



**St Paul's
School**

ANNUAL REPORT



2014

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SCHOOL COUNCIL

St Paul's School is an independent Anglican day school enrolling students from Pre-Prep to Year 12. It is a registered CRICOS school accepting full fee-paying international students from numerous other countries.

The School is owned by the Anglican Diocese of Brisbane. It is governed by a Council. Members of the School Council are appointed by the Archbishop of Brisbane. The School Council is responsible to the Archbishop for the effective operation of St Paul's School under the Diocesan vision for its schools.

COUNCIL

Mrs Heather Walker (Chairman)
The Reverend Lynda Johnson (Deputy Chairman)
Mr Darren Barlow
Mr Denis Brosnan
Mr Kevin Martin
The Venerable Ken Suddick
Mr David Wright
Dr Paul Browning
Dr André van Zyl





FROM THE HEADMASTER



What is an education worth having? This is a question we have been pondering on for some time. It is an important question, as the answer drives what we do each day to support your children. It is a particularly pertinent question as Al Gore states, in his most recent publication, *The Future*, that we are entering a period of change like no other known to humanity, "it is a difference not of degree, but of kind... so many revolutionary changes [are] unfolding simultaneously and converging with one another." How do we as a school, effectively prepare, in partnership with their parents, young people for a very different world than what we know today?

Commentators and researchers are suggesting that at least 50% of the jobs we know today, including doctors, lawyers and journalists, will be replaced by robotics, or artificial intelligence within the next decade. Many jobs are being broken into tasks and outsourced overseas, where they can be performed much cheaper. For 60% of the jobs that will be created in the coming years, only 20% of the people have the necessary skills. Creativity and the ability to innovate are fast becoming the most desired and necessary skills. Emotional intelligence is now a far greater indicator of future success than academic ability.

Throughout 2014, we undertook significant research examining what the year 2028 might hold. 2028 is the year our youngest students, who were in Pre-Prep in 2014, will graduate from their final year of school. Thirty remarkable people from across the globe became part of that research including Professor Yong Zhao, author of "World Class Learners", Professor Pasi Sahlberg, Chief Advisor to the Finnish Education Department, Tim Costello, CEO of World Vision and Saul Eslake, Chief Economist at the Bank of America Merrill Lynch Australia.

From that research, we wrote four scenarios describing possible futures for 2028. These have helped us answer the question, "what is an education worth having?" What has certainly been abundantly apparent is that an education worth having is a holistic one. One that prepares balanced, resilient global citizens with the confidence to make a difference in the communities they live and work. An education worth having is one that fosters creativity, innovation and entrepreneurial skills, one that focuses on sustainability, and is underpinned by a deep sense of purpose and spirituality.

The research project affirmed what we are already doing at St Paul's School, and you will sense this when you read the 2014 Annual Report, but it also maps a clear path for the next fourteen years. 2015 will see the launch of the new Strategic Plan.

This aside, 2014 was a special year for my wife and me. It was our daughter's (our youngest child) final year of school. Both of our children have graduated from St Paul's School. We are immensely proud of the young people they have become, due greatly to the commitment and support given to them by the staff, and also the opportunities the School afforded to them. St Paul's School is a great school for which, as a parent, I am immensely proud and grateful.

Dr Paul Browning

STAFF

HEADMASTER

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Grindrod

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Halse

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Ivor Church

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SCHOOL COUNSELLORS

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NON-TEACHING STAFF

ACCOUNTS DEPARTMENT

Finance Manager – Chris Sweeney, BFin Admin, FIPA

Fees Administrator – Sonya Erhart
Accounts Officer – Jewel Jez

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Admin Assistant – Teaching and Learning – Diane Dwyer, Cert IV TeachAide, DipBus, DipMgt

DESIGN TECHNOLOGY

Design Technology Co-ordinator – Gregory Eberbach

DEVELOPMENT OFFICE

Development Officer – Marketing – Cheryl Hackett, BBus PubRel (Hons)

Development Officer – Publications and Media – Julie Hillier, BAppSc (BuiltEnv), Cert Sch Mktng (CMS)

Development Officer – Community – Sarah Slade

Admin Assistant – Development & Registry – Karen Wright

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Elizabeth Dee, ADipBusMgt, Cert IV Fit, Cert III EdSupp, Cert IV EdSupp

Joanne Doherty, Cert IV EdSupp, CommDec,
Kim Longhurst, Cert III Child Serv, DipChildServ
Joanne O’Keefe, Cert II IEdSupp
Heather Tomlins, Cert IV TeachAide
Nicole Turley, ADipChildcare, Cert III Ed Supp, DipEdSupp
Patricia Watt, Cert III EdSupp

GOLF ACADEMY

Head Teaching Golf Professional – Nicholas Tonga, PGA Golf Professional, Cert IV AWT

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Margaret Wilcox

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IT Manager – Trevor Smith, MMIT, BEng(Elec&Comp), Cert IV SmallBusMment, ITIL V3, MCP, MCSE+I, MCSE(2000), MCSE(2012), MCSA(2008/2012), MCDDBA, MCDST, MCTS, MCITP, MCPD, MTA, MOS(Master), CWNA, A+
Senior IT Systems Administrator – Jason Kelly, AdvDipBusSys(IT), MCSA(2008), MCSA(2012), MCP, MCTS, MTA, MOS (Master)

IT Services System Administrator – Colin

McIntosh, MTA, MOS, MCP
IT Support Officers – John Lambert, MTA, MCP,
Ian Russell, BAppSci (Comp), MCP, MTA, MOS

INTERNATIONAL SCHOOL

Homestay Coordinator – Simone Green, Cert IV Business, Cert IV Frontline Management, Cert III Education Support, Cert III Bus Admin
International Services Officer – Laura Turner, BBus, DipMgt, Cert III BusAdmin

JUNIOR SCHOOL ADMINISTRATION

Receptionist – Carolyn Wyers
Teacher Aides – Antoinette Aitken
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Valerie Hamilton, Cert III EdSupp, Cert III BusAdmin
Rowena Harle, AdvDipBus, BEEd (Primary, Major H/PE),
Damika Herrod, DipChildServ (on leave until 3.12.15)
Tracey Langham, Cert III EdSupp
Lisa Schafferius
Jennifer Soberon
Danielle Sue Tin

Teacher Aide & Admin Assistant – Leanne Bladen, Cert III EdSupp, Cert III BusAdmin

LEARNING MANAGER ADMINISTRATION

Admin Assistant to Senior School Learning Managers – Helen Hart

LIBRARY

Library Assistants – Avril Flannery, DipLibrary&Info Serv,
Elaine Harris
Caron Knight, Cert IV Library&Inf Serv,
DipLibrary&Info Serv

MIDDLE SCHOOL ADMINISTRATION

Admin Assistants – Susan Bain
Jacky Farmer, DipBusMgt, DipBusAdmin

MUSIC ADMINISTRATION

Head of Strings – Bronwyn Gibbs, MusStud,
Dip CreativeA, LTCL (violin), ATCL (piano)
Admin Assistants/Receptionists – Tracy Davidson

Marta Preston, BMus, AMusA, DipTechProd
Audio Visual Technician – David Cotgreave, BMus, Cert IV TAE, Cert III Tech Prod

PROPERTY MAINTENANCE

Facilities & Property Manager – Charles Sweeney, DipProjMment, BSA Lic, Cert V Carp&Joinery, Cert IV TAA, Cert I VCommOpSwimmingPools&Spas, Cert III OH5Cons, CertOps&FacMment

Admin Support Officer Grounds & Maintenance Team – Kevin Nelson

Groundsperson – Lindsay Ebert, Brett Holz,
Gregory Ritson, Wayne Sheriff, Jared Stephenson, Lindsay Wade

Maintenance Planner & Co-ordinator -

Stephen Brosnan, Cert I VWH&S, Cert I VTAA, Cert III Pub Safety, Cert III EmergencyMgment

Maintenance – Mark Hinde

REGISTRY DEPARTMENT

Registrar – Michelle Davies
Assistant Registrar – Laura Pollard, DipBusAdmin, JP Qual

SCIENCE

Laboratory Assistant – Carollyn Hall, Cert III EdSupp, NZCS, Cert IV LabTech, DipLabTech
Laboratory Supervisor – Kim McNaught, Cert IV LabTech, DipLabTech

SPORT & PHYSICAL EDUCATION

PE Co-ordinator – Rebecca Daly, Cert III Fit, Cert IV Fit

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TOOTH CENTRE ADMINISTRATION

Executive Assistant to the Headmaster – Samantha Beene, Tafe Prac Award
Executive Assistant to Director of Business/VET Co-ordinator – Renaye Ansell, Dip Acct, Dip Mgmt, Dip Bus Admin, Cert III Fin Srcs, Cert III Bus Admin

Admin Assistant to the Director of Senior School – Kerry Kingwill, Dip Cloth Tech, DipBusMgt, DipBusAdmin

Admin Assistant – Absentees & Infirmary – Renee Woodward

Admin Assistant – Academic – Tammy Sertori

Admin Assistant – Print Room & Infirmary – Jane Briigmann

School Receptionists – Jeanette Mastenbroek

Rose Ralph
Supply Co-ordinator – Kate Boon, Cert III Ed, DipMgt, DipHR, JP Qual

VISUAL ART

Teacher Aide – Rachel Arthur-Neilsen, BVisArt, Cert IV Training&Assess
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WELLBEING CENTRE ADMINISTRATION

Admin Assistants - Student Wellbeing – Liz Quinn

Jan Warren

Admin Assistant - Counselling – Rexina Harding

Extracurricular Coordinator – Michelle Fraser, DipBus, DipMgt



DIRECTOR OF TEACHING & LEARNING

Education is not a race; however, it must not stand still and should continue to evolve to meet the needs of modern learners. Within a setting that values holistic education and offers multiple forms of opportunity and support, St Paul's School has the aspiration that every student works hard towards, and realises his or her goals. This includes leaving a positive legacy and making a contribution to the local, national or global community.

2014 was another year with significant work, progress and recognition in the area of teaching and learning. In November, St Paul's School (as one of four Australian Schools) was invited to Washington DC by the Sutton Trust (UK) and Gates Foundation (USA) to work with a very select international delegation to showcase world-class teacher professional development, leading-edge practices, and also share research and evidence into high quality teaching. This affirms that the School continues on a positive trajectory and is making a difference to our students and teachers.

Focus on Engaging Learners

2014 saw many opportunities for students to fully engage in projects and initiatives designed to provide relevant real world learning and skill development. Two such examples involve the focus on developing design and making skills. Mr McVay worked with a small group of students in the design, build and racing of a go-kart against four other schools. The project

was a great success and allowed students to showcase their problem-solving skills and design-thinking capabilities. Another project in the planning phase involves students from Years 7–12 collaborating on the design, build and re-purpose of a shipping container to serve as a community need. This is a student-driven project from start to end and is being supported by the Design Technology staff.

Project-Based Learning

One of the most widely acknowledged approaches to effectively developing deeper learning, connection to authentic experience, and improving outcomes, is Project-Based Learning (PBL). Learning through REAL (rigorous, engaging authentic learning) Projects refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Projects are driven by essential questions which have validity in the real world, produce outputs that have real purpose, and are exhibited to authentic audiences. Students are given opportunities to produce work of high quality that matters to them, and to the world beyond school. We are very excited by the work in this area in the Junior School. In 2015, we will see PBL roll into our Middle Years.





Immersion Studies Time

Another exciting aspect of learning innovation that occurred at St Paul's School in 2014 was the emergence of Immersion Studies Time (IST). In 2016, there will be seven new subjects which will come online in the Prep to Year 6 National Curriculum (ACARA). These include Dance, Drama, Design Technologies, ICT, Visual Art, Media and Music. By providing multiple avenues to explore learning provocations, or concepts such as 'change', 'sustainability' etc. students could sample and grow skills and understandings in the seven new disciplines with the support of experts, as well as develop critical new transferable skills of collaboration, planning, reflection, goal-setting and critique. The depth and array of learning has been significant, and the gains to confidence, academic mindset and skill mobility has been considerable.

Professional Learning at The Centre (CRIFD)

Robinson (2009) asserts that when school leadership promotes and participates in teacher learning and development, it has a significant impact on student outcomes. St Paul's School is committed to continuously supporting teacher professional growth and learning by offering an extensive suite of opportunities to engage with as well as appraisal. From agile learning space design to Project-Based Learning, Reggio Emilia education to digital learning platforms, our teachers have multiple opportunities to enhance their professional knowledge and repertoire and put learning into practice. In August, we hosted #tmbris. Teach Meets are informal gatherings of educators who

present on a feature of exciting and innovative practice which is having an impact where it matters most — in the classroom with students. Twelve colleagues from St Paul's School presented to several other schools, and received very positive feedback about the exciting things we are doing, and the tangible impact we are having on student learning.

World School 2014 (Emily Hicks, Year 11)

In mid-September, I was privileged to represent St Paul's School and Australia at World School International Forum 2014 in Vladivostok, Russia, along with Courtney Trost, Serena Panton and Mr Tim Weal. The two weeks we attended the conference were the most challenging, and yet the most memorable of our time at St Paul's School, as we underwent activities such as a Russian Culture Evening, sight-seeing around Vladivostok and a four night stay with a Russian homestay family. Most memorable, however, were the friendships we forged with the sixty delegates from twenty countries from across the globe. Learning about other cultures and how they think, speak and act was so valuable to me and to the others, as it broadened our horizons and has changed how we think, speak and act ourselves. World School will forever be an experience that taught us that no matter what our differences, 'We Stand as One.'

Mr Jon Andrews

Executive Director of Teaching and Learning

Design Learning

Robert Curedale (2013) presents the idea that Design Thinking is a people-centred way of solving (and finding) difficult problems. It encompasses a collaborative, team-based, cross-disciplinary process. Design Thinking is an approach that seeks practical and innovative solutions to problems. It can be used to develop products, services, experiences and strategy. IDEO (2012), which is an international design and consulting firm founded in Palo Alto, California, suggests that, "Design Thinking is a mindset! It's about believing we can make a difference, and following an intentional process in order to get to new, relevant solutions that create positive impact. Design Thinking gives you faith in your creative abilities and a process for transforming difficult challenges into opportunities for design."

Design Thinking is all of those things, and as such, Design Thinking is a commodity for schools to provide holistic, engaging and authentic learning opportunities. It provides children with the opportunity to think deeply and to translate ideas into reality through a 'user-centred' approach. This encourages them to embrace an empathetic mindset.

2014 began building the worth of Design Thinking as a framework for learning. This was in the form of a 'Market Day' where Heads of Learning provided staff with an opportunity to explore how the various Realms could support learning through their unit planning and assessment. Staff were free to wander around and chat with Heads of Learning to gain clarity about a realm, or realms, they wanted to utilise in their units to further engage their students. The Learning Realms are ways of thinking and using knowledge to enhance learning within classrooms.

To further support teachers in the area of Design Thinking, professional development sessions were held to unpack the ideas behind Design Thinking as a framework for learning. The sessions were aimed at providing teachers with an understanding of the framework through a hands-on, user-

centred approach. Teachers were exposed to the way in which Design Thinking is a means of developing innovative minds within their students. They explored the way in which the Design Thinking Framework can be transferred beyond traditional design-based subjects as a means of creative problem-solving.

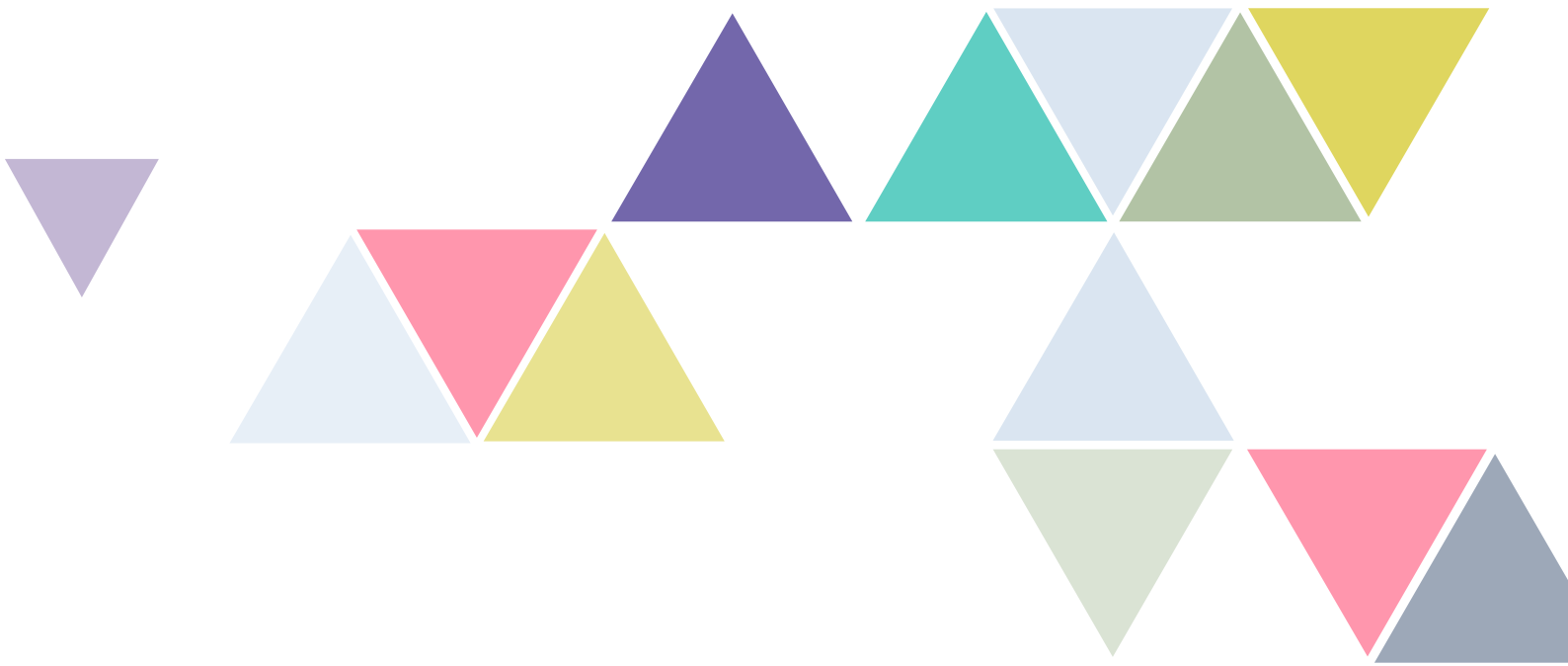
The Junior School explored some of the ideas of Design Thinking through their Immersion Study Time (IST). IST provides an opportunity for our Junior School students to learn within a collaborative, open and fluid environment where they are encouraged to use and create knowledge in charting their own journey of learning. They develop their skills and understandings across a variety of learning areas using Design Thinking as a means of engaging in a concept, developing possibilities, and prototyping their ideas as a means of deep learning. Planning, centred on collaboration between the core teachers and The Arts and Technologies specialists, has been integral in the development of the units of work.

digITal (Digital Integration for Teaching and Learning) continues to work to support learning through information and communication technologies. 2014 saw the team working on the development of the ICT Strategic Plan for the School. That document will guide the direction of how ICTs will support learning at St Paul's School.

Learning X(by) Design at St Paul's School, and beyond, needs to be embraced to grow and nurture our young people to a point where they are global, independent and innovative thinkers. Learning X(by) Design must be developed in such a way that our young people can see the connection beyond just one subject, and identify that the ideals of this way of thinking have relevance outside the classroom and school grounds. Learning X(by) Design is a way in which thinking can be transformed in schools.

Mr Tim Osborne
Head of Design Learning





Global Sustainability

The role of Head of Learning, Global Sustainability, came into being as a result of the revision of the learning management model at St Paul's School which was undertaken in 2014. This revision saw the previous six Learning Areas reduced to five, with each of the new five areas of responsibility being re-developed in response to, and reflecting, current educational priorities and theories of 'best practice' for the years ahead. In addition, each of the redeveloped Learning Areas was aligned with unique and specific pedagogies. Hence, the inauguration of the Global Sustainability Learning Area, underpinned by Decision Making Pedagogy.

With no pre-existing template for Global Sustainability Learning (Decision Making Pedagogy), 2014 involved a steep learning curve, both trying to define what these terms meant and establishing an operational model for the new learning area to benefit teaching and learning at St Paul's School.

Establishing a working model

The idea of 'sustainability' was expanded from the implicit connection to environmental issues to a broader definition of focusing on the development of teaching and learning skills and strategies to enable success in our 21st century reality. Decision-making pedagogy fitted well within this scope in highlighting the range of skills and strategies available, and equipping teachers and students in being more able to select and use appropriate skills and strategies in given contexts.

The 'global' nature of the learning area was interpreted as involving the development of wider perspectives when grappling with learning content. It also suggested the importance of interpersonal communication and collaboration skills. Having stepped into the shoes of the previous Head of Communication Learning, one priority was also to retain an emphasis on language and literacy development in this new learning area.

2014 Activity Summary

The Learning Area 'Market Day' at the beginning of the 2014 school year was the launch pad for these ideas. There were many questions about how this learning area could be of benefit to teachers. This introduction was followed up by the development of Global Sustainability Learning Professional Development opportunities for teachers. Three sessions were run for a small group of interested teachers with the most interest being shown in ways to develop metacognitive awareness in students.

As a result of this, follow-up contact and modelling of embedding self-reflection questions into unit diagnostic, formative and summative assessment was completed. This will remain as an area of further development throughout 2015 for this learning area.

2014 also saw the highly successful roll out of the Teaching ESL in the Mainstream Professional Development program. That program involved a considerable commitment by both presenters and participants, and also suggested a number of practical directions for the Head of Global Sustainability Learning to follow up during 2015.

2014 also saw the continuation of the Literacy and Numeracy initiative in the Junior School. That program focused on supporting teachers in using the Diagnostic Reading Assessment (DRA) reading comprehension program with a substantial effort put into training and supporting teachers in collecting and assessing literacy data.

To summarise, 2014 was critical as both the inception of the Global Sustainability Learning Area model as well as laying solid foundations for ways forward in 2015 and future years.

Mrs Terese Reese

Head of Global Sustainability Learning

Creativity Learning

A recognition and acknowledgement for the increasingly important role creativity has to play in our day to day lives, underpins the incentive to immerse our learners in creative thinking. The conscious objective to engage our students in learning experiences that strengthen and call forth dispositions that will better allow them to interact and collaborate in the highly creative social and work environments we now see evolving globally, places St Paul's School in the forefront of best educational thinking and practice.

The Learning Realms 'Market Day', held in the beginning of our school year, formally introduced teaching staff to the Creativity Teaching and Learning Framework developed for St Paul's School. It was a wonderful opportunity for staff to gather practical resource packages as an introduction to creativity pedagogies and strategies that could support future learning area discussion and classroom planning. It also allowed staff to reflect on the expansive and deep research being undertaken by Heads of Learning with regard to each 21st Century learning lens. The enthusiastic discussion that followed among year level teams and subject areas, coupled with a willingness by some teachers to 'give it a go', has helped establish a momentum for the continued transition of creativity into classroom practice and importantly, student learning.

A formal 'Introduction to Creativity' course was provided as professional development through our professional learning centre (CRIFD) for teachers during September. Those three two-hour workshops stimulated much enthusiasm and provoked deep discussion among participants. Teachers spent time analysing the various ways in which value can be built around creative thinking, and how this might 'look'

within the learning environment, all the time considering how practices and thinking will positively impact on our students.

The roll-out of Immersion Study Time (IST) within the Junior School has further mobilised creative thinking within and beyond the classroom learning environment. The enthusiastic engagement by students in both creative and design thinking pursuits has been enormously satisfying to witness. The IST framework was primarily developed as a means to facilitate the introduction of seven (ACARA) Arts and Design Technology subjects. It was also conceived to expedite innovative ways of thinking and understanding across multiple discipline areas, by requiring learners to draw upon skills and content from core learning areas. By involving and partnering with specialist teachers and parents/families, we were able to communicate the intent, and draw on their skills to support students in their learning. This aspect of the framework helped many of the participants to understand the relevance of creative and design thinking to areas beyond the boundaries of Creative Industries subjects. Of course, the success of IST could not have been possible if it were not for the dedication and commitment of so many teachers who collaborated and problem-solved their way in and around the many challenges (and surprises) open-ended and self-determined learning present; the Morphing Festival was testament to their shared success and collaboration as a vibrant learning community.

It is anticipated that 2015 will see a further development of teacher practices of creative pedagogies encouraged through projected courses conducted through the Professional Learning Centre, one on one teacher, team or learning area workshops and meetings.

Ms Gabrielle Kempton
Head of Creativity Learning





Inquiry Learning

Inquiry Learning can be defined as a reflective process by which a learner's curiosity meets the curriculum through a dynamic sequence of thinking skills which engenders higher order thinking and contemporary learning dispositions. Inquiry learning is all about encouraging students to construct their own knowledge in a meaningful way to them that connects to their personal experiences, ideas and questions.

Inquiry skills are represented in the Australian curriculum (ACARA 2014, Lupton 2014) both explicitly in many subjects, as well as implicitly through the General Capabilities Critical and Creative Thinking and ICT. There is a global recognition of the importance of learners becoming constructors, rather than consumers of knowledge. Learning through inquiry aims to develop dispositions that motivate and prepare learners for successful and fulfilled lives in today's challenging information-rich environment.

What is happening at St Paul's School?

In collaboration with Judy Bolton, the Middle School Librarian, Professional Development sessions were provided to staff to further develop their understanding specifically using a Guided Inquiry approach, which has been developed by over thirty years of research (Kuhlthau, 2012). Recognising the power of inquiry, Languages looked to adopt an inquiry approach to their teaching and learning. Middle and Senior Science successfully implemented Guided Inquiry units, which allowed students to incorporate their knowledge and experiences from their everyday lives, which is conducive to deeper learning when it is used to understand curriculum content. Utilising this approach, PE staff also provided some fantastic opportunities for students to explore health issues in the St Paul's School community, with students investigating and then implementing various activities during 'HPE Week' to raise awareness and educate staff and students. With increased confidence from utilising a Guided Inquiry method, staff and students were able to transfer the process into another unit surrounding safe choices with students creating educational videos that were highly personalised with a professional quality to them. Next year will provide opportunities for further growth of Inquiry through Professional Development particularly in the Junior School, which had some great success this year with implementing Project Based Learning (PBL) and Independent Self Teaching (IST).

Title-Third Teacher Project

2014 also saw the launch of the Third Teacher Project and Third Teacher Professional Development opportunities. The Third Teacher Project which is based on viewing the environment for learning, is an incredibly powerful tool, providing a physical/virtual platform where pedagogy, technology and students' experiences can connect, leading to the enhancement of teaching and learning.

Teachers need to work together with students and the School community to develop learning spaces that are:

- Intentionally designed and co-created with students
- Designed to maximise student access to and ownership of the learning environment
- Versatile and allow for multiple use concurrently and consecutively
- Maintained continuously by both staff and students
- Future proofed — to enable space to be revised and modified
- Able to support multiple types of learning activities
- Zoned for sound and activity
- Designed for people, not for ephemeral technologies
- Information rich and technologically reliable
- Connection enabled, inside and outside of the learning context/concept/space
- Connected to the outdoors

Staff (along with their students) have been encouraged to begin surveying the environment, and the Third Teacher team has built an online space with research and resources. 2014 has seen some exciting transformations to learning spaces across St Paul's School including Junior School, English/History and Geography, Design Technology, Physical Education and Languages. 2015 will see more opportunities for staff collaborating with each other in shared areas, as well as giving students permission to engage with the process and take increased ownership. The power of a learning space is its ability to encourage evolving pedagogies that embed technology, making an impact on teaching and learning.

Mr Des Hylton

Head of Inquiry Learning

Entrepreneurial Learning

The word “entrepreneur” originated from French and originally meant “someone who undertakes a significant project or activity”. When we think of entrepreneurs, we normally think of business entrepreneurs. There are also social entrepreneurs (people who use entrepreneurial skills to aid society), intrapreneurs (people who use entrepreneurial skills within a large corporation) and policy entrepreneurs (people who seek to initiate policy change). At its heart, entrepreneurship is about growth, creativity and innovation (Zhao, 2012). Teachers who encourage their students to engage with entrepreneurial learning can be called edupreneurs.

At St Paul’s School, the model that we have adopted to support Entrepreneurial Learning is as follows:

2014 began with a ‘Market Day’; a chance for Heads of Learning to connect with staff about how their learning realm could be incorporated into professional practice. This was also an opportunity for staff to explore the use of Twitter as means of connecting with other professionals. A series of three Professional Development sessions were run during Term 3 to allow interested staff to explore Entrepreneurial Learning in more depth, and consider modifications that could be made in order to develop an Entrepreneurial mindset in our students.

The ICT Strategic plan 2015–2017

Trevor Smith (IT manager), Jon Andrews (Executive Director of Teaching and Learning), Tim Osborne and I (Heads of Learning and co-chairs of digITal) completed an ICT strategic plan for 2015–2017. The plan, while considering IT in the classroom, also explored how IT can be used to enhance communication, the infrastructure requirements to have a robust network, and the professional development needs and opportunities that would result. Throughout the process, the needs and wishes of staff and students were considered. The report was also grounded in research, both nationally and internationally, and considered how IT impacts on learning, current and future trends, experiences from other schools and the requirements of the Australian Curriculum.

Teaching Mathematics for Understanding

At St Paul’s School, we have been emphasising the need for all teachers to adopt a common approach to the teaching of Mathematics. This has continued throughout 2014 and two different professional development opportunities were offered. The first was designed for classroom teachers, encouraging teachers to identify misunderstandings early, and planning learning opportunities that support students in understanding how Mathematics works. The second professional development session was designed for differentiation support staff and teachers. That session explored areas of Mathematics that students traditionally find difficult, and offered strategies for supporting learners.

Plans for 2015

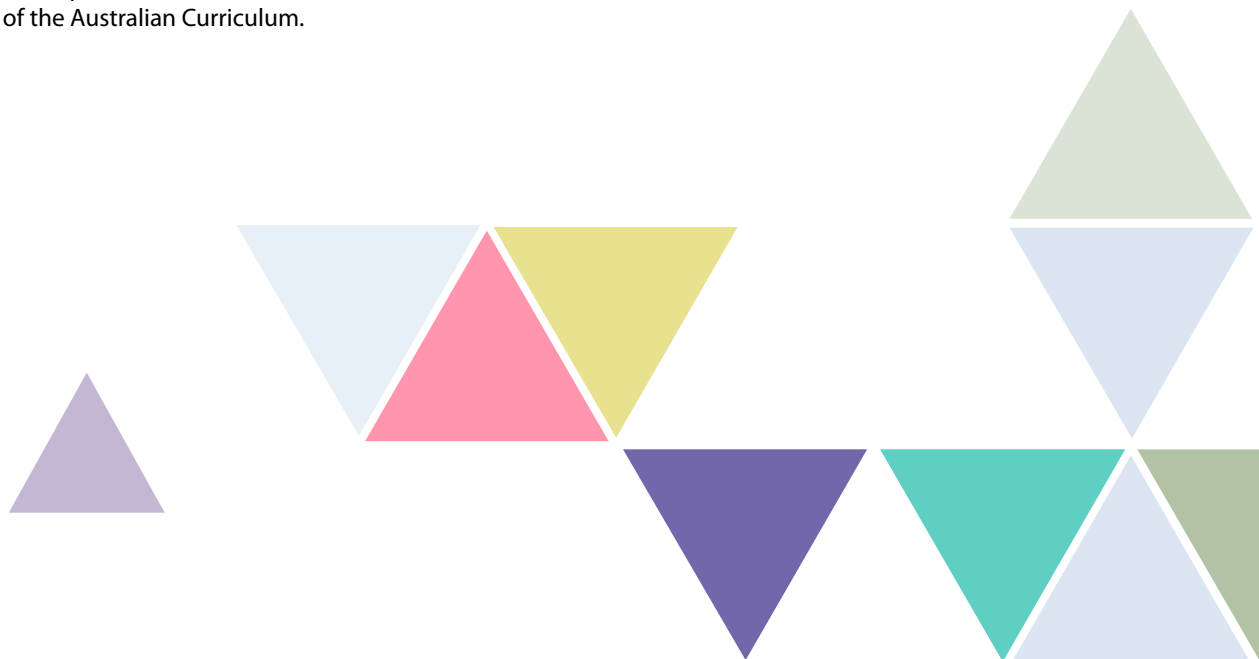
In 2015, Learning Managers and their staff will be encouraged to look for opportunities to incorporate Entrepreneurial Learning into planned units. Professional development opportunities will be offered, and staff will be encouraged to use support materials that have been developed.

2015 will be a research and development year for information and communication technology. Using the ICT Strategic Plan as a foundation, the practicalities of implementing the vision will be trialled.

Continued support in both the teaching of Mathematics and use of Twitter for professional development and connecting with colleagues will be offered.

Catherine Smith

Head of Entrepreneurial Learning



DIRECTOR OF JUNIOR SCHOOL

Parents and educators around the world are asking questions about how best to prepare children for successful adulthood in the 21st Century. The question actually takes on added importance because we, at this point in time, are immersed in a social and cultural environment that is changing at an accelerating rate. This is something that we in the St Paul's Junior School have considered, and the need to provide a Holistic Education has never been stronger than now. The purpose of education is to nourish the inherent possibilities of each individual, and providing students the opportunities to do this, is what we have aimed to do.

2014 has been a year of focusing on personalising learning and developing child-initiated and teacher framed programs. The success of this has been the level of engagement from the students. This means that the students are more curious, and more willing to invest in their learning with enthusiasm, effort and persistence.

Teaching and Learning

Our key focus for 2014 was to continue to align our planning and assessment with ACARA and to build differentiated, authentic and engaging links across the curriculum that would provide the students with a set of skills for deep learning. Within this context, teachers were encouraged and supported to use innovative methods that would integrate the use of technology, inquiry and problem-based learning, higher order thinking and integration of community resources both within and beyond the School.

Assessment

We continued to build on the recommendations provided by the 2012 assessment investigation. The value of diagnostic and formative assessment was unpacked and is now part of our core business, evident in planning documents and in most cases, visible in classrooms. In order to provide a balance in assessment for/of learning that would allow the students to share their knowledge and understanding and development of skills in multiple ways; the provocation of change, challenge and choice provided a springboard for

thinking. The idea and advantages of using timely, everyday feedback to build on student understanding, and to develop future planning was investigated. In this way we were able to share stories of success, and we moved towards developing a more balanced approach to formative and summative assessment that would ultimately allow the students to map their own learning. This will continue to be a focus for 2015.

Evolving from these discussions on assessment we considered reporting, the purpose of reporting, the role of students and how we communicate with parents.

Planning

We have now unpacked all the current ACARA curriculum documents and teachers have a sound understanding of the content and skills required. In 2014 we were able to consider the following key areas for continued development and implementation:

- Focusing on 21st century skills, content knowledge and expertise
- Building understanding across and among core subjects as well as 21st century interdisciplinary themes
- Learning which emphasises deep understanding, engages students with real world data, tools and experts, and acknowledgment that students learn best when actively engaged in solving meaningful problems
- Planning and learning that allows for multiple measures of mastery.

With these being key considerations, Immersion Study Time (IST) and Project Based Learning (PBL) were areas that received attention and professional development. Continued support from the Heads of Learning and specialist teachers helped teachers develop understanding and skills. A group of teachers worked as a team to develop PBL as part of an ISQ initiative to align the curriculum in the Early Years. This successful project provided teachers with the opportunity and time to plan and explore a new strategy in a supportive environment.



Learning was made visible, and our learning stories were shared with the wider community and parents through our first Morphing Festival. 2015 will provide more challenges as we continue to implement IST, PBL, and look for ways to make connections between subject areas so that we not only can cover all that the Australian Curriculum requires from us, but also provide education that is meaningful for our children.

Pastoral Care

There is a strong sense of belonging within classes, year levels and the Junior School itself. Class teachers take on the responsibility of pastoral care for the children in their class and look after their needs accordingly. This is something that teachers in the Junior School are passionate about. We still continue to bring values into everything we do. Respect and Empathy have been what we have focused on in 2014. We have enjoyed 'Celebrating Strengths' with the whole School, and used these for discussions in class, assemblies and Chapel.

By the very nature of the Junior School children, and now taking some inspiration from Reggio, we have many opportunities to consider and care for the whole child. This is what underpins the philosophy of Junior School, being an extension of home, and having a holistic view of the child drives our decision-making. Teachers of the Junior School are in the fortunate position of being with their students for the majority of the day; guiding, caring, leading and advising become large parts of their life.

Contribution to the Community

Our Young Round Square group is a team of students in Year 6 who are passionate about doing good things in the world. Some of those good things include sharing stories, messages of hope, and supporting local community projects. In 2014, the Young Round Square team helped to make 'Harmony Day' special for our Junior School, whilst spreading the anti-bullying message 'Take a Stand!' We had the opportunity to pack Birthing Kits for Zonta International — together with other members of our community, we packed over 1000 birthing kits! The Young Round Square team also worked hard during the Morphing Festival – running 'Nude Food Day' and organising face painting for the Preps–Year 2s. The Young Round Square team learnt about the great things that 'Thank

You Water' are doing here in Australia and around the world. The students learnt that people pay lots of money for bottled water, but the money goes straight to big companies like Coca Cola. 'Thank you Water' is the same price, but their profits go towards supplying clean water to communities who are far less fortunate than us. The students embarked on a mission to convince members of our School community to support 'Thank You Water', and were really excited to find that they were able to sell some 'Thank You Water' at our Ball Games Carnival.

This team also participated in the Young Round Square Conference in Canberra allowing the group to mix with others who were working to build on the Round Square ideals.

The Year 6 students, along with their families, knitted 180 scarves which were given to the Year 9 students to take to the Soup Kitchen to hand out to the homeless people in the winter months. They also continued a new tradition of having a bake sale to raise money for the village in Vanuatu. The students are now very conscious of the benefits of their support to the village through their interactions with Reverend Mark.

The Junior School staff have also continued their support of a child through Compassion.

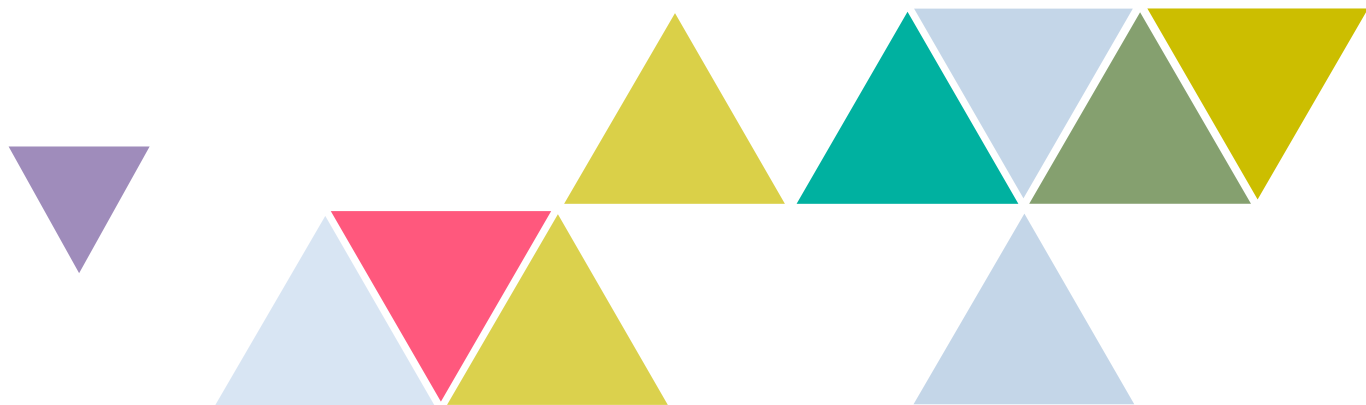
Faith Development

Again in 2014, our Faith Development continued to grow within the Junior School with more and more opportunities being provided for students, staff and parents to be involved. The staff had opportunities to be involved in services, prayer groups and staff devotions. Our Chapel Captains are a part of our student leadership group who played significant roles across the Junior School and this will continue to grow.

Through RAVE classes, which have dedicated teachers who are Christians, Faith Development is at its most prominent. This is where the students are free to question and analyse their thoughts relating to Christianity in a supportive environment. Through these classes and regular Chapel Services and readings at assemblies, children are supported to make connections between the discussions and devotions and their own lives. These opportunities are supported by the youth worker, Dave Adams, who at Chapel times provides students with knowledge, but is always prompting them to develop their own faith.

In 2014, three students chose to take their Holy Communion, and this was a celebrated event by our whole community.

Mrs Marianne Connolly
Director of Junior School





DIRECTOR OF SENIOR SCHOOL

Teaching and Learning

Significant discussion and planning occurred in the direction of Project Based Learning (PBL). Over half of the Learning Managers have attended focused PBL training and all Learning Managers have been required to identify Year Levels/Units of work in which they will be able to introduce a PBL focus. Some have this focus already, and will simply need to refine/embed this. Others are introducing elements of PBL as a tool for accomplishing learning outcomes for the first time.

In regard to ongoing monitoring by Learning Managers of the academic standards in their areas, their focus was to monitor the quality of planning documents by using a sampling model. In the middle stages of the year, the focus of this was Assessment, specifically Assessment for Learning rather than just Summative.

Student enrolment patterns are reasonably stable. Within a slightly smaller than usual Year 11 cohort, the new OP subject, Health Education, has attracted good numbers for its second year. There is some on-going concern for student interest in Drama, Languages, Dance and Science21. Thus any consideration to introduce a new subject into the curriculum should hasten slowly, and assess student demand, as one/more of these subjects would most likely disappear with the addition of a new subject.

The Visual Art Learning Manager has renamed the Learning Area as Visual Culture, and is trying to refine some of the activities involved. This is a bid to broaden the appeal, particularly in Year 10, and with male students.

Pastoral Care

Various camps and leadership activities were held, including the Year 10 camp, Year 11 Leadership days and the Year 12 Student Leaders camp. Additionally, the fourth mission trip to Vanuatu was held. A number of students progressed through the Duke of Edinburgh's scheme.

Round Square continued to be established in the structure of the School, with representatives attending an annual conference. Staff and student representatives also attended World School in 2014 in Vladivostok.

It is anticipated that under the leadership of the newly-appointed round Square Coordinator, these activities plus others, will come under a coordinated plan which will be developed to reflect coherent objectives for the area.

Contribution to the Community

The most visible focus for involvement with the community is generally Student Leaders' activities. This year there were several examples of excellent outreach to the community.

The Student Leaders' initial focal point for School involvement was the annual 'Back to St Paul's School Day', the 'Sports Gala Day' in Term 2, followed shortly by 'Pink Day'. A high level of support was generated amongst the School community for the Rugby, Netball, Hockey and Tennis matches.

This was followed up in Term 3 with the inaugural 'Blue Day' organised in memory of Andrew Pope, and to support men's health issues.

Some other public and visible events were the 'Cancer Council Relay for Life', and the 'Battle of the Bands'. Additionally, some teams were entered in the 'Colour Run', and virtually all of the Student Leaders contributed in a range of ways to the above activities. A number were also involved with 'Imagen8', an event which brings many members of the broader community through our doors seeking a creative and fun learning experience.

Additionally, under the leadership of their staff and House Captains, each House makes contributions to various community/charitable organisations, as will be reported separately.

Faith Development

The school year started with the induction of New Staff and Student Leaders, in which staff and student leaders affirm their intentions to serve the community in their new positions.

House Chapel services were a weekly focus and the Worship Band membership was increased.

The Foundation Day service was, as usual, a highlight of the closing stages of the year. Although this is a busy time of the year for those involved in the organisation of events, and provision of technical services, the sequence is now established in a pattern such that the combination of Celebrations of Achievement, Foundation Day and Valedictory Service and Dinner is sustainable and provides a meaningful sequence of events. Although the specific timing and sequence is reviewed each year depending on calendar and term dates, there is significant expression and recognition of our faith development, and also the building of community partnerships that characterises that time of the year.

Mr Paul Sullivan

Director of Senior School

School Captains

For the leaders of 2014, our role really began as soon as the class of 2013 stepped out the door and we began planning and actively working on our goals for the forthcoming year. Looking back, we could never have anticipated how eventful it would be.

Many School and community events occurred throughout the year. Most of those involved organisation, participation, or leadership from the Student Leaders. There was the 'New Families Welcome Evening', which had a huge number of student volunteers. The focus then shifted to the organisation of the 'Sports Gala Day' and 'Pink Day'. The collaboration of sport, fun, and school spirit on these days draws our community together.

'Imagen8' is a unique event during the June/July holidays, and approximately three hundred students from seventy-seven schools gathered to participate in a variety of activities.

In Term 3, there was the 'Battle of the Bands' and then in Term 4, 'Relay for Life' brought our Student Leader community together. An emotional event, especially with classmate, Liam Fletcher, currently battling cancer. 'Relay for Life' was a great experience for us, as a team, and a tradition we hope will be carried on in future years.

That was just a snapshot of an amazing and memorable year. As we sign off and watch our younger counterparts fill our places, we offer our best wishes to those who have been elected to lead the School in 2015.

Vivien Barmer and Joseph Cosgrove
School Captains





DIRECTOR OF INTERNATIONAL SCHOOL

Teaching and Learning

Following through with the direction taken by the School's Teaching and Learning Team, the High School Preparation Program teachers, led by Mrs Terese Reese, worked well to assist students to see the value of Project Learning and to understand that this type of task prepares them for main school learning in Australia. International students have an average of 20–30 weeks to improve their language proficiency, both in terms of the mechanics of language, and the communication of ideas, as well as to adjust to working with others in a classroom setting and learning to focus on skills, not simply content. The teaching staff adapted the program to suit each class group, and for much of 2014 there was only one High School Preparation class, with student abilities ranging from Beginner to Pre-Intermediate. As the market circumstances gradually changed and enrolments increased, it was very exciting to create two classes in Term 4; thus allowing the teachers to create more specific tasks for different levels. Staff certainly felt that progress was steadier in Term 4 as a result.

As well as the High School Preparation Program and the ESL support in the mainstream classes, permanent teaching staff were involved in the tour program throughout the year in 2014; thus ensuring on-going employment of experienced staff during the "tighter" enrolment times. One long-term staff member retired in October, reducing the FTE numbers.

Tours continued to follow the trend which has been flagged previously — they are becoming part of the source School's educational programs and, therefore, are a little longer on the average, and have a more academic and integration focus. That, in turn, enables more two-way interaction with Australian students here at St Paul's School. During 2014, there was at least one tour group on campus for all but nine weeks of the school year. The "buddy program" encourages all St Paul's School students to have some interaction with the visitors, and many students do gain service learning points that way. The main source country continues to be Japan.

Pastoral Care

The year commenced with a new Homestay Coordinator, one of the key roles for care of the International students. The previous Coordinator retired after twelve+ years, so this change was a major one. However, Mrs Green quickly developed sound relationships with the School's host families and works in a caring and appropriate manner with the students and their agents. Information sessions for host families became an ongoing feature each term, allowing

families to learn more about supporting their students to adapt to Australia and school life here.

Students continue to attend House tutorial groups as part of their on-going program, and Heads of House are gradually working with their tutors to find ways to include international students into the activities of the Houses and School. The percentage of international students participating in the extracurricular activities on offer increased slightly again in 2014.

One aspect of School life that is very challenging to international students is the camp program. In an effort to ease students into this program, Mr Tim Weal ran an overnight camp on campus in Term 4 for the High School Preparation Program students. This type of program will be continued in 2015 through the appointment of the Round Square Coordinator.

Contribution to the Community

One of the reasons the High School Preparation student numbers increased in 2014 was the enrolment of High School Preparation students destined for other independent schools — Clayfield College, Brisbane Boys' College and St Margaret's Anglican Girls' School. Those enrolments were the result of ongoing networking, and the closure of the ELICOS unit at Clayfield College. The reputation of the program offered at St Paul's School has therefore grown.

International students were involved in the LOTE program by assisting Australian students learning Mandarin or Japanese in some set activities, and this is a part of the community offering (and service learning) which needs to grow further in 2015.

Faith Development

International students continue to be encouraged to show respect for others' faith and attend Chapel services and House activities to assist in their understanding of the basic tenets of the Christian faith. Grace is said before each study tour farewell party meal as an example. Staff are encouraged to explain specific Chapel events to the students, e.g. Ash Wednesday and Anzac Day.

Ms Deborah Kemish

Director of International School

ACADEMIC ACHIEVEMENT

National testing (NAPLAN) and the Queensland Core Skills Test (QCST) provide information on student academic achievement for our students. These tests occur at key stages in a student's school career: Years 3, 5, 7, 9 and 12. Students at St Paul's School also have the opportunity to gain VET qualifications as part of their subject selection.

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) was introduced for all students in Years 3, 5, 7 and 9 in all government and non-government schools. Each student's level of achievement is reported against the agreed national benchmarks of student achievement. A summary of the 2014 results for each key measure is provided below. The tables show the comparison between School and the State performance.

St Paul's School students performed well, on average, in 2014. Across all year levels, in all five areas, our students out-performed the State Average by healthy, and in some cases, significant margins. Those results reflect an ongoing and considerable effort of teachers, and the diligence and concentration of students, to enhance levels of literacy and numeracy. Ongoing development to sustain success is a priority at St Paul's School, and everybody involved should be rightly proud of the outcomes, especially considering that Queensland students are between three to ten months younger than their counterparts across Australia.

Writing

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	434	482	524	558
Average Score (state)	390	457	505	544
Percentage of students equal to or above the state average	90%	66%	62%	59%

Spelling

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	438	501	562	599
Average Score (state)	400	489	537	575
Percentage of students equal to or above the state average	78%	64%	69%	66%

Reading

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	454	516	575	589
Average Score (state)	410	496	542	571
Percentage of students equal to or above the state average	85%	69%	71%	67%

Numeracy

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	414	522	572	602
Average Score (state)	393	481	544	580
Percentage of students equal to or above the state average	64%	71%	68%	61%

Grammar and punctuation

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	462	515	570	586
Average Score (state)	421	500	541	568
Percentage of students equal to or above the state average	76%	48%	68%	63%

Queensland Core Skills Test

In 2014, Year 12 at St Paul's School achieved strong results, and we congratulate all students for their achievement across a wide range of subject areas. Our broad curriculum allows students to choose subjects which are in line with their interests and talents.

Queensland Core Skills Test Results

Result	A	B	C	D	E
St Paul's	16.22%	31.08%	30.41%	22.30%	0%
State	16.05%	27.92%	34.83%	20.87%	0.35%

Overall Position (OP) Results

Result	1-5	1-10	1-15
St Paul's	26%	53%	78.67%
State	20.51%	49.76%	79.26%

157 from a possible 160 students received an Overall Position (150 domestic students and seven visa students).

Vocational Education Results

The following table presents the Vocational Education and Training (VET) courses taught by St Paul's School.

VET Enrolments	Year 11	Year 12	Total
St Paul's	48	53	101

Main destination of Year 12 students

89.5% of young people who completed Year 12 at St Paul's School in 2013 continued in some recognised form of education and training in the year after they left school (at the time of writing, the 2014 Next Step data was not available). The most common study destination was Bachelor Degree (67.1 per cent).

The combined VET study destinations accounted for 22.4 per cent of respondents, including 12.6 per cent in campus-based VET programs, with 9.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.8 per cent of young people who finished Year 12 at St Paul's School in 2013 commenced employment-based training, either as an apprentice (6.3 per cent) or trainee (3.5 per cent). In addition to the above study destinations, a further 3.5 per cent of respondents from St Paul's School deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

10.5 per cent did not enter post-school education or training, and were either employed (7.7 per cent), seeking work (0.7 per cent) or not in the labour force, education or training (2.1 per cent).

Satisfaction Report

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



■ Excellent
 ■ Good score
 ■ Above average
 ■ Below average
 ■ Requires attention
 ■ Immediate action

School Statistics

Enrolments, Attendance, Retention, PD

Total Enrolments per sub-school	2014
Senior School (10,11,12)	503
Middle School (7,8,9)	398
Junior School (P-6)	494
International School (Average per term)	22
Whole School	1395

Student:Teacher ratios (per July financial report)

	2014
Senior and Middle School	1:12.7
Junior School	1:15

Student Attendance

	2014
Average Student Attendance	94.77%
Student Apparent Retention Rate Year 10-12	97.5%

Staff Attendance

	2014
Staff Retention Rate	94.74%
Teacher Attendance	96.2%
Expenditure of Professional Development	\$95,679

EXECUTIVE DIRECTOR OF FAITH & COMMUNITY

Have I not commanded you, be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. Joshua 1:9

Joshua's well-known words of encouragement have been a strength at times this year, as we face an increasingly secular worldview without solid foundations, often self-serving, lacking any substance and deep thinking. We are living in challenging times.

As we continue our journey into the 21st Century, some clear messages are beginning to consistently appear about the education of young people, which include the uncertain future they are facing, the positive and negative impact of Social Media on individuals and family life, and a growing sense of 'entitlement' and 'egocentric' thinking, often encouraged by parents and members of the global community.

More and more research is pointing to the need for a greater focus on the wellbeing of our students; the need for students to feel a sense of belonging in their Tutor group, at St Paul's School and in the local and wider community, as well as our students having meaningful relationships with others. Indeed, recent surveys completed by students, reveal a request by students to have more 1:1 time with their Head of House, thus conveying a message supported by global research, that they are looking for some significant people outside of their immediate family, to mentor, guide and support them.

A key skill young people need to develop is empathy, trying to put themselves in the shoes

of others and attempting to understand how they are feeling. Along with teamwork, these are two skills we need to focus on during the developmental journey of adolescents to becoming adults, if they really are going to thrive in the real world beyond school.

We observe, too, how many families have scant regard for the Anglican ethos, the very essence of what St Paul's School is about and why it was founded. In some ways this will explain why some students, for example, mostly in their Senior years of schooling, find it difficult to contribute \$8.00 to support a 'Compassion' child living in another part of the world, in extreme poverty. While we try through RAVE lessons, Chapel and Riverside services, Assemblies and whole House meetings, to encourage our students to think about the long-term potential impact global poverty could have on Australia, many battle to understand this, feeling it's too far removed from the comfortable world in which most Australians live.

On the flipside, we hear of students' lives being changed as a result of being granted the privilege — it is a privilege — of being able to participate in the Vanuatu Outreach program, bringing students face to face with poverty, yet trying to understand why so many of these disadvantaged children they meet appear to be so happy.





A former colleague of mine died recently after a long illness. 90% of the tributes from students he taught over the years, which were posted on his Facebook page, thanked him for seeing the potential they could not see in themselves; for his positive comments that gave them a sense of hope during their often turbulent teenage years; just for being available to speak to; for ongoing words of encouragement; for seeing and sharing the hope in every situation. These were expressions of thanks about the establishment of meaningful relationships with my former colleague, and had nothing to do with his actual teaching and academic results. There is a strong message here of the importance of a holistic education, with a focus on the development of the whole child, rather than focusing solely on achieving academic results.

Indeed, as St Paul's School embeds the Round Square IDEALS (Internationalism, Democracy, Environmental concern, Adventure, Leadership and Service) into our culture, there is a strong chance that we will develop more resilient global citizens with servant hearts who will leave our School and head out into the real world seeking to make a positive difference in their local and wider communities.

Thus, the pastoral care of both students and staff is a vital aspect of life at St Paul's School; the House system being the key aspect of the developmental journey of our students through their Middle and Senior Years of schooling. In addition to Heads of House and Tutors, who are thanked for their efforts in caring for our students, we are fortunate to have the support of Mr Ken McDonald and Mrs Karen Semple, our two excellent Counsellors, the Reverend Mark Leam, Chaplain, Mr David Adams, Youth Worker, and Mr Cameron Howes, Head of Middle Schooling (Pastoral), just to name a few of the key personnel, who, along with Directors of Sub-Schools, Heads of Learning, Heads of Studies and Learning Managers, work tirelessly to encourage students to become the best they can be.

Our students have so many opportunities for self-

empowerment, but this will partly be influenced by the choices they make with regard to their involvement in our extensive extracurricular program, and which peer groups they seek to join. Students, with the genuine support of their parents, who become involved in at least one extracurricular activity each Semester and who embrace their House and School culture, which includes volunteering time to serve others, actively participating in the House Peer Support Program and other leadership days, have a much greater chance of obtaining a meaningful holistic education and going some considerable way towards achieving their God-given potential.

Mr Robert Kersnovske, Head of Service Learning, retired at the end of 2014 after many years of loyal service to the St Paul's School community. As a community, we acknowledge his significant contribution to the birthing and expansion of the Service Learning program, which is still evolving — a magnificent legacy.

Special thanks, too, to all parents, staff and students who have donated time, energy and finance to so many areas of St Paul's School community life, through Supporters' Groups, Coaching, assisting at School events, participating in the 'Mums In Touch' Prayer Group, volunteering for Tuckshop duty and a variety of Christian ministries, to name just a few examples. May these partnerships strengthen in the years ahead, our focus remaining on building a selfless community with a servant heart, never forgetting Joshua's encouraging words to have faith and trust in God and to be resilient and courageous men and women.

Robin Cox
Executive Director of Faith and Community



Faith in Action

Each year at St Paul's School begins with staff gathering together to celebrate Eucharist. This is both a sure sign of the support for the Anglican traditions by our School leadership and acknowledgment of the centrality of the Christian faith within the life of the School. Those staff who desire to do so, also gather together two mornings a week, with each person leading a time of bible reading, reflection and prayer.

Although changes in the timetable have occurred over recent years, worship for our students has remained an important element in St Paul's School tradition and practice. Every student throughout the School attends worship on a weekly basis. This means concurrent worship in the Chapel of St Paul and at Riverside, our open air venue (weather permitting, or it is moved to the Physical Education Centre) occurs for Middle and Senior School students. Furthermore, each term begins with Eucharist in the same venues, made possible only through the generous assistance of local clergy presiding as we hold concurrent services. Junior School students all worship weekly in the Chapel of St Paul with services of prayer, praise and teaching, run by Youth Worker, David Adams.

David Adams works through all sub-schools, although he has a particular ministry to Junior School staff and students. His enthusiasm for teaching Anglican traditions, and encouraging greater engagement by children with the Eucharist, is seen as he prepares students to be welcomed to Holy Communion. In 2014, this took place during a special service of Christian Commitment in November. Although the service occurred within the school day, it was a joy to see parents present and supporting their children as they publicly proclaimed their desire to grow in practice and learning in regards to their faith and worship.

Past students and current families continue to find support and ongoing connection through the pastoral services provided through the School. This was especially apparent in 2014 as the School came together to support one another,

and the family of a Senior School student who died tragically early in the year. The funeral held in the School Chapel was an opportunity for students and the wider community to celebrate his life, and grieve together.

A number of baptisms were also held in the Chapel for staff and students' family members, both past and present. A highlight for myself was the marriage of my own daughter, a St Paul's School past student, in the Chapel of St Paul in August. The service saw many past and current members of the St Paul's School community come together as part of the celebration.

As we continue to develop the Service Learning program at St Paul's School, the gospel model of servant leadership as presented by Christ, through word and action, remains the foundation for the program. Students are reminded that true service is about attitude and action, not just one or the other. Opportunities to learn and live this out exist in a variety of programs at local, community, national and international level for our students.

RAVE (Religion and Values Education) is constantly under review as we resource and develop in-house programs that will both support and enrich the Anglican ethos at St Paul's School and provide relevant and accessible programs for the students. Through the Head of RAVE, the School continues to build a very capable and enthusiastic team of staff with a passion for teaching RAVE and sharing the good news of Jesus' life, death and resurrection.

Again, I want to finish with recognising the ongoing support, at all levels, for the spiritual and educational dimensions of faith in the life of St Paul's School. Without such support, we could not continue to carry out the mission of the church in this place and our communities.

Reverend Mark Leam
Chaplain

Pastoral Care

There were many positive developments with regard to the pastoral care of students and staff in 2014.

The revision of the Guiding Principles and Strategies for Teaching and Learning document, which was completed in early 2015, has a stronger focus on the holistic education of St Paul's School students than the first version had. Thus, bringing together members of the Teaching and Learning team, the Curriculum Leaders, the Counsellors and the Heads of House. This has ensured that the pastoral care of students will be incorporated into this new document.

The coaching of staff, spearheaded by Jon Andrews, Executive Director of Teaching and Learning, has also seen a greater focus on the pastoral care of teaching colleagues, something which, hopefully, will be further enhanced in 2015.

Tara Franklin, Careers Teacher, facilitated the launch of the eSmart Committee which will place more of a focus on Cybersafety and the wellbeing of members of the St Paul's School Community. Some solid work has been achieved this year in setting up the Committee which is representative of most areas of the School community. St Paul's School has already been acknowledged for the work it has in place in these areas of Cybersafety and wellbeing.

St Paul's School is fortunate to be served by two outstanding Counsellors in Ken McDonald and Karen Semple, the latter replacing Toni Kirton when she left early in 2014 after many years of committed service. Karen Semple has launched some exciting Indigenous projects, a further example of furthering the pastoral care program to include a specific group of students.

Both Counsellors are also active participants in the Wellbeing Committee which, Chaired by the Executive Director of Faith and Community, continues to meet once a term, and also includes the Directors of the Senior and Junior Schools, the Head of Middle Schooling (Pastoral), the Chaplain, the Youth Worker and a representative of the Pre-Prep. In 2015, the Round Square Coordinator and the Head of Sport Development will join this Committee which will explore a couple of new projects involving the wellbeing of students.

Heads of House have been discussing the St Paul's School Student Leadership Program and aspects of the Global Citizenship Program, and have gathered data from surveying about 800 Year 7–12 students. The Executive Director of Faith and Community is Chairing this Committee. These discussions have been expanded to include Cameron Howes (Head of Middle Schooling (Pastoral), Marianne Connolly (Director of Junior School), and Paul Sullivan (Director of Senior School) as the focus has shifted to a Global Citizenship Program incorporating the Round Square IDEALS which go hand-in-glove with the School's Anglican ethos. An effective Servant Leadership program will result in the development of significant communication and leadership skills, amongst other skills, and this will further impact the quality of pastoral care at St Paul's School, especially within a Peer to Peer context. This will, in turn, have a ripple effect and impact the Peer Mentor Program (involving all Year 7–12 students) which is run through the Houses.

The reduced staff numbers, as well as the slight drop in student numbers, gives St Paul's School an exciting opportunity to explore the effectiveness of both horizontal and vertical streaming within the House Tutor structure in 2015. Four Houses will be running vertically streamed groups.

While the Service Learning Program continues to expand and encourages the St Paul's School community to think about servant opportunities globally, there is still much work to be done. Bob Kersnovske, Head of Service Learning, laid some strong foundations on which Tim Weal can build a broader, more holistic set of programs in his newly created 2015 position of Round Square Coordinator.

Craig Cook replaces Tim Weal as Head of Ivor Church in 2015.

Sincere thanks to all Senior Leaders for their support of the development of pastoral care at St Paul's School.

The journey continues ...

Mr Robin Cox
Executive Director of Faith and Community



EXTRACURRICULAR MUSIC

2014 was another spectacular and event-packed year in the Music Department. Extracurricular Music is a successful and dynamic part of St Paul's School, offering students of all ages and musical ability, individual music tuition and participation in ensembles or choirs of varying standard.

The year began with 143 students attending the annual music camp at Alexandra Headlands. Despite the extreme weather conditions and heat, we were very impressed at the tremendous progress of the ensembles over the three days.

St Paul's School enjoyed continued success at the Queensland Youth Music Awards this year. Of note were the performances of our choral program: the Junior Choir was awarded First Place (Heat), Third Place (Final); and the Red Shirt was awarded First Place and the "Richard Christiansen Perpetual Trophy".

The Big Band performed at the Brisbane Big Band Festival, where they were commended by jazz aficionado, John Morrison, naming them as "one of the best high school bands he'd ever heard". In October, St Paul's

School hosted the 'Imagen8' forum and the Big Band performed under Australian jazz legend, James Morrison. This was a tremendous opportunity for our budding musicians!

Music in the Park saw more than three hundred music students in seventeen ensembles over six hours display their musical accomplishments to the School and surrounding community. Many of our ensembles performed again in the Queen Street Mall for the Brisbane City Bands Festival (previously 'Jazzin Up the Mall'), where our groups were publicly commended for their dynamic performances.

A major highlight of this year was the inaugural Gala Dinner, held at the Royal International Convention Centre. Shane Webcke was our host for the evening which was filled by amazing performances from the Wind Ensemble, Symphony Orchestra, St Paul's School Chorale, Junior Choir and Big Band.



Community



The annual Concert Series provided unique performance opportunities for our ensembles: the Choral Concert performed at the Salvation Army Hall at Stafford, the annual Strings Concert was held at the historic Princess Theatre and the 'Jazz and Bands Concert' at the beautiful Old Museum Building.

St Paul's School's music ensembles continue to donate their time and musical talents to the community. This year, the Music Department invited past students to join the Wind Ensemble to march in the ANZAC Day Parade at Samford and Brisbane City. The Vivace Strings and Wind Band participated in a 'Mini Tour' performing at the Acquired Brain Injury Unit, Bracken Ridge and the Arcare Retirement Village, North Lakes.

The results from the final two annual competitions for the year, Prestige MusicFest and Brisbane Schools Bands

Festival, again reflect the tremendous achievements of our ensembles. Big Band was awarded Gold at 'MusicFest', Andante Strings – Platinum, Year 2/3 Strings – Gold, Chamber Singers – Platinum, and St Pauls Chorale – Gold, and Wind Band received a Silver at the BSBF. Wind Ensemble were also the winners of the Concert Band Spectacular held at St Columbian's College.

Thank you to all of the dedicated and talented Music Staff for their direction and encouragement throughout the year, and to the students involved in Music for making 2014 such a success.

Mr Clint Allen
Associate Head of Music



SPORT

The 2014 sporting season has been one of the most successful at St Paul's School in recent years, in terms of the participation, and also the success, throughout the sporting teams. The participation across all sports continued to grow in 2014, with only very isolated year levels, in particular sports, being an area of concern. However, there weren't any difficulties in fielding teams in all required year levels and sports. Of particular note has been the half cohort in Year 7; even with reduced numbers, this year group fielded all teams and was extremely successful throughout the year.

The on-field success of St Paul's School was highlighted with our overall third placing behind JPC and Ormiston in the TAS Champion school table, also Trimester 2 was a huge success, finishing second. Tennis, Volleyball, Cricket and Rugby were our most successful sports with very consistent results in Football and Touch Football, and a huge improvement with our Netball teams. St Paul's School attained fifteen premierships across eight different sports; ten second place and nine third place finishes in 2014. It was a wonderful result, but most encouraging was the fact that other schools below us actually had more premierships, which indicates that our strength in performances was more consistent across all sports.

Across the official JTAS and TAS sporting competitions, St Paul's School has had over one hundred and forty teams participating across all sports, including carnival sports (Swimming, Cross Country, Athletics) from Year 4 through to Year 12. Again, on average, every student in Year 7 through to Year 12 participated in two extracurricular activities. That information is based within the House system, and does not reflect individuals who complete in

more than two activities, or students who do not participate. It will be a project in 2015 to collate specific data in this area.

There was a continued focused effort in the area of coaching throughout 2014, with particular attention on supplementing Junior School programs, and providing opportunities for the younger students who were not catered for in JTAS sport. Tennis, Rugby, Football, Netball, Athletics, Cross Country and Swimming all ran various sporting programs, which were open to all members of the Junior School, at different stages throughout the year.

The House Carnivals once again were a highlight of the sporting calendar with House spirit an integral part of the carnivals. The Swimming Carnival was won by Halse, the Cross Country saw Grindrod return to the winners fold, and Arnott again triumphed in the Athletics Carnival. The LD Hodder Shield for the overall champion House was awarded to Halse.

Outside of the TAS sporting competition, there was further significant success. St Paul's School had thirty-two students involved at the Regional Representative level, eleven at the State level and three representing St Paul's School at a National level. St Paul's School won Gold at the Volleyball Schools Cup in the Girls Open Division 1 and Junior Boys Intermediate Division 1. The Year 7 Cricket boys were also crowned state champions, defeating The Southport School in the State final, and placed second at the National finals held at the MCG.

Tim Hughes
Head of Sport Development

EXTRACURRICULAR ACTIVITIES

2014 was another sensational year for the St Paul's School Extracurricular Program with over four hundred students across Middle and Senior School participating in the twenty-two activities and clubs on offer here at St Paul's School. It is becoming increasingly difficult to meet the demand of such willing and eager students. More clubs and activities, and the staff to coordinate these activities, are required to ensure all students have the opportunity to participate in the extracurricular program. The extracurricular program has celebrated a growth of almost 50% in the last three years, due to the introduction of new and exciting ventures for our students to explore. New in 2015, will be Book Club for Middle School students and Board Games Club for all students across Junior, Middle and Senior Schools.

Popular with our Middle and Senior students is the Duke of Edinburgh Program where over forty students are participating in the Gold, Silver, Bronze and Bridge programs. Students are undertaking a wide range of activities to satisfy the criteria for an award; physical recreation, skill, service and an adventurous journey. In addition, some of our participants were fortunate enough to attend either the reception or the dinner for HRH Prince Edward (when he visited Australia in October), representing Prince Philip, Duke of Edinburgh, and patron of the scheme.

2014 has been a competitive year for QDU Debating. Lisa Dekkers was appointed Head of QDU debating, and new traditions were introduced, including mock debates and workshops; these were put in place to ensure the St Paul's School debaters had the best chance of entering the finals. The

Year 9 team was the top scoring team in 2014, going to the third round of finals. That team lasted longer in their competition than any other St Paul's School team in the past three years. Next year, they will be strong contenders for the QDU final for their age group. In 2015, debating steps up to a new level of intensity with the introduction of a pre-season. This season will help students understand how to be competitive. The plans in place will hopefully create superstar teams. Debating is an enriching opportunity which is not only used for developing linguistic skills, but also builds confidence and provides the opportunity for many friendships to thrive.

The St Paul's School Interact Club of 2013-14 was awarded the Presidential Citation with Distinction, an award that Rotary International uses to acknowledge clubs that are growing stronger and creating significant positive change in the community. This is an extremely prestigious award and a huge achievement for the club and for the whole St Paul's School community. Interact Club is a most rewarding club to be a part of at St Paul's School, and it would not be possible without the endless support, effort and time given by Cheryl Wegener and Jennifer Bray throughout the year. I would encourage every student who has a passion for service, for making a difference, or for changing the world, even in the smallest way, to join the St Paul's School Interact Club, it truly is one of the most rewarding things they might ever do.

Since the introduction of the Extracurricular Dance Group, it has become one of the fastest growing and largest extracurricular activities on campus. During Term 2, a group of girls were selected to represent St Paul's School at the Gold Coast Eisteddfod. Each girl in the group was blessed with the



ability to dance. Each dancer ranged in her flexibility to her coordination, her ability to count a beat in her head, and her experience in acrobatic tricks. Nonetheless, each dancer had the ability to perform and demonstrate what dance truly is. On August 15, all dancers travelled to the Gold Coast to perform. Competing against twenty-four schools with professional choreographers and dancers, the girls knew it was going to be tough, however, they kept their heads held high despite the pressure they were under. After an incredible performance, they were awarded an Honours (Fourth Place) which was an outstanding achievement. It was proof that the long hours and hard work that was put in by the girls had rewarded them.

New in 2014 was the introduction of the Drama Committee. It was to be expected that the creation of a completely new organisation was going to be a difficult task, however, with continuous work, it proved to be a successful year as the months went by.

The biggest success for the Drama Committee was the Year 9 Theatre Sports Drama piece performed in front of a Junior School audience. It was a chance for our Middle School students to showcase their talent to a younger audience and to encourage them to select that subject on their promotion to Middle School. It was a chance for the students to demonstrate their passion, talent and ability, and to promote Drama to those who had little experience and knowledge of the subject. A big congratulations to the Year 9s for their success! Special mention to the Year 12 students

who performed a class production of Shakespeare's Macbeth, and the Year 11 class production, both those performances produced incredible photos to place on display within the Drama learning space.

2014 has been an extremely progressive year for Media Club. Open to all students from Year 7–12, Media Club assembled a fantastic team of writers and photographers to start the 2014 year. This year our goal was to publish quarterly Puma Press volumes. Sending out reporters to as many events as possible; from the Athletics Carnival, Book Parade, Formal and Semi Formal, they have written about and photographed the highlights of 2014, achieving their goal of content to publish. Each publication contained the highpoints of each term, with all four publications providing a summarised history of the goings-on in 2014. This has led to the Puma Press being documented in the archives for the first time. Also introduced in 2014, was the online access to the publication, two achievements of which the Media Club is very proud.

A huge thank you to all Staff involved in the extracurricular program at St Paul's School. Without your support, guidance and the giving of your own time, our students would not have the opportunity to share in the St Paul's School cultural experience and create memories which will last a lifetime. The Extracurricular Program is thriving within St Paul's School.

Michelle Fraser
Extracurricular Coordinator





SUPPORTERS' ASSOCIATION

The St Paul's School Supporters' Association is an Incorporated Association governed by a constitution and run by the parent body at the School. As well as representing parents at the School and supporting the growth of our children, the Association manages the School Tuckshop, Sippers@ Sutton Coffee Shop and the Retail (Uniform) Shop. The staff in these businesses are employees of the Association with the management of the Association reliant on the generous time and energy of volunteers.

While the Association supports the School as a whole, there are twelve Supporter Groups that operate under the umbrella of the Association, and these groups focus their efforts on particular activities in the School. The Supporter Groups are Cadets, Rugby, Music, Netball, Touch Football, Tennis, Volleyball, Hockey, Junior School, Football, Cricket and Swimming.

2014 has been another busy year for the Association and the Supporter Groups. The Association provided over \$40,000 in grants to a variety of events, and items, including prizes at the Celebration of Achievement, the Year 12 Leadership Day, the Year 11 Safe Driving Program, some new gas BBQs, equipment for the sports and conditioning shed, the annual \$1000 grant to each Supporter Group and new air-conditioning for the Tuckshop. We have also set aside \$17,000 to go towards the new Junior School multifunctional sports arena area to be built near the Attunga Street car park. This will be in addition to the funds set aside by the Junior School Supporters' Group (JSSG) and the grants already secured by the JSSG.

The Supporter Groups, with money raised from canteens, sausage sizzles, raffles and other events, also provided funding for a large number of items such as sporting uniforms, musical instruments, assistance with sporting tours and payments for guest speakers.

In addition, the Supporter Groups ran a number of community events such as the annual 'Pink Day' which raises funds for

research into women's cancer treatment and prevention, and in 2014, an inaugural 'Blue Day' was held to raise funds for research into men's cancers. 'Blue Day' was organised in memory of Andrew Pope who held the position of President of the Association for a few years, and was an active and enthusiastic supporter of a number of Supporter Groups over the years when his children were at St Paul's School. Andrew sadly lost his battle with cancer earlier in the year.

Of course, as with all community organisations, the Association and Supporter Groups could not function without the incredible support of the parents at the School, and I would like to take this time to thank everyone for their enthusiasm and hard work throughout the year. 2014 did see us say good-bye to a large number of wonderful parents who have been amazing contributors of time and energy, but who had their youngest child complete their schooling years.

We also could not have achieved what we did without the support of our staff who put up with us all being time-poor volunteers. We rely immensely on the staff to work with minimal supervision, and their patience, hard work and honesty is very much appreciated.

2015 will be my last year at St Paul's School, as after sixteen years as a St Paul's School parent, my youngest child will finish Year 12 at the end of the year. It will seem strange, as my family has been very involved in the School for many years. The involvement, while taking up a lot of time, has also meant that we have made wonderful friends who will continue to be close to us after the school years are finished. I would like to encourage everyone to get involved in the School community in whatever capacity you can. You will be rewarded for your time with the gift of friendship and a sense of achievement.

Mrs Helen Duncan
President

EXECUTIVE DIRECTOR OF BUSINESS

Overview of the 2014 Budget

The budget for 2014 was approved by Council in October 2013, and the unaudited figures to 31 December 2014 indicate that the School's overall performance has been better than budget. In constructing the budget for 2014, a number of strategic factors were taken into account, including sources of funding and grants from the Commonwealth and State and various donations to the School.

Government Funding

The School receives recurrent funding from both the State and Commonwealth Governments.

Since 2008, our State funding has increased by a total of 11.6%, an average of only 1.9% per year. This is considerably lower than the annual cost increases faced by schools, notably teacher salary increases. As a result, parents have had to increase their contributions through the payment of higher fees, and School communities have had to explore other sources of private income. State recurrent funding increased by 4.7% in 2014, which partially offset the 5.7% reduction that was experienced in 2013.

The Australian Government adopted a new funding methodology for Non-Government Schools in 2014, and as a result, St Paul's School expects to receive an annual per capita increase of 3%.

Income and Expenditure

Staff salaries rose by 2.7% in 2014. Approximately 66% of the School's 2014 recurrent budget was spent on staff salaries and associated costs. The School is committed to continuing to provide a high standard of teaching and learning, and quality teachers come at a cost. Staffing costs were one of the most significant factors in the increase in School fees for 2014. In addition to staffing and other recurrent costs, the School has expended funds for possible new capital works projects in 2015 and has serviced existing capital project loans.

The School's recurrent income in 2014 was derived from Tuition Fees, Recurrent Commonwealth Grants, Recurrent State Grants, Capital Income and Sundry Income. Expenses are categorised as Salaries & Associated-Costs, Teaching Expenses, Administration & Maintenance, Depreciation and Interest. The following graphs illustrate the percentage breakdown of income and expenditure:

Facilities Development and Building Projects

In 2014, a number of campus development plans and initiatives were put in place including planning for essential projects into 2015.

Other internally funded capital campus projects include:

- New bollards;
- Replacement of some air conditioner units;
- Sports/Storage building on Main Oval;
- New gardens surrounding the 'farmhouse'.
- Information and Communication Technology

External sustainment funds for ICT infrastructure which ceased in 2014, were previously provided by the Commonwealth Government for the ongoing network infrastructure to support the 1:1 laptop program which has been running in Years 7–12 since 2009. The ICT network infrastructure supported 1750 computers in the School in 2014, and along with upgraded wireless technology, enabled students to access the internet across the School campus. The 650Mb/sec internet speeds have improved the rate of digital information transfer. It is important to note that the ICT levy paid by parents in 2014 has not funded the laptop hardware, but rather the supporting element of the devices. Approximately 180 laptops are being recycled from the current laptop cohorts to the Year 5 and Year 6 levels in the Junior School at the start of 2014.

IT Infrastructure capacity was increased at the School in preparation for the implementation of a Moodle Learning Management System (LMS) in 2014. Extra host server capacity was established with a 6 host VMWare infrastructure, redundant core switch and high speed redundant firewall units.

Registry

This section of the School uses an administration database to process and maintain records for all students at the School. Some upgrades have been made to the system which allows the parents to be sent an SMS to monitor their student's absentee status along with messaging via email to parents concerning any communication from School to home. Various International School marketing activities took place by personnel in this office in conjunction with the International School staff.

Donations

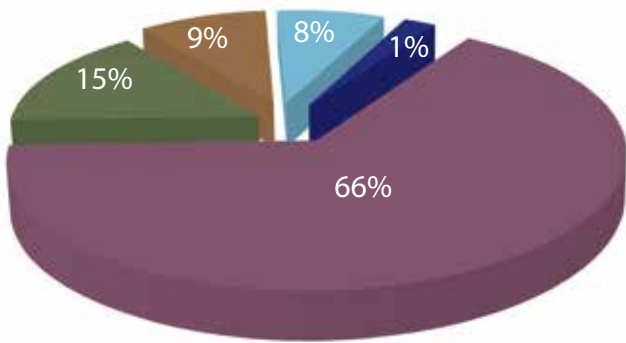
During 2014, the School continued to fundraise through the three main channels: Building, Scholarship and Library Funds. These all have Deductible Gift Recipient (DGR) status, and gifts to these funds are tax deductible.

Student Centred approach:

The main reason for this School to exist, is for our students, and by providing them with the best possible facilities, surrounds and tools for their use to achieve their learning potential is a prime function of the running of the business of this fine School.

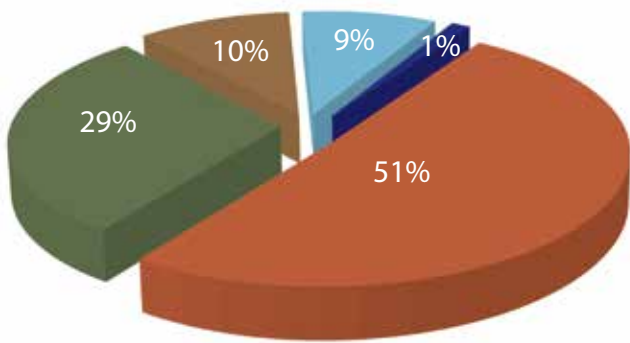
Dr André van Zyl

Executive Director of Business



Expenditure

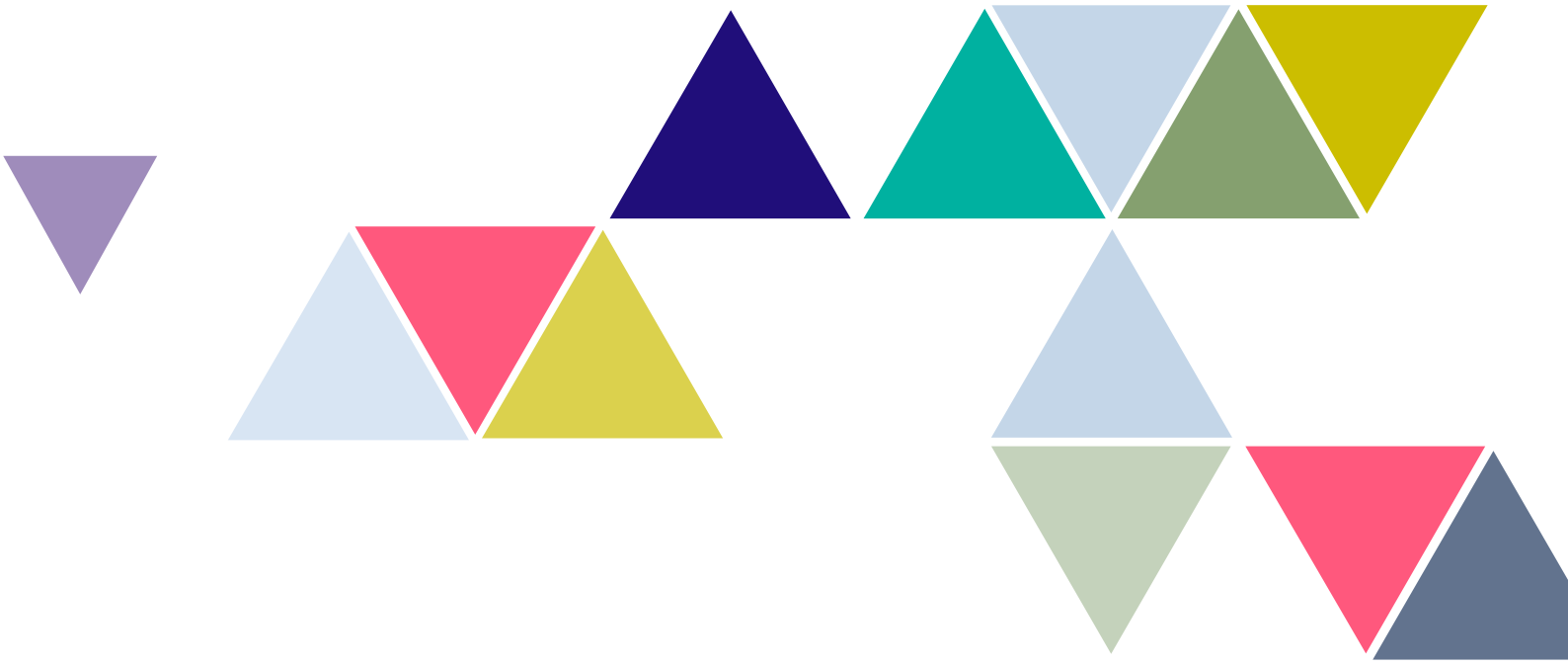
- Salaries and associated costs
- Administration and maintenance
- TEaching expenses
- Depreciation
- Loan interest



Income

- Tuition fees
- Commonwealth recurring grants
- Sundry
- State recurring grants
- Capital income





**St Paul's
School**