



ST JOHN'S  
GRAMMAR



# InFlight

Edition 4 2020



Cover image: Year 9 students abseiling in the Flinders Ranges at the Year 9 Rite Journey camp.

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[www.youtube.com/user/stjohnsgrammarschool](http://www.youtube.com/user/stjohnsgrammarschool)

PHOTO: Focus Photography  
Year 12 students performing at the Year 12 Music Showcase



# From the *Principal*

Our first year 12 group graduated from St John's Grammar in 2002. There were only 30 students in that first year and they went on to pursue a variety of careers in education, health, the arts, media and the trades. The Class of 2002 are now in their mid-thirties, and many have remained in touch with each other and also the School. Chris Raymond was part of that group, the first School Captain, in fact. He now teaches at the School. Chris married Sarah Morecroft, another Old Scholar (Class of 2003) and their three children all attend the Junior School.

*It is delightful to see our Old Scholars reconnect with St John's Grammar at any time, but to have their children join us is such an affirming positive endorsement of what the St John's Grammar schooling experience meant to them. How delightful that past parents can also revisit us on Grandparent Days!*

Enrolment data from well-established schools link up to 25 per cent of current enrolment numbers to alumni. This is extraordinary and something our School can look forward to in the future. Part of ensuring that St John's stays on the radar with its Old Scholars is to ensure they stay in tune with what is happening at their old school. *InFlight* is one of those mediums where we can proudly share graduate milestones and achievements with the rest of our community, but also keep our Old Scholars well informed and engaged with new developments happening at the School.

Lucy Shelton helps administer the Old Scholars Association and she has been working hard to rebuild connections and databases. We are delighted to welcome a new President, Oliver Douglas (Class of 2018), and Vice President, Ella Kuchel (Class of 2018), to the Association. They both talked at this year's Valedictory Day of the changes and new ideas that they are keen to pursue. The Constitution is being rewritten and we are looking to form an Old Scholars sports club next year. A special formal black tie event is planned, along with the 5 and 10 year reunions.

Another way of partnering with our Old Scholars is to tap into their professional skills and expertise. We often invite them to share insights into careers with current students and participate in some of the teaching and learning that happens in classrooms. We look to take that collaboration even further by strategically linking our educational programs with resources in new technologies and business that some of Old Scholars are willing to provide. That has been well captured through our innovation and enterprise signature experiences over the past couple of years - something we focus on in this excellent edition of *InFlight*.

I am looking forward to witnessing the growth of the Old Scholars Association and also the establishment of a Past Parents and Past Staff group. It is so important to ensure St John's Grammar remains a connected community for all.

Richard Anderson  
Principal



# MEET THE INNOVATORS

No doubt you've heard countless times that we are preparing the students of today for the unknown jobs of tomorrow. Or perhaps you've heard that we're facing the fourth industrial revolution? While we may not know the jobs of tomorrow, we can certainly predict the critical skills that will prepare the future workforce and leaders for the challenges ahead. And equally as important, connect our graduates to a life of meaning and purpose.

The nature of education has been steadily shifting in recent years. It is moving away from an education system that had the central purpose of compliance and conformity, ranking students on their ability to reproduce the selected knowledge successfully, usually in an exam situation.

Education now recognises that our current and future graduates need a broader and greater level of skills and abilities, and that diversity of these is critical for our society's progression. Being able to contribute to or expand on an idea, to diversify, to adjust, to innovate – these are all critical skills that education can support.

So, how exactly are we doing that?

For the past two years, a handful of our staff has been involved in the MetaPraxis Project which is a 3-year partnership with Association of Independent Schools of South Australia (AISSA) and the University of East London. As cited by AISSA, the purpose of this partnership has been for selected schools to develop a project or initiative that advances "multidisciplinary approaches that enable the development of student agency, cognitive skills, creative and critical thinking and personal and social capabilities".

Rather than creating new events or showcase opportunities - which we have been doing for many

years already - our focus for the MetaPraxis Project has been to develop an ELC – Year 12 Innovative Agency Framework to underpin skill development and extend innovative agency into entrepreneurial action.

## INNOVATING FROM THE GROUND UP

The development of our Innovative Agency Framework comes after more than five years of successfully running innovation and agency programs coupled with research in this space. Although the programs run to date have been unequivocally successful, we wanted to do more to better instill and transfer critical agency, entrepreneurial and innovation skills.

"We could recognise there wasn't the understanding of skill building in a systematic process, nor what the key skills actually were," said Catherine Emmerson, Japanese Teacher, Leader of Professional Learning & Development and a key person in St John's Grammar's MetaPraxis Project.

Recognising this, and with the past five years of research and pilot projects as evidence, the MetaPraxis Project group began to define what the critical skills were and why they were so important.

And so, the Innovative Agency Framework was created to identify the skills, provide the structure and the common language that innovation and agency initiatives and programs could hinge on.

"There's no doubt parents will see projects happening in this space across many schools – public and private - but our point of difference is our underlying skills framework, so that the teaching and development of skills can be appropriately transferred across projects, across learning and across settings," said Ms Joyanne Gardner, Year 6 Teacher, Leader of Literacy and a key person in St John's Grammar's MetaPraxis Project.



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Students from all year levels have the opportunity to create, innovate and share their ideas and inventions.

1. Joel Ransom presents his invention to representatives from Flinders University New Venture Institute.
2. Phoebe Rutter presents to a gathering of Flight Fund sponsors about her prize winning shunt-friendly swimming cap which she invented as part of the Triple E Shark Tank program.
3. Carlo Dubon presents his fan cooled mouse invention to representatives from Zen Energy.
4. Williem Hoffmann presents to a gathering of Flight Fund sponsors about his prize winning AI powered waste system, which he invented as part of the Triple E Shark Tank program.
5. Winners of the Year 8 Innov8 program with Head of Middle School, Mr Ben Clark. Students from left, Nicole Hobbs, Riley Hinton, Anney Morrison and Peter Knight.
6. (Over the page) The Festival of Ideas is one of many opportunities for students to exhibit and showcase their entrepreneurial thinking.



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## THE INNOVATIVE AGENCY FRAMEWORK

There are 3 main skill areas in the framework; *discover, generate, innovate.*

Each skill area has skill sets grouped beneath it. Each individual skill set is practised at least once in Junior School and again in Secondary School



DISCOVER

- Problem seeking
- Posing questions
- Engaging and connecting
- Defining learning intentions and success criteria
- Managing time
- Knowledge diving



GENERATE

- Synthesizing and generating solutions
- Evaluating
- Prototyping
- Refinin



INNOVATE

- Innovate
- Communicating the idea
- Evolving
- Empower

“Our students have been explicitly taught the identified skills and then given the opportunity to take those skills and apply it in a student agency-led initiative with us teachers supporting them.” Ms Gardner said.

### WHEN THE TEACHER BECOMES THE STUDENT

As much as the process has been student outcome centred, the MetaPraxis Project group has found it has become the student of its own learning.

“We’ve found ourselves using our own framework in the development of this initiation of such a whole organisational change of thinking and process. And that’s added depth to our research and foundation of why we’re doing this. We’ve been really accountable to our choices and our research, so that layer has added another dimension to us being able to show the validity of where we are heading,” explained Ms Emmerson.

### INTEGRATION OF INNOVATION

Although the Innovative Agency Framework is separate to the curriculum, it is integrated. And that integration happens through the Signature Experience

program at each year level, from ELC to Year 12.

“Signature Experiences enable us to leverage specific skills in an agency framework, where the students have the chance to trial and live within the skills and, also, potentially fail. This doesn’t mean they fail the task, this allows them to use the skills to work through the challenges that they will undoubtedly have to face in the real world.” Ms Emmerson explained.

“It’s the opportunity to practise the skills in a structured environment, using common language, where they have the opportunity to then transfer these learnt skills to their wider learning, year on year.” she said.

The Signature Experience program includes a range of enterprising topics, in an age and stage appropriate format. The St John’s Grammar Signature Experience programs currently includes the following initiatives:

From Early Learning to Year 2 Guided Inquiry enables focus on specific skills t each year level. In Year 3, a ‘future food’ focus will see students introduced to agency skills through aquaponics. Years 4 and 5 have a future focus, with Future Waste in Year 4 looking

at plastics, and, in Year 5, Future Cities, whereby students innovate solutions for current and future problems within cities. In Year 6, Genervate (formerly known as MiSpace), sees students knowledge dive, provide service to the community or innovate solutions for current problems.

On the Secondary Campus, a new pilot program in Year 7, BEST (Business Enterprise Solutions Team) sees the innovation process flipped, with students working with a local business to devise solutions to support their business' development. The Innov8 program in Year 8 (formerly known as Ctrl, Alt, Design) enables students to work individually on an innovation or area of passion. The Year 9 Humanities Innovation Expo sees small groups find solutions to a problem faced by a user group that has been studied during the semester and then set up a trade display to share their prototype and process at the *Festival of Ideas*. Year 10 Enterprise sees students pose and deliver small businesses to the community at the *Festival of Ideas* where they gain feedback in delivering their business pitch to a panel of business experts. Lastly, in the final Senior years of schooling, the Research Project sees students pose and refine a research question based on an area of interest.

### SYNTHESIS ACROSS THE YEARS

Importantly, the Framework and common language across the School ensures that students are using their agency to make connections between prior, current and future learning to integrate the skills and concepts.

"Our programs have strengthened their outcomes to students through the application of the framework. There is now the opportunity for consistent growth and ability to develop - it's not a one-off project - students can see the building of skills and they can start to connect learning across the years. The common language and that prior learning is consistently acknowledged through the

framework."

Throughout their schooling experience, students will have had the opportunity, in the Junior School and again in Secondary School, to have explored - in depth - each of the skills in the Framework.

*The years don't dictate your ability – a Year 6 could be as entrepreneurial as a Year 12 – with skill development opportunities but we hope by the time they get to Year 12 all students have had the opportunity to harness these valuable skills." Ms Gardner said.*

### NO PROJECT OUT TO PASTURE

But ideas and innovation don't stop when the project ends. For many of these programs, students are able to further their ideas or inventions to prototype or industry pitching stage through access to industry partnerships and funding provided by a range of sponsors and supporters.

With thanks to our supporters, Lot 14, Green Industries SA, Zen Energy, Flinders University New Venture Institute, Paul Sandercock and Innovyz, our students have access to some of the best in the business.

One of the initiatives being propped up by these supporters is the Flight Fund. This is a reservoir of money that can be used by St John's Grammar students to develop a prototype or pitch their ideas to industry. By supporting students via these means, it ensures that every student has an equal slate for success.

"We don't want success to be by chance. Success or opportunity doesn't have to hinge on being the most knowledgeable, or having the best contacts, we want to give all the students the opportunity to build agency skills, not for the purpose of being entrepreneurs

and driving lamborghinis but for the purpose of being students who can be agents of their own learning, to find their place in the world and to be able to innovate in anything they set their minds to." Ms Emmerson explained.

As the SACE begins to integrate more innovation and agency learning and the Australian Curriculum undergoes a review process, as a School, we are proud to be on the front foot of this revolution. And we are already seeing the outcomes of our efforts.

"Already students are using their agency to connect those dots and synthesize concepts so we can see that it is having impact." Ms Emmerson said.

While it's been a mighty effort to get to this point, the next step is tracking students from ELC to Year 12 to evidence how they are achieving these skills and be able to attribute the learning. The ultimate goal is for students to have something they could show to demonstrate their capabilities to future employers.

"If students were to go to business or future employers and want to show what they've done, they could show some type of detailed portfolio that has all the skills around it so that they can say, 'I can do this and I can show you, I'm not just a Highly Commended on paper or an A or B student.'"

It's an exciting learning journey that will only expand over the coming years and we look forward to seeing the outcomes as our students move past school and into their future lives.

*If you would like to support our Innovative Agency programs, or our Flight Fund, either through financial or in-kind sponsorship, we would love to hear from you. Contact Joyanne Gardner, [jgardner@stjohns.sa.edu.au](mailto:jgardner@stjohns.sa.edu.au) or Catherine Emmerson, [cemerson@stjohns.sa.edu.au](mailto:cemerson@stjohns.sa.edu.au)*





# a la CARTE

We were delighted to hear that St John's Grammar once again took the cake, winning the SALA Festival Schools Award for our SALA exhibit, *à la carte*. Winning the top prize for the second year in a row is a testament to the outstanding works of our Year 7-12 students, and the creativity our Visual Arts staff.

The SALA Festival judges commended the quality of work that students produced, and were also impressed by the innovative modes of presentation and the sensitive exploration of current world matters.





# alive

with learning

*providing a compelling and future-focussed approach to Science and Enterprise learning*

Proposed location >  
Junior School Science  
Laboratory at the  
Centre for Creativity



The St John's Grammar School Foundation was established a number of years ago with the purpose of generating funds that ensure the School's ability to build resources that complement the superb educational experience for all members of the community, especially the students.

Our next focus is to advance the outstanding work the Junior School is doing in providing a compelling and future-focused approach to Science and Enterprise learning.

"The Junior School students need a purpose built, contemporary Science learning precinct, a special learning space that allows for our authentic and relevant Science program to flourish," said Principal, Mr Richard Anderson.

The Science Precinct will utilise the areas along, in and under the Centre for Creativity (C4C). Catering for the breadth of Science, the new Precinct will have 'high' and 'low' tech areas purpose-built for authentic learning experiences. High tech areas within the C4C will consist of a media room and include a selection of learning tools, such as virtual reality devices and 360 cameras.

The Undercroft will be the investigation and experimental hub. It will be 'alive' with hands-on learning, and give the appearance and feel of an industrial work and research zone.

At the heart of the precinct will be a Science laboratory. The School is intending to redesign a large storage area under the C4C to become this contemporary and agile Science classroom, utilising modern equipment and technologies.

"Our young stars will be working in areas of sustainability and environmental care, linking with key partners like Belair National Park, and Flinders University and need a home base for the myriad of activities, experiments, sustainability projects and enterprise endeavours," said Mr Anderson.

The Foundation is targeting the development of the Lab as its 2020 project, with the intention of having this space ready to go for the start of the 2021 school year.

To support this project, or to find out more, please visit our website [www.stjohns.sa.edu.au/foundation](http://www.stjohns.sa.edu.au/foundation)



# AROUND THE SCHOOL

## What's been happening around the School?



### PAINTING THE TOWN

As part of the Triple E program at the Junior School, a group of Year 6 students has designed and painted a mural at Belair National Park, in consultation with Uncle Tamaru, a local Kaurna elder. The large scale piece appears along a dam wall on the Valley Loop Hike, not far from the playground. The excited students took part in an official unveiling with Uncle Tamaru and the National Park Rangers in early Term 4 with family and friends.



### CURIOS CREATURES

Junior School students let out their wild side as part of a Book Week 'Curious Creatures' themed competition. We were delighted to partner with Academy Award-winning Australian artist, writer and film maker, Shaun Tan, to draw inspiration from his award-winning animated film, *The Lost Thing*. The creatures were displayed at Mitcham Library and our students' efforts earned them the prize for the most creative entry from the City of Mitcham Mayor, Dr Heather Holmes-Ross.



### MATHLETICS RACE

Our inaugural Mathletics Day for local Year 6/7 students was a great success. In small teams, students raced the clock, and each other, to score points in quiz, puzzle, treasure maze, code breaking and bomb diffusion challenges. Our Year 11 Mathletics coaches were also on hand to support and encourage. Overall the scores were close, with several teams jostling in and out of first place. In the end, one of our Year 7 teams won the overall event by just 1 point!



### A JOURNEY INTO THE ABYSS

In Term 3, our Year 9 students embarked on their Rite Journey camp. In the beautiful surrounds of the Northern Flinders Ranges, they took part in the 'Abyss' experience, which saw them complete an overnight solo camp challenge.

The Rite Journey program features seven unique stages to support our Year 9 students during their transition from childhood to adulthood. Each stage incorporates a ceremony or celebration that leads the students to acknowledge their personal growth. Stage 5 is 'The Abyss: Solo' experience. The camp is the biggest challenge of the Rite Journey year, and certainly put our students out of their comfort

zone, with the purpose of helping them learn more about themselves. Significant challenges included a 60m abseil, the solo night and hiking around the iconic Wilpena Pound, carrying all their belongings. These experiences are designed to challenge the students physically, mentally and socially.

We know these experiences, and many others in Wilpena Pound, allowed students and staff to reflect during a fantastic week away. The camp provided so much opportunity for challenge, reflection and growth, and we are confident this has prepared our students for the challenges ahead in adulthood.

### DRIVE THROUGH CEREMONY

It may not have been the celebration they had anticipated, but our Year 12s were surprised with a Graduation Drive Through Ceremony after the cancellation of their Graduation Dinner due to COVID-19. An 80s playlist boomed through a sea of streamers and flags, musical instruments and posters. It was loud and colourful and full of good cheer. The exchange of photos, gifts, grad books and letters that students wrote to themselves in Year 8, made for a few tears and a memorable event.





# The learning advantage

We are passionate about helping every student develop the confidence to soar. Our teachers are committed to providing a learning environment that is nurturing and contributes to the development of students' self-esteem, and enthusiasm for ongoing literacy and numeracy learning.

# literacy at the junior school

At the Junior School, we wanted to develop programs that make a real difference. Therefore, in addition to our engaging year level English programs that align with the National Curriculum, we have developed a unique and comprehensive genre-based literacy program called Learning Teams, AND a rigorous synthetic phonics program called Spelling Teams.

Both Team programs help us to tailor-make and individualise the literacy program for our students, to help maximise opportunities for support, enrichment and extension. Our aim is to provide an English program that *balances* all 3 strands of Language, Literature and Literacy.

## **Learning Teams (Genre Writing):**

Learning Teams focuses specifically on the development of writing skills. It teaches a range of different genres across different year levels, including creative narratives, procedures, persuasive writing, right through to information reports.

The common learning intentions are to develop skills such as: planning, organising ideas when writing, applying grammar, self and peer editing, reflection and applying feedback.

During Learning Team lessons, your child will experience:

- Smaller groups to enable higher teacher/student conferences (we cater for 4 learning teams per year level)
- Specialised, student-friendly genre templates and rubrics to help engage and demystify the assessment and feedback process
- Thoughtfully developed resources pitched at the appropriate learning need of your child
- Research into brain function, particularly into the way long term memory works, shows that effective learning occurs when fewer topics are covered, but at greater depth.

## **Spelling Teams**

Raising the bar on teaching our students clear strategies on how to read and spell is at the core of our Spelling Teams program. This program is underpinned by the Letters and Sounds Framework. Letters and Sounds is a systematic, high-quality phonics program based on best practice from international research. This program explicitly teaches students how to segment and blend words.

Students experience the Letter and Sounds program from Reception through to Year 6. We have deliberately extended the program across all year levels to methodically teach each sound in depth across every phase. The aim is to give enough time and practice to support students to transfer their new spelling learning into their everyday writing.

The Spelling Teams program is differentiated into three groups. These groups are fluid, where by your child is able to move in and out of these groups based on their individualised data and understanding of their learning needs.

In speaking about our program, Our Speech Pathologist consultant, Jen Robertson, said:

*"It is impressive that St John's uses a whole-school approach to reading and spelling, via an evidence based, best practice program such as Letters and Sounds. This ensures that each student receives quality literacy training and, for those students who experience difficulties, Letters and Sounds fits seamlessly with supported learning, such as Speech Pathology, should it be required."*

## **New Initiatives in our Reading Programs**

Developing the love of reading is the heart of our English programs. Reading feeds the imagination, develops creativity and opens our minds to many wonderful and fantastical worlds. Therefore, another new and exciting initiative that we have introduced into the Junior School is an extension of our pre-reading Phonemic Awareness Program. This program helps our students identify syllables, onset rime and phonemes. Developing such skills is a precursor for reading success and gives students extra advantage in developing and consolidating this fundamental literacy skill during their formative years.

These skills will then be further supported by the introduction of a new reading program in the Junior Primary classrooms by using Decodable Readers. Decodable Readers will dovetail with our Phonemic Awareness Program and Letters and Sounds approach of teaching our students how to decode words for meaning. It is through this intentional structure of weaving in these three programs together that we feel students will receive that extra educational advantage in Literacy learning. Our aim is to give students many opportunities and experiences to develop explicit reading strategies and a lot of reading success to entrench a life-long love of reading.

# numeracy at the junior school

Change in our Maths pedagogy this year is a result of our desire to create more vigour and a comprehensive and cohesive approach to teaching Numeracy throughout the Junior School. We investigated the teaching methods behind the success of the highest-ranking countries in the Programme for International Student Assessment (PISA). The PISA is a test conducted with 15-year-olds in Reading, Science and Numeracy. Singapore, Korea and Hong Kong have all ranked top of the tables consistently for many years in Numeracy. Education in these countries is highly valued and highly competitive. We wanted to underpin our teaching of Numeracy by adding a dynamic, highly sequenced, comprehensive resource to our teaching toolkits.

We chose the PR1ME Maths program (developed by Scholastic) based on the pedagogy of the Ministry of Education in Singapore. The PR1ME AUS books are newly released in Australia and have been modified to complement the content and outcomes of our

Australian Mathematics Curriculum at each year level. What gives us the advantage is PR1ME pushes students to be working in advance of what would normally be expected of the Numeracy skills at each year level.

Our students in Years 1 to 6 are now using PR1ME text-based learning. This system promotes a CPA (Concrete, Pictorial, Abstract) approach. This structure means that our students are learning through the use of hands-on materials, transferring that knowledge to pictures or images before cementing the concepts by recording in symbols. Another significant feature of PR1ME is the carefully sequenced spiral curriculum that ensures that concepts are taught in the correct order for maximum understanding and retention. Our teachers have access to the text on our Prowise boards, and each PR1ME lesson starts with explicit teaching. The structure of each lesson is as follows;

**Let's Remember** - At the start of a new topic on the Teacher Hub is a section called 'Let's Remember' which revises the learning of the previous semester or year.

**Let's Learn** - Teachers use the Prowise boards to teach the new learning explicitly. This is a time that teachers can also address misconceptions and use hands-on equipment to teach a concept.

**Let's Do** - In this section, students record their thinking and calculations in their books at the same time as the teacher. This is a time for students to confirm their thinking and learning as they work together.

**Let's Practise** - This section is intended to be student-driven recording to demonstrate an understanding and mastery of the concept. Some students are ready to work independently, and others will still need support. Teachers and our School support staff will record whether children were able to do this independently or needed more assistance.

## **PR1ME Digital Assessment**

All students in Years 1 to 6 also have access to PR1ME Digital Assessments. Pre-tests, end of topic or review tests are completed online. The test formats are similar to what students will experience in online NAPLAN testing in future years. Results are immediately available to students and teachers. Teachers can look in more detail at the answers students give to inform their programs and teaching. Teachers continue to use traditional pencil and paper assessments, observation and group work to assess student capabilities.

## **Matifi**

Matifi is a personalised interactive teaching and learning platform. We have subscribed all Reception to Year 4 students (and select students in Years 5 and 6). This excellent learning resource engages students in games and activities in a fun way using digital technology and is complementary learning with PR1ME. Teachers can differentiate the learning experience by assigning activities to suit the abilities of individual students. Students can work through activities set by the teacher in the 'Schoolwork' or 'Homework' sections. Student success is reported back to



teachers in real-time. Teachers can also reassign tasks that will enable students to show learning improvement.

### Maths Teams

In Semester 2, we commenced our new Maths Teams Programs. These are two lessons each week where students break into smaller teams to work on problem solving. Our class teachers and Maths specialist teachers take targeted learning groups. Our open-ended weekly challenges are based on the work of Emeritus Professor and highly acclaimed educator Peter Sullivan (Professor of Science, Maths and Technology at Monash University). These challenges are differentiated according to student needs and are designed to develop and promote verbal and written reasoning of Maths. Our smaller student-to-teacher ratio enables our teachers to carefully monitor and assist each student with recording their thinking and sharing of their understanding.

A crucial element of these lessons is also building a positive attitude to Maths, whilst also developing persistence, resilience and flexible thinking abilities. Additionally, we have aligned these weekly lessons with the seven positive Growth Mindset Norms of Jo Boaler from Stanford University. Her 'You Cubed' resources inspire students to challenge themselves in their approach to Maths and provide excellent messages to all learners.

The Norms include;

1. Everyone can learn Maths to the highest level
2. Mistakes are valuable
3. Questions are really important
4. Maths is about creativity and making sense
5. Maths is about connections and communicating
6. Depth and understanding is more important than speed
7. Maths is about learning not performing

A group of four Year 7 students in school uniforms are gathered outdoors on a green lawn. One student is sitting on a grey metal bench, using a laptop. Another student is sitting on the ground in front of the bench, smiling and holding a piece of paper. Two other students are standing behind them, looking at the laptop and papers. The background features a large tree with white bark and a concrete path.

Re-imagining  
Year 7



At the beginning of the year, our Year 7s were welcomed into Secondary School with the rejuvenated Year 7 Precinct. Now, at the other end of the school year, we can say the space has added so much to the Year 7 experience.

In Year 7 we have had an 'imagine' theme; we are reimagining what Year 7 looks like. It's not only about looking at the curriculum and experiences, but it's also the redevelopment of the physical spaces supporting the learning within. Our motivation was to create spaces that would be inspiring, highly functional and complement the high standard of teaching and learning taking place.



One of the greatest benefits of the space has been the invitation for collaboration – not only between students but, also, between teachers. Anecdotally, this space has helped refresh our teacher and student mindsets for approaching lessons – the space is welcoming, inviting and bright. Students are continuing to be highly engaged in their learning and making great use of the flexible spaces.

The functional furniture has been an excellent asset, with whiteboard tables, high and low seating with varying chair types and flexible desk and grouping configurations providing the adaptability required for this active and engaged group.



It's more than just the indoor classroom spaces too. We have welcomed the outdoor classrooms created with the addition of an outdoor deck and seating in the immediate proximity of the class spaces. It's become so much more than just a recess and lunch place, it's an active learning space that is used just as much as the classroom spaces. While the decking is fitting for individuals, pairs or small groups, the open expanse of the natural amphitheatre provides tiered seating that has seen whole year level, and even whole sub school gatherings, meetings and assemblies.

Set amongst the stunning vista of natural bushland, the space has been a wonderful addition to our Secondary Campus.



NATIONAL



SCIENCE



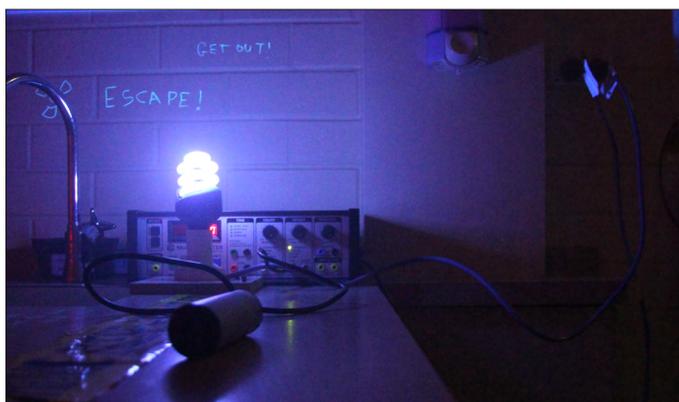
WEEK

National Science Week was a fun and compelling week of Science exploration.

From nuclear themed escape rooms through to examining our impact on ocean environments, students from our Junior and Secondary campuses had a week jam-packed with Science discovery.



The School's Physics Laboratory was transformed into an escape room themed around a nuclear disaster zone. Year 11 students were required to crack multiple codes using their Physics knowledge to avert an impending (but fictional) crisis.



The week began with a bang – literally – as the Year 11 Physics class stepped into an escape room themed around an impending nuclear meltdown. Complete with smoke machines, strobe lighting, crime scene tape, various audio effects (including the emergency calls from the Chernobyl Disaster) and a range of concealed clues and props - students felt as though they were thrown into the midst of a nuclear situation.

After setting the scene with an introductory, instructional video shown outside the closed laboratory doors, one-by-one each small group had their turn entering into the dark, smoky lab and used their Physics knowledge to solve a series of riddles, puzzles and quizzes to locate clues, find keys and unlock boxes to uncover the secret codes to prevent a nuclear meltdown. All of this was under time pressure, of course!

As well as engaging their Physics knowledge, the task required students to problem solve and work

together as a team in order to progress through each station.

### DIVING INTO THE DEEP BLUE

In Year 9, students focused on photosynthesis while exploring the Science Week theme: *'Deep Blue: Innovation For The Future Of Our Oceans'*. The task involved investigating the effect of carbon dioxide concentration on the rate of photosynthesis in aquatic plants. Students discovered that most of Earth's oxygen comes from tiny ocean plants – called phytoplankton – that live near the water's surface and drift with the currents. Scientists believe that phytoplankton contribute between 50 to 85 percent of the oxygen in the Earth's atmosphere, a finding that demonstrates yet again the importance of protecting our oceans and waterways.

Investigation around the Science Week central theme also saw the Year 6 students discussing the devastating impact that plastic has on our oceans and the steps they can take to reduce plastic



pollution. One option they experimented with was the creation of edible and biodegradable water bottles. Students used sodium alginate, water and calcium lactate to create the edible blobs that look and feel similar to an egg yolk. To drink from them, you simply bite into the sphere and drink the liquid from inside. When you are finished drinking, the container can be eaten or discarded, and will decompose in just a few weeks, the same as a piece of fruit.

Following the ocean theme, our Year 1s also explored the impacts of micro-plastics on marine animals by designing their own creatures to show the impacts of pollution and waste.

#### **STRETCHING MINDS**

Meanwhile, a tensile strength experiment in Year 4 saw students conducting a 'Snap, Tear or Stretch?' experiment, where they measured the force required to pull or stretch a material to the point where it breaks. Materials including biodegradable

bags, paper, tissue, foam, microfibre cloth and plastic bags were tested. Before commencing the task, the class had a discussion about the importance of keeping experiment conditions the same in order to achieve reliable results - while the material changed for each test, each piece was cut to the same size and stretched across a wooden peg with the same force. In round 1, students recorded their predictions and results for each dry material, and round 2 involved soaking the material in water to see if this changed the outcome.

Lunchtime activities proved extremely popular on the Junior Campus throughout Science Week; a daily schedule of activities was supported by Secondary Campus students. Activities included upcycling old CD waste into flying fish, eating hoop gliders, making invisible ink and exploring 'water tricks'. Additionally, the Art Club explored an 'ocean' theme in their work and the Library had daily lunchtime screenings of documentaries.

# The Addams Family Musical

More than 70 students were involved in our 2020 Secondary Campus Musical, *The Addams Family*. Students took on roles as actors, singers, dancers, band members, stage crew, costume, hair and make-up designers, set and props makers, lighting engineers and sound mixers.

A production of this size requires many hours of hard work from the Performing Arts staff, who mentored our students along the way and produced an impressive show full of great music, energetic dance numbers, spooky props, elaborate costumes and hilarious characters, who were perfectly cast. With support from other learning areas, this production saw a range of staff and students contribute to props, set construction and costumes.

Many parents also assisted across Term 3, and our Friends of the Performing Arts provided wonderful front of house support.

The Musical was a certainly a hit with our community, with all performances selling out well before opening night! Those lucky enough to score a ticket gave rave reviews of the outstanding performances and flawless work of the cast and crew.





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*Old Scholar Thomas Voss (Class of 2014) was guest speaker at the Year 12 Valedictory.*



# OLD *Scholars*

# Introducing the

## OLD SCHOLARS ASSOCIATION

PRESIDENT

VICE PRESIDENT



Oliver Douglas

C.A.S. Hawker Scholar

1st Year Arts & Law student at  
The University of Adelaide



Ella Kuchel

2nd Year Law & Commerce  
student at The University of  
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Oliver Douglas & Ella Kuchel speak at the 2020 Year 12 Valedictory celebration.

## Our time at the School saw us receive a first-class education, make lifelong friends and transition into adulthood. We look back on those years warmly.

St John's Grammar continues to occupy a special place in our hearts. We will never forget the teachers who gave an extra moment of their time, the life changing experiences such as the APY Lands Trip and the adrenaline-filled camps.

But, time incessantly marches on, and then we were sitting at our Valedictory Day service. Graduates of the Class of 2018. No longer students at the School which has forever shaped us. In many ways, this was a good thing. As a cohort we were ready to go out into the world – to forge our futures.

However, we both felt that our relationship with the School and our cohort shouldn't end with graduation. Rather, it should evolve into something...distinctly new. We continued to maintain a close relationship with the School and are thrilled to now return to lead the St John's Grammar Old Scholars Association.

In our view, the Old Scholars Association should serve as an extension of the inclusive community which exists at St John's Grammar School. A place where friends reminisce, new connections are created and alumni can help the next generation of St John's Grammar students to soar. We envision an Association that fields sports teams, has a packed social calendar, supports our community and actively engages with its members.

Importantly, we hope the Old Scholars Association will cater for the needs of its members as they progress through life - the lives of people in their 20s, 30s, 40s and beyond differ greatly.

For those immediate graduates, we trust the Association will serve as a lively social outlet. A way

for Old Scholars starting their university degrees, apprenticeships or working lives to stay connected.

Additionally, we want current St John's Grammar students to be able to interact with these graduates. It is often said that "hindsight is 20/20". As such, we believe greater communication will help Senior School students develop a more informed worldview to help guide their decision making in the future.

As graduates mature, the Association's role must change. Necessity naturally dictates this. People will begin having children, getting married and focussing on their careers. To accommodate this, we recognise the nature and frequency of events will change. Old Scholars will be better served by events supporting career progression and preserving existing friendships.

Finally, as Old Scholars truly reside within adulthood, their needs and desires will change once more. Many will have adolescent children (hopefully following in their footsteps in the classrooms of St John's Grammar) and looking to contribute to the institution which laid the groundwork for the life they have led. At this stage, the Old Scholars Association should exist to nurture individuals' philanthropic and community-minded desires.

It is worth remembering that we are just beginning. Together, we are starting down a long road. A road which we hope will be fulfilling for all who get involved. We look forward to building the best Old Scholars Association we can – with you!

Oliver Douglas & Ella Kuchel  
President & Vice President Old Scholars Association



# A N N O U N





# C E M E N T S

## ENGAGEMENTS

1) **Claire Williams (2016)** became engaged to Tim Staunton on 14 July 2020. Tim planned a beautiful surprise proposal at Botanic Park in the spot where the couple met, with help from Claire's brother, Riley (2019).

## WEDDINGS

2) **Monique Bound (2013)** married **James Pope (2013)** on 5 September 2020 at Veale Gardens in Adelaide. *Photography credit: Ellen Heather Photography.*

## BIRTHS

3) **Charlotte Baker (2007)** and Henry Tieman welcomed *Theodore Llewellyn Baker-Tieman* on 30 July 2020.

4) **Jess Edwards** and Luke Healy (2001) welcomed *Matilda* on 26 October 2020.

5) **Lily Wright (2015)** and Xavier Huybregts welcomed *Xanthe Grace Lorraine Huybregts* on 18 November 2020, a sister for Xander, born in 2018.

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**We'd love to share your news.**

*Email your announcement and a photo to Lucy Shelton at [lshelton@stjohns.sa.edu.au](mailto:lshelton@stjohns.sa.edu.au)*

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