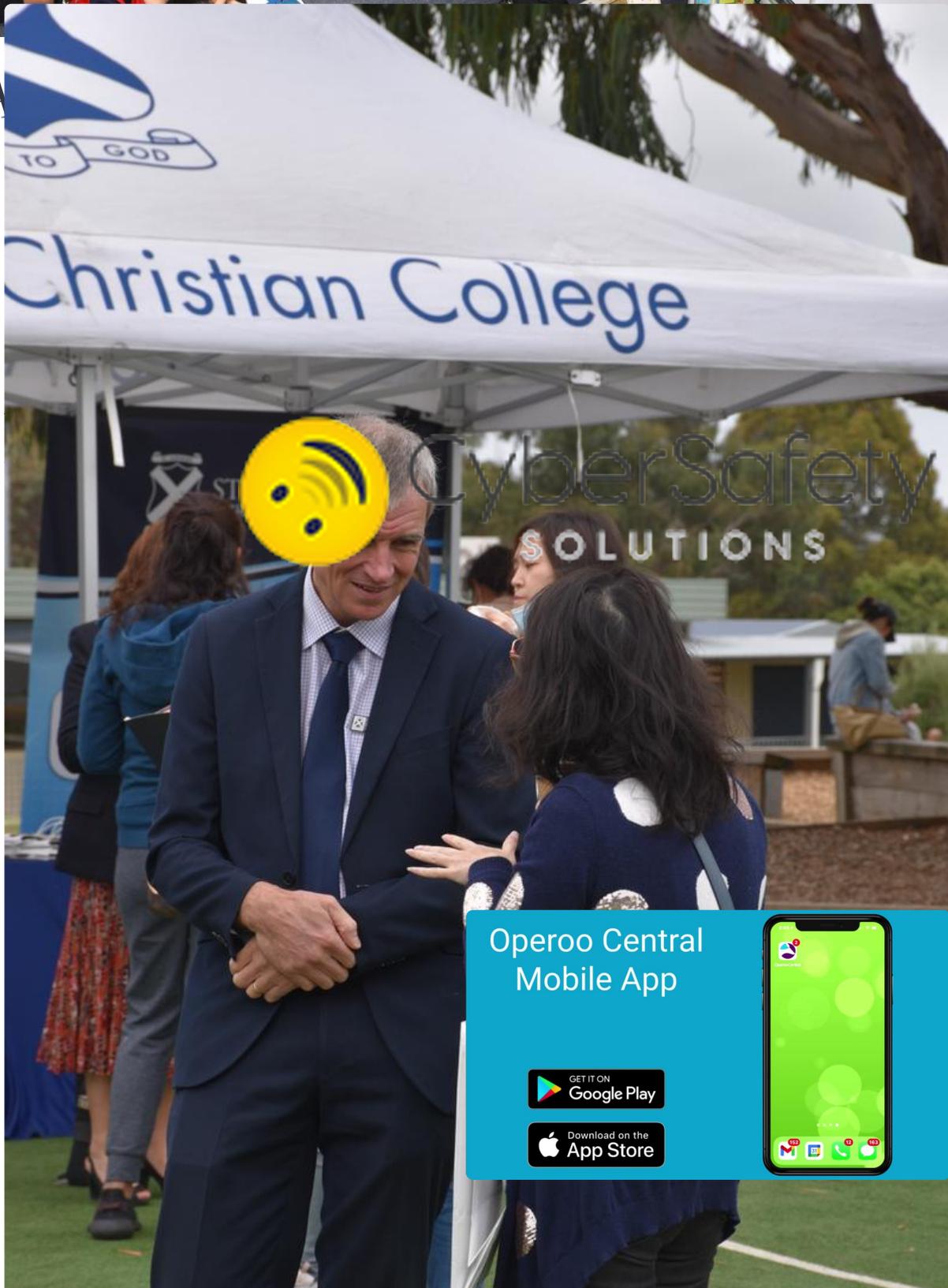








PA





Please remember to allow the app to use notifications so you won't miss any important messages we send you.

Some of the great features of the Operoo Central app are described below in a short one minute video:

If you have any questions please contact St Andrews Reception on 8847 8300 during school hours.

Cheryl Pajor

Student Services Administrator

Get to know our College Chaplain – Rev Warwick Grant

It has been a privilege to be the Chaplain here at St Andrews Christian College since March 2017. Prior to St Andrews I was a Chaplain at another school for 12 years and I previously had a long involvement in youth ministry in the Anglican Church in Melbourne.

But the focus of my ministry is not me! It is to point people to Jesus, and to live for him, which is what his followers should seek to do.



At St Andrews Christian College, I am involved in many different aspects of College life. I assist with class Bible devotions when I can and teach Biblical Studies to Year 2 – which is great fun! Assisting with Secondary sport each Wednesday afternoon and participating in some of the class excursions and camps gives me many opportunities to build relationships with students. I also attend the VCE Boys' Chat & Pray group on Fridays.

It is a privilege when members of the college community – be they students, staff or parents – wish to speak with me about a matter of concern. It could be a substantial issue, or it could simply be that a student needs a short time to step out of a class to speak with me. Such conversations are in confidence and if further external help eg. counselling, is needed, I will direct people to that.



Please don't hesitate to contact me if I can serve you or your children. My email address is wgrant@standrews.vic.edu.au and my direct phone line at the college is 8847 8316.

Rev Warwick Grant

College Chaplain, Wellbeing Coordinator

St Andrews Child Protection Officer – Mrs Yvonne Hughes

While we do not anticipate any safety issues and seek the safety of our students at all times, parents are encouraged to contact Mrs Hughes if they have any concern about child safety at St Andrews Christian College or are concerned about the safety of their child or any other child in the College.

Yvonne Hughes, Child Protection Officer
yhughes@standrews.vic.edu.au (8847 8314)



Students are also encouraged to contact Mrs Hughes if anyone makes them feel uncomfortable, or they feel unsafe at any time.

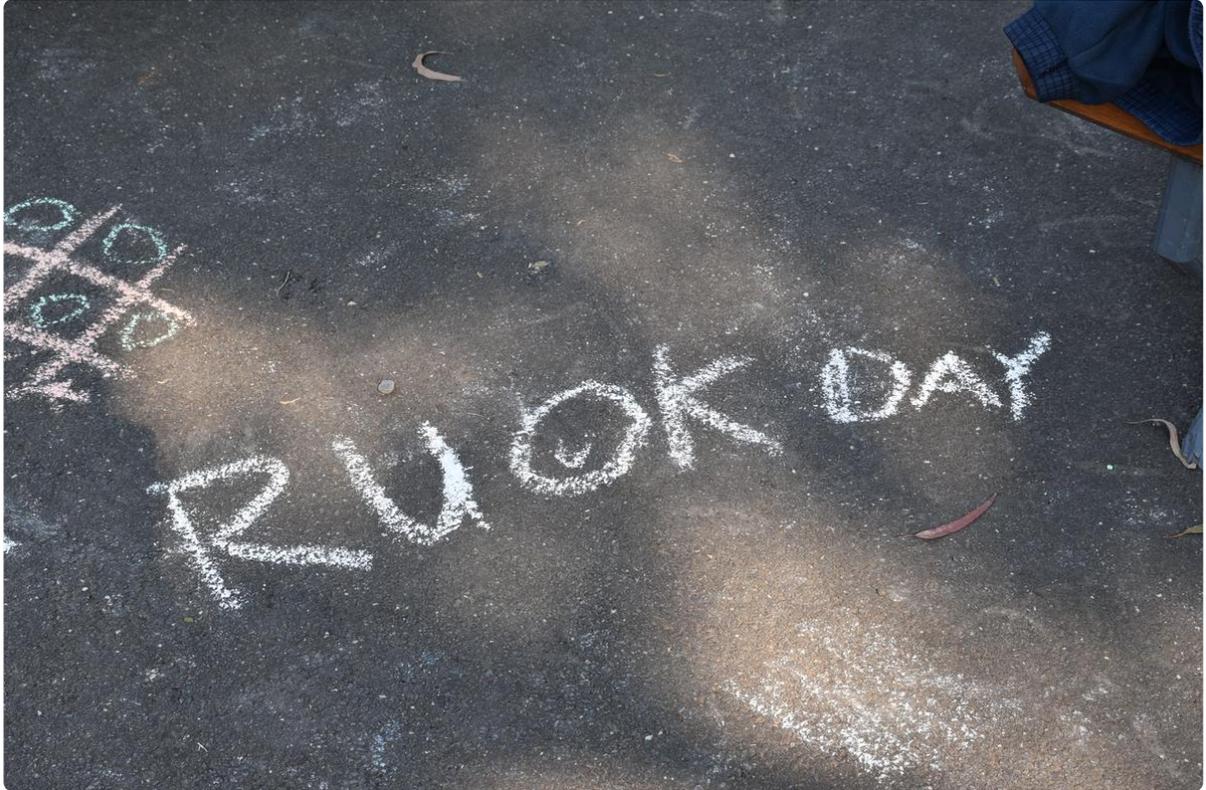
Catriona Wansbrough



PRIMARY SCHOOL

RUOK Day

On Friday the 19th of March we had our first RUOK Day for students at the College. Our amazing Primary School Captains produced a brilliant video that was shown in all Primary classes for devotions.









Creating Rain Clouds

Over Term 1 we have studied the amazing way in which God created our amazing world and how he thought of everything to make our world such a beautiful place to live. In science we have been learning about the weather, what different types of weather are and how it affects our daily life.





Gaye Jones & Natalie Nheu

Year 1 Teachers

Teddy Bears' Picnic

Paddington, Winnie the Pooh, and Big Ted! On Friday the 12th March, our Year 1s had their Teddy Bears' Picnic. It was so lovely to have a wonderful picnic evening enjoying family time, dinner and fun and games with our teddys. We had such a great night and even had some crazy monkeys visit us during story time. It was so lovely to see and hear the laughter, chatting and fun that was being shared, we had such a blast!



Gaye Jones & Natalie Nheu

Year 1 Teachers

Loads of Learning in Year 3

Year 3 students have been learning about the sun, moon and the earth. We particularly enjoyed discovering more about how shadows are formed. Playing “Shadow Tiggy” and making shadow shapes was good fun too!



We have also started Aboriginal Studies in Humanities, and Mrs Booth shared her knowledge with us in an interesting talk. She showed us wonderful items that are important to Indigenous Australians.



Another highlight over the last week was having our Primary Captains visit and share a devotion with us.



Overall, we have had a fun and enjoyable term!

Year 3 students

Why I am Blessed to be at St Andrew Christian College?

The following quotes are from Year 4 who shared an oral presentation to their peers in class this term.



*“I am blessed to be at St Andrews Christian College because I think everyone is nice as they want to follow Gods rules. All the teachers help me when I am stuck and prepare things for us to do.” **Annabelle Choi***

*“I am blessed to be a student at St Andrews Christian College because we have amazing teachers who are kind and friendly and who explain our work really well. When you come to this school you will feel very welcome because lots of people will be your friends.” **Akesh Weerakoon***

*“I am blessed to be a student at St Andrews Christian College because of all the fun things, the kind teachers and lovely students. Also that we are a Christian school and we can learn about God.” **Charlotte Cheung***

*“I am blessed to be a student at St Andrews Christian College because I live really close to the school so I can ride my bike every day and the teachers are all really nice”. **Neil Chong***

*“I am blessed to be a student at St Andrews Christian College because this school has lots of specialist classes like I.T, Sport, Music and Chinese. It also has a big play area.” **Ebony Baxter***

"I am blessed to be a student at St Andrews Christian College because the school has good teachers who encourage us to do good things and Trust in the Lord. There are kind friends who help you all the time and help you when you fall down." **Livia Abraham**

Gail van Heerden

Year 4 Teacher

Cranbourne Botanic Gardens Excursion

On 1st of March (Monday) all the year 4 students went to Cranbourne Botanic Gardens. We went there to learn about the Aboriginal culture. **Jeshurun Amarasingham**



I really enjoyed smelling the lemon myrtle leaves. I learnt that strong flavoured plants like lemon myrtle were used to make the earliest cordial. We smelt the leaf and it smelt like the lemon honey flavoured cough candy. **Veronica Che**

*One of my favourite activities was going to the Weird and Wonderful Garden. I liked it because we got to use ochre to make paint by putting water on a rock and rubbing the ochre on the rock! **Gabriel Chen***



*My most favourite activity was the wading pool. The water was perfect! There was also a mini waterfall. **Reeti Karki***

I thought our excursion was wonderful and I hope I have more of these exciting excursions where we can have fun and learn at the same time in the future!

Jacqueline O'Brien



*I really liked this excursion and I learnt a lot. My favourite part was making paint. I was very tired but happy when I got back home! **Jayden Yang***

Paige Cheung & Gail van Heerden

Year 4 Teachers

Sovereign Hill Excursion

On Monday 22nd March, Year 5 when on an excursion to Sovereign Hill to learn about Australia's gold rush. Thanks be to God, we all had a great day together.



Dan Ferguson

Year 5 Teacher

The FAN tastic police!

YAWN! It was 6:30am but I jumped out of bed eagerly to go to Sovereign Hill. We travelled on a bus and when we got to Sovereign Hill, we were all very excited to get there. First, we panned for gold and although it was fun, it was not my favourite part. Then we went to play a game with a teacher, a game that was the highlight for me.

“Hold up! Do you have a licence to the mine?” I eagerly questioned the miners. I was the police with Erin, and we had to fine people or put them jail if they didn’t have a licence to mine. The aim of the game was to try and earn the most money.



The winning team was my team! We earned £63 and most other teams only made £5. We were so thrilled we started using our money as fans. We were FAN TASTIC! At the end we gave free money to everyone. (Don’t worry, we already counted up the scores.) The teacher told us that £1 in the gold rush was like \$1000 so technically we made \$63000, a pity it was fake money! That’s why the game was my favourite activity.

Afterwards, we watched lollies being made and subsequently visited the Red Hill Mines. Following lunch, we went shopping but everything was so expensive! Finally, we had dinner and headed home.

What an exhausting but interesting day...Sovereign Hill was the best! Thank you to Mrs Law, Mr Sheahan, Mrs Hughes and Mr Ferguson for bringing us there!

By Marcus Chong

Gold Panning in Sovereign Hill

On Monday we had an amazing excursion to Sovereign Hill. I was so excited we had to get there by 7:15am in the morning. It took two hours to get there and once we arrived everyone was so excited to start gold panning! In the 1850s... people would pan for gold in the rivers and streams. Me and Ella actually found gold and place them in bottles of water.



Apart from that we learned about pounds and shillings and actually looked for gold in a mini mineshaft. When it was lunchtime we gathered around in a huge playground and sat at the benches to eat. We saw a lolly and gun demonstration which was really cool! We bought souvenirs and candy to eat and take home. We saw a gold pour and after I bought a golden wombat for my parents. We rode on a carriage and went bowling. I was so tired at the end of a great school trip!

By Elysha Letten

Raspberry Drops from Sovereign Hill are so good!

On Monday our whole grade went to Sovereign Hill on a bus for our excursion. When we arrived we sat on picnic tables around the lake and ate our recess. Soon after, we went gold panning which was so hard!



Finally we got to go play some short fun games where I got thrown into jail. But my favourite of all was watching the man make raspberry drops. I was hesitant of eating the raspberry drops when he mentioned they used to make them from beetle juice but they were so good! Eventually it was dinner after shopping and I was starving. The food was so good and the brownie was the best but then we had to go back to school.

By Evelyn Lee

Visit from Lola

On RU OK Day 6E had a very special visitor – Mrs Edwards’ new puppy, Lola! The students were extremely excited to meet Lola and were counting down the minutes until she arrived.



Lola loved running around outside and meeting everybody, and the students loved patting her, carrying her around, playing chasey and feeding her lunch! What a wonderful way to celebrate R U OK Day.

Chelsea Edwards

Year 6 Teacher

Puzzling Perimeters

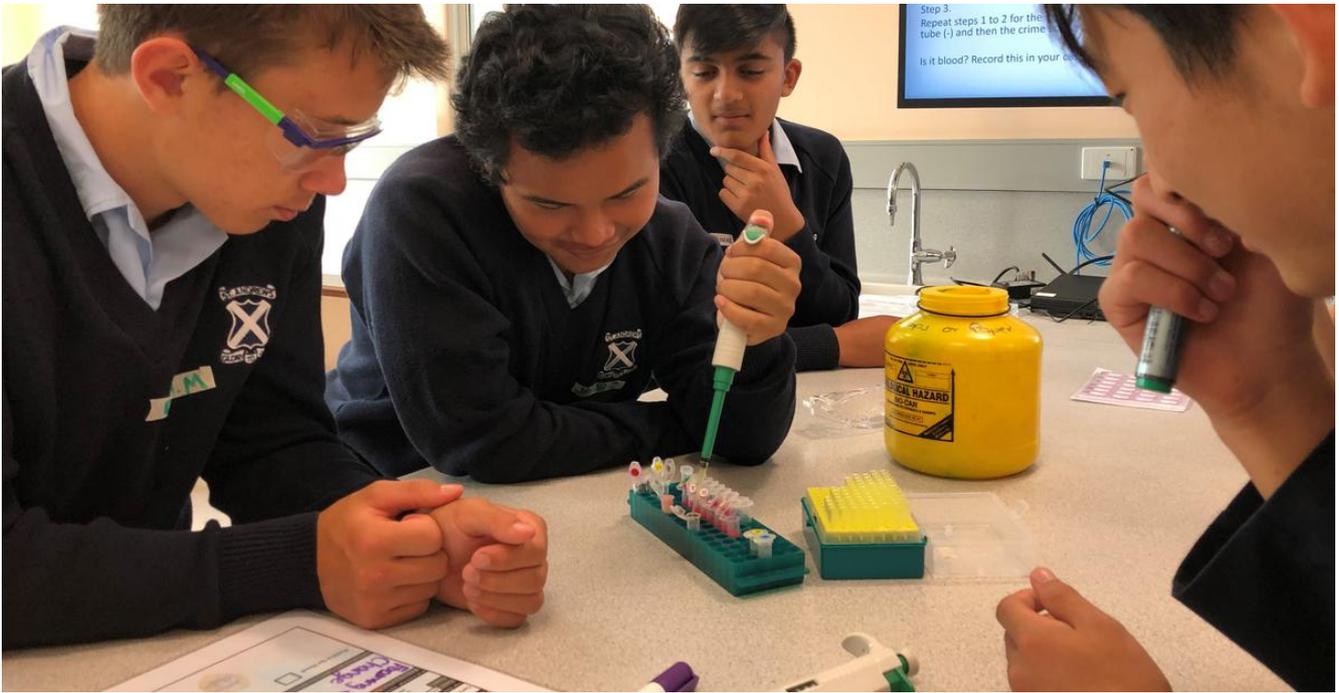
6L maths group were involved in a challenging jigsaw puzzle that engaged in the concepts of perimeter, area and mathematical reasoning. Here students were to create a larger sphinx from 4 small sphinxes, then create increasingly larger sphinx sizes.



It seemed quite easy until students had to try and create a Size 3 Sphinx. We congratulated Isaac Hsien who was given one clue word: 'orientation' and created a Size 3 Sphinx independently!

Melanie Lepileo

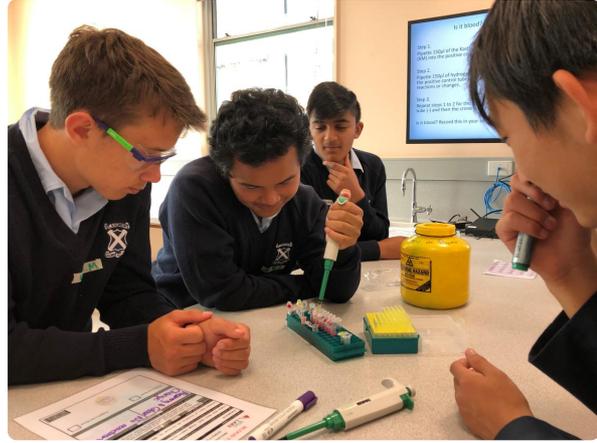
Year 6 Teacher



SECONDARY SCHOOL

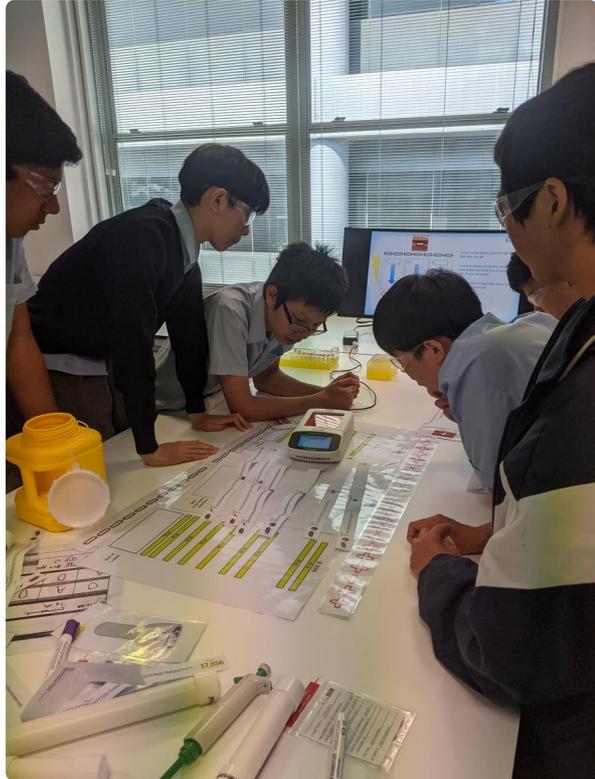
Year 10 GTAC Excursion

Have you ever wondered how they use traces of DNA or blood types to convict a suspect of their crime?



As an extension to their studies in genetics and inheritance the Year 10 students visited the Gene Technology Access Centre in Parkville to solve a murder and convict a killer.





Students analysed blood samples and also DNA fragments using gel electrophoresis to first eliminate suspects then identify the guilty party.

Greg Crotty
Head of Science

Year 8 Portraiture Class

The Year 8 Portraiture Art class worked extremely hard in the first half of the term to complete a portrait of someone who plays a significant role in their lives.

We congratulate our 3 school winners; Stephanie N, Summer M and Jessa May C, whose entries have been sent off to compete in The Young Archie competition.



Maria Wheelton

Art Teacher

Welcome to the Year 7 and 8 LEGO Club!

The Friday Lunchtime LEGO CLUB meets in the 7H Homeroom (Room 115) and exists to promote creativity and friendship. New members are welcome so that there are more ideas to spread around!



Tom Bolwell

Year 8 Student, Lego Club Member

VCE Studio Art

This wonderful artwork, *Polly*, was created by Sienna Buck during Studio Art this Term.



'Polly' - by Sienna Buck





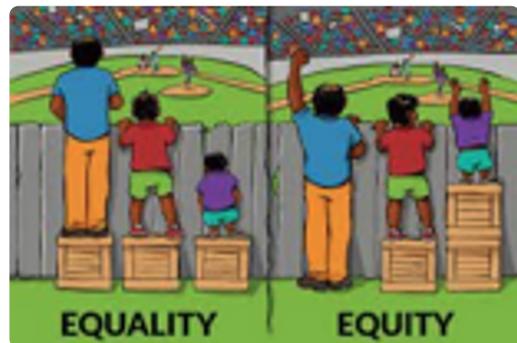
LEARNING AND TEACHING

Learning Support at St Andrews

“The biggest mistake in teaching is to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.”

Howard Gardner

For every behaviour, there is a reason. Our job in Learning Support is to aid parents and teachers to dig beneath the surface and help to identify what is going on for each student. It is to strategise and find out what works for each individual to assist their learning and development. Being able to identify what is going on for students early is important; early intervention is critical in helping children develop the necessary skills and strategies to enhance their development.



Strategies that work for one student, may not work for another:

“Even though students learn in many different ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination.”

Carol Ann Tomlinson

For the student with Autism Spectrum Disorder (ASD) they may struggle socially and find communication difficult. This may result in high levels of stress. People with ASD constantly strive to make sense of their environment, and the people and rules that govern it. These students need those around them to be:

- Consistent and predictable - provide timely warnings of any upcoming changes.
- Avoid emotion, appeal to their sense of logic.
- Use visuals.
- Limit choices.

Students with a Developmental Language Disorder find learning language challenging. It impacts their understanding of what people say to them, and often their ability to articulate their ideas and feelings. These students often struggle with vocabulary, grammar, sequencing and organisation to name a few.

Some strategies to support these students include:

- The gift of time to process.
- Use visual support materials.
- Use short, simple sentences when giving instructions or important information.
- Be clear and structured - provide simple written instructions for homework, assignments or tests.

Attention Deficit Hyperactivity Disorder (ADHD) is a complex disorder which affects a person's ability to exert age-appropriate self-control. It is characterised by persistent and developmentally inappropriate patterns of behaviour, such as impulsivity or inattention. While it is common for everyone to occasionally be impulsive or inattentive, a person with ADHD will be more frequently challenged and more severely impaired by these behaviours. A person can have either inattentive or hyperactive tendencies, or in some cases they have both.

Strategies to support students:

- Provide clear expectations for behaviour.
- Provide predictable routines as much as possible.
- Provide clear, explicit instructions.
- Offer opportunities for movement, or body breaks.

For individuals with a Specific Learning Disorder, problems with reading, writing, spelling or Mathematics cannot be explained by low intellectual ability, by another disorder, a person's lack of education, or a visual or hearing impairment.

A specific learning disorder affects how individuals learn in a variety of ways including how they take in, remember, understand or express information. A specific learning disorder may be defined as problems people encounter in learning that affect achievement.

There are a number of specific learning disorders:

Dyslexia – A specific learning disorder or disability in reading.

Dysgraphia – A specific learning disorder or disability in written expression

Dyscalculia – A specific learning disorder or disability in mathematics

Things that you can do to support a student with Dyslexia:

- Give me time to orally express my ideas but don't expect that the quality of what I write will match what I can say.
- Provide an audio book.
- Mark my ideas, not my spelling.
- Let me take a photo of the board.

At St Andrews, we endeavour to support your child/ren in the way that best suits them and their individual learning needs. We want to meet them where they are, make connections to what they already know and to build their learning from there. If there are things that particularly work well for your child, or that don't work for your child, please contact your child's teacher/s to let them know. The more we understand your child the better equipped we are to support their learning in the best way possible. You can also go to the Learning Support Page on the Hub to access more information and strategies Learning Support Parent Page.

Next term we will be trialing the presence of a Speech Pathologist on site each Tuesday. They will be working with selected students with a focus on language skills (across the school) as well as some social skills (Secondary School only). If you feel that your child would benefit, you can email me, however, there are very limited places. There will be a cost to parents for this service.

The Learning Support Teachers:

- Shirley Gillie – *Head of Learning Support* sgillie@standrews.vic.edu.au
- Wendy Punay – *Learning Support Teacher – Primary*
wpunay@standrews.vic.edu.au
- Kerryn Terrington – *Learning Support Teacher – Secondary*
kterrington@standrews.vic.edu.au

Blessings

The Learning Support Teachers

Working Mathematically

Recently, I have been reading some interesting articles on the critical connections between numeracy and mathematics.

Increasingly research is showing that life and work in the 21st century is requiring higher levels of mathematics and numeracy of its citizens. Numeracy and mathematics are intrinsically connected and both are needed in our ever changing, globalized and technological world (Tout, D. 2020, p. 2)

One of the key outcomes of a 2017 review of mathematics education is that the mathematics, or numeracy, related tasks that people undertake involve much more than basic arithmetic skills and straightforward procedural competence. Increasingly, numeracy now refers to the capability to use a range of mathematical and statistical knowledge and skills to solve problems in the real world for a purpose. Thus, to be considered numerate, it is expected that people will need to know some mathematics, and be able to apply that mathematics within a real-world context.

At St Andrews, we are committed to providing our students with the necessary knowledge, skills and opportunities to further develop their mathematical understanding so that they can make valuable contributions to society.

In the first newsletter, I posed the following problem:

Task:

- a) Take a piece of paper and tear it into nine squares.
- b) Write the numbers from 1 to 9, one number on each square.

- c) Arrange the number tiles in the grid below so that the three-digit numbers formed make a correct addition.
- d) Record any solutions you find

$$\begin{array}{r}
 \square \square \square \\
 + \square \square \square \\
 \hline
 \square \square \square
 \end{array}$$

As promised, here is a solution to the problem:

Questions:

- a) How many solutions are there in total? **Answer: 136**
- b) How do you know that you have found them all? **This is actually the most important aspect of the solution as it requires the most thinking and explanation.**

After finding several different solutions, an important observation is that the sum of the digits in the “answer line” is 18. If you are interested in the formal proof of this, please contact me.

Considering that there will likely be many different combinations, creating an ordered list is an efficient strategy. In total there are 42 possible combinations of digits which sum to 18:

981, 972, 963, 954, 945, 936, 927, 918, 891, 873, 864, 846, 837, 819, 792, 783, 765, 756, 738, 729, 693, 684, 675, 657, 648, 639, 594, 576, 567, 549, 495, 486, 468, 459, 396, 387, 378, 369, 297, 279, 198, 189.

Testing the case of 981:

The only way to obtain a “1” in the “units” column is by having the two digits adding to 11. This is only possible with the combinations 9 and 2, 8 and 3, 7 and 4, 6 and 5.

As digits cannot be used twice, the combinations involving 9 and 8 are not possible.

Now, test the 7 and 4 option. The digits 1, 4, 7, 8 and 9 have been used. Therefore only 2, 3, 5 and 6 are available.

To fill the spaces in the “tens” column, we have one “ten” carried from the addition of the 7 and 4. Hence, we need the remaining two digits to add to 7. The only option which works is 5 and 2. This then leaves the 6 and 3 to fill the spaces in the “hundreds” column. Checking the addition reveals that this is a valid solution.

$$\begin{array}{r}
 _ _ 7 \\
 _ _ 4 \\
 \hline
 981
 \end{array}
 \qquad
 \begin{array}{r}
 _ 5 7 \\
 _ 2 4 \\
 \hline
 981
 \end{array}
 \qquad
 \begin{array}{r}
 6 5 7 \\
 3 2 4 \\
 \hline
 9 8 1
 \end{array}$$

Now, test the 6 and 5 option. The digits 1, 5, 6, 8 and 9 have been used. Therefore only 2, 3, 4 and 7 are available.

To fill the spaces in the “tens” column, we have one “ten” carried from the addition of the 6 and 5. Hence, we need the remaining two digits to add to 7. The only option which works is 4 and 2. This then leaves the 7 and 3 to fill the spaces in the “hundreds” column. However, this leaves a result which is greater than 9. Hence, this is not a valid solution.

$$\begin{array}{r}
 _ _ 6 \\
 _ _ 5 \\
 \hline
 981
 \end{array}
 \qquad
 \begin{array}{r}
 _ 4 6 \\
 _ 2 5 \\
 \hline
 981
 \end{array}
 \qquad
 \begin{array}{r}
 7 4 6 \\
 3 2 5 \\
 \hline
 9 8 1 \times
 \end{array}$$

Hence, a solution for the case of 981 is:

$$\begin{array}{r}
 657 \\
 + 324 \\
 \hline
 981
 \end{array}$$

We can also see that it is possible to obtain four solutions using this combination of digits.

$$\begin{array}{r} 657 \\ + 324 \\ \hline 981 \end{array}$$

$$\begin{array}{r} 654 \\ + 327 \\ \hline 981 \end{array}$$

$$\begin{array}{r} 624 \\ + 357 \\ \hline 981 \end{array}$$

$$\begin{array}{r} 627 \\ + 354 \\ \hline 981 \end{array}$$

Following this logic for each of the 42 combinations of digits, with four solutions for each combination, there would be a maximum of 168 solutions in total.

However, we need to consider if any of the 42 combinations of digits are not possible.

Considering the case of 189:

The only way to get the “9” in the “units” column is by having the following combinations: 8 and 1, 7 and 2, 6 and 3, 5 and 4

$$\begin{array}{r} _ _ 7 \\ _ _ 2 \\ \hline 189 \end{array}$$

Now, 8 and 1 is not possible as digits can only be used once.

If it was 7 and 2, then the only digits remaining are: 3, 4, 5, 6. There is no way to arrange these to ensure a one in the “hundreds” column and resulting of an answer of 189.

The same is true if 6 and 3 or 5 and 5 are chosen.

The same logic can be used to discount each of the following: 396, 387, 378, 369, 297, 279, 198, 189

As such, there are 8 combinations from the original 42 which do not work.

Hence, there are a total of 34 combinations which do work and for each of these combinations there are four possible solutions.

Therefore, there are a total of 136 solutions.

Some of the solution strategies which have been employed in solving this question are: Creating ordered lists, Looking for patterns, Working backwards and Breaking the problem into manageable parts, to name a few. Were there other strategies that you used?

The work of a mathematician is never done as there are always more questions to ask. Can the same frame and digits be used to create subtraction problems? If so, how many solutions are there? How will you know when you have them all? How do they relate to the addition problem?

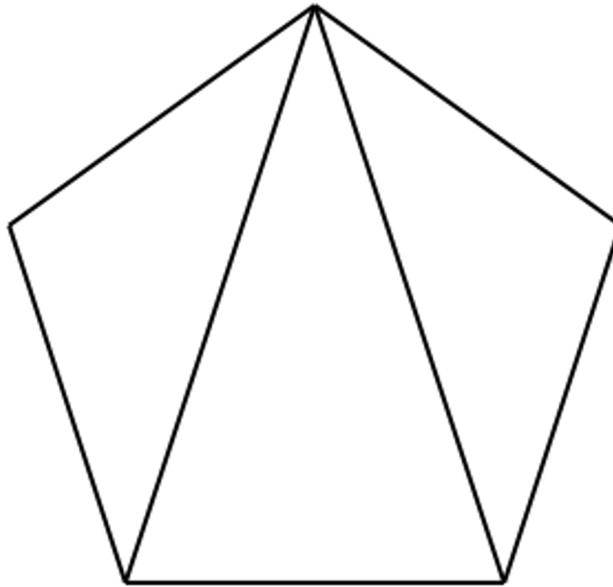
I hope that this problem has provided for some interesting discussions around the kitchen table and an appreciation that the answer is only one very small part of the experience in solving mathematical problems.

Michael Swanborough

Head of Learning and Teaching

Pentagon Triangles

For our next challenge, take a regular pentagon and cut it into three triangles along its diagonals.



- a) Explore the ways in which different shapes can be made with the triangles. Record at least four different shapes. In how many ways can the same lengths be matched?
- b) Can you make a triangle from two pieces? How? Record your result. Can you prove it?
- c) Can you make a triangle from three pieces, four pieces, five pieces, six pieces.....?
- d) Is there anything special about the shapes of the triangles you have found?
- e) What else can you discover?

Michael Swanborough

Head of Learning and Teaching

Parenting Ideas

A recent article on the Parenting Ideas Website “That’s Leadership Thinking” has some great advice for parents to help their children develop a leadership mindset.

 [Parenting Ideas Insights - That's leadership thinking.pdf](#)

Helping tween and teen boys navigate the world is challenging parenting territory. It's tempting to put off the conversations that we need to have because they seem too hard to initiate. Parenting expert Michael Grose shares communication strategies from popular boy champions to help you have the conversations you need to have.

For more great ideas and articles to help you in your parenting journey, explore the Parenting Ideas website [here](#).

Michael Swanborough

Head of Learning and Teaching

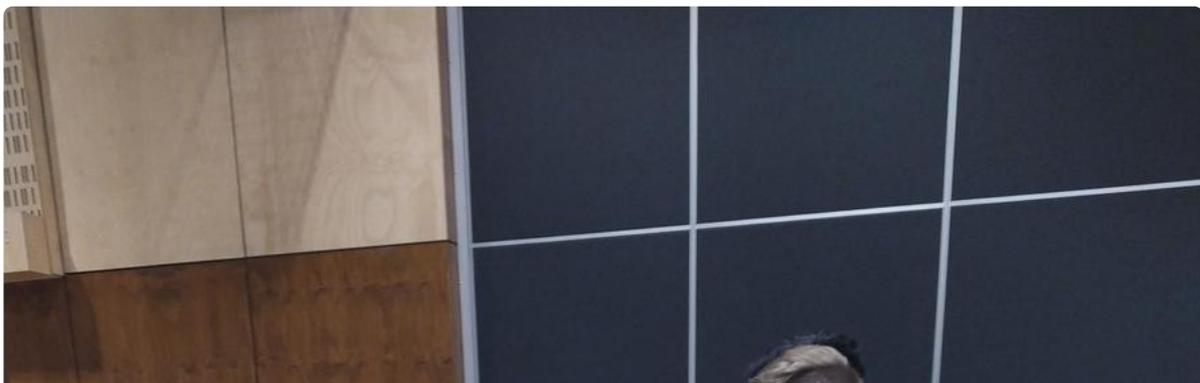


PERFORMING ARTS

Year 9 TheatreSports Workshop

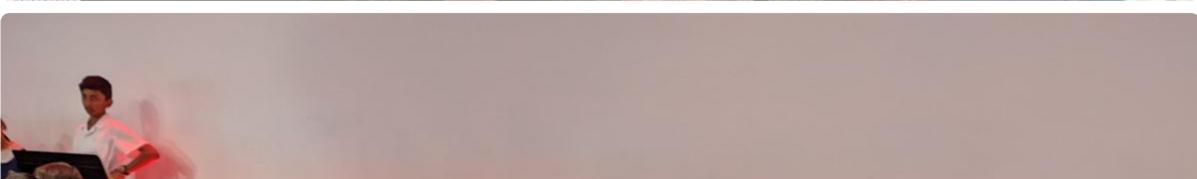
St Andrews' Year 9 TheatreSports class spent a wonderful day at Waverley Christian College, Narre Warren, participating in the annual CSEN TheatreSports Workshop day.

There were lots of students from other schools there also, and our students had plenty of opportunities to meet new people, and do different acting activities with them.



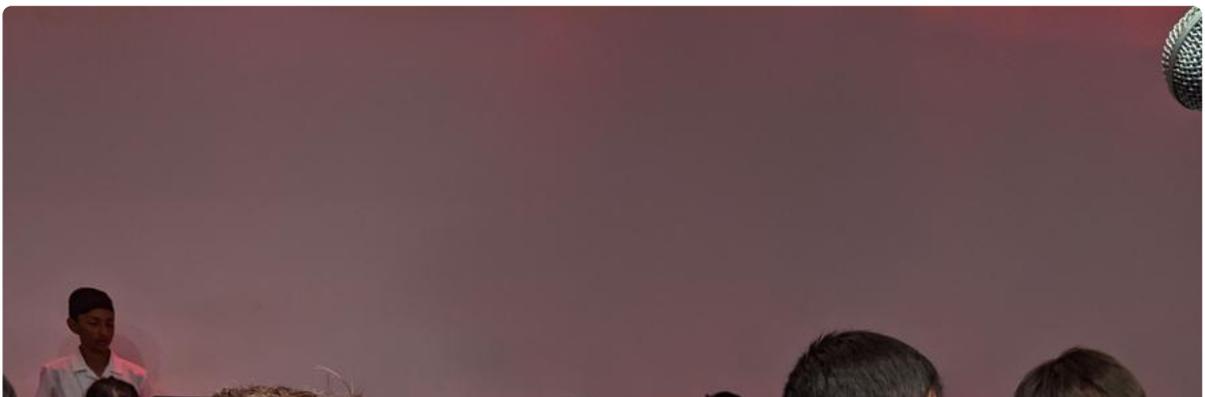








As part of their assessment for Unit 3, the Year 12 Theatre Studies class is presenting 'The 39 Steps: a Live Radio Play' in the first week of Term 2





vocal group outside of school which I have thoroughly enjoyed. With the spare time I have, I've spent it making plans for the future, many of which are still "what ifs", with the biggest plan being a trip to explore Europe with a few friends once the Covid situation settles down globally.

What part did Performing Arts play in your time at school?

During my years at St Andrews, I was initially fairly dismissive of the Performing Arts side of things, not really taking an interest as I never thought I'd be any good at it, as well as being incredibly scared of performing in front of others. However, with the help of some very good friends, I took a leap of faith and jumped straight into Theatre Studies in Year 11, becoming a student in St Andrews first Theatre Studies class. From there, I went on to join the 2018 production of Hot Mikado, absolutely loving being a part of it all. As 2019 drew nearer, I took yet another leap after talking with the previous Performing Arts Captain and my good friend, Jonathan Edwards, and successfully applied for the position of Performing Arts Captain for 2019. Over the space of a single year, I had rapidly fallen in love with theatre and found myself as Performing Arts Captain, encouraging and leading

others to come and join what I now loved dearly. Performing Arts definitely became a huge part of my life after taking that first leap. It helped me gradually come out of my shell, to find confidence in myself, taught me to take risks, and gave me something to funnel my creativity into. It also gave me some incredible friendships with a range of people from a variety of classes and year levels that I likely wouldn't have met had it not been for these opportunities, leading to the creation of bonds forged in the fires of theatrical nerdiness and in the sheer creative madness that came with Performing Arts.

How did you see God at work in the performing arts at SACC?

I could very clearly see God at work in Performing Arts. I could see it in the love shown by students to one another, through the growth of students in their confidence, through the joy and wonder each and every person had when doing something they absolutely adored. And all of this was done with biblical truth as the base, knowing that we are all "fearfully and wonderfully made" (Psalm 139:14). Just seeing students going out there and using the gifts and talents God had provided them, using that creativity and energy that God has given us was really a wonderful experience and really shone God's light to those who were able to witness and take part in it.

What advice do you have to any current students who are considering getting involved in performing arts?

For those who are considering jumping into Performing Arts, I have one thing to say... DO. IT. Take that leap! Opportunities like the ones I got to experience in the Performing Arts sector don't show up every day, and they are well worth your time. It's a very different kind of experience, but one that I feel every student should try out at least once. It'll help you grow, mature and become more confident in yourself, and hey, you don't have to sit at a desk all day. Take a risk and do something different, you won't regret it.



SPORT

St Andrews Netball Club News

Each month, we are awarding 2 netball players from our club for their improvement, team work and commitment to the netball game and our club.

Congratulations to the following players:

Nevindi Watawala, U/11 Giants - *Most improved*

Charli-Rose Morris, U/18 Swifts - *Coach of the Month*

Sarah Farmer (centre of photo), for stepping up and coaching her team so enthusiastically and with such encouragement and gusto! - *Coach of the Day*





Nevindi Watawala, U/11 Giants - Most improved





Sarah Farmer (centre of photo) - Coach of the Day

reception from Term 2). Our aim is to raise funds to further develop

our club, which includes: Running netball skill clinics to build confidence in our players and strengthen our teams; provide equipment for our teams as needed.



These succulents will be \$7 each and are to be delivered in time for Mothers' Day!

Thank you for your support,

Lauren Gaschk

St Andrews Netball Club President

St Andrews Champion Softball Team

The St Andrews Softball team have brought home the Championship after winning the CSEN flag in division A today during the Year 7/8 Sport Finals - with a convincing 13-4 Victory!



Cailyn Holland
Secondary Sport Coordinator

SSV Swimming

It was great to be back competing in our SSV Wantirna District interschool swimming in late February where 12 St Andrews students qualified for the next round to the Division of Knox.



SSV Division Swimming Champs

St Andrews had 12 swimmers represent the College at SSV Division swimming on Wednesday 3 March. Chris Li, Leo Wong, Joshua Chen, Anders Pees, Natalie Chen, Erica Dunham, Sereana Beovich, Joanna Kwe, Samuel Ng, Junuru Teng, Alex Rose and James Kwon all competed.



They finished third in freestyle relays and placed just outside of top three for individual events. Well done to our fantastic swimmers!

Andrew Farmer

Head of P.E. and Health

CSEN Primary Swimming Legends

Year 3 to 6 St Andrews Students had the opportunity to compete in the CSEN Primary Swimming Carnival on Wednesday 10 March, with many wins for the day.

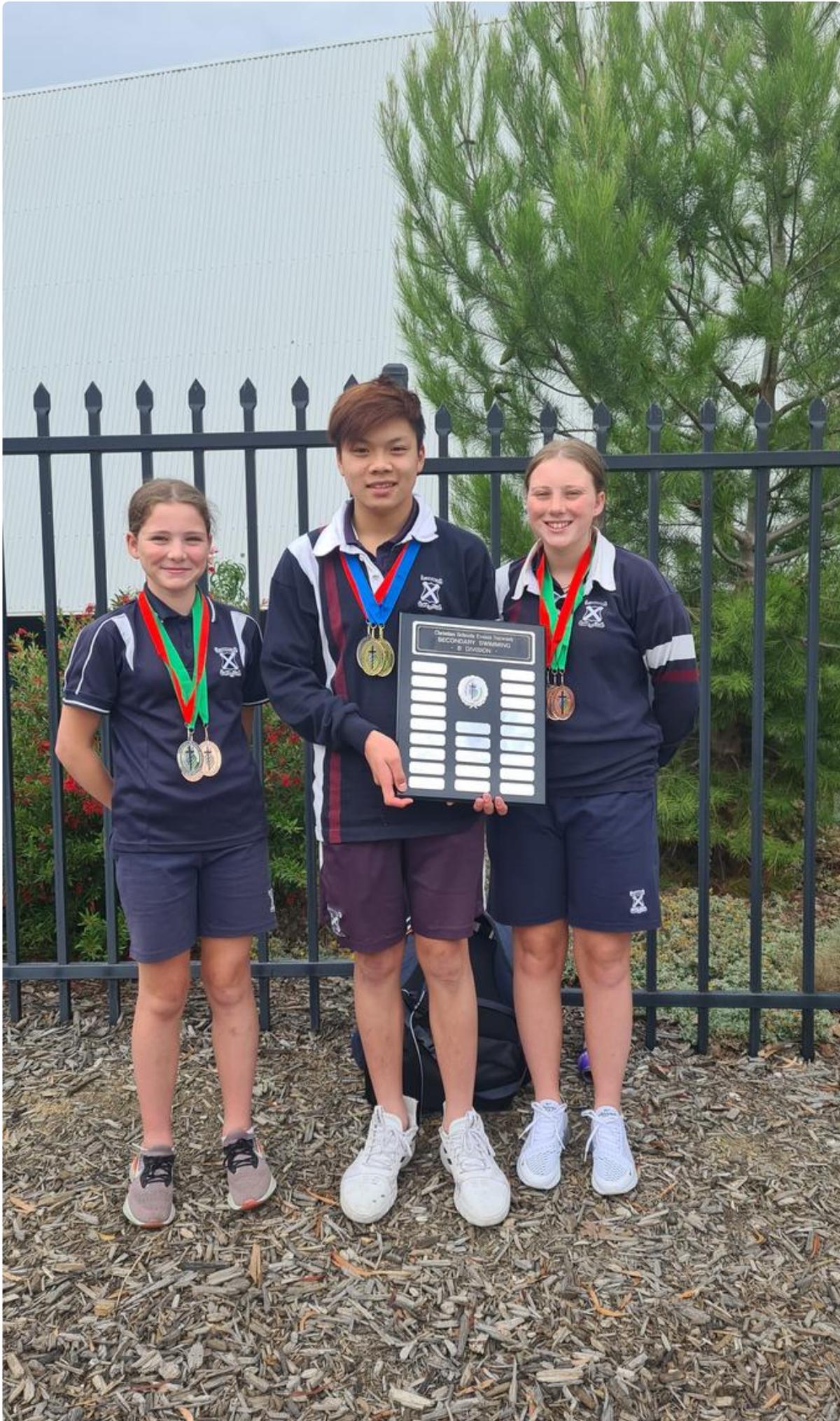


Andrew Farmer

Head of P.E. and Health

CSEN Secondary Swimming Winners

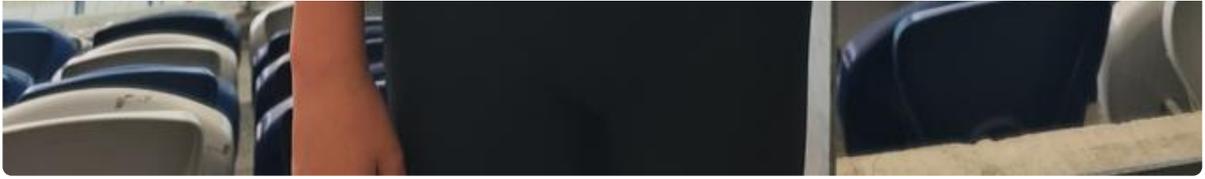
On Thursday 11 March we had the best day competing and cheering our awesome St Andrews Senior swim team, who produced some amazing results, winning our division against 9 other schools who are double our size. This is the first time in 15 years we have won secondary swimming! Congratulations to all our fantastic Senior Swimmers!





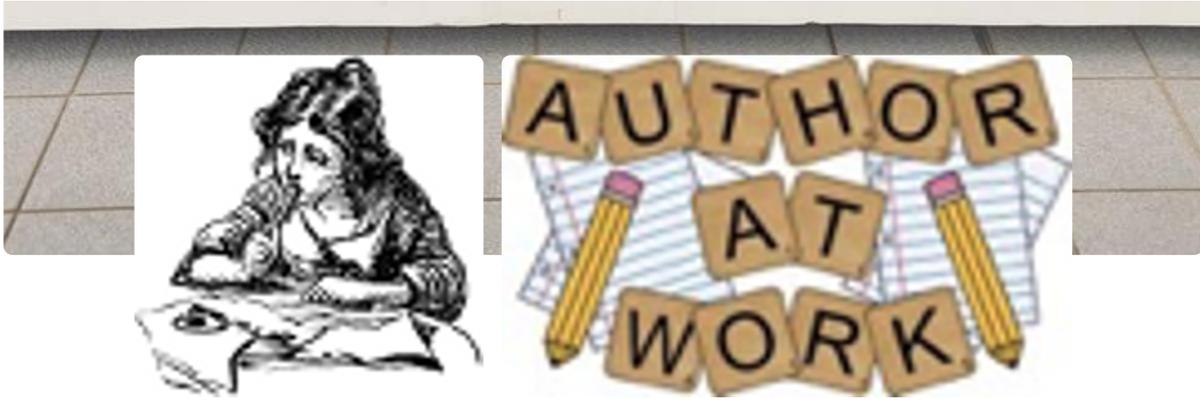
Secondary Sport Coordinator







LI



Do you enjoy writing? See below for some writing competitions that you may like to enter.

**1st Best Children's Writing Competition Awards
(Saci Books)**

For: Ages 4-17 years

Deadline: 19th April, 2021

Theme: Coronavirus in 2020

Format: Any written format

Prize: 5-10 winners in each age group. Stories will be published in a compilation and will receive royalties. (Details will be sent to winners)

More information:

<https://sacibooks.com/writing-competition-2021/>

**RD Walshe Memorial Writing for the Environment prize
(Sutherland Shire Environment Centre)**

For: Australian citizens under 18 years old.

Deadline: 22 May, 2021

Theme: Loss of Biodiversity on Earth

Format: A script for a 10-minute play, which can be read in 7 minutes.

Prize: 1st prize- \$500, Runner-up: \$100

More information:

<https://www.ssec.org.au/grants-and-awards/rd-walshe-memorial-writing-for-the-environment-prize/>

Future Leaders writing prize

For: students in Year 11 and 12

Deadline: 31st May, 2021

Theme: Fiction/ non-fiction of 800- 1,000 words on any topic

Format: Piece of writing between 800 and 1,000 words

Future Leaders writing prize**Prize:** \$1,000 and work published.More information: http://www.futureleaders.com.au/awards/Writing_Prize_2021.pdf**Insight Annual Creative writing competition****(Insight Publications)****For:** Students in Years 7-12**Deadline:** 6th August, 2021**Theme:** A Flash of inspiration**Format:** Essay (word count varies according to year level)**Prize:** Varies according to year level.**More information:** <https://www.insightpublications.com.au/writingcompetition-2/>

Victorian Premier's Reading Challenge, 2021



The Victorian Premier's Reading Challenge is about to start for 2021. Students in Years 7 and 8 will take part in the Challenge this year. The theme is "Open up a new world". Once registered, students will be given a username and password which will be used to record the titles read. More details can be obtained from the English teachers and from the Senior Library.

Check the Library Homepage on *the hub* for new titles and recommendations. The newsletter will have more information about the VPRC next term.

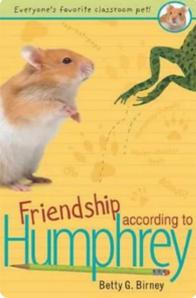
The rules for the Challenge can be found here:

<https://www.education.vic.gov.au/about/events/prc/Pages/whattodo.aspx>

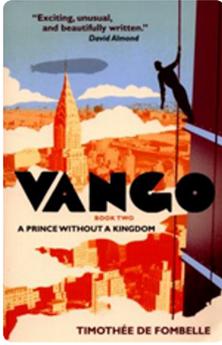
Information on taking part in the Challenge:

<https://www.education.vic.gov.au/about/events/prc/Pages/school-students-parents.aspx>

New Titles for Accelerated Readers

<p><i>4up AR</i> Author: Betty Birney</p> 	<p>Humphrey loves to solve problems, but never meant to create one. How will he manage this time?</p>
<p><i>Sup AR - Animal</i> Author: Jennifer Li Shotz</p> 	<p>This is the first book in a series about a retired Search and Rescue dog. Hero and his owner find a stray puppy. When Scout goes missing, Hero needs to use his skills in the search.</p>
<p><i>Sup AR -Adventure</i></p>	

Author: Timothée
de Fombelle

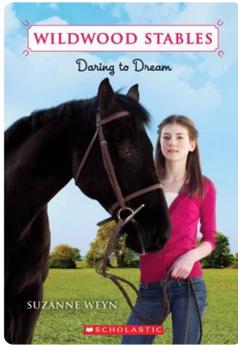


This is the sequel to “Between sky and earth”

Vango continues his search to discover who he is and why he is being chased all over Europe.

7up AR

Author: Suzanne
Weyn



The First book in the series “Wildwood Stables”

Taylor loves horses, but cannot afford riding lessons or a horse. She finds two abandoned horses and needs to find a home for them.

Lynne Marks, Anita Little, Wai Peng Heath

Library Staff