

Annual

REPORT



**St Paul's
School**



2015

REMEMBERING 100 YEARS OF ANZAC TRADITION IN 2015



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Privacy Policy

Following the introduction of Federal Legislation in December 2001, the School has implemented a policy concerning privacy as it relates to students, parents, staff and service providers. A copy is available on the School's website.

Protocol to deal with allegations of sexual abuse

A protocol has been established to deal with complaints of sexual abuse within parishes, agencies and schools of the Anglican Diocese of Brisbane. Anyone wishing to seek assistance should contact the Director of Professional Standards on 07 3835 2266 or dops@anglicanbrisbane.org.au

Disclaimer

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The Corporation of the Synod of the Diocese of Brisbane trading as St Paul's School.

About the cover

On 23 April 2015, St Paul's School celebrated 100 Years of ANZAC, at the annual ANZAC Day commemorative service. RSL members, Arcare residents and the wider St Paul's community were invited to participate. Students from each of the Houses laid wreaths specially designed by each House and also made 100 poppy wreaths that hung in the trees around the ANZAC memorial. Young Round Square members made a beautiful poppy display that hung from the Tooth balcony in spectacular style. On display around the campus were photographs and memorabilia borrowed from the Anzac Day Commemorative Committee Queensland.



create your own story!

From the Headmaster

A VISION OF 2028:

an education  worth  having.

The beginning of 2015 saw the launch of our Futures Planning Project. This project set out a bold vision for 2028, when our youngest students reach their final year of schooling. What will the world look like then? We have seen incredible advances in technology and a dramatic shift in the economy over the last decade. It is hard to imagine what our world will be like in another decade.

The Futures Planning Project drew on the wisdom of thirty experts in various fields from across the globe to help us identify trends. The result was a YouTube clip which has since been viewed over 200,000 times, been translated into several languages and been used by multinationals to provoke their thinking and planning.

The first stage of our vision for 2028 is well underway. Our purpose as a school was adjusted to ensure we are adequately preparing our students to be successful in an uncertain world. We believe that an education worth having is one that builds agile, resilient students that instils in them an entrepreneurial mindset and innovative spirit, and grows a heart for servant leadership.

To achieve our purpose, St Paul's School continues to hold fast to the vision

to be leaders in educational thinking, research and practice. As such, much of our work is "cutting edge", designed to engage young people in rich, deep and meaningful learning that equips them for the world of 2028. This work continues to be internationally recognised with staff being invited to speak in places as far away as Seattle, Finland and the UK and publish in books and journals. We have incredible teachers who are passionate about learning and working with parents to educate the next generation.

The proof of what the School has been doing is in the work the students have produced, some of which has simply been staggering. The World War I trench is but one example of what is possible when you challenge the traditional concept of teaching and learning and value the creativity and passion of the students, realising what is possible when we allow them to help shape their learning in partnership with teachers.

A significant event for 2015 was the Royal Commission Inquiry into Institutional Responses to Child Sexual Abuse in relation to St Paul's School, the Anglican Diocese of Brisbane, and Brisbane Grammar School (that occurred in the 1980s and 1990s). These crimes should never have been committed.

The Royal Commission gave us the opportunity to apologise for the failings of the past. For many former students the systems, policies and practices in place at the time (or lack thereof) let many young people down. People who should have been trustworthy, betrayed and abused vulnerable young people.

The Royal Commission was an opportunity to assure past students and their families that the culture of St Paul's School has changed. It is a vastly different school from what it was. It is a place that values the voice of the students; their pastoral care, wellbeing and holistic development is central to everything we do.

The systems, policies and practices in place now are driven in part by the failings of the past; with effort, these procedures will ensure that those horrific experiences never occur again.

Our prayer is, and continues to be, for the survivors of the crimes committed at the School; that they might find justice, healing and peace.

Dr Paul Browning

An education worth having: one that builds agile, resilient students, one that instils on them an entrepreneurial mindset and innovative spirit, and grows a heart for servant leadership.

Staff

HEADMASTER

Paul Browning, DipTeach, BEd, MEd Admin (Hons), PhD, MACE, MACEL

EXECUTIVE DIRECTOR OF TEACHING AND LEARNING

Jon Andrews, BA (Hons), PGCE, Cert (PG Sec Ed) QTS, MACEL

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Paul Sullivan, MEd, BEd, DipTeach

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Marianne Connolly, DipTeach, BEd

DIRECTOR OF INTERNATIONAL SCHOOL

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Head of Studies Senior School

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Head of Middle Schooling (Pastoral)

Cameron Howes, BEd, DipTeach, GradCertEd, MEd

Junior School

Cheryl Wegener, DipEd, HDE, MLI

International School

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MANAGER OF TEACHING & LEARNING

Julie Bryce, BA, PGDipEd

HEADS OF LEARNING

Global Sustainability

Terese Reese, BA (Hons), GradDipEd, RSA Dip TESOL, MTESOL, Cert IV SmallBusMment

Creativity

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Inquiry

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Design

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Entrepreneurial

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LEARNING MANAGERS

Business and eLearning Manager

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Drama

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Design Technology

Andrew Wilson, BDesign, BTEach

Health & Lifestyle Technology

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Health & Lifestyle Technology (Acting - Term 4)

Jennifer Bray, DipTeach, Cert IV TAE

History & Geography

Kerry Daud, BA (Hist/Lit), BEd

Languages

Maureen Noakes, MEd, BEd, BA GradDipTeach, MACE

Mathematics (until May)

Paul Johansen, BEd

Mathematics (Acting - from May)

Catherine Smith, BAppSc Mathematics, GradDipTeach, MAppSc

Physical Education (until Term 3)

Carla Wise, BEd, Cert IV TAA, Cert IV Fitness, Cert IV TAE

Physical Education (from Term 3)

Aaron Setterfield, BSc (Hons) (Sport & Exercise Sciences), PGCE

Science

Claire Collins, BAppSci Med Lab Sci, BEd

Visual Culture

Philip Glover, BA Art, Design & Media (Fine Art) (Hons), PGCE Sec Art and Design (11-18)

HEAD OF RAVE

Monica Keating, BA (Geog/Eng), Post GradDipEd, Cert Theo, Cert TESL, MEd Leadership

HEAD OF MUSIC & HEAD OF CHORAL

Kellee Green, BMus, BEd

ASSOCIATE HEAD OF MUSIC

Clint Allen, MMus, BMus, GradDipEd, AMusA(pf), AMusA.(tpt, with dist)

CURRICULUM DEVELOPMENT CO-

ORDINATOR (MIDS) - DEVELOPMENTAL

Samantha Parry, BHMS (Ed)

CURRICULUM DEVELOPMENT CO-

ORDINATOR (MIDS) – HUMANITIES &

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Melanie Johnson, BEd

EARLY CHILDHOOD CO-ORDINATOR PRE-

PREP TO YEAR 2

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HEAD OF RESOURCES

Frances Crawford, BA, GDipTL, DipTeach

MIDDLE SCHOOL LIBRARIAN

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JUNIOR SCHOOL LIBRARIANS

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HEAD OF SPORT DEVELOPMENT

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SPORT CO-ORDINATOR (P-6)

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HEADS OF HOUSE

Arnott

Paul Doneley, BTechEd, Cert IV TAE

Baker

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Gartside

Sophie Hughes, BEdSt, BTeach

Grindrod

Stephen Allanson, BHMS, BEdSt

Halse

Neil White, BEd (Pri) (Hons)

Ivor Church

Craig Cook, BEd, Cert IV Fit

Stewart

Caro Emslie, BA (Hons - Drama) GradDipEd, Cert IV AWT, Cert IV Tel CallCtr

Strong

William Dray, BEd, GradDip Mgt

Sutton

Kerryn Hancock, BHMSc, GradDipEd, GradCertRE

Tooth

Michelle Farrugia, BSc, BEd

CHAPLAIN

The Rev Mark Leam, BTheol

YOUTH WORKER

David Adams, Cert IV Min, BTheol, BEd, DipProjMment

ROUND SQUARE CO-ORDINATOR

Timothy Weal, BMus, GradDipEd, LMusA, AMusA, Cert IV TAE and Cert IV Outdoor Rec, Cert III TechProd

ASSISTANT ROUND SQUARE

CO-ORDINATOR

Jessica Peterson, B Learning Mgt (Professional Japanese)

ASSISTANT ROUND SQUARE

CO-ORDINATOR (JnrS)

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TEACHING STAFF

Marina Adams, BMus, GradBEd (on leave)

Sofie Arnold, DipTeach, BEd, GradDip TESOL, MEd TESOL, TESMC Tutor

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Kirsten Barratt, BA, DipEd

Nicole Bunt, MEd (Learning Support), BEd, BA, ATCL

David Burrows, BSc, PGCE

Sarah Chesney, BEd (EC/Pri)

Dana Connolly, DipEd Teach (Pri) (on leave Term 4)

Lisa Dekkers, BBus, DipEd (on leave Term 3)

Vathsala Devasirirajapakse, BA (Psych), BEd, MEd (Learn Sup)

Jacklyn Drinnen, BEd (Sec), BMus, ADipSCSM

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Allison Edwards, BGenStud, BTeach, PostGradCertEd, MEd (Special Ed)

Greg Egan, DipTeach, BEd, GradDipCompEd

Denise Flanagan, BAppSc, BEd

Elizabeth Foster, DipTeach, BEd

Sally Handyside, BEd (MdlSch) (on leave)

Jennifer Harris, BSc, DipEd

Justin Hill, BTechEd, Cert IV TAA

Sarah Hill, BA, BEd (Hons)

Sue Hodgkinson, BSc, GradDipTeach

Philippa Ivers, BA, BBus, GradDipEd (Pri)

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Renae Jones, GradDipEd

Amanda Jordan, BEd (PhyHE)

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Laura Kenny, BEd (Pri), DipLibA

Kym Kermeci, BEd (on leave)

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 (Nagasaki) GradDipTeach (Pri/Sec), GradCert IV
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 Alana Reville, BEd
 Bruce Robinson, BEd, DipTeach
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 ATCL, Cert IV TAE
 Christopher Sheahan, BEng (Hons), GradDipEd
 Dorothy Skinner, BEd, GradDipEC, DipTeach, MLI
 Andrea Smith, BEd, DipTeach
 Asimina Southam, BA, GradDipEd
 Diana Southgate, BA, BEd (Early Child)
 Kelli Stewart, MSc (Hons), DipTeach (on leave
 Term 4)
 Natalie Styles, BAnim (Hons), BEd, BA
 Jenny Svehla, BA Ed (Home Ec, Health Ed), Cert IV TAE
 Denise Symons, DipTeach (Pri), BA
 Crystal Thompson, BEd (Sec)
 Erica Trudgian, BEd, BSc
 Amanda van Rosmalen, BHMS, GradBEd
 Steven Wilkins, BEd, MEd
 Lisa-Gaye Williams, DipTeach, BEd (Eng/Hist), BEd
 (T/Lib) GradCertEd, Cert TESOL
 Peter Wong, BSc (Hons), PGCE, AdvDipEd, MEd,
 Cert TESOL
 Stephen Wong, BTechEd, Cert IV WTA
 Blair Woods, BEd (PE/Geog)
 Danielle Young, BA (VisArts), GradDipEd
 Susan Young, BSc, DipEd

SCHOOL COUNSELLORS

Ken McDonald, BEd, GradDip Sc Counselling,
 DipTeach (NZ) QGCA, CDAA, IAMA
 Karen Semple, BEd, MEd Guidance & Counselling,
 QGCA, CDAA

VET ADMINISTRATOR

Julie Hodgson, BA (Hons), Grad Cert Career Dev

NON-TEACHING STAFF

ACCOUNTS DEPARTMENT

Finance Manager – Chris Sweeney, BFin Admin,
 FIPA
 Fees Administrator – Sonya Erhart
 Accounts Officer – Jewel Jez

CENTRE FOR RESEARCH, INNOVATION & FUTURE DEVELOPMENT (CRIFD)

Executive Assistant to the Executive Director of
 Teaching and Learning –
 Susan Norris, Cert III FinServ, DipBusMgt,
 DipBusAdmin
 Admin Assistant – Teaching and Learning -
 Diane Dwyer, Cert IV TeachAide, DipBus, DipMgt

DESIGN TECHNOLOGY

Design Technology Co-ordinator – Gregory
 Eberbach

DEVELOPMENT OFFICE

Development Officer – Publications & Media –
 Julie Hillier, BAppSc (BuiltEnv), Cert Sch Mkting (CMS)
 Development Officer – Community - Sarah
 Slade
 Admin Assistant – Development Office – Karen
 Wright

DIFFERENTIATION SUPPORT

Differentiation Support Aides – Iona Broadley,
 BAppSc, Cert III BusAdmin, Cert III EdSupp, Karen
 Browne, DipChildServ, BEEd, Elizabeth Dee,
 ADipBusMgt, Cert IV Fit, Cert III EdSupp, Cert
 IV EdSupp, Joanne Doherty, Cert IV EdSupp,
 CommDec, DipEdSupp, Kim Longhurst, Cert III
 Child Serv, DipChildServ, Joanne O'Keeffe, Cert
 II IEdSupp, Heather Tomlins, Cert IV TeachAide,
 Nicole Turley, ADipChildcare, Cert III Ed Supp,
 DipEdSupp, Patricia Watt, Cert III EdSupp

GAP ASSISTANT

Jacob Black

HEALTH & LIFESTYLE TECHNOLOGY

Teacher Aides – Julie Currell, Cert III TeachAide,
 Sharon Sutherland, Margaret Wilcox

INFORMATION TECHNOLOGY

IT Manager – Trevor Smith, MMIT,
 BEng(Elec&Comp), Cert IV SmallBusMment, ITIL
 V3, MCP, MCSE+I, MCSE(2000), MCSE(2012),
 MCSA(2008/2012), MCDBA, MCDST, MCTS, MCITP,
 MCPD, MTA, MOS(Master), CCNA, CCDA, 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 Co-ordinator – Simone Green, Cert
 IV Business, Cert IV Frontline Management, Cert III
 Education Support, Cert III Bus Admin
 International Services Officer (until June) –
 Laura Turner, BBus, DipMgt, Cert III BusAdmin
 International Services Officer (from June) Sonya
 Blandford, Cert TEFL TESOL, Grad Cert Mgt

JUNIOR SCHOOL ADMINISTRATION

Receptionist (until October) – Carolyn Wyers
 Receptionist (Term 4) – Rowena Harle,
 AdvDipBus, BEd (Pri, Major H/PE)
 Teacher Aides – Antoinette Aitken, Suzanne
 Blackwell, DipChildCare, Valerie Hamilton, Cert
 III EdSupp, Cert III BusAdmin, Rowena Harle,
 AdvDipBus, BEd (Pri, Major H/PE), Damika Herrod,
 DipChildServ (on leave), Tracey Langham, Cert III
 ChildServ, Lisa Schafferius, Danielle Sue Tin
 Teacher Aide & Admin Assistant – Leanne
 Bladen, Cert III EdSupp, Cert III BusAdmin

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, MMusStud,
 Dip CreativeA, LTCL (violin), ATCL (piano)
 Admin Assistants/Receptionists – Tracy
 Davidson, Marta Preston, BMus, AMusA,
 DipTechProd
 Music 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
 OHSCons, CertOps&FacMment

Logistical Support Officer - Wayne Sheriff
 Maintenance - Mark Hinde

REGISTRY DEPARTMENT

Registrar - Michelle Davies
 Assistant Registrar (until Term 3) – Laura
 Halvorsen, DipBusAdmin, JP Qual,
 Assistant Registrar (Term 4) – Debbie Cameron

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

TIMETABLING

Fred Danielsen, BSc, DipEd, DipTeach

TOOTH CENTRE ADMINISTRATION

Executive Assistant to the Headmaster -
 Samantha Beene, Tafe Prac Award
 Executive Assistant to Executive Director of
 Business/VET Co-ordinator (until March) -
 Renaye Ansell, Dip Acct, Dip Mgt, Dip Bus Admin,
 Cert III Fin SrCs, Cert III Bus Admin
 Risk & Compliance Officer (from May) - Renaye
 Ansell, Dip Acct, Dip Mgt, 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,
 Dip Mgt
 Admin Assistant – Print Room & Infirmary - Jane
 Briigmann
 School Receptionist - Jeanette Mastenbroek
 Admin Assistant – Tooth Reception – Rose Ralph
 Supply Co-ordinator - Kate Boon, Cert III Ed,
 DipMgt, DipHR, JP Qual

VISUAL CULTURE

Teacher Aide - Rachel Arthur Neilsen, BA (VisArt),
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 (on leave)

WELLBEING CENTRE ADMINISTRATION

Admin Assistants - Student Wellbeing - Liz
 Quinn, Jan Warren
 Admin Assistant - Counselling - Rexina Harding,
 Cert III Events
 Extra-Curricular Co-ordinator - Michelle Fraser,
 DipBus, DipMgt

Teaching & LEARNING

EXECUTIVE DIRECTOR OF TEACHING & LEARNING

Jon Andrews

We see that many people in and around education are concerned with 'fixing' or controlling it. Teachers and researchers often speak of the important task of 'working out what works' to maximise the chances of young people. This broad belief often means agreeing upon what teaching and learning methods and experiences will work best in schools. However, this doesn't take into account context or ask, as Professor Gert Biesta (2007) suggests, the important questions 'for whom and for what purpose' are we educating young people. We educate holistically at St Paul's School. We value each and every student, support their unique needs, and strive to achieve their aspirations.

GPS AND VISION FOR LEARNING

In 2015, at St Paul's School, we launched the enhanced version of our GPS (Guiding Principles and Strategies) handbook for teaching and learning. Co-authored by a significant number of staff, the GPS articulates our commitment to creating learning, thinking and working, which is truly holistic and engages learners through shared philosophy and practices. Coupled with our Futures Planning Project – Vision 2028, the GPS supports teachers in their work to create the conditions and learning experiences where each and every student can become an agile, resilient, balanced global citizen with a heart for servant leadership. We are able to confidently say that we are addressing the question 'what is an education worth having' by stating that we are provisioning for the 'who' by articulating 'the purpose'.

CREATING ENVIRONMENTS FOR LEARNING:

In 2013, the Teaching and Learning Scan identified that the School would pursue a focus of creating more student-oriented environments for learning. What education has discovered about human behaviour, neuroscience, technological impact, and evolving pedagogies, has provoked us to change our thinking about what can optimise the conditions for effective teaching and learning. This has demanded a gradual but deliberate shift from the traditional approach of placing children into a pre-determined, teacher-oriented space, which is often characterised by serried ranks of desks, to ones which are intentionally designed to recognise and support the wide variety of learner needs and other key variables which impact the experience. Through extensive research, off-site visits, collaboration with other schools, and professional development for our staff, St Paul's School has embarked on systematically reimagining learning spaces, ones where students are partners in design and implementation, where pedagogy is more carefully considered, where dispositions are supported, and activities are more thoughtfully selected.

The School proudly follows a Reggio Emilia approach to education in our Junior School. As Loris Malaguzzi (1993) points out, "we value space because of its power to organize, promote pleasant relationships between people of different ages, create a handsome environment, provide changes, promote choices and activity, and its potential for sparking all kinds of social, affective and cognitive learning." Building from these important foundations, the School has embarked, classroom-by-classroom, on transforming spaces from being prohibitive, or discouraging of expansive learning, to ones which are permissive and affording, inviting and potentiating. Students work alongside teachers to design spaces which create a sense of democracy, hears and honours their voice, builds ownership and responsibility for property, learning and relationships, and furnishes them with the

resources to make education enriching. The work undertaken to make this shift has had a significant positive impact on behaviour, student achievement and teaching effectiveness. Our work in this area has been recognised and praised nationally and internationally. In line with Vision 2028, we are reimagining learning, not just what it is, but where it happens, when it happens and for what purpose.

PROFESSIONAL DEVELOPMENT

Significant research has shown us that investing in teacher development with time, training and sustained support can bring about benefits for educators and students alike (Teacher Development Trust, 2014). Providing an education worth having doesn't simply happen; it requires planning, strategy and vision. The work of the Centre for Research, Innovation and Future Development is St Paul's School's commitment to building the confidence, agency and effectiveness of staff through coaching, professional development and feedback. The Centre's work is also a key player in helping us realise the learning goals of Vision 2028.

In 2015, our staff accessed a variety of high quality, thoroughly researched and expertly delivered professional development opportunities. Of particular note was the training led by our Heads of Learning. Creativity, Inquiry, Entrepreneurialism, Global Sustainability and Learning by Design are central to what we value and aim to use as frames for learning. They span all ages and all disciplines. These five realms also support the development of valued learner dispositions, help inform the selection of teaching strategies and the environments best suited for learning. The Realms also inform how teachers and students work with, rather than deliver and consume narrow knowledge. Working alongside individuals, teams and professional development attendees, in a coaching capacity, has eventuated in some Learning Areas developing exciting and enriching units of work and learning experiences for students. One such example is described by Mrs Kerry Daud (Learning Manager History/Geography):

TRENCH PROJECT (DESIGN THINKING):

The Trench Project is inspired by a combination of the Gallipoli Trenches and Fromelles, which were both WW1 campaigns. It is not an exact replica of any nor are the dimensions exact in any way. The project was designed for our students to use as much donated and recycled goods as possible, to emulate the resourcefulness of the original ANZACS, not to exactly replicate any one particular trench. Approximately 90% is constructed using repurposed resources. The Trench itself is also more than just about remembrance — the projects purpose was for students to use Design Thinking to empathise with the experiences of those who went to war, those who were left behind, and the contestable way in which these experiences are remembered in the community. It is also about creating a space in which the context of WW1 can be used outside of the historical realm. It was a great example of how learning by design can galvanise a community of students, teachers, parents and community groups to create a truly memorable learning space and learning experience that spans History, Geography, Science, Technology and English.

MAKING THINKING AND LEARNING VISIBLE

2015 was a year where students of all ages made their thinking and learning visible for all to see. Exhibiting beautiful and exciting work in many varied forms generated pride amongst students and also demonstrated the depth and breadth of learning that has occurred. Highlights included the stunning Senior 'Visual Culture Exhibition' in the Tooth Building reception, the Year 9 'Little Big History Project' gallery walk, several high quality Health and Lifestyle Technology events, Junior School 'Morphing Festival' and Year 7 Science 'Superheroes Comic Book Exhibition'. The overwhelming positive feedback from parents and the community affirms the great learning and teaching that is occurring across the School. It is testament to the considerable hard work of teachers to support engaging learning and the strength of knowledge and skills students are developing across the curriculum and years.

Jon Andrews



Creativity

HEAD OF LEARNING (CREATIVITY)

Gabrielle Kempton

GROWING UNDERSTANDINGS OF CREATIVITY IN TEACHER PRACTICE

In line with fostering and extending teachers' understandings of creativity strategies and pedagogies, staff from across the Junior School were once again given priority as participants within courses offered throughout the first Semester. The majority of teachers from across Prep–Year 6 have now undertaken the 'Introduction to Creativity' course. The result of attending the courses offered, over the past two years, has strengthened Junior School teachers' overall confidence when working with new approaches to teaching and learning brought about through new curriculum roll-outs.

As a means to further transition teachers from a position of raised awareness and value (buy-in) for Creativity, several subject teams within the Senior School have undertaken 'Planning for Creativity' professional development workshops. Several teachers within Senior English were guided through the development and implementation of a unit of work underpinned by creativity pedagogies and strategies. The following feedback was received:

The experience overall was very positive with fourteen of my twenty-two students receiving a VHA. This is the best result I have had in any of my classes for any piece of assessment. The students, overall, really enjoyed the experience and when asked why, they felt the scope of freedom was the major reason. They were able to choose their own poetry and visual for the assessment. When asked if they felt there was a difference in purpose from previous units, they did say it was always going to be difficult to have something other than the fact that there was a piece of assessment, and it would give them a grade as the major motivation. Having said that, they acknowledged the way the unit was structured allowed them to get caught up in the appreciation of poetry and art. They couldn't really explain why, but they did say they enjoyed studying this unit of poetry and had, for many, an enjoyment of poetry for the first time.

Darren Carnell

A detailed Unit of Year 10 work has also been developed for teachers of Modern History in preparation for Term 1 of 2016. The following feedback from the Learning Manager was received:

I liked the smaller setting, as it really enabled us to tailor the PD around a specific context. I also felt more comfortable asking questions and clarifying as in a larger PD, you do not want to interrupt the flow of the presenter.

The PD has exceeded my expectations in that it has opened up so many possibilities that I had not previously considered, and because you guided me through it in such detail, I feel confident in applying it to different contexts. I think this confidence would have taken longer to come by had I just done a general PD. I do think that all staff wanting to embed Creativity into their teaching will need PD as, conceptually, it is so much more than people will have thought, and really specific contexts do help with getting your head around this.

Kerry Daud

What is of interest in regard to the Senior English Unit is the recognition of enhanced engagement by students for the learning and improved knowledge understanding as demonstrated by students' summative results. A significant increase in the percentage of students achieving outcomes within the VHA spectrum was consistent across two of the three classes (data has not been gathered from the third class). This data has significance to the pedagogies and strategies being trialled in relation to the transformative nature of teaching and learning being undertaken through the Realm of Creativity within St Paul's School. The continued gathering of such data, from across year levels, as planning further transitions into classroom practice, might also inform the progress of creativity within the broader context of school education.

It is important to note that intensive research has been undertaken to pull together potentially transformative pedagogies and strategies from across an enormous spectrum of theoretical resources. In addition, an individual approach has been undertaken by the Head of Learning, in each instance, to

best align a teacher's professional experience (knowledge and practice) with these new pedagogies. What is apparent, is that a 'one size fits all' approach is not always applicable; rather a more bespoke and personalised approach has been cultivated in order to create an environment of trust where both the teacher and learner simultaneously develops creative confidence.

Aligned to the implementation and roll-out of creativity-based programs, has been the development and trialling of creativity-based diagnostic testing designed to gather qualitative data on students' awareness and perceptions of certain creative dispositions. This testing has been conducted across three Year levels in Visual Culture and one class of Senior English students.

TRANSFORMING AND UNIFYING TEACHER PRACTICE ALIGNED TO REALM PEDAGOGY

From education and creativity theories developed around the 4P's model: Product, Process, Press-Environment and Person (Rhodes, 1961), I have worked to unify each of the five Realms pedagogies by strategically creating a platform and foundation for all Heads of Learning to collaboratively develop a Common Realm Learning Framework. I introduced this to peer Heads of Learning throughout meetings in Terms 3 and 4. As a team, we developed common understandings of these components, and progressively succeeded in adapting the model to the Realm pedagogies. The Product component equates as the domain knowledge we are wanting students to understand, while the Process describes the activities and processes teachers design through employing realm pedagogy and strategies i.e., how we engage learners to work with knowledge. Additionally the Press-Environment defines the environment for learning, and the Person translates as the realm learning dispositions teachers foster within students. Within Realm PLCs conducted with all teachers in Term 3, teachers were tentatively introduced to the commonalities of this unifying framework through discrete Realm explanations of each characteristic within the diagram below. It



is my belief that the development of this common framework has initiated innovative thinking and helped to promote future strategic initiatives for Realm pedagogies.

CREATIVITY AND IMMERSION STUDIES TIME (IST)

It is impossible to separate Creativity Thinking (and Design Thinking) from the educational philosophy that underpins our IST Learning Framework, indeed the framework was built on the basis of these two Realms' Thinking. Intensive research has been undertaken through my (ongoing) Masters Research study in relation to the role Creativity is playing in influencing teachers' perceptions and practice. Although I am unable to outline the findings of the study at this time, I can confidently assert that IST Learning Framework has had a positively significant impact on teachers' perceptions and practice in relation to fostering creativity dispositions within our learners (and teachers). I would contend that the approach to teaching and learning implemented through IST has relevance to fostering Realm dispositions within the broader School community. It would not be unrealistic to claim that the roll-out of IST has in effect served as a whole (sub) School professional development in Creativity and Design Thinking. The IST working team has worked tirelessly to upskill staff in new curriculum, pedagogies, and approaches to teaching and learning. We have successfully supported teachers by building cohesive understandings and bridges between each of these elements. It is currently anticipated that by the end of Semester 1 2016, we will be ready to trial a new model of reporting/ individual learning story that combines both curriculum and realm disposition statements of learning. It is my understanding that Tim Osborne will further expand on the work this team has achieved within his own annual report.

References

Rhodes, M. (1961). An analysis of creativity. *Phil Delta Kappan*, 42, 305-310. Retrieved from <http://www.kappmanmagazine.org/>

Gabrielle Kempton



Initial Common Realm Learning Framework diagram



HEAD OF LEARNING (DESIGN)

Tim Osborne

DESIGN THINKING

Join the revolution of Learning by Design! It is an empathy fuelled, creative framework that is founded on design thinking ideals. It provides a process for students, educators and organisations as a means of finding and solving problems in an authentic context.

Companies and organisations utilise design thinking to generate breakthrough solutions in developing products, services, processes and systems. Solutions are developed through a collaborative, hands-on approach that allows experimentation and failure in order to move thinking forward and take innovation to the next level.

2015 saw further developments in Learning by Design as a means of engaging students in learning at St Paul's School. One of my goals for 2015 was to begin to break some ground in Learning by Design being used in non-traditional design subjects. Early on in the year, the Learning by Design framework was successfully utilised in a Year 8 Science unit. More recently, the framework was used in a Year 9 History and English unit based around WW1, where the students used the Learning by Design framework and principles to develop a solution to the problem of 'Create a WW1 Experience'. The engagement and participation of the students throughout this unit was remarkable, and the deep thinking that was utilised throughout the journey of creating that WW1 experience was a credit to all the students and staff involved.

One of the big events in the 2015 calendar was the Learning by Design workshops that ran for four sessions in which twenty staff members from a variety of different teaching areas participated, including Maths, History, Science, HPE, Art, Junior School and Design Technology. The workshops were based around the following:

WHY TEACH & LEARN WITH LEARNING BY DESIGN

In this session we considered how Learning by Design can provide our students with dispositions and skills that will prepare them for learning now and into the future. We looked at the qualities both the teacher and the learner will develop using a Learning by Design framework.

INNOVATING WITH LEARNING BY DESIGN: THE FRAMEWORK (ENGAGE/IDEATE/PROTOTYPE)

We considered how the Learning by Design dimensions, processes and strategies can strengthen learning within the classroom. Providing different strategies that could be used to work with knowledge to further engage students.

LEARNING BY DESIGN BOOTCAMP

In this session, the staff applied the Learning by Design dimensions, processes and strategies in identifying a problem; developing possibilities; deciding upon a solution; and then produced a prototype.

PLANNING FOR LEARNING BY DESIGN

This involved supporting staff to infuse all or some of the Learning by Design principles within their planning. Along with presenting some ideas around providing an environment conducive for Learning by Design in teaching and learning spaces.

The other area where the Learning by Design framework is further strengthening engagement and learning is in the Junior School within their Immersion Study Time (IST). The use of the Learning by Design and Creativity realm frameworks are primarily used to foster creativity and innovation in our students throughout this time. Junior School Teachers and Specialist Teachers (Arts & Technologies) work together to facilitate learning which is based on a Concept or Big Idea, where the students thinking throughout the process is valued.

The vision for 2016 and beyond is to grow Learning by Design within the School as a means of further engaging students in learning; providing support for areas that wish to explore the Learning by Design thinking further, within the development of their teaching and learning; providing also to other organisations and areas within the community, access to those Learnings by Design ideals and principles through the Centre for Research Innovation and Future Development.

The future, to 2028 and beyond, will see design thinking become more and more valued by employers, as it provides our students leaving school with an empathetic, collaborative, hands-on way of problem-finding and problem-solving in developing innovative solutions.

Join the revolution!

Tim Osborne



Inquiry

HEAD OF LEARNING (INQUIRY)

Des Hylton

INQUIRY LEARNING

WHAT IS 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 way meaningful to them that connects to their personal experiences, ideas and questions.

In collaboration with Judy Bolton, the Middle School Librarian, a revised round of Professional Development sessions were delivered to staff across the Sub-Schools to further develop their understanding and practice. The sessions catered for staff who were still relatively new to transformational inquiry, as well as those who had previously taught collaboratively planned units and were seeking to build on them. 2015 also saw emphasis being placed on aligning specific tasks during the sessions to the AITSL Standards which further assisted staff with gathering research and evidence to support their individual professional growth. There were some great examples of St Paul's School students' work being shared beyond the School as well as acclaim from global leader of inquiry, Leslie Manioates, (Kuhlthau et al, 2012). In 2016, further development of a common learning framework and continued alignment with AITSL's Classroom Practice Continuum will continue to support the paradigm shift of ways in which we want our students to work with knowledge.

The Third Teacher Project has been building on the foundations of 2014 when staff were encouraged to survey the environment and use research to begin prototyping spaces that are more conducive to contemporary (21st Century) ways of working with knowledge. Inspired by the 'Reggio Emilia'

philosophy, the learning environment is perceived as being 'The Third Teacher', with a recognition that learning spaces need to support inquiry (and all realms of learning at St Paul's School). The key features of this project are to:

- Take a systematic and collaborative approach to designing engaging learning spaces that are conducive to deep learning
- Encourage student agency through a co-design approach
- Build democratic approaches and whole community engagement

(LEARNING FRONTIERS, 2015)

Through the support of Learning Frontiers (a collaborative initiative created to transform teaching and learning), it has been possible to draw on a greater collective wisdom of participants in a range of schools in Queensland and Australia-wide. The relationships and collaborative work has supported teaching and learning at St Paul's School through larger scale enquiries, allowing for rapid prototyping of promising practices. This fundamental work will help us to continue to meet the needs of our students as well as stimulate new relationships with communities, businesses and non-profit organisations.

2015 has seen Professional Development opportunities for staff that provided a case for change as well as strategies to integrate into their planning, teaching, and how they can begin to assess the impact of these strategies on their students' behavioural, emotional and cognitive engagement. There has already been encouraging documentation of just how the co-designing process can support pedagogical tools, for example, through supporting Project-Based Learning in the Middle School. In June, around fifty students, parents and teachers attended an event entitled 'Our Learning, Our Way'. Students involved shared with the community their progress on

redesigning learning spaces, and were able to articulate what good learning looks like as well as whether they felt they were being adequately prepared for the future. This was a crucial step towards creating a Third Teacher Student Committee, currently made up of students from Years 7-11, whose work involves leadership from a grass-roots level in the Year 7 classrooms, as well as some of next year's Student Leaders. The beginning of 2016 will see those students meet with teachers and engage with parents to continue to develop a co-design approach to learning, as well as building an online bank of resources to provide a toolkit for staff and students.

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Des Hylton



Entrepreneurial Skills

HEAD OF LEARNING (ENTREPRENEURIAL SKILLS)

Cathy Smith



ENTREPRENEURIAL LEARNING

WHY ENTREPRENEURIAL LEARNING?

We can consider an entrepreneur as someone who identifies a need and then finds a way to meet this need. To identify a problem, they need to question the status quo — meaning that they are open to new ideas and are curious. Solving the problem involves persistence, calculated risk-taking, a tolerance for ambiguity, and the ability to use evidence-based reasoning. After developing a model for Entrepreneurial Learning in 2014, the dispositions required for the model to be successful were considered in 2015.

STAFF PROFESSIONAL DEVELOPMENT

“Investing in Self” is one of the four components of the Entrepreneurial Model adopted at St Paul’s School. On aspect of this is a commitment to lifelong learning, to keeping your skills current. Through the Centre for Research, Innovation & Future Development (CRIFD), a number of courses are offered that allow staff to continue their professional development.

ENTREPRENEURIAL LEARNING

This course was offered to teaching staff. Option 1 was a brief overview about what Entrepreneurial Learning was and how it could be incorporated into classroom practice. Option 2 was more detailed. After discussing what Entrepreneurial Learning could be and critiquing examples of classroom practice, staff were supported to consider how Entrepreneurial Learning could be incorporated into their own planning.

TEACHING MATHEMATICS FOR UNDERSTANDING

At St Paul’s School, we have the following beliefs about Mathematics:

- All students are able to become proficient at maths.
- All students need a high quality maths program.
- We must teach for understanding, computational fluency, factual knowledge, reasoning and problem-solving skills.
- Effective instruction matters.

With a number of new and returning staff members, this course was designed to support teachers in developing Mathematics lessons that support student understanding.

SPREADSHEETING

Excel is a powerful tool for working with data. Courses were offered to Teaching and Non-Teaching Staff to develop skills in using Excel effectively.

SOCIAL MEDIA

There are a number of social media platforms that are useful for the sharing of resources and ideas. These were explored with a number of teaching staff — supporting teachers to developing their own Professional Learning Network.

PLANS FOR 2016

Courses in Entrepreneurial Learning for 2016 will focus on embedding Entrepreneurial Learning into Classroom practice. Teachers will incorporate Entrepreneurial Learning into their planning and then share and reflect with others about successes and problems. This sharing of practice will enable teachers to learn from each other. Support materials will continue to be developed.

A number of Learning Managers have identified Entrepreneurial Learning as a focus area for planning in 2016. They will be supported as they encourage staff to look for opportunities to incorporate Entrepreneurial Learning Opportunities into their planning.

Cathy Smith

Global Sustainability

HEAD OF LEARNING (GLOBAL SUSTAINABILITY)

Terese Reece

GLOBAL SUSTAINABILITY

2015 was only the second year of operation of the pedagogical learning approach, Global Sustainability, and this title continued to be a little misunderstood or misinterpreted. It does indeed suggest a focus on ecology and environmental issues, but this is not the main emphasis. Every opportunity, therefore, was taken during the year to dispel such preconceptions and spend time unpacking the three priorities involved in the Global Sustainability model. These are: Reflective Decision-Making Practices (which is concerned with developing student metacognition), Critical thinking decision-making practices (which is concerned with encouraging students to widen and deepen their perspectives) and Socio-cultural decision-making practices (which is concerned with enhancing students' socio-cultural communication skills).

Throughout the year, work has been done to show how these three practices can be incorporated into different units of work, subjects and learning areas across the school. This has involved working with teachers as they worked on unit planning, as they reflected on their teaching and student learning, as well as while working together to discuss individual professional development directions as part of the teacher appraisal process. An emphasis on the development

of the profile of the pedagogical lenses across St Paul's School, as a priority in the strategic planning of the school, saw the outlining of the particular realms into teacher professional development plans.

Working with learning areas led to the development of a resource booklet outlining some practical ways that this specific learning realm could assist with specific learning areas, with a special focus on the English learning area. In the International School, work with Global Sustainability led to the development of a system of individual student learning profiles which involves a series of student-teacher discussions and meetings to reflect on learning and developing individual learning goals. This system has been in place throughout the year and has enhanced learning partnerships in the High School Preparation Program.

In addition, the two sessions of the mini-PLCs introducing the learning realms was successfully attended and led to some teachers taking up the opportunity to delve more deeply into this area by attending the two Global Sustainability Professional Development sessions run through CRIFD in Terms 3 and 4.

During 2015, Global Sustainability also participated in other individual projects and professional development offerings such as the extended Project Based Learning PD, and participation in the Indigenous Advisory



Committee which has led to the planning of the Bush Tucker Garden and other NAIDOC week activities, as well as planning for additional directions to support indigenous perspectives in the curriculum in future years.

To summarise, 2015 was a year of embedding the Global Sustainability Learning Area model as well as laying solid foundations for ways forward in 2016 and beyond, in collaboration with the Head of Learning team and more general SPS Teaching and Learning directions.

2016 will perhaps see some new directions in this Learning Realm as a new Head of Learning takes on this position.

Terese Reece



Junior SCHOOL

DIRECTOR OF JUNIOR SCHOOL

Marianne Connolly

To excel in a world of endless change, 21st Century students need to have the confidence and the skills to meet the challenges of their future world. In the Junior School, it has been a year of creating a balance of necessary functional skills along with strong thinking and problem-solving skills. Providing a holistic education requires all areas of development to be met; academic, social and emotional, physical and spiritual, and this has been the main goal for the Junior School. We have aimed to help our students to no longer be receptacles for information, but active participants in their learning.

TEACHING AND LEARNING

The Reggio philosophy has continued to flow through the Early Childhood classrooms, both in the environment, and our approach to teaching and learning. The teachers are continuing to make links with the elements and curriculum descriptors of ACARA and the principles of a Reggio inspired classroom.

The Prep Year continues to be the foundation from which the Early Years Programs are based and built upon. In Prep, the Prep Village continues to form a significant part of the program in that the teachers are able to plan activities that will develop the children's skills in Maths and Literacy. This builds on the teaching and learning that is occurring in the classroom. The Prep Village also allows for the development of imaginative play, a way for them to explore and create their own individual learning opportunities.

The Junior School has continued to be a hub of activity and ideas as teachers have focused on developing areas of their planning — focusing on areas that have helped us to unpack the Guiding Principles and Strategies Pack.

a. Continued development of comprehension using DRA data to inform our planning.

We acknowledged that comprehension is one of the most challenging issues facing teachers of reading today. We know that although many of our students are accurate and fluent decoders that this does not always translate into having good understanding of the text. This has been our challenge. To

support our work in this area we have:

- developed a common language, strategies and framework to explicitly teach comprehension in all subject areas
- developed a DRA data wall in our staffroom that allows us to track student learning at a glance
- continued our work with developing parent partnerships and parent understanding of comprehension and strategies
- showcased action research in two Year 4 classrooms to provide a reason for reading a specific collection of texts that would increase motivation and help students align their processing, prior knowledge, resources, and strategies to match the task at hand.

b. Investigating Spelling

NAPLAN data as well as PAT spelling data indicated that we needed to build on our solid Early Year's Phonological Program to investigate explicit ways of teaching spelling. A team of teachers worked together to develop a framework to share with the teachers to trial. This information together with ACARA – Version 8 lead us to change our spelling text to Sound Waves for 2016. Teachers have had the opportunity to attend professional development presented by the publishers, and we have purchased an on-line program to support learning in 2016.

c. Developing meaningful and relevant assessment tasks that allowed us to make transdisciplinary links across the curriculum

Our plan was to begin to create a culture of purposeful assessment for learning where we had a balanced school-based assessment program that had opportunities for students to demonstrate their achievements from a range of learning, in a variety of ways, and in a range of situations over the reporting period. Our aim was to move from using one single measure of assessment to using multiple measures to build a student's learning profile as we moved towards integrated assessments. Key understandings to develop were:

- to develop a clear understanding that the purpose of assessment was for students to develop and improve in



their learning and for teachers to plan and teach effectively

- the need for ongoing assessment through a variety of differentiated tasks and strategies, both formal and informal, so that sufficient evidence was gathered to make sound judgements about individual student's learning
- that assessment tasks were differentiated through offering quality choices of ways for students to demonstrate knowledge, understanding and skills and authentic application with real-world contexts
- the giving of specific and timely feedback, for example, through conversations between students and the teacher, written feedback, peer assessment and self-assessment
- portfolios showcasing student work. Our portfolios are both process-oriented (including drafts, reflections) and product-oriented (collections of best, typical or summative work). These portfolios tell a story about the growth of the learner, and we are working towards students being able to share their learning story through their portfolios.

Teaching teams began to make meaningful cross-curricular links to develop assessment tasks that allowed for change, challenge and choice. In 2016 we will build on these understandings as we continue to develop assessment for learning.

IST has continued to be a development area in 2015. We have continued to access specialist teachers to help support classrooms teachers along with the guidance and support of the Heads of Learning-Creativity and Design. We still have an Arts focus in IST, but more and more, the thinking processes are impacting other areas of the curriculum and classroom practice. The children really enjoy this time, as they are guiding and shaping the learning that is occurring. IST is developing strong 21st Century skills in the children.

'Morphing Week' was another great achievement for the staff of the Junior School. Morphing Week is a great

opportunity to make our learning visible. It displays the importance of strong Literacy and Numeracy skills, as well as opportunities to showcase a student's creativity and ability to innovate new ideas, to analyse, and to design solutions for problems. We use internal and external community members to support the program and to aid in allowing students to drive their learning.

d. Promoting positive learning environments in the Junior School

Our final area of focus has been that of our Learning Environments. Supporting our Reggio inspired philosophy, teachers were asked to evaluate the effectiveness of their space through a questionnaire. They were then assigned a 'buddy' for support, and ongoing conversations regarding their environments and SMART goals were set to develop the classroom environment action plan that would allow for input from multiple sources and improvements to be made.

PASTORAL CARE

One key area we introduced to our pastoral care program in 2015 was the development of Circle Time and Class Meetings.

The key intentions underpinning a class meeting and circle time are to support our Round Square IDEALS and:

- expand children's minds beyond the immediate and egocentric concerns of arguments and conflicts between themselves, to wider community and global issues
- assist children to understand and accept that people's views, perspectives and values may differ from their own, and these can be expressed, explored and discussed without personal insults
- empower the voice of the child
- provide leadership opportunities through chairing and leading a Class Meeting
- provide practice of responsibility and summation of key points through the recording

- role
- provide opportunities for children in speaking, listening, contributing and meeting procedures

At each staff PLC, teachers were given the opportunity to share a game from a book by Jenny Fox Eades. In this way, we were able to share ideas. We will continue to build on this work in 2016 as we develop our pastoral care program.

The Junior School Round Square Team became more prominent in 2015, and this was supported by including them as equal part of the Junior School Leadership Team. The team organised our first internal Round Square Conference for two days, allowing younger students to explore and investigate the IDEALS. The team was also responsible for welcoming our international tour groups and hosting some special events at lunch times, such as Harmony Day.

In creating a Holistic education, we will continue to look at ways to develop a student's personal wellbeing through 2016.





JUNIOR SCHOOL CAPTAINS

Gabby Munt and Michael Alletsee

CONTRIBUTION TO COMMUNITY

A sense of community continues to build in the St Paul's Junior School. The introduction of the Reading Café is an example where parents are coming into classrooms to listen to children read and give the children valuable reading practice. The teachers have all commented on how the confidence and fluency in reading has improved for many of the children. We will build on this program in 2016 by hosting a parent 'Understanding Reading' workshop again, and build on the team of parents who currently support us.

This year was a 'FAIR' year, and this was a true reflection of the St Paul's Junior School community pulling together. Parents and the wider community worked tirelessly together to create an event that not only raised funds for the School, but also to create an event that displayed the true community spirit of St Paul's School.

Community spirit has been evident this year at many other functions — The Easter Hat Parade, Sports Day, Ball Games Carnival, Mother's Day and Father's Day Celebrations, Grandparent's Day, Book Week and the Fair. 'Under 8s Day' is a day for the PP-2 children to celebrate being under eight, and it was also a time that displayed a strong sense of community. The oval was transformed into a circus arena, and there was great community involvement from parents, teachers and children, all participating in a wide variety of activities. It was a great way to celebrate our younger students.

We encourage parents as much as they are able to participate in our school community. Due to changing family and work circumstances, we are challenged to find new ways to engage our parents and this will be a work-in-progress for 2016.

FAITH DEVELOPMENT

In 2015, we were fortunate to have some members of our community receive their Holy Communion which was a special event celebrated amongst our community.

All children continue to have Chapel once a week along with a RAVE lesson. These areas are connected often by a common theme that continues in class discussions. It is common practice for classes to have a prayer time either at the beginning of the day or at the end of the day. This time is personalised from class to class as children bring their own items for prayer. Our RAVE program is now well established and aligned across the Junior School.

The children in the Junior School do have hearts for service, as we have had many opportunities to be involved in service for others. The Year 6 children, with their parents and grandparents, spent a term knitting scarves for homeless people. The scarves were distributed to people in Brisbane as well as to some people in South Africa. Students also instigated collections of stationery for those in need, cupcake sales for RSPCA, clothing collection for the Endeavour Foundation, and a bake sale for the QMIR.

2015 has had many successes and achievements with foundations laid for further developments in Teaching and Learning, Pastoral Care and Faith Development. Community connections will continue to be built, and parent engagement will be a focus as we move into 2016. Next year will be a year to build on the structures that we have in place, as we continue to make links across the curriculum, and provide an education that will give our students the skills and strategies to cope in an ever-changing world.

Marianne Connolly

We began Term 1 with the induction of the Year 6 student leaders. We then had our House Swimming Carnival where we all had a great day competing for the first House Championship. We were able to choose which strokes we wanted to compete in, and if we wanted to go for age champion.

Term 2 started with our ANZAC Day Service, and the Junior School created a poppy wall. Each student contributed, and once the wall was completed, it was displayed in front of our ANZAC Day Service. We also had our Cross Country and Athletics Carnivals which were a lot of fun. Year 6 went to the Ipswich Art Gallery and built an LED wristband. It was very innovative. The Year 6 Canberra tour ended the term, and we were fortunate to meet Tony Abbott and other Members of Parliament. We had the opportunity to ask a lot of questions, but there was one that Mr Peter Dutton could not answer, so he said he would come to St Paul's School and talk further with us. So we invited him, and he came.

At the start of Term 3, we had our 'Book Week' celebrations. It was a lot of fun dressing up as our favourite characters from our favourite books. Channel 7 News came to St Paul's School, and we saw the Channel 7 chopper. Some of the Year 6s were interviewed. We felt like real celebrities. In Term 3, we had the School Fair. It was a great opportunity for us to work as a team, because the Year 6 children organised sample bags for the Fair. We wrote to businesses asking for donations for our sample bags, and we were overwhelmed by the response. There were many rides and stalls which kept us entertained on the day, and each year level performed a dance to entertain the crowd. It was a really successful event and raised lots of money for the Junior School and the Undercover Area.

Term 4 commenced with a camp to Lake Moogerah, where we did hiking, canoeing, archery and a high ropes course to challenge our fears. We camped out for one of the nights and sang camp fire songs, and we stayed in the huts for the other night. 'Cookie Business' was our focus in Term 4. Working in groups, we came up with ideas for our cookies; wrote to the School as if it was a bank to borrow the money to finance our business; bought the ingredients; spent a day baking in the school kitchens; and finally sold them in the Junior School. The money raised went towards the Year 6s end of year celebration at Velocity.

2015 was an extremely busy year, but a fun and memorable one.

Senior SCHOOL

DIRECTOR OF SENIOR SCHOOL

Paul Sullivan

TEACHING AND LEARNING

A significant event for Teaching & Learning was the launch of the updated Guiding Principles and Strategies pack (GPS) as the School's Learning Framework. As a major Teaching and Learning initiative, I am sure the detail will be reported elsewhere, but it must be noted here as potentially shaping classroom practice in the Senior School.

A focus for the Learning Managers was the implementation of the Australian Professional Teaching Standards. Significant discussion occurred between Learning Managers about operationalising the Classroom Practice Continuum arising from the Standards. The strategy was to create a specific St Paul's School focus, with subject-specific language, based upon the CPC as it would be applied in their Learning Area.

In regard to ongoing monitoring by Learning Managers of the academic standards in their areas, the focus was quality of assessment tasks. Learning Managers were provided assessment tasks at the beginning of unit planning; a slight shift of focus away from the planning of the entire teaching sequence as before.

PASTORAL CARE

The usual 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 are progressing through the Duke of Edinburgh's scheme towards the Bronze Award. Staff and student representatives also attended World School, in Italy, and the Round Square conference in Adelaide.

A new Student Leadership model has been developed, in which, in brief summary, the hierarchical ranking of the House Captain and "prefect" positions have been reversed. The "prefect" portfolios have been re-badged as Executive Captains with the roles pre-determined. Students apply for the specific roles and are selected by interview, rather than portfolios being allocated after leaders were elected by a voting process. House Captains are selected by Heads of House after a vote within their House. School

Captains are selected after an interview process and to qualify for the interview short-list, the applicants make a presentation to the assembled community.

CONTRIBUTION TO THE COMMUNITY

Each House, makes contributions to various community/charitable organisations, as will most likely be reported separately, through the Compassion Child Scheme.

Student Leaders provided excellent examples of outreach to the community through various events and activities.

The initial focal point for St Paul's School's involvement was 'Pink Day'. This is an example of several sectors of the School working together to produce a common outcome — awareness and fund-raising for Breast cancer as a "pink event". A high level of support was generated amongst the St Paul's School Community for the Rugby, Netball, Hockey and Tennis matches.

This was followed up in Term 3 with 'Blue Day', in memory of Andrew Pope, and to support men's health issues, which grew slightly in its profile this year. If there is to be a focus for 2016 in this area, it would be wonderful to see a similar level of support and structure around 'Blue Day' as for 'Pink Day'.

One other public and visible event was the 'Cancer Council Relay for Life', which had a particular poignancy this year. One of the Student Leaders spent much of the year battling the recurrence of leukaemia which had been in remission for several years, and the father of another Student Leader was sadly lost during the year. Unsurprisingly, the Student Leaders were incredibly focused on the support and recognition aspects of 'Relay', but also raised around \$4000 for the Cancer Council.

FAITH DEVELOPMENT

The year started, as usual, with the induction of 'new staff' and 'student leaders' in which staff and student leaders affirmed their intentions to serve the community in their new positions, and commit their work towards upholding the Christian foundations of the School.





SENIOR SCHOOL CAPTAINS

Isaac McKay & Melanie Schneider

House Chapel Services were a weekly focus, and the Worship Band worked very hard to provide the musical accompaniment to those services. They are to be congratulated for their ongoing commitment.

Term 4 contained several major events which were opportunities to focus on faith celebrations. Foundation Day is a major opportunity for the School to worship together and express thanks for the Foundation of the School many years ago. It is the only formal occasion where the entire school from P-12 gathers together, and the Senior School students are always intrigued by the presence of the red shirts at this Service.

The Valedictory Service and Dinner was a spiritual and celebratory acknowledgement and farewell to the graduating Year 12 class. The formula for the Year 12 farewell events that has been developed, and which has evolved each year, is a very good mix. I was inundated with positive comments and feedback from parents and staff about the events and their timing and formatting. There will be the usual review to ensure the various sections of the events are retaining their relevance, and examine any that need to be refreshed.

Paul Sullivan

Creating one's own story cannot be achieved without the principles of growth and self-understanding, and St Paul's School helps students along the path of self-discovery. A member of the Round Square global community since 2011, the School has embraced its six IDEALS which have helped create a holistic environment. The new student leadership system, derived from the six Round Square IDEALS, is designed to give both girls and boys more opportunities to be leaders within the school community.

In 2015, the student leadership team was actively involved in many events uniting the school community. We organised the first World's Greatest Shave at St Paul's School and raised \$3000 for the Leukaemia Foundation. Seeing students and staff pack the PEC ready to have their heads shaved, or coloured, was an example of the School coming together and giving back to the community. 'Pink Day' and 'Blue Day' were once again very successful with a good sum of money being raised for the Breast and Prostate Cancer Foundations. 'Battle of the Bands' was again fantastic with fourteen performers entertaining well into the night. 'Relay for Life' was another significant event which the Prefects completed, raising funds for the Cancer Council. Events such as these, illustrate the holistic nature of St Paul's School, where students are encouraged to develop a desire to serve the community through servant leadership.

Isaac McKay and Melanie Schneider



International SCHOOL

DIRECTOR OF INTERNATIONAL SCHOOL

Deborah Kemish

TEACHING AND LEARNING

During 2015, the International School continued to offer the High School Preparation Program (HSPP), Study Tours and general classroom experiences for individual international students. In terms of numbers, this has meant one hundred and thirty-five international students in addition to the seventeen Study Tour groups. The one hundred and thirty-five students all experienced some integration in mainstream classes, or in House groups, offering domestic students the opportunity to make international friends and, in many cases, to practise some of their Asian language skills. This exposure to students from other places is part of the St Paul's School Strategic Plan goal of developing Global Citizens.

In September, the International School underwent a Quality Assurance Review by the NEAS (the National ELT Accreditation System), receiving a Quality Assurance Endorsement for our Program and Services. In terms of teaching, their report stated that "The HSP Program is supported by a sound syllabus and reporting system linked to the NLLIA Bandscales, with established rubrics for teachers, transparency of Bandscales to students, and incorporation of student self-assessment". This endorsement is due to the dedication of the small International School teaching team, led by the Head of Studies, Mrs Terese Reese.

The number of students enrolled in the HSPP strengthened during the year. Fifty-four students were enrolled in that Program throughout 2015, with twelve of them graduating to other independent schools at some stage during the year. The strength in numbers enrolled in the HSPP in comparison to previous years is due, in part, to the Australian dollar, but also to a carefully planned marketing strategy. Students now average twenty weeks in the HSPP before achieving the required language proficiency to transfer to mainstream classes, and this means that the turnover of enrolments needs to be maintained at a higher level than ten years ago when students, on average, arrived with fewer English language skills.

In 2015, the teaching of the Study Tour Programs fell largely to casual teachers whose

interpretations of the programs prepared for them to teach, led to a great variety of tasks and opportunities for the students to experience — from surveys, to puppet shows, to presentations to take back to their schools, and to learning through technology which they had not experienced at home.

PASTORAL CARE

The recent NEAS Quality Assurance Review complimented the School, stating "The school provides excellent integrated welfare and support systems, involving specialist health of counselling staff, homestay arrangements and close monitoring of students by class teachers." This attention to Pastoral Care extends to all students who come to the International School, with casual teaching staff also being involved in the support of the short-term and Study Tour visitors. The 24/7 responsibility of the care given to the international students means that pastoral care is an integral part of the staff's planning and discussions. The "appointment" of a Class Teacher for each of the HSPP classes has assisted in helping the students adjust to their new situations.

This year, the Homestay Coordinator, Mrs Simone Green, has implemented a series of regular meetings with host families — both for long-term and short-term students — and this has enabled the families to garner important information to support the students in their care. This, along with a full Blue Card review, has meant that there has

been very frequent contact with all host families, therefore ensuring that the School is aware of the care given by each family.

CONTRIBUTION TO THE COMMUNITY

Anecdotally, a number of Heads of House and the Head of Service Learning, have reported that international students are more involved in the extracurricular activities provided than they were in the past. Students have participated in tennis, basketball, football, badminton, choirs and music groups. International students in the main school have been involved in the Blood Bank and in the Homework Club, setting examples for those still in the HSPP and allowing the students to see Service Learning as an important part of life.

FAITH DEVELOPMENT

The students continue to be part of the School's House system, participating in the School's services and observing the Eucharist services. There are often one-on-one chats about the content and meaning of these, with teachers explaining that these services are an integral part of the St Paul's School Community and a part of the Christian way of life that many of their teachers value. The outreach to Vanuatu is a focus of a number of discussions in the middle of the year, and the reasoning behind this outreach is of interest.

Deborah Kemish



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 2015 results for each key measure is provided below. The tables show the comparison between the School and the State performance.

St Paul's School students performed well in 2015. Across all year levels, in all five areas, our students outperformed the State Average by healthy, and in some cases, significant margins. These 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)	440	492	525	579
Average Score (state)	406	470	505	537
Percentage of students equal to or above the state average	82%	80%	68%	67%

Spelling

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	431	516	558	598
Average Score (state)	397	489	544	580
Percentage of students equal to or above the state average	69%	69%	66%	59%

Reading

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	496	541	574	608
Average Score (state)	418	495	543	572
Percentage of students equal to or above the state average	76%	76%	63%	65%

Numeracy

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	453	528	560	613
Average Score (state)	393	486	539	585
Percentage of students equal to or above the state average	80%	68%	63%	70%

Grammar and punctuation

	Year 3	Year 5	Year 7	Year 9
Average Score (school)	487	529	567	578
Average Score (state)	430	500	538	566
Percentage of students equal to or above the state average	75%	71%	62%	54%



Queensland Core Skills Test

Year 12, 2015 at St Paul's School achieved excellent 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	18.92%	25.68%	31.76%	22.97%	0.68%
State	14.60%	28.33%	35.40%	21.20%	0.40%

Overall Position (OP) Results

Result	1-5	1-10	1-15
St Paul's	21.85%	50.33%	72.19%
State	20.48%	51.19%	79.69%

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	47	41	88

School Statistics

Total Enrolments per sub-school	2015
Senior School (10,11,12)	505
Middle School (7,8,9)	384
Junior School (P-6)	537
International School (Average per term)	31
Whole School	1457

Student:Teacher ratios (per July financial report)

	2015
Senior and Middle School	1:12.7
Junior School	1:14.9

Student Attendance

	2015
Average Student Attendance	91%
Student Apparent Retention Rate Year 11	99.43%

Staff Attendance

	2015
Staff Retention Rate	94.74%
Teacher Attendance	96.2%
Non-teaching Attendance	97.3%

Faith & COMMUNITY

EXECUTIVE DIRECTOR OF FAITH AND COMMUNITY

Robin Cox

As I reflect on all that has occurred at St Paul's School during 2015, I am conscious of the many, many opportunities made available to our students to discover more about themselves within the safety and security of a school environment as they develop into resilient global citizens most of whom, hopefully, will head out into the world beyond St Paul's School and make a positive contribution to the local and wider communities in which they will live and work.

Each year, we farewell another Year 12 cohort. There are tears at their Final Assembly as they come to appreciate the magnitude of this life-changing moment — possibly never again seeing some students with whom they have journeyed through school; no longer being able to recover from mistakes made within the safe and protective walls of the St Paul's School Community where they have been nurtured, encouraged, disciplined, cajoled and given opportunities millions of other children would metaphorically “die for”. And, because we live in a real world, there are other students relieved that their school days are over; no longer having to abide by a School Code of Conduct; now free spirits on the next chapter of their journey of discovery into the challenges of the unknown.

There is always a roller-coaster of emotions evident at this Final Assembly, as Heads of House and Tutors farewell students with whom they might have developed particularly strong and supportive relationships, while parents, too, face the reality that school days are over, though the idealism of youth will, in all likelihood, prevail for a few more years and then what? Much will depend on what each student chooses to do with his or her gifts and talents that have been nurtured during their St Paul's School journey.

As I look down from the stage at these young people, many of whom I will probably not see again, I know I will feel a tinge of sadness — and it's even hard to write this — because so many of them have not made the most of the opportunity to reflect more deeply about who they are, their purpose on this planet, and their relationship with a God who loves them unconditionally, the type of love, I believe, every human being craves, the love that does not judge them when they step out of their comfort zone and possibly fail; the love that empathises with their personal situation; the love that reaches out to them and picks them up with a smile, reminds them how special they are as unique individuals, and points them into the future with a message of HOPE and the reassurance that they will never travel alone.

This is a love that is characterised by humility, selflessness, turning obstacles into opportunities, being able to persevere when others are giving up, sometimes suffering on behalf of others, yet carries a positive message of servanthood articulated through the life, teaching, death and resurrection of Jesus, portrayed so vividly through the life of St Paul after whom St Paul's School is named.

As we become more and more caught up in the secular values of a global community, is there a danger that we will only be paying lip service to our School Motto *Fide et Literis* (by Faith and by Learning)?

I fear so, as this increasingly worrying culture of ‘entitlement’ runs the risk of developing egocentric adolescents, unable to take responsibility for the choices they make, bubble-wrapped by over-protective parents who might well have forgotten aspects of their own childhood when they climbed trees, fell over and got up, faced a difficulty,



stumbled, fell and got up again and moved on, sometimes with a helping hand, at other times because they were resilient ...

And yet, as I look out at the sea of young faces expressing all these mixed emotions during that Final Assembly, I can also be encouraged knowing that most of those students have taken advantage of a St Paul's School holistic education worth having, have used their gifts and talents in a variety of ways, have given great service to the School and have become all the richer because of those efforts.

So, let's pause and give thanks to all our RAVE teachers who soldier on, encouraging students to think more deeply, to question, debate and explore how faith can provide a rock solid foundation for the life journey; to Reverend Mark Leam and Mr David Adams for the messages of hope and encouragement they share each week in our Chapel Services supported by the wonderful singing provided by the Worship Band; to Reverend Mark and other colleagues who work tirelessly to create a Vanuatu Outreach trip that impacts young lives in significant ways; to all our colleagues who promote the Round Square IDEALS (Internationalism, Democracy, Environmental Stewardship, Adventure, Leadership and Service), a philosophy developed by the founder of Round Square, Dr Kurt Hahn, who was inspired and motivated by the Parable of the Good Samaritan.

We thank the Headmaster and Senior Leaders, Counselling Staff, Heads of House and Tutors, other teaching and non-teaching Staff, Sport, Music and Extracurricular Coordinators and Coaches, Learning Managers, and all who are involved in any way with the pastoral care of our students,

“Go into all the world and preach the good news to all creation..”

(Mark 16:15 – Jesus instructs his disciples)

for the many hours they have invested in the health and wellbeing of our students and their families during increasingly challenging times.

A special thanks to Mr Tim Weal, Round Square Coordinator, who has worked tirelessly to bring the Outdoor Education program and our Service Learning program under the Round Square umbrella, whilst exploring future Round Square projects and doing great work coordinating the Duke of Edinburgh program.

The St Paul's School Community remains an incredibly generous Community with regard to material giving. Once again, as Term 4 comes to an end, the St Paul's School Community will have donated between \$30,000 and \$35,000 to a variety of worthwhile causes. Thanks to all who have coordinated the different 2015 projects.

2016 will see a new Student Leadership structure in the Middle and Senior years of schooling. This has been a five year journey of reviews, surveys and extensive consultation with members of the St Paul's School Community, most especially the students. Appropriately, the School Captains announced the new Student Leadership structure at a Combined Assembly, endorsing it at the same time. Our hope is that more students will feel confident to feel they can use their gifts and talents in areas of specific interest to them, while others will strive to role-model what the Global Citizenship Gold Award embodies, namely embracing the School Values and the Round Square IDEALS and living out our desire that St Paul's School is a student-centred Anglican Community preparing balanced Global Citizens with a heart for servant leadership.

May our heartbeat, supported by the different groups who pray for our community, reflect all that Jesus challenged each one of us to do with our lives as we build meaningful relationships with others and make a positive difference in our local and wider community.



CHAPLAIN

Reverend Mark Leam



FAITH IN ACTION

One of my favourite praise songs is *Be Still (for the presence of the Lord)*. When planning worship, I sometimes use this song at the opening of worship, or as a prelude to the Gospel. However, at times it feels contradictory, especially if during a Eucharist to begin the school year or a new term. Usually, at that point in time, there is a busyness that seems inescapable as staff, students and families are preparing for the term ahead.

Yet it is important to remind each other there is a need to 'be still', acknowledge God's presence in our School, seek God's will for us, and pray it will be done. Staff reflections and prayers, as well as staff and student worship, are opportunities for us to take a few moments to deliberately 'be still'. Simple acts such as this can make a difference to our School and can mark the peace of Christ in our lives for others to see. It is encouraging that more staff are using moments such as this to begin lessons by including some

stillness, and perhaps a prayer. Tutor groups also are provided Christian-based reflections to begin their daily gatherings, and these are posted in the daily notices. These may not be major events, but are St Paul's School's living out our call to have an active corporate and individual faith.

I have no doubt things such as these quiet and prayerful times, and regular weekly worship for all students from P-12, are moments that invite our students to further explore their faith and make a commitment to be Baptised and/or admitted to Communion. Again, through the chapel and youth worker ministry, we ran preparation for baptism and 'Welcome to Communion' programs in Junior School. Baptism ministry was also made available through the chaplain for past students and families. As a rule, we direct enquiries to local parishes, however, some still feel the need to seek pastoral ministries such as baptism through the School, demonstrating the connections made while at school.

Eucharist continues to bracket our year, and our terms, with most students from Years 4-12, beginning and ending the term with services of Holy Communion either in the Chapel of St Paul or the PEC. Eucharistic worship is also the core of our major celebrations and festivals.

Service learning and active participation, serving others both in school and the wider community, continued to be a focus this year, with servant leadership being a theme in much of our worship. Again, one of the highlights of students living out servant leadership was the Vanuatu Outreach trip. I, along with Mr Adams, Ms Hancock and Ms Kingwill, accompanied a mix of all years of Senior School students to Vanuatu. It is great to see these opportunities open to both teaching and non-teaching staff.

Various ministries such as Breakfast Club, Food Fun and Fellowship continue, while some new opportunities for the Youth Minister and Chaplain to engage students have begun with a fledgling Philosophy Club meeting at Sippers@Sutton coffee shop, Thursday lunch times. The numbers and diversity of students attending so far, is encouraging.

There is considerable ministry that occurs at St Paul's School through an increasing number of faithful staff, which probably goes unnoticed by many. It is a joy to hear and see this ministry occurring between members of the community, and it is a testament to the living faith that exists in our School. Support at every level is essential to allow staff to feel comfortable in developing active formal and informal ministries, and I give thanks for the leadership group in the School for their continuing support. I also give thanks for the parents and students for their support as we seek to grow in Faith, Learning and Community, and live out our faith actively for the glory of God.

Reverend Mark Leam

EXECUTIVE DIRECTOR OF FAITH AND COMMUNITY

Robin Cox

PASTORAL CARE

The holistic education journey of a St Paul's School student should see the pastoral care of that student embracing the learning experience. There should not be 'pastoral care' per se, rather a daily check-in time with a significant adult, within a strong House system, who ensures the student feels safe and secure, has set realistic and measurable goals, and is an active participant in the St Paul's School Community. That adult takes on the role of teacher/facilitator/coach/mentor, the wise guide on the side of an adolescent journeying towards adulthood within a personalised learning experience.

In many ways, this thinking is slightly different from the way Houses and Tutor groups have operated for so many years, a horizontal system that most teachers and students are familiar with, yet possibly fail to see how the 'entitlement' and instant gratification' global youth culture is unknowingly being promoted.

Three Houses explored the possibility of vertical streamed Tutor groups in 2015. They are thanked for embracing the challenges that confronted them and 'having a go'. Staff and students who participated in this more realistic method of preparing students for the real world beyond school i.e. interacting

with people of different ages, and with older students mentoring younger students, completed a Survey at the end of Term 3 which provided valuable feedback, as we continue to debate what effective pastoral care and support of students looks and feels like. Clearly staff had mixed views, some, unfamiliar with vertical Tutoring prior to the experience, wanted to embrace it, if from Year 7 to Year 12, while the older students preferred being in their Year cohort. The younger students appeared to be more open-minded and flexible in their thinking, less concerned with 'self', perhaps, than some of the more Senior students who have more to learn about the meaning of reaching out to others younger than themselves, encouraging them, and being a support to them. The honesty of the feedback was appreciated.

Recognising that there is an opportunity for St Paul's School to review its pastoral care structures, the Headmaster has set up a team of experienced teachers to consult with others within and outside the St Paul's School Community, to research pastoral care within the whole learning experience, and to make recommendations for what the pastoral care structures should look like from January 2017. The project team must present their

recommendations to the Headmaster by the end of Term 1, 2016.

The challenge for the project team will be to align its recommendations with the thinking expressed in the 2028 Vision for St Paul's School, as we prepare students for jobs and careers that possibly do not yet exist, while developing the soft social skills which are sadly lacking in much of the social media which dominates our lives, never neglecting our core Values of Faith, Learning and Community.

The Wellbeing Committee, chaired by the Executive Director of Faith and Community, now expanded to include the Counsellors, Director of Sub-Schools, Chaplain, Youth Worker, Round Square Coordinator, Head of Middle Schooling (Pastoral Care), the Head of Sport Development, and Mr Greg Lang from Pre-Prep, has contributed significantly to discussions around staff and student wellbeing during the year. The Committee's contributions are sincerely appreciated.

2016 is shaping up to be a significant year, from a pastoral care of students and staff perspective.

Robin Cox



Community

EXTRACURRICULAR PROGRAM REPORTS

ASSOCIATE HEAD OF MUSIC

Clint Allen

The St Paul's School Co-curricular Music Program offers students of all ages, and musical ability, opportunities to learn a wide range of instruments. In 2015, a total of three hundred and seventy-seven students learnt a musical instrument, with three hundred and forty-seven students performing across seventeen ensembles and five choirs. Participating in an ensemble, develops and improves skills such as commitment, organisation, team-building, listening and leadership across all levels of schooling.

The Strings Department was particularly busy in 2015. In early March, students participated in a day of workshops with professional musicians from the renowned 'Deep Blue' Orchestra. Students were encouraged to participate in the performance, and required them to memorise parts and learn a series of choreography. The workshop culminated in a fantastic performance showcasing students with the 'Deep Blue' Orchestra.

Vivace Strings, Chamber Strings and Senior Strings performed at the Pine Rivers String Fest, which was a great opportunity for our students to hear and perform with other local school musicians. Vivace Strings also travelled to the Holy Spirit Nursing Home, whose performance was well-received by audience and staff.

The St Paul's School Music Camp, held at Alexandra Headlands, offered intensive workshops to members of the Chamber Choir, St Paul's School Chorale, Concert Band and Wind Band. The camp strongly supports

the development of each ensemble, with each ensemble covering a breadth of new repertoire in a fun and relaxed atmosphere.

Our junior choral groups achieved high results once again at the Queensland Youth Music Awards, with the Junior Choir awarded First Place (Heat), and Second Place in the final. The Red Shirt Choir was awarded a Silver Award, and the Concert Band was awarded Second Place in the Secondary Bands Section.

The Wind Ensemble also had a very successful year winning the St Columban's College Band Spectacular (worth \$1000), as well as representing St Paul's School at the ANZAC Day Parade at Samford and Brisbane City.

The Big Band hosted the acclaimed Australian jazz drummer, John Morrison, who conducted a workshop in preparation of their performance at the Brisbane Big Band Festival. Morrison discussed the importance of listening to recordings in order to become immersed in jazz vocabulary, the origins of jazz rhythms, such as 'Bembe', as well as about the leadership qualities required to play in a chamber/big band setting. St Paul's School is only one of two schools invited each year to participate in the Brisbane Big Band Festival held at the Brisbane Jazz Club.

The annual Music in the Park has become a very popular event that showcases every St Paul's School music ensemble. A host of groups also performed in the Queen Street

Mall in the Brisbane City Bands Festival, and the School Fair, backed up by the music technology students who supplied professional audio for the event.

In 2015, The Concert Series were streamlined, and held locally, with the String and Choral groups combining, for a concert in the Ballroom of the Norths Leagues & Services Club. The Band and Jazz groups performed together for a dinner function at the Tavernetta (Carseldine).

St Paul's School was represented at the Prestige Musicfest Competition, and the Brisbane Schools' Music Festival, with all ensembles achieving fantastic results. Music also featured prominently at the Celebration of Achievement evenings.

In Term 4, the Department prepared and recorded the CD (True Colours), which includes the Junior Choir, Red Shirt Choir, Big Band, Chamber Singers, Concert Band, St Paul's School Chorale, Jazz and Pop Ensemble, Senior Strings, Symphony Orchestra, Stage Band and Wind Ensemble. Accompanied by student artwork (by Zoe Roetteler), the CD was given out free to all students and staff in St Paul's School.

Thank you to all the staff for their tireless dedication and contribution to the Music Department in 2015.

Clint Allen
Associate Head of Music

In 2015, a total of 377 students learnt a musical instrument, with 347 students performing across seventeen ensembles and five choirs.





HEAD OF SPORT

Tim Hughes



St Paul's School has asserted itself as the 'premier school' in the TAS sporting competition. Consistent results across all sports, and all year levels, has contributed to our ongoing success, and has culminated in being crowned 'TAS Champions for 2015'. In Trimester 1, we finished a close second in the overall champion points; Trimester 2 saw St Paul's School become the 'champion school' for that season, and in Trimester 3 we again featured towards the top, finishing fourth. The strength of our performances in all sports, in all trimesters, resulted in St Paul's School being awarded 'TAS Champion School for 2015'.

St Paul's School had close to seventy teams competing in the TAS competition in 2015, of those seventy teams, over fifty of them finished in the top four of their respective competitions. We managed to secure seventeen Premierships throughout the year, eleven second places, and twelve thirds. We were the Boys' and Girls' Tennis champions, as well as equal 'Champion Cricket School'. There was only one sport where St Paul's School did not win a Premiership, which highlights the strength and depth of our sporting teams, and our overall sporting prowess.



Student participation slightly increased with students in Year 7 through to Year 12 being involved on average in 2.12 extracurricular activities. This information is based within the House system, and does not reflect individuals who complete more than two activities, and students who do not participate. Specifically, in regards to sport, there were no significant areas of concern with participation, as St Paul's School was able to field complete teams in all sporting competitions. Participation rates were particularly high in Years 7-9, with many additional teams being able to be formed. That specific area will be addressed in 2016.

Specific sporting results included the Boys' and Girl' Firsts Tennis teams, also the Firsts Girls' Volleyball team managed to win their third consecutive Premiership. The Firsts Girls' Hockey team was again undefeated, and were premiers. The Year 7 Girls' Basketball team secured St Paul's School first Basketball Premiership in almost twenty years. Seconds



and Thirds Netball teams both won their respective premierships, which again displayed our depth in sporting ability. Year 8 Football team, Year 8 Boys' Tennis team and Intermediate First XI Cricket team are yet to be defeated in TAS competition.

Those performances are synonymous with St Paul's School sport — it is not merely about Premierships alone, but the continual pursuit of development and achievement to the full potential. That has been truly identified within our JTAS teams where there are no Premierships, and St Paul's School has been represented with pride and passion. Although there was indeed a number of undefeated teams in our JTAS competition, it was the competitive spirit evident that will continue to see the growth of St Paul's School sport. The success and hard work by all of JTAS students has formed the foundation for our success as TAS champions.

The House Carnivals were again a highlight of the sporting calendar with House spirit an integral part of the carnivals. The Swimming Carnival was won by Halse, and the Cross Country and Athletics were won by Arnott which led them to be winners of 'The LD Hodder Shield' for the overall champion House.

There have also been a number of sporting achievements which have supplemented our TAS program. We again had many successes through our Mountain Biking competition. Volleyball proved its continual strength, with the School collecting a number of Gold and Silver medals at the Queensland School Cup Competition. St Paul's School achieved its highest ever placing in the prestigious All School Touch Championship, and both Tennis and Cricket teams featured at the Regional level in their respective competitions. Individual accomplishments were recognised with over thirty students being selected in twelve different sports at representative level with a number of the students going on to State and National representative honours.

Tim Hughes
Head of Sport



EXTRACURRICULAR ACTIVITIES COORDINATOR

Michelle Fraser

2015 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, including the new Board Games Group "Level Up". New in 2016 will be Book Club for Middle School students.

The Duke of Edinburgh Award continues to have a positive presence at St Paul's School with a dedicated core of students undertaking the Bronze and Silver Levels of the Award in 2015. Students at St Paul's School can undertake the program with Mr Weal, or alternatively have the opportunity to include it in their activities as part of the St Paul's School Cadet Unit. Each student in the program undertakes activities in 'community service', a 'skill' and a 'physical recreation' activity. Participants can tailor the program to suit their own interests, perhaps using an activity that they already do, or challenging themselves to try something new. A very important part of the program is the undertaking of an expedition or exploration.

2015 was a competitive year for QDU Debating. Under the guidance of Lisa Dekkers, new traditions were introduced, including mock debates and workshops; those were put in place to ensure the St Paul's School debaters had the best chance of entering the finals. In 2015, debating stepped up to a new level of intensity, with the introduction of a pre-season. The pre-season will help students understand how to be competitive, and 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.

Interact Club really enjoyed being able to demonstrate Servant Leadership whilst helping out at the Bunnings barbecue in

partnership with Rotary; St Paul's School Free Dress Day; and our Healthy Bake Sale held during Term 3 where the money raised went towards our two 'sponsor children' through Compassion Australia. Traditions were upheld, as we assembled 2000 Birthing Kits for the Birthing Kit Foundation. It was a great community day with Zonta Club of Pine Rivers, Rotary Club of Pine Rivers and the St Paul's School staff, students, families, and community members jumping on board. 2015 has been a great year, where plenty of money was raised, doubling the amount of Birthing Kits assembled last year! This was only possible with the help of YOU — the St Paul's School Community, Rotary Club of Pine Rivers, and Zonta Club of Pine Rivers.

One of the successes for the Drama Committee was the Theatre Sports Teams performing in front of a Junior School audience. It was a chance for our Theatre Sports Teams to showcase their talent to a younger audience. A real highlight for the year was "Zombie Love" a student directed and student performed production. 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.

The Media Club's role within the St Paul's School Community has grown and expanded. Since the establishment of the Puma Press in 2013, the quarterly publication is now on its third volume. Once again, our team of writers and photographers strived to publish an issue per term in order to fully document the rich variety of events and activities that is characteristic of the St Paul's School Community. Whether it was the Book Week Parade, or Swimming Carnival, Media Club had a writer and photographer there documenting every moment. We were in high demand, being asked to attend and participate in events and activities such as drama performances and NAIDOC Week, ensuring we had an overflow of articles for each term. This meant that our four publications were able to represent all aspects of St Paul's School in 2015, whether these were religious, cultural, sporting or academic.

The St Paul's School extracurricular dance group was introduced in 2012, and since then, the activity has continued to improve and

grow massively with 2015 being no exception. The group has had a fantastic year, working towards and achieving higher goals. Eighteen girls with ages ranging from Year 7 through to Year 12 were selected to represent St Paul's School in competing at the Gold Coast Dance Eisteddfod.

Each week, students from across year levels, with different interests and backgrounds, join together to play games. Together they go crawling through dungeons, building dwarf mines, hunting gems, fighting aliens and robots, work to find spies in Arthur's Court, try to make sushi dishes, race classic fictional characters, compete in camel races, and quibble over Qwirkles, all the while laughing and having tremendous fun. Level Up and Board with Junior School have grown into wonderful groups where anyone can go to play casually, or find a competitor and go head-to-head in an epic struggle for supremacy. While we like that there is genuine learning and personal growth going on, we have truly appreciated how accepted everyone is in the group. We have all had a lot of fun, and look forward to what adventure awaits us next year.

A very big thank you to all the 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 that will last a lifetime. The Extracurricular Program continues to thrive within St Paul's School.

Michelle Fraser



ST PAUL'S SCHOOL SUPPORTERS' ASSOCIATION (SPSSA)

St Paul's School embraces the motto of "Create your own Story" and through the St Paul's School Supporters' Association (our schools' version of the P&C). It is a pleasure to work together with staff, students and parents to support this motto.

The SPSSA aims to not only support students, teachers and staff members of the school but also to build the community spirit within the School, local area and parent body. Through this support we have been able to achieve some major successes this year.

ACHIEVEMENTS WITHIN THE SUPPORTER GROUP FAMILY IN 2015

The major event of the **Bi-annual Fair** was held in August 2015. This was a fantastic community event and provided not only a great result financially, but with its new format and set up, it had a wonderful atmosphere and spirit.

Thank you to Helen Brand, the Fair Committee and the many volunteers as well as the students, teachers, and staff and for all your hard work, and congratulations on your success.

This event combines participation from all students across all year levels in the School, as well as featuring performances through dance and music and displays to showcase students' achievements in the school environment and beyond.

The Outdoor Multi-Purpose Area

Construction was started and completed with the proceeds from the Fair going to this

project to allow completion of the structure and some extras to be added to this project. The children are enjoying the facility and it has provided a well needed shaded sports area in Junior School.

On the sports front, 2015 was the year of Tours with many sports holding Tours: Hockey, Rugby (NZ), Year 9 Rugby, Cricket (UK), Football (Asia), Touch Football (NZ), and Volleyball all had trips away.

Many thanks to all the many supporter groups for your tireless fundraising to reduce the cost of these tours for the students and their families. The experience they gain from these tours is well worth it and the memories last a lifetime.

The Cadet group was included in an exclusive Tour of the USS George Washington Aircraft Carrier which was an honour, and memory that will not be forgotten by those students who attended.

The Music Group once again supported the many performances of the large group of students who are members of the many bands, choirs and ensembles, and held the annual Music on the Lawn which is a wonderful showcase of the excellence in Music St Paul's School students achieve.

The JSSG, who support the Junior School students and parents, once again held many events to engage the students and parents in the school community and provide a wonderful welcome to the St Paul's School Community for new families.



CHANGES TO THE SPSSA LANDSCAPE

2015 brought some changes to the Association to facilitate a return to our major aim of supporting the school community. A major change to our Constitution was realised in February 2016 in regards to membership. This change will reduce the need for constant renewal, administration, and was voted in unanimously at the February 2016 meeting.

An extra grant payment to groups was introduced to improve our Governance, this has been widely embraced and has improved the SPSSA administration and accountability of all supporter groups.

The last major event for this period was the handover of the SPSSA businesses to the School to run. This decision was based around many factors with the major reasons being the time needed to effectively manage these businesses, and this resting on volunteers. The resources needed to manage the business were duplicated as the School already has these available, and the time/focus of the SPSSA was not on community where it should be. This decision was not made lightly and was made effective on April 1 2016.

GROWTH AND FUTURE DIRECTIONS OF THE SPSSA

The aims of the SPSSA will always remain the same, but with the changes in the landscape of the School, not only in the physical landscape, but also the education/learning landscape, the supporter vision will evolve to embrace these changes. Guest speakers, the return of a St Paul's School Gala Ball, and new events to engage the wider school community are all on the table.

Thank you to all the volunteers across the many groups who continue to support our students and I am looking forward to the next twelve months, and the growth of the SPSSA as a whole.

Lastly, thank you to our departing executive members with whom I have had the privilege to work so closely, you are wonderful.

Samantha Gray



FINANCE MANAGER

When preparing our budget each year we consider a number of factors including expected enrolments, staffing and government funding. We are pleased to report that the unaudited figures indicate that the School performed better than budget in 2015. A commentary on some of the major budget items follows.

ENROLMENTS

At the date of the 2015 Commonwealth Census the School had 473 Junior School students, 350 Middle School Students and 502 Senior School students. We also had 44.5 full time equivalent (FTE) students in Pre-Prep and 23 students in the International School High School Preparation program, resulting in a total FTE enrolment of 1,392.5 students at Commonwealth Census date.

GOVERNMENT FUNDING

In 2015 the School received the following general recurrent funding for domestic students:

Commonwealth Government

Funding received per student (Prep to Year 12) \$6,134

Queensland Government

Funding received per Primary (Prep to Year 6) student \$1,411

Funding received per Secondary (Year 7 to Year 12) student \$2,117

The Commonwealth and Queensland grants increased by 3% and 3.7% respectively in 2015.

STAFFING AND WAGES

At the date of the 2015 Commonwealth Census the School had 103.8 FTE teaching staff and 62.7 FTE non-teaching staff, a total of 166.5 FTE staff across the School (including the International School and Early Learning Centre).

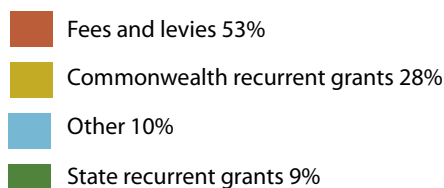
The School is a party to The Queensland Anglican Schools Enterprise Agreement 2015, which expires at the end of 2017. In 2015 the Agreement provided for a 2.3% wage increase for all teaching and non-teaching staff.

INCOME

Fees and Grants are the School's largest sources of income, respectively providing 53% and 37% of the total revenue:



2015 INCOME

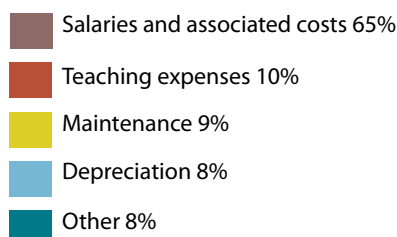


EXPENDITURE

Wages and Associated Costs are the School's largest item of expense, comprising approximately 65% of the total:



2015 EXPENDITURE



CAPITAL EXPENDITURE

The School operates a laptop program for Middle and Senior School students, and new laptops are issued to all Year 7 and Year 10 students each year. This accounts for a large portion of our capital expenditure each year.

The Junior School Covered Court was constructed in 2015 and the School is grateful for the grant provided through the Brisbane City Council Partnering for Public Netball Courts Program, and for the significant fundraising efforts of the St Paul's School Supporters' Association and other members of the School community. These funds supplemented the School's contribution, and without them the project would not have been possible.

The School undertook significant refurbishment work on the old Physical Education Centre (PEC) over the 2015 Christmas break, and work will soon commence on the new PEC which will greatly enhance our Physical Education, Sport and Performing Arts facilities. The project will be jointly funded by a State Capital Grant, a loan, Building Fund donations and a contribution from the School's reserves. A number of families have already contributed to the Building Fund in support of this project, and we greatly appreciate their generosity. Donations are still very welcome and there is more information about the project, including how donations can be made, under "News and Calendar" on the School's website. Donations to the Building Fund are tax deductible.

