

St Andrew's College Preparatory School

Annual Report 2016





The end-of-year 2016 Preparatory School Annual Report aims to inform the school community about pertinent areas of operation during the year. In particular, it provides information on areas of learning focus and development.

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2016 WAS A YEAR OF HIGH-LEVEL ACADEMIC ACHIEVEMENT

Literacy and numeracy advancement was significant, as was the children's ongoing development of strategies and tools for learning. The children performed well against national benchmarks.

Reading –	Children at or above national averages – 88%
Mathematics –	Children at or above national averages – 85%
Writing –	Children at or above national averages – 81%
Key Competencies and New Learning –	Children achieved within or above their year level standard – 93%

Advances in learning and curriculum approach continued during the year. The school is committed to enhancing strategies and skills for learning. The children need to be able to make meaningful connections and to apply knowledge to a range of situations and contexts.

The Preparatory School continues to be visited by teachers, parents and board members from other schools. It is considered a showcase and a working example of what a 21st century learning environment looks like. Enjoyment, engagement, personalised learning and achievement is readily seen at any time during the day.

The school's learning environment caters for all learning styles and abilities, and offers a level of diversity that nurtures and expands all children's development. The children's learning is personalised through differentiation; the focus becomes each child's genuine next steps. This allows each child to work at his or her appropriate level irrespective of year level. The teacher uses a 'guide by the side' approach to stimulate deeper thinking and understanding through quality questioning.

Differentiation also caters for the learning needs of able children. It allows them to work at an extended level but remain in their learning environment with their peer group. This approach also assists the development of their Key Competencies (KCs) or emotional intelligence (EQ).

The KCs are considered integral to being a well-rounded and successful learner. A person's EQ is expected to be a significant factor in securing employment in the future. The primary years are the foundation years for the development of this skill set.

In the Preparatory School we are fortunate to have:

- the ability to implement the National Curriculum as designed;
- clarity within the school around effective pedagogy, i.e. agreed hallmarks of quality learning;
- strong curriculum leadership;
- competent teachers;
- enrichment experiences taken by specialist staff;
- rigorous teacher performance review;
- a physical environment that supports the school's approach to learning;
- flexibility: availability of large open areas as well as smaller (class) rooms. Either or both can be used depending on the learning environment required at the time;
- one teacher with a class of children; this ensures that the crucial connections made between the teacher and child (and family) can be fostered and maintained, and there is no loss of learning flow;
- indoor/outdoor flow and connectivity;
- availability of a range of learning technologies;
- opportunities for innovation and creativity;
- forward looking and timely future planning.

During the year the children enjoyed high levels of success – there were many outstanding academic, sporting and cultural achievements.

The Preparatory School curriculum is developed under the guidelines and philosophy of the New Zealand Curriculum and takes into consideration the special nature of St Andrew's College. It takes, as its starting point, a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five Key Competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning.

Literacy remains the largest and most important learning area (includes Reading, Writing, Spelling, Visual and Oral Language). Literacy accounts for 60–65% of the weekly timetable. Numeracy (Mathematics), Enrichment (Specialist areas), and Units of Inquiry make up the majority of the remaining time in the timetable.

The school is committed to enhancing strategies and skills for learning and high levels of understanding. A quality learning environment encourages discussion and questioning, and for the student is engaging, differentiated, and meaningful. It also develops interpersonal skills.



The continued development and implementation of a common school-wide Key Competencies language has remained a focus during the year. The areas of Managing Self, Relating to Others, Participating and Contributing, Thinking, and Using Languages, Symbols and Texts are considered integral to character development and academic achievement. Following on from student inquiry work in this area the staff and students produced the following language for use within classrooms:

A THINKER; (KC – Thinking)

- is curious;
- asks questions;
- is creative;
- thinks for themselves.

A COMMUNICATOR; (KC – Using Language, Symbols and Texts)

- understands information;
- shares information in a variety of ways;
- communicates appropriately.

A TEAM PLAYER; (KC – Participating and Contributing and Relating to Others)

- takes on different roles;
- thinks about the ideas of others;
- is compassionate.

A SELF MANAGER; (KC – Managing Self)

- is independent;
- is reflective;
- shows self-control;
- has a positive attitude.

The above language is displayed prominently on posters in all classrooms, and is becoming embedded in the language used by students when describing what it takes to be a successful 'learner'. Each of the four posters also contain a quick reference icon which enables students to connect in pictorial form with the intent of the language. Key Competencies play an integral part in fostering dispositions for lifelong learning.

The development of students as learners, as described above, is encapsulated in the school's Inquiry Pathway resource for staff. Although developed originally for 'Units

of Inquiry' the approach is applicable to, and used with, all learning. Our Inquiry Pathway resource includes the SOLO Taxonomy (Student Observed Learning Outcomes) and also incorporates quality questioning and Key Competencies.

A major focus for learning in the area of inquiry for 2016 was the incorporation of new technologies to stimulate interest and enhance communication, problem-solving and collaboration amongst our learners. Students from Years 4–8 explored the area of coding using programs such as Scratch and Python. Interest in robotics and its uses continued to grow with programmes run for students from Years 2–8. The purchase of extra resources in this area allowed students to experience Bee-Bots, mBots and eV3 robots in different areas of the school.

During 2015 the Preparatory School purchased a 3D printer. 3D design and printing provided another avenue for increased student engagement through hands-on learning. The ability for rapid prototyping; being able to try out an idea, print, test and change if necessary enabled groups of students to develop their 21st century skills to a greater degree. Many classes got underway with learning 3D design and the intricacies of working this new technology. Some of the initial projects included the design of basic keychains, locker stoppers, house design and developing a prosthetic hand.

Teachers embraced these new technologies and immediately appreciated the power to engage and motivate students to learn science, technology, engineering and math's concepts while equipping them with the real world knowledge and 21st century skills required to be successful in today's global society.

During 2016 Professional Learning Groups operated in the areas of Literacy, Mathematics, Reporting, Information Literacy and Community Connections. PLGs provided teachers with the opportunity to pursue areas of passion with like-minded educators across levels and specialist areas. Using the 'Teaching as Inquiry' model, groups engaged in collaboratively seeking out new and innovative practices trialled these in classrooms. A strengthening of the College-wide House system in the Preparatory School was particularly successful during 2016 – an initiative from the Community Connections group. The PLG groups also allowed the staff to pursue professional development and grow their leadership capabilities. Two staff regularly attended Lead Teacher courses and shared their learning with staff during the year.

2016 saw significant progress made in the area of curriculum and assessment alignment for students in the 'Middle Years'. For St Andrew's College the 'Middle Years' incorporates students in Years 7–10 and is a time of significant growth and change. During the year curriculum leaders in Mathematics, English and Science met regularly to discuss and develop resources for use across the College. This included the development of common rubrics for use in Writing assessment, common tests for use in Mathematics, and collaborative units in Science.

In 2016 compulsory 1:1 Computing was introduced to Year 8. A move to all students bringing their own device was seen as a natural progression as technology demand and use has increased significantly over the years. The digital environment is an integral part of how our students experience the world today and hence an important part of engaging students in meaningful learning. Significant time and thought went in to readying teachers for this new initiative in order to provide a seamless transition for students. The approach in the Preparatory School has been a blended one – students are encouraged and advised to use the 'best tool for the job'. Sometimes this is pen and paper, and at other times, their device. 1:1 Computing saw greater access for all students to technology as it has freed up resources for lower year levels.

During the last week of Term 2, the Preparatory School staff took part in two days of professional learning with Stephen Graham. Stephen is an Australian Literacy Consultant whose focus is on 'Explicitly Teaching Writing'. Over the course of the two days Stephen ran five demonstration lessons in classes across Years 3–8. Stephen also ran a staff meeting and spent time with the Literacy PLG. This was a second visit to St Andrew's for Stephen. Staff could immediately see the benefits and possibilities for students, and are under way with incorporating Stephen's methods into their classroom practice. The next stage is to incorporate Stephen's teaching and assessment methods into a whole school approach to Writing during 2017.

The team of specialist teachers have continued to provide significant enrichment to students across the Preparatory School, and are an asset to the Teaching and Learning Programme. During 2016 all staff teaching specialist subjects (Art, Music, Religious Education, Spanish, Physical Education and Drama) reviewed and updated Programmes of Learning for their subject. A review of this scale provides an opportunity to reflect what works well for our students and areas for future development.

Assessment is described as the process of gathering, analysing, interpreting and using information about students' progress and achievement to improve teaching and learning. Assessment plays a significant part in our education system and we must continue to strive to involve all children in knowing how successful they have been in their learning. This is an integral part of developing lifelong learning skills.

Teaching and learning in the Preparatory School continues to show many strengths. A considerable part of this is the ability to reflect modern learning pedagogy in teaching as well as through our approach to assessment. As this shift in education continues so has our view of assessment.

Assessment for Learning continues to be a focus in the Preparatory School. This is where assessed information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. Assessment, teaching and learning are inextricably linked, as each informs the other. Students feel involved in the process and are able to describe where they are at with their learning and what their next steps are.

e-ASSESSMENT AND ONLINE TESTING

During 2016 there was a focus on embedding new approaches to assessment, including online tools and apps. e-asTTle continued to be our main tool for assessing Years 4–8 students in reading and writing. As well as being used for whole school cohort testing, individual teachers also used the shorter tests with small groups to inform next steps in the learning process. It provided information to teachers, students and parents about levels of achievement relative to the Curriculum achievement outcomes for Levels 2 to 6. Staff found e-asTTle to be a great tool for helping students understand their progress, and a useful way to involve parents in discussions about their children's progress. Classes also used the e-asTTle writing rubric to self-assess their writing as part of class work.

In Mathematics, teachers used PAT: Mathematics online to assess students learning at both the beginning and end of year. The use of the online app called Socrative was trialled by several teachers and Kahoot was used as a simple and engaging way of checking student learning. The use of online quizzes allowed teachers to engage and assess their students through the use of real time questioning, instant result aggregation and visualisation. Students accessed these sites on tablets, laptops and smartphones.

The use of Curriculum level testing in Mathematics was trialled across Year 5–8 levels during 2016. These tests were developed through the collaboration of Mathematics staff in both the Preparatory and Secondary Schools. The tests provided a tool with which teachers moderated across classes and year levels and gave accurate formative feedback to teachers around next steps for learning. The Curriculum level tests, along with rich tasks and other assessment tools provided staff with an in-depth picture of student learning.

REPORTING TO PARENTS

During 2016 the Reporting PLG spent time reviewing and updating the Learning Progress report, which was shared with parents in Terms 1 and 4. This process involved researching current pedagogy in this area, seeking out reporting examples from other schools and consulting with staff and the community. The result of this process will see a new Learning Progress report delivered to parents during 2017 with greater flexibility across year levels to provide feedback that is timely and appropriate.

2016 also saw the implementation of the new Key Competency report. After consultation and consideration, the school changed from a grade based report, to a grade and comment in each of the four main Key Competency areas. The reason for the change was to give more detail and to provide specific information to parents on strengths, as well as next steps in these areas.

The final change in the area of reporting was the use of the Parent Portal as the means to view reports instead of sending home a paper version. In this technological age, electronic reporting was the logical next step for the school. Reports are able to be viewed online anywhere or printed as necessary either by the school or by parents. The reports are stored in the one place and make it easy for parents to compare progress over time.

Technology continues to be seen as a force for change. In recent years, e-Learning or electronic learning has become a term used more often in education. Information and Communication Technology (ICT) and e-Learning are separate but connected subjects. To benefit from e-Learning an individual needs to have a reasonable degree of ICT skills and confidence in using technology. Teachers seeking to use e-Learning methods need both technical and pedagogical skills. Students in the Preparatory School use e-Learning to:

- relate to others;
- learn collaboratively with local and global communities;
- access anytime, anywhere learning;
- develop logic reasoning through coding;
- improve their creative and critical problem-solving skills;
- share learning process and achievement.

During 2016, Preparatory School teachers continued to receive support with the use of Microsoft OneNote as a learning platform. This is now a ubiquitous use of technology in the classroom with the majority of staff teaching Years 4–8 using this product to deliver and personalise learning for small groups and individuals.

The increased use across year groups has allowed for more collaboration outside the classroom with the idea of ‘anytime, anywhere’ learning becoming a reality for many teachers and students. Teachers are able to effectively use the Class Notebook add-in to manage individual students and groups, not only to deliver learning, but also to review student progress.

The OneDrive cloud storage solution has been further improved allowing staff and students to have access to files anytime, from anywhere, that can be shared and worked on collaboratively with other educators and students. This cloud service is also the backbone that OneNote is built upon and is now fully integrated with other Office 365 products. The Learning Support staff continued to receive training in the use of OneNote and dedicated an hour per week to digitise their volumes of paper resources. These were stored and made accessible for class teachers via OneDrive in 2017.

Coding grew during the year. A separate Code Club based on the *Code Club Aotearoa* framework flourished as an afterschool run activity for students. Children from Years 3–8 participated in structured lessons and passion projects for one hour per week. This proved so successful that the programme was introduced as a structured



lesson to Year 5 students. To provide them with an authentic learning experience, an industry level programmer was brought in to run the curriculum. As well as the inclusion of coding within the classroom environment, students now see this as a normal, regular activity, with small groups choosing to continue with this form of learning during their lunchtimes in the Library.

The development of Minecraft as a learning tool was formalised with the first St Andrew’s College server opened. Students from various classes had access to year group specific realms and a set of tools designed around science and engineering. Students in Year 6 experimented with virtual solar arrays and built a self-contained town that ran on clean energy. The unit of work concluded with a Skype call with Anthony Salcito, Microsoft’s VP of Education to discuss the learning potential of the platform.

Another teacher achieved Microsoft Innovative Educator Expert status. Miss Lori Haisty was recognised as enhancing and accelerating the effective use of e-Learning tools, and will help to foster the development of these tools in 2017.

The computer’s true power as an educational medium lies in the ability to facilitate and extend children’s awesome natural ability and drive to construct, hypothesize, explore, experiment, evaluate, draw conclusions – in short to learn all by themselves.

Seymour Papert [Schwarz, 1999].

Curriculum differentiation is a strategy used by staff to cater for the wide range of abilities in classrooms. Differentiation greatly enhances the educational experiences of gifted and talented students.

The underlying principles guiding differentiation for gifted and talented students are to:

- present content that is related to broad based issues, themes, or problems;
- integrate multiple disciplines;
- present comprehensive, related, and mutually reinforcing experiences;
- develop independent or self-directed study skills;
- develop productive, complex, abstract and/or higher order thinking skills;
- focus on open-ended tasks;
- develop research skills and methods;
- evaluate student outcomes by using appropriate and specific criteria through self-appraisal.

Curriculum enrichment is also used widely across all year levels of the Preparatory School. Curriculum enrichment refers to 'learning activities providing depth and breadth to regular teaching according to the child's abilities and needs' (Townsend, 1996). Curriculum enrichment is taught by specialist teachers and included Physical Education, Religious Education, Spanish (Year 1–7), French (Year 7–8), Japanese (Year 8), Music, Dance and Drama, Art, Food and Material's Technology (Year 7–8).

The provision of appropriate opportunities for all students is at the heart of learning in the Preparatory School.

In 2016 the following areas were provided:

Writing Enrichment: During 2016 Kerrin Davidson worked in the Preparatory School as part of a writing enrichment programme. Kerrin is a published author and was Victoria University's Creative Writing Teacher of the Year 2008. 2016 saw the writers' enrichment programme in the Preparatory School grow from strength to strength with an increase in classes and three writers' masterclasses running from Years 3–6. The purpose of these classes was not only for the students who required extension in literacy but also for those students who have a passion for writing. Kerrin's classes

provided an open-ended platform for students to write creatively with no barriers. She encouraged all students and guided them positively in their learning.

Sessions were run on a Monday and Thursday afternoon with a variety of competitions entered including Japan Airlines Haiku, New Zealand Poetry Society, Australian Writers' Competition, New Zealand Gifted Association Competition and the Otago Daily Times Competition. Over 20 Preparatory School students had work published both nationally and internationally. Students who had work published were celebrated in an evening in the College where they read their pieces to parents and invited guests. The year concluded with a Creative Writing Competition held in the Preparatory School for Years 3–5 and Years 6–8. Winners received a cup at the end-of-year assembly.

Robotics: The Preparatory School Robotics programme sees students building and programming robotic devices to help them make sense of the dimensions of light, sound and motion. At the same time, the course places an exciting and highly engaging new spin on core learning areas such as Mathematics, Literacy, Science and Social Studies. In 2016 students used the Lego 'Mindstorms' robot construction system to devise solutions to specific technological challenges. The system included planned projects that could be built, but also allowed participants to bring their own ideas to life. Light, sound and motion sensors invited students to think carefully and creatively about how their robot might function and what tasks it might perform.

A Years 5–8 lunchtime club was established and ran throughout the year – it focused on weekly challenges. This club was run by two Mechatronics students from the University of Canterbury.

During Term 4 a Robotics Inquiry was run with Year 7 focusing on moving, coding, using ultra sonic sensors and teamwork.

In August, four teams performed in RoboCup Junior New Zealand. RoboCup Junior New Zealand is a national robotics competition for school children. RCJNZ is a unique event that excites and motivates students. Created in a true co-operative spirit, the RoboCup Junior Educational Competition encompassed not only engineering and IT skills, but extended right across the school curriculum.

Future Problem Solving:

“To dream and to plan, to be curious about the future and to wonder how much it can be influenced by our efforts are important aspects of being human.”

Dr E Paul Torrance, Founder of FPSNZ

Future Problem Solving is a highly regarded and well-researched international educational programme that develops creative, critical and caring thinking skills in students. Students grapple with global and community issues, identify underlying problems and create positive solutions to those issues. Above all, it aims to give young people the skills to design and promote positive futures as citizens of the 21st century.

In 2016 the FPS programme was successfully coached by Julie Rogers, who has over 12 years' experience. There were six teams across Years 5–8 with a Year 7 and a Year 8 team qualifying for the national finals in Auckland in October. Both teams competed to a high level with the Year 8s being placed third and the Year 7 team placed second. This gained them an invitation to the international final in La Crosse, Wisconsin, USA. The team will compete in June 2017.

A Year 5–6 group attended FPS sessions twice a week in the Stepping Stones – Non-Competitive division. This division was particularly suitable for students and coaches who were attempting Future Problem Solving for the first time. On submission of the final research topic on 'Recovering from Natural Disaster', the evaluator was so impressed with their work that it was acknowledged with individual certificates of achievement.

Students spent time each week learning about the FPS process and researching various topics. Topics for 2016 included Treatment of Animals, Disappearing Languages, Recovery from Natural Disaster, and the Global Work Place. Our teams worked very effectively together, developed critical thinking skills, and built strong foundation for 2017's programme. The students ran a feedback session and included the following about their FPS time:

- learnt to work more efficiently with greater time management;
- more effective research skills;
- strategies to solve world issues;
- enjoyed futuristic thinking opportunity;
- developed effective team building skills.



Cantamath: The Preparatory School Year 7 Cantamath team achieved great success in 2016 by winning the highly contested Year 7 competition. Cantamath is a speed competition and takes 30 minutes. Teams are required to answer 20 questions and can choose to pass if required. The top team correctly completes the 20 questions as fast as possible. The Preparatory School team was made up of four highly able mathematicians. These children were part of the Year 7 Extension Mathematics class. The extension programme had a strong focus on problem-solving and these skills proved to be invaluable to the students when competing in the competition. A squad of 12 was originally selected from the class and extra lunchtime sessions helped students develop their skills even further.

The team's success was largely due to their ability to work together as a team, acknowledging each other's strengths and weaknesses. The competition they faced was strong and the top two teams answered all 20 questions in under 20 minutes with the StAC team beating Middleton Grange by seven seconds. This was only the second time that a Preparatory School team had won the competition with the last time being in 2003.

The Year 8 Cantamath team also achieved an outstanding result finishing second in the competition.

Tournament of Minds: Tournament of Minds is an opportunity for students with a passion for learning and problem-solving to demonstrate their skills and talents in an exciting, vibrant and public way. Tournament of Minds has been one of the fastest growing national inter-school programmes to challenge the youth of Australia and is now expanding internationally.

Tournament's aim is to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment. The programme provided the stimulation of real, open-ended challenges, developed creative problem-solving approaches and techniques, fostered co-operative learning and teamwork, promoted knowledge and appreciation of self and others, and encouraged experimentation and risk taking.

The Preparatory School entered two teams of seven Year 6–7 students, facilitated by Di Cumming. One of the teams was placed first at the Canterbury regional competition and attended the National final in Wellington where they finished third.

Other enrichment opportunities offered in 2016:

- Mandarin lessons – Tuesday lunchtime;
- Otago Daily Times Spelling Quiz Rotary Speech Competition;
- Kids' Lit Quiz;
- Extension Mathematics class – Year 7 and Year 8;
- Otago Problem Solving – Years 7–8;
- Code Club;
- 3D Design and Printing Club;
- Futureintec Project X – Electronics Enrichment Day (Year 7);
- Chess Club Terms 2–3.

Junior Department

TEACHER INQUIRY

A highlight for the Junior Department teachers in 2016 was their personal Teacher Inquiry projects. We were keen to build on classroom practice by exploring areas identified as needing further development. Some topics covered were: incorporating ICT, developing self-managers through Action Stations, integrating the Spell Write programme, developing a before school programme to challenge children and to engage them in learning activities, improving student knowledge in Mathematics, and supporting children with separation anxiety. We welcome the transition to Appraisal Connector in 2017 as it will provide a tool to further enrich our Teacher Inquiry process.

GROWTH MINDSET IN THE JUNIOR DEPARTMENT

Taking time to have learning conversations that reinforced the benefits of a Growth Mindset was a priority across the Junior Department. Explicitly teaching some of the science behind how we 'grow' our brain was a strong focus and encouraged the children to approach challenging tasks with a view to practising, then eventually mastering, new concepts.



Changing a fixed mindset of 'I can't,' to a growth mindset by simply adding 'yet' gave the children confidence in themselves to realise that making mistakes is okay and that we learn from mistakes. Saying or thinking "I don't know it **yet**" does not make you a failure. The Year 3 children explored this in depth by referring back to early childhood challenges. The following is a quote from a student regarding learning to ride a bike.

*"I was first a 'not yet' but I really wanted to learn to ride a bike so every day I went and practised. When I practised everything changed and I got mastery at biking."
Burnside Cluster*

Attending meetings with other schools in our Burnside Cluster provided opportunities for professional sharing of knowledge and resources. In support of the cluster we used our teaching staff to release a local Pre-school teacher to attend the fortnightly meetings. The Pre-school experience proved to be valuable and further developed our understanding of the needs of Pre-school learners. This resulted in greater depth in New Entrant programmes. Being part of such a large and well-organised cluster resulted in some opportunities for high quality professional development, for example: learning through play was attended by all Years 1 and 2 teachers.



The 'Me and My School' survey initiated by the cluster was completed by the Junior School for the first time this year. We were very impressed with the results and delighted by the young children's insightful comments about their learning. Growth Mindset teaching came through very strongly as the children repeatedly referenced not giving up as vital to their learning! We also gleaned some valuable information for us to focus on as we set our goals for 2017.

CO-OPERATIVE PLANNING

Co-operative planning continued to provide a platform for teachers to share their creative strengths in a collaborative environment. This was best practice, as it met the varied needs of our young learners. The combined knowledge of the Junior Department teaching team was outstanding. Examples of this included the Year 3 Ancient China inquiry and the Years 1 and 2 St Andrew's College badges.

REFLECTION TIME

Our practice of ensuring time for learning conversations through reflection continued to develop and strengthen. Reflection circles provided some excellent opportunities to explore Growth Mindset conversations and to make links to the Key Competencies. We have a responsibility to make time to talk about how we learn. We cannot take the risk of assuming that this will simply happen during our busy day. Learning how to learn is a priority for our department.

TRANSITION PROGRAMMES

New Entrant

Changes were made throughout the year to reflect the needs of the children attending the programme. Feedback from parents at the New Starters morning teas was very positive. We will make ourselves available during a Teacher Only Day at the start of 2017, so that the children can come in and meet their teacher after a long summer holiday. A highlight was discussing the successful nature of the seven transition visits with the Education Review Office. They were very supportive of the value we place on building relationships with children and their families before they start school. Another aspect of home school sharing was visiting some local Early Childhood Centres in the evening to talk with families about what to expect when your child starts school. These evenings were very well received and will continue in 2017.

Junior Department

Year 3 to Year 4

Interviews with some Year 4 students at the start of the year gave invaluable feedback regarding successful transition into the Middle Syndicate. Years 3 and 4 teachers worked closely together to arrange many varied opportunities for the transitioning students to visit their future classrooms and participate in Year 4 activities.

WRITING

The Junior Department teachers implemented teaching strategies from ongoing professional development with Stephen Graham. The teachers welcomed his approach of explicitly teaching writing and step by step skills for each genre. As this approach transferred into our class programmes we saw a need to make changes to our school programme of work. Spelling was given priority across the levels with particular focus on independent transfer of spelling knowledge into writing.

READING

Strategic teaching of early reading skills is a strength in our Junior Department. Six Year Net testing has continued to place our young learners in the above average bracket for their literacy results. This is due to skilled teaching including phonics programmes and a focus of building comprehension skills across fiction and non-fiction texts.

The Year 3 teachers built on their strong teaching practice by attending a Hilton Ayrey course with the specific focus of reading comprehension. This supports transition to the Year 4 classes.

MATHEMATICS

A Mathematics Symposium attended by the Junior Department teachers earlier in 2016 provided excellent professional development and opportunities for collegial conversations across schools. It was highly motivating and impacted on our teaching practice. Another development this year was the use of new tracking sheets across the department. These proved very useful for setting next steps, reporting learning and targeting individual needs.

The Junior Department was involved in following the progress of Prime Mathematics being used in the Middle Team. The decision was made to start teaching Prime Mathematics in the Junior Department in 2017.

Middle Syndicate

'Good talk about good teaching – to enhance both our professional practice and the selfhood from which it comes.'

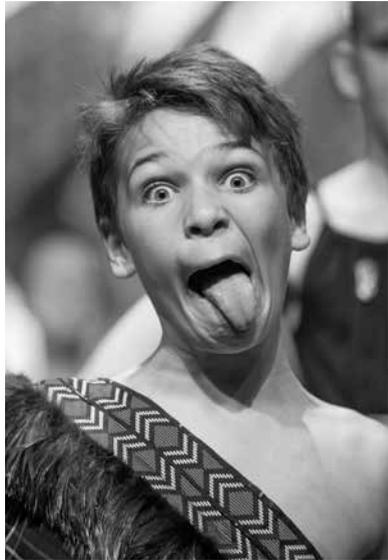
Joan Dalton

'Good talk about good teaching' was a significant goal for the year within the syndicate and it was with true satisfaction that we could state this was 'achieved well'. Syndicate meetings were lengthened in duration and this was not out of compulsion, but choice. They were open, honest and challenging, as they should be in a culture of learning. Shared leadership grew and talents were recognised and utilised. We found ourselves in a place where we knew we could use each other for support knowing it would be willingly given. This was an aspect we wanted to role model for the children.

New resources, strategies and programmes were welcomed if they were research proven and focused on the needs of the children. One of the major requests from the team was to have the international writing expert, Stephen Graham, visit and work with us. As a result, Stephen worked with all staff at school and he was most warmly received. Most believe that writing has never been more explicitly explained or scaffolded before. It is not often that an outside consultant is prepared to teach with so many observers. We were totally absorbed. In 2017 we hope to have him return with a focus on reading and assessment.

The Prime Mathematics programme was introduced, again as a result of research and discussions within the team. The syndicate trialled the programme and believed it offered a great deal of support to all teachers, and provided an excellent structure for the students. In 2017, placement tests will be used from different levels to ensure each child is accurately placed according to competency. The objectives of Prime Mathematics are aligned to the New Zealand Curriculum and to the National Standards. The progress made in the end-of-year assessments, when compared with the beginning of year, reinforced the quality of the programme.

As reading was another key focus for 2016 an online reading programme was trialled in the Year 5–6 classes. A benchmark test was completed and from this each individual child's programme was planned. The programme teaches children to read silently more effectively; faster or slower. It varies the genre read by each individual. Once a certain number of passes are reached the next level is attained. One of the best aspects of the programme is that it addresses those who need enrichment and those who require specific areas of support. All staff were thrilled at the level of



excitement which was obvious on the faces of the children each day. The programme surpassed our initial desire which was to engage reluctant readers. Speed of reading, vocabulary and comprehension were the areas of focus. There are tutorials online to support teachers in using the programme to potential. The data provided about each child's reading competence and gaps was significant.

e-Portfolios as a vehicle for reporting to parents have become almost redundant. So much is accessible now on a daily basis that it seems contrived to highlight one or two examples. A goal for the team going forward is to effectively communicate with parents so they know how to access information.

Transition from Year 3 to 4 continued to develop and deepen in a planned, timely and sensitive manner. Moving from a small physical environment to one with Years 4–8 students has traditionally provided a few challenges. Significant time and effort is involved in ensuring there is as seamless a move as possible. Certainly the building of the new Junior Department will alleviate the need for aspects of this programme.

In 2017, our goal is to have only the top students participating in the ICAS exams. There is so much other information available that it is viewed as unnecessary time and cost. For some of our top academic students who may be interested this does provide an opportunity for comparison with other top students in Australasia. However, it can be very demotivating for the vast majority of students.

The Tournament of Minds creative problem-solving competition proved a hit with students who said the challenges, provided as practice before the actual tournament, were challenging and fun. Teams were selected based on the need for a variety of skills: collaboration, creative thinking, writing a script and memorising it in a short space of time, and drama skills, etc. It was rewarding for one of the teams, comprising Years 6–7 students, that finished third at the national tournament in September.

Another highlight for the syndicate was undoubtedly the Kapa Haka Group's performance at the Chapel opening. Close to 130 children performed with passion and pride. Apart from the obvious learning of te reo and tikanga Māori, involvement in kapa haka teaches listening skills, and develops co-ordination and leadership skills.

A goal for 2017 is to have all children able to fulfil a variety of roles in the television studio. While the use of IT extended in 2016 this goal was not achieved. The plan is for Year 6 students to learn about the studio and then teach the Year 5 children.

Online programmes used during 2016 included Prototec, Numerical Acumen, Minecraft, and the highly successful Reading Plus. In 2017, Core 5 will be introduced as an online reading tool for most of Years 4 and 5 children.

Underpinning all we did in 2016 was an emphasis on Learning to Learn. Working smarter not harder was also an ongoing goal for the children, and strategies to accomplish this were explicitly taught. Strategies to explicitly teach self-efficacy were first introduced about 10 years ago and this has continued to be linked to reading comprehension but has also been found to be very effective in areas of mathematics.

Overall, 2016 was a very successful year of innovation and achievement. The syndicate was proud of being up-to-date in teaching pedagogy and programmes. Considered thought and evidence was used for all new developments.



The Senior Syndicate worked effectively during 2016, accommodating and supporting two new members of staff, and also covering one teacher away for much of Terms 2 and 3 on Olympic duties. Syndicate class results were pleasing. They showed substantial increases in learning in key curriculum areas, and this inevitably accelerated children towards a more successful Year 9/secondary education. All staff were continually searching for more effective methods that added value to learning over the intermediate years.

Aspects of the Joy Alcock and Words Alive programme were still taught effectively but were augmented with the Stephen Graham approach to writing. Further work was completed in the study of different writing genres courtesy of a return, in-service visit by Stephen Graham. Further work will be undertaken in 2017, both expanding the genres taught using his approach, and in the use of the assessment tools provided.

1:1 Computing was successfully and seamlessly rolled out in the Year 8, thanks both to the professionalism and adaptability to new learning of Year 8 teachers and to the supportive and highly skilled IT team that support e-Learning in the College. All staff and students learnt to use OneNote as the dominant working environment: for file storage, sharing of work, lesson outlines, collaborative learning, home learning and recording progress. e-Portfolios were also a new feature for Year 8. Some of these worked very well but there were teething problems with transferring data from previous formats, coupled with file storage issues that resulted in some portfolios missing sections of data or, in some instances, whole portfolios being lost. The focus at the beginning of 2017 will be to clearly establish files structures for all Year 8 students to ensure that portfolios follow a specified format and location. Staff have learnt quickly to adapt to the management practices necessary to avoid devices becoming a distraction from learning, an inevitable consequence of learning in a new paradigm.



The year witnessed a further streamlining of appraisal and staff reflection journals which resulted in a more seamless approach to teacher registration, as well as a record of professional development and consideration of personal teaching and learning. More realistic goal setting was achieved and successfully implemented by staff. In 2017 all staff will engage with Appraisal Connector which will standardise the approach throughout the Preparatory School, both of goal setting and professional development.

In 2016 kapa haka flowed through into Year 7, a pleasing development in the Senior Syndicate as we move towards biculturalism in the Preparatory School. This is a whole College focus and will, I am sure, continue into Year 8 in 2017.

As part of the Middle Years project, a collaborative experimental science unit was completed in Physics, using the Olympics as the context of study. The Year 7s joined with the Year 9s, and the Year 8s joined with the Year 10s under the guidance of the Secondary Science Department. This was a great success with our students engaging powerfully in the scientific process.

As 2016 witnessed the commencement of Centenary celebrations the syndicate began the year with an inquiry that centred on St Andrew's College: its origins and culture. This laid a very effective platform for student engagement in subsequent College events, both in the latter part of 2016 continuing into 2017.

SOLO thinking taxonomy rubrics continued to be a focus for the syndicate, as it did for the Secondary School, as we develop new programmes of work. This enhances the nature of the thinking taught and developed with the students as they move towards independence in their learning.

Mathematics teaching and learning was an ongoing focus for the syndicate, both in teachers making accurate and informed overall teacher judgements, and also in the



Senior Syndicate

nature of assessing to learn. The syndicate experienced some outstanding results: first and second placegetters for the Years 7 and 8 Cantamaths teams respectively as well as outstanding achievements in Otago Problem Solving, Australian Problem Solving and in the ICAS and Australian Mathematics competitions. Further work is planned, both for greater fluency of basic mathematical competency, and for greater uniformity in assessment for Years 7–11 of the College.

Coding continued to be a feature in the Senior Syndicate. Future development includes a more uniform method of teaching coding as well as the continuation of the successful coding clubs that have been established. Years 7 and 8 engaged again with FutureIntech organisation where the Year 7s experienced hands-on electronics with programming, and the Year 8s engaged with electronic componentry and Python programming.

The use of cloud-mirrored backing up of data rolled out by the College IT Department enabled a greater functionality and use of OneDrive for all students in the Senior Syndicate, thus mostly avoiding the heartache of lost assignments and data. This will be an essential component of student computer use in 2017.

The Preparatory School Library developed a more systematic approach to information literacy in the 21st century. A professional Learning Group was also established to address this issue within the inquiry framework. Its focus was the establishment of a range of tools and approaches to inquiry which would guide and create success for students as they moved through the cycle of information gathering and higher thinking. This focus will continue in 2017 with an emphasis on the standardising of tools and assessment in order that each student acquires effective inquiry skills, and is able to move through the cycle confidently to a successful conclusion.

The Senior Syndicate teachers were student-focused and worked collaboratively to deliver excellent educational outcomes. They are to be commended for their dedication and energy as they guided children through an ever more demanding curriculum of learning. The Centenary year promises to be an exciting year of celebration, both of College identity and of student success.

Numeracy



By studying Mathematics and Statistics, students develop the ability to think creatively, critically, strategically and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

At all stages, students should create models and predict outcomes, conjecture, justify and verify, and seek patterns and generalisations, estimate with reasonableness and calculate with precision, understand when results are precise and when they must be interpreted with uncertainty.

THE NEW ZEALAND CURRICULUM

'Doing maths' is looking a little different these days in classrooms, as more collaborative approaches to solving mathematics problems are being encouraged.

The roles and responsibilities of teachers and students have changed as the patterns of communication and participation have students taking more responsibility for active listening and sense making. In a lesson, the solutions to problems were discussed, negotiated and constructed in a collective way. Learning conversations included all students, and everyone felt that their contribution was valued. Students feel that everyone succeeds when the group succeeds. Effective Mathematics practice continued to be evident at all levels of the school. A mixture of problem-solving, rich tasks, strand and number lessons were implemented across the whole school in 2016. Rich tasks were explored and embraced. The range in structure and themes of these tasks allowed students to connect a real life situation and explore the mathematics that could be used, often finding the amount of maths in everyday life to be overwhelming. Problem-solving is a continually developing area in the Mathematics programme, and many teachers enjoyed being able to increase the use of problem-solving as part of their integrated inquiries. This created a greater sense of purpose with their learning, and for many it changed their attitude towards mathematics. Teachers utilised the terminology of strategy teaching to talk about

Numeracy

students' development, and professional conversations around numeracy were prevalent. Students were able to talk about their learning and understanding within the Mathematics curriculum and many were able to make use of strategy terminology when discussing their learning.

Further time was spent in 2016, across several staff meetings, looking at overall teacher judgements (OTJs) and moderation with a view to refining moderation of marks across classes for reports. Activities were designed to aid accuracy in making OTJs and moderation across teachers, classes and year levels. The introduction of year level assessments across Years 6–8 assisted in this process. A staff meeting on 'rich tasks' looked at ways of assisting teachers in making OTJs that incorporate more than one Mathematics strand, and in some cases other subject areas, in their assessment. These could also be useful as portfolio displays of learning. There was a greater uptake of teachers using 'rich tasks' to enrich class Mathematics programmes. Formative assessment tasks were again looked at to assist with the quick assessment of new students to enable organisation of strategy grouping and identify potential extension class students early in the year across year groups.

Links with the Secondary School Mathematics Department were further expanded in 2016 through meetings with Ben Hilliam (HOD Junior Mathematics), with respect to bridging gaps across Years 7–10. Discussions with both the Mathematics Co-ordinator and Head of Education (Preparatory) included programme development, numeracy work and resources. One of the tasks dovetailed well with the moderation programme. A set of levelled 'key objectives' was created to enable consistent levelling of students across all areas of the school. This led to increased accuracy between Secondary and Preparatory reporting. There was also a key skills assessment created for transition from Year 8 to Year 9. Further links were made by having the Mathematics Curriculum Co-ordinator take part in the Cantamath Committee, creating valuable links with staff from both St Andrew's and other Christchurch schools during 2016.

Several students took part in the Australian Mathematics Examinations, ICAS Examinations, Australian Problem Solving Mathematics Olympiads, and Otago Problem Solving, as well as partaking in the Cantamath competitions. The material fitted well with general learning programmes that relate to the achievement objectives of the National Curriculum document. The mixture of skills required across all these activities was exceptional, and there were outstanding results in many areas.

Sport

The Preparatory School provides a wide range of sporting opportunities for students. The emphasis is on opportunity, giving students the chance to participate and to compete. Sport is a very important co-curricular area as in many cases it allows students to be part of a team and develop important skills that may be transferred into other areas of their lives. The Preparatory School sports programme aims to provide:

PHYSICAL BENEFITS

- improved fitness, strength, flexibility and co-ordination;
- increased range of motor skills.

SOCIAL BENEFITS

- improved communication and interpersonal skills;
- improved leadership and co-operation skills;
- opportunity for lasting friendships;
- increased interest in accepting responsibility;
- ability to assume responsible risk-taking.

PERSONAL BENEFITS

- enjoyment;
- increased self-esteem and self-confidence;
- improved ability to concentrate;
- self-discipline, commitment and responsibility;
- organisational skills.



The StAC cricket centre that was introduced in 2015 to Years 1–8 students with a focus on skill development, and through the T20 concept, an enjoyment of the sport, was continued in 2016. During the course of the 2016 year, the purpose of the cricket centre came to fruition and in Term 4, St Andrew's College Preparatory School fielded six cricket teams, three more than in Term 1. Alongside the Head of Sport, two professional coaches were employed to support the skill development of both players and those coaching from the teaching staff. The Old Collegian network was also used to locate another coach to support cricket in the Preparatory School. The First XI was knocked out of the New Zealand Cup in the semi-final. The format will change to a two day tournament in 2017. There will continue to be a focus on developing player numbers and supporting the introduction of a girls' team by 2018.



The 2016 tour to Queensland, Australia proved to be a great success, with students experiencing international competition and cultural experiences. This will now occur every two years with a domestic tour to the North Island in 2017. The girls' teams will also be entered into the AIMS Games, a tournament that hosts over 250 schools from New Zealand.

We had a positive working relationship with the Head of Sport at Heaton and we shared resources effectively during the year.

A number of school exchange games in rugby, football, netball, cricket and hockey were played during the year including the visit of Huntley School, King's School and St Mark's. Results, particularly for the football team, were very pleasing. A lack of size in the rugby team made it difficult to be as competitive as in previous years.

A large number of our students represented their region in a variety of sports and were successful in the ISSA and CPSSA competitions in triathlon, duathlon, cross country, swimming and athletics. There were also a number of students who represented both zones and Canterbury in football, basketball, cricket, rugby, netball and hockey.

The role of Sport Captain continued in 2016 and seven students were interviewed and selected to represent each of the major sporting codes. The captains supported the coaching of younger teams, helping the co-ordinators and reporting back to the community. In 2017, a closer link to Sport Captains in the Secondary School should be forged.

The House sport programme was also significantly developed in 2016. An emphasis on House participation was placed on the three carnival events as well as House sport events in cricket, football, touch and netball. While directed by the Head of Sport, much of the organising was done by the elected House captains. It was a successful start and we will look to build on the concept in 2017, adding music and other cultural competitions. The students enjoyed getting behind their House, this was evident when competition results were announced and at the regular House meetings.

St Andrew's College aims to provide its students with high quality coaching, and funding was made available to provide further coach training opportunities for staff members, especially in rugby, netball, football and cricket. This must be continued in 2017.

Recruiting skilled coaches is an area that requires focus in 2017; sports such as cricket, rugby, football and netball require expert tuition. The use of Stuart Kelly (football) and Bernadine Bernenstein (cricket, hockey) was effective for both coach and player education. Marianne Delaney's involvement with netball was also positive, particularly her programme with Years 1-2 players. Coach PD is essential, equally important is getting the right people to support this. We recruited well during the year in this area and look forward to this continuing in 2017. We plan to visit the university and further develop relationships with Old Collegians to ensure we can provide teams with coaches who possess knowledge of the sport, but also understand and appreciate the culture of the school.

An Elite Sports programme was introduced during the year for students identified as excelling in a sport or sports. This was run as a morning fitness programme and many boys and girls took part. Determining a criteria for taking part will be important in 2017 as we look to further develop this programme.

The number of options available to students increased significantly in 2016. There were 11 sports available in the summer. Some of those sports enabled students to practice the skills required for their winter sport but through a different game. Korfbal and volleyball started to become more popular and two teams were fielded in the volleyball competition. There was a substantial increase in opportunities for the Years 1-3 students through a number of initiatives, including mini netball and mini kickers (football). Investing time and resources into the students from a young age will help to support a more competitive environment in the future. It also enabled students to form positive relationships and enjoy their sporting activity in a safe environment. Dispensation requests were significantly reduced in Term 4 and participation numbers in summer sports increased substantially.

Sport

This year saw the growth of both specialised holiday sport camps and the Sport Medley Camp. Parents appreciated the option of a holiday programme that provided a healthy child care option, helps to develop skills and also exposes the students to new sports. The specialised camps have helped to prepare students for their upcoming seasons. In 2017 we will look to develop camps in hockey, basketball and netball.

All sports now have uniforms that reflect the image of the school. These uniforms will be replaced on a three to four year cycle. Costs are incorporated into the annual fees for each sport that are still substantially less than clubs (other than rugby).

We will continue with the excel survey, sent at the start of 2016, to collate sporting options for students. Some adjustments have been made to the form to make it easier to read and understand. This information will be collated and sent to teachers to enter as a class via the intranet. That information will then be exported to synergetic. The process is paper free and will make things easier for the school community, and the process will be much more efficient.

The Head of Sport position has always been a big role within the school and this has been acknowledged in 2016. The role will move from 0.2 to 0.8 from 2017 for two years. Coach and player development practices will be researched and developed. Goals will be set in 2017 to ensure that we work towards providing the best primary sports programme. Schools with successful programmes both domestically and internationally will be targeted and visited to support this development.



Learning Support

The Learning Support Department had a successful and rewarding year. The team worked closely with class teachers to ensure students in programmes obtained the necessary skills and knowledge to close deficits and to reach their potential. Individual intervention programmes were implemented for each student.

The diversity of needs continues to expand. Students with dyslexia, dyspraxia and those on the autism spectrum deserve to be understood and their needs catered for. Over 70 students were placed in programmes to support their learning. Programmes included literacy, reading, spelling and writing, numeracy, social and emotional, personal and leadership development. Resources used were selected because of their strong research based credentials.

The Tier System made certain that there was a fair and appropriate allocation of resources, and suitable interventions. The communication between team members, private tutors, specialists, parents, class teachers and specialist teaching staff, ensured that students learning outcomes were known and met. Collaboration with team leaders is essential and continues to remain a goal for 2017.

During the year Learning Support worked with Educational Psychologists, Special Education Services, Department of Health, Speech Language Therapists, and Specific Learning Difference teachers to identify individual student needs, and to develop appropriate learning goals and outcomes for each individual. While the interventions were mostly literacy and numeracy based, personal self-management and social skills were also taught along with strategies to cope with anxiety and stress.



Learning Support

The services of Socially Speaking were enlisted to tutor students with social communication requirements.

For six students, an across curriculum IEP (Individual Learning Plan) was implemented. The modification of class programmes enabled success with individual goals.

ESOL lessons were provided for seven students who required them. This support was well received. Students appreciated the opportunity to be supported both academically and personally.

Individuals, small groups and classes of students were taught self-management and leadership skills programmes. This was across Years 4–8 students. The My Life Rulz programme was integrated with the Friends for Life Programme. Relevant staff regularly attended Pastoral Care meetings, with the aim of strengthening and promoting emotional well-being for our students.

Meetings were held with the Head of Learning Support in the Secondary School. This will continue in 2017 and bring greater continuity and understanding of programmes and systems between the two schools.

The Head of Learning Support attended the Christchurch Independent Schools' Support Group, which continues to be valuable and motivating.

Department staff met weekly for support and professional development. The topics covered included assessments, and how to use them to plan goals that are relevant and achievable. Electronic reading programmes were used, and support programmes were widely used within the classes. The use of electronic books was encouraged but this was met with varied responses from the students.

Professional courses attended by staff included Positive Psychology and the Morningside teaching programme. Several new resources were introduced during the year. New and replacement Oxford Reading Tree books were purchased.

The long awaited Parliamentary Select Committee report into the learning needs of students with dyslexia, autism and dyspraxia was disappointing. Nothing innovative resulted and no clear direction was given. Most likely the present national system will remain. Our department will continue to use the most well researched resources and teaching methods for the students in our care.

2017 will bring many new and exciting developments to enhance learning opportunities. We look forward to implementing some new initiatives particularly in College-wide systems, and the increased awareness of the importance of positive psychology in education.

Visual Arts



In general the Preparatory School Visual Arts programme in 2016 was focused on the continuation of established goals and activities, with the key element being preparation for the Centenary year of the College. A thorough review and rewrite of the programme was undertaken in the first term. This update revealed just how the emphasis in Visual Arts teaching and learning has developed since the comprehensive programme was first written, and since its last review in 2011. The use of technology and digital media markedly altered art techniques and resulting artworks. It actually reflected the changing landscape of our city as Street Art has become an accessible and familiar art form for the children.

The programme continued to be cyclic in its nature with skills being taught in all media at each year group level. A student in Year 1 may explore and investigate a wide range of art-making techniques and use of materials. Over the years in the programme the students build on their prior knowledge and skills until, by their senior years, they are able to apply the learnt knowledge and skills to independently create their own artworks. This was the key focus for most art projects undertaken in weekly art classes.



The senior students in the first semester were able to visit the Street Art Exhibition SPECTRUM in the city to discover local and international artists' works. This outstanding experience proved to be a wonderful motivation for students who created artworks which, in some cases, met Level 5 exemplar criterion. Their work was included in the collation of exemplars for teaching and learning which has been collected over the past five years. As a teaching tool, these exemplars proved invaluable in helping students set goals and make their own self evaluations of their progress in Art.

All students had their works displayed in the College, primarily in the learning hallways of the main school building. A highlight of the year was the installation of the ceramic poppies created by the 2015 Years 5 and 6 classes. A moving chapel service was held in the courtyard as the students commemorated their particular

family member who had been involved in conflict in the last century. The 2016 Year 5 students made their poppies to be added to the installation in 2017. It is intended to continue to fill the site with poppies over the years.

As St Andrew's College turns 100 years old, an opportunity to celebrate the students and their art has been presented by the organisers of the Centenary Gala Weekend. It is planned that an art exhibition by Preparatory School students will be a feature of the Fête to be held in March 2017. To ensure that all artworks were planned and designed, completed and mounted in time, the fourth term of 2016 was dedicated to making these artworks. Using the College as the central theme students created a range of artworks following various historic themes, used a variety of techniques, materials and motivations. Assistance from some PTA parents was much appreciated.

The purchase of a digital stencil maker expanded the opportunities for students to increase the tools available to them in mixed media art-making. The possibilities of this maker are quite extensive and will be explored further in 2017.

Specific professional development in visual arts was self-generated by the art specialist in 2016; it included online and hard copy reading, visiting galleries in New Zealand and overseas while on holiday, and developing skills in visual storytelling through involvement in designing and installing the Centenary Sports Wall in Gym 2 and the StAC100 Timeline in the Senior College. By working alongside skilled colleagues and contractors, the opportunity to develop a real understanding of digital, photographic and design techniques was invaluable. The opportunity to also work on the Centenary book *The Spirit of St Andrew's* was rewarding, challenging and intellectually engaging.

The students continued to engage with new materials and resources, with the architectural LEGO attracting a lot of creative energy. The installation of a large TV in the classroom greatly enhanced student and teacher access to relevant online resources. It made the use of artist models, which is one of the key teaching techniques used in both College Art Departments, effortless, relevant and extremely useful in all classes. Consequently a rearrangement of the classroom environment resulted in a sound working space for all.

The Visual Art Department in the Preparatory School was well resourced with a generous budget facilitating the purchase of new equipment and consumable materials of high quality.

In curriculum Music, students were exposed to musical language through listening, playing/reading and creating. In 2016 this happened through the use of singing, playing and creating music on mallet instruments (xylophone and marimba), recorder, ukulele, untuned percussion instruments and movement.

All Years 1–6 classes were taught the sol-fa music system which incorporates learning and singing pitch names and using hand signs. All children were able to sing and hand-sign the music scale ascending and descending. This music system was visited at the beginning of every Music lesson providing children with the framework through which they could learn and describe pitch relationships. The sol-fa pitch system was employed in the learning of songs and playing on pitched instruments. By Year 6, children are able to sing simple songs using sol-fa including the singing of rounds.



A large part of the Music curriculum was taught using the Orff Schulwerk pedagogy. This included the use of the pentatonic scale, repeated rhythmic and pitch patterns (ostinato), canon, improvisation and movement. Classes have become more familiar with the Orff approach and enjoyed sharing their knowledge in this area. A strength of this pedagogy was that it catered for a range of levels in the one class.

2016 saw the addition of a further four alto xylophones and one bass xylophone.

A highlight of the year included the two Year 3 classes working together in an Orff performance of the piece '123 Mother Caught a Flea' at the Year 3 Leavers' Assembly. Children sang and then transferred the song to mallet instruments; xylophones, marimba and resonator bells. One class played an accompaniment ostinato while the other played the tune. Against this, three children played a repeating bass part on the marimba and bass xylophones that continued throughout the duration of the piece. The children's mastery of the facets of this piece of music was both highly successful and impressive. On reflection the Year 3 children were extremely positive and enthusiastic about this performance and so proud to share this learning with their families.



In late May, Years 2–6 classes were entertained by the percussion group 'Strike'. This dynamic trio of performers played a range of conventional and unconventional percussion instruments. This was an important part of the curriculum programme; having the opportunity to listen and appreciate performances of live music. Children were also encouraged to participate in the performance and invited to the stage to play instruments alongside the trio.

The Dedication of the Centennial Chapel saw the start of a new chapter in the school including music opportunities for individual, group and whole Preparatory School singing in chapel services. Chapel songs were rehearsed every music lesson. Being in the new Chapel allowed us to sing our chapel songs with an organ accompaniment, which deepened the children's experience of this worship music. This will, in turn, give the children an experience to reflect upon and remember in the years to come.

The Junior Choir were thrilled to perform the music cantata 'Jonah-man Jazz' by Michael Hurd to the Years 1–8 students in the Centennial Chapel at one of the weekly chapel services. The Junior Choir will have a lasting memory of this work, especially in this wonderful acoustic. We look forward to using the Chapel weekly for services but also as a beautiful acoustic for Preparatory School performances as well as invited groups to perform concerts to the school.



The Preparatory School provides the opportunity for students to develop literacies in dance and drama, and to develop ways to both create and interpret work in these areas.

DANCE

Students in Years 1–3 explored the curriculum by creating a range of dances focused on the elements of movement. In the early years the focus is on exploration of dance. Some Year 1 and 2 classes worked on a dance for the Christmas celebration.

The Year 3 students choreographed an original work to share at their celebration assembly based on class work on the brain and Growth Mindset.

Students in Years 4–6 created phrases to explore a range of dance elements. This helped to develop their ability to use dance to express ideas.

Students in Years 7 and 8 learnt about the Charleston. Learning about a specific style enabled students to see the dance in a social and historical context. Some classes also worked with visiting tutor Jack Duff (OC 2015) to learn about musical theatre dance.

DRAMA

In Drama, stories provide a way to talk about real world experiences within the safety of a fictional context. All students worked in role as much as possible to solve problems and to explore real life issues or imagined roles.

Students in Years 1–2 created imagined worlds about travelling in boats to explore a range of possible problems such as ocean pollution.

Year 3 students continued to develop their ability to sustain a role, and to use their voice and body to express the ideas of a character.

Students in Years 4–6 used familiar moral stories as a basis to develop character and to explore conversations that could tell us more about a character. Year 7 and 8 students worked on two story-based dramas; developing a new story around a central role, and developing the idea of an ideal school.

A group of students in Years 7 and 8 worked in the optional lunchtime drama group D-Squared. This year we focused on neutral and basal masks. The students created small pieces that were shared in the playground during lunchtimes. The group also started to work on some basic theatresport skills.



Some Year 6 students contributed to creating a framework for the 2017 Preparatory School production.

Students viewed performance based art via the library storytellers and the Ballet Academy production.

Dance and Drama provides an aesthetic opportunity for students to express thoughts and ideas. This is an important way for students to apply thinking skills, work collaboratively with others, and to learn about the human experience.

In the Preparatory School students received an interactive and enjoyable Physical Education programme involving a variety of sport options. This provided the opportunity to develop skills and to identify sporting codes of interest to pursue in the future. Physical Education is learning in, through and about movement. It is not about creating elite athletes.

The aim of the programme was to inspire, motivate and educate students in the physical environment to be healthy in all aspects of hauora. This was done successfully and was evident through student achievement in a variety of school events and activities.

The main focus area for the Junior Syndicate was to discover movement through non-sport specific activities. Activities for this stage enabled children to explore and discover for themselves what is involved in performing a particular movement or skill. Students also developed the skills that were required to work successfully in a small group or team. This enabled them to be a productive participant and to manage their behaviour in Physical Education lessons.

A development phase occurred in the Middle Syndicate curriculum. The students became more efficient and refined in movement through repetition in a variety of contexts. This included an introduction to basic game play of mainstream sports. Students also started to experience a leadership role within the class, and started to involve themselves more in team strategies and game tactics. They were exposed to

a variety of sporting contexts so they were able to find one that suited them and was enjoyable. The aim was not to make elite athletes but to make them want to have a lifelong relationship with physical activity.

Through the Senior Syndicate the students consolidated the skills developed in earlier years. They applied movement skills in a variety of ways and combined other movements in more complex games and activities. Skills became more automatic and the focus was on being able to naturally transfer skills from one context to another. There was also a greater focus on tactical and strategic game play. Students were confident in taking on the role as a leader, and be able to have the respect of their peers to do this. Students were able to manage themselves in all lessons with limited teacher direction.

Physical Education does not only focus on movement, it also focuses on interpersonal skills such as teamwork, co-operation, listening, managing self, and relating to others. These are the skills that have been identified in the New Zealand Curriculum as Key Competencies. The Physical Education programme gives students the opportunity to learn, develop and fine-tune these skills in an energetic and motivating environment which they can then apply to all facets of life.

Many new activities were implemented in 2016 to keep up with the latest trends and technology. These activities came from numerous PD opportunities during the year. The Physical Education programme benefited from these new ideas which in turn correlated to successful student learning opportunities.



Religious Education

DEVELOPING POSITIVE RELATIONSHIPS

The School Values developed through this year were Honesty, Faith and Hope. The anticipation and eventual opening of the Centennial Chapel in October became an important and authentic learning opportunity where students could find connections with the past as well as looking forward to the future. Mid-year, many students were involved in raising money for World Vision through the 40 Hour Famine. The money raised in 2016 provided school equipment for refugee children from Syria who are now living in Jordan. In Term 4, the Preparatory School students gave generously to Operation Christmas Child, providing over 200 gift boxes to children in the South Pacific region.

PROFESSIONAL DEVELOPMENT

- the children's knowledge of waiata and karakia continued to grow in the Years 4–8 levels through their involvement in kapa haka. Waiata and karakia were supported by the staff, and in the Years 1–7 Religious Education classes words of special meaning were discussed throughout the year;
- the introduction and use of 'Appraisal Connector' as a professional tool was found to be most valuable in that it enabled teachers to critically reflect on their teaching practice as well as gather data to support children's learning;
- in August the Preparatory School Chaplain attended a Chaplains' and Religious Education Teachers' conference which focused on well-being in schools. Information was grounded in good research and wise practice, and supported the ongoing importance to provide pastoral support in New Zealand schools;
- Tom Matthews spoke to the staff about the progressive nature of positive psychology.

PASTORAL CARE

This year a Pastoral Care team was initiated by the Preparatory School Chaplain. The aim of this group was to review and strengthen pastoral care processes, and to share knowledge of good pastoral care practices across the school. Attending a Canterbury Pastoral Care Group furthered the team's knowledge. A number of children participated in The Friends Programme (resilience) throughout the year. Individual pastoral support was also given to students during the year.

Library and Information Centre

2016 was a year with minimal change to our library services with the consolidation of library development projects that have been ongoing over the past two years. The Preparatory and Secondary Libraries continued to work closely together, enabling a seamless library service that supported the curriculum and encouraged reading engagement.

The Library continued to provide a portal to the ever-changing 'information landscape' and connected students to the world through the six guiding principles of library management: access, service, reading, information literacy, information resources and place.



SERVICE

Staffing in 2016 saw a change with Cathy Kennedy, the Library Manager, leaving St Andrew's and moving to a new position at the National Library. Cathy's contribution to the College, in both of the libraries, was immense. From when Cathy left, in July, Eilish Moran assumed responsibility for the day-to-day operation of the Preparatory School Library, as the lead Teacher/Librarian.

In November, Wilj Dekkers was appointed as the new Head of Innovation and Information Services. One of Wilj's tasks will be to manage the design and modification of the Secondary School Library as an innovative, 21st century information hub. This is the most exciting project facing the Secondary School Library in the near future.

As per usual, both libraries had a strong team of Year 8 student librarians who were an integral part of the team during lunchtimes. Wilj Dekkers introduced Code Club and the Minecraft Club. These clubs were well attended and appreciated by those students who attended.

READING

Our Wide Reading programme was again offered to Years 4–8 students as an optional reading extension and was well supported. It was pleasing to see many students reach the highest level and achieve their Gold Wide Reading Award.

Library and Information Centre

Book Week in Term 3 was once again a highlight with the theme 'Welcome Home: New Zealand books and stories.' We were visited by West Coast author and storyteller, Andy Wright who held all age groups spellbound with his oral storytelling skills on an Anzac theme. With many games, competitions, chocolate chippie dog biscuits and much more in the Library, this successful week promoted a love of reading and increased reading engagement.

INFORMATION LITERACY

Information literacy, research skills and library skills were led by the library with lessons throughout the year.

This school-wide model of inquiry learning continued to be reinforced by the library with the provision of resources for staff and students and leadership in information literacy.

INFORMATION RESOURCES

2016 saw the completion of the cull of the Secondary School Library's non-fiction. Picture books in the Preparatory Library were also culled to make room for new books and to provide easier access to the collection for students. We still have the physical, non-fiction collection but this continues to be complemented by our World Book Online collection in the form of the online Encyclopedia and an e-Book library.

Fiction collections continued to grow and develop, and the OverDrive eBook collection still sits alongside the physical collection in order to provide a choice of format for our students. There continued to be a steady increase in the use of this digital collection especially with our Years 7 and 8 students.

Library services in 2016 continued to keep pace with the ever-changing needs of the curriculum, students and recreational reading. We provided a school library service we were proud of and we were always ready to meet the challenges of resource provision and information management in the ever-changing 'information landscape'.





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