

Spirit

St Andrew's Anglican College

Quarterly Publication
Edition 17, Term 1 2025

#DIAMONDSTRONG



St Andrew's
Anglican College
with Vision and Spirit



St Andrew's
Anglican College
— Vision and Spirit —

ST ANDREW'S

Social



Proudly
presented by



SATURDAY
17 MAY 2025



4.00PM TO 9.00PM
PRIMARY PRECINCT

Tickets include live entertainment from Sydney DJ and band Bermuda Social, delicious food from Penfolds Catering, a Laurent-Perrier bar, Whisky bar and drinks from Sunshine & Sons and Heads of Noosa.



Catalina Noosa

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Beach
HOTEL

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GATHERED
WINE

SUNSHINE
& SONS

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AUSTRALIA

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FROM *Our Principal*

There's something special about 'firsts'. A first step, a first word, a first day, a first conversation—each marks the beginning of a journey filled with possibility. As I reflect on my first term as Principal of St Andrew's Anglican College, I am reminded of these early moments that shape not only where we go, but how we grow.

Stepping into a new leadership role is always a time of great anticipation and learning, but from the moment I stepped onto campus, I have been warmly welcomed into a community that lives and breathes its values. This first term has been one of discovery—getting to know the rhythm of College life, listening to the stories that make up the heart of St Andrew's, and observing the everyday moments that reflect a deeply embedded culture of care and excellence.

It has been a privilege to welcome our students and families to the College each day, meet and get to know the staff individually, watch sporting games and play my part in many of your 'firsts', sharing in the deep sense of pride and purpose that defines our community.

One of the qualities that has stood out to me most over this term is the genuine strength of the **Diamond Strong** spirit that flows through every aspect of the College. This is not just a phrase, it is a lived experience, a tangible culture of engagement, kindness, courage and connection. Whether it's in the classroom, on the sports field, during service initiatives, or



in the many co-curricular activities our students engage in, I've seen our students shine in ways that speak volumes about their character and the support that surrounds them.

The partnership between students, staff and families is at the heart of this success. I've already seen countless examples this term of how our community lifts one another up, celebrates each other's achievements and supports each other during times of challenge. It's in this Diamond Strong spirit that the true strength of St Andrew's lies.





As I've listened and learned, I have been inspired by the stories, values and aspirations that make this College so special. I am excited by the future we are shaping together—grounded in tradition, but always forward-thinking in our pursuit of excellence and opportunity for every student to be known and thrive.

Thank you for the incredible welcome you've extended during this 'first chapter' of my journey at St Andrew's.

I look forward to the many milestones ahead—both the big moments and the quiet, powerful ones in between—as we continue to grow together in this Diamond Strong community I now call home.

K. Gorrie

Karen Gorrie
College Principal



GETTING READY

FOR

2025

Before the students arrived back for Term 1, our staff spent time together during O-Week, getting ready for another great year of learning. It's always a fantastic opportunity for teachers and support staff to connect, share ideas, and set the tone for the year ahead with the focus on **Respect and Compassion**.

One of the highlights of the week was welcoming our new Principal, Karen Gorrie, and hearing from Keynote Speaker, Rev Tim Costello. He shared some powerful insights about the importance of Respect and Compassion in education and encouraged us to think about how these values influence the way we teach and support students every day.

Our staff also got stuck into some exciting professional learning sessions. Professor Matt Bower led an eye-opening workshop on Artificial Intelligence in education, helping us explore how AI is changing the way students learn and how we can use it to support them even better. His informative and balanced session explored AI's current and future capabilities, practical applications, and the key questions we should be considering.

Our team sat down with some of these speakers for interviews on our SAIL Podcast to unpack the concepts we covered.

[Rev Tim Costello and Ms Sarah-Jane Alley](#)
[Matt Bower and Mr Grant Harbor](#)

Throughout the week, teaching staff were immersed in a variety of workshops. InitialLit Training strengthened literacy instruction skills, while others participated in Restorative Practice workshops, focusing on building strong, respectful relationships in the classroom. Our Personal Capacity team explored a continuum of social and emotional skills focussed on developing student reflection and articulation of personal growth.

We wrapped up the week with a Choose Your Own Adventure morning on Friday, where staff could take part in a range of activities designed to build connections across areas of the College. This was a great chance to engage in something enjoyable while strengthening relationships.

O Week 2025 was all about learning, reflecting, and getting inspired for the year ahead. With such a strong start, we're looking forward to another exciting and rewarding year for our students, staff and school community.



DEVELOPING OUR Staff

At St Andrew's, our commitment to learning doesn't stop with students. We believe that great schools are built on a foundation of lifelong learning—for everyone. That's why we continue to invest in meaningful professional development for our staff, ensuring they stay inspired, connected and equipped with the latest thinking in education.

Term 1 has been a big one for professional growth. From the very start of the year, our team has leaned into learning opportunities that stretch thinking, sharpen skills and strengthen leadership.

Early in the term, new teaching staff joined the ISQ Beginning Teacher Support Program, a fantastic initiative that helps early career educators reflect on their teaching journey and build confidence in the classroom. At the other end of the experience spectrum, we've continued to invest in our partnership with Future Leadership, offering targeted leadership development for emerging and established leaders across our College. This bespoke program focuses on purposeful leadership—leading with values, vision and impact.

In our primary years, staff engaged with InitialLit training, a structured literacy program that's helping to build strong reading foundations in our early learners. And just before the holidays, several staff attended the Science of Learning Conference, bringing back fresh insights into how students learn best—based on the latest in neuroscience and educational research.

At St Andrew's, we are proud to nurture a culture where learning never stops. Our investment in staff development reflects our deep commitment to delivering the best possible education—because great teaching doesn't happen by chance. It happens by design.



THE LATEST *from SAIL*



Respect and Compassion

Rev. Tim Costello

Rev Tim Costello spoke with SAIL Director Sarah-Jane Alley on values education, emphasising the significance of respect and compassion in shaping students' character. They addressed staff on the importance of modelling these fundamental values to students to foster a supportive and inclusive learning environment and equip them to make a positive difference in their communities.



The Impact of AI on Education

Professor Matt Bower

SAIL's Grant Harbor interviews Professor Matt Bower from Macquarie University about the evolving role of artificial intelligence (AI) in education. They delve into how AI technologies are shaping the way educators teach and how students learn. Professor Bower shares his expertise on the integration of AI tools in classrooms, discussing both the potential benefits, such as personalised learning experiences, and the challenges, including ethical considerations and the risk of over-reliance on technology.





In today's interconnected world, the ability to understand, communicate and work effectively across cultures is more important than ever. **Head of SAIL, Mr Tim Barrett** explains how at St Andrew's Anglican College, this understanding has been brought to life through a research initiative led by the St Andrew's Institute of Learning (SAIL), focused on developing and embedding Cultural Intelligence (CQ) into everyday practice

Cultural Intelligence is more than just cultural awareness; it's a measurable capability that enables individuals to adapt and thrive in diverse settings. Backed by global research and real-world application, CQ includes key skills such as self-awareness, empathy, adaptability, and effective communication. These qualities are not only essential for future careers but also for meaningful participation and leadership in a diverse society.

The College has been at the forefront of embedding CQ, with the Head of SAIL, Mr Tim Barrett, earning recognition for this work by being appointed as a lifetime member of the Society of CQ Fellows. This research into how CQ can best be woven into a school's culture and curriculum has led to SAIL developing CQuest, an online micro-credential in cultural intelligence endorsed by global CQ and leadership expert Professor David Livermore (Boston University). While developed for St Andrew's, CQuest will be used by schools, universities and workplaces around the world.

CQuest was created in response to a pressing challenge: How can we work and relate effectively with others in an increasingly diverse but interconnected world?

Every participant of CQuest Pro will complete a CQ assessment through the Cultural Intelligence Centre as part of the full CQuest course. The CQ Assessments measure an individual's capability for working and relating across cultures. Participants complete the assessment online through the Cultural Intelligence Centre, and the results are provided against world norms.

CQ is being embedded across the College in a number of ways:

Global Opportunities (GO) Trips

Students participating in international service and experiential learning programs complete CQuest Lite and a CQ Assessment

through the Cultural Intelligence Centre, equipping them to engage meaningfully and respectfully with global communities.

Primary School

Implementing the language and concepts of CQ and global citizenship in an age-appropriate and sequenced way through language and personal capacity classes.

Senior Student Development

Embedded into the senior Personal Capacity curriculum, senior students may also complete CQuest Pro, earning a micro-credential that can be included in their Personal Capacity Transcript and resume.

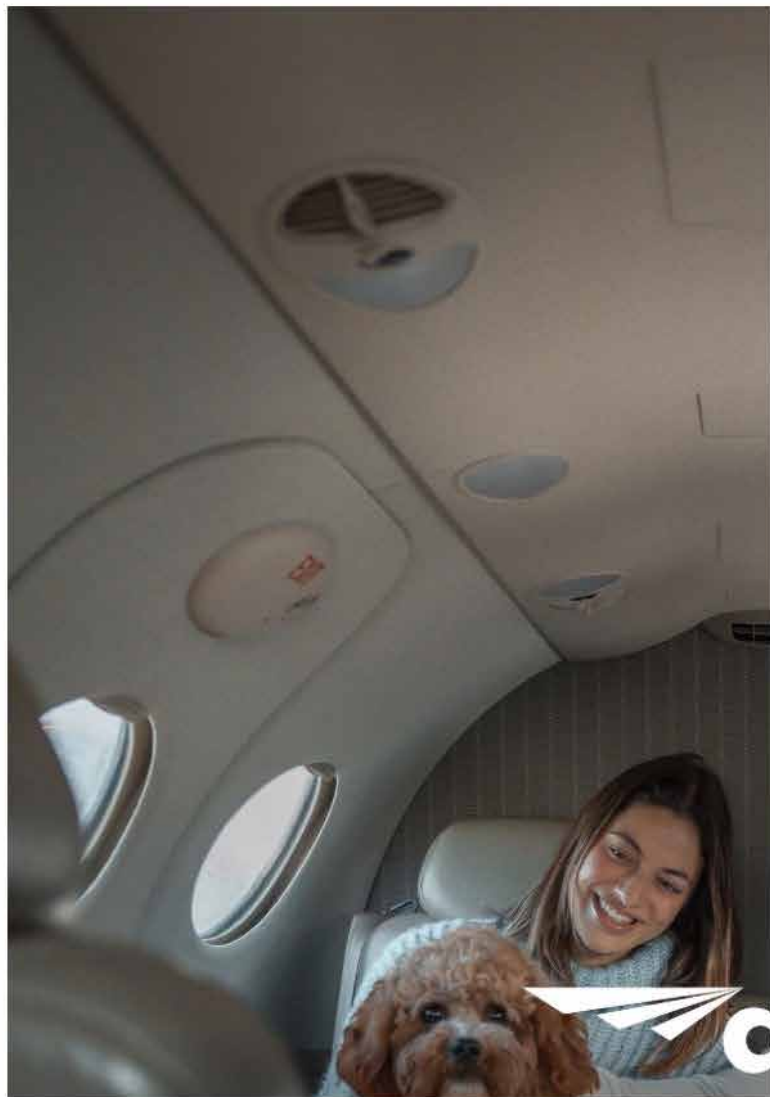
Staff Engagement and Professional Learning

Staff professional development sessions in CQ and the opportunity to complete the official assessment and CQuest Pro course. This shared learning experience helps foster a culturally responsive community where global competence is both taught and modelled.

At St Andrew's, the goal is to nurture students who are not only academically capable but also globally aware and culturally intelligent. Through SAIL's leadership, the College is preparing students for a diverse future, one where empathy, adaptability and cross-cultural understanding will be key.

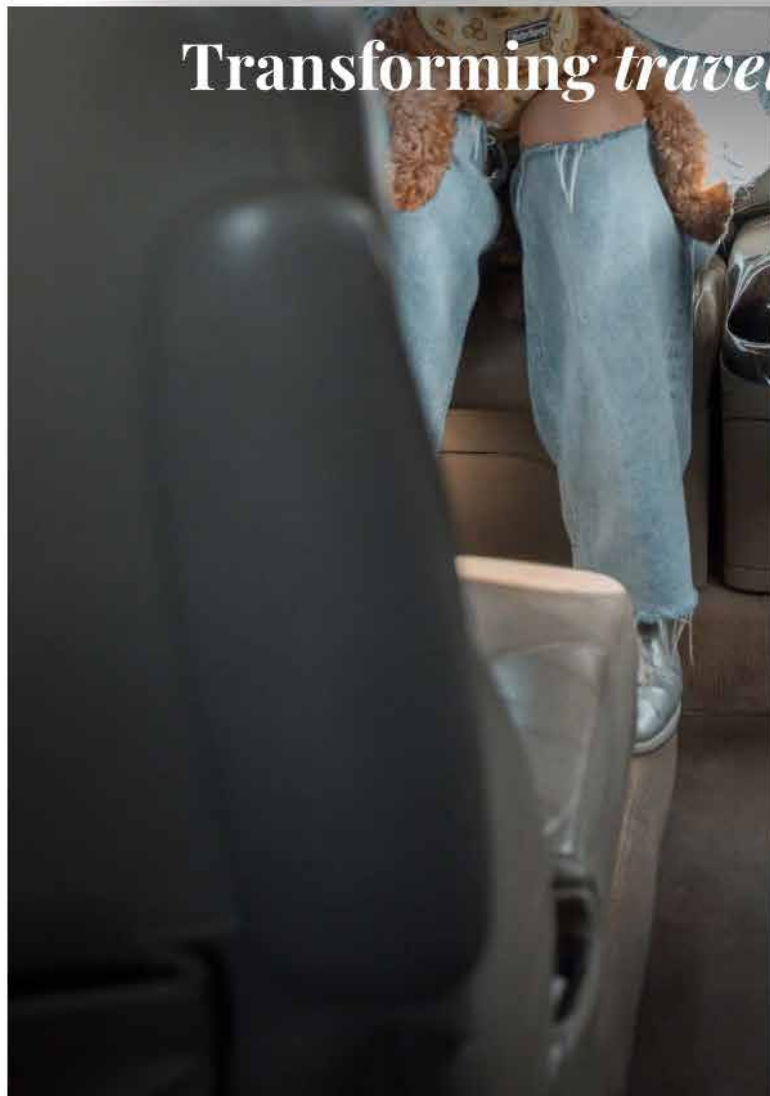
CQuest is available for schools, universities, and businesses. Visit the SAIL website for more information. www.sail.qld.edu.au/cquest





 airly.

Transforming *travel* into time well spent





Ms Gorrie is the third Principal to lead the College since it was founded in 2003, and takes over from the long-standing tenure of Reverend Chris Ivey, who held the role for 18 years.

The service, which was officiated by Archbishop of Brisbane, The Most Reverend Jeremy Greaves KCSJ, was attended by both past Principals, Principals from across the Sunshine Coast and dignitaries from within South East Queensland.

With a strong vision for the future, Ms Gorrie brings a wealth of experience and a passion for fostering academic excellence, community spirit and holistic development – a seamless fit with that which the College has built its strong reputation on.

Now the school year is underway, Ms Gorrie is excited to get to know and understand the people and

culture of St Andrew's, while also looking forward to how she can build on and positively contribute to the next stage of the College's growth and evolution.

"I strongly believe that the people within the community is what makes a community, so I can't wait to take time to listen to students, teachers, staff, and parents to gain a clear understanding of the school's values, culture, and accomplishments that they as a community are really proud of and value immensely," she said.

"I really want to take the time for the St Andrew's community to get to know me too, and for us to work together to identify areas to grow and develop within the school.

"As I step into the role of principal, one of my key goals is to build on the positive relationships and sense of community that already

A NEW Era

St Andrew's Anglican College ushered in a new era, welcoming new Principal Ms Karen Gorrie into the community this year. Ms Gorrie was official commissioned, in the presence of The Most Reverend Jeremy Greaves, Archbishop of Brisbane.





exists within the school. I want to continue fostering a culture where students, staff, and families feel valued, supported and empowered.

"I genuinely believe students want to be 'noticed.' I think that in an age where more and more people interact on devices, it is important to build a culture that ensures people are truly engaging with each other, whether it's in the classroom or outside.

"I would like to ensure that every student feels they have a voice and a role to play in our school's success."

With over 25 years of experience in education, Karen has shown dedication and commitment to innovation in student-centred learning and focused on independent learning in a positive and inclusive school environment. Karen believes in providing opportunities for every student to fulfill their learning aspirations and building the foundations for future success.

This personal philosophy aligns perfectly with the mission and focus St Andrew's has on building Personal Capacity to enable students to find purpose and move confidently into their futures.

"All students have the need, and more importantly the right to learn," she said.

"It is our goal as educators to ensure that we do all we can within the environment in which we operate for each student to reach their potential. It is critical that we see each student as an individual, and attempt to facilitate for each student an achievement of their varied goals and potential.

"Each individual student deserves to be noticed, to be nurtured,

and access learning to reach their potential."

As the College embarks on this next phase of growth, Karen is focused on building upon the solid foundation established by her predecessor while guiding St Andrew's towards new achievements and opportunities.

A huge part of achieving this will be building a culture of high expectations, balanced by a supportive and engaged community that is committed to growing collaboratively.

"A strong school culture is one where students, teachers and staff work together as a team, continuously learning from each other," she said. "I like to encourage open communication where teachers share best practices, students feel comfortable asking questions, and families are engaged partners in the education of their children which in turn enables them to strive towards reaching goals that they may not even realise they can achieve.

"Students thrive when they are challenged academically and personally, but it is just as important to ensure they have the social and emotional support to meet those challenges. Fostering resilience and helping students develop the skills to persist through obstacles and view mistakes as learning opportunities is really important to me."

Karen Gorrie is an educator with more than 25 years of experience, most recently as the Deputy Principal of St Margaret's Anglican Girls' School in Brisbane. Previously, she has held leadership positions within first-class schools in the Anglican system since 2002 in Brisbane and North Queensland.

With Ms Gorrie at the helm, the College looks forward to building on its outstanding reputation and continuing to provide an exceptional education for students.



Save THE DATE

ST ANDREW'S COLLEGE FAIR

Saturday 6 September
1pm to 8pm

Enjoy amusement rides, food trucks,
live music featuring 'Battle of the
Bands', face painting, beer garden,
fireworks and much more!

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LOVE YOUR *Library*



MEET SANDY

our research specialist

Last year, the much loved Barb, who worked in our library and supported students with research, retired. After an extensive recruitment process, Sandy Robinson joined the College at the end of 2024. Director of Knowledge Services Mr Brett Moller chats to Sandy about her unique skill set and how she can assist our students.

Sandy, tell us about yourself, your background, and what brought you to St Andrews?

So my name's Sandy. I am originally from the States, but I've been in Australia for a very long time. My background is course development, AI integrations and a lot of sports sprinkled throughout. What brought me to St Andrew's is I wanted to move into the educational space, to help kids understand AI and how to use it to their full potential.

What is your role at St Andrews, and how does that impact Year 10 to 12 students?

I'm the research assistant, which means I am here to help students and staff basically learn how to learn. I research all the new tools and tech and play around with them and see which ones work and don't. I get to find the really good ones as well as maybe find some old ones, that are still doing a fantastic job that have been forgotten.

One of the things in your job description is the use of AI tools for research and for learning. What is AI and how does it impact our students?

I explain AI as an overconfident assistant. They're very good at collating data, brainstorming, helping you navigate and come up with ideas- but it can't think. So that's where you come in and you really need to remember that, that you are the driver of it.

Can you tell us what is a great way that you're seeing students using AI and what tips would you give?

Many students are just writing basic prompts. What you really need to do is drill down to it. You have to basically baby-step it through to get a really, really good response. I've broken it down into four different ways. So you want your task, input the data, add any background information and then if there's a way you want the data collated through. Also, don't expect a perfect answer on the first go. You have to really chat to it to get exactly what you want.

What are some of the mistakes students can easily fall into when using it to try and help us understand something?

The number one mistake is using it as a magic answer button. We're seeing a lot of the time that people are going to AI for simple questions, which is fine, but make sure you're really



digging deeper. Think about the potential that you could have if you ask that extra question, or you have it break it down so it's interesting. Make it a sports term. Make it a video game term. Anything that interests you, you can have it explain it to you like that, or turn it into that.

Ethical use and the human side... can you unpack that a little bit? Because sometimes those lines can get blurred. How do we know we're using it ethically, responsibly and the human side of it all?

The way I usually explain it, because ethics is always personal, is with this: if someone gives you a set of paints, you've got a choice. You can use them to tag someone's wall and cause damage, or you can create something beautiful. Same thing with AI. It's just a tool, and the ethics come down to your intent—how you choose to use it. That's the bit I always come back to when we talk about responsibility.

What troubles do you think a student is going to run into if they just put an essay question straight into Chat GPT?

If you don't put any of your own personality and any of your own information back to it, it's just going to be a very face value. While it might be correct, it's not going to be you and it's not going to be your work.

Are there any specific tools you're researching at the moment or using that you think might be worth exploring for students?

The whole coding landscape is absolutely being revolutionised right now. So if you are even slightly tech curious, get into it because things like cursor, soft gen, it's just pushing the boundaries of what you can do. Last year this was all science fictio, but some of the things that it can now produce are just absolutely mind blowing. Students also have access to a large amount of databases that the College pays for. So you can ask ChatGPT's research tool to suggest some articles that could be useful for a topic and then tell it what databases you have access



to. And it's pretty good at saying, if you've got access to 'JSTOR', for example, you might find this article really interesting. Then you can go to the library website, go to JSTOR, grab that article, and you've got access to that full article.

Where do students find you? What kind of assistance can you give?

I live in the Primary Library. If I'm not at the desk, I'm usually just before you get to InkSpot. I've got a little desk there that you can come find me. If you have any questions or if there's a tool that you're wondering about, I can test it out for you or give you some options that you can use it for, or different tools.

AUTHOR Visit

The Secondary Library and English Faculty anticipate a superb day for students and staff when we welcome award-winning Australian author Tristan Banks to the school on 14th May. He will speak to Year 7 and 8 students, focusing especially on his latest novel 'Scar Town' a mystery-adventure about a sunken house that holds hidden secrets. Students in Year 8 will study the novel in Term 2. 'Scar Town' won the CBCA Gold Award in 2024 for the Best Novel for Younger Children. All of his novels are available to borrow in the Library and very popular.

After school, English teachers and Library staff from across the Sunshine Coast are invited to a free TeachMeet Networking event in the Hub. Tristan will speak on the current landscape of Australian children's literature, in addition to joining a lively panel discussion of English teachers. This event is part of our SAIL initiative, offering excellent professional learning, contributing to discussion about education and strengthening our networks with Sunshine Coast schools.

The activities, organised by Secondary Teacher Librarian, Caroline Gordon-Johnson, and Head of English, Tracey Cameron, offer a wonderful opportunity to explore great stories and consider issues affecting Australian literature from one of the most successful children's writers of his generation.

Signed copies of Tristan's books can be ordered online, in advance; details will be released nearer the time in the Parent Bulletin.



St Andrew's Institute of Learning invites English teachers, Heads of Faculty and Librarians to a

TEACHMEET

Join us as Author, Director and Speaker **Tristan Banks** discusses Australian fiction, being an author and the landscape of Australian children's writing today.

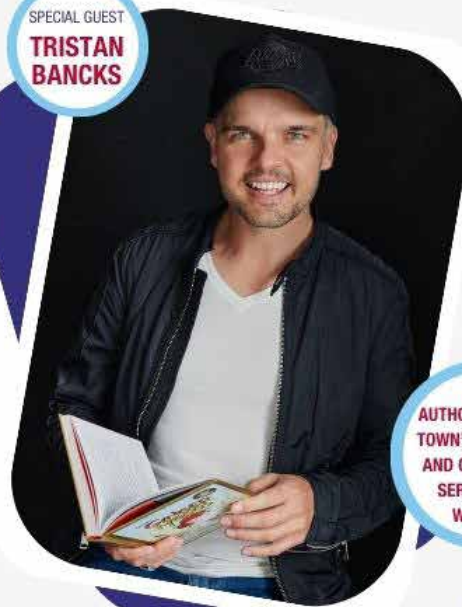


WEDNESDAY 14 MAY 2025 | 4.00PM TO 5.30PM



LEARNING HUB, ST ANDREW'S ANGLICAN COLLEGE
40 PEREGIAN SPRINGS DRIVE, PEREGIAN SPRINGS QLD 4573

SPECIAL GUEST
TRISTAN BANKS



AUTHOR OF 'SCAR TOWN', 'THE FALL' AND CHILDREN'S SERIES 'TOM WEEKLY'

HAVE YOU *Read these?*

Book reviews by Secondary Teacher-Librarian, Caroline Gordon-Johnson, with extra notes from her resident Mini Reviewers, aged 7 and 5. All books featured are in our College library.

Did you know that our Teacher Librarians are experienced classroom teachers and trained librarians, passionate about children's literature? Pop into the Hub for more recommendations from Peter and Caroline!

Meet the Bears

by Kate Peridot and Becca Hall

The Mini Reviewers loved this beautifully illustrated narrative non-fiction picture book. Think Paddington x David Attenborough. The premise is a father-daughter conversation about bears; she adores them and together they embark on a 'tour' across the world exploring the habitat and features of bear species.



Each bear's page has a range of facts: key physical features that distinguish each bear species; food; fur, where they live; whether they hibernate. There is information on bears that are not actually bears (no drop bears though...), a world map of where to find the different species, visual size comparison of the bears and a detailed guide on How to Stay Safe in Bear Country. This is one of the most attractive non-fiction picture books I've come across: great styling, very engaging illustrations and well-pitched facts. A winner for little explorers everywhere.

Meet Me at the Moon Tree

by Shivaun Plozza

We enter ten-year-old Carina's story at a point of huge transition, days after her family make the 'tree change' move from Melbourne to a tiny Victorian country town. They hope it will heal their hearts, broken by the death of Carina's father six months earlier. As this middle grade novel unfolds, we see how each family member carries their own grief. The setting of Forrest, with its silvery moon tree, and Colin the intuitive cockatoo, add a sense of magical wonder. Scientific concepts, existential questions and magical realism create a story that explores childhood grief and the desperation for connection with those gone and still living. The grandparent figures are the unlikely stars of this novel; full of humour and empathy. The vulnerability of friendship is another theme lightly explored by Plozza, as Carina hesitantly makes a new friend in Betty and finds herself laughing once more, even though she's not sure if she should be laughing when she's so sad. This is a beautiful story for upper primary and lower secondary readers.



The Fortune Maker

by Catherine Norton

It is 1913. England is a melting pot of rich and poor. No one has any idea what the future holds. Except the Seers: sought-after individuals with the gift of 'Seeing' into the future. Maud Mulligan is our 12-year-old, slum-dwelling protagonist in this tale told through alternating narrators. Slowly, she realises she has 'the gift' of the Seers, yet also the dangers it brings. We follow her as she dodges those who desire to exploit her. Along the way, Maud is assisted by characters who each bring snippets from history. We encounter the injustices of workplace safety, fair pay for the working classes and are plunged into the politics of the Suffragettes.



Magic realism creates a sense of the miraculous, yet the detailed historical context places us firmly in pre-World War One London with chilling references to the looming war. Great for confident middle grade readers who love historical fiction or stories with a sprinkle of magic.

Ember

by Jason Pamment

Middle and upper primary students are going to love this pint-sized protagonist and his wild adventure. This is Jason Pamment's second graphic novel, following *Treasure in the Lake*.



Ember is a plucky character. He is a tiny boy living in a world of giant humans – think *The Borrowers* and *Gulliver's Travels* – and just wants to make friends, with no luck. Fortune lands him on a magical island attending a school for lost creatures. Ember shows an intuitive kindness and resilience in the face of constant taunting by his classmates; students having a tough time with friendships might find him an inspiring and comforting character. And, of course, he eventually prevails.

The bright colours and use of light create a setting that feels ethereal and immersive, with towering jungle waterfalls, swirling oceans and shape-shifting sea creatures. This is a great fantasy adventure about a little boy who struggles, yet remains kind and open-hearted. I wouldn't be surprised to see this as an animation in the future.

Mr Clownfish, Miss Anemone and the Hermit Crab
by Sean E Avery

Hot on the heels of the CBCA Shadow Judges' Winner, Frank's Red Hat, comes this picture book from teacher-writer-illustrator Sean Avery. The Mini Reviewers LOVED it! Aimed at 5-8 year olds, the quirky story features Miss Anemone, her good friend Mr Clownfish and a Hermit Crab who muscles in on the action. A Shakespearean-esque communication error unfolds, with big emotions, a broken heart and a tiny clownfish roaring into battle with a huge crab. But, all's well that ends well and everyone's friends by the end.



Avery has a distinctive style that plunges us under the sea with vivid texturization, bold colour and lots of bubbles (what kid doesn't love bubbles?). We read this just before a visit to the Sea Life Centre; we spotted lots of coral and creatures we'd seen in the book, which was fun. It's a great little tale about friendship and the importance of good communication. Just know that any children who read it will latch onto the funny line: "ME HERMIT CRAB". Don't say you weren't warned.

Secret Sparrow
by Jackie French

This book made me angry and proud. Jackie French's upper middle grade novel exposes the secrets about young women employed in the Allied front lines during World War One. Secret Sparrow tells the story of Jean, an English teenager with a deftness for Morse Code. Her sharp focus and nimble fingers lead her from her local Post Office to the trenches of The Hindenberg Line as a Signaller and eventually to Australia. She is a war hero.



Except, in French's detailed Author's Note, she states "these women's stories have not just been lost, but deliberately eradicated". The military ordered records be destroyed to prevent the embarrassing truth emerging: hundreds of thousands of women served in official and unofficial capacities in the First World War. Inequity meant they weren't recognised, paid or pensioned in the same way as male military personnel. French sympathetically explores and unpacks contemporary society and gender roles whilst simultaneously writing a compelling story with an intelligent, likeable cast of male and female heroes. There is friendship, family, self-discovery and a gentle romance. It's timely and powerful. Lest we forget.

The Paper Museum
by Kate S. Simpson

Imagine a future where books have no value. In Simpson's dystopian city, paper is obsolete and books are forgotten relics. The Paper Museum retains a collection of paper; every scrap, every book and pamphlet that can be found is carefully curated by Lydia's family. They live to support and continue the work of the Museum but... they also protect the Essence. As the story unfolds, teenager Lydia has just thirty days. Thirty days to solve the mystery of her parents' disappearance, thirty days to unravel the truth of the Essence and thirty days to keep the corrupt Mayor from requisitioning the Museum.



This is a great novel for middle grade readers who love libraries, museums and magic. The setting is a fantasy, dystopian world, but it is not as dark as many comparable novels. There is no significant violence; it is a safe story for younger middle graders exploring this genre. Narrated in first person, Lydia is a great heroine for readers; her journey is one of resilience, intuition and bravery. A good read for bookish tweens and teens.

The Trees
by Victor & Sandra Steffensen

In this narrative non-fiction picture book, we join a group of children and Uncle Kuu on a walk on Country to learn about trees and how to care for them. The illustrations are engaging with subtle indigenous shapes and dots. Chief Reviewer loved the colours, commenting that "the pictures are beautiful". The images focus on the natural elements of Country and show Uncle Kuu teaching the children; they suggest respect, wisdom and warmth of relationship between the old and the young. Factual information about trees and indigenous practices is included in text bubbles on each spread.



We particularly enjoyed singing 'The Trees' song at the back of the book; it comes complete with words, music notation and a QR code to hear the song on YouTube. There are so many things to notice, discuss and bounce off from in this thought-provoking book for Primary readers.

What is middle grade fiction? Middle grade fiction caters for readers aged 9-14 and can also be described as lower middle-grade or upper middle-grade. Depending on its content, it may be in our Primary or Secondary library collections, or both. Generally, it has themes, adventures and characters that suit tweens and teens, without the complexity and depth of young adult fiction.



The musical *Footloose*, based on the 1984 film of the same name, is a high-energy, feel-good story that revolves around themes of freedom, expression, and personal growth. Set in the small town of Bomont, where dancing is banned due to the influence of a strict preacher, the narrative follows Ren McCormack, a teenager who challenges the town's rules and fights for the right to dance. This production, has given students the opportunity to engage in an inspiring and transformative experience, not only in the performance but also in valuable life lessons.

We have had an extraordinary experience working with a phenomenal company to bring this story to the stage. Across an extensive rehearsal journey our cast, orchestra and crew have learnt valuable lessons of perseverance, dedication, and collaboration while working towards a common goal. Through the challenges of a variety of responsibilities (for instance, learning music, creating and perfecting dance choreography, creating and managing sets and props, and demonstrating stagecraft choices with professionalism), the collective company have faced new experiences to enrich their education. Beyond the technical and artistic growth, *Footloose* has provided students a chance to develop their emotional intelligence. The characters in the musical face challenges that resonate with teenagers—struggling to find their voice, standing up for their beliefs, and understanding the importance of friendship and family. These emotional connections not only enhance the authenticity of their performances but also provide them with valuable life lessons about resilience, empathy, and the power of standing up for what is right.

Working together in rehearsals and performances has taught the company how to communicate effectively, manage their time, and problem-solve collaboratively. The result is a stronger sense of community and camaraderie, which will last long after the curtain has closed.

Our sincere thanks to Mr Rupert Finlason, Mr Ben Hedstrom, and Mrs Amanda Thomson for the creation of sets and bringing the design vision to life. We thank these staff and their team

of students for the hours of work in creating the digital backdrops and stage pieces. Thank you to our production technician, Mr Joel Tomkins, along with his

team of secondary students, Xavier J. and Charlie W. Our gratitude is extended to our costumier, Mrs Maree Bowen for finalising costumes, sourcing pieces, and accessories during the production journey. Additionally, we are grateful to our Backstage Manager, Mr Stuart Koy for his expertise behind the scenes, once again juggling props and leading our student backstage team with Jack H. A massive thank you is also extended to our lead dancers and alumni choreographers for their commitment to creation and leadership of dance tuition, namely Lucy A, Ava B, Eva S, along with Laylah Jamal and Ellen Hemmes-Green, graduates from the class of 2024.

Thank you to the esteemed staff in the music department, particularly the extraordinary Musical Director, Ms Rachael Twiggs, our Repetiteur and Vocal Coach, Mr Lindsay MacDonald-Clow, and the Music staff involved- Mr Rohan Hardy, Mr Michael Carlson, and Mr Jason Connors for their time and skills in bringing the music elements of the show together. We extend our appreciation to the Producer, Mrs Jade Bowen, for managing the administrative side and supporting the company through many laughs and endless positivity! We also thank the Assistant Artistic Director, Ms Heather Swift who has once again stepped up to the challenge of working in the Secondary musical space with passion and dedication, as well as being an exceptional support with creative stagecraft choices!

It has been an absolute pleasure to work with students who have been involved in previous productions, and a delight to welcome new actors, musicians and crew members, who have discovered the joy of musical theatre. We are grateful to our entire company for their commitment to rehearsals and their own preparations behind the scenes. We have had such an incredible experience working with you and engaging in the joy and privilege of live theatre with you all.

Tara Mackie

Artistic Director & Head of Performing Arts



St Andrew's
Anglican College

presents

Footloose

1, 2 and 3 May, 2025 at The J Noosa

TICKETS



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INTERNATIONAL REALTY

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Stage Adaptation by **DEAN PITCHFORD** and **WALTER BOBBIE**

Based on the Original Screenplay by **DEAN PITCHFORD**

Music by **TOM SNOW**

Lyrics by **DEAN PITCHFORD**

Additional Music by **ERIC CARMEN, SAMMY HAGAR, KENNY LOGGINS** and **JIM STEINMAN**



ECUMENICAL SERVICE

A group of Year 6 students attended the Sunshine Coast Christian Schools Ecumenical Service, a fantastic opportunity for them to connect with peers from other schools, exchange ideas, and be inspired by a powerful message on servant leadership and giving back to others.



DIGITAL SAFETY

To top off an exciting first week in Year 5 our students received their iPads!

In Year 5, students receive their own device for the first time, with the responsibility to bring it to and from school each day.

As well as receiving their devices, students engaged in a YSafe workshop where they learnt about digital safety and developing safe and responsible online habits.



STEAM SPRINTS

Our Year 5 students had an incredible opportunity to think big with local design expert Chris Townsend during our STEAM Sprint sessions.

For an hour, they embraced blue sky thinking, designing the cities of the future—where innovation, sustainability, and creativity collide. From futuristic canon-style transport to underground shopping centres, their ideas were limitless.

A huge thank you to Chris for sparking curiosity and challenging our students to reimagine what's possible.



COURAGE TO CARE

We recently welcomed the team from Courage to Care who shared their Upstander program with our Year 6 students.

The testimonies of Holocaust survivors and survivors of other genocides demonstrated the acts of courage in challenging circumstances and the ability for everyone to be an upstander. Through these stories, students learnt practical tools to stand up, take positive action and make a difference in their own lives.

Thank you to Courage to Care for sharing these messages with our students.

Mother's Day Breakfast

Friday 9 May 2025 | Primary Precinct

7.00AM TO 8.00AM

Proudly sponsored by **verve**
PORTRAITS



YEAR 1 AND 2 SWIMMING

The Year 1 and Year 2 Fun Swimming Carnival was an absolute splash! The pool was buzzing with excitement as our youngest swimmers took part in a variety of fun-filled events, including races, kickboard challenges, noodle races and bodyboard relays. Year 1 and 2 have enjoyed a term of swimming lessons and stroke development.

The energy and enthusiasm was contagious, with smiles all around as students cheered on their friends and gave it their all in every event. Drew the Roo was the biggest supporter and a highlight of the day was the Water Polo games, where teamwork and laughter filled the pool. It was a fantastic celebration of water confidence, participation, and pure enjoyment.



RAINBOWS FOR RARE

Our Primary school showed their stripes and colours to support Our Moons Mission and raise awareness for those living with a rare disease.

Together, thanks to the generosity in our Primary school, we helped to raise more than \$600.



A new approach to leadership in Primary has allowed our Year 6 students to step up and represent the College.

The final year of Primary school is an important one in the lives of our students, and for many, it is clear they are more than ready to embrace the challenges and responsibilities of leadership. In recognition of our Year 6 students' leadership potential, we are proud to introduce the Diamond Strong Year 6 Leadership Program—an initiative designed to empower our students through meaningful leadership roles that make a real difference within our school.

This initiative begins with all students in Year 6 participating in a one day leadership camp at Luther Heights where they participate in a number of team building and leadership development activities. Students can then decide to apply to become either a House Captain or Service Leader should they wish to. Each House elects one boy and one girl as House Captains and there are 16 service leadership positions appointed across the cohort.

House Captains play a vital role in shaping and championing the spirit and identity of their House. They are expected to lead with enthusiasm and integrity, fostering a strong sense of unity and pride among their peers. Their responsibilities extend beyond simply encouraging participation—they are actively involved in the planning and coordination of key House events, ensuring these occasions run smoothly and reflect the values of teamwork and collaboration. House Captains also take on leadership roles during meetings and sporting carnivals, where they are called upon to motivate their peers and represent their House with confidence and fairness. Furthermore, they will contribute to the broader school community by assisting in the organisation and delivery of fortnightly assemblies, gaining valuable experience in public speaking, event management and leadership in a public forum. Through these responsibilities, House Captains grow as leaders who inspire others and embody

the spirit of service, commitment and College pride.

The role of Service Leaders is grounded in the belief that true leadership is demonstrated through action, humility and service to others. These students are entrusted with the responsibility of actively seeking and engaging in leadership opportunities that reflect the values of our College. Through a wide range of service-oriented tasks, they commit their own time and energy to contribute meaningfully to the life of the Primary School. Whether supporting peers, assisting staff, or initiating projects that enhance our community, Service Leaders exemplify what it means to lead with integrity and purpose. Their role is dynamic and impactful, providing a visible and consistent example of leadership in action—one that inspires those around them and strengthens the fabric of our school.

Students who nominate for these roles will be required to go through an application process that involves a written statement, an interview with the Primary leadership team and in the case of short-listed House Captain nominees, a speech before their House. Additionally, all shortlisted nominees are required to participate in the UR Strong Friend O' Leader training during Ignite sessions on Friday afternoons throughout Term 2.

The Diamond Strong Year 6 Leadership Program serves as both a celebration of our Year 6 students' potential and a purposeful pathway to grow as leaders of character, compassion, and courage. Through a structured, meaningful process, we are proud to provide opportunities that not only develop their leadership skills but also empower them to make a lasting impact on their peers and the broader school community. We look forward to witnessing the growth, service and spirit our students will bring to these roles as they step confidently into their final year of Primary school and beyond.



A LEADERSHIP *Experience*

As leaders of our Primary School, our Year 6 students spent the day building connections and developing their leadership skills.

Through activities focused on courage, teamwork, and communication, they had the opportunity to showcase their leadership abilities to both their peers and staff.



RESULTS

8 Years Girls

Gold – Emilia H
Silver – Mackenzie M
Bronze – Charlie H

9 Years Girls

Gold – Alisha S
Silver – Charlotte H
Bronze – Lyla K

10 Years Girls

Gold – Navah H
Silver – Pia W
Bronze – N

11 Years Girls

Gold – Samara B
Silver – Charlotte G
Bronze – Ivy H

12 Years Girls

Gold – Georgi S-W
Silver – Mackenzie D
Bronze- Hannah C

13 Years Girls

Abigail Sheather

8 Years Boys

Gold – Leo Prince (R
Silver – Rafi M-M
Bronze – Alfie H

9 Years Boys

Gold – Theo E
Silver – Will W
Bronze – Huey W

10 Years Boys

Gold – Noah I-N
Silver – Harry G
Bronze – Fletcher J

11 Years Boys

Gold – Arlo S
Silver – Ben R
Bronze – Flynn H

12 Years Boys

Gold – Frederick C
Benjamin P
Jack R

13 Years Boys

Gold – Dylan S



PRIMARY CROSS *Country*

Our Primary Cross Country Carnival was bursting with smiles, encouragement and amazing running, as we celebrated the joy of being active and spending time with friends.

show—our students are truly lucky to have such a wonderful team behind them.

What a brilliant way to finish the term!

Thank you to all staff who helped make the day run so smoothly, and for the incredible support, energy and care you continue to

Congratulations Rafter House on a super victory for the 4th year in a row. Well done to our medal winners.



YOUNG BUSINESS *Minds*



This year's Market Day, held on Thursday 27 March, was a resounding success and a true celebration of the hard work, creativity and compassion of our Year 4 students. As the culminating event of their Term 1 Inquiry unit, the students had been exploring the properties of materials and considering how the choices we make in using these materials impact both our daily lives and the health of our planet. Simultaneously, in mathematics, they had been learning about money, and Market Day provided the perfect real-world context to put their learning into practice.

In preparation for the event, students engaged in research about various charitable organisations. After thoughtful discussion and a democratic vote, it was decided that the proceeds from Market Day would be donated to the State Emergency Service (SES)—a volunteer-based emergency and rescue organisation that has provided crucial support to communities across Queensland, especially in the wake of Tropical Cyclone Alfred. The empathy and community spirit shown by our students in choosing SES as the beneficiary was truly commendable.

Leading up to the big day, Year 4 students designed and planned their own market stalls. Each group conducted a feasibility study, allowing them to assess the engagement potential of their stall while also considering how to minimise environmental impact. They made impressive efforts to reduce waste, opting to reuse, recycle, or repurpose materials wherever possible. From handmade goods to fun activities, the stalls showcased not only entrepreneurial flair but also thoughtful decision-making and sustainability.

On the day, the playground buzzed with excitement as students from across the Primary School visited stalls featuring games like lucky dips and guessing challenges, as well as a variety of handmade items such as bracelets, pet accessories, raffles and fidget toys. In keeping with our commitment to sustainability, no food or drink was sold, and students were encouraged to bring reusable bags and named wallets or purses for their purchases.

Teachers were able to book timeslots for their classes to visit the stalls, ensuring that everyone had a chance to enjoy the day in a calm and organised way. The Year 4 students did a fantastic job advertising Market Day in the lead-up to the event, particularly during school assemblies where they shared information about



the SES and the types of activities and products that would be on offer.

Thanks to the enthusiasm of our student body and the generous support of families and staff, Market Day 2025 was a memorable event that not only highlighted the talents and values of our Year 4 students but also made a meaningful contribution to the wider community. We are proud of their efforts and excited to see younger students already looking forward to the day they will get to run stalls of their own in the years to come.



VALENTINES DAY

Year 12 students had lots of fun playing Cupid and delivering flowers for their Valentines Day charity drive, raising \$183 for the Salvation Army.



YEAR 10 HOSPITALITY

Towards the end of the term, our staff were extremely grateful to be treated to a delicious morning tea thanks to our Year 10 Hospitality students, who were practicing skills in both the preparation and creation of the products made, display and their customer service.



LEARNING FROM ARTISTS

Year 10 Visual Arts students were excited to visit Noosa Regional Gallery to view exhibitions- 'Journey to Paradise' by internationally recognised artist @Colin Pennock and 'Allisions' by our very own Ben Hedstrom.

Students were engaged by artist talks and a Q&A session - with learning experiences providing the stimulus for the Semester 1 'Place' elective artmaking project.



DATA COLLECTION

Year 12 Biology students undertook their senior student experiment data collection at Coolum's rocky shore ecosystem.

In groups, they lay transects and quadrats along the length of the shore and measured various biotic and abiotic factors including pH, salinity, temperature, species richness, abundance, and diversity.

This data helped them to identify trends, patterns and relationships between the living organisms and environmental factors on Coolum's rocky shore.



EXPLORING ANATOMY

In a lesson not for the faint-hearted, Year 11 Biology students got up close and personal with anatomy in an exciting pluck dissection.

Exploring real-life organ structures helped deepen their understanding of the respiratory, digestive and circulatory systems.



ELEVATOR PITCHES

As part of their Entrepreneurship studies, our Year 9s had a round-table feedback session where they delivered their mini 'elevator pitch' for their business concepts and received feedback from a variety of mentors.

Thank you to our visiting mentors Joshua McHugh from Future Anything, and Sonya and Tony Gruevski from Coco Cantina as well as our experienced teaching staff who provided valuable feedback for our students.

We look forward to seeing how the student's business ideas continue to develop, before they present their final pitches next term!



INDUSTRIAL TECH

Year 12 Industrial Technology students completed their project creating working car creepers/stalls.

Not complete without a test around the workshop to make sure they are in working order!



SITE VISIT

Our Year 12 Engineering students had the opportunity to visit the Performing Arts Centre building site and see civil, mechanical and project engineering in action.

From material science to project planning, students got a real-world look at the intricate work involved in constructing a major building. They also heard directly from engineers about their careers, gaining insights into the skills and expertise needed to bring a project like this to life.

A huge thank you to the team on-site for sharing their knowledge and inspiring our future engineers!



VALENTINES DAY

Year 10 Drama students delivered brilliant theatrical interpretations this Term as part of their Australian Theatre performance tasks, showcasing impressive skill and depth in their naturalistic portrayals of scripted texts. Having studied the conventions of realism, the class demonstrated a strong understanding of the style through authentic characterisation, thoughtful stagecraft, and emotionally engaging performances. These high-level achievements are a testament to the students' dedication throughout the rehearsal process, both in class and in their own time, as they worked hard to refine their performances and make deliberate, effective stagecraft choices.



BRINGING PHYSICS TO LIFE

Our Senior Engineering students have been diving into the world of linear motion, applying their learning in an exciting hands-on project. Using CAD software, they designed their own CO₂ Dragsters, brought them to life with 3D printing, and then put them to the test on the track.

By measuring their performance, students calculated top velocity, acceleration, and kinetic energy, seeing physics in action. This project is a great example of how design, technology, engineering, maths and physics come together to create meaningful learning experiences.



HANDS ON PROJECTS

Who needs a phone as an alarm clock when you can build your own?

Students have been working on identifying passive electronic components and integrating them into a digital clock system.

The soldering accuracy, the identification and correct placement of components require high level skills and the students are rising to the challenge and achieving success.



YEAR 12 LEADERS

As Term 1 comes to a close, we proudly celebrated our Year 12 students at their Commissioning Ceremony – a milestone that recognises their dedication, growth and leadership in their final year at the College.

From leading by example to inspiring those around them, our seniors have embodied our values of commitment, courage, engagement, compassion, curiosity and respect. This special moment marks their continued journey as role models for our College community.



IGNITING THE SENSES

Year 10 Literature students had some fun on the last day of term exploring sensory imagery for their creative writing unit. Students participated in a blind tasting of different foods and had to rely on taste, texture and smell to extend their vocabulary and describe what they were eating.



STELLAR PERFORMANCE

A huge congratulations to Year 8 student Ava B for her incredible achievement in originating the role of Susie Q in the professional premiere of Lil Elvis: The Musical, which opened at the Brisbane Powerhouse on Saturday, 11 January. Based on the iconic Australian cartoon, the show was a vibrant, family-friendly production that delighted audiences throughout the school holidays. Ava wowed crowds with her talent and stage presence, performing in all shows except one, bringing her character to life with energy and charm.



MINDFUL MEDITATION

Year 12 students ended a busy term with a visit from 'Sound Off for Schools' - they were guided through 40 mins of meditation and mindfulness connecting with themselves and learning to be present in the moment.



GAMING IN CLASS

Year 12 Psychology students this term explored the impact of video games on adolescent aggression through a hands-on investigation in class. As part of their study, they recreated the well-known experiment by Bushman and Anderson (2002), which examined how playing violent versus non-violent video games can influence aggressive perception. This pivotal study laid the groundwork for the General Aggression Model (GAM)—a key social-cognitive theory that students are required to analyse for their final exam. To bring the theory to life, students compared the effects of playing Street Fighter on a PlayStation 5 with the non-violent game Tetris, sparking a fascinating classroom discussion around the potential benefits and drawbacks of gaming and highlighted the real-world applications of psychological theory.



LIFE OF A Scientist

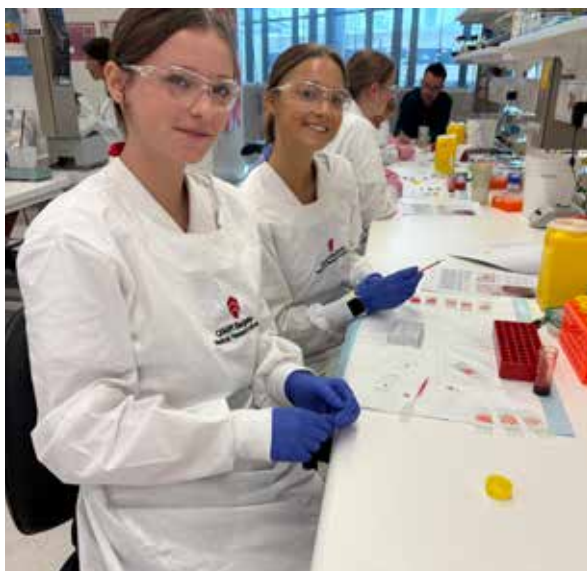
REAL-WORLD *Legal studies*

Our Year 10 Legal Studies students had the unique opportunity to visit the Maroochydore Magistrates and District Courts, immersing themselves in the real-world workings of the Australian legal system.

Throughout the day, students observed live court proceedings, witnessing the roles of magistrates, judges, prosecutors, defence lawyers and defendants in action. It was a highlight to hear the meaningful discussions they had with one another about the cases presented, legal processes and the impact of judicial decisions on individuals and the wider community.

Students were able to see how legal principles they have studied in class apply in actual cases. This experience reinforced the importance of critical thinking, ethical reasoning and legal literacy—key skills that are invaluable both in and beyond the classroom. Students also gained a deeper understanding of potential career pathways in law, government and social justice.

We extend our gratitude to the court officials who generously shared their time and expertise, making this excursion a truly enriching experience.



At our first ever senior Psychology excursion students spent the morning at the QIMR (QLD institute for medical research) experiencing life as a scientist. They carried out a blood microscopy where they learnt how to prepare blood samples, smears and then diagnose disease from these.

The second half of the day consisted of a fascinating visit to UQ's integrated pathology learning centre where our students examined real brain specimens, samples and tissues that had experienced a range of brain trauma from Huntington's disease, Alzheimer's, stroke and victims of haemorrhaging on the brain.





EXPLORING *Ecosystems*

In Science in Term 1, our Year 7 students explored the role of classification in understanding the incredible diversity of life on Earth. They been used models, such as food webs, to represent matter and energy flow within local ecosystems at St Andrew's.

Frog specialist, Trevor, from Eco Collaboration joined us for water testing and sampling, to predict the impact of changing abiotic and biotic factors on our famous (and historical) local Wallum Sedge Frog population.

Students then applied this understanding to identify and appreciate ethical and cultural consideration in the field and used secondary data to complete a portfolio on ecosystems.



GEOGRAPHY *studies*

Year 12 Geography students wrapped up an epic two day adventure where they collected real-world data for their IA2 Field Report on landcover transformation.

From exploring towering sand dunes to investigating coastal changes, they saw firsthand how natural forces and human activities shape the landscape.



NEW RECORDS

15 Girls 50m Freestyle: Alyssa L – 26.79 | Old record: Chaya Hall – 28.45 (2022)

15 Girls 50m Backstroke: Megan G – 30.92 | Old record: Abigail Kerz – 32.83 (2019)

Open Girls 50m Freestyle: Erin M – 26.80 | Old Record: Kaia Stephens – 27.74 (2023)

Open Girls 50m Backstroke: Erin M – 31.44 | Old record: Darcy Smith – 32.23 (2022)

Open Boys 50m Breaststroke: Deon B – 31.88 | Old record: Jake Packard – 32.38 (2011)

AGE CHAMPIONS

12 Years Girls: Gold- Alice S, Silver- Sophia G, Bronze- Minnie T

12 Years Boys: Gold- Ryan P, Silver- Flynn S, Bronze- Huxley P

13 Years Girls: Gold- Grace M, Silver- Lilah V, Bronze- Morgan V

13 Years Boys: Gold- Jai M, Silver- Charlie T, Bronze- Oliver B

14 Years Girls: Gold- Tallow C, Silver- Darcy H, Chelsea C

14 Years Boys: Gold- James R, Silver- Hugo C, Bronze- Archie M and Kai L

15 Years Girls: Gold- Alyssa L, Silver- Madison M, Bronze- Meg G

15 Years Boys: Gold- Fabian H, Silver- Henry M, Bronze- Oliver T

16 Years Girls: Gold- Emily J, Silver- Hailey H, Bronze- Ava G

16 Years Boys: Gold- Oliver G, Silver- Darcy T, Bronze- Jude G

Open Girls: Gold- Leni N, Silver- Erin M, Bronze- Evie R

Open Boys: Gold- Deon B and Jack M, Silver- Harrison S, Bronze- Lachlan C



Swim

The colour, weather, energy and enthusiasm was outstanding at our Secondary Swimming Carnival with 72 matches of Water Polo played, 60 Relays and 184 individual Swimming events. The students showed amazing participation and engagement with the grandstand packed full. There was plenty of new records and lots of fun, full credit to all students on making it a great day!

Swimming

Hocknull picked up the treble, taking home the Overall Swimming Trophy, 2025 Diamond Splash (12x50m Relay), and House Water Polo Championship. **Williamson** secured second place, with **Burkett** in third and **Rafter** in fourth. Burkett won the prestigious House Duck for best House Spirit, what an outstanding effort!

Congratulations to our fastest 50m Freestyle swimmers:

Alyssa L – 26.79 seconds

Harrison S – 24.21 seconds

Water Polo

Congratulations to all houses and players on a super competition. Well done to Hocknull who just pipped Burkett to win the House Water Polo.

1st: Hocknull – 60.5 pts

2nd: Burkett – 55.5 pts

3rd: Rafter/Williamson – 42 pts





RINGING IN *their new chapter*

Februsry 4 was a momentous day for our Year 7s as they embarked on their Secondary School journey. They spent the day meeting their Mentor Teachers and Head of Year, setting up their new devices and learning about all things Secondary.

As an official welcome to Secondary school, our students received their house badges and ceremonially rang our College Bell which they will again ring as they leave the College on their last day of Year 12.

We look forward to seeing how these students embrace, grow and learn over the course of their Secondary schooling.





In its second year, our Secondary Science Ambassador program is back, giving students the opportunity to champion science at St Andrew's.

Our 2025 Science Ambassadors are:
Josh T, Holly K, August B, Charli C, Harrison K,
Telahlee H, Alex N, Ivy A, Alex M, Annabelle M,
Archie F and Abbie T.

Students will work to develop and deliver events including National Science Week activities, and encourage other science students to share their experiences with students in all years.



By showcasing experiments and information to a wide community, and embracing science in all activities that can engage my peers.

Ivy

I am eager to share my curiosity for science throughout the school community, create a culture of curiosity, and inspire others to explore the wonders of science.

Alex M

I have an unwavering love of science and an ongoing commitment to conveying this knowledge to the community. My ability to translate complex ideas into Scientific terms, permits me to engage and inspire others. I am very happy to contribute to the school's initiatives and drumming up enthusiasm for the subject among the students and the community in general.

Josh

Why do you want to be a Science Ambassador and how might you champion science at St Andrew's?

I will listen and be curious about science and encourage my peers to do the same through my infectious enthusiasm. As I journey through this year I will embrace all things sciency and hope others will join me for some fun science activities.

Holly

I am passionate about helping people get as excited about science as I am. Science has been my favourite subject since learning about the moon and tides last year and I am eager to extend my learning (and other's) through opportunities like this.

Charli

I plan to lead the start and implementation of a College Science club, where students can congregate in a place to discuss and learn about science. It is my goal to champion science and foster a passion for it within the St Andrew's Community, and to make people view science as more than just a mandatory subject for the first four years of Secondary school, but rather something that can explain the inner workings of the universe and impacts our lives in every way possible.

Alex N

I want to be an enthusiastic and visible role model for women in STEM. I would help to run lunchtime science clubs to show students all the fun things you can do and learn in science such as making slime, doing the egg drop challenge or making a coke and mentos volcano. I am excited to help prepare and participate in activities of National Science week and will encourage others to get involved too.

August

I have a strong person passion for the sciences and am always excited to learn I enjoy mentoring younger students- especially in this field - inspiring interest and education in science.

Abbie

I love to showcase science to the world and the St Andrew's community. I want to help fellow students love it as much as I do, and I think that I could show everyone that science is AWESOME!!! I am eager to plan events and activities, and I would love to contribute to science week again and make it even better than last year.

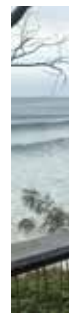
Harrison

I love science and I want to continue in the field after school. I would champion science by involving myself in the ambassador program as much as I can, and continuing to engage with younger students, especially those with an interest, and getting them involved with the activities.

Annabelle

I would encourage younger students to be involved in the science program and science related opportunities. I would also like to encourage more girls to get involved in STEM. I also believe that there should be more science programs at St Andrew's both for Primary and Secondary students so this is something I would like to improve.

Telahlee



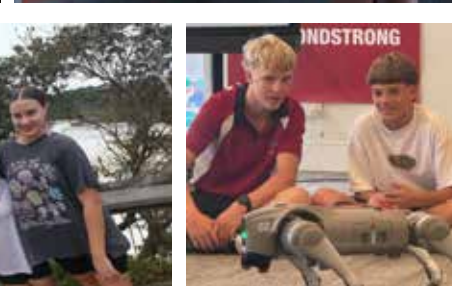
CONNECTING THROUGH *Tough Times*

When Cyclone Alfred threw a curveball at the Sunshine Coast earlier this term, it brought with it a wave of disruption—forcing schools, communities, and families to quickly adapt. For the St Andrew’s Anglican College Year 9 cohort, it meant a sudden halt to the original Connections Program plans. But instead of cancelling outright, the College took the opportunity to pivot, rewriting the program on short notice to ensure students could still engage in a meaningful, values-rich experience—one that reflected the spirit of adaptability, resilience, and community connection that underpins the entire program.

Designed to take students beyond the classroom and into real-world learning environments, the Connections Program challenges Year 9 students to develop teamwork, leadership, empathy and self-awareness. With travel and logistics impacted by the cyclone, the team behind the program rapidly redesigned the experience, reshaping it into an on-campus and local community-based alternative that still upheld its core aims.

The reimagined program offered students a mix of hands-on projects, collaborative workshops, active experiences and





reflective sessions, all tailored to engage students in thoughtful, purposeful activities. Whether participating in team-building challenges, supporting local community initiatives, or diving into the active challenges, students were encouraged to reflect deeply on their own values and the ways in which they can contribute meaningfully to their world—even when plans change.

Staff were incredibly proud of how students embraced the unexpected shift. The positive attitudes and adaptability shown by the Year 9 cohort mirrored the very qualities the program

aims to develop. Students stepped up, collaborated with focus, and found personal growth in experiences that, though different from what was initially planned, were no less impactful.

In many ways, the cyclone became a powerful metaphor for the journey of adolescence—unpredictable, at times challenging, but always filled with opportunities to learn, grow and rise above. The rewritten Connections Program served as a reminder that flexibility, purpose, and community spirit can turn even the most unforeseen events into valuable learning experiences.





YEAR 7 CAMP

Adventures

Mud and rain makes camp better! Our Year 7s had such a great week of camp experiences at Mimburri, despite the change of plans due to the wet weather. Our modified program continued to achieve the aims, objectives and intentional outcomes of the camp experience. Students built connections with each other, experiencing camping in tents, sharing responsibility and caring for the community, navigating and walking, and providing memorable and valuable experience for all students.



LANGUAGE

Lessons

Year 10 Spanish students wrapped up the term by stepping into the role of teachers! They planned a fun and interactive lesson on Spanish greetings and introductions for the Year 5s, complete with a house competition to keep things exciting.

It was more than just a language lesson, it was about building connections and practicing leadership skills. The Year 5s threw themselves into the challenge, and the Year 10s did a great job keeping everyone engaged and having a blast. A perfect way to finish the term.



CO-CURRICULAR



MAKERSPACE

The Makerspace has been buzzing with activity during lunchtimes, quickly becoming a favourite destination for Primary students eager to explore, create and collaborate. Students have been diving into a wide variety of hands-on projects from designing intricate Lego builds, experimenting with circuits, coding robots and crafting with recycled materials. The space is alive with the hum of collaboration as they share ideas, troubleshoot challenges together and proudly showcase their creations to peers and staff. It's been inspiring to see students of all ages engaging in problem-solving, critical thinking and imaginative play, often blending skills from across the curriculum in unexpected ways.



SET CREATION

Our talented Art students have been hard at work behind the scenes, assisting with the creation of sets, props and backdrops for the Secondary Musical, *Footloose*. As part of a co-curricular Visual Art opportunity offered in Term 1, students dedicated their time and skills to contribute to this exciting school production. Collaborating closely with the production team, their artistic flair and creative problem-solving skills transformed simple materials into vibrant, eye-catching pieces that capture the energy and spirit of the show. From painting bold backdrops to constructing props, their contributions have played a vital role in bringing the world of *Footloose* to life.



INSPIRING GUEST

An exciting day for our Future Ambitions Program Sporting Stream students, who had the incredible opportunity to hear from local elite athlete Electra Outram, who shared her journey, insights, and advice on balancing studies, life and being a high performance athlete.

From overcoming challenges to setting ambitious goals, being realistic and being kind to yourself, her words left our students inspired and motivated to chase their dreams!

A huge thank you to Electra for sharing her time, expertise and raw honesty with aspiring athletes.



WHERE SCIENCE AND ART MEET

Visual Art students had an incredible opportunity to learn from Noosa-based artist Béatrice Prost in a unique masterclass where art and science converged!

Using electric Dremel tools, students hand-carved intricate patterns into paper, drawing inspiration from the delicate beauty of our local ocean reef ecosystems. Béatrice shared how her snorkelling experiences and research into coral bleaching fuel her artistic practice, highlighting the urgent impact of rising ocean temperatures. This hands-on workshop encouraged students to explore the intersection of creativity and environmental awareness, leaving them with a deeper appreciation for both art and marine conservation.

ART MEETS *Science*

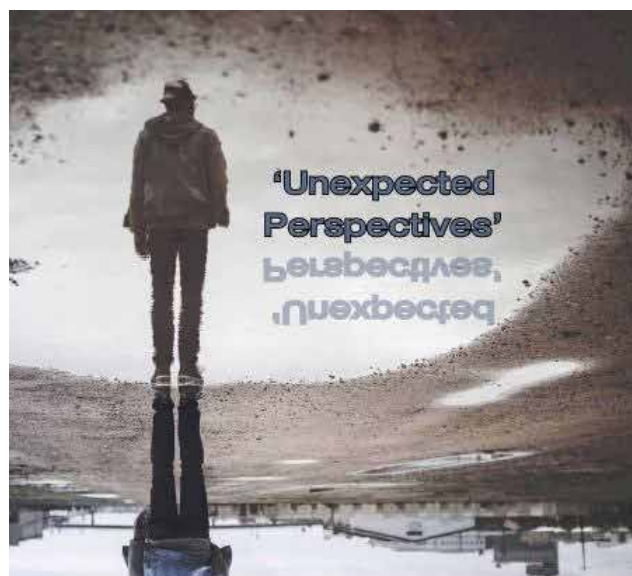


Visual Art students had an incredible opportunity to learn from Noosa-based artist Béatrice Prost in a unique masterclass where art and science converged.

Using electric Dremel tools, students hand-carved intricate patterns into paper, drawing inspiration from the delicate beauty of our local ocean reef ecosystems.

Béatrice shared how her snorkelling experiences and research into coral bleaching fuel her artistic practice, highlighting the urgent impact of rising ocean temperatures.

This hands-on workshop encouraged students to explore the intersection of creativity and environmental awareness, leaving them with a deeper appreciation for both art and marine conservation.



St Andrew's **Photography Competition** 2025

Exhibition: Monday 2 to Friday 6 June

Awards Night: Thursday 5 June



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STUDENT ART PRIZE *Finalists*

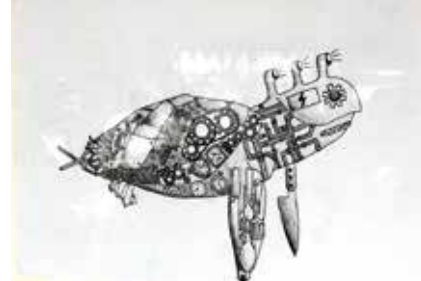
The creative spirit at St Andrew's Anglican College is alive and thriving, as reflected in our most successful year yet at the Caloundra Regional Gallery Local Student Art Prize. We are thrilled to congratulate the 14 Visual Art students who have been selected as finalists in the 2025 exhibition—a remarkable achievement, given that only 40 finalists were chosen from across the entire region.

The Local Student Art Prize is a highly regarded annual event that celebrates the imagination, skill, and voices of young artists, and this year's theme encouraged students to explore their connection to place and environment. Our emerging artists embraced the challenge with enthusiasm and originality, submitting a diverse range of works that showcased their technical skill, creative thinking and passion for artmaking.

Congratulations to the following finalists:

- Myla B-R – In the Trees (2024) | Pencil and acrylic paint
- Olivia B – The Whales' Splash (2024) | Texture print using paint on paper
- Bella E – The Ocean of Sea Life (2025) | Pen on paper
- Mackenzie M – Kookaburra's Beautiful Self (2024) | Mixed media on paper
- Jade P – Native Australian Bird (2024) | Oil pastel on paper
- Flynn R – Peregrine Beach (2024) | Pastel on paper
- Rose C – The Beach (2025) | Watercolour on watercolour paper
- Sofia H – Untitled (2025) | Mixed media on paper
- Sebastian I-N – Protect Noosa Sea Turtles (2024) | Graphite on paper
- Ella-Rose M – Sunset Bliss (2025) | Watercolour on paper
- Emily M – Dragon Skins (2024) | Graphite on paper
- Tommy P – Guardians of the Sky (2025) | Watercolour, coloured pencil and lead pencil on paper
- William S – The Flowers in My Town (2025) | Coloured pencil and pen on paper
- Eva K – Mount Cool'M (2025) | Mixed media on paper

We are incredibly proud of all our 40+ students who participated and we encourage our community to see their artworks on display at the Caloundra Regional Gallery, where they will be celebrated as part of a dynamic showcase of youth talent in the Sunshine Coast region.





MUSIC SHINES IN *Term 1*

Term 1 has been a busy start to the year for our co-curricular music program, brimming with memorable moments, extraordinary performances and creative growth. From the exhilarating Secondary Music Camp to performances at key school events, our music students have truly showcased their talent and passion, making it a great start to the year.

Secondary Music Camp: What a weekend!

The highlight of the term was undoubtedly the highly anticipated Secondary Music Camp. What a weekend it was! From epic jam sessions that echoed through the halls to the infamous annual dress-up disco, the Secondary Music students made the most of their weekend getaway, bonding over music and fun. The camp wasn't just about the performances, although the talent on display was impressive, but also about fostering teamwork, building friendships and creating lasting memories. Huge thanks to the incredible teachers, tutors and staff whose tireless efforts ensured the camp was a massive success.

Music students shine at the Commissioning Service

Another standout moment in Term 1 was the performance by our talented music students at the Commissioning Service for our new Principal, Ms Karen Gorrie. The students provided a the musical backdrop to this significant event, adding a special touch to the occasion.

Primary Immersion Program for 2025

Term 1 also marked the commencement of the Primary Music Immersion Program for 2025, an exciting initiative aimed at nurturing musical talent from a young age. This program introduces our younger students to the foundations of music, giving them a solid grounding in music theory, performance and creativity. It's a fantastic opportunity for the next generation of St Andrew's musicians to start their musical journeys early and to prepare for future involvement in the co-curricular music offerings that will be available to them.

Secondary Musical involvement

The Secondary Musical, *Footloose*, has also been a major focus for many of our students this term. With their dedication, talent, and enthusiasm, the students involved have committed to rehearsals, collaborating with their peers in the Performing Arts. The performance promises to be a spectacular showcase of their hard work when they bring this iconic musical to life in Term 2.

CO-CURRICULAR



Headliner Collective and Battle of the Bands

The Headliner Collective program has continued to be an exciting development in our co-curricular music scene. This initiative continues to offer our students the opportunity to hone their musical talents, collaborate with others and perform for their peers in a more contemporary and social setting. One of the major highlights of the program will be the upcoming Battle of the Bands at this year's College Fair. This event promises to be an electrifying display of student talent, where emerging bands and solo performers will compete for the coveted title. It's an excellent platform for our students to showcase their creativity and musicianship in a fun, supportive environment.

We look forward to what the rest of the year has in store as the co-curricular music program continues to thrive, offering opportunities for all students to explore, create and perform at their highest level.





MORE THAN A *Table*

Every nail hammered and plank measured has been part of something far greater than just constructing outdoor furniture for our students, who are building community, compassion, and connection as part of the St Andrew's Serves initiative, .

This term, a dedicated group of students have been hard at work constructing a picnic table for a newly planned picnic area at the Salvation Army Church in Noosaville. Once complete, the space will become a welcoming spot for individuals and families who visit the church for support and assistance. For many who rely on the Salvation Army's vital services, this simple picnic table will offer more than a place to sit, it will be a space for rest, conversation and community.

For the students involved, this project has become more than wood and tools. Through their involvement in St Andrew's Serves, they have learnt practical skills but more importantly, the importance of service, opening their eyes to the broader world around them. In working directly on a project that serves vulnerable members of the community, students have developed a deeper understanding of social issues, including homelessness, food insecurity, and the need for accessible public spaces. Conversations with Salvation Army representatives and volunteers have sparked empathy and awareness, helping students see the real-life impact of service and the power of giving back.

This hands-on initiative perfectly captures the spirit of St



Andrew's Serves—a program designed to connect students with opportunities to meaningfully contribute to the wider community. Whether it's helping with environmental conservation, supporting local charities, or lending a hand to community projects like this one, the program fosters a heart for service and a commitment to social responsibility.

The final product will not be just a piece of furniture, but a symbol of community spirit and a tangible reminder that even small acts of service can have a lasting and meaningful impact.



Science for Service



Calling Year 4 to 7 students and parents!

Get ready to make a real impact in our local community through a series of citizen science projects. In collaboration with ecollaboration citizen scientist Trevor, these exciting, hands-on opportunities enable our St Andrew's families to give back to our local community while contributing to real scientific research.

While many of us may not have been personally effected by ex-Tropical Cyclone Alfred, our environment has faced significant challenges — from damaged ecosystems to changes in local wildlife and waterways. By joining Citizen Science Projects, you can play a vital role in helping our community recover. Your contributions will provide valuable data that supports real environmental recovery efforts.

No science degree needed — just your curiosity, compassion, and care for our local environment. Learn together. Explore together. Make a difference together.

Save the Date for

Platypus Project 2: Thursday 15 August

Find a Frog: Friday 14 November

Coastal Regeneration Tree Planting: Term 4

Big Butterfly Count: Term 4

Contacts: Head of Science Mrs Abigail Blessing ablessing@saac.qld.edu.au or Director of St Andrew's Institute of Learning (Personal Capacity) Ms Sarah-Jane Alley salley@saac.qld.edu.au

REPRESENTATIVE HONOURS

2025 Wall of Fame

INDEPENDENT DISTRICT REPS

Primary

AFL: Harry G, Archie H, Hudson M, Barnaby M-B, Rocco P, Banjo W

Aquathon: Barnaby M-B

Football: Samara B, Camilla P, Daisy S, Macintyre B, Mattais C, Benjamin P

Netball: Tahlia C, Miya G, Sophia G, Camilla P, Stella S, Georgia S

Rugby: Benjamin M, Damien H

Swimming: Stella C, Harry Ge, Maggie H, Noah I-N, Archer L, Sadie M, Hudson M, Arlo M-B, Barnaby M-B, Philippa N, Ned P, Holly P, Jack R, Ava R, Benjamin S, Sebastian S, Stella S, Matilda S, Abigail W

Secondary

AFL: Angus B, Finn D, Daisy H, Porsha M, Luke O, Emmett S, Heidi T, Holly T, Yani D-T, Sierra C, Will T, Patrick O

Basketball: Archie B, Deegan C-H, Ben F, Archie M, Noah M, Adam V

Football: Stella A, Ben G, Otila H, Kye L, Neve M, Tristen P, Tara R, Heidi T, Holly T, Lincoln W

Netball: Olivia G, Emmy R

Rugby: Oskar P, Josh F

Swimming: Deon B, Oliver B, Ashlee C, Tallow C, Miya G, Megan G, Oliver G, Sophia G, Hailey H, Darcy H, Emily J, Alyssa L, Ollie L, Grace M, Henry M, Erin M, Jai M, Madison M, Leni N, Ryan P, Sienna P, Isabelle R, Evie R, Ted S, Alice S, Lucy S, Harrison S, Oliver T, Charlie T, Lilah V

Touch: Yani D-T, Noah E, Pierce I, Jett R, Charlize W, Poppy D, Elsie G, James R

REGIONAL REPS

Aquathon: Barnaby M-NB

Basketball: Emily C, Olive D

Football: Mattais C

Golf: Ellianna M

Netball: Miya G, Stella S, Camilla P, Talia C, Sophia G

Swimming: Stella C, Harry G, Archer L, Sadie M, Barnaby M-B, Ned P, Jack Ralphs, Ava R, Sebastian S, Stella S, Deon B, Tallow C, Megan G, Oliver G, Hailey H, Darcy H, Emily J, Alyssa L, Ollie L, Grace M, Erin M, Jai M, Madison M, Leni N, Ryan P, Sienna P, Evie R, Alice S, Harrison S

Tennis: Jesper A

Triathlon: Hamish B, Lucy B, Mia C

Water Polo: Ethan M, Fynn N, James G, Willow S, Hugo R

QUEENSLAND STATE REPS

Triathlon: Mia Caple

YEAR 12 LEGENDS

A heartfelt thank you to our graduating Year 12 athletes for your six years of service and spirit:

Netball: Jada B, Emily C, Gabby D, Scarlett L, Coco P, Evie N, Sophie T

Swimming: Harrison S

Volleyball: Hannah P

PREMIERSHIPS

AFL: Year 9/10 Boys – Champions

Swimming: Secondary College Team – Overall Champions

Water Polo: St Andrew's 1 – A Division Gold



SPORTwrap

Term 1 at St Andrew's Anglican College has been a spectacular showcase of athleticism, teamwork and College spirit. With over 103 teams competing across multiple sports and countless students involved in recreational and social activities, our sporting culture is thriving like never before.

From outstanding individual achievements on the state stage to brilliant team performances at local and regional carnivals, here's your full wrap-up of a wonderful term.

SWIMMING

St Andrew's Swimming FINALS

Over 230 swimmers participated in a stunning evening of competition.

25 Records Broken by 19 swimmers, including:

Stella S, Ryan P, Alyssa L, Erin M, Jack M, Madison M, Oliver G, Evie R, Ava R, Jai M, Tallow C, Ned P, Lucy S

Thank you to all parents and staff who supported the event. Special thanks to Owen Small for his superb starting!

Independent District Swimming Carnival

- Secondary: Overall Champions – 5th consecutive year
- Primary: Percentage Champions and Overall Runners-Up
- 192 Top 3 finishes across all age groups
- 7 Age Group Champion Teams
- 49 students selected to compete at Regionals

District Age Champions

Ned P(10B), Sadie M (10G), Stella C (12G), Seb S (Multi-Class), Jai M (13B), Tallow C (14G), Madison M (15G), Erin M (17G), Jack M (Open B), Leni N (Open G)





Age Champion Runners-Up

Ava R, Archer L, Grace M, Darcy H, Alyssa L, Oliver G, Emily J

3rd Place Age Champions

Pip N, Stella S, Holly P, Jack R, Ryan P, Megan G, Evie R, Harrison S

This year's results are a testament to the relentless effort and dedication of our swimmers and the passionate coaching staff – Ash, Brad, Bec, and Emil – whose behind-the-scenes work shapes every personal best and podium finish.

Queensland Schools Swimming Championships

28 St Andrew's swimmers proudly represented the College at the Queensland Schools Championships, returning home with:

- 23 Individual Medals
- 15 Relay Medals
- Dozens of personal bests and top-10 finishes

QLD Champions (Gold Medals):

- Erin M – 50m Freestyle
- Leni N – 100m Freestyle
- Madi M – 50m Freestyle, 100m & 200m Backstroke, 200m IM
- Meg G – 50m Backstroke
- Seb S (MC) – 200m IM, 100m Breaststroke, 50m Breaststroke

Silver Medallists: Meg G, Emily J, Erin M, Madi M, Leni N, Tallow C

Bronze Medallists: Emily J, Erin M, Alice S, Tallow C

Top 10 Finishes: Sadie M, Jai M, Ryan P, Stella S, Hailey

Additional Mentions: Darcy H, Sienna P, Evie R, Stella C, Ned P, Deon B, Oliver G, Grace M, Harry G, Ava R, Archer L

Special congratulations to Madi M for earning 8 medals and finishing as the highest point scorer for the Sunshine Coast team.

WATER POLO

Primary Water Polo (Sunshine Coast Competition) What a great term and wonderful to see so many of our young students playing Water Polo

- 89 students in 10 teams
- St Andrew's 1 – A Division Gold
- St Andrew's 3 – A Division Silver
- St Andrew's 4 – A Division Bronze, St Andrew's 5 – B Division Bronze, St Andrew's 10 – C Division Bronze

At the Queensland Championships on the Gold Coast it was a super eight days for seven of our teams

- U12 Girls – 4th
- U12 Boys – 5th & 6th
- U14 Girls & Boys – 4th & 5th
- U16 Girls & Boys – both 5th

Thank you to our dedicated coaching team: Georgina, Sophia, Aaden, Asher, Augie, Mrs Tomkins, Mr Forward, Mrs Maier, Amelia, Sophie and Mr Piper. We are incredibly grateful for our families' help with scoring, managing, and encouraging every game.

EQUESTRIAN

Congratulations St Andrews Equestrian Team competed in Maryborough at the Wide Bay Regional Interschool Equestrian Championships—and they delivered an outstanding performance, securing the title of Overall School Champion.





Tilly C, Francesca G, Amelia S, Grace T, Zoe D and Chloe W contributed to this by placing in a range of disciplines including dressage, show horse, combined training and showjumping.

A special congratulations to Grace T for Primary Overall Champion, Amelia S for Reserve Champion Elementary (Snr) Dressage and Tilly C (our Equestrian Captain) for first in the one star combined training.

The girls are focused on their training in preparation for Queensland State Championships in Toowoomba later in the year. Congratulations girls, we are very proud of your achievements and commitment to the sport.

AFL

It was a fantastic rare opportunity to have the AFL Cup won by the amazing Brisbane Lions visit St Andrew's, bringing excitement and inspiration to our students. Seeing the iconic trophy up close was a special moment, celebrating the spirit of AFL and encouraging our young athletes to dream big. It was a wonderful opportunity to connect with the history of the game and reinforce the values of teamwork, perseverance, and sportsmanship that the Lions showed all last season.

Congratulations to the Year 9/10 Boys on an incredible victory in the Sunshine Coast School AFL Competition this term! The quality of play in the Semi-Final against Siena was outstanding, and the team took it to another level in the Grand Final against St John's. Well done to all the boys for representing the College with such pride and passion!

A special thank you to Mr Kennedy and Mr Christesen, and Mr Hutchinson, for their dedication and support of AFL throughout the term. A huge thank you also to our families for your unwavering support—it makes all the difference!

Netball, Tennis, Primary Touch and Basketball have enjoyed a great start to their season and fixtures continue in Term 2 and also continue to grow in energy, enthusiasm and quality. Special thanks to our dedicated coaching team and families

supporting every game!

SCISSA FOOTBALL and VOLLEYBALL

Our Football teams have been amazing in Term 1 with six of the seven teams playing in Grand Finals in Week 1 of Term 2 and it has been super to see the enjoyment. Our Senior Volleyball teams also enjoyed a great season with the Senior B Girls making the Semi Finals. Congratulations players

TRIATHLON

Mia C – Represented Queensland at the Australian Schools Triathlon Championships in Perth.

- 4th in Aquathlon
- 7th in Triathlon

A huge accomplishment in extreme 35°C heat conditions – we are so proud of you!

THANK YOU

To our incredible coaches, teachers, support staff, and volunteers — thank you for your energy, guidance and commitment to nurturing each student's sporting journey. Your early mornings, long weekends, and encouraging words on the sidelines do not go unnoticed.

To our amazing families — thank you for cheering loudly, driving early, packing swim bags, preparing post-game snacks, and for showing up with unwavering support no matter the weather. You are the heartbeat of our community.

To our students — thank you for your effort, enthusiasm, and outstanding sportsmanship. Whether you were chasing medals or cheering on your peers, you've made this term a triumph. Together, we celebrate not only results and records, but the friendships, memories and values built through sport. Here's to a phenomenal Term 1 and an even more exciting Term 2 ahead! #DiamondStrong

Steve Robson
Director of Sport

THANK YOU TO OUR MUSICAL SPONSOR

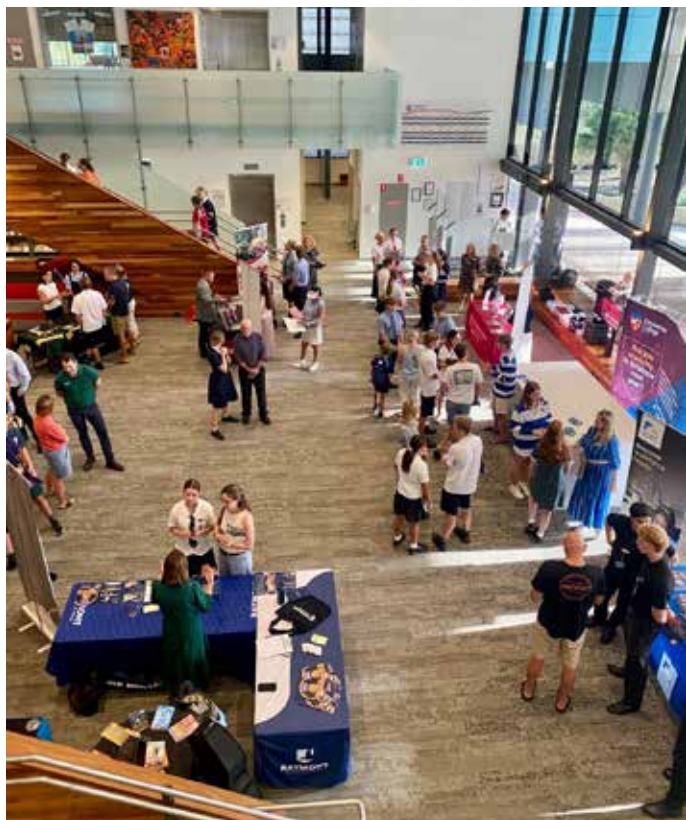


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TERTIARY Expo

Our Tertiary Study and Student Accommodation Expo was again a great success. Hosting this event is always a highlight due to our incredible partners consistently supporting Sunshine Coast schools. This event is always such an valuable and insightful opportunity for senior students across the Sunshine Coast who are looking at all the options of what their life post-school might look like.

Thanks to our Director of Careers and Pathways Heath Stewart for organising.



Thank you
**TO OUR OUTDOOR
MOVIE NIGHT SPONSOR**



NOSCE



BUILDING updates

There have been plenty of works recently at the College including:

- Commencement of our new Performing Arts and Administration Building
- Administration moved to the old Finance building
- Finance, Marketing and Communications, Community Development and Human Resources relocated to M block
- Drainage works on the sports oval
- New Primary playground
- Air conditioning replaced in some classrooms and offices
- Cleaning including lockers, bathrooms and carpets, gurney/pressure washing of areas
- Sports Hall floor – old removed, new laid
- New main screens and portable screens installed in the Year 6 classroom
- Toddler yard in Little Saints terraced
- New pin boards in various classrooms
- Painting in the Learning Hub and other areas around the College
- New water feature and landscaping (waterfall garden) created in Prep
- New signage





Alumna, Jess (Class of 2023) visited the College recently to share her insights with current Year 12 students since studying medicine. Thanks Jess for inspiring our future doctors!



It was wonderful to welcome back our Alumna, Luis (Class of 2014) to the College, who ran a mindfulness session with our Future Ambition students.

Luis shared the science behind mindfulness and took our students through a guided meditation, body scan and gratitude practice.





ALUMNI News

Congratulations to Katelyn and Jessica (Class of '23) and Poppy and Ava (Class of '24) who have been recognised for their commitment to academic excellence with academic scholarships at the @womenscollegeuq 2025 Academic Dinner and Alumnae Awards.

Additionally, Katelyn received an Academic Excellence Prize – The Molly Budtz-Olsen Prize, awarded to residents of The Women's College based cumulative university achievements for the previous year, aligning with the specific criteria set for each prize.

These awards serve as a testament to the ongoing commitment to academic excellence, exemplary leadership qualities and meaningful community engagement that these young women exemplified during their time at St Andrew's and continue to apply to their university studies.



USA Bound

Congratulations to 2024 graduate Charlie, who is on her way to the USA for University and Football.

Charlie's on-field success combined with her academic commitment has earned her an incredible scholarship and signing with @tarletonsoccer.

She departs in late July and will be studying a business/economics degree.



**WHAT DO YOU
STAND FOR?**