I have no doubt that this December edition of the ASA Newsletter will find many of you deeply ensconced in the myriad of end of year events that take place in schools, and no doubt looking fondly toward the summer holidays, which are just around the corner.
Planning

Since I last wrote, the ASA Management Committee has been hard at work planning for the year ahead and reviewing progress on our Strategic Plan. In particular, at our last face-to-face meeting in November, discussion centred on ASA’s next major project, which will support member schools and give a focus to our work. Some ideas shared at that meeting included leadership in faith-inspired schools, equipping and training chaplains and extending the work of the Indigenous project initiated a number of years ago.

It is pleasing to note that one of the action plans under the objective, ‘To strengthen collaboration and support for School Chaplains’, has come to fruition. ASA has entered into a relationship with the Cardiff Centre for Chaplaincy Studies, which will see Australian chaplains having the opportunity to study their Master in Theology course in Wales, Hong Kong or Australia.

Conference

Preparations for the 2015 ASA Conference in Canberra are progressing well. It has been very heartening to see that we have already received a large number of expressions of interest in attending the conference. I encourage all potential delegates to secure a position as soon as the conference brochure reaches your school early in 2015 and urge staff or Board Members, who have not previously attended an ASA conference, to come to Canberra in August. At this stage I can confirm that we have organised a very exciting array of speakers and presenters, who we hope will challenge ideas, evoke feelings and broaden our experiences.

The feedback from the Perth conference has been carefully considered by the Management Committee and overall, I am pleased to report that the conference was highly rated. Although a little varied, the speakers were given a very good rating, the services were well received and the social functions, particularly the dinner, were highly praised. We continue to monitor the success of our conferences and take on board comments and feedback. The ASA Management Committee has devised a set of guidelines that will give clear direction to future conference organising committees.

Building Relationships

One of the other action plans delineated in the Strategic Plan was for the ASA to explore and build relationships with other school networks, nationally and internationally. While this will be an ongoing goal, I am pleased to report that one New Zealand school, St Peter’s School in Cambridge, has taken out Associate Membership of ASA.

Appreciation

Our Management Committee is a hard working group of people associated with Anglican schools, who give up their spare time (if indeed they have any) to advance the cause of our schools. I am very grateful for the work they do and am appreciative of the extra efforts to which they go to develop, support and advocate on behalf of Anglican schools. One committee member, The Reverend Kim Cruickshank, has recently indicated her intention to step down from the role. We thank Kim for all the work she has done over the past three years and we are grateful for the support she has provided to the chaplains in our schools. We will be in a position to announce Kim’s replacement early next year.

Newsletter

This issue of ASA News features a number of articles from Queensland. Dr Paul Browning, Headmaster of St Paul’s School, Bald Hills, writes about an education that is worth having. A piece on St Paul’s annual outreach program to the Island of Santo in Vanuatu where the School supports three remote communities follows. The mission work of the Anglican Schools Commission in Southern Queensland is recognised as is Anglicare Southern Queensland’s recent #helpie fundraising campaign.

We also feature an article on Caulfield Grammar School’s (Victoria) student-driven community service program and one on All Saints’ College’s (Western Australia) community learning program.

I would also like to draw your attention to the short articles on Korowa Anglican Girls’ School’s (Victoria) Making A Difference project, which describes the assembling of 1000 Birthing Kits for shipping to Africa in support of Zonta International, and to St Mary’s Anglican Girls’ School’s (Western Australia) fundraising efforts for Anglicare.

On 3 December Mr Patrick Wallas, Headmaster of Queensland’s All Saints’ Anglican School launched Challenge and Choice: Australian Anglican Schools Today, a book by Ruth Edwards which deals with the vexed question of what makes an Anglican school Anglican. We are hoping to publish a review of the book in the March 2015 issue of ASA News. In the interim, we are delighted to publish an article by Ruth on why she wrote the book.

Finally, I hope you all have a happy and holy Christmas and I look forward to working with you all again in 2015.

Fiona Godfrey

Editor’s Note

Anglican Schools Australia invites principals, chaplains, teachers as well as chairs, governors and friends of Anglican schools to submit articles for publication in ASA News. We are particularly interested in publishing articles about school Religious Studies, Service Learning and Indigenous programs. Articles of approximately 1000 words in length, together with a selection of high quality digital images, are to be emailed to whillman@asc.wa.edu.au. Submissions are published at the discretion of the editor.

Main Photograph: Kindergarten Nativity Play, Radford College.

Front Cover: Nativity Scenes (L to R) Harry Smethurst, Liana Turner and a combined effort from Year 1 and 2 students at Cathedral College; Jenna Thornton, Year 1, Frederick Irwin Anglican School; Rachelle Bradfield, Year 1, Swan Valley Anglican Community School.

Back Cover: Christmas Pictures (L to R) Amelie Busemeyer, Year 1, John Septimus Roe Anglican Community School; Caleb Griffiths and Hadipri, Joginder, Year 1, John Waldstein Anglican Community School; Cohen Crosby, Year 2, Peter Carley Anglican Community School; Cherish Humphreys, Year 2, Georgiana Molloy Anglican School.
NEWS

SCHOOL APPOINTMENTS

PRINCIPALS

2015

Mr Peter Mould, Bishop Tyrrell Anglican College, Wallsend, New South Wales
Mr Craig Mansour, Macquarie Anglican Grammar School, Dubbo, New South Wales

Resignation

Mr Tim Grosser, Clarence Valley Anglican School, Grafton, New South Wales

CHAPLAINS

Appointment

The Reverend David Lord, St George’s Anglican Grammar School, Perth, Western Australia

Resignations

The Reverend Sally Buckley, Esperance Anglican Community School, Esperance, Western Australia
The Reverend David Lord, Peter Carnley Anglican Community School, Wellard, Western Australia
The Reverend Canon Richard Pengelley, Assistant Chaplain and Director of Service Learning, Christ Church Grammar School, Claremont, Western Australia

On Leave in 2015

The Reverend Canon Matthew Gray, The Hutchins School, Sandy Bay, Tasmania

Significant Milestones

Celebrated in 2014

25th Anniversary

John Wollaston Anglican Community School, Camillo, Western Australia
John Septimus Roe Anglican Community School, Mirrabooka and Beechboro, Western Australia

30th Anniversary

Trinity College, Gawler, South Australia

Canberra & Goulburn

Diocesan News

Archdeacon John Barnes has been appointed Chair of the Diocesan Schools Council in the Diocese of Canberra & Goulburn.

Mr Graham Willard, stepped down from the position of CEO of Canberra & Goulburn’s Diocesan Schools Council in August 2014.

Chaplaincy Development & Facilitation

As part of a diocesan chaplaincy development and facilitation plan, chaplains in the Canberra & Goulburn Diocese have been engaged in developing a relationship with a peer mentor. In the educational chaplain’s case, the peer mentor is a highly regarded educator and chaplain.

CIS Membership

The Hutchins School and St Michael’s Collegiate have recently become members of the Council of International Schools (CIS). As part of the accreditation process the schools were required to show that they were willing to undertake an external school improvement process. The visiting accreditation teams also took into consideration that the schools were vision driven and mission led whilst focusing on internationalism, cultural diversity and student learning.

‘As a global organization CIS helps schools access new international educational practices, gain recognition for accomplishments, attract qualified staff, facilitate student connections with leading universities around the world, and provide a quality international education experience to students and parents.’ (www.cis.org)

Message from the Primate

The Most Reverend Dr Philip L Freier

Anglican schools are an important part of the mission of the Church, bringing the Good News of Jesus Christ to thousands of students and families who might not learn about Christian faith. For many years I have been a regular attender at the annual ASA Conference and appreciative of all aspects of Anglican schools from the religious studies curriculum to the worship life and the social justice projects which schools take into the community.

Anglican Schools Australia has a crucial task to promote and celebrate the Christian and Anglican character of our schools. Representing the largest group of schools in the independent (non-Catholic) sector, it can also be a significant voice in dialogue with the federal Government at a time when school funding, educational disadvantage, curriculum and chaplaincy are major agenda items.

I warmly commend and support the work of Anglican Schools Australia.

Grace and peace in Christ Jesus

THIS PAGE: Fraser Coast Anglican College, Queensland.
New Dean of Perth

The Reverend Canon Richard Pengelley, Assistant Chaplain and Director of Service Learning and Leadership at Christ Church Grammar School, has been appointed Dean of Perth. He takes up this position next February.

The dual Olympian, who represented Australia in water polo at the Los Angeles (1984) and Seoul (1988) Olympics, is known for his focus on practical social justice and working with youth. At Christ Church he has led students on social service trips to remote indigenous communities, a Fijian orphanage and the Cambodian Children’s Fund in Phnom Penh.

In announcing the appointment The Archbishop of Perth, The Most Reverend Roger Herft AM, commented on Reverend Pengelley’s focus on disciplined prayer, inspiring worship and willingness to serve others. The Reverend Canon Kathy Barrett-Lennard described Mr Pengelley as “an energetic and visionary priest” with “a great heart for those who are so often forgotten and pushed to the margins of society”.

When questioned about his stance on gay rights, Reverend Pengelley said he would continue his predecessor, Dr John Shepherd’s, liberal approach. “I am completely in full support of full equality for people of all loving and committed sexual expressions.”

Opposed to a fundamentalist approach to religious faith, Richard Pengelley prefers the notion that the Bible has “the full expression of God’s relationship with humanity through history, poetry, symbolism and metaphor”. In his opinion science and religion don’t clash. “Science is what pulls things apart and asks how they work and religion is what puts things back together and asks what meaning they have, and you need both.”

One thing the new Dean of Perth does not want to give up is playing social water polo. “There is the fitness aspect, there is the social aspect and there is the conversation with society which is really important. And there is the complete lack of respect for me and putting me in my place.”

Christian Mission in Anglican Schools in Southern Queensland

Christian mission is beginning to blossom in Anglican Schools in Southern Queensland. “There are some exciting things happening,” asserts Stephen Harrison, the Anglican Schools Commission’s Director of Mission, “and I am fortunate enough to be able to play a small role encouraging them to happen.”

“I think there are three things driving growth in this area—our Vision Statement, our people and the commitment we have to working together.”

In 2009 after considerable consultation the Anglican Church Southern Queensland published its Vision Statement for Anglican Schools in the Diocese of Brisbane. This document painted a picture of how the Christian life of Anglican Schools might be lived through faith, vocation and service. In 2011 Stephen Harrison was appointed to work with schools, resourcing, supporting and guiding them in the implementation of the Vision Statement.

“In developing new initiatives the place we always start is with the Vision Statement,” Stephen says. “While it gives some clear examples of what might be done, it also provides space for creativity and imagination in responding to missional needs.”

This focus on the vision statement is producing some valuable resources and programs. The ASC has recently published Anglican Ethos in the Classroom (see page 10), which seeks to provide teachers with concrete ideas about how an Anglican Christian ethos might be expressed in the context of the classroom and interaction with students. It is based around a threefold model of personal modelling, student mentoring and culture building.

“The Ethos Statement talked about the provision of school staff who model the Christian life and ethos of the school and we needed to ask what it might look like and how we could help staff to do it,” said Mr Harrison. Currently the Anglican Schools Office and schools are working on developing a spiritual formation program for staff in Anglican schools. It has a particular focus on teachers. Stephen explained, “If we want teachers to ‘walk the talk’ we need to give them the resources to do it. This means helping them develop their own spiritual foundations as well as thinking about how it might be expressed appropriately in their own context.”

Stephen downplays his role in the development of these initiatives but acknowledges he has an important role in connecting people. “Those working in schools who have responsibilities for the Christian life of the school are generally eager to network with one another, share useful resources and be given whatever help and support they can get,” he said.

Community is the key, according to Stephen. “I think one of the critical factors in any success we are having is our commitment to work together and to share with one another. The chaplains in Brisbane have been doing this for a long time but over the last few years we have started to bring together religious educators and service people. It is exciting what is happening. While society in general might want to hold up independence as a virtue we are discovering that interdependence is far more powerful.”

In Southern Queensland, Anglican schools hold a range of relationships with the Diocese from those who are wholly owned to those that are independently incorporated. This has meant that relationships are at the core of schools’ unity and work together. “The relationship we have with each other cannot be taken for granted. People in schools need to have input into whatever it is we are developing. If they aren’t up on it, then they may be down on it,” Stephen said.

Stephen has a particular interest in the wider trends that are happening across Australia in relation to ministry and mission in Anglican schools. “I think we have only just begun to discuss what mission in an Anglican school looks like. New thinking and approaches are needed if we are to connect young people with the good news of God’s kingdom. This is what excites and motivates me.”

MAIN PHOTOGRAPH: Stephen Harrison.

INSET: Rev’d Gillian Moses, St Aidan’s Anglican Girls’ School; Rev’d Susan Crothers-Robertson, St John’s Anglican College; Stephen Harrison, Director of Mission, Anglican Schools Commission (Southern Queensland); and Ann McGuinness, Chaplain, All Saints’ Anglican School.
Anglican ethos in the classroom

An Anglican approach to education seeks to nurture all aspects of the person, facilitating their intellectual, physical, spiritual, emotional and social development.

Teachers in Anglican schools help to build Anglican ethos in the classroom by:

**Personal Modelling**
1. Showing a positive attitude towards Christian faith and life.
2. Participating in all aspects of the Christian life of the school and encouraging students to do the same.
3. Modelling reconciliation and forgiveness, especially in behaviour management.
4. Modelling civility and respect and encouraging students to show it.
5. Modelling and teaching servant leadership and providing students with opportunities to serve one another.
6. Providing all students with opportunities to use their gifts for the good of the community.
7. Identifying Christian values, encouraging their use and celebrating student examples.

**Culture Building**
11. Using symbols and imagery from the Christian faith and explaining their meaning.
12. Creating an environment that honours questions, pursues open inquiry and encourages deep thoughtfulness.
13. Seeking opportunities to explore connections between the Christian world-view and their subject areas.

**Student Mentoring**
6. Nurturing the individual spirituality of students.
7. Providing students with opportunities to participate in Christian ministry and service.

ascqld.org.au

ABOVE: St Aidan’s Anglican Girls School, Queensland

SAVE THE DATES
Chaplaincy Shadowing

Philip Goldsworthy

Philip Goldsworthy is the Director, Mission and Planning at the Anglican Schools Commission (Inc.) in Perth. He is also the Executive Officer of WAASA, the Western Australian Anglican Schools Association. Another of his roles is Coordinator of Anglican Schools Australia’s Chaplaincy Shadowing program, the purpose of which is to provide opportunities for chaplains to share experiences with one another; to become refreshed, re-energised and refocused; to be exposed to new ideas; and to develop a spiritual mentor/buddy with whom to ‘share the journey’.

Chaplaincy Shadowing follows in that wonderful stream of professional development where one person journeys alongside another, as the latter goes about their daily routine. As a former principal and executive staff member, I experienced this process through the Peer Assisted Leadership (PAL) program and it was one of the best professional developments I have ever encountered.

Shadowing enables a chaplain from one school to visit a colleague in another school for a week a year, and to reciprocate that visit in their own school. Each chaplain is encouraged to undertake this for three years, in three different schools, with three different chaplains.

And difference is one of the key characteristics of the ASA program in order for a person to gain new perspectives and insights. Being immersed for a week in a different school context, liturgical expression or theological understanding can encourage enormous professional growth, as well as develop a network of deep and lasting friendships. For if nothing else, shadowing must be built on establishing and maintaining trust with a ‘spiritual mentor/buddy with whom to share the journey’.

Anglican Schools Australia (ASA) has sponsored Chaplaincy Shadowing for more than seven years and in that time more than 55 chaplains in 44 schools across six states, and in one case, Singapore, have been involved in the program.

In 2014, a dozen chaplains came together for the Shadowing Workshop in Perth, prior to the annual ASA Conference. Here they learnt about the concept if it was their first involvement with shadowing, or shared their experiences for those already participating in the program.

Any chaplains in an Anglican school wishing to consider Chaplaincy Shadowing, are invited to look at the relevant section on the ASA website and/or to contact me in preparation for the 2015 pre-Conference Workshop in Canberra. May you journey well.
An Education Worth Having

Dr Paul Browning

Dr Paul Browning has been Headmaster of St Paul’s School, Bald Hills, Queensland, since mid-2008. Prior to that he was the founding Principal of Burgmann Anglican School in the ACT, a position he held for 10 years. Paul began his teaching career as a primary teacher at Gib Gate, an independent school in Mittagong, New South Wales. Paul says he loves the creativity of teaching. He especially enjoys the opportunity of designing new learning activities for young people to discover who they are and learn about the world in which they live. His hope is that St Paul’s students will realise their gifts. His commitment is to provide them with an education that is worth having.

What is an education worth having?

This is a question on the minds of educators around the globe. Combined with this fundamental question is the issue of student engagement, engagement with school and engagement in learning. International studies have revealed that a large percentage of school children are disengaged from learning because they don’t see the meaning or relevance.

St Paul’s School in North Brisbane (a Preschool to Year 12 school with 1450 students) has been carrying out a significant research project through its Centre for Research, Innovation and Future Development. Over the past six years the School’s strategic vision has been to be leaders in educational thinking and practice. This vision compelled the School to critically examine what it is doing to effectively prepare the young people in its care to become balanced global citizens with a heart for servant leadership.

This past year the School has embarked on a scenario planning process, imagining what the world of 2028 will be like when their Prep students reach Year 12. We have been asking ourselves the question, “How do we need to change to effectively prepare our students for a world that will be significantly different to today?”

The project has seen the School interview over 30 ‘remarkable’ people: people who are experts in economics, politics, religion, humanities, technology and education. The project gathered so much interest that we received involvement from four of the top five educational thinkers from across the globe including Professor Yong Zhao and Professor Pasi Sahlberg, who was the chief advisor to the Finnish Department of Education. Sahlberg played a chief role in seeing Finland rise to become one of the most envied education systems in the world. We have also spoken with Andrew Fuller and Michael Grose (leading psychologists and experts in adolescence) and Saul Eslake (one of Australia’s top economists).

From the stories we have heard and the research we have done, there is no doubt that the world of 2028 will be significantly different to what it is today. Al Gore in his book, The Future, states that we are entering a period of rapid change, like none other the world has seen before, even greater than the reformation or industrial revolution. Technology has and will drive much of that change. Borders have become blurred as people increasingly interact in a global community as well as a local one.

The delivery of tertiary education is being disrupted with the introduction of online courses that can be accessed for free by anyone, anywhere. There are even questions around the value of a tertiary accreditation. There is a massive shift in employment structures as companies break ‘middle class’ jobs into pieces and outsource them online to the lowest bidder, which usually means a person in China or India. There is comment that professional roles such as doctors, lawyers and accountants could be replaced by artificial intelligence by the year 2025.

We have seen in the last six years a massive decline
in the mining industry, on which Australia’s ‘world class’ economy was based. Opportunities are presenting themselves to strengthen our services industries, using these as primary exports rather than continually relying upon digging up the ground and selling it off.

Wearable technologies will soon infiltrate our personal space, gathering all sorts of data about each individual, challenging the whole notion of privacy. It is not unrealistic to imagine, with the advances in neuroscience and technology, an implant whereby knowledge and information is “downloaded” directly into our brain. Science fiction perhaps you say; it is already happening with cochlea implants and a “telepathy helmet” project the Pentagon is working on. These advancements, changes and uncertainties leave us wondering: What is an education worth having? What is the role of school in the development of a young person? How do we prepare young people for a world that is going to be significantly different when they leave school than it is today? How do we prepare balanced global citizens with a heart for servant leadership?

World leading neuroscientist, Dame Susan Greenfield, makes this statement: “In my view there are three essential factors often overlooked in current education, and certainly not necessarily inspired by the current cyber lifestyle:

- Firstly, to have a strong sense of one’s own individual identity (and to respect it in others);
- Secondly, to have a sense of individual fulfillment; and,
- Thirdly, to be useful to society.”

She goes on to say that there is something that ticks all three boxes: creativity.

St Paul’s School, like many other Anglican schools, is committed to focusing on these three areas. St Paul’s work and focus on the development of the whole child: spiritually, emotionally, socially, physically and academically through the provision of an excellent pastoral care program and innovative approaches to engaging students in learning embraces Greenfield’s notion of ‘creativity’. Our Service Learning program ensures that each young person has an outwards focus, experiencing “faith in action”. Each student has to give a set number of community service hours a year, ensuring that they, in the words of Greenfield, are being “useful to society”. The pinnacle of the School’s program is its annual outreach mission to the Island of Santo where the school supports three remote communities.

The School’s focus on supporting teachers to be the very best they can be for the benefit of the children in its care has been recognised both nationally and internationally. The most recent accolade was an invitation from the Bill and Melinda Gates Foundation to share its work with other educators at a global education Summit in Washington DC last month.

Recently the School was appointed as Design Hub for the Australian Institute of Teaching and School Leadership’s Learning Frontiers program, which focuses on the generation of innovative approaches to engaging young people in meaningful, rich and deep learning. At this stage, St Paul’s School is the only Queensland school to be appointed as a Design Hub because of its capacity and appetite for innovation and desire to genuinely engage young people in learning.

As St Paul’s School explores the challenges of a rapidly changing world we are committed to ensuring that we provide an education that is worth having; an education that will give young people the confidence to shape their own futures, that will provide them with hope, and will prepare them to make a meaningful and positive contribution to the communities in which they will live and work.

Organising a study tour?
We share your passion for learning and travel.

Whether it’s traveling for an industry engagement or with students on an overseas trip-of-a-lifetime, travel is surely one of the most exciting parts of school life. As the preferred travel partner for the Anglican Schools Australia, we’re excited to share the wide range of benefits with your school including access to:

- Travel Consultants who are passionate about academic travel and provide extensive destination advice and arrange visas, insurance, passports and foreign currency requirements.
- Campus Travel Groups, our specialist groups team offers expert advice and assistance with study, sporting, language, arts and international exchange student programs.
- The exclusive ASA Qantas deal for significant savings across all classes.
- Specifically negotiated academic airline discounts for international travel.
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- Consolidated travel expenditure reporting and analysis to negotiate even better rates.

We’re also open for business 24/7, with our Australia-based team ready to help you with bookings, changes and support anytime, every day of the year.

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Anglican Schools Australia
Serving in Vanuatu

The pinnacle of St Paul’s School’s (Queensland) Service Learning program is the annual outreach trip to Vanuatu. Students who go spend months preparing lessons to teach in the primary school at Lorevilko. They return with a completely different outlook on life. Many students change their thinking in terms of their career plans, realising that life is far more than just what they can get out of it; for in giving you receive far more.

Over the past four years St Paul’s has been supporting the village of Lorevilko on the island of Santo. Through the generous support of our community, a number of communities on the island now have a permanent water source, access to a health clinic, as well as solar lighting. More recently, we have supported the construction of a new Kindergarten classroom in Lorevilko.

The following comments from students demonstrate what they learn during their time on the island.

“I’m loving the culture shock over here. It’s almost like we come from different worlds yet I find that some things remind me of home. Today we had the opening of the Rural Training Centre, which is like a Home Ec room and a new Kindergarten. The service was similar to the one at school when the science building was opened. I took a glance into the Home Ec rooms and there was nothing but an empty room. Thinking about how many resources and facilities we have in our Home Ec rooms at St Paul’s, makes me realise the contrast of their education to ours. But they still come to every class, everyday smiling and ready to learn.”

Eleïna Antoniou

“The village had prepared food for us and we tried the local island’s delicacies. It wasn’t until after lunch, as Rev’d Mark was showing us the teachers’ houses, that he informed us that the village had no more food as they had given it to us to eat. If I had known that beforehand there was no way I would have eaten as I knew I would have a lovely dinner waiting at the hotel. These people are so generous. They have so little yet they are so happy with smiles continuously on their faces. It made me stop and think about how lucky I am and how perspectives change everything.”

Hannah Mitchell

“Today was the first day we visited Lorevilko Village and it was such a wonderful time getting to know all of the children we will be teaching over the next five days. After the welcoming ceremony, I was led to the classroom by the sweetest young girl named Sylvie. We all had some time to get to know each other and I played a very fast, fun game of volleyball with some older girls in the school. Once we had eaten the food they made for us we had some lessons with the children and then made our way back to our makeshift home.”

Madeleine Gray

“I can’t imagine my life without the experiences I’ve had in Vanuatu over the last two years and the friendships I’ve made. The trip, for me, is all about a group of St Paul’s students venturing to Vanuatu to spend time in multiple villages to teach and interact with the community to form bonds between the villages we visit and St Paul’s. This trip has truly opened my eyes to the reality of how some people live and my ability to do what I can to help. It has been incredible to not only see the transformation of the St Paul’s students who attend but also the Vanuatu students we visit. I have seen the confidence of both schools grow enormously over the last two years. Long after I forget the things I read in textbooks at school, I will remember and be imbued with the values that St Paul’s Outreach program has instilled in me. I have come to realise that the most important thing St Paul’s has taught me is that although academic success is important, it is just as important to truly discover myself as an individual and my purpose by connecting to the community, nature and humanitarian values. I have come to see that there are things so much bigger than myself and that I truly want to make a difference in the world and know that I have changed another person’s life for the better. The Vanuatu Outreach trip has come to shape my life aspirations and even my career goals.”

Lauren Davies

Being a leader is hard, but leading is harder. Yes, there is a difference and it requires someone of superb strength to command both. Today I learnt that to lead requires something else; respect. To lead doesn’t just require respect for your peers, but of yourself and often this is hard to earn. Did you do well enough? Did you do your best? Are you happy with yourself? And these questions are the most critical of all. Rather than ‘command’ respect the correct word is ‘earn’, and this is true for the people being led and yourself as leader. Respect for yourself and others helps make you a person people can look up to, a true leader. Through the experiences I’ve learnt here in Vanuatu, I have gained this knowledge. Meet me in another week and I’ll be a different man.”

Alexander Palmer

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Lauren Davies
#helpie – A Helping Selfie

Margaret Maccoll

The popularity of the selfie photo was tapped into when Anglicare Southern Queensland launched its #helpie fundraising campaign. #helpie was a month-long campaign undertaken in October in which participants performed kind deeds for others, and snapped a selfie of themselves performing those acts of kindness. Students at The Springfield Anglican College put in a whole of college effort toward raising money for Anglicare through the #helpie campaign. Friends and family were enlisted by the participants to sponsor them as they performed their kind deeds to raise funds for homeless women and children, foster care and mental health.

College Head of Student Services, Richard Clark, said each year the Year 9 students were tasked with completing a project as part of The Right Journey program that was “responsible and respectful”. The class year of about 90 students were given full responsibility of the school’s participation in #helpie and chose to fundraise with a free dress day, sausage sizzle and cake stall. The event was a great success, raising $1225, increasing awareness of homelessness and disadvantaged people and involving students, staff, family and friends.

“They enjoyed the concept itself, they enjoyed planning it and they enjoyed the way in which the whole school got behind it,” Mr Clark said.

College Chaplain, The Reverend Chris Boyce, Mr Clark and Head of Middle School, Graham Swinton, threw themselves into the event as did other Anglicare Southern Queensland clergy and staff in many and varied ways.

The Right Reverend Geoff Smith conducted a 20km walk around the streets of Brisbane’s CBD. Community Services Commissioner, Rob Freeman, performed a singing #helpie. Mr Freeman said he’d always been happy to lead a round of Happy Birthday when the occasion arose, until someone told him his pitch was less than perfect. Not to be thwarted, he took up singing lessons with no less than former Ten Tenor, Greg Moore. Eighteen months on, the staunch Anglicare supporter used his newfound talent to sing at St John’s Home for Men to raise money for #helpie.

Executive Director of Anglican Schools Commission, Sherrill Molloy, raised money while boosting the wardrobes of other women by raiding her own. Several bags of clothes and shoes were donated to St Mary’s women’s hostel.

Marketing and Fundraising Director, Heidi Monsour, distributed her most treasured books in selected places around the city, leaving them where others may find them with notes asking they enjoy them as much as she had, why she was doing it and how to donate.

“I left a collection of Roald Dahl books at the Royal Children’s Hospital, my childhood book Little Women at Stafford Cinemas and at Friday’s (Riverside) I left Girls Night In,” she said.

“For at least 80 per cent of the books I received an anonymous donation on my fundraising page and I honestly believe they were from the people who found them.” One of them was for $1000.

The campaign ran for 31 days, had 34 #helpie heroes fundraising and raised more than $12,500.

Ms Monsour said #helpie would definitely become an annual event for Anglicare Southern Queensland.

“We live in a society where people either aren’t sure or are too shy to just do acts of kindness so next year we’re looking at advising them or guiding them on what acts of kindness they can do,” she said.
Students Drive Community Service at Caulfield
Reverend Andrew P Syme

The Reverend Andrew P Syme, Principal of Melbourne’s Caulfield Grammar School, writes about the School’s student-driven Community Service program.

Quality learning experiences are a key feature of Caulfield Grammar School in Melbourne. From the school’s internationalism program in China, to its sport program with specialist coaches and its professional development program for teachers, the School has been prepared to break from the mold and develop new approaches to improve the learning, and the learning experiences, for its students.

Much of what Caulfield Grammar School has achieved stems from a strong alignment between the School’s mission, vision and values. Providing quality learning every day, in every experience for all students, while cultivating a passion in and for life sees students immersed in a range of community service projects. Many of these projects have come about as a reflection on the School’s commitment to its Anglican tradition.

For many years Caulfield Grammar School has been a leading fundraiser for various good causes. In 2013 students raised over $93,000 for over thirty community service projects. And of note, all of this student initiated.

What is the foundation for this level of student engagement? A major element is the Year 9 program where students are encouraged to see stronger connections between their formal education and the wider global community. Our Learning Journeys subject is an extended, multi-disciplinary unit of work that has strong links to our local community.

A significant part of Learning Journeys is the Choice Journey, where students select an area of interest to them and decide on an individual learning journey to pursue: setting goals, planning, researching, managing time and solving problems. Following the death of one student’s father to a stroke earlier this year, this Year 9 student elected to create a fundraising event for the National Stroke Foundation. Event management, commitment, fund-raising and communication were just some of the outcomes for the student, as well as contributing to her healing process.

Community service is as well considered at Caulfield Grammar as any other of its learning programs. Staff apply for the position of Community Service Coordinator and bring their passion and experience to this role. But they also bring their experience of formative practice to the role. Staff have set-up the structures for students to be deeply involved in community service and therefore provide a more meaningful program for students.

The Community Service Coordinators allow the students to tackle the issues of deciding which charities to support, how they will support them and leading those activities.

For more information on Caulfield’s Community Service program visit our website at: www.caulfieldgs.vic.edu.au.

Students are involved in leadership training, which includes a formal Leadership Conference before they elect to join the Community Service Committee. Here, the elected Community Service Captains work to set the direction for the committee, and in 2014 they elected to support children in need. Students plan their activities and elect student ambassadors for the many projects undertaken.

Our student-led Community Service Committees choose to support a number of worthy causes, some of which are listed below.

**Caulfield Supports**
- APS Foundation
- Ardoch Youth Foundation
- Beyond Blue
- Butterfly Foundation
- Clontarf Foundation
- Humanitis Foundation
- Leukaemia Foundation
- Ovarian Cancer Research Foundation
- Red Cross
- Royal Children’s Good Friday Appeal
- Very Special Kids
- World Vision Australia
Making a Difference

Every year senior school students at Korowa Anglican Girls’ School in Glen Iris, Victoria, participate in a Make a Difference project as part of the School’s social service program. Each year level from Year 6 to Year 12 takes up a cause or an issue and either takes action to support the cause or chooses to raise awareness about the issue within the school community. Projects range from promoting acceptance of diversity in the community to assisting disadvantaged children by collecting used toys.

In mid-October Year 12 Tutor Captains Katherine Latorcai, Sophie Cashin, Antonia Horafiaris and Moriah Russo completed their most ambitious Make a Difference project to date as they led their families, friends and members of the school community in assembling around 1000 Birthing Kits. They ran out of supplies on the day so some Year 11 girls volunteered to assemble the remaining kits when the stocks were replenished.

The kits are simple to use and effective, especially in reducing infection, for women who give birth at home in some of the most remote areas of the world.

Ms Janine Waite-Cole, Deputy Principal Student Wellbeing, coordinated the project. She said: “The assembling of the Birthing Kits has been in support of Zonta International. Zonta provides the necessary supplies to assist women in developing countries to have a clean and safe birth. Our girls assembled the kits and prepared them for shipping to Africa. This develops the girls’ awareness of the importance of contribution and service to others less fortunate while also providing an opportunity to connect with each other as they chatted and listened to music as they assembled the kits. A stronger sense of community has come out of this activity and the girls are very proud of their contribution.”

Along with the effort required to prepare and pack each kit, Korowa will further support the distribution of birthing kits by contributing to the cost of transporting them to Africa.

Contents of a Birthing Kit

- 1m x 1m plastic sheet for the mother to lie on
- A piece of soap
- 2 gloves
- 3 gauze squares
- 3 cord ties or 2 clamps
- Sterile scalpel blade
Community Service plays a significant role in the life of students at St Mary’s Anglican Girls’ School in Karrinyup, Western Australia. All girls are involved, with students in Years 10 and 11 being required to complete a minimum of 20 hours of service to the community. The program aims to develop values and skills, and an understanding of the importance of supporting local communities. Girls undertake activities in their personal time and also at school.

Anglicare WA is high on the list of organisations St Mary’s supports. Chaplain, The Reverend Geraldine Nixon, compiled this short article on this year’s fundraising efforts for Anglicare.

St Mary’s Junior School has two fund raising events a year for Anglicare, one in Winter and one for Christmas. Their efforts are a combination of raising money and collecting food and gifts at Christmas for families who Anglicare are helping through difficult times.

In the Senior School St Mary’s is part of the Anglicare Ambassadors program which aims to generate awareness and fundraising in Anglican Schools for Anglicare. The St Mary’s group meets with Ambassadors from other schools to share ideas on how we can raise awareness of the work of Anglicare and to encourage our Schools to support our own local agency which is the largest welfare provider in Western Australia. The focus for schools in 2014 was Street Connect a program which aims to make connections with marginalized young people who gather regularly in public places and engage them in positive life changes.

Lara Bradbury a Year 10 Anglicare Ambassador writes about St Mary’s response to this aspect of Anglicare’s work.

"On Friday 12 September at 7.30pm, more than 100 Year 10s gathered in the library undercroft to participate in the ‘Year 10 Sleep-out’. This event raises awareness of youth homelessness in Western Australia.

Participants slept in sleeping bags on the brick paving or on cardboard boxes. The purpose of the Sleep-out was to raise money for Anglicare’s Street Connect program, which aims to reduce the time homeless young people have to spend on the streets.

Prior to this event, the Year 10 Anglicare Ambassadors organised the collection of sanitary items such as toothpaste, baby wipes and band-aids, which were then made into hygiene packs. These packs were presented to Esben Kaas-Sorensen, who works on the Street Connect bus in Perth’s inner city nearly every day.

Mr Kaas-Sorensen spoke about the challenges, both mental and physical, that homeless youth face every day. These young people have left or been forced to leave home due to abuse, mental illness, neglect or family breakdown. In 2010, the Youth Affairs Council of WA stated that around 40 per cent of homeless young people suffered from mental health problems.

The Street Connect bus provides informal counselling, referral to other helpful services, advocacy, crisis intervention and follow-up support for these people. Street Connect receives little funding from the government; therefore it is important for us to support it and the young people for whom it cares.

We raised more than $5000 for Street Connect and this is the second year the Sleep-out has run, and it will definitely continue in the future. The night was an opportunity to reflect on how lucky most of us are, and the need to support those in more difficult circumstances."
Djaaliny
All Saints’ College Community Learning Program

Community Relations staff at All Saints’ College, in Willetton, Western Australia write about the College’s 2014 community learning program.

DJAALINY is a Noongar word that means the flame: it is also the name of All Saints’ College’s community learning program.

For All Saints’, Djaaliny is about the flame that sparks learning, that sparks a sense of community and partnership, as we come together in our important roles as the parents and educators of the young people in our care.

In 2014, the College hosted a number of successful Djaaliny sessions focusing on a range of topics including cybersafety, alcohol and risk-taking, self-leadership and the power of positive parenting.

Author, educator, vparenting and resilience specialist, Maggie Dent, commenced the 2014 Djaaliny program. Her seminar - ‘Boys, Boys, Boys’ - was positively received by more than 400 parents in the College’s Centre for Performing Arts (CPA).

A fortnight later, parents gathered once again in the CPA to hear internationally-acclaimed speaker, Gary De Rodriguez. Direct from the USA, Gary spoke about ‘self-leadership’ and how parents can assist children in becoming empowered young adults.

Anglicare WA generously sponsored two seminars in April and May: ‘Languages of love and children’ and ‘Raising emotionally resilient children’. These were presented in the College Chapel by Relationship Education Coordinator, Joy Hartig, and Early Childhood specialist, Jean Retchner.

Year 11 students engaged in a ‘Day of Hope’ with Glen Gerreyn. Glen shared with students how a promising career in athletics took a dramatic turn for the worst when, at age 18, he was diagnosed with a debilitating condition that required him to reassess his life and goals. This all-day workshop allowed All Saints’ students to think deeply about who they are and what their future may look like.

College Counsellor, Mr Jules Weeks, hosted Positive Parenting Program Sessions. Popular with Junior School parents, these workshops focused on positive parenting and how best to raise confident, competent and resilient children.

Former WA police officer, Paul Litherland, exposed the potential pitfalls of social media with his session, ‘Surf Online Safe’. Paul offered advice to our students on how they can better protect themselves online. Paul also offered tips for parents about keeping their children safe online.

Clinical psychologist, Andrew Fuller, spoke with students and parents about wellbeing and resilience, and Susan McLean focused on Cyber Safety, bringing real life experiences to the stage as she drew on actual cases and examples.

Azim Khamisa and Ples Felix shared their personal story that saw the loss of Azim’s son at the hands of Ples’ grandson, reminding us that there are victims at both ends of a gun. Following the tragic loss of Azim’s son, the Tarja Khamisa Foundation emerged – an organisation committed to the power of forgiveness. Azim and Khamisa delivered a powerful presentation to Year 9 and 10 students, giving them plenty to think about as they considered how making the right choices can impact their lives and the lives of those close to them.

Djaaliny is a commitment of the College and we are pleased to commit our funds to an interesting and thought-provoking program of speakers.

However, we couldn’t do this on our own - we couldn’t present Djaaliny without the support of our community, and so we thank our P&F, our Old Saints and the College Foundation for their generous support of our program.

Reflections

Can’t miss any! They have all been so good!

Parent

I believe that each of the Djaaliny presentations has something to offer the College community. If you choose a topic that is age-appropriate for your child, there will always be at least one new idea, thought or talking point to come out of it.

Parent

Glen told us our dreams would never be impossible if we worked hard to get there. We have all benefited from the seminar so much, and we would like to thank Glen for coming to All Saints’ College and presenting his inspiring story and seminar.

Katelyn (Year 11)

I had the privilege of hearing Paul Dillon speak on ‘Young people, alcohol and risk taking’. As a father of a 13-year-old, it was a very challenging yet encouraging talk. I left feeling supported as a Dad and informed as to what life could be like with my son and his friends in the coming years. Paul spoke in plain language, yet drew heavily upon research. He was blunt, yet compassionate...

Thanks ASC for putting on this powerful event and giving me more tools to parent effectively.

Parent
My fellow Anglicans, friends all, it is indeed a delight to have this opportunity to say a few words on such an auspicious occasion and my tendency to ramble will be tempered by a specific request to introduce to you Dr Ruth Edwards’ recently published and entirely excellent book, Challenge & Choice: Australian Anglican Schools Today. It is a gem of a read and further evidence in my view of what can only be described as a renaissance in Anglicanism in recent years. This renaissance has been given a fillip, indeed such is the abundance of God’s grace I should more accurately say two Phillips, by the quality of the leadership in our beloved church, which, in the true spirit of Anglicanism, has encouraged lively and invigorating debate about our church and its evolving relevance in the post-post-modern world. I hope Dr Edwards will excuse me if I refer to her as Ruth for the purposes of this introduction, since it is just that much easier to say ‘Ruth’s book’ than ‘Dr Edwards’s book’.

If I am honest I approached ‘Challenge & Choice’ with some trepidation. It arrived on my desk at a busy time of year, I didn’t feel particularly drawn to it, yet I mean it to be another of those ‘Here’s what’s wrong with Anglican Schools’ books that can be rather dispiriting to those of us entrusted with their care. Yet from the outset I found Ruth’s book thoroughly engaging, thought provoking, intelligent and beautifully written. It possesses a clarity so often lacking in didactic texts and refreshingly, it certainly doesn’t pull any punches when it comes to critiquing current practices. Mercifully too, it offers practical, achievable solutions to some of the angst and obfuscation surrounding the familiar question of what role Anglican schools might play in modern society.

The premise of Ruth’s book is that the historical role played by the Church of England following the Acts of Supremacy and Uniformity in 1559, together referred to as “The Elizabethan Settlement” has become anachronistic in an increasingly secular world. These early chapters brought to mind the extraordinary address given by C S Lewis upon accepting the newly coined Chair of Medieval and Renaissance History at Cambridge. Entitled ‘De Descriptione Temporum’, Lewis used the occasion to question the somewhat artificial terms we use to divide history into neat periods and suggests that there have really only been three significant periods in history – pagan, Christian and post-Christian. He further suggests that the pagan and Christian periods had far more in common with each other than either of them do with the post-Christian era. If you take the time to Google and then read the address it will honestly make your hair stand on end with its eloquence and wisdom.

Ruth makes the point that, and I quote: “The Elizabethan Settlement united church and state under the presumption that all English people belonged to this church and no other. One prayer book, the Book of Common Prayer … was imposed as the only permissible form of public worship. It is still the authorised standard of worship and doctrine for the Anglican Church of Australia.”

The Church of England, then, was established with a dual identity as both a state church, involved in the social and political world and as a spiritual institution. This symbiosis between the social and the spiritual world, Ruth suggests, might work in a society with a common and united faith tradition, but is less suitable to a secular, diverse and essentially materialistic society like modern day Australia. The resulting confusion, she believes, is felt particularly acutely in Anglican schools, too many of which have subsumed their spiritual, Christian responsibilities under the more urgent societal demands that emanate from their increasing reputation, success and status in a market-driven environment. She provides numerous anecdotes from her research and interviews undertaken in particular Anglican schools, which together speak of a lack of definition and/or focus when it comes to our schools living an overtly Anglican, Christian and spiritual vision. Few of us would argue, I believe, with the tension we feel in serving two masters – the Church and the society in which that increasingly silenced and overlooked church operates. Most of us will have been accused in our time of being ‘too religious’, most of us will have faced that dilemma in the final interviews between the good teacher and practising Christian against the superb teacher of no known religious affiliation (and most of us, I suspect, will have gone for the superb teacher); most of us will have felt the tension that exists between making our chapel services accessible to our students without watering down the liturgy too much (I had a conversation with Ann, our Chaplain last week, in which I expressed my concern that our students were ‘chapelled’, but not churched); and many of us will have School Boards where the Christian perspective is at best an occasional visitor. I can’t tell you how blessed I feel to have a Chair of School Council who lives out his deep and abiding love of Christ on a daily basis and who brings that love to any table at which he is invited to sit. His influence is felt throughout our community and certainly inspires and allows me as Headmaster to declare my own faith wherever and whenever I choose.

Which leads me, in this ridiculously short summary of what is a complex and fascinating contribution to the Anglican discourse, to Ruth’s vision of a way forward for our schools. The secret, she suggests, (and again I quote) is for schools to find ways of ‘integrating their Christian and social identities in the service of the young people who fill their classrooms, not allowing their Christian identity to be conformed to the secularism around them.’

Her conclusion lists twelve ways in which Anglican schools can strive to fulfill their potential based upon her experience of how the best Anglican schools manage to do this. Previously she highlights the importance of the selection of Board members, the selection of the Principal and of staff, the seminal importance of choosing the right Chaplain (thank you Lord) and the vital importance of foregrounding their Christian principles in our Vision and Mission statements. There is a somewhat chilling Appendix at the end of her book which highlights ‘best’ and ‘worst’ practices in Anglican schools, which I intend to bring as a discussion document to both the School Board and the Executive staff of All Saints. Anyone involved in Anglican education, which I assume is just about all of us, should not only read this book, but read it...
in that considered and reflective way that is likely to lead to positive action. It will certainly be a catalyst for positive change at All Saints and I am deeply indebted to Dr Ruth Edwards for contributing in such a powerful, succinct and pragmatic way to a discourse which I trust and hope will, in that exquisitely beautiful tradition of the church I love, continue unabated for as long as ‘men can breathe and eyes can see’.

THE AUTHOR’S REFLECTION

The challenge for those of us who are Anglican is that we don’t quite know what being Anglican actually means. We usually know what it does not mean: we’re not RC, although we respect them; we’re not happy clappy; although at times we envy their popularity; we’re not disorganised and informal although we don’t want to be branded stuffy; we’re not radical, although we certainly want our schools to be designated innovative.

As I have reflected on my personal Anglican affiliation, especially at moments of frustration, I have often experienced battlefront in trying to define what keeps me Anglican and what I value about it.

During the early 1990s I exercised a role as honorary publicity co-ordinator for the Campbelltown Anglican schools on the western fringes of Sydney. Having just emerged from a stint of intensive parenting, I took on this educational role with enthusiasm, talking extensively with teachers about newsworthy events. Among other things I asked what was Christian about Anglican schools. Having enjoyed an organisational and management course in the Masters degree, I built on it to do some field study research on change management and leadership in schools. Once again I was talking with teachers, this time about internal school factors that drove innovation. Already, although I didn’t quite formulate it like this, I was halfway to studying school culture. So it was a natural step to combine my interest in Anglican schools with organisational studies when I commenced doctoral research.

I decided to try and determine what were the distinctive characteristics of Anglican schools. I was surprised in initial interviews. Unlike interviewees on newsworthy events or innovative practices, teachers did not really identify anything Anglican in their daily school life. Indeed, even their understanding of religion was vague. Almost universally it went no further than a belief that Christianity endorsed kindness and pastoral care, and that Anglicanism was expressed in the Anglican liturgies of chapel services. The Anglican identity of their schools appeared peripheral to the actual day-to-day culture teachers experienced.

Yet I had a sense from my own diverse experiences across different sectors that there was something in common, something at the implicit, unexpressed level which determines culture. Intentional reading about Anglicanism, especially the works of Bruce Kaye, plus my background affinity with the Elizabethan church gained through a delightful course in the first year of my Bachelor’s degree long before, started to bring some shape into the swirling fogginess surrounding Anglicanism in schools.

Observations, readings and interviews became increasingly focused and initial theories were reshaped and sharpened. I recognised patterns that matched what I was reading about Anglicanism. I found that Anglican schools repeatedly showed multiple tensions, especially around their religious identity. I realised that, in fact, they had two identities, one social and one spiritual, but that these were neither harmonised nor articulated, but operated in dissontant combinations, leading to contradictions and confusion.

I started to be able to explain what was going on in Anglican schools formally in seminars and informally in conversations. When I did so, I found that people were interested and often enlightened. At ASA conferences the question of what makes an Anglican school Anglican has been often implicit and occasionally explicit, but no satisfactory answers appear to have been given. Speakers from overseas could only partially relate to Anglican schools in Australia, while many discussions were more about what should happen rather than considering what really does happen or why the goals set by inspirational speakers meet barriers. Moreover, parents and church people to whom I spoke either had idealistic hopes or sad disillusionment with their schools, and were interested to hear my explanations. Church leaders kept talking as if schools were the answer to the declining numbers in their parishes, so I felt that a more realistic assessment might be necessary before they poured too many finances into enterprises motivated by dreams rather than data.

And so this book was born. A doctoral thesis is one genre, and of interest to academics and ambitious school leaders; but Challenge and Choice is deliberately aimed at the non-specialist. It tries to inform the general reader, whether parent, teacher, school governor or Anglican parishioner, about what has shaped Anglicanism in schools and what options Anglican schools can take in expressing this heritage. It also aims to challenge those who influence Anglican schools – school leaders, bishops, electing bodies and governing councils.

Anglican schools do many things well. But they have not, on the whole, made a good job of transitioning their inherited Anglican religious identity into the contemporary secular pluralist world. We as educators identified with Anglican schools need to be clear what it is we offer which is different – and better! – than other independent schools. We need to be able to link this to our Anglican heritage.

I do not believe Anglican schools can go on presenting an attenuated version of Christianity without becoming misleadingly hypocritical to their unreligious clients. And equally I do not believe they can develop well-educated young people on any other basis than Christianity’s absolute values of truth, justice and love. These values are grounded in the Christian metaphysic which simultaneously both faces the reality of flawed humanity and also declares each person’s inherent worth through being made in God’s Image.

Anglicans should be promoting good education and thoughtful, well-informed faith as a total package. The best Anglican schools facilitate future Australian and global citizens to think independently, to engage in the important public debates and issues of their times, to be balanced, to respect others and to stand for what is true and humane and not be captive to what is expedient or popular.

The best Anglican schools do not indoctrinate. Rather, they enable students to understand and respect religious ways of being, to recognise the critical role Christianity has played in forming the values and standards of our society and to confront the claims of Jesus Christ that he is uniquely God and that he invites people to find personal coherence, meaning and forgiveness by trusting and following him.

In short, as Christians we are obliged to offer our students the prospect of hope. To do that Anglicans need to make informed choices about what sort of schools they want to run. To present such information and to engender that hope is ultimately what Challenge and Choice is about.

I wrote this book to encourage conversations in schools and churches about how Anglican schools can be both genuinely Christian and also genuinely educational through being authentically Anglican.

To engage with me in these issues or to order a copy of Challenge and Choice, email redw7191@uni.sydney.edu.au.
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