

# St. Andrew's College

The guide to all things

## SAC

*featuring facts & figures,  
photographs, and  
in-depth articles*

**YOUR SON'S EDUCATION  
HAS NEVER BEEN MORE  
IMPORTANT** pg. 4

*Leaders of Tomorrow*

**Developing the  
Complete Man** pg. 13

**A brave new world**

*Boarding comes of age  
in the 21<sup>st</sup> century* pg. 28

A young man in a dark suit jacket, white shirt, and tie, wearing a traditional Scottish kilt and sporrans, stands in a lush forest. He is playing a bagpipe. The scene is bathed in soft, golden light filtering through the dense canopy of green trees, creating a misty and serene atmosphere. The man is positioned in the lower right quadrant of the frame.

MISSION STATEMENT

*Dedicated to the development  
of the complete man, the  
well-rounded citizen.*



*The St. Andrew's College campus*  
FROM YONGE ST. AT 1,500 FEET, LOOKING WEST

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to know about*

# ST. ANDREW'S COLLEGE

*(and where to find it...)*



# SACBY *numbers*

**40%** OF  
FACULTY/STAFF LIVE ON CAMPUS



Students | **630**



Faculty

**83**



260 BOARDERS [41%]

**150**  
Domestic



370 DAY STUDENTS [59%]

**100%**  
UNIVERSITY PLACEMENT  
*Around the world*

**6,000+**  
ALUMNI WORLDWIDE



STUDENTS FROM MORE THAN **30** COUNTRIES REPRESENTED EACH YEAR

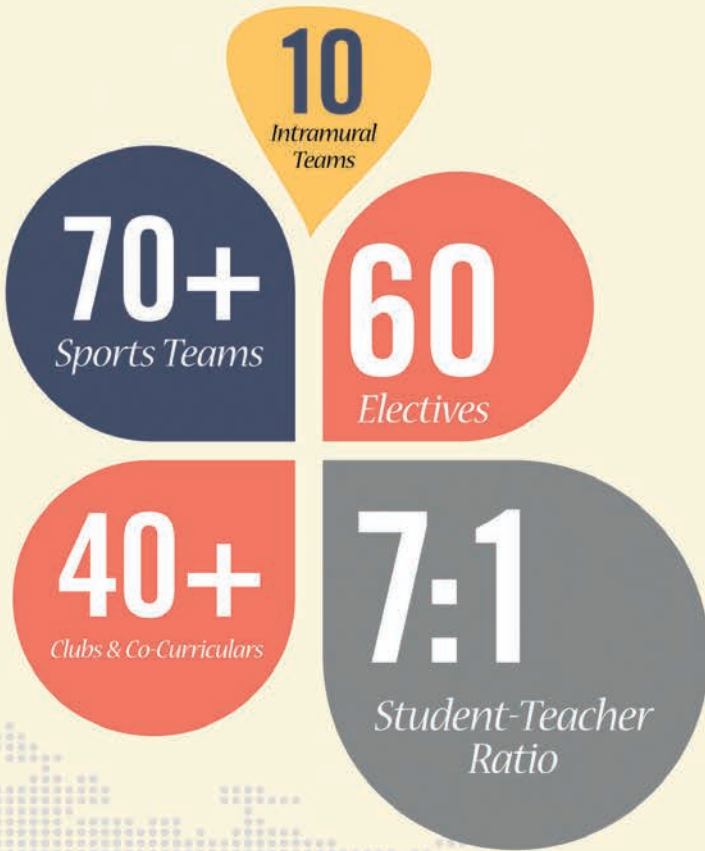


and growing yearly  
**\$2.5M** IN SCHOLARSHIPS  
 AND BURSARIES

26% of students receive an award

THE THREE CAMPUSES  
 IN OUR HISTORY

- 1** Chestnut Park, Toronto  
1899-1905
- 2** Rosedale, Toronto  
1905-1926
- 3** Current Campus, Aurora  
1926



MACDONALD FLAVELLE SIFTON MEMORIAL

4 BOARDING HOUSES



**\$60M**  
 CAPITAL IMPROVEMENTS  
 IN 15 YEARS

45<sup>MIN</sup> NORTH  
 OF TORONTO

125-ACRE CAMPUS  
 3.8 Kilometre Circumference



53,203 RESIDENTS  
 IN AURORA

**32** SCHOOL TIES  
 EACH BOY HAS AN AVERAGE OF 6 TIES  
 FOR A TOTAL OF **3,798 TIES**

LAI D END TO END, THE SAC CAMPUS COULD ALMOST BE CIRCLED TWICE WITH TIES.  
 [that's a lot of ties!]

# A SCHOOL for BOYS

Gender identity is constructed from societal perceptions of what it means to be a boy or girl, and these stereotypes manifest themselves in the daily behaviour of children. To best serve boys, educators must understand their common behaviour as a reflection of the backdrop of societal perceptions of masculinity. It also works to combat these stereotypes so that boys can be the full expression of themselves.

To that end, we are able to tap into a rich, longstanding culture in which boys are able to explore, in safety, the breadth of the human condition and their unique place within it. In this school culture, artistry and creativity are not labelled as 'feminine,' but rather, as human.

Eloquence, both written and spoken, is expected. Self-reflection and the quest for meaning is built into the fabric of the daily routine, whether through Chapel or our Advisory program.

But there is more to it than that. Boys carry a natural wariness for things that are not genuine and become bored easily when the activity at hand does little to forward their own sense of meaning. To that end, our teachers create an authentic curriculum; help boys find purpose in life; train them to care for themselves and others; and endow them with a sense of personal commitment and integrity. These goals become more realizable in a culture that presupposes one can be much more than what can be offered by the limiting stereotypes of masculinity. <<



# ACADEMIC VISION

## PROMOTING EDUCATIONAL EXCELLENCE

The St. Andrew's College Academic Vision provides the foundation for learning.

- 1 Aligning the formal academic program with the mission of the School: "The development of the complete man, the well-rounded citizen"
- 2 Educating boys to be physically, emotionally, and spiritually healthy
- 3 Fostering the ability to adapt to our ever-changing world
- 4 Developing instructional strategies that create ideal learning opportunities
- 5 Tapping into boys' propensity to problem-solve through critical-thinking skills enabling them to make effective decisions based on a broad range of criteria
- 6 Providing opportunities to engage with the larger community and to celebrate the value of others
- 7 Fostering integrity and a strong sense of character, promoting resiliency and leadership
- 8 Implementing technology wisely to enhance learning
- 9 Nurturing creativity and celebrating excellence in performance
- 10 Channeling boys' energy and curiosity in a student-focused, collaborative, and supportive environment







# SACADEMICS

# THE ADOLESCENT YEARS

Education for a vulnerable age

Boys can be boys at St. Andrew's College. Their uniforms get dirty at recess; they play-wrestle in the hallways; and they need to be reminded to straighten their ties and tuck in their shirts. But it is here they are given the skills and tools to think independently and to be successful.

What does a typical day look like? It's always changing, and your son will quickly discover that two days are never alike. But don't worry, there is structure!

Each morning starts with a community-centred activity, either working with grade 11 House Captains (who mentor younger students), reflection in Chapel, or meeting as a full Middle School during Tuesday Gathering. "It's really important to build spirit, brotherhood, trust, and empathy. This is where boys accept and respect each other," says Trevor Biasi, Assistant Director of the Middle School.

The idea of community flows into the classroom and through the academic day. Energy is alive in the classroom. The work is hands-on, kinesthetic, and boy-friendly.



Lessons are designed to allow for creativity and collaboration, with time built in for reflection and independent work. It's normal to see a teacher run through three to five different instructional strategies in one 70-minute class. "Depending on what the students bring to class, I plan three activities," explains grade 6 teacher Whitney Elliott. "The resources in my toolkit allow me to switch it up when I sense they are losing interest." Grade 7 student, Aaron Mizrahi, loves this quality in his teachers, whom he describes as "intelligent and funny. They have a great way of teaching without making us bored."

The students in French class might participate in an oral piece during which they talk about themselves. They might use Rosetta Stone for a lab or work in Microsoft OneNote. They might collaborate on a group project or work independently. It's a dynamic environment that addresses the different learning styles of the boys and makes the classroom exciting and interesting.

The very core of our academic practice is that work needs to be engaging, authentic, relevant, and interdisciplinary – no matter what grade you are in. Teachers apply a project-based component across disciplines, meaning there is a connection from one class to the next. "In this approach there is a greater understanding of the big picture rather than learning in isolation," explains Sabrina D'Angelo, Director of the Middle School. >



*Depending on what the students bring to class, I plan three activities. The resources in my toolkit allow me to switch it up when I sense they are losing interest.*

– WHITNEY ELLIOTT, GRADE 6 TEACHER



# BOYS CAN BE BOYS!



A great example is when grade 6 Language Arts students read *The Giver*, a novel based on an idealistic place where everything runs with certain rules. The boys had to construct their own towns using principles from math and geography, and create rules, governments, school systems, and more.

Sometimes boys struggle, and that's okay. SAC has a support system called the Centre for Learning & Teaching where students can seek help with writing, research, literacy skills, ESL, and math. "The teachers are really caring," says Matty Brandt, grade 8. "If you aren't doing well in a subject, you can meet with them during Open Classroom for mini tutoring sessions." Grade 8 student A.J. Nichols echoes this sentiment adding, "I can email my teachers any time if I have a question outside of class."

Lunch, recess, and co-curricular activities are an essential part of the academic day. Recess is certainly a highlight. Boys are in and out of lunch at the speed of light, so they can get outside for physical play, whether soccer or tag or throwing snowballs. This is their time to release pent-up energy and prepare to work hard in their afternoon classes. The day is capped in similar fashion with a co-curricular activity, be it athletics, arts, or Cadets for grade 8 students.



"There is always something for the boys to be excited about and challenged by," promises Trevor Biasi, Assistant Director of the Middle School.

Tuesday afternoons are reserved for the arts. Students participate in any number of activities: visual arts, band, bagpiping, drumming, debating and public speaking, or drama. "I like the Arts program because you get out of your comfort zone and sometimes you find something you really like to do," says Beckett Fullerton, grade 6. "But if you don't like it, you can just try something else. I found I really like drama."

One Thursday afternoon a month, the students participate in community service projects off campus at animal sanctuaries, seniors' residences, and food banks. This is certainly a unique program in our Middle School.

St. Andrew's Middle School is about discovery. It is about learning in an engaging and challenging environment. It is about best preparing your son for high school. <<

# BOYS TO MEN Navigating through a major transitional period



Boys need authentic activity and role play; they need to work with their hands and to find meaning in the world. They want to be active citizens and to be competitive with each other; St. Andrew's understands this.

Passionate faculty are the backbone of any good educational institution. At St. Andrew's, teachers are given licence to enrich the curriculum as they see fit, with academic rigour being top of mind. Students benefit from course work that is challenging, exploratory, and integrative.

"The subject is merely the vehicle driving the development of intellect and personality, as well as the skills and competencies we want kids to have, so they leave SAC and do amazing things," explains Michael Paluch, Assistant Headmaster and Director of Academics. A huge part of this is making sure material is relevant to the real world.

Robotics, for example, encourages creativity and innovation, and is a way to learn about engineering and computer programming, a way to invent, and a way to reflect on community needs – such as using a 3D printer to create prosthetic hands for children in need.

These ideas go beyond curriculum to inform the physical design of classroom space. Desks and chairs are on wheels for easy transitions into pods or boardroom configurations. It's common to see a teacher move between groups of students rather than lecture from a podium, which aligns with today's collaborative workplaces.

Research shows that group problem-solving allows students to better retain what they've learned. And in the digital age, it's unnecessary to memorize information but imperative students graduate with the capacity to problem solve, think critically, make good decisions, and cope with complexity. SAC rounds that out by developing the students' soft skills such as manners, being effective communicators, and resiliency – the characteristics universities and workplaces covet most.

At this institution, with a body of faculty who strive to be the best teachers, coaches, and people, professional development is tackled with eyes wide open. "We never see ourselves as complete," explains Headmaster Kevin McHenry. "We are always looking for new instructional strategies and educational pedagogy. When we remain open-minded, we continue to be at the cutting edge."

With teachers going above and beyond, students reap the benefits of specialized programming, such as the McEwen Business Leadership program, AP Capstone, and robotics – all courses with cross-curricular and project-based approaches.

St. Andrew's invests heavily in resources, making the environment supple for learning. If a student is struggling, that boy's team of teachers and administrators strategize to get him back on track. The Centre for Teaching & Learning is dedicated to supporting boys who may need extra help, whether that's peer to peer or through the Guided Learning Centre, the Writing and Math Centres, the School's ESL program, or its many other learning resources.

"The teachers really care about you and they care about how you're doing in general," says Alex Carter, Class of 2016. "They aren't there to teach you and leave, they are there to help you with whatever you need."

Learning doesn't just happen in the classroom. Students are encouraged, and expected, to truly live the mission of the School: "The development of the complete man, the well-rounded citizen."

"There is this notion that teenagers follow what is seen by their peers as socially acceptable," says Courtenay Shrimpton, Assistant Headmaster, Upper School. "There is >

## Advanced Placement

*Why SAC Loves It*



At least one person at every Open House will ask: why AP and not IB? The answer is simple – flexibility, specialization, and academic excellence.

Advanced Placement offers students maximum flexibility; they can choose to take the courses they are most interested and competent in. The AP program has become the benchmark by which universities measure the potential of incoming students. Having the international AP recognition is also an important factor. It demonstrates that SAC provides a top-tier academic challenge and that students work at the highest level of achievement.

St. Andrew's students live a fast-paced lifestyle with rigorous academic, athletic, and co-curricular demands. By grade 11, they've discovered their passions and are capable of specializing by subject discipline and university interests.

The AP Capstone program adds another layer. This program allows boys most interested in the reading and writing aspect of academia to push forward in grades 11 and 12 and choose an area of focus in which they learn proper research skills to complete a research paper.

AP and AP Capstone gives students the skills needed to be successful in university, not just in undergraduate programs, but also at graduate school. "Students become more open-minded," says Michael Paluch, Assistant Headmaster and Director of Academics. "From a school community point of view, AP creates a tone where boys operate at a high level, and a rising tide floats all boats. When they bring that commitment to academics to all their classes, it makes everyone else more committed."

less of that here because everything is socially acceptable, and there are no girls to distract them." The captain of Varsity Football might run off the field to be a lead in the play, or into the Dunin Engineering Centre to prepare his robot for battle, or head off for community service at the local seniors' centre. Students at St. Andrew's learn to be multi-dimensional.

Every day is seen as an opportunity for growth through student leadership, sports, arts, community service, Cadets, activities, and clubs, as well as building bonds with housemates, classmates, and teammates. "The SAC brotherhood is still my best memory," says Matt Shinkle, Class of 1976. "Our bonds are so strong; it feels like only yesterday we were at school."

Aside from the quality of instruction, state-of-the-art facilities, and abundance of technology, students have access to resources that back their ever-changing passions. "We are willing and able to support interests to allow students to pursue passions that aren't offered in an academic day, such as the medical club or the commercial research and development club," says Greg Reid, Assistant Headmaster, Student Life & Operations. This is one reason parents choose St. Andrew's.

"There are endless opportunities," says Katie Henderson, mother of three boarding students. "We know whatever interests grow into passion, it's available at our school." <<

## THE 100% SOLUTION

Did we mention that we have a 100% university acceptance rate? Or that our students regularly receive an average of \$1 million in scholarship money toward their post-secondary education? Our University Counselling Department will start working with your son in grade 10 to help him discover more about himself and what his post-secondary interests might be. Ultimately, the goal is to guide, counsel, and inform each student to determine his best fit. This is done through one-on-one sessions, career days, and Canadian and U.S. university and college tours. The three-person team will certainly assist your son on his road to independence.

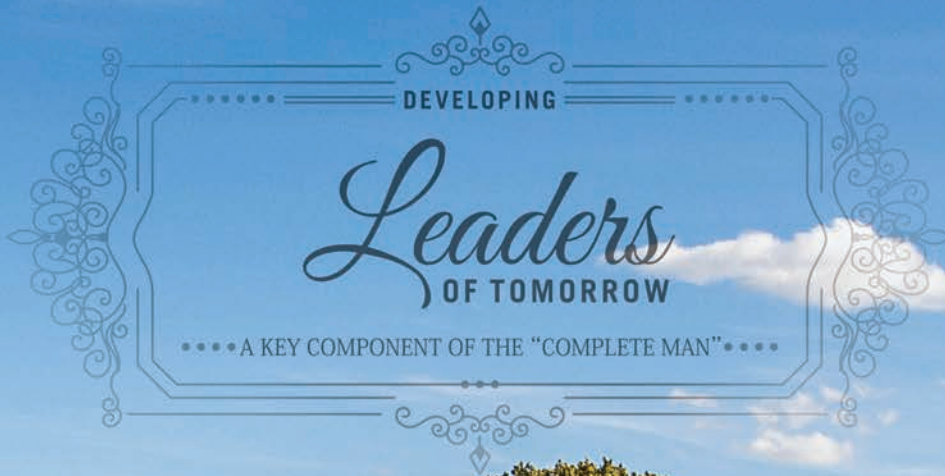
## THE DOG WON'T EAT YOUR HOMEWORK

THE FUTURE OF TECHNOLOGY TODAY

We're not shy about using technology. In fact, St. Andrew's is a leader in introducing computers in the classroom. Upon arrival, your son will be provided with a state-of-the-art convertible tablet loaded with the latest software. He will take notes, receive and submit assignments, access handouts and supplementary web materials, and collaborate with teachers and fellow students through our campus-wide wireless network. And the best part: he'll never lose his homework!

Pertinent information is provided to parents through our online education platform, Edsby. You'll have real-time access to your son's assignments, due dates, daily lessons, attendance, and grades.





DEVELOPING

# Leaders

OF TOMORROW

•••• A KEY COMPONENT OF THE "COMPLETE MAN" ••••

It can be as simple as wiping down a lunch table, helping a friend collect his fallen books, tidying a classroom with a teacher, or consoling a teammate after a tough defeat.

Leadership is shown in many ways, and at St. Andrew's, students have a multitude of opportunities to develop and hone this skill. In fact, if you were to count the roles available to Middle and Upper School students, there would be over 460 opportunities.

At SAC, leadership starts with the development of a boy's character – his compassion, confidence, accountability, responsibility, and sportsmanship. From day one, the expectation is to learn to lead. Boys are encouraged to be contributors in their community, both inside and beyond the gates.

Middle School students can apply for more than 60 positions in grades 5-8, allowing them to try their hand at different tasks; when the expectation is set early, it sets the stage for life.

"Leadership development is a distinct advantage to being a boy in the Middle School," says Sabrina D'Angelo, Director of the Middle School. Ultimately, it's the best place to start the leadership journey. "The more exposure that boys have in this realm of school

life, the more impact there will be on character development and their ability to lead in the Upper School and beyond," she adds.

For example, Middle School boys can be members of the Green Team, Outreach Committee, Guyship Committee (a.k.a. Anti-Bully Committee), and Middle School Council. They can also be mentors, PA Announcers, or Clan Captains – opportunities abound.

In Upper School, there are more than 400 leadership opportunities. Many senior students assume multiple roles in a school year. And that doesn't include all the student-led clubs and council leaders.

"If a boy wants a leadership opportunity at the School, there is no reason he shouldn't find one, or more than one, before he graduates," says Greg Reid, Assistant Headmaster, School Life & Operations. "In today's society, we are rarely in career situations where we work in isolation. To be a good leader you also need to know how to be a good follower, so having a plethora of opportunities encourages students to speak up, become engaged, and share ideas with others," he says.

Whether your son imagines himself a leader or not, this is one skill he will certainly master before he graduates.



# Art & Education

## THE VALUE OF CREATIVITY

Everyone, boys included, needs art in their lives, whether that's producing a one-scene play, building a sculpture, or playing a song. The arts are a fundamental part of the St. Andrew's experience.

"Art has many intrinsic and extrinsic benefits," explains Headmaster Kevin McHenry. "Failing to offer comprehensive arts programming would be doing our students a disservice."

It's been said that at the heart of every person lies an inner artist. Research shows there is good reason to uncover those hidden talents.

Personal fulfilment aside, creativity has therapeutic value and a positive correlation to mental well-being. The stressors of life fall away from a student lost in a painting, confidence is gained by an actor taking to the stage, and self-esteem soars with the new-found ability to play an instrument. Boys learn to find beauty and wonder in the world around them. As Albert Einstein once said, "Imagination is more important than knowledge. Knowledge is limited; imagination encircles the world."

Participating in and learning about art has been shown to increase engagement in other subject areas, such as math and science, and students also develop the skills necessary for today's workforce: self-confidence, socialization, critical thinking, problem-solving, communication, discipline, co-operation, and self-reliance, to name a few.

"Studies show that being involved in the arts is particularly important to boys' emotional and physical well-being," says Stephen Kimmerer, Head of Art. With the exception of media arts, it's a time for them to turn off their computers and create something beautiful. <<



# SOMETHING *Beautiful*

**The arts:  
a critical piece of the complete man**

In order to be successful in the arts, boys need to be excited rather than intimidated in the classroom. "We do a lot of abstract and experimental art," says Mrs. Berman. "These techniques are ones everyone can be successful at; boys gain confidence in their art and can be proud of having their work showcased."

Upper School visual and media arts foster individual creative talents and originality. Students create masterpieces through coursework, which allows them to further develop their technical skills and build an impressive portfolio.



For media arts, tablets are loaded with the latest industry-standard software so they can execute their visions. Boys create and manipulate images; direct, edit, and title their own digital movies; publish the College's yearbook; and explore 2D and 3D animation. "When boys graduate, they will have had exposure to all the design software universities use and will have a huge advantage within this discipline," says Mr. Kimmerer.

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*Arts-integrated education is the wave of the future. The learning skills needed for a job is not about memorizing facts and formulas, but rather how you use them in a creative way to solve problems.*

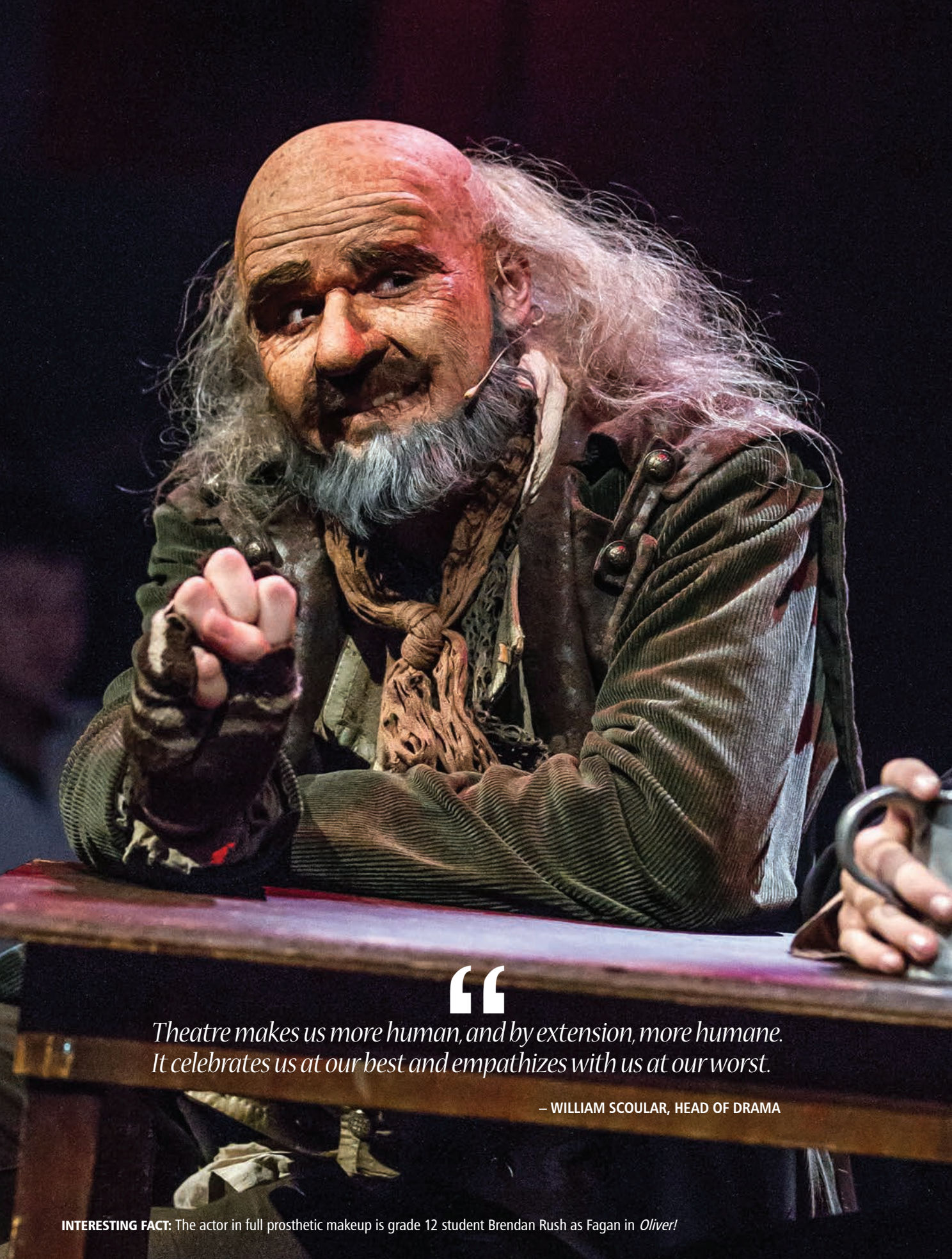
– STEPHEN KIMMERER, HEAD OF ART

Student exhibits turn heads at St. Andrew's College because our boys are excited by art.

As you walk the halls, you will see extraordinary pieces by our Middle and Upper School students, ranging from experimental to fine art. "Boys need creative outlets and hands-on experiences, so visual art is an ideal program," says Stephen Kimmerer, Head of Art.

Boys are exposed to many materials and methods including pottery, printmaking, drawing, painting, sculpture, media arts, and even architecture. "One thing I really love about my job is that if I want to offer something programmatically, the School's attitude is: 'how can we support you?'" asserts Randi Berman, Middle School art teacher and Arts Coordinator.

Many careers involve aspects of art and require creativity learned through an arts education. Being able to think outside the box, take risks, and deliver presentations are essential in academic studies and future careers. "Arts-integrated education is the wave of the future," explains Mr. Kimmerer. "The learning skills needed for a job are not about memorizing facts and formulas but rather how you use them in a creative way to solve problems." <<



“

*Theatre makes us more human, and by extension, more humane.  
It celebrates us at our best and empathizes with us at our worst.*

— WILLIAM SCULAR, HEAD OF DRAMA

**INTERESTING FACT:** The actor in full prosthetic makeup is grade 12 student Brendan Rush as Fagan in *Oliver!*

# Get in on the Act!

THE THEATRE EMPTIES JUST TO BE FILLED AGAIN



Drama is alive and thriving at SAC! It is embedded in our culture and has a powerful role to play in the education of our students. Boys from every grade clamour to earn a spot in our productions and the chance to work with acclaimed Head of Drama, William Scoular.

“He is an inspiring man,” says Bryce Neil, a grade 9 student who has participated in three plays. “I was always into sports, but drama was completely new to me when I came to SAC. I wasn’t sure what to expect, but Mr. Scoular really motivated me to get up on stage, set my fears aside, and connect with my most creative self.”

“In order to get a work off the page and onto the stage, everyone needs to work toward a common goal,” says Mr. Scoular, a 30-year SAC veteran. “Our aim is to train our students – in every theatrical discipline – to create bold productions that astonish the mind, challenge the heart, and delight the senses.” Under his tutelage, the department is committed to a rigorous, daring, and passionate exploration of the art form.

The key is getting the boys inside and excited. “You have to give them a play or musical they can sink their teeth into – something they deem worthy of working on, something funny or something that addresses an important issue that resonates,” says Mr. Scoular.

Middle and Upper School boys work toward public performances, whether the fall play or the Focus Festival of the Arts. Focus provides students with a unique opportunity to experience a wide range of performing styles and production techniques. Students are transported to new levels of theatrical daring as they seek to create 25-30 authentic and original productions.

Starting in grade 5, students can choose drama as a Middle School elective. “Drama is a place for our youngest students to develop their voice, confidence, and stage presence,” says Robyn O’Hare, who teaches Middle School boys the fundamentals, from learning to respond to something on stage using improvisational games to working as a team to deliver a polished performance. It means working on

students’ abilities to listen, memorize lines, and pay attention to cues.

“One thing these young artists enjoy about drama is being able to forget about being themselves and become someone else for a time,” says Mrs. O’Hare. She tries to foster an enthusiasm and passion for drama that carries through to Upper School.

In Upper School, students take a sequential series of courses designed to develop an advanced understanding of the art of the theatre. The program combines in-depth classroom training with extensive production work. The process of applying theory to practice is central to training in all courses. While students in drama make plays and respond to plays, above all, they perform plays, and the courses are hands-on and practical in nature.

SAC is dedicated to providing the tools students need to shine. The School has a modern playhouse that rivals professional stages around the world. The Wirth Theatre features a thrust stage, which fosters an intimate relationship with theatregoers. Students have opportunities to act on a world-class stage. “When actors can reach out and almost grasp people, there is excitement and immediacy,” says Mr. Scoular.

On a practical level, drama is a collaborative art form. Students must work together to be ready for opening night. “With young people, it’s important to make the stakes attainable but if you raise the stakes high, they will come up to the bar,” believes Mr. Scoular.

“To see a Scoular production is to see the highest of professional work,” says Headmaster Kevin McHenry. “It is a sight to behold, and the boys are truly spectacular. You would never guess that these actors are students – they truly embrace their characters and leave you suspended in disbelief.” <<



# IN TUNE

MUSIC AT ST. ANDREW'S HITS ALL THE RIGHT NOTES



*An Andean Christmas Concert at Roy Thomson Hall, Toronto*

St. Andrew's College has long been known for its sports teams, but the fact of the matter is our largest team comprises our bands. When the bands take the stage and the first note begins, the hair on the back of your neck stands at attention.

The Music program is exceptional because the faculty are incredibly passionate. "Our aim is to foster a love and appreciation of music for a lifetime," says Sandi Chasson, Director of Music.

At St. Andrew's College we nurture the whole self. "Athletics nurture the body, academics nurture the mind, and music nurtures the soul," says Ms. Chasson. The bands have developed into national and international award-winning music ensembles. These standards of excellence are embraced by each musician and contribute to the SAC experience.

The Music program is performance-based, which means students are always working toward numerous on-stage opportunities. In Middle School, boys play traditional concert band instruments – woodwinds, brass, electric bass, and percussion. It's important that each student find the right fit.

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*I love how music makes me feel and encourages me to aim for excellence. It has taught me not to settle for mediocrity.*

– ERIC ASGARI, GRADE 12

"A lot of students come in with preconceived ideas of what they want to play," explains Mr. Richardson, Director of Middle School Bands. "The students want to play the instruments they think are cool, but I explain to them that the ultimate goal is to create a rock band, which means we need to fill all the positions." This definitely piques their interest. To capitalize on that, Mr. Richardson uses exciting YouTube videos that speak to the students' generation, such as a flautist who also beatboxes. >

"If they see a person they can relate to, it makes the instrument more accessible to them," he adds.

The Music Department is supported enthusiastically by the School. A creative timetable where music is sacred makes it all the easier for boys to participate in anything they desire.

Music is compulsory in Middle School. By keeping it cool and relevant, participation in Upper School remains high through Jazz Band, String Ensemble, Wind Ensemble, Drum Line, Pipes & Drums, and our touring Symphonic Band.

Our bandmen compete nationally and internationally, consistently earning triple gold at MusicFest Regional and National competitions. "The Middle School Band competes at level 200. The Symphonic Band competes at level 300, and

the Wind Ensemble at level 400," explains Ms. Chasson. "A 400-level performance is usually reserved for art schools or first-year university ensembles. As such, we have developed a culture of challenging and encouraging our musicians to reach their true potential."

The School also offers a conservatory for private lessons on piano, strings, guitar, woodwinds, and brass. Boys can take their lessons on campus before school, during lunch, or after school.

Finding your passion takes time. Boys want to do and try it all, and at SAC they aren't forced to choose. Sports, music, drama, clubs – none of these overlap, so you can take advantage of everything the School has to offer. <<



# Pipes & Drums

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**A TRADITION SPANNING MORE THAN 100 YEARS**

The Pipes & Drums is an incredibly unique program and a centre of excellence. It's not for everyone, but for those who choose it, the experience is unparalleled.

Piping is the fabric through which the School's traditions and Scottish heritage are woven. Part of its attraction is the masculinity of these instruments and the strong emotions they evoke toward valour, honour, and tradition.

In Canada, a credit course on the pipes and drums can be found only at SAC. The Pipes & Drums was formed in 1915 as part of the School's Cadet Leadership program, which started in 1905. It has been a major force for over a century.

The bagpipes are difficult to master. Nearly all our pipers and drummers are learning from scratch. "Being able to get a chanter into a boy's hands in grade 5 or 6 makes a huge difference," explains Jim McGillivray, Director of Pipes & Drums.

"Already we have boys in grades 6, 7, and 8 performing in the Senior Pipes & Drums, which is a testament to the depth of teaching in the Middle School," adds Maj. Brian McCue, the School's Drumming Instructor and Commanding Officer of the School's #142 Highland Cadet Corps.

A major influx of Middle School piping and drumming interest happens in the winter term after boys hear the band perform at *An Andean Christmas* concert. "We operate at such a high level that live performance is our primary recruitment tool," says Mr. McGillivray, a world champion piper.

Like other music courses, the Pipes & Drums are performance-oriented and instruction-intensive. Boys in these courses have a teacher-to-student ratio of 1:3 with periodic bouts of 1:1. The curriculum changes to reflect the skill level of its members.

"Playing music at a competent level teaches boys to master their own minds," believes Mr. McGillivray. "Musicians need to self-assess, plan how they will improve, and then execute. The teacher can only do so much. It's a course in self-improvement." But they also must work as a team to create one harmonic sound.

The Pipes & Drums are at the heart of the School's Cadet Corps. Cadet Inspection is their most significant performance each year, when the 30 to 40-piece band leads the Cadet Corps onto the parade field. <<







# **BUILDING CHARACTER AND LEARNING LIFE LESSONS**

**Sports is more than  
fun and games at SAC**

The College has an exceptional Athletics program. It is inclusive across all levels of sports and plays a significant role in the St. Andrew's experience. Boys take advantage of opportunities from representative teams to weight-training and house league to intramural sports.

It was the philosophy of our second and longest-serving Headmaster, the Rev. Dr. D. Bruce Macdonald (1900-1935), that boys should participate in sports, not sit in the stands. That vision has remained unchanged for over 100 years.

Physical activity is not only good for your health, it's intellectually, socially, and emotionally important. In addition, it adds another dimension to the student-teacher relationship, as every faculty member coaches at least one team per year. "You really get to know your teachers on a different level," says Oli Harris, grade 12. "They coach, advise, teach, and mentor us."

While many students like to specialize in one sport and often participate in that sport off-campus, they are encouraged to try their hand at multiple athletic activities over the course of their SAC career. "There are a lot of non-jocks here," says Corey Andonovski, grade 12. "Even if I wasn't on the hockey

team, I could still hang out with the hockey guys. Everyone is respected."

Middle School students are mandated to participate in three terms of sport – fall, winter, and spring. Two terms of sport are compulsory for Upper School students.

School involvement and CISAA (Conference of Independent Schools Athletic Association) league statistics tell us that SAC has the most comprehensive Athletic program in the country, with student participation rates that are second to none. It is important to us that every boy finds his favourite sport. >

“

*Our athletics goal is to instill humility and empathy. If you have those, you encompass all the rest.*

– PAUL BEDARD, ATHLETIC DIRECTOR

ALPINE SKIING BADMINTON BASEBALL BASKETBALL  
SOCCER SQUASH SWIMMING TENNIS  
GOLF HOCKEY LACROSSE NORDIC SKIING RUGBY  
TRACK & FIELD TRIATHLON VOLLEYBALL  
CRICKET CROSS-COUNTRY CURLING FENCING  
FOOTBALL





St. Andrew's fields an average of 10.7 teams per 100 students – well above the 3.3 CAIS (Canadian Accredited Independent Schools) norm. SAC offers 71 teams across 21 sports. Eighty-nine percent of students play on one representative team, 70% play on two, and 40% are three-term athletes. For example, SAC fields eight soccer teams from grades 5 to 12.

When you combine school teams with intramural offerings, approximately 85% of students participate in school sports each term.

Our representative teams compete against the largest Ontario independent schools in every Tier 1 sport offered in grades 5 to 12, and we augment this with numerous 'second' and 'third' teams across all age divisions. Many teams travel across North America to participate in tournaments, and the College regularly plays host in our world-class facilities.

Underpinning the program are passionate coaches who believe the ultimate goal is not to win but to teach life skills. "My coaches are very keen on building everyone's individual skills and supporting you," says Melvin Maroon, grade 12. "But they still push you to excel." Zamaan Tejpar, grade 10, adds that, "they also build your confidence."

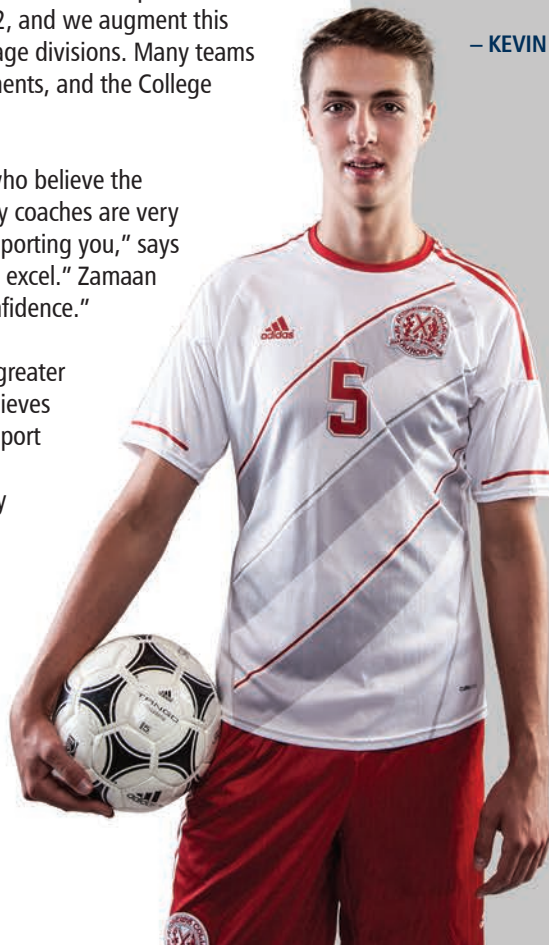
"The opportunity to teach through sport is arguably greater than what you can accomplish in the classroom," believes Paul Bedard, Director of Athletics. "The emotions in sport are rawer than in any other endeavour. We hope the students are better brothers and sons, and eventually better husbands and fathers because of these athletic experiences."

The goal is to teach boys to accept and be gracious in defeat, and equally important, to win with class, humility, and empathy. <<

“

*There is an athletic endeavour for every boy, no matter his ability.*

– KEVIN McHENRY, HEADMASTER





**JAMES MICHAELIS**

**Athlete of the Year**

**Head Prefect**

**Macdonald Medal Winner**

*Exhibiting the most distinguished combination  
of character, leadership, academic success, and  
athletic accomplishment*

**Ontario Scholar**

**Extended French Certificate**

**94% Graduating Average**

# NCAA & CIS Gatekeepers



## A centre of excellence for gifted athletes

For a small academically-focused school, St. Andrew's College develops an inordinate number of student-athletes.

NCAA competition is stiff, especially for Canadians, and very few high school students earn spots at U.S. colleges. In fact, only about 2% of student-athletes will be awarded a scholarship to compete at the university level according to the NCAA, the governing body that provides annual financial aid.

So why is St. Andrew's graduating so many students to NCAA and CIS (Canadian Interuniversity Sport) programs? There are a number of factors at play, but ultimately it may be attributable to the College's focus on academics, building athletic skill, and instilling a strong sense of character.

"It goes without saying that credit is due to the talent of the athletes themselves," says Paul Bedard, Director of Athletics. "But it's also due to the dedication and passion our coaches and teachers have for their teams, players, and students."

While our primary focus remains academics, students with the desire to compete for NCAA or CIS scholarships will find great assistance. "I truly believe young men maximize their potential in our program," says Varsity Football Head Coach Len Gurr. "As coaches, we are devoted to player development in practice and in the weight room." This is something Cayne Lander, grade 12, feels will make him a successful NCAA or CIS candidate.

How the athlete performs in class, in his sport, and in the locker room dictates the amount of interest he receives from universities. "Playing football at the next level is something I've always wanted to achieve," continues Cayne, who admits football is the first thing on his mind in the morning. "My coaches have put me in a good position to succeed. I also know I have to get things done in the classroom. Football motivates me all year round."

Coaches and students have the support of the entire community and the facilities and resources necessary to meet the goals of their programs and players. The School's convertible tablet program has been a boon to the sports program, helping athletes balance sports and academic commitments.

Players can easily keep up with their studies and assignments on the road and quickly communicate with their teachers.

Varsity coaches are also well-versed in what scouts and university coaches look for in their athletes. "I have worked hard to develop relationships with NCAA and CIS coaches," says Coach Gurr. "When it comes down to referring our players, coaches know I will always give candid and honest appraisals, highlighting the students' strengths and weaknesses."

Coaches also provide guidance. "I help my players create their profiles, highlight reels, and review the over 330 NCAA D1, 2, and 3 programs to figure out what they are interested in and what schools fit their geographic, demographic, programmatic, athletic, and social desires," says Greg Reid, Assistant Headmaster and Varsity Lacrosse Head Coach. "And then I help them engage with coaches, provide references, facilitate visits, and if necessary, negotiate financial packages."

"All the success is ultimately controlled by the boys," says Varsity Hockey Head Coach David Manning. If one thing is clear, nothing but opportunity awaits students with the desire to play the sport they love and receive an exceptional education. <<

Corey Andonovski '17 suits up for the Division 1 Princeton University Tigers in the fall of 2018.



**Chris Merchant '14**  
University of Western Ontario

Brandon Vandecaveye



**Austin Valjas '15**  
University of Toronto

Martin Bazył



*When I came to SAC I thought I was just going to play hockey, but I learned so much. I did some pretty extraordinary things.*

— COREY ANDONOVSKI, CLASS OF 2017

Matt Mitchell



**Michael Marcantognini '14**  
Michigan State University

Rice University Athletics



**Peter Godber '13**  
Rice University

Harvard Athletics



**Chris Egi '14**  
Harvard University





**B**oarding at SAC is a dynamic and enriching experience that allows students to create powerful friendships, to study and play hard, to develop important life skills like resiliency and time-management, and to explore a range of leadership opportunities. For most students, boarding is an important social and emotional bridge to the next step along their educational path, whether to Upper School or university. Most important is the road to independence.

The 24/7 mentality is ever-present in the robust schedule offered to boys in all grades. Boarding students have a full timetable from the moment they wake to the second they fall asleep.

"My desire to move into boarding was practical," says William Wang, grade 11, previously a day student. "I was always here early and I was getting home so late because I'd stay for council meetings, sports, and clubs. But it was the best decision for me. And I was instantly welcomed."

It takes a village to raise a child, and that maxim is certainly true at St. Andrew's College. While boarding offers some additional freedom from parents, the boys are closely monitored and have rules and curfews to follow, just like at home. >

# Your Home *Away* From Home

**A DYNAMIC BOARDING EXPERIENCE**



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*The leadership in the houses is truly incredible and they provide passionate encouragement, inspirational leadership, and most of all, a fun and spirited environment to find balance in life. Our boys are never alone and always have a friend to play sports, work on school work, discuss challenges, and look up to as a role model for their future.*

– KATIE HENDERSON, MOTHER OF DYLAN, GRADE 11,  
AND TWINS, RYAN AND LUCAS, GRADE 8



Within the residences are Housemasters, Assistant Housemasters, Residential Dons, and Duty Masters, amounting to more than 100 years combined boarding experience. There are also student House Captains and Assistant House Captains, Heads of House, and Assistant Heads who serve as big brothers. We also have a Wellness Centre with a doctor, nurses, counselling services, and athletic therapists. That's a lot of people supporting the physical, social, and emotional needs of your son.

Academic support is another major component. Boarding students are supervised during a mandatory nightly study session — an hour and a half for Middle School and two hours for Upper School. During these times, students can take advantage of the Math Den, student-led learning groups, the English Nook, and subject specialists.

Imagine your son is struggling in French, and he has a major oral presentation coming up. He can't call his teacher at home, of course... but wait — his teacher is on duty that night! So he can go downstairs and ask his all-important questions. Or maybe he has a math problem he can't solve. That's okay, help is just across the hallway in a friend's room. "I see students helping each other all the time in study," says David Galajda, Director of Residential Life, "where mom and dad might have struggled to help."

When students talk about the benefits of studying while boarding they often mention how their grades went up, how they learned effective study skills, and how their time-management improved. What isn't often discussed is the emotional support boys receive from other students and from the boarding community. This is incredibly important, as the mental health of teens and pre-teens takes centre stage.

"Boys need to talk about their feelings," says Keith Ramon, Sifton Housemaster of seven years. "They need that support system, and in the end, they are better people for it. My door is always open."

If issues come up, as they sometimes do, these are life skills your son will take away from his experience. "Boarding is a partnership," explains Mr. Galajda. "We are not the place where you drop your son off and we solve all his problems; we are going to solve any issues that arise together."

When boys leave the gates of the College, they will have gained confidence, independence, and resiliency training, better equipping them to succeed in university.



"A lot of university students go off and they've never been away from home and it's a big adjustment period," explains Mr. Ramon. "Our boys just sail through and hit the ground running. It feels easy and comfortable, and gives them the advantage of feeling at home in a surrounding that's unfamiliar because they have already been through it."

The thing Mr. Galajda loves the most about boarding is the camaraderie among the boys, watching them laugh, and seeing them involved in nightly activities with Duty Masters. "Boarding is all about safe and happy kids," he says. "I know they are going to meet their best friends for life because it happens over and over again." <<

# FOOD GLORIOUS FOOD!



## IT'S A SPREAD

Say goodbye to packing lunches – we'll take care of all your son's nutritional needs while on campus. Our award-winning Food Services Department serves delicious fare, while promoting health and well-being and fostering a lifetime of good eating habits.

Day students are provided lunch daily in Cole Hall and are welcome to join their boarding friends for a healthy breakfast and/or dinner at no charge.

◀ Director of Food Services **Grace Wyvill** and her staff bring a family touch to Cole Hall



### *Sample lunch menu:*

- Rotisserie-style BBQ chicken
- 
- Coconut-crusted tilapia filets with a banana-citrus salsa
- 
- White and wild rice pilaf
- 
- Ginger, carrot, and apple soup
- 
- (Vegetarian) Roasted red pepper and artichoke quiche
- 
- Country fresh gourmet salads with an assorted sandwich bar
- 
- An assortment of fresh seasonal fruit



WE ASKED STUDENTS, FACULTY, AND OLD BOYS WHAT ADVICE THEY WOULD GIVE TO AN INCOMING STUDENT AND/OR PARENTS. THIS IS WHAT THEY SAID:

Help someone every day.  
– BRYCE, GRADE 9

*Be yourself.*  
– HENRY, GRADE 7

I can't imagine a place with more to choose from outside school hours, from string and jazz bands, to plays, to debating, and societies and clubs.  
– JOHN RICHARDSON,  
MIDDLE SCHOOL MUSIC TEACHER

Get to school on time.  
– TYSON, GRADE 9

Be kind, stay humble, and work hard.  
– HAYDEN, GRADE 8

*Don't game in class.*  
– VITO, GRADE 7

Don't lose your blazer.  
– MATTHEW, GRADE 7

When you have a bad day, remember the quote "yesterday is history, tomorrow's a mystery."  
– JORDAN, GRADE 8

Ask lots of questions.  
– ZAMAAN, GRADE 9

*Three words: Enjoy. Every Minute.*  
– PETER MCCLELLAND,  
CLASS OF 2002

Take advantage of every opportunity because before you know it grade 12 will be here.  
– WILLIAM, GRADE 11

Give it your all, even if you don't think it will be your best experience; you never know what you'll learn about yourself.  
– OLI, GRADE 12

*Don't be scared to try new things.*  
– LUCA, GRADE 12

Become the kind of person you want to become.  
– CAYNE, GRADE 12

This is the best investment you will ever make in your son's future.  
– GREG REID,  
ASSISTANT HEADMASTER,  
STUDENT LIFE & OPERATIONS

Have a positive attitude going into all new activities so you can enjoy them and excel at them.  
– ALEX, CLASS OF 2016

St. Andrew's is a people-first community. The development of the teacher is just as important as the development of the student.  
– KEITH RAMON,  
HOUSEMASTER AND TEACHER

Don't stress about getting a specific roommate, it will help you later.  
– COREY, GRADE 12

*Don't be late for Chapel.*  
– BECKETT, GRADE 6

Hakuna Matata, it will all be okay.  
– SABRINA D'ANGLEO,  
DIRECTOR OF THE MIDDLE SCHOOL

This is definitely not an ordinary place. You don't want to miss this experience.  
– ADAM, GRADE 10

The culture at St. Andrew's is the kind of culture you want your son to grow up in. It's realistic, it's emotional, it's academic, it's busy, it's athletic, and it's full of co-curriculars – this is a great incubation for boys.  
– MICHAEL PALUCH,  
ASSISTANT HEADMASTER,  
DIRECTOR OF ACADEMICS

Try something out of your comfort zone because that's how you improve.  
– JAMES, CLASS OF 2016

Be prepared to take risks and engage in as many possible things as you can because that's the real value of St. Andrew's.  
– COURTENAY SHRIMPTON,  
ASSISTANT HEADMASTER,  
HEAD OF UPPER SCHOOL,  
DIRECTOR OF STRATEGIC  
DEVELOPMENT

*Take risks.*  
– KIAN, GRADE 6

Don't forget your instrument.  
– ROY, GRADE 8



# THE HEAD'S UP

WITH KEVIN McHENRY

Having the closing word on a St. Andrew's College education could take many paths. I could discuss the merits of an all-boys school, emerging trends in academics, our exemplary teaching staff, world-class facilities, or our incredible breadth of co-curriculars. Instead, I think it is important to talk about the brotherhood which anchors this school, connecting each and every student and Old Boy.

I was travelling to London, England, on school business, when a man tapped my shoulder. "Are you an Old Boy?" he asked. "No," I said. "I'm the Headmaster." We ended up seated next to each other on the seven-hour flight. We found a multitude of topics to discuss, all because I was wearing my St. Andrew's ring. He had wonderful stories to share about his time at the School – the friends he had made, the good habits he had developed, the teachers who inspired him; the list goes on. I hear these stories all the time and they never cease to amaze.

St. Andrew's teaches and develops character, accountability, courage, integrity, creativity, respect, empathy, and resiliency. Our students go on to be doctors, lawyers, scientists, and entrepreneurs. The foundational values taught here connect all 6,000+ Old Boys in SAC's network, no matter where life takes them.

This brotherhood transcends class year and binds generations. The St. Andrew's brotherhood opens doors. Your son will find unwavering support from his fellow alumni and will in turn feel the same way about them or others he may never meet.

Our Old Boys span the world. Our net is cast far and wide and your son can count on these Andreans to provide advice, mentorship, and business connections as he finds his way through adulthood. And one day, not too far into the future, he will wake up and be the one providing advice and mentorship to recent grads, or run into an Old Boy in an airport thousands of miles from home. This group of extraordinary people will be there to help your son achieve his goals, wherever his passions lay.

Every year on graduation day, I wish our newest Old Boys luck; remind them that they are well-positioned for their future; and to always keep in touch. When I get notes or see them walking the campus years later, I always enjoy hearing where their exceptional SAC education has led them.

*K. M. Henry*



*Thank you for your interest in St. Andrew's College!*

For information on how to apply or to submit your online application, visit:  
[www.sac.on.ca/how-to-apply](http://www.sac.on.ca/how-to-apply)

Wondering how you can afford us? Please ask us about our scholarship and bursary offerings. We offer \$2.5 million yearly and growing in financial aid to qualified candidates.





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St. Andrew's College  
15800 Yonge Street  
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Canada



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