President’s Message

Centenary of ANZAC Day

When the Anzacs leapt from their boats into the carnage of Gallipoli 100 years ago, many were of a similar age to our students. I am sure this fact gave many of us a reason to reflect as we prepared to commemorate Anzac Day with our school communities. I know services to mark Anzac Day were held at Anglican schools right around the country, from the capital cities, to regional centres.
FORWARD

gather together in Canberra, as the name is derived from the original owners of the land, the Ngannawal people, and translates to mean ‘meeting place’. We believe the perfectly positioned Realm Hotel will provide a venue that allows for a variety of experiences over the course of the two days. We will hear from inspirational speakers, listen to the voices of our students, be entertained and have opportunities to be involved in individual and group worship. The list of speakers is impressive and includes Rufus Black, Stephen Harrison, Nick Farr-Jones, Dan Haesler, Bishop Stephen Pickard and Annabel Crabb. With a slightly different format to that of recent conferences, we are confident that the thematic approach to the sessions will appeal to all delegates.

The conference will also allow delegates to see some of the culturally significant sights of Canberra. The Welcome Reception will be held at the National Portrait Gallery and the conference will conclude with the Conference Dinner, at the breathtakingly beautiful Great Hall of Parliament House. Post-conference attractions include Questacon, the High Court, the National Museum of Australia, the National Gallery of Australia and the Australian War Memorial.

If you have not already done so, I strongly recommend that you register for the 2015 ASA Conference Emergence: Transforming the World Through Faith and Education to be staged from the 6 - 8 August. We look forward to welcoming you to Canberra!

2015 ASA Annual General Meeting

As is customary, the 2015 ASA Annual General Meeting (AGM) will take place prior to lunch on the first day of the conference. Regular attendees at these meetings would be aware that two of the most pressing agenda items are the passing of the budget and the election of the President and/or President Elect.

One of the key outcomes of last year’s AGM, was that ASA would aim to be self-sufficient in terms of funding by 2020. At that meeting the membership agreed that the annual budget for 2015 and each year to 2020 would include a 20% increase in subscriptions. Hence ASA subscriptions will rise by 20% in 2016. I note that our membership fees are modest when compared to other school associations. It was also discussed and agreed that fees from subscriptions need to be at a level that will make the organisation sustainable.

At the August AGM, I will end my tenure as President of ASA. Given that Mr Garth Wynne, who was the President Elect, reluctantly resigned from the Management Committee at the end of last year, we will need to propose candidates to take on the roles of President and President Elect. The ASA Constitution allows for this situation. The

Management Committee will be endorsing the Acting President Elect. Mr Jim Laussen, to take on the President’s role. Jim, who is the Principal of Ovemewton Anglican Community College in Kelior Victoria and the Victorian representative on the Management Committee, was appointed into the Acting role at the February meeting of the ASA Management Committee. We are very confident that, if elected by the membership, Jim will do an excellent job in leading ASA over the next two years.

The Management Committee will also be proposing to the membership that Dr Mark Sly takes on the President Elect’s role. Mark is currently the Foundation Principal of Coomera Anglican College, Queensland, a role he has held since mid-1996. He is also Chair of the Queensland Anglican Heads Advisory Committee, a member of the Anglican Schools Commission and is the Queensland representative on the ASA Management Committee.

Unfortunately Mark will be on sabbatical overseas whilst the ASA conference is being conducted. Given his inability to address the audience at the AGM, Mark has forwarded the following comment: “I am very much aware of the importance of the community of Anglican schools across Australia. While our schools are all different, they are connected in a significant way by our membership of the Anglican Church of Australia. It is good for our staff, students and families to understand that connection which unites us all despite our individual school differences. Anglican Schools Australia supports our schools through fellowship, common language and collegiality. I am delighted to be involved in this organisation.”

And Finally ...

Given this will be my last contribution as President of ASA to our Newsletter, I would like to thank all members for their ongoing support of our conferences and the other activities ASA has been involved in over the past two years. It has been a great honour to serve you. I would also like to thank the Management Committee for their assiduous support, particularly in terms of their information gathering, attendance at meetings and willingness to take on jobs. I would however, like to single out our Executive Officer, The Reverend Peter Laurence, whose devotion to this organisation is quite outstanding. Without Peter’s ongoing commitment and drive, ASA would not be able to provide the level of support, advocacy and collegiality that currently exists. Fiona Godfrey

ASA Canberra Conference 2015

There is now very little time left before we gather together as a group of Anglican educators for the 2015 ASA conference. The Canberra based Organising Committee is delighted to be hosting this event which has already attracted delegates from all over Australia and overseas. It is apt that we gather together in Canberra, as the name is derived
Implementing the Strategic Plan

The Reverend Peter Laurence

The Reverend Peter Laurence, Chief Executive Officer of the Anglican Schools Commission and Executive Officer of Anglican Schools Australia (ASA), provides an update on ASA’s Strategic Plan, 2013 - 2016. He comments on Management Committee’s efforts to develop strategic alliances with school networks, Anglican agencies and industry.

Strategic Intent

One of the key Strategic Intents in our current Strategic Plan is to “Create alliances with other school networks (locally, nationally and internationally), Anglican agencies and industry which bring value to ASA and our members”. Core Activity 3.3 is “to develop alliances and relationships to increase the capacity of ASA to support and serve members”.

I am pleased to report on three such developments.

Alliances with other School Networks

At Management Committee’s recent two-day planning meeting in Melbourne, we were joined by The Reverend Anne van Gend, Executive Director of the Anglican Schools Office in New Zealand.

Anne noted that “the Anglican Schools Office exists to support, resource, provide training opportunities and build fellowship between the Chaplains and Religious Education teachers working in its associated schools in Aotearoa, New Zealand and Polynesia”. At the same time the Anglican Schools Office encourages “interaction between the schools and the Church”. Anne advised that there are 46 schools (a mix of independent, integrated and government-assisted schools) associated with the Anglican Schools Office. She spoke about the history and development of Anglican schools in New Zealand and of the importance of determining what an Anglican pedagogy looks like.

We discussed opportunities for co-operation and collaboration between ASA and our sister and brother schools in New Zealand. In particular, we discussed the possibility of developing and sharing Religious Education curriculum materials and of New Zealand delegates attending our conference on a biennial basis. We also agreed to exchange newsletters and to consider ‘Chaplaincy Shadowing across the Tasman’.

Alliances with Anglican Agencies

Ms Kasy Chambers, Executive Director of Anglicare Australia, also joined us at the May meeting. Kasy said Anglicare Australia is “a peak social advocacy organisation that brings together over 40 individual member agencies from around Australia”. The network has a staff and volunteer base totaling 22,000 and an overall budget of $1 Billion. Kasy drew the Committee’s attention to the fact that one in every 40 Australians accesses Anglicare’s services. She noted that the organisation has associate members in New Zealand, Fiji, Papua New Guinea, Hong Kong and Singapore.

In her role as Executive Director, Kasy’s prime focus is advocating on federal issues on behalf of disadvantaged Australians. She said Anglicare Australia makes public statements, publishes research and stages events to highlight social issues and bring interested people together to influence the national policy agenda. By way of example she drew the Committee’s attention to Anglicare Australia’s 2015 Rental Affordability Snapshot which shows that affordable housing is beyond the reach of most people living on low incomes.

Kasy said Anglicare Australia is looking to develop “as full a partnership as possible with Anglican schools”. Indeed the organisation is encouraging Anglican schools to link with their local Anglicare agency.

We invited Anglicare Australia to attend our Canberra Conference and to showcase their programs, especially those relevant to schools. We also agreed to exchange newsletters and to continue to promote our schools’ links with Anglicare on our website and through ASA News.

Ground-breaking Agreement with Virgin Australia

Over the past two years, 50% of ASA’s member schools have signed Campus Travel as their Travel Management Company, thereby gaining access to discounted airfares with Qantas as well as many other travel benefits. Now we are pleased to advise you of a program developed by Virgin Australia for our member schools, which also includes discounted international flights on the carrier’s partner airlines: Air New Zealand, Delta Airlines and Singapore Airlines.

The new Travel Agreement with Virgin Australia takes effect on 1 July 2015. It offers discounts to ASA member schools unmatchable by other travel providers. Discounts apply at all fare levels – from the basic ‘saver’ airfares through to Business Class. Of note too, Virgin Australia has enhanced its services to include complimentary food and beverage on domestic flights, in-flight entertainment, business class and stylish lounges.

In addition, Virgin Australia has offered ASA member schools attractive Lounge Membership rates for Virgin Australia’s domestic lounge network. If you sign up by 21 August 2015 the joining fee is waived, saving you $180.

All bookings must be made through Campus Travel, ASA’s appointed Travel Management Company. If you have not entered into an agreement with Campus Travel, the ASA Office will be pleased to put them in contact with you.

The new three-year agreement with Virgin Australia is designed to offer increased savings, higher discounts and additional benefits as more ASA member schools fly Virgin Australia over the life of the agreement.

One of ASA’s strategic goals is to offer tangible ‘value-added’ benefits for member schools. Together with the existing Qantas agreement, the new Virgin Australia Travel Program will provide significantly discounted air travel for your school.

Travel, the ASA Office will be pleased to put them in contact with you.
With Virgin Australia, everything is taken care of. Especially you.

Food
Checked Baggage
Entertainment

Now complimentary on domestic flights.
You already have enough to take care of. Virgin Australia invites you to leave your cares behind and enjoy complimentary food, a checked baggage allowance of 23kg and a selection of entertainment on domestic flights.

Food and Beverage
No matter what time of day you’re flying, you’ll always be offered something complimentary from our carefully selected food and beverage menu. While the menu varies from flight to flight, what we can guarantee is that you’ll always get to enjoy something delicious. Please also join us for a complimentary beer, wine or soft drink when flying Monday to Friday evenings between 5pm and 7pm.

Checked Baggage
We make sure you don’t have to carry anything extra around with you. So whether you’re travelling for business or leisure, we now provide every guest with a checked baggage allowance of 23kg. In addition, with our front and rear boarding and disembarkation process, we can have you off the aircraft and on with your day faster.

Entertainment
Our wireless in-flight entertainment is available for your enjoyment domestically on equipped Boeing 737-800 and Embraer 190 aircraft. This state-of-the-art system provides access to hundreds of hours of movies, TV shows and music, on your smartphone, tablet or laptop. For A330 aircraft guests, seat back entertainment is available to enjoy for the flight free of charge. You also have the chance to explore, experience and unwind with Voyeur, our complimentary in-flight magazine.

Service
As always, how we look after you is about far more than our inclusions. We believe in adding a human touch that makes flying more special. Every member of our team is here to serve you with style, warmth and a smile. We also take pride in exceeding your expectations with our state-of-the-art aircraft, architecturally designed lounges and refined food and wine.

Velocity Frequent Flyer
Velocity Frequent Flyer is a world class loyalty program that ensures you are recognised and rewarded when you fly with us. Velocity members can earn Points on flights, hotels, car hire and everyday purchases including fuel. Members can spend their Points on flights to nearly 600 global destinations, or on a wide range of products and gift vouchers through the Velocity Rewards Store.

Now all you have to do is sit back, relax and let us take care of everything.

PRODUCTS NOW AVAILABLE ON DOMESTIC ROUTES IN ECONOMY CLASS.

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Complimentary Food Offering

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NOTE: Please contact your Virgin Australia representative or Travel Management company for specific detail on food offering.
NEWS

SCHOOL APPOINTMENTS

PRINCIPALS
Mr Garth Wynne, Christ’s College, Christchurch, New Zealand (2016)
Mr David Entwistle, Swan Valley Anglican Community School, Aveyley, Western Australia (2016)
The Reverend Dr Lee Wessel, The Hutchins School, Sandy Bay, Tasmania (2016)

CHAPLAINS
Mr Garth Wynne, Christ’s College, Christchurch, New Zealand (2016)
Mr David Entwistle (Assistant Chaplain), Swan Valley Anglican Community School, Aveyley, Western Australia (2016)

PRINCIPALS

RETIREMENT

PRINCIPAL
Mr Stephen Higgs, Ballarat and Queen’s Anglican Grammar School, Wendouree, Victoria (effective from the end of 2015).

Child Protection Support Officer
Ms Marlene Norris has been appointed Child Protection Support Officer at the Anglican Schools Office in Brisbane. Besides writing policies for the diocese, she is also responsible for training the two Student Protection Officers who have been appointed in each Anglican school.

NATIONAL NETWORK FOR ANGLICAN SCHOOL CHAPLAINS

One of the key objectives in the ASA Strategic Plan 2013-2016 is “To strengthen collaboration and support for School Chaplains”. One action plan that follows from this is “To develop and foster a network of School Chaplains”.

As the newly appointed Chaplains’ representative on the ASA Management Committee, this has been an important area to focus on this year. In the first instance I have sought to identify a person in each state and territory represented on the Management Committee, who is in touch with the school chaplains in their diocese or state. There is little point inventing a network of chaplains from scratch as there already exist state-based and diocesan networks that are running, as well as ‘like-school’ networks that cross-denominational borders. For any network to thrive it needs people who want to connect and it needs people who are gifted in enabling connections between others. These days the tools that may facilitate these connections are many – blogs, newsletters, drop-boxes, Expertis, Facebook, Twitter, LinkedIn, email groups as well as good old face-to-face contact. Using existing points of connection like the ASA Newsletter and www.aplaceformission.org will be important too.

In some states and dioceses there are already key contact people in place and I hope we can very quickly establish a network between ourselves to take these ideas further. I hope we can talk more about this at the upcoming ASA conference in Canberra. In the meantime, feel free to forward any ideas you have about this to me.
The Reverend Andrew Mintern (amintern@spw.sa.edu.au)

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.

Anglican Schools Australia

Phone | 08 9286 0290 Email | asa@asc.wa.edu.au Web | www.anglicanschoolsaustralia.edu.au

ASSISTANT BISHOPS APPOINTED

Archdeacon Dr Matthew Brain
The Venerable Dr Matthew Brain, Archdeacon for Chaplaincy, Youth, Student and Children’s Ministry in the Diocese of Canberra and Goulburn, has been appointed an Assistant Bishop in the diocese. He was consecrated by the Archbishop of Sydney, The Most Reverend Dr-Glenn Davies, at St Saviour’s Cathedral on Saturday 13 June.

Bishop Stuart Robinson, who announced the appointment in April said, “This appointment is significant because it brings generational change and renewal to our senior team.”

Matt Brain qualified as a physiotherapist before training for the ministry in Perth. He was ordained in 2003. He first served as a priest in the Diocese of North-West Australia where he was the Diocesan Youth Minister in the Parish of Kalbarri.

Matt and his family moved to the Diocese of Canberra and Goulburn in 2010 when he was appointed Director of Synergy Youth and Children. He lectures at St Mark’s National Theological College and plays a leadership role with the International Association for the Study of Youth Ministry. He has been Director of Parish Support, Chaplaincy and Mission since 2013.

Once ordained Matt will assume responsibility for the Ministry Training and Development portfolio.

Bishop Stuart said, “Dr Brain will play a key role in helping our diocese continue to identify new missional leaders and support those already in ministry to engage with a changing culture.”

On the news of his appointment Dr Brain said, “It is my dream that people, both young and old, whose own lives have been transformed by Jesus might be equipped and sent out to help others find the joy that comes from his transforming love. I am very excited that I might be able to help prepare others for the wonderful things that God has in store for them.”

Matt is a member of ASA’s Management Committee.

The Reverend Canon Kate Wilmot

The Reverend Canon Kate Wilmot has been appointed an Assistant Bishop in the Diocese of Perth. She will be consecrated in St George’s Cathedral on 6 August.

Kate is the Rector of the Parish of Bayswater and the Coordinating Chaplain of 13 Brigade. She has served in the Parishes of Northam, Balcotura and Kingsley, and as an Army Reserve Chaplain since 2004.

When announcing the appointment the Archbishop of Perth, The Most Reverend Roger Herft AM, said: “Kate is a gifted person with sound intellectual vigour is balanced with a humble and gentle spirit. Her service in the Australian Defence Force is deeply valued and for the time being she will remain as an active Reservist alongside her wider diocesan and community responsibilities.”

DIOCESAN NEWS

ASSISTANT BISHOPS APPOINTED

Matt Brain with his family and Bishop Stuart Robinson at his consecration in June.

Kate Wilmot.

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NEW DEAN OF SYDNEY

The Reverend Kanishka Raffel, senior minister at St Matthew’s in Shenton Park, in the Diocese of Perth, has been appointed the new Dean of Sydney. Born to Sri-Lankan parents in London, Rev’d Raffel and his family emigrated to Australia from Canada. He was raised as a Buddhist but converted to Christianity when he was in his twenties.

The Archbishop of Sydney, The Most Reverend Dr Glenn Davies, described the new Dean as “an outstanding teacher of the Bible who, God willing, will have a significant ministry to the city of Sydney.” He went on to say, “Kanishka preaches with a pastor’s heart and his care and concern for people will be evident throughout his ministry.”

Kanishka Raffel said, “I am very excited about the opportunities for proclaiming the majesty and mercy of Jesus in the heart of the city of Sydney.”

ASA CONFERENCE SPONSORS

Anglican Schools Australia proudly acknowledges the sponsors of the Network’s Canberra Conference, 6-8 August 2015.

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PRINCIPAL

Established by the Anglican and Catholic Churches in the northern suburbs of Adelaide in 1996, St Columba College is a significant co-educational R-12 College, providing a positive, diverse, open and inclusive environment for over 1400 students. Its vision is to nurture in its students and the community a close relationship with God, a passion for living and a life-long love of learning, underpinned by an unwavering focus on both educational success and pastoral care.

The College Council now seeks to appoint and work closely with an outstanding educational leader to deliver on its vision by:-

• providing a vibrant, collaborative and contemporary learning community;
• leading the spiritual and faith formation of staff and students in the Anglican and Catholic traditions;
• maintaining strong relationships with the local Anglican and Catholic parishes;
• employing, leading, motivating and developing outstanding teachers and staff;
• maintaining state-of-the-art educational facilities and spaces;
• maintaining strong governance to ensure financial sustainability.

Applications are encouraged from appropriately qualified and experienced individuals with excellent communication, negotiation, leadership, strategic planning and commercial management skills, complemented by the warmth, integrity, energy and passion necessary to engage with and inspire the whole school community. The successful applicant will be able to demonstrate that they are an active member of an Anglican or Catholic faith community.

This is a career defining opportunity to lead one of South Australia’s largest and most buoyant and connected faith based educational organisations as it makes an important contribution to its community.

For a job and person specification, please visit www.stcolumba.sa.edu.au and for further information on our client, please visit www.hender.com.au. Applications in Word format only should be forwarded to Andrew Reed by email to 19334@hender.com.au. Telephone enquires are welcome and may be directed to Andrew or Sara Preece on (08) 8100 8827.
Professor Trevor Cooling has just concluded his seventh visit to Australia. For the past five years he has been the Director of the National Institute of Christian Education Research at Canterbury Christ Church University and prior to that was the Director of the Transforming Lives Project at the Stapleford Centre in Nottingham. He is a leading scholar in Christian education, a prolific writer and an internationally acclaimed speaker. While in Sydney, Trevor spoke to several hundred teachers, principals and school governors at events organised by the co-sponsors of the visit, St Andrew’s Cathedral School and Anglican EdComm, formerly known as the Anglican Education Commission.

Though an accomplished, quietly-spoken public speaker, delivering many challenging presentations, Trevor operates best through small-group workshops in which the participants can apply what he says to their specific classroom or school contexts. As one of its developers, Trevor is passionate about the value of the What If Learning approach to pedagogy. He emphasised its universal value as a way of putting into practice, within primary and secondary schools, a biblically-shaped education; one that is premised on the principles of faith, hope and love.

‘At its heart,’ says Trevor, ‘the approach is focused on the question, what is our vision of the sort of person we hope will emerge from our school, and how does that vision make a difference to children’s experience of learning in the classroom?’ Teachers from many schools in Sydney were enthused by the stories Trevor told about the implementation of What If Learning in Britain, Europe and North America. Anglican EdComm has re-branded and re-launched What If Learning and is in the process of refreshing the Australian website (www.whatiflearning.net.au).

Speaking at an Agora evening meeting at Penrith Anglican College, Trevor addressed the question of whether character could or should trump competency as the driving force within an Anglican school. This opened up some lively discussion among the 65 attendees. Is character neutral? The British Government does not think so and it has promoted seven attributes which it expects every school to promote, or else forfeit their right to operate. Richard Norman from the British Humanist Association asserts that shared human values are entirely independent of religious beliefs. Nigel Genders, the new Chief Education Officer of the Church of England, defends the notion of loving your neighbour, the importance of dissent and commitment to the common good. Can character be taught?

In pursuing this theme Trevor made frequent references to the writings of Tom Wright (Surprised by Hope) and the writings of his former associate, Professor David Smith at Calvin College, Grand Rapids. According to Smith, ‘the tourist’s world is defined by pragmatic transactions; paying for services, asking immediate survival requirements, leisure activities, and cultural context. According to Smith, ‘the tourist’s world is defined by pragmatic transactions; paying for services, asking immediate survival requirements, leisure activities, and cultural context. Quoting from the Chadwick Report (2012), ‘faith and spiritual development is at the heart of the curriculum and schools must ensure that a Christian ethos permeates the whole educational experience … A church school’s curriculum has implications for pedagogy, the content of the curriculum and school organisation.’

He went on to say that ‘the drive for excellence and effectiveness in church schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God, is a sign and expression of the Kingdom and is at the heart of the Church’s distinctive mission.’

He spoke about the implications this has for curriculum development and delivery, assessment and evaluation, and Christian mission. He spoke about the dangers of allowing ‘the promotion of British values’ to overwhelm the commitment to an authentic Christian approach to education.

A recurrent theme in Dr Cooling’s presentations was the importance of a school adopting a wholistic approach to education shaped by a Christian worldview. Teachers shape students’ habits, values and preferences through every subject they teach, not just those that...
are biblically related. ‘All teaching frames information in one way or another’, says Professor Cooling, ‘and I would also say that all teachers through what and how they teach, show what it means to be human, even if they are not Christians. A neutral model of teaching assumes humans do not interpret information, which of course we do. I’m not sure the education sector has come to grips with that yet, but it’s something that is integral to how we think about development.’

Each visit that Professor Cooling has made to Australia has been a catalyst for encouraging practitioners, administrators and Christian education scholars to rethink the purpose and content of Anglican schooling within a rapidly changing social context. This visit, no less, has left many people thinking … and talking.

Author
Dr Bryan Cowling is the CEO of Anglican EdComm, a former director of curriculum in the NSW Department of Education, a founding principal of an Anglican school, a member of the Academic Board of Excelsia College and an Honorary Associate Professor in the Faculty of Education and Social Work at the University of Sydney.

For more information visit www.antipovertyweek.org.au
Introduction

On a Wednesday afternoon late in Term I this year, St Andrew’s Catholic School hosted a seminar for History teachers to spend some time exploring how the teaching of History can be carried out with an openly Christian worldview and framework. The event was supported by the Anglican Education Commission (now EdComm) and also advertised through the Sydney Anglican Schools’ Corporation network via their new Education Strategist, David Hastie. EdComm is aiming to foster the development of subject area learning networks amongst Christian teachers to enable them to challenge, encourage, inspire and support each other in delivering curriculum in a way that helps students to interact with a Christian Worldview. St Andrew’s was chosen as the location in part due to its centrality, but also because of Principal John Collier’s leadership in Christian Education as seen in his involvement as a driver of and contributor to the Teaching Well publication which has helped stimulate thinking in this area.

The afternoon drew a group of around 20 teachers, with Arndell Anglican College and St Andrew’s staff well represented, but also including teachers from private and public schools across the Sydney region and even a Skype link up with a regional private school. Drs Samuel Jackson and Noel Weeks supplied brief presentations to stimulate some small group discussion for attendees to assist in the reframing of the NSW National Curriculum through eyes of faith. Outlined below is a summary of the challenge each speaker presented.

What’s allowed to drive the historical process: uncovering hidden assumptions

Dr Noel Weeks challenged those present to avoid promoting a view of the past that sees the historical process as driven only by political and economic concerns. He referred to contemporary attitudes towards Islam and Middle Eastern politics, where apparent religious convictions are rarely accepted as materialist marginalises a Christian Worldview and social or economic concerns. The framing of History as driven only by political and economic concerns. He referred to contemporary attitudes towards Islam and Middle Eastern politics, where apparent religious convictions are rarely accepted as

but to integrate a side-by-side account of the same event can be considered from different biblical examples of side-by-side history writing, where apparent religious convictions are rarely accepted as

exploring some areas where the National Curriculum’s promoted version of this universal absolutes. This led into an exploration of the implications there are only situated perspectives rather than

Dr Noel Weeks recently published a chapter on the teaching of History that set themselves up against a Christian perspective. Perhaps act as a curriculum dictated “justification” for helping students to understand what a Christian perspective on the past might look like. Using Van Til and Frame’s approach to non-biblical thought, Sam explored some areas where the National Curriculum seemed to create contradictions or tensions within its approach e.g. in promoting definite ideals of secular humanism, sustainability and tolerance while simultaneously mandating an approach to truth that implies there are only studied perspectives rather than universal absolutes. This led into an exploration of the fact that there have been various competing and contestable conceptualisations of critical thinking and that the National Curriculum’s promoted version of this actually encourages critique of itself, which Christians should be only too happy to supply. Sam prodded the seminar to avoid the opposing poles of critical thinking (unfounded synthesising and self-destructive critique) but rather to ultimately point students towards the fact that their access to truth is dependent on a God who truly knows and cares enough to communicate with us.

Some classroom examples where such an exploration of contestability was possible were discussed. This included: a range of test cases that supposedly demonstrate the evil effects of Christianity in History; some examples where competing interpretation reflects different ideas as to what should be valued in the past or in societies or individuals; contrasting attitudes towards belief and identity that could be explored while studying ancient civilisations or the Anzac Legend; and, some of the false savours that have been promoted via History e.g. technology and protest.

Attendees explored the applicability of these ideas to the teaching of the National Curriculum in small discussion groups. Discussion involved wrestling with topics such as how to teach the causes of the Crusades to 13 year olds in an attempt to promote genuine religious conviction as a motivator while admitting other factors and avoiding confusion as to the content of biblical Christianity. Teachers present also spent time trying to identify areas of the curriculum where viewing the past through eyes of faith challenged popular interpretations and created opportunities for students to explore the basis of their own assumptions. Hopefully the afternoon served as a stimulus to consider how to teach History within a Christian framework and leads to more opportunities for the exchange of ideas on this topic.

Presenters

Dr Noel Weeks was previously a Senior Lecturer in the Ancient History Department of the University of Sydney for many decades. Noel’s main research and teaching area has been the Ancient Near East but he has also taught courses on Historiography, managing to bring a Christian worldview to bear on this vexed topic in a secular institution. He has also published on Christian Education and been involved on the board of a Christian School.

Dr Samuel Jackson is Head of History and Biblical Studies at Arndell Anglican College in the western suburbs of Sydney. Sam regularly lectures at professional learning days for the History Teacher’s Association NSW and recently published a chapter on the teaching of History from a Christian perspective in Teaching Well, ed. Ken Goodlet and John Collier, 2014.
A First for St Peter’s

Jan Franicevic

Jan Franicevic, Communications Advisor at St Peter’s School in Cambridge, New Zealand, introduces the school’s new chaplain, The Reverend Dr Deborah Wilson, to Anglican Schools Australia (ASA). This is the first time St Peter’s has appointed a female to this position. It is also the first time Deborah has worked in such a role.

St Peter’s is an Associate Member of ASA.

In what was a first for St Peter’s at the beginning of 2015 we welcomed a female to the position of school chaplain. Having spent 28 years as a teacher of Religious Studies and with a doctorate of philosophy under her belt, Deborah Wilson became ordained in the Anglican Church eight years ago, undertaking priestly duties as very much ‘a weekend thing’. This is her first chaplaincy role and sees her teaching and ministry work combined into one.

Born and raised in Lincoln, England, and having spent a significant amount of time studying in Manchester, there is a definite ‘Mancunian twang’ to her accent. The Reverend Dr has come to us from England’s north where she taught as Head of Religious Studies and with a doctorate of philosophy at Hartlepool 6th Form College and she couldn’t be further from home. Smiling and warm, she is in no doubt that she has been put here by God. She says, “It fits.”

Her journey to us is interesting as five years ago her husband Paul, a lawyer, took up a job working in Wellington. “For the next few years we had an interesting long-distance relationship, with Paul working intermittently in New Zealand and the UK whilst I took care of our teenage sons at home.” Having travelled to see him there she says, “It is a large capital city and windy! I couldn’t see logistically how it would all work but then God surprises us… Last year I felt for the first time I should try knocking on a few doors.” She sought out the advice of the Bishop of Waikato, The Right Reverend Dr Helen-Ann Hartley, who has also come to the Waikato from England. “She’s an inspiration, you see England didn’t at that time have female bishops. Once I had spoken to her I felt sure.”

The application process was relatively smooth and after an interview over Skype in October she was duly offered the position. Any hesitation over the choice soon disappeared. “As soon as I saw the school gates I knew I was in the right place.”

She is ready to admit that while St Peter’s is unique, she feels very much at home here. “Cambridge feels familiar, the houses are very English. It is a homely place to be. And I have had no time to be homesick, I am so busy! If I do feel low I find comfort from God’s calling, I don’t trust in myself but I do trust in God and this is a Christian journey for me.”

The nature of religion in the modern age has changed significantly so I ask Deborah how she came to the Anglican faith.

“I was a teenager, I had no religion, came from no religious background; I suppose it was a rebellion in reverse to the usual. I wanted to be part of a community; someone or something. It felt right. I went to plenty of different churches; the New Churches and the Quakers amongst others. I chose the Anglican Church because it allows you to ask the difficult questions. Different people make up the Church so it offers a lot of balance between the Bible, tradition and reasoning. There are a number of traditions retained from the Catholic Church also. All of this is put together to create an attractive middle pathway. Plus the Anglican Church has parishes everywhere around the world.”

So how is church life in New Zealand?

“I understand the liturgy, I particularly like the Benedictine Aotearoa. And here in the Waikato I have visited many churches and found great fellowship. When I first arrived I went to the local parish church and met St Peter’s Academic Dean, Lauris Crook, who has been a wonderful friend. The Church truly is a place for people to connect.”

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Michelle Mizzen, Marketing & Media Relations Manager at The Hutchins School in Sandy Bay, Tasmania writes about the School’s Anzac service in commemoration of the 100th anniversary of the Anzacs. She draws attention to the story of Ordinary Seaman Edward ‘Teddy’ Sheehan, after whom a submarine has been named and to the death of Old Boy (1993-1996), Private Benjamin Chuck, a sniper with the elite 2nd Commando Regiment, who lost his life in Afghanistan in 2010.

Every year The Hutchins School holds an Anzac service to reflect on the courage and bravery displayed by Australians who have served in war. Hutchins Old Boys have represented their country from as far back as the Boer War and those who lost their lives are honoured on plaques located in the School’s Chapel of St Thomas.

At the service students, staff, invited guests and dignitaries pay respect to the 132 Old Boys who have fallen in war. Although it is a solemn service of prayer and hymns it is also a celebration of those who bravely gave their lives for their country.

**Ordinary Seaman Edward ‘Teddy’ Sheehan**

This year we welcomed Lieutenant Laurent Ducasse from HMAS Canberra to our Anzac service. Lieutenant Ducasse shared with us the story of a famous Australian sailor, Ordinary Seaman Edward ‘Teddy’ Sheehan, who hailed from Tasmania. As an 18-year-old in 1942, Teddy had the job of saving his ship, HMAS Armidale, by shooting down attacking Japanese aircraft. When Armidale came under attack in the Timor Sea and was in flames and sinking, her Captain ordered, ‘Abandon ship’. Teddy was seen to leave his high-angle anti-aircraft gun to abandon ship but on realising his friends were being hit by machine gun bullets from the aircraft, he returned to his gun and opened fire on the attacking plane. He shot down one, possibly two planes, and damaged another two. Teddy was hit by enemy fire but continued to stand his ground causing aircraft to fly away from the ship and the men in the water as Armidale took her final plunge.

The Navy honours Teddy Sheehan, and has named a submarine after him, the only submarine ever named after an ordinary sailor in any navy.

**Private Benjamin Chuck**

Sadly, the most recent Hutchins Old Boy to die in war was Private Benjamin Chuck, a sniper with the elite 2nd Commando Regiment who was killed along with two other Australian soldiers and one American in a Black Hawk helicopter crash in Afghanistan in 2010.

Ben attended The Hutchins School between 1993 and 1996 and the school community was saddened to hear of his death, the ultimate sacrifice for his country. Ben was known as a very kind student whose qualities included showing empathy for others, personal integrity, humility and determination.

The loss of Ben had such a profound impact on the School that in December 2010 a special award was named in his honour, The Ben Chuck Good Man Award. This award is presented annually to the Year 12 student who is considered to be a good man – a man who displays Ben’s qualities and who is considered to display strength of character.

In another celebration of Ben’s life, country music legend Lee Kernaghan has honoured Australian service men and women by including the letters they penned to their families in the event they never returned home in his songs. The letter that inspired the project was the last one Ben wrote to his girlfriend.

Traditionally The Hutchins School participates in many other Anzac Day celebrations. This year School Captain Ziah Cooper spoke and the Senior Choir sang at Hobart’s Anzac Day Dawn Service held at the Cenotaph.

Learning about the history and traditions of Anzac Day is part of the academic curriculum at most year levels. At Year 9 level Hutchins students are required to immerse themselves in the life of an Anzac.
We Will Remember Them

Stephen Norris

Stephen Norris, Headmaster of Launceston Church Grammar School in Tasmania’s north writes about the School’s whole-school service to commemorate the centenary of the landings of the Allied forces at the Gallipoli Peninsula on 25 April 1915. He said, “as it is a centenary it was appropriate that the school Anzac commemoration should be a whole-school event and it was wonderful that students from both campuses came together for this special occasion”.}

INSET (LEFT): Fred Fairthorne.
INSET (RIGHT): Plaque in memory of Barrett Leach Taylor.

Lanceston Church Grammar School commemorated the centenary of the Gallipoli landings with a whole-school service in the School’s gymnasium. We were delighted to welcome two special guests to our service, Mr Andrew Lovitt and Ms Wendy Summers, who were representing the Rotary Club of Central Launceston. They were responsible for bringing our Turkish exchange student, Yigit Bucurgat, who played a significant role in the service, to our school this year.

Fred Fairthorne

The rain gods prevented us from being outside in the fresh air; nonetheless there was great significance in moving the service to the gym. Our gym is officially called the Fairthorne Gymnasium. It was built through the generosity of many school supporters, particularly the late Mr Frederick Fairthorne from the Class of 1934 in Gallipoli. During the Anzac Observance Service, Grace Armarego, co-vice-captain of the School, recited a poem titled, We who are left, which was written by Mr Fairthorne in 1944 on his return from the North Africa campaign during the Second World War. He wrote the poem in honour of his friends who were killed and buried in North Africa.

Private Barrett Leach Taylor

With a history spanning almost 170 years and a proud record of military service, the School has seen many of its former students enlist and go to war.

Rummaging through the Archives recently I unearthed a plaque to the memory of Private Barrett Leach Taylor, who died on 26 April 1915 from wounds sustained at Gallipoli a day earlier on 25 April 1915. Barrett Taylor was a member of the Class of 1906. Born in Epping he boarded at Launceston Grammar before becoming an orchardist in the Tamar Valley. At school he was awarded prizes in English and mathematics, notably geometry. Taylor died on a hospital ship, the Clan McGillivray, and was buried at sea. His name can be found on the Lone Pine Memorial (panel 35) at Gallipoli.

Corporal Richard Atkinson

During the service many staff had in their minds thoughts of Corporal Richard Atkinson, from the Class of 2006, who was killed on 3 February 2011 while serving in Afghanistan. Richard Atkinson was a boarder who was Vice-Captain of Wilkinson House during his final year at the School. A keen sportsman he played cricket for the 2nd XI and at representative level in soccer.

ANZAC Observance Service

Our service began with introductory prayers led by The Reverend Grayston, the School’s Chaplain, and six student volunteers. The School’s Roll of Honour was then read by co-captains of the Broadland Campus, Ella Best and Miles Chilcott. The Roll details the list of military campaigns in which men and women from Launceston Church Grammar School have been engaged, the numbers who served, and the number of those who did not return. The Last Post and Reveille were played on the bugle by Lynsey Blazely after which there was a minute’s silence before School co-captain, Shaye Davies, recited the Ode to the Fallen.

Yigit Bucurgat was then called upon to read Mustafa Kemal Atatürk’s (1881-1938) famous words about the Anzacs, which he had delivered at a Dawn Service in 1934 in Gallipoli. Atatürk was the Commander in Chief of the Turkish Forces in Gallipoli and founder of the modern Republic of Turkey.

“There those heroes that shed their blood
And lost their lives.
You are now lying in the soil of a friendly country.
Therefore, rest in peace.
There is no difference between the Johnnies
And the Mehmetis to us where they lie side by side
Here in this country of ours.
You, the mothers,
Who sent their sons from far away countries
Wipe away your tears.
Your sons are now lying in our bosom
And are in peace
After having lost their lives on this land they have
Become our sons as well.”

The service continued with The Fellas’ moving performance of In Flanders Field; followed by co-vice-captain Tristan Jamson’s reading of the passage from St John’s Gospel: ‘Greater love has no-one, than they lay down their life for their friends’ (John 15: 9-13); and Grace Armarego’s recitation of Fred Fairthorne’s poem.

We who are left – how should we look again
Happily on the sun, or feel the rain
When remembering how they who went
And gave their lives for us loved, too, the sun and rain.
A bird among the rain-wet lilacs sings,
But we – how shall we turn to little things,
Of birds, and wind, and streams
Made holy by their dreams.
Nor feel the heartbeat in the heart of things.

School co-captain Harrison Fawcett then delivered the address, which he also presented at the Anzac Day Dawn Service at the War Memorial in Launceston. He said: “… As they (the Anzacs) left for war they could not have known their impending fate. Though once at the Front, and push came to shove, they stood, fought and died with courage and valour.

With a history spanning almost 170 years and a proud record of military service, the School has seen many of its former students enlist and go to war.”

We Will Remember Them

Stephen Norris

Stephen Norris, Headmaster of Launceston Church Grammar School in Tasmania’s north writes about the School’s whole-school service to commemorate the centenary of the landings of the Allied forces at the Gallipoli Peninsula on 25 April 1915. He said, “as it is a centenary it was appropriate that the school Anzac commemoration should be a whole-school event and it was wonderful that students from both campuses came together for this special occasion”. 

INSET (LEFT): Fred Fairthorne.
INSET (RIGHT): Plaque in memory of Barrett Leach Taylor.
How chilling and frightening it is to think of people my age facing such adversity and tribulation. I ask myself how I, and my mates, would measure up under such circumstances. They were loyal to each other and loyal to the ill-fated task. The simple act of looking after each other manifested into an unbreakable bond between our troops – much venerated by others.

... If I were able to ask all these young soldiers... how we, the young people of today could best honour their memory I am sure they would say: Cherish our country and live a good and fulfilling life. Speak up against everyday injustices, and stand up for what you believe in.

On 1 April the Grade 12s at my school embarked on the 52nd annual walkathon. We walked 80 kilometres in 24 hours to raise funds for Cystic Fibrosis Tasmania. This walk was the hardest challenge I have ever undertaken – yet it pales in comparison to the task the soldiers undertook.

In the middle of the night, it was incredibly difficult to find the motivation to keep placing one foot in front of the other. Although we all walked the 80 kilometres, we were not walking alone. Like the soldiers who fought together, we walked together. We demonstrated ‘mateship’ and camaraderie for which Australians are renowned. We took a glimpse of what the soldiers who had fought had undergone, and it shook us to the bone.

The inspiration and strength of these young people 100 years ago left a mark on ... our country that still resounds in our lives. Their sacrifice became the backbone of our nation. ... It is now up to us as a nation to honour their sacrifice and hold ourselves to the standard that they forged in battle.

We will remember them. Lest we forget.

Our service concluded with the National Anthem. The response of the whole school was outstanding and memorable. The students were highly respectful and they showed a genuine reverence and a great sense of occasion.

ROLL OF HONOUR

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Since Vietnam we have no accurate records of who has served in Kuwait, Iraq and Afghanistan but there has been one who did not return (Richard Atkinson, Afghanistan).

Last updated Anzac Day 2014.
Commemorative Events

Three different commemorative events - an Anzac Memorial Service, a rededication of the Gallipoli Oak Tree and Garden, and a joint lunch with Prince Alfred College were held at St Peter’s on Friday 24 April.

ANZAC Service

The Anzac Service was held in Memorial Hall. Three hundred and eighty (380) crosses were planted outside – each representing the death of an Old Scholar who had been killed in the First or Second World War. Over 100 guests attended the service along with staff and all 900 senior school students. Wreaths were laid on behalf of the school, the Old Scholars and staff. As School Captain and School Vice-Captain we introduced the idea of six boys from Years 7 to 12 reading short first-person biographies of one of the fallen. Photographs of the Old Scholar and his cross were displayed on a screen while each boy read his script. We hope that this will become a feature at future St Peter’s Anzac Day services.

Gallipoli Oak Tree and Garden

At the conclusion of the service the Gallipoli Oak Tree and surrounding garden was rededicated to those who had fallen during the Great War. This rededication included a Bible reading followed by the ringing of the St Peter’s College Chapel bell 179 times with each toll representing the death of an Old Scholar in the First World War. The Gallipoli Rose was presented to the Headmaster and an Old Scholar before being planted.

Memorial Lunch

The day’s events concluded with a joint commemorative lunch for St Peter’s College and Prince Alfred College. Held in St Peter’s Da Costa Dining Hall, the lunch commemorated an event held 100 years after the Gallipoli landing, served as another memorial to the former students and staff who lost their lives in that campaign. In all there were 215 people at the lunch. They included the Governor of South Australia, 80 Year 12 students from each school, staff and Old Scholars. It was a resounding success with speeches being made by the Captains, Old Scholars and Headmasters of each school.

100 Years of ANZAC

St Peter’s College commemorated 100 Years of Anzac with a series of events in the week leading up to Anzac Day. A key focus of the school’s commemorations was the landing at Gallipoli. Here the College’s School Captain and School Vice-Captain write about the historical display, book launch, Anzac service, rededication of the Gallipoli Oak Tree and Garden and lunch with Prince Alfred College that marked the College’s tribute to the Anzacs. They said, “... it was a great honour to be able to help organise and run these events in memory of those who died in both World Wars …”

Historical Display

A historical display comprising old photographs, medals and soldiers’ stories was mounted in the front room of Athelney House. During the week the exhibition drew significant comment from Old Scholars and current students. The history of the school and its soldiers is something the College wanted to honour at this time.

Book Launch

On 22 April, after 15 years in the making, the book Fallen Saints by historian Robert Kearney was launched by His Excellency, the Honourable Hieu Van Le AO, Governor of South Australia. The book tells the stories of all 179 St Peter’s Old Scholars who lost their lives during World War I. Fallen Saints, fittingly released to commemorate the centenary of Anzac, will be held in the College’s archives as a memorial to those who died serving their country.
Students Pay Tribute

Sophie Hirth

Hale School is very proud of its military history and of the 120 Old Haleians who lost their lives in various theatres of war. Sophie Hirth, Community Relations, Media and Administrative Officer, at Hale School in Wembley Downs, Western Australia, writes about the School’s special whole-school commemorative service held in recognition of the centenary of the Gallipoli landings.

Memorial Grove

Every day students at Hale School pass the School’s Memorial Grove where the names of 120 Old Haleians, who lost their lives in battle, are inscribed. For most of the time the significance of these names is lost to the boys as they hurry along to class. But once a year the students and staff pause in Hale’s Memorial Grove for the annual Anzac Day Memorial Service, where they take time to reflect on those who fearlessly fought for our country.

Proud Military History

Hale School has a rich history linking the school to many wars. Forty two Haleians paid the ultimate sacrifice in every major phase of the Great War, 1914-1918 – from Gallipoli to the Western Front and serving with the 10th Light Horse in the Middle Eastern Theatre, Egypt, Palestine and Syria. Seventy seven Haleians lost their lives in conflict during the Second World War (1939-1953). More lives of Haleians were lost during the Anglo-Boer War (1899-1902), the Korean conflict (1950-1953) and the Vietnam War (1964-1972). Many, many more were injured in action.

Hale is very proud of its military history. The school believes it is important for students to learn about and acknowledge Australia’s involvement in war and to understand how our participation in various conflicts has shaped us as a nation.

ANZAC Ceremony

This year Hale marked the centenary of the Gallipoli landings with a special whole-school ceremony. Students from Year 1 to Year 12 gathered in Hale’s Memorial Grove with staff, parents and Old Boys. There was a strong presence of Veteran Old Boys, including Merv Roberts and John Deykin, who were Lieutenant-Colonels in the Army Reserve.

Headmaster Stuart Meade addressed the guests highlighting the significance of the centenary milestone. Year 11 student, Domenic Quail, delivered a reflection piece on what the Anzac spirit means to him. His final sentiment follows:

...So even as we remember and honour soldiers past and present, we must strive to honour the future by emulating the Anzac spirit; we must make tomorrow better than today. We must never put ourselves above the collective good. We must be courageous in standing up for those who cannot stand up for themselves. We must never waver in our commitment to freedom, peace, and equality for all. We must defend all who need it, aid all who want it, and love all, even if that love is met with scorn. For that is what the Anzac spirit is to me.

Wreaths were laid by Hale’s Captain of School, Hudson Delves, along with Old Haleian, Mike Beech, and the Junior School’s Deputy Head, Tim Simpson, on behalf of the students, past students and staff respectively, as a symbol of respect for the lost soldiers. Hale School’s Chaplain, The Reverend Dougall Ethell, recited a bible reading from the Gospel of John that made reference to mateship and laying down your life for one’s friends. Vice-Captain of School, Oliver Hoare, then lowered the Australian flag and put it to full mast during Reveille before Rev’d Ethell delivered a prayer of remembrance. The ceremony closed with the National Anthem being played by a specially formed brass band comprising music students from Years 5-7.
Year 3 ANZAC Day Service

After the whole-school service, Year 3 students congregated in the chapel for their own service where the emphasis was on the boys speaking about their relatives who had fought in a war. The service was the conclusion to part of the Year 3’s history curriculum titled ‘Symbols & Significance’ and ‘Significant Events’ in Australia’s history. Under the guidance of teacher, Rebecca Clark, the boys had studied Anzac Day and its importance to society. In preparation for the service the boys attended a “Vets in residence” session where they met with three war veterans, two of whom were Old Boys. The boys listened to the men’s stories with interest and then asked questions to gather background information for their service.

During the service boys spoke about the symbols of Anzac Day such as poppies, slouch hats and rosemary before individual boys talked about their great grandfathers who had fought in a war. Some boys even wore their relatives’ medals. The boys sang a song to the audience of parents, staff and Veteran Old Boys before the ceremony.

Year 8s Visit the Australian War Memorial

Meanwhile in Canberra a group of 42 Year 8s visited the Australian War Memorial where they paid tribute to the Old Haleians who had been killed in active service.

Prior to their departure, the students spent time learning about the Great War and researching Old Haleians who had died in the conflict. They met with a variety of guest speakers including Hale School’s former Historian, Dr Bill Edgar, and Pru Cowan, the niece of an Old Boy who died of malaria in Damascus in 1918, who both told the boys about the perils and hardship of war.

Each boy looked for the name of ‘his’ Old Haleian on the Roll of Honour and then placed a poppy next to it, thereby cementing a connection between Hale School and the Australian War Memorial.

Curriculum Support teacher, Sarah Wilkinson said: “It really brought home the significance of war to the students when they realised these soldiers once just like them, a student at Hale School.”

While on tour in Canberra the students had the privilege of meeting the Governor-General, Sir Peter Cosgrove, and Victoria Cross recipient, Daniel Keighran. They participated in a wreath laying ceremony at the Tomb of the Unknown Soldier alongside Vietnam Veteran, Adrian Roberts. Students Cooper Brinkworth and Fletcher Sadgrove even laid a wreath at the Pool of Reflection during The Last Post Ceremony on 23 April. On the last day of the tour the students rose extremely early for a very moving Dawn Service at the Australian War Memorial. It was an event they will never forget.

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We’re for flexible learning
When Duty Calls, a Band of Brothers Answers

Greg Wain

Mr Greg Wain, Headmaster of The Southport School on Queensland’s Gold Coast, writes about the significance of Anzac Day and how it strikes at the heart of all members of the school community.

Duty and Service

The Southport School’s (TSS) history and ethos is inextricably linked to the ideals of duty and service thus the significance of Anzac Day strikes a deep and emotional chord with all members of the school community – the students, the teachers, the parents and the Old Boys.

In 1906, a mere five years after the founding of the School (at that time known as Southport High School) and nine years before the Anzacs waded ashore at Gallipoli, a cadet corps was formed. Designated “H Company 3rd Queensland Battalion, Commonwealth Cadet Corps, Southport High School”, the cadet corps has remained an unbreakable thread in the fabric of TSS and today the tri-service corps stands as one of the largest in Australia.

If the enduring presence and prominence of its Cadet Corps and Honour Roll of those TSS past students who made the ultimate sacrifice is not enough, the phrase ‘Band of Brothers’ resonates with every boy as the title of the school song; the title of the school magazine; and the very way in which the boys are encouraged to see themselves.

Band of Brothers

These potent three words are drawn from Shakespeare’s, Henry V. Part of what is known as the St Crispin’s Day Speech delivered by Henry to stiffen the resolve of his outnumbered troops before the Battle of Agincourt, the words appear in their fuller expression as Henry refers to his men as, ‘We few, we happy few, we band of brothers’. The phrase has endured as a metaphor for courage, duty and honour. Nelson used it before the Battle of Waterloo in his communications with the Admiralty, and the words are included in the chorus of Hail Columbia, the song composed for George Washington’s inauguration in 1789. In 1944 Sir Laurence Olivier performed the full speech on radio to boost British morale during the Second World War.

Just as the expression ‘band of brothers’ has passed down through the ages as a living, breathing article of faith, it has been upheld by generations of TSS students, providing a tangible link between the current students and the Old Boys whose memory and sacrifice is honoured in a number of ways. There is the daily ritual of the School Captain turning the pages of the Honour Roll, preserved under glass in the Memorial Room. There are the spectacular stained glass windows in St Albans Memorial Chapel, many donated by families as a memorial to those who saw their duty clear, answered the call and gave their all. There is tribute paid through the pages of Judith A Nissen’s recently published book, To Honour Your name. And of course, there is Anzac Day itself, when the hearts and minds of the entire school community is focussed on the past, present and future of this ‘Band of Brothers’.

ANZAC Services

As this was the Centenary of the Anzac landings, the Prep boys added a special symbolic touch by working long and hard to hand-make and fire ceramic poppies that were then ‘planted’ to create a commemorative poppy field on the Prep Campus. The TSS Cadet Corps mustered over 350 Army, Navy and Air Force Cadets who marched on the day and attended the Southport service. The School Choir raised its voice at both the Southport RSL Dawn Service and the service following the
march, earning them many comments of praise and congratulations.

The service at TSS was held in the Tobruk Cenotaph adjoining St Alban’s Memorial Chapel, bringing together present students and their families, Old Boys, dignitaries and military personnel. The Honour Roll was read aloud and as each name was sounded, a TSS Cadet placed a cross bearing that name in the ground.

The service was delivered with great emotion by Old Boy and former Deputy Chief of Army, Major General Arthur Fittock AO R’dcd. Both he and another Old Boy, Wing Commander Darren Goldie AM, CSC, Commanding Officer of RAAF Number 37 Squadron, laid wreaths and spoke on their connection to The Southport School and how it had helped shape their respective careers in the Australian Defence Force.

Of course the Choir sang the School Song. The following words echo the deep respect that those in attendance have for the Old Boys who fought and died for their country. All present pledged to keep their memory alive.

Side by side forever young
Row on row our finest sons.
Though you never came home,
Your memory lives on.

The following examples of boys joining the Choir in the singing of the School Song at public services demonstrates that the memory of the fallen Old Boys and the notion of being part of TSS’s ‘Band of Brothers’ lives on amongst the current generation of students.

As the Choir performed Band of Brothers at two public services, a number of TSS boys in attendance with their parents, rose spontaneously to lend their voices. However, it was at one service that a seven year old Prep boy stood up alone amidst the crowd and with no sign of inhibition, joined in with the Choir some 100 metres away to deliver a proud and heartfelt rendition that amazed and delighted his parents and the surrounding public.

Spirit of ANZAC

So it is that the Spirit of Anzac is deeply imbedded in the ethos of The Southport School and is embraced by its students. We may regard that spirit as a uniquely Australian thing and it does have its own unique accent, yet its intrinsic qualities and timeless worth has a universality that has been acknowledged through the ages.

General Douglas MacArthur, Supreme Commander for the Allied Powers South West Pacific Area during World War II, had summed it up succinctly when he said:

“Duty, Honour, Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be.”

Whether or not many, or any at TSS know these words spoken by one of the United States’ most famous soldiers, their validity is intuitively known and form part of the boys’ education. The daily application of the concepts of duty, honour and country in all their shades, both subtle and obvious, spreads far and wide and into every aspect of conduct and endeavour. From the classroom, to the sports fields, to the wider community, the boys of TSS find these qualities a familiar currency that is of no less value when they have grown into men. It is no wonder then, that the Anzac Spirit is so well understood and held in such reverence by the School.

Since that day over a century ago when the first TSS Cadets snapped to attention, through two world wars and many other conflicts, it has become a simple fact that when duty calls a Band of TSS Brothers answers.

Getting kids outdoors is more important than ever, and time spent on camp provides a learning environment that no classroom can match. But to entrust these powerful experiences to the nearest secular provider is to miss a unique opportunity.

At Youthworks we combine adventure education with authentic biblical teaching so that our life changing experiences in the outdoors are shaped by a genuine Christian worldview.

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The spiritual development of your students on camp deserves nothing less than the best.

Contact us today to discuss a tailored Christian Outdoor Education program for your school.
The Importance of Anzac Day At Churchie

Peter Collin

Peter Collin, School Archivist at Anglican Church Grammar School (Churchie) in East Brisbane, Queensland writes about the importance of the School’s commemoration of Anzac Day. Churchie held its first Anzac Day service on 25 April 1919 and has conducted one every year since.

Following the catastrophe of the Allied landings at Gallipoli on 25 April 1915, and up until evacuation on 20 December 1915, there was growing concern for the need to recognize and commemorate the massive loss of life and injuries in this first combined effort of Australian and New Zealand forces.

One to speak often about this was the Reverend David Garland who had volunteered at the outbreak of The Great War and became Senior Army Chaplain in Queensland 1914 – 1917. As founder of The Soldiers’ Help Society and co-founder of the Compulsory Service League, Garland’s concern for those who had served country and Empire was inspirational and motivating.

This broad concern resulted in 25 April being officially named Anzac Day in 1916 and was commemorated by services and ceremonies throughout Australia and New Zealand, and also in London where many Australian and New Zealand servicemen and women were based.

Working from his parish in Ithaca in inner-western Brisbane, Reverend Garland continued to work for the benefit of returned servicemen. In addition to matters of returned servicemen welfare, he initiated the Anzac Day march, the silent reflection and the laying of wreaths at church services and memorials.

Canon William Perry French Morris, founding Headmaster of Churchie, then the Church of England Grammar School, had high regard for Reverend Garland’s work for the returned and families of the fallen and, supported by Canon Jones after whom Churchie’s Canon Jones Memorial Chapel is named, sought to incorporate recognition of those who had served in The Great War and those who had tragically lost their lives into the consciousness of the students and community of the School.

Thus, the first Anzac Day service was held in the dining hall of School House on 25 April 1919. This was the second year of the School’s operation at East Brisbane, School House having opened in 1918 as the first substantial building on the new school site. An Anzac Day service has been conducted every year since, growing to become an outdoor, morning service on The Flat sporting field, attended by several thousand people.

Although in its infancy as an educational institution during the Great War, 11 men connected with the School enlisted. Three were killed in action: two were students who enrolled in 1912 and 1913 respectively - the first two years of the School’s operation; one was a school master.

During the Second World War, 110 Old Boys of the School were killed in action. While several thousand students had passed through the School by these years, the School’s enrolment at the time was still fewer than 500 students. Throughout the duration of the war, the Headmaster Canon Morris, bore a heavy heart in recognising and lamenting the loss of life and calibre of young men who had been killed in service. So great was his concern about the impact of the war and loss of talented young men that he delayed his retirement until 1946, despite his health having failed in 1942 and his continuation as Headmaster through the war years being extremely arduous. These were sad times.

Having lost so many connected with the School, it was widely believed that greater commemoration needed to be made of the School’s fallen. On Anzac Day 1950 the School’s Roll of Honour was dedicated by Archbishop Halse with the Canon Jones Memorial Chapel filled by relatives of those who had been killed in the two World Wars. The Cadet Corp was drawn-up on The Flat and a large crowd was assembled on the hillside, overlooking the ceremony. The usual Anzac Day service was then held.

Anzac Day remained a very important part of the School’s calendar as things gradually recovered after the WWII years, with the hope that never again would there be the need for armed conflict and the loss of further Churchie Old Boys. Regrettably, in short time, the Korean conflict occurred and took the life of another Churchie Old Boy on active service and, more recently, a Churchie Old Boy serving in the Afghanistan War was killed in action.

Other former students have also died in the line of duty while in service, providing humanitarian aid or on peace-keeping duties.

Throughout the 104 years of Churchie’s history, there have been many sad occasions resulting from war and people serving in crisis situations. From all of these, the students, old boys and families have taken great pride and sought to be inspired and uplifted by the commitment, service and sacrifice of others. These values have been fundamentally linked to the School’s long-held values and the tenets on which the School is based.

Cadet Corps have served within the School’s weekly operations over most of its history: Army Cadets since 1919; Air Force Cadets since 1942; Navy Cadets since 1955.

Record numbers attended Churchie’s 100 years Commemoration Service on 25 April 2015. Reviewing Officer and Old Boy, Brigadier Ben James AM DSM, spoke of Australia’s nation-defining moments and of past students who displayed the values of both the Australian Defence Force and those of the School.

To the School and its broader community, Anzac Day remains a very important commemoration of the bravery, dedication and sacrifice of many who have gone before and is intrinsically linked to the history and culture of the School.

This PAGE: Reviewing Officer and Old Boy, Brigadier Ben James AM DSM, Inspects the School’s Army, Air Force and Navy Cadets, Anzac Service 2015.
WHAT AREA CAN WE MAKE MORE COMFORTABLE AND SAVE YOU MONEY

Classroom
School Hall
Foyer
Dormitory
Chapel
The ANZAC Spirit

Jennifer Blackburn

Jennifer Blackburn, Publications Manager at Melbourne’s Mentone Grammar, writes about the School’s commemorative Anzac Day service held in the Sport Centre on 24 April 2015. Decorated World War II veteran, Mr Cyril Dewire, gave the address. He spoke about the spirit of Anzac and said that it is ‘comradeship that can keep you going through the worst of days’.

Mr Cecil Dewire, grandfather of Mentone Grammar students William (Year 6) and Sophie (Year 3) addressed the gathering. He took ‘The spirit of Anzac’ as his theme.

Tomorrow is the 100th anniversary of Gallipoli when thousands of young men went into battle. They were members of Anzac, the Australian and New Zealand Army Corps. Through their bravery and determination they helped to make Australia what it is today. I am privileged to have been asked to give my thoughts on the Anzac spirit.

First of all I must point out that I have never been a member of Anzac and I certainly wasn’t at Gallipoli. I know I am getting old but I am not quite that old. However I did serve for a number of years in the British Army and was involved in fighting for the freedom of Europe from June 1944 until the war was won in May 1945.

It is in this respect that I can probably equate as an 18-year-old infantryman with what those soldiers felt 100 years ago. After training they would not really know what lay ahead of them. There was the initial excitement of going to fight for your country but nothing could prepare them for the hardship and horrors that lay ahead.

However this is where the Anzac spirit really came about – the comradeship that is formed in the face of all adversity. It is this comradeship that can keep you going through the worst of days. The stronger ones help the weaker ones through times of difficulty.

As the days go by and comrades are lost there is always the thought ‘will it be my turn next’ , but it is the comradeship that keeps you going.

That spirit still lasts today and it is friendship and loyalty that should be enjoyed by all. The First World War was supposed to be the war to end all wars, but sadly that has not been the case and there are many other conflicts that Australian soldiers are involved in. But that Anzac spirit still survives.

Never forget the sacrifices that the armed services have made on your behalf to keep Australia free. Forget petty quarrels, live up to your school motto, Labore et Honore: By work and with Honour, and above all be nice to each other.”

At the end of the service Sophie hugged her grandfather and, looking up into his eyes, told him how proud she was of him – a very special moment on a very special day.

Cadet Commitments

Our cadets were also involved in services at Beaumaris RSL, Mentone RSL, the Dingley Rotary service, Elwood Primary School and at the Old Mentonians Football Club.

Avenue of Honour

An Avenue of Honour was installed on the walkway alongside the Junior School building. The names and dates of death of Old Mentonians who lost their lives in war or as a result of war, are inscribed on memorial rocks.

Camp Gallipoli

The School also supported Camp Gallipoli with a number of school families attending this historic event at Melbourne’s Showgrounds.
The Battle For Peace Begins With Ourselves

Shawn Kasbergen

The Year 9 students at St John’s Grammar School participate in The Rite Journey, a South Australian developed program specifically catering for the social, emotional, physical and spiritual development of young adolescents. Learning how to be an adult male or female in any society requires guidance, mentoring and a great many conversations. In our society today, young people often turn to their peers, the internet and the media to source their knowledge and guidance. During the Rite Journey, students are required to have important conversations about what it is to be a respectful and responsible man or woman in our society.

As a core component of the Rite Journey at St John’s Grammar, each year students are invited to attend the local Blackwood Dawn Service. In preparation, students were provided the opportunity to hear from several returned servicemen. We were most fortunate to welcome a visit from our elected Member of Parliament, The Honourable Martin Hamilton-Smith, who had served in the SAS and fulfilled duties as a commanding officer in Malaysia and Egypt. Furthermore, the students were treated to a first-hand account of what it was like to serve in the Vietnam War, through an engaging and thought provoking presentation by Major Tony Mogridge.

It was instantly clear from both presentations that our core values will be central to everything that we wish to accomplish. Both Martin and Tony challenged the boys to consider what comprises their character, as this will hold them in good stead for their studies, relationships, careers and beyond. They outlined that their youth is a critical time and that the decisions they make now will shape the rest of their lives.

When speaking of conflict, both speakers highlighted the core values of mateship, courage and service to a higher purpose. They highlighted that persistence is key to meeting the challenges that lay ahead of you. They were both quick to outline that these skills are relevant at all points in life, not just in the military. They communicated that in the face of adversity, these core skills will be valuable resources to draw upon.

The experiences that students engage in as part of The Rite Journey permit students to assess and evaluate their character across a range of carefully selected situations. Students respond to a series of challenges throughout the year to test their skills of persistence, willpower and courage. They are challenged to run the 12km City-Bay fun run, complete a 6km Abseil, learn how to juggle, conduct deliberate acts of kindness, complete a 24-hour solo camping experience, take a stand on an issue that respects to those who had served. They understood that it is all too easy to take for granted the sacrifices that had been made by the Anzacs. The students were determined to show that their current freedoms and respects to those who had served. They understood that it is all too easy to take for granted the sacrifices that had been made by the Anzacs. The students were determined to show that their current freedoms.

When the moment came to attend the Dawn Service, the students were resolute about paying their respects to those who had served. They understood that it is all too easy to take for granted the sacrifices that had been made by the Anzacs. The students were determined to show that their current freedoms would not be met by indifference. As Major Tony Mogridge had explained to the students, the attendance of youths at the Dawn Services around the country does mean a great deal to all returned servicemen.

A defining moment of the service came as The Reverend Brenton Dautby OAM delivered his opening prayer, in which he stated, “The battle for peace begins with ourselves.” It is this very concept that plays a core role in The Rite Journey for the Year 9 students at St John’s. It instantly connects our daily actions with those of the Anzac troops when they landed at Gallipoli 100 years ago. The way we treat each other sets the tone for the society we live in. To value positive relationships, supporting those in need, persevering in the face of adversity and showing bravery by going outside of one’s comfort zone are all critical to the growth and development of a young adult.

The narratives that developed from the trenches become reference points for our own endeavours. We do have a responsibility to carry these ideals forward. We can regularly see acts of mateship and camaraderie in the way students help each other through the difficult times, much like the Anzacs will never leave a wounded mate behind or will assist a fatigued comrade by carrying their pack. Friends, collaboration and mateship are tremendously important to adolescents, and many students will go to great lengths to support their peers in good times and in bad.

The need to innovate and to find new solutions to the problems the citizens of the 21st Century face will be as relevant as those on the beaches in 1915. The soldiers were given the name diggers due to their rapid creation of many miles of trenches and were inventive to develop periscopes to see the Turkish troops and self shooting guns to enable casualty free retreats. This very spirit of innovation has inspired generations of Australians to not only problem solve, but also problem seek. Our students today can draw on such resourcefulness as they seek to find resolutions to contemporary issues.

It is therefore certain that the Anzac spirit does indeed provide a point of reference for today’s youth. In the many hours I have had the fortune to spend with Year 9 students, they are the bright hopes for tomorrow, who carry the legacy bestowed upon us by the Anzac troops over the last 100 years. The Rite Journey provides the ideal framework for students to consider their own values and how indeed, they will ensure the world is a better place, because they have travelled in it.

Lest we forget.
Mick Bunworth, Communications Manager at Canberra’s Radford College, writes about Angela Liao’s (Year 11) attendance at the 100th Anniversary Gallipoli Dawn Service. He also comments on the College’s commemorative Anzac Day Service.

Attending the 100th Anniversary Gallipoli Dawn Service was an experience Year 11 student Angela Liao from Canberra’s Radford College will never forget.

Angela was one of four recipients of the ACT Chief Minister’s Anzac Spirit Prize. Earlier in the year, Angela had entered the Anzac Spirit Prize competition, which is designed to give young Australians the opportunity to learn and reflect on the significance of the First World War and Australia’s role during the conflict.

Her prize-winning entry was in the form of a poster and captured the essence of the Anzac Spirit, drawing inspiration from the stained glass windows of the Shrine of Remembrance at the Australian War Memorial.

These values include loyalty, comradeship and devotion. Angela’s work showed a deep understanding of the significance of these values and of Anzac generally, as well as displaying a very strong artistic talent.

Angela wrote to Radford College Principal and Anglican Schools Australia President Fiona Godfrey shortly after her return from Gallipoli.

Mrs Godfrey said she was impressed by how beautifully the letter, reproduced on the following page, captured all that Angela experienced and learnt whilst on the tour.

Radford College student deeply moved by her trip to Gallipoli

Mick Bunworth

Radford College Principal and Anglican Schools Australia President Fiona Godfrey said she was impressed by how beautifully the letter, reproduced on the following page, captured all that Angela experienced and learnt whilst on the tour.

Dear Mrs Godfrey

I am writing to thank you for the school’s support in my application for the Chief Minister’s Anzac Spirit Prize Study Tour and to share some of my experiences during the trip.

A single photo will never do justice to the memory because it fails to truly capture the context, emotion and personal reflection. To summarise such a life-changing experience in a few mere sentences would belittle the lasting legacy this journey will have upon me. My personal development has been deepened by an understanding of both Turkish culture and the Gallipoli campaign. The new friendships I formed through a rollercoaster of emotions will forever motivate me to work towards a harmonious global community. If I have learnt anything from the amazing group of people I have been fortunate enough to share this trip with, it is that our generation has both the drive and talent to create global peace. For this, I am truly grateful.

Remembrance itself does not fulfill the commitment we made to the Anzacs a century ago: lest we forget is not in itself enough, but merely a beginning.

In order to truly fulfill our promise to the Anzacs, we must go beyond mere words and ceremonies to become proactive advocates for global peace and equality. If we don’t, future generations may suffer the fate our Anzacs sacrificed their lives to prevent.

Anzac Day is only one day each year, yet it takes the combined and concerted effort of every citizen of our global community to put aside prejudice and to embrace an era of peace.

I fully recommend that this opportunity be extended to other students in years to come so that they too may partake in such an experience. One of the best things about Radford is the assortment of opportunities provided to students. Attached are a few small gifts from my travels. The Turkish tea glass is for you, to thank you for your personal support. The commemorative spoons are for the school, as a memento from the occasion. I hope that the school community continues its acknowledgement of the sacrifices of both Turkish and Anzac servicemen and women during World War I.

Yours sincerely

Angela Liao

Angela Liao at Gallipoli

Angela Liao in Turkey
Mrs Godfrey said while it was wonderful to receive gratitude, it was even better to receive acknowledgement that the experience had left such a lasting legacy on at least one young Australian.

Angela’s attendance at the 100-year anniversary of the dawn landing preceded a service at Radford College to reflect on the sacrifices made by Australia’s previous generations.

Mrs Godfrey asked the whole College to think about the Anzacs and their families “who suffered the tragedy of their fathers, sons, brothers, uncles and cousins not returning to them. Those families felt the impact of that loss every day.

And we also remember the families of those who did come home, but bearing scars, visible and invisible, for the rest of their lives. As we think about our own families, we think about what it must have been like for all of them.”

In his speech, Australian War Memorial Director Dr Brendan Nelson spoke about the supreme sacrifices made by previous generations and the importance of remembering them. Radford College Year 3 and 4 Songsters’ rendition of Here You Lie and the Camerata and Chorale performance provided two beautiful, reflective interludes to the proceedings.

Radford College Vice-Captain Laura Roden’s speech offered some wonderful insights into why students around Australia continue to honour those who have served in Australia’s armed forces.

To mark the impact of war on the Canberra and Radford communities, wreaths were laid by Second World War veteran Edward Fleming, Vietnam veteran Howard Dalton, and Radford College students Lisa Hutchinson, whose father Edward served in Iraq, and Molly Kennedy, whose father Mitch served in Afghanistan.

College Chaplain Father Richard Browning gave the blessing, asking those gathered to go in peace, bringing to a close, a moving commemoration of those who had sought to make that peace possible.
Mandy Cosser

Mandy Cosser, Community Relations Officer, at St Mark’s Anglican Community School in Hillarys, Western Australia writes about the special Anzac Day events the School organised to remember the sacrifices of Australia’s servicemen and women. She notes that at the Primary and Secondary School services, students and staff remembered not only the Australians and New Zealanders who fought at Gallipoli, but also the many Australians who have fought for freedom in wars and conflicts over the last century. Corporal Scott Jones from the 10th Light Horse Regiment, Karrakatta spoke about the Anzac spirit at each service. He said the Anzac spirit represents ‘a sense of purpose and direction’; ‘acceptance of responsibility’; and ‘compassion’.

ANZAC Spirit

Strong commitment to community is part of what Corporal Jones believes epitomises the Anzac spirit, and he encouraged students to think about this spirit in their everyday lives. He said:

“Throughout my time in the Army I have always strived to live up to the Anzac spirit. It gets drummed into you from the very moment you join, but what is the Anzac spirit? What does it mean? For me, I believe it is a short phrase for a number of qualities which all of us, not just men and women serving in the Australian Defence Force, can usefully use in our everyday lives.

The Anzac spirit represents a sense of purpose and direction. The original Anzacs knew what they had to do, they knew of the dangers and the difficulties but they got down and did not let those difficulties stop them from obeying their orders. It is true that the whole campaign did not achieve what was hoped for, but the soldiers on the ground stayed until their leaders decided it was time to withdraw.

You can apply this to your everyday life. You know what work you have to do at school and what tasks your parents may have set you to do about the house, no matter what difficulties you think are in the way, think of the Anzacs and others who have followed them, and push the difficulties to one side and accomplish your task.

Secondly, the Anzac spirit represents an acceptance of responsibility. This is another quality you should apply in your everyday lives. Take responsibility for everything you do. It is easy to say ‘I did that’ or ‘that’s my work’ when something goes right. We know that sometimes things do not go right. Sometimes you do something which is against the wishes of your parents and teachers. Remember the Anzac spirit and take responsibility for what you are doing.

The Anzac spirit also includes a sense of compassion. This has been summed up in the Australian experience of mateship. This means to watch out for your mate, help him or her at all times and don’t poke fun at other people at school because they may have some misfortune, or come from a different part of the world.

So these three very simple things are what I believe the Anzac spirit means for everyone: having a purpose and direction, accepting responsibility and finally, having a sense of compassion.”

Services

Primary School music teacher, Mr Andrew Martin, performed an inspiring version of Waltzing Matilda at the Primary School service and the School Choir sang a beautiful rendition of On Flanders Field at the Secondary School service. Students, Jack Gillespie and Joshua Tilson, played the Last Post and the Reveille for the silent and respectful wreath laying ceremony.

The Primary School wreath was made by Year 3 and 4 students from recycled materials. The students also made a second wreath, which was presented to the North Beach RSL for use at its Anzac Day service.

Lone Pine Trees

St Mark’s is fortunate to have a permanent reminder of Australia’s service at Gallipoli – Lone Pine trees, grown from seeds of the Turkish Pine that stood tall over the battles that took place on ‘400 Plateau’ 100 years ago.

After the capture of Lone Pine ridge (6 August 1915), an Australian soldier, Corporal Benjamin Smith, who had taken part in the attack in which his brother was killed, found a cone on one of the pine branches used by the Turks as overhead cover for their trenches, and sent it to his mother. Smith’s mother grew two seedlings from seeds shed from the cone; one of which was planted in the grounds of the Australian War Memorial in honour of her own son and others’ sons who fell at Lone Pine.

Corporal Scott Jones

Primary and secondary students had the opportunity to hear from Corporal Scott Jones, from the 10th Light Horse Regiment, Karrakatta. Corporal Jones spoke of his Regiment’s history and their service at Gallipoli, as well as the reasons he chose to join the Army as a young man. He shared stories of his immediate family members, including both grandfathers and an uncle, who had proudly served in the Australian Defence Force. Corporal Jones also spoke of his deployment to Iraq in 2005, and of the Australian Army’s commitment to building positive relationships with the local communities in which they worked.

Lest We Forget

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The St Mark’s Lone Pines, which were seedlings grown from the sister tree in Canberra, were donated to the School in 2009 by Mr and Mrs Sinclair, one of the School’s foundation families. Each year, the Year 7s take responsibility for caring for the trees, which are flourishing in the School’s coastal environment. The Year 7 students also hold their own memorial service which, this year, will take place on 6 August to mark 100 years since the strategic battle of Lone Pine on the Gallipoli Peninsula.

**ANZAC Play**
As part of the commemorative events the Year 7s watched a play titled ANZAC G’DAY – 100 Years since Gallipoli. The play follows the story of a West Australian soldier who enlists in the Army in 1915. He saw it as his ‘honourable duty’. The audience learnt about friendship and the reasons why 8,709 Australian soldiers lost their lives at Gallipoli. In the play a young student from today follows the soldier’s path questioning changing attitudes to war, both historically and in the light of current conflicts.

**Australian War Memorial**
Later this year our Year 9 students will visit Canberra and, as part of their itinerary, they will visit the Australian War Memorial. St Mark’s students first visited Canberra as part of their curriculum in 2004 and ever since then the visit to the Memorial has been a highlight of the trip. A number will look for the names of men and women from their own families who are recognized on the Roll of Honour.

By providing opportunities for students to participate in commemorative activities, St Mark’s aims to provide students with opportunities to reflect on the ultimate price of sacrifice that has been paid by past generations, and continues today, as the world struggles for peace as well as reinforce key areas of the curriculum.
Coomera Commemorates the Anzac Tradition

Amanda Shuttleworth

Amanda Shuttleworth, Primary Campus Head of Teaching and Learning at Coomera Anglican College in Upper Coomera on the Northern Gold Coast, writes about the significance of Anzac Day to the college community and of the special assemblies and activities that the College hosted this year to mark the centenary of the Anzacs.

Lest We Forget.

These words are particularly significant to the Coomera Anglican College community on Anzac Day. For us ANZAC Day represents a time when the community comes together to remember the soldiers who fought and protected Australia and its way of life, including a very special member of our college family. Trooper David Pearce was a father and husband with two daughters at the College who, while on his first tour of duty, was the first Australian soldier to die in active combat in Afghanistan. His death occurred on 8 October 2007. His passing brought great sadness to our school. Since then Anzac Day has provided our community with a time to remember and celebrate the great gift that Trooper David Pearce gave to us all. This gift was to live in a country with continued freedom, choice and democracy.

ANZAC Assemblies

Coomera Anglican College commemorated 100 Years of Anzac with Primary and Secondary School assemblies and attendance at a number of community parades and ceremonies.

Head of Primary, Mr Graeme Kilkpatrick, said that while the primary campus’s undercover area is the furthest place imaginable from the horrors of the World War I battlefields, the Anzac Day service succeeded in connecting present day staff, students and parents to many of the men and women who served in the Great War. The focus of the ceremony was on remembering and appreciating the sacrifices that had been made for today’s generations.

The young students were reminded of the meaning of Anzac and of the virtues that each man and woman exhibited to become an Anzac. Retelling history and sharing stories and experiences helped bring the memory of the fallen soldiers “alive” for the children. The ceremony continued with staff and parents speaking about what it means to be a modern day Anzac. Sergeant Justin Donnelly shared photographs of his many tours of duty in Afghanistan and described the daily dangers the soldiers faced. Sergeant Donnelly also spoke about bravery, courage, teamwork, leadership and friendship, essential attributes for a modern-day Anzac. These virtues that the original Anzacs displayed are the very qualities that our students are encouraged to embrace in their everyday lives.

Special guest, Mr Daniel Gow, spoke about the battles fought and the hardships encountered during World War I. Mr Gow reminded students of the landing at Gallipoli and of the soldiers’ experiences at Fromelles, Pozieres and Ypres. He commented on the determination of the diggers as they fought for what they believed in, and of the fears they faced every day. He also highlighted the number of soldiers killed or injured in the conflicts. These figures helped the children comprehend the enormity of the sacrifice the Anzacs made.

The Primary Campus Cenotaph designed by past student, Jessica Wilson, is central to the College’s annual commemoration of Anzac Day as is the Aleppo Pine Tree, which is next to the Cenotaph. The College was fortunate to receive a descendant seed from the original Lone Pine tree at Gallipoli. It has sprouted into a healthy tree forging a spiritual and emotional connection between the college community, the memories of the Anzacs and the modern day service men and women who represent our country.

This year Mrs Nicole Pearce read the final entries from Trooper Pearce’s diary. It was the first time she had performed this task and the impact on the College was real and emotional.

Mrs Pearce said, “It was clear from the entries in David’s diary that he was doing something he felt passionate about. He really believed in fighting to protect Australia and his determination and belief in what he was doing was evident in the words he wrote in his diary entries.”

Major Graeme Palmer, also a College parent, then recited the Ode.

As is tradition a shorter ceremony was held for the Pre-Preparatory, Preparatory and Year One students. The children embraced stories about diggers who had fought to protect our way of life and they learned from Sergeant Donnelly’s experiences what they must treasure for their future and generations beyond.

Our secondary students participated in an Anzac ceremony where they remembered those who fought and fell in their efforts to protect Australia and her allies. The students paid homage to their Australian heritage and the significance of our nation’s flag, national anthem and the Last Post as representations of the importance of valuing our nation’s history.

Building Lasting Connections

Principal, Dr Mark Sly, maintains the participation of students in Anzac ceremonies is paramount to building lasting connections and stronger links with the community.

“The opportunity to commemorate, show respect and share memories is what we want our students to be part of and to embrace,” Dr Sly said. He went on to say, “Future generations will continue to represent Coomera Anglican College in ceremonies such as Anzac Day. This is very important to our College.”

Senior students represented the College in community Anzac commemorations in Oxenford and Coomera on Saturday 25 April. The ongoing connection between the College and the community has deepened throughout the years with greater links being developed between family and friends who are current service men and women and who have families with strong, proud Anzac histories. We foster these connections as they become the threads that bind the College to the community. Our 100 years of Anzac commemorations have further strengthened these bonds.
Burgmann Anglican School can count more than 100 Defence families within its broader school community. Brooke James, Burgmann’s Defence Transition Aide and Mentor, writes about the commemorative services and associated activities the School held in recognition of the 100th Anniversary of the Anzacs’ landing at Gallipoli.

Serving Our Defence Families

Burgmann Anglican School at Gungahlin in the ACT can count more than 100 Defence families within its broader school community. Brooke James, Burgmann’s Defence Transition Aide and Mentor, writes about the commemorative services and associated activities the School held in recognition of the 100th Anniversary of the Anzacs’ landing at Gallipoli.

Burgmann’s Unique Community

Burgmann Anglican School has over 100 Defence families within our wider school community. We have families from the Navy, Airforce and Army, many of whom deploy for extended periods to various locations across the globe - many at short notice. We are very aware of and sympathetic to the unique experiences and challenges faced by our Defence students. As part of our support program for Defence students and their families, we work hard to ensure our commemoration services held throughout the year are moving tributes to those who make sacrifices for us.

ANZAC Services

One of our major commemoration services is Anzac Day. We hold two significant ceremonies across both of our school campuses. The first is held at our Forde campus and includes students and staff from our Middle School and Senior School. This year, given it was the 100 year anniversary of the landing at Gallipoli, we gave the ceremony a reflective and historical theme, focussing on the significant sacrifices and bravery of our original Anzacs.

Our service included a moving performance by our Senior Choir who performed ‘In Flanders Fields’ and ‘Abide with Me’. Our Defence students, student leaders, staff and representatives from the Australian Defence Force Academy laid poppies as a tribute to the fallen. Principal, Steven Bowers, spoke of his recent trip to London where he witnessed the sea of ceramic poppies on display. Steven returned with one of the poppies which is now on display at our Forde campus as a permanent tribute.

We were privileged to have Captain Peter Bowers, RAN, address our School assembly. He spoke about some of the most significant contributions by individuals in World War One. Our Junior Service welcomed Chaplain Andrew Taylor from the Royal Military College, Duntroon who shared his personal connection to the original Anzacs with students and staff.

Each year we include a Defence family tribute in our ceremonies. This musical tribute includes family photographs of each of our Defence families and photographs of relatives of our staff. This is a very important part of our service and showcases the many students within our community who make sacrifices for us. It is an important reminder that our servicemen and women have families too, and that these children live for extended periods of time without their loved ones and live with some anxiety during times of deployment. We are firm believers that behind every great serviceman and woman, there is a loving family who provide them with the love and support they need to fulfil their sense of duty.

Rotations for our Early Childhood Students

In addition to our two major Anzac services, we also hold Anzac rotations for our Early Childhood students. We provide activities for the younger students so they are able to gain some insight into the significance of the day. This year our rotations included the story of Simpson and his Donkey, eating Hard Tack, making ceramic poppies, writing letters to deployed soldiers, and an obstacle course which was designed to provide students with some insight into the physical preparation our soldiers undertake as part of their training.

Service at the War Memorial

The official Anzac service, held at the War Memorial on 25 April is also an important day for the Burgmann community. For the past two years our Principal Steven Bowers, Deputy Principal Chris French and Defence Transition Aide and Mentor, Brooke James have invited student leaders to attend the service, in full school uniform, to show our support for the sacrifices made. This is a very moving experience and one that we intend to continue for many years to come.

Valuing our Defence Community

Our Defence community is important to us, each and every day of the year. Our focus is to ensure that our Defence families feel like a welcome and valued part of our wider school community. We see our commemoration services as a time to show our Defence community how much we sympathise with them, honour them and support them.
Anglican College’s Anzac Day Service.

Wreaths were laid at the base of the Australian flag during Trinity the weeks leading up to the service.

activities that took place in the classrooms in of Anzac. She also comments on the Anzac Anzac Day service commemorating 100 years

Officer at Albury-Wodonga’s Trinity Anglican Rowena Newcomen, Registrar and Marketing Rowena Newcomen

Poignant Memory

Hill,” continued Jed. “When I was younger I would still dark to attend the dawn service atop Monument “For years my family and I have risen whilst the sky is still dark to attend the dawn service atop Monument Hill,” continued Jed. “When I was younger I would complain of the cold and of how tired I was, not truly understanding why I was there. It is a stirring service as I am sure many of you know. The silence of early morning is split by the bugler’s Last Post, a haunting ode to our soldiers, both living and those who have passed away.”

“This Australian is not touched by the Last Post?” Jed challenged.

Which Australian, indeed. The stence was deafening as Jed concluded his recollection of childhood Anzac memories which underpinned the service to commemorate the 100th anniversary of the Gallipoli landing.

“But Anzac day is not all sombre remembrance,” Jed declared. “It is a chance for us to not only remember but to celebrate. We have a chance to see what truly makes us Australian. The spirit that the Anzacs displayed still lives on today. Fortunately our spirit is not tested in the trenches, the mud and blood, but on the sports field or in the classroom with our friends. But we display the same spirit, keen to have a joke, helping out our mates through thick and thin and rising to any challenge. That’s the Anzac spirit, the Aussie spirit, and Anzac Day gives us a chance to remember, reflect and celebrate on the darkest time in our history which produced the brightest in our country.”

The service was a reverent way to conclude – and reinforce – the activities undertaken in the classrooms in the weeks leading up to Anzac Day. Senior school students incorporated speech writing into their English classes using the topics defined in an official just Year 11 school competition of ‘My childhood memories of Anzac Day’ or ‘What Anzac Day means to me’. Students in Years 5 and 6 vied for speech giving honours, with insightful commentary on what has been forsaken to provide the freedom in their lives, while students from Kindergarten to Year 4 produced Anzac-inspired art that was then proudly displayed throughout the auditorium.

Much of the art depicted poppies, the universal symbol of remembrance originating from the battlefields of France and Belgium where it was often the first plant to grow in the grim surroundings after battle.

And so poppies were a critical element to Trinity College’s tribute to fallen soldiers. Every class in the senior school and junior school prepared a wreath to lay at the base of the Australian flag during the service. These creations ranged from hand crocheted poppies nestling among fresh sprigs of rosemary to poppies of crepe paper twisted onto pliable eucalypt branches.

Displayed en masse at the foot of the Australian flag, placed there by two representatives from each class and accompanied by a bugler from the college community, they were a visual reminder of all that Jed had spoken about.

in addition, every student prepared an individual poppy to add to the communal ‘poppy board’ for display during the service and later in the College foyer, where they formed a colourful accompaniment to medals and citations encased and loaned by a senior school family.

If there was ever any doubt among students about the enormity of the toll from World War I, it was erased by one of their own leading the service.

“Between 1914 and 1918, over 400,000 Australians volunteered to fight in World War I, over 330,000 saw active service (and) 59,375 Australians were killed before the armistice was signed in 1918,” the Year 5 student informed. “To try to understand these numbers, consider that the population of Albury city today is $1,000 people. More Australians were killed in the World War 1 than live in Albury in 2015.”

As each student, winners in each of the speech categories, shared their thoughts and memories of Anzac Day, it was clear the significance of Anzac Day was as strong today as it was 100 years ago.

Year 6 student Mattea spoke of her family’s extended Australian holiday that incorporated visits to memorials and museums around the country. Her interest piqued by these visits, Mattea told of her journey of discovery into the role her great great grandmother’s brother played in the war in France, where he was killed in 1918.

Without exception, the students who led the service conveyed a consensus of appreciation for the men and women who fought for Australia’s freedom in wars wherever and whenever they were. The Year 9 band’s haunting rendition of The Band Played Waltzing Matilda was a celebration of the band’s talent but at the same time a fitting reminder of the gruesome side of war.

There’s no doubt the poignancy of the service was partially responsible for the massive turnout of Trinity College students at the Anzac Day march in Albury’s main street the next morning and in Wodonga soon after.

Despite weather warnings and black skies, students from Kinder to Year 12 donned their uniforms on a weekend day to honour the Anzacs and represent the College. In Albury, the schools followed returned servicemen and enlisted men and women in a walk of respect that ultimately made its way to Monument Hill where our College captains laid a wreath on behalf of the school community.

The program of events and activities, and the culmination of these into the moving tribute that was the College service and the Anzac Day march, will ensure that Anzac Day lingers in the memories of our students long after the last of the wreaths have wilted and died.

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