



## President's Message

Welcome to the first edition of Anglican Schools Australia's newsletter for 2016. I am certain that all of you will be pleased that our children have returned from their holidays refreshed, energetic and brimming with stories of their time apart from their classmates. They have brought welcome life back into our schools, which are dreary places without them.



### FEATURE ARTICLES

Choral Traditions at Collegiate .....	10
A Singing Community .....	14
Music Creates a Connection .....	20
Educated to Sing.....	26
Balancing Safe Use of the Digital Space .....	36
Log Out, Turn Off and Switch On .....	64
Making a Difference in the Philippines .....	68



The daily rhythms of our schools are diverse and interesting. Each of our schools acknowledges the start of the school year in its own ways. However, I am sure that one common thread across all of our schools will have been the reaffirming of our unique roles as Anglican schools and the manner in which our beliefs are infused into our daily practices. It is a joy to know that we have the freedom to express our Christian Faith and for our children to explore their own particular spirituality in our schools. The added depth that this provides to the learning of our children is such a wonderful thing.

**Walking Meetings**

This year my three treasured Chaplains and I have introduced walking meetings into our monthly meeting schedules. Having trialled this approach in the latter part of 2015 with two of my Chaplains, we have really valued the opportunity that walking together in the grounds of our two campuses provides, enjoying God’s creation and being able to have deep and considered conversations focusing on the core of who we are as a vibrant Christian community. I heartily recommend walking meetings to you as a perfect reason to be away from your desks and phones.

**Annual Conference**

The major event in Anglican Schools Australia’s (ASA) calendar this year is, of course, the annual conference to be hosted in Adelaide in August. I trust that all Anglican schools will enjoy the benefits of the coming together of our spiritual leaders to discuss the theme, Rivers in the Desert.

Along with the regular conference programs for Chaplains and school leaders, let me commend to you the special day for emerging leaders at the very start of the program. Providing opportunities to learn about the special nature of Anglican schools in a broader

setting will be invaluable for those on our staff who are to be the leaders of our schools in the future.

I commend the work of Christopher Prance and his organising committee who have been excited and inspired by a theme that they know will provide those in attendance with ‘food for our souls’ as well as practical ideas for us to take back into our own school settings.

I look forward to sharing ideas with all of you at the conference.

**Strategic Plan**

This year the Management Committee’s attention will be focussed on developing a new Strategic Plan for ASA for the next three years. We aim to approve the plan at the Management Committee meeting in August.

**ASA News**

Once again, this newsletter provides us with some terrific examples of the extraordinary things that are going on across Australia in our schools. The key theme is choral traditions in our schools. It is inspiring to read of the work that staff and students are achieving both within their schools and in the broader local and global communities.

**Contact**

May I wish you all a successful and fruitful year ahead for your staff and, more importantly, for the students in your schools. Should you have any questions of ASA or if you need support from us, please do not hesitate to contact me through the Anglican Schools Commission’s office in Perth or at Overnewton Anglican Community College in Melbourne.

Jim Laussen  
President ASA  
Principal Overnewton Anglican Community College



ABOVE: Walking together at Overnewton. Kim Cruickshank, Jim Laussen, Helen Dwyer and Pene Brook.

**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](mailto:whillman@asc.wa.edu.au). Submissions are published at the discretion of the editor.

FRONT COVER: St Michael’s Collegiate School  
FRONT COVER BANNER (L-R): Trinity Anglican College, Pulteney Grammar School, St Hilda’s Anglican School for Girls, SHORE School.

# Rivers in the Desert

ANGELICAN SCHOOLS AS COMMUNITIES OF HOPE

CHAPLAINS & EMERGING LEADERS DAY - 11 AUGUST 2016 CONFERENCE - 12-13 AUGUST 2016 ADELAIDE CONVENTION CENTRE

2016 ANGLICAN SCHOOLS AUSTRALIA (ASA) CONFERENCE

Pre-Conference Program  
Thursday 11 August 2016  
Chaplain's Shadowing Program and Chaplain's Networking Program - The Monastery Conference and Function Centre  
The Emerging Leaders Day - Visits to Anglican Schools and hosted by St Peter's College

Conference Program  
12-13 August 2016  
Adelaide Convention Centre,  
Adelaide, SA

I am about to do a new thing.  
Now it springs forth,  
Do you not perceive it?  
I will make a way in the wilderness  
And rivers in the desert.  
Isaiah 43:19 (NRSV)



# Executive Officer's Column

Anglican  
Schools  
Australia



The Reverend Peter Laurence, Executive Officer of Anglican Schools Australia (ASA) (and CEO of the Anglican Schools Commission in WA) notes that this year ASA's Management Committee will be focused on developing a new Strategic Plan for the period to 2020. In addition, he draws the membership's attention to sponsored places at the Adelaide Conference, post-graduate study opportunities for School Chaplains and the latest information on ASA's travel partnerships.

I join our President Jim Laussen in welcoming you to another 'jam-packed' edition of the ASA News. Every Anglican school is a busy community full of rich and diverse happenings in its own right. As a network of 160 member schools, the Anglican Schools Australia family is an exciting community of friends and colleagues, connected through our commitment to excellence in education and a faith tradition grounded in Anglican theology and ecclesiology, as expressed in and through the Diocese in which each school is located. We often talk of the rich tapestry of life; there are few richer or more diverse than our Anglican communities of faith.

## Strategic Plan

As the President has mentioned, 2016 is a strategic planning year for the Anglican Schools Australia Management Committee. Our current Strategic Plan expires this year. The Management Committee will be coming together for a strategic planning workshop day in the next couple of months. To inform deliberations, a survey of current member schools and past conference attendees will be undertaken shortly. I hope that you will seriously consider completing the survey, expressing your views on the work of your network.

## Adelaide Conference

Funding support is available for individuals in member schools whose budget constraints would otherwise prohibit attendance at our conference in Adelaide in August. Sponsored places are available, with Conference registration costs covered. Details, including the application form for sponsored places, are available on our website - [www.anglicanschoolsaustralia.edu.au](http://www.anglicanschoolsaustralia.edu.au).

## Post-Graduate Studies for School Chaplains

In the last edition of ASA NEWS, Jean-Pierre Schroeder wrote of his initial Master of Theology studies in Chaplaincy. ASA has been working with those who run the course through the University of Cardiff and the Anglicans in Hong Kong to keep course costs at an

achievable level. With the Australian dollar in general decline recently, and school professional learning budgets under pressure, ASA is mindful of finding ways to enable Chaplains to undertake post-graduate studies, supported by their school.

Both Cardiff and Hong Kong have now agreed to substitute some face-to-face 'intensive' courses with video-conferencing. This will reduce overseas travel and accommodation costs for those undertaking the MTh.

I would be pleased to speak with Chaplains interested in pursuing the MTh. Please contact me through the ASA office. Places for the 2016 course (commencing September) are now open.



## ASA's Travel Partner Benefits Program

ASA's preferred travel partner, Virgin Australia is offering exceptional discounts to our member schools for individual and group travel in Australia and overseas. It also provides big savings on all classes of fare for Singapore Airlines, Air New Zealand and Delta, all of whom are part owners of Virgin Australia.

I am pleased to advise member schools that ASA has recently signed a direct travel agreement with Etihad Airways, recognised as one of the world's best airlines, and a Virgin Australia partner. Not only does this agreement bring discounted travel (of almost 40 per cent reduction on some fares) to member schools, Etihad has agreed to provide some real benefits to groups travelling on overseas trips with them. Under the new Anglican Schools Australia agreement Etihad will provide:

- Preferred group fares;
- Dedicated staff to provide special assistance to teachers for their groups at airports;

- Pre-seating for the entire group;
- Fully flexible fares with complimentary name changes and flight changes prior to ticketing; and
- Frequent flyer point accumulation for all travellers.

Schools can access the full benefits of the ASA-Etihad agreement through our travel management company, Campus Travel.

Of course, our beneficial pricing with Qantas remains in place and accessible to all our member schools.

Individual staff in an ASA member school are also welcome to access the various travel benefits and pricing for personal travel, at the discretion of your school.

Members can access the respective airline travel benefits only when booking through Campus Travel, ASA's selected Travel Management Company.

SCHOOL APPOINTMENTS

PRINCIPALS

Ms Maggie Dunnill, Peter Carnley Anglican Community School, WA (Acting Principal Semester One, 2016)

Mr Tony George, The King’s School, NSW (commencing Term 3, 2017)

Mr Steven O’Connor, All Saints’ College, NSW

Mr Stewart Ross, All Saints’ College, NSW (Acting Head of College, Term 1, 2016)

Ms Sue Shaw, Trinity Anglican College, NSW (Acting Principal)

The Reverend Louis Stringer, Orange Anglican Grammar School, NSW

CHAPLAINS

The Reverend Alison Andrew, Tintern Grammar, VIC

The Reverend Julia Denny-Dimitriou, St Peter’s Woodlands Grammar School, SA

The Reverend Brad Galvan, St Mark’s Anglican Community School, WA

The Reverend Megan Curlis Gibson, Ivanhoe Girls’ Grammar School, VIC

The Reverend Sarah Hobba, Senior Chaplain, Beaconhills College (Berwick campus), VIC

Mrs Kate Jacob, Associate Chaplain, Beaconhills College (Pakenham campus), VIC

The Reverend Debbie May, St Hilda’s Anglican Schools For Girls, WA

The Reverend Andrew Robinson, Canberra Grammar School, ACT

The Reverend Melanie Simms, Peter Carnley Anglican Community School, WA

The Reverend Dr Theo McCall, Chaplain at St Peter’s College, has been appointed to a two-year term as Chaplain for Anglican schools in South Australia (2016-2017).

RESIGNATIONS

PRINCIPALS

Mr Peter Crawley, St Hilda’s School, QLD (effective December 2016)

Dr Timothy Hawkes, The King’s School, NSW (effective December 2016)

Mr Steven O’Connor, Trinity Anglican College, NSW/VIC

Mrs Judith Poole, Abbotsleigh, NSW (effective December 2016)

Dr John Vallance, Sydney Grammar School, NSW (effective April 2017)

CHAPLAINS

The Reverend Stewart Taplin, Tintern Grammar, VIC

The Reverend Chris Welsh, Canberra Grammar School, ACT

DIOCESAN NEWS

APPOINTMENTS

Kanishka Raffel was officially installed as the new Anglican Dean of Sydney at an impressive service on Thursday 4 February. He is the first person from a non-European background to hold the role in the Church’s history in Australia. With 56 per cent of the City of Sydney’s population having both parents born overseas compared to the state average of 36 per cent, Dean Raffel’s appointment provides an opportunity for the Church to access and attract new followers.

Dean Raffel believes it is “important for the Church to reflect the society that it is seeking to serve”. He said he wants “to make contact with as many different groups of people as I can”.

The Reverend Dr Michael R Stead, Rector of St James Anglican Church, Turramurra since 2008 was consecrated Bishop of South Sydney in December 2015.

DIOCESAN NEWS



BISHOP HONOURED

St Paul’s Anglican Grammar School (VIC) has named its new Senior School building at its Warragul campus after the late John McIntyre, Bishop of Gippsland (2006-2014).

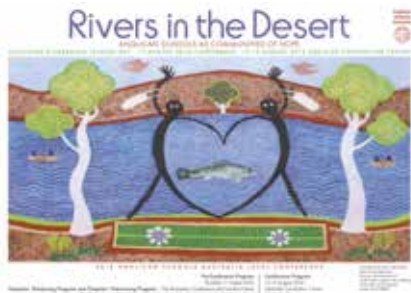
Bishop McIntyre led St Paul’s through a difficult period some years ago and continued to provide support and encouragement to the school community until his untimely death in June 2014. His down-to-earth approach endeared him to everyone.

‘Johnny Mac’ as he preferred to be known had a reputation for being ‘an alternative voice’ in the Anglican Church. He spoke out on behalf

of Indigenous people, asylum seekers, the disadvantaged and marginalized, and the natural environment. A representative from the School said, “He challenged us to become a more inclusive and open-hearted community and was accepting of all, regardless of their beliefs. It is our desire that Bishop John’s influence lives on in our school and the dedication of the building in his name is one way of encouraging this.”

The John McIntyre Centre was officially opened and dedicated on 23 March.

HAVE YOU REGISTERED FOR ASA’S Rivers in the Desert CONFERENCE?







THIS PAGE: St Hilda’s Anglican School for Girls. Photographer : Ben Davies

SIGNIFICANT MILESTONES

2016 marks a significant milestone in each of the following schools:

The King’s School, NSW	185 YEARS
Launceston Church Grammar School, TAS	170 YEARS
The Hutchins School, TAS	170 YEARS
St Catherine’s School, NSW	160 YEARS
Caulfield Grammar School, VIC	135 YEARS
Camberwell Grammar School	130 YEARS
Guildford Grammar School, WA	120 YEARS
The Southport School, QLD	115 YEARS
Ballarat Grammar, VIC	105 YEARS
Toowoomba Anglican College & Preparatory School, QLD	105 YEARS
St Mary’s Anglican Girls’ School, WA	95 YEARS
Canberra Girls Grammar School, ACT	90 YEARS
Kambala, NSW	90 YEARS
St Peter’s School, NZ	80 YEARS
The Peninsula School	55 YEARS
Yarra Valley Grammar, VIC	50 YEARS
All Saints’ College, WA	35 YEARS
Lindisfarne Anglican Grammar School, QLD	35 YEARS
All Saints Anglican School, QLD	30 YEARS
Broughton Anglican College, NSW	30 YEARS
Overnewton Anglican Community College, VIC	30 YEARS
St Mark’s Anglican Community School, WA	30 YEARS
Frederick Irwin Anglican School, WA	25 YEARS
Geraldton Grammar School, WA	20 YEARS
Investigator College, SA	15 YEARS
Swan Valley Anglican Community School, WA	10 YEARS



Special leisure travel offer: Anglican Schools Australia

Exclusive offer for Corporate clients of Virgin Australia and their travel companions. Enjoy 10% off Virgin Australia Domestic, Trans-Tasman, International Short Haul and International Long Haul Flights\*.

Offer available in Business, Premium Economy, Flexi and Saver fare classes. Offer does not apply to Virgin Australia sale fares.

Book from 01 April 2016 to 30 June 2016, for travel up to 31 December 2016. A 20day advance purchase period applies.

Visit [virginaustralia.com](http://virginaustralia.com) and enter promo code **BLZ38**

Offer Conditions: \*Offer is available on Virgin Australia marketed and operated flights in Business, Premium Economy, Flexi and Saver fares on the Domestic, Trans Tasman, International Short Haul and International Long Haul network (Applicable International Long Haul flights include: AU-LAX: flight numbers VA1/VA2 & VA7/VA8. AU-AUH: flight numbers VA29/VA30). Offer excludes Tactical or Sale Fares. Bookings must be made online at [virginaustralia.com](http://virginaustralia.com) between 00.01am (AEST) 1 April 2016 and 11.59pm (AEST) 30 June 2016 for travel between 21 April 2016 and 31 December 2016. A 20 Day advance purchase period applies. 10% discount applies to year round fares. Discount is applied to the base fare only. Discount is not applied to any taxes, airline surcharges or other fees or charges. Offer is available on Virgin Australia marketed and operated flights only. All bookings must be made within Australia. All flights must originate in Australia. All fares are subject to availability and may vary until ticketed. In order to receive the discount, the Promotion Code must be entered at the time of booking. Promotion Code cannot be used to obtain a discount at the time of making changes to a booking. Add a per person per booking Booking and Service fee when using a credit or debit card or PayPal (\$7.70 for domestic, \$10 for international short haul and \$30 for international long haul). Bookings can be changed/cancelled by paying the fee and any applicable fare difference in accordance with the fare rules, as published on our website on the day you request your change. Go to [www.virginaustralia.com/fees](http://www.virginaustralia.com/fees) to view our current change and cancel fees. For current inclusive baggage allowances and fees for excess baggage see Virgin Australia’s Baggage Details page. Friends and family can be included in the booking when the employee is also travelling. The employee must be listed as the primary contact and provide their work email address. Offer not available for Velocity Frequent Flyer Reward Seat or Any Seat bookings. Offer cannot be combined with any other offer, discount or promotion. Details of the offer are not to be shared with any other party, be advertised via social media or any other public channel. Virgin Australia reserves the right to withdraw this offer at any time. All travel is subject to the Virgin Australia Conditions of Carriage and the fare conditions of your booking, visit [www.virginaustralia.com](http://www.virginaustralia.com) for further details.





## Choral Traditions at Collegiate

Aaron Powell and Dr Julie Rimes

Aaron Powell, Director of Music and Performance at St Michael's Collegiate School in Hobart, and Associate Professor, Dr Julie Rimes, the School's Director of Collegiate Institute, write about the School's choral program. They identify a culture of singing steeped in the Anglican tradition as pivotal to the strength and excellence of the program.



**THIS PAGE:** St Michael's Collegiate School.

**OPPOSITE PAGE:** St Michael's Collegiate School at a service in the Cathedral Church of St David.

### History

Beginning in the late 1800s and continuing for well over half a century a familiar sight in the streets of Hobart was a crocodile line of Collegiate boarding students making their way down the right hand side of Macquarie Street to take their place at the Sunday service at the Cathedral Church of St David in Tasmania. Joining in as they walked but on the opposite side of the road, the boys of The Hutchins School, then situated in Macquarie Street, made their way down the street. There were often discreet waves and exchanges between the two groups. At the Cathedral the boys sat on the left and the girls on the right. To mark this association two clerestory windows are situated in the heights of the Cathedral nave, Hutchins on the cantoris side and Collegiate on the decani side.

It was the Dean of the Cathedral, Dean Dundas who had invited the London-based sisters to come to Tasmania to set up the School. When their steam vessel the SS Coptic docked in Hobart, in October 1892 the Sisters were met by Dean Dundas and the Mayor of Hobart. Tea at the Deanery followed. Thus began a long and close association between the Cathedral of St David, and St Michael's Collegiate School. At first the fledgling school was opened in Harrington Street in Hobart and Dean Dundas sent his son as one of the first students. Bishop Montgomery was less keen on the new arrivals initially, but soon came around. He also supported the Sisters' school and sent his sons to school there when the governess was away for a period of time. His most famous son, Viscount Bernard Montgomery, was an enrolled student for a short period of time. Mrs Montgomery encouraged and supported the Sisters by encouraging them to move to the School's current site and indeed loaned them money to effect the move. The School's first Principal, Sr Phyllis was involved in the Cathedral Sunday School, and cared for the Cathedral sanctuary and altar, cementing the close relationship that existed for the first 60 years of the School's 125-year history.





Founded in 1892 by the Sisters of the Church, St Michael's Collegiate is a girls' school steeped in Anglican tradition and history. Students build and maintain a strong connection with the spiritual life of the School through a range of regular faith-based experiences.

### Singing in the Anglican Tradition

Singing is a key element of the student connection to the Anglican tradition. The whole school community is regularly involved in the singing of hymns, both traditional and contemporary. All students participate in weekly chapel services as well as special school services for the various Year levels and traditional occasions such as Easter and St Michael's Day.

The School's Cathedral services are often based around the sections of Holy Communion (Kyrie Eleison, Gloria in Excelsis, Sanctus, and sometimes the Credo and Agnus Dei) and are sung by all students, with special motets for the post communion time sung by the Collegiate Singers.

### Choral Program

Collegiate has developed a strong reputation for excellence in choral singing. Students from Years 1 to Year 12 have the opportunity to join a choral ensemble and are provided with regular performance opportunities both within and outside the School. The choral program has a focus on building healthy vocal technique, singing a wide variety of quality repertoire and having fun whilst reinforcing the Christian values that the school is built on. From an early age students begin to develop their choral singing skills, such as controlling tone and blend, being able to sing an independent part and learning to sight-sing.

The Choral program's flagship ensemble, the Collegiate Singers, is an auditioned choir for girls in Years 9 to 12 who demonstrate a proficiency in their own singing as well as a high level of choral singing ability. The Collegiate Singers rehearse for 90 minutes each week and are regularly invited to sing at special events within the community, both sacred and secular.

In terms of Sacred works, all of the ensembles within the Choral program learn and sing a wide variety of repertoire, from traditional English psalmist works by Tallis and Byrd to more contemporary settings by Rutter. The choristers sing works accompanied by piano or organ, as well as a range of a cappella works.

### Links with the Hobart Community

Collegiate maintains a strong link with its Cathedral and the Hobart civic community. Each year the choirs support the televised ANZAC Day services at the Cenotaph. Recently the Collegiate Singers performed at the service for the Opening of the Legal Year and

the World Day of Prayer. The Singers led the hymns and performed two feature pieces in the service. Later this month the Singers will open the service to mark the Ordination and Installation of the 12th Bishop of Tasmania, Dr Richard Condie. Having such a strong relationship with the Diocese is an important element of the school and a relationship that provides the students with opportunities to further develop their own connection with the Anglican faith. The students enjoy singing at these important church events and recognise the important contribution they are making to the wider Anglican community.

Other events that the Collegiate Singers will perform during 2016 include the 105th Anniversary of the City of Hobart Town Hall, and the Port Arthur 20th Anniversary Commemoration Service. Both of these are large-scale events that hold a special significance to the Tasmanian community. For the performance to mark the 105th Anniversary of the Town Hall the Singers will join with choristers from Years 5 to 8 to sing a commissioned work by Australian composer Paul Jarman with the Hobart Chamber Orchestra. The Port Arthur service will feature the Collegiate Singers, along with ex-scholar (Old Girl) Monique Brumby and Australian opera singer Amelia Farrugia.

The choristers take pride in being asked to sing at these special community events and this is reflected in their commitment to rehearsals and their diligent work ethic. The choristers always conduct themselves professionally at these performances and relish their role as ambassadors for the school.

### Speech Night

Another important annual event on the school's calendar is Speech Night. The entire school community come together to celebrate student achievements and reflect on the academic year. Again, singing plays an important role in this event. All students learn and perform a song together, accompanied by the school orchestra. This is a highlight of the Speech Night and reflects the depth of the singing culture and the importance placed on it by the school.

### Strong Traditions

There is no doubt that the strong choral program at St Michael's Collegiate School is derived directly from the culture of singing, which in turn revolves around the deeply embedded Anglican traditions. The school is proud of the strength of both its Anglican heritage and its Choral program, and is committed to maintaining a strong link between both of these important traditions.



Campus Travel  
The Smart Choice

## Help change the world for the better with academic travel that enriches learning.

### Book a group trip and receive airfare credit!\*

To support schools changing the world through academic travel, Campus Travel has launched a special group travel offer!

- Spend \$20,000 or more on a group trip and receive \$1000 air travel credit.
- Spend \$30,000 or more on a group trip and receive \$1500 air travel credit.
- Spend \$40,000 or more on a group trip and receive \$2000 air travel credit.

Book a group trip through Campus Travel and you'll receive a travel voucher that can be used for any future international or domestic flights booked through Campus Travel. Group trips must be paid for by May 31, 2016 in order to receive the air credit.

Campus Travel's Group Travel Team will also work closely with you to:

- Source group negotiated airfares, hotel rates and tour prices
- Manage your entire itinerary plus any last minute changes
- Provide trip advice for visas, passport and foreign currency
- Ensure you're maximising group discounts and value adding extras
- Provide global 24/7 emergency support

Please call <1300 724 349> or email <groups@campustravel.com.au> for more information.

Visit [www.campustravel.com.au/promotions/asa](http://www.campustravel.com.au/promotions/asa)

\*Bookings must include land (accommodation or ground transport) and flights. Your group must include a minimum of 10 people. Only one air credit offer is available per school or academic organisation. The travel voucher amount can be spent on domestic or international airfares when booked through Campus Travel and is valid for travel up to 31 December 2016. The travel voucher will be issued after the final payment for the group trip has been made. The final payment must be made by May 31, 2016. Australian OpCo Pty Ltd (ABN 20 003 279 534) trading as Campus Travel. ATAS Accreditation No: A10412. CTCT68291





# A Singing Community

Michael Lane

The Reverend Michael Lane, Chaplain at Adelaide's Pulteney Grammar School, writes about the School's rich choral tradition. He sees singing as an important element of the School's academic and co-curricular programs. Moreover, it is "central to our worship together" and plays an important part in many school community gatherings.



Writing this article about the choral traditions of Pulteney Grammar School has given me the opportunity to reflect on some really important things that our schools do. I am an ordained Anglican priest charged with being a caring presence for every member of our school community. I am committed to an invitational, inclusive and respectful expression of God's love for everybody. Caring community is the nucleus of Pulteney's identity. As Chaplain I am part of a team dedicated to ensuring everyone is cared for. Singing in worship is something that I have always enjoyed and this love has been easy to share at Pulteney because there is such a rich tradition of choral music underpinning many community endeavours.

Singing is an important part of many school community gatherings. It is central to our worship together. All students at Pulteney are part of weekly chapel services and every child is encouraged to participate in singing. Traditional and contemporary hymns and songs, Taize and other chants provide opportunity for both reflective and vigorous statements of faith which are often sung with great energy; sometimes accompanied by staff and student musicians, often 'a Capella'. Quite a feat for young people, especially when learning new and unfamiliar tunes.

Long serving staff can remember a boys' choir of 50 or so voices from the early 1980s. The Pulteney choir was 'Affiliated to the Royal School of Church Music'. I will sing with the spirit and I will sing with understanding also. In addition to Mass being regularly sung, there was a strong repertoire of regular hymns from hymn books. The organ was always played, with at least three staff members being considered excellent organists.

Over time, this and other Pulteney choral traditions have evolved. The Prep School, Years 3 to 6, are passionate singers. In the past the Prep School staged regular musicals, sometimes adaptations of well-known classics and at other times original shows written by the talented music teacher. The Prep School now host the annual Preptacular in the Adelaide Town Hall which allows every child to participate in a musical production that showcases singing and also includes dance, movement, visual arts, language and cultural presentations. It is an awe-inspiring event. Every child can be observed enjoying the visceral experience of polished performance, in a glorious setting, with family and friends in the audience. All students participate in a formal choral group who regularly rehearse as part of a whole of sub-school enrichment program. There is also an auditioned Concert Choir for young

**THIS PAGE:** Preptacular, Adelaide Town Hall

**OPPOSITE PAGE:** Pulteney Grammar School Choir, 1980



people wanting to showcase their love of singing in a performance choir. Prep School music learning is based on the Kodály singing approach which starts with using one's own instrument- the voice and includes solfège.

Preptacular showcases talent that has been nurtured by classroom teaching, regular singing in Chapel, individual and group specialist music tuition in voice and instruments and whole school rehearsal. Enjoyment, participation and community engagement are the driving forces. Young people strive to give their very best. Real life demands of performance are enjoyed by every child.

Similar opportunities are enjoyed in Kurrajong - Early Learning to Year 2. The children, some as young as four years old, participate in a polished Christmas performance in the Adelaide Town Hall. The event is supported by the classroom music program and a concert choir of students who choose to do extra singing in their lunch breaks.

As students transition into the Middle and Senior School the opportunity for choral singing continues in similar ways and diversifies. Each year a school musical includes a 'cast of thousands' with many opportunities for the development of solo and chorus performance skills. There is a non-auditioned choir Grammarphones for Years 7 -12 and Jazz on the Terrace, for students who wish to take their choral skills to the next level. Some choir members are part of the formal classroom teaching program. Many choir members are students who are on academic pre-university pathways and are not formally studying classroom music. They simply love to sing and are very good at it.

Young people participating in our choral tradition learn about vocal technique and musicianship. Choir enables them confidently to sing independent parts. The life skills and satisfaction gained from achieving these higher order skills in polished performance are greatly valued. Pulteney students strive for excellence, whilst being nurtured in an environment that cultivates deep connection with peers, provides the opportunity for significant and durable lifelong personal development. Confidence, self-belief, determination, persistence, success and personal growth are just some of the outcomes of student engagement with the choral tradition at our school. This is a universal phenomenon that they can share all over the world throughout their lives, in both personal and professional contexts.

Pulteney Grammar School is proud of our choirs' collaboration with other community choirs and award winning performances in local Eisteddfods. Each week we also have the privilege of hosting one of the world's finest choirs, the Adelaide Chamber Singers. A highlight of the year is Pulteney's Festival of Christmas Carols, a service held in St Peter's Cathedral. The whole school, including a Community Choir of parents, friends and staff contribute to beautiful musical pieces sung between bible readings, poetry and congregational singing of carols.

Our choral tradition is constantly evolving and increasingly diverse. It is an important part of the overall academic and co-curricular offering that nurtures young people and the wider school community. Our choral tradition makes a life giving contribution in every act of worship.



THIS PAGE: Kurrajong Easter Concert, 2014



# woods furniture

At Woods, we believe that education is of the utmost importance – not just for the children of today but for our world tomorrow.

This belief has driven our team, for over half a century, to study how children learn – from a behavioral, ergonomic and cognitive perspective – to develop furniture that is flexible, adaptable and stimulating.

It's this philosophy that inspired our ergo-dynamic PantoFlex chair. Designed by one of the world's greatest furniture designers, Verner Panton, the PantoFlex chair promotes correct posture, improves blood and oxygen circulation, assists the developing musculo-skeletal system and most importantly contributes to an increased attention span. And that's only half the story.

To find out more about our innovative range of educational furniture visit [woods furniture.com.au](http://woods furniture.com.au) or call 1800 004 555.

**We're for flexible learning**







# Sing, Sing, Sing at St Hilda's!

Megan Crust

Megan Crust, Director of Communications and Engagement at St Hilda's Anglican School for Girls, Perth writes about the School's singing program. She notes that singing, especially in choirs, is a fundamental part of school life.



**THIS PAGE TOP:** Year 6 students singing at their Induction, 2016

**THIS PAGE RIGHT:** Fitzroy House Choir, 2016

Photographer : Ben Davies

Singing and learning go hand in hand at St Hilda's. From the age of three to 18 our girls are surrounded by music and much of it is a choral experience, whether they are performing themselves or enjoying the efforts of others.

"It is absolutely vital that we educate our students to have open and eclectic musical minds," comments Tim Chapman, Head of Music. "Whether it is musical theatre, jazz, soul, rock or classical, we believe that an appreciation of good quality singing and the opportunity to sing, has huge benefits to brain development and to a student's learning journey."

## From the Start

From Junior Kindergarten to Year 7, everyone sings at St Hilda's as part of the music curriculum. "Music is a language that needs to be practised to get the real benefits and our youngest learners have music three times per week with an emphasis on singing games, repeating patterns and having fun," says Junior School teacher and choral expert, Andrea Black. "Having these lessons with music specialists in the early years lays a solid foundation for our students to have a lifelong enjoyment of music – it becomes part and parcel of school life and we often hear them singing in the classroom outside of music lessons.

"We use the Kodaly method which is based on the belief that singing should be the foundation of all music education and it should start as early as possible in a child's life."

As the Junior School years progress, music literacy improves and the students take on more complex sacred and secular choral works. From Years 3 to 6, all girls are in a choir that performs every term for families and friends and there is also an opportunity to join the Coro Angelico choir for those wanting to progress further. Junior School culminates with the Year 6 production, where every student has an individual, personal and solo vocal part, as well as singing as part of the ensemble, of course.

## Everyone Sings

In the Senior School choral work continues to be a fundamental part of school life. All Year 7s have one choral lesson per week and every Senior School student in Years 7-12 participates in the annual House Choir competition. This is hotly contested with each House required to sing two pieces – one set song and one own choice. Each House Choir learns to sing these two songs in three voice parts. It is externally adjudicated and the many hours of rehearsals ensure singing is not just for the specialist students.

Outside school hours there are many opportunities for senior girls to sing. There are three choirs, Whitby

Chorale, St Hilda's Chorale and Barbershop. Students from these groups also support our jazz, soul and rock bands as the many vocal soloists. There is also an annual concert with our brother school, Christ Church Grammar School, which has been an annual highlight on the calendar for over 20 years.

## Anglican Tradition

As an Anglican school, St Hilda's students participate in many services within the school community throughout the year. Whether it is as part of a School Assembly, House or Year Chapel service, School Evensong or the Patronal Festival, the sacred musical traditions continue 120 years after the school was established. This ensures that all students in Years 2-12 continue to use their voices, even if they are not part of the official choir. The St Hilda's choirs are also regularly invited to celebrate or commemorate special events at St Hilda's North Perth, Christ Church Claremont and St George's Cathedral.

## Beyond School

Much of the ingrained support for choral experiences at St Hilda's comes from the full-time and part-time staff who are music professionals outside the classroom. "There is nothing like learning from an active professional performer – someone who loves what they do," comments Tim Chapman. "Our girls know they are learning from the best. This creates an atmosphere of respect and mutual support."

"One of the great joys at being part of a school like St Hilda's is hearing about the students who continue with music well beyond their school years. Many go on to WA Academy of Performing Arts, University of Western Australia and beyond. It is a delight to welcome them back from time to time to share their experiences and progress with current students. Last year alone we had six out of seven graduating music students, choosing full-time music studies at tertiary level.

"Regardless of the technical aspects of our choral program, I believe that the regular experience of being part of a choir provides that crucial experience for young people, which is being part of a team. In a choir you co-operate, follow the conductor and listen to each other. You also learn to breathe as one. By the time students leave St Hilda's, they have all experienced, directly or indirectly, a massive range of repertoire and vocal opportunity, which will enable them to appreciate good quality music for the rest of their lives."





## Music Creates A Connection

Mark Sweeney

Mark Sweeney, Chaplain at The Peninsula School in Victoria, comments on how the School is using 'innovative and fresh ways' to present the Gospel message to students. He says 'music is essential to building a strong chapel culture'. 'Voice, and on special occasions, choirs ... inject energy and vitality' into our services.



**THIS PAGE:** The Peninsula School Choir  
Mark Sweeney

Chaplains in Anglican schools face major challenges when presenting the Gospel to the modern, tech-savvy, short attention span generation that is today's student. Further to this, there is a clear message that few families are sending their children to Anglican schools because of the Christian foundation on which they are built. Often the Chaplain is introducing the Christian narrative at a grass roots' level and cannot assume any prior knowledge or understanding of the Gospel message.

This means that the Gospel message needs to be presented in an innovative and fresh way allowing students to engage on a level at which they feel comfortable and to which they can relate. It's not an easy task.

However, at The Peninsula School we are making headway. It is fair to say that our chapel services are non-traditional in nature. We use music in our services to engage and entertain the students and to share the Gospel message.

Our students are not just presented with the Gospel message, they are challenged and, on occasions, confronted by it. They are also called to action because of it. Our school motto, 'hold fast to that which is good' (1 Thessalonians 5:21) is reinforced not only in chapel services but at major school events and assemblies.

Although The Peninsula School does not have a choral tradition within its chapel services, voice, and on special occasions choirs, are actively involved, injecting energy and vitality into the ceremonies.

Music of all kinds is an important tool in reaching a generation that puts so much emphasis on what sounds and voices they are listening to. Music is a very important part of young people's culture and this should be recognised in order to maximise opportunities to share the Gospel message with them.

At The Peninsula School we are well known for the quality of our musical productions across our Junior, Middle and Senior Year levels. This is not only driven by our exceptional music and drama staff but by the commitment of students to be involved. This means

we have large numbers of students participating in choirs. They are constantly training, developing their singing voices, promoting teamwork and enhancing their ability to harmonise and they are always eager to practise with an audience. In a sense there is always a choir 'on tap' ready to contribute to our chapel services.

Students perform at our services as a means of focusing the audience's attention, settling them down and giving them a chance to reflect on the message to come.

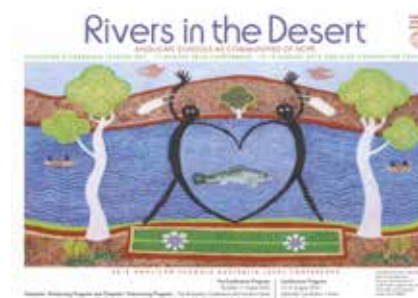
Inexperienced or nervous performers have the chance to play in front of a 'friendly' and appreciative audience who have been asked to focus on key Gospel elements such as kindness, compassion and respect during the performance. In the Middle Years' chapel services this particularly helps support the theme of 'Becoming me' as learning a new instrument or finding a voice is very much part of the process of 'becoming' in Years 5 to 8. It helps build confidence and self-esteem.

Fortunately, the School's current Choral Director has a keen interest and love of Gospel music which makes it very easy to incorporate choirs into our services.

A choir features in the School's two main chapel services: our Easter service and our end-of-year Christmas service. Both offer stories that unfold through the singing of carefully chosen songs. These songs are sung with enormous enthusiasm and bring great joy to all who attend. Without question the highlight of the School's chapel program is the Early Childhood Centre's involvement in the telling of the Easter and Christmas stories. All children in Kindergarten and Year 1 have a role in the storytelling. Costumes, simplified readings and appropriate songs are a very important part of the services.

Music has been essential in building a strong chapel culture within our school. The injection of choral performances into our main chapel services has enhanced the spiritual development and wellbeing of our students.

## HAVE YOU REGISTERED FOR ASA'S Rivers in the Desert CONFERENCE?







Campus Travel  
The Smart Choice



Help change the world for the better with academic travel that enriches learning.

**Book a group trip and receive airfare credit!\***

To support schools changing the world through academic travel, Campus Travel has launched a special group travel offer!

- Spend \$20,000 or more on a group trip and receive \$1000 air travel credit.
- Spend \$30,000 or more on a group trip and receive \$1500 air travel credit.
- Spend \$40,000 or more on a group trip and receive \$2000 air travel credit.

Book a group trip through Campus Travel and you'll receive a travel voucher that can be used for any future international or domestic flights booked through Campus Travel. Group trips must be paid for by May 31, 2016 in order to receive the air credit.

Campus Travel's Group Travel Team will also work closely with you to:

- Source group negotiated airfares, hotel rates and tour prices
- Manage your entire itinerary plus any last minute changes
- Provide trip advice for visas, passport and foreign currency
- Ensure you're maximising group discounts and value adding extras
- Provide global 24/7 emergency support

Please call <1300 724 349> or email <groups@campustravel.com.au> for more information.

Visit [www.campustravel.com.au/promotions/asa](http://www.campustravel.com.au/promotions/asa)

\*Bookings must include land (accommodation or ground transport) and flights. Your group must include a minimum of 10 people. Only one air credit offer is available per school or academic organisation. The travel voucher amount can be spent on domestic or international airfares when booked through Campus Travel and is valid for travel up to 31 December 2016. The travel voucher will be issued after the final payment for the group trip has been made. The final payment must be made by May 31, 2016. Australian OpCo Pty Ltd (ABN 20 003 279 534) trading as Campus Travel. ATAS Accreditation No: A10412. CTCT68291



## Creating a Choral Tradition at Trinity

Rowena Newcomen

Rowena Newcomen, Registrar and Marketing Officer at Albury-Wodonga's Trinity Anglican College, writes about the school's choirs and musical productions. She notes that the College, which was founded in 2002, is fast creating a choral tradition of which it is proud. The standard of performances has come a long way in the last few years. She credits much of this improvement to the 'inspirational' Mr Malcolm Thomas, Head of the Senior School, who encourages students, especially senior boys, to sing.

### Inspirational Mr Thomas

Mr Malcolm Thomas is Head of the Senior School at Trinity Anglican College in Albury.

Embarrassed into 30 years of silence at the age of 12, Mr Thomas re-discovered his singing voice a decade ago for a special school event. Now, backed by a supportive music department and led by a specialist vocal coach, Mr Thomas inspires students with his story and is helping to create a musical tradition at Trinity featuring senior boys.

In years to come, history will recognise boys as a strength and backbone of the choral traditions at Trinity Anglican College in Albury.

The College, founded in 2002 with 17 students, is still creating tradition and much of it is being led by their enthusiastic Head of Senior School who encourages, and sometimes coerces, senior boys into the choir.

*THIS PAGE: Trinity College Choir*



Mr Malcolm Thomas, hails from Wales where he regularly sang in the church choir and, as a budding 12-year-old, he was asked to sing a solo at the Christmas concert. He was at that impressionable age when his voice was breaking and the performance was, in his words, a disaster.

But when a girl from his school in the audience laughed, it was the final straw. Convinced that he couldn't sing, Mr Thomas refused to sing in public for more than three decades.

Then Trinity College had its first crop of HSC students and Mr Thomas wanted to do something special for their graduation. He re-worked the legendary song House of the Rising Sun with words that told a story about each of the students in Year 12 and it was such a resounding success that Mr Thomas has repeated his effort each subsequent year (using a different song each year).



In addition, he joined the Senior Choir and uses his experience to inspire others not to be limited by their mindset.

His re-found love of singing is especially infectious among the senior boys and in 2014, Trinity had its first all-male acapella group for performances at assemblies, Chapel services and Speech Day.

#### Laying the foundation

But Mr Thomas is not flying the flag for choirs alone. Students as young as Year 1 – Kindergarten can't yet read the lyrics – participate in the junior choir which

**THIS PAGE (L-R):** Malcolm Thomas

Trinity College Senior Choir

**OPPOSITE PAGE (L-R):** Jesse and small choir, Hairspray Musical, 2015

Fame

meets regularly to prepare for performances at assembly and chapel.

Though it is predominantly female, the junior choir is bolstered by boys for special occasions such as Grandparents' Day. This year the group is singing a classic Beatles song to woo grandparents and the boys have willingly lent their distinctive tones to the task. More than 1000 people pack into the Multi-Purpose Hall for the occasion so it will be quite a daunting task for the youngest members.

For regular Junior School choral performances, vocal coaches choose a range of Christian songs, selected specifically for their suitability for younger performers – generally bright, snappy pieces that do not require elaborate harmonies.

The young performers sing en masse at the start of the year, but gradually coaches add in an echo or simple harmonies. The complex harmonies and melodies are left to the senior school choirs and specialist advanced choir groups, such as the Dynamites.



Under classically trained German vocalist, Ms Simone Worsnop, the Dynamites is quickly becoming a specialist small choir for elite College performances in school and in the community.

Ms Worsnop oversees the development of the Dynamites and leads the senior choir which has swelled to 30 students at times. She will also lead a new junior male Barber Shop ensemble for Years 7-9 students. This will be the training ground for singers in future musical productions, which have become increasingly professional over the years.

#### Musical productions

Several years ago the College presented FAME, the stage musical based on the 1980 musical film Fame about students at New York City's High School of Performing Arts. It tells the story of several students who attend the High School of Performing Arts, among

them fame-obsessed Carmen, ambitious actress Serena, wisecracking comedian/bad boy Joe, quiet violinist Schlomo, "talented but dyslexic" dancer Tyrone, determined actor Nick, overweight dancer Mabel, and poor dancer Iris.

Trinity students had very little in the way of vocal coaching at that stage of the school's evolution, but raw talent among some of the main cast helped build the impressive end result.

How times have changed. Last year's musical production of HAIRSPRAY was polished and professional with a greater depth and breadth in vocals.

The ensemble workshoped with Australian jazz singer, Jacki Cooper, who is well-known for her full and harmonious vocals. Jacki's song, Don't Die Wond'rin', was a finalist at the UK Songwriting Contest, Jazz/Blues section, in 2013 and she now tours the east coast doing workshops and music camps specifically for school students.

In addition, three vocal coaches worked with the



students during rehearsals so it was with great delight, but not so much surprise, when the lead male and female actors were both nominated for Best Performer in a junior production and another student received a nomination for Best Supporting Actor in a Junior Production in state-wide awards.

Continuing the theme of reaching for the stars with the College musicals, the Junior School this year is embarking on an ambitious production of The Lion King. Students sing the African words in hit song Circle of Life among a vocal repertoire of more than a dozen songs in English. Singing in another language adds another dimension for the vocal coaches, many of whom are senior choir members working in small groups with their junior counterparts under the guidance of the College's music teachers.

In total, more than 300 students will be singing as part of a large choral ensemble throughout the performance.

These students are drawn across Years 3-6, with selected students in Years 5-6 performing the onstage roles.

#### Kwaya choir

There is nothing quite like bringing music to the students to help them see the possibilities and that's precisely what happened when the Ugandan-based Kwaya choir visited Trinity last year as part of their Australian tour.

The choir comprises orphaned and vulnerable children from Uganda's disadvantaged areas of Kampala and Luwero.

Their vibrancy and outstanding musical and dancing abilities captured the world's imagination when they first started touring 30 years ago. Every year since the choir has toured North America and Europe, and more recently Australia, to raise money for children's education.

Through international sponsorships, choir members have been educated to university level and often



return to the community as lawyers and doctors.

In 2012 the choir sang the specially composed 'Sing' for the Queen's Jubilee. They have performed for US Presidents, Nobel Prize winners and graced the stages of Carnegie Hall and the London Palladium. They count Matt Damon, Paul McCartney, Ellen De Generes and Bob Geldof – and Trinity College students – among their fans.

Trinity students welcomed the 11-year-old boys and girls into their homes for the duration of their stay and were treated to a workshop of drumming, dancing and singing before being inspired by the sheer professionalism and vibrancy of their performances.

Like Mr Thomas and the musicals productions, Kwaya has enriched the lives of Trinity Anglican College students in ways that extend well beyond its choral traditions.





# Educated to Sing

Jo Wheeler

Jo Wheeler, Director of Community and Engagement at Christ Church Grammar School (CCGS) in Perth, writes about the School's acclaimed choral program.

Christ Church celebrates its own choral tradition with several events each year highlighting the talents of the School's choirs.

With regular performances throughout the year and a strong emphasis on music as an important part of every school assembly and function, there are many and varied opportunities for each boy to enjoy and strengthen his experience of music and quite literally find his voice.

Director of Music, Kevin Gillam is a conductor and cellist with extensive experience who regularly performs with the boys at school events. He is a conductor of the Metropolitan Symphony Orchestra, and has also conducted the Fremantle Orchestra and other private school string orchestras. Mr Gillam is surrounded by a team of music educators who are all accomplished musicians in their own right, offering the boys studying music at Christ Church access to extensive knowledge, experience and talent.



**BOTH PAGES:** Christ Church / St Hilda's Combined Concert

**THIS PAGE:** Concerto Night

## Christ Church/St Hilda's Combined Concert

A highlight of the musical calendar is the annual Christ Church/St Hilda's Combined Concert. The Combined Choir, the Symphony and Chamber Orchestras, the Concert and Jazz band and the Christ Church 'Yahoos' Preparatory School choir all feature at this event which draws an audience in excess of 400 people. The evening showcases the ensemble skills and solo musical talent of students of all Year groups from both schools.

The combination of secondary male and female voices, coupled with the young voices of the 'Yahoos', creates the rich harmony and texture of soprano, alto, tenor and bass, common to much of the Anglican choral repertoire. The values of this combined experience include building an awareness of mixed male and female voices, a sense of how an individual voice contributes to the wider sound and enhancing aural abilities, which are easily transferred to wider theoretical and instrumental realms in music study.

In addition to learning chorus parts, boys have the opportunity to perform, at times by way of audition, for solo parts in these large-scale works. In some instances, students perform alongside professional vocalists whose skills greatly enhance the performance experience. These professionals act as role models and impart their vocal and performance knowledge to the

young musicians. Guests have included former choral teacher at Christ Church, Andrew O'Connor, now a member of the international vocal group, The Song Company. Other vocal soloists have included CCGS Old Boy Richard Symons, a member of the Giovanni Consort, and Emma Pettemerides, Perth-based soprano and theatre performer.

A considerable amount of energy goes into determining the repertoire for this choir. Works are selected with an element of difficulty that challenges the musicians while also being engaging and enjoyable to all involved. In recent years the choir has sung Schubert's *Mass*, John Rutter's *Gloria*, *The Armed Man* by Welsh composer Karl Jenkins, Fauré's *Requiem* and select movements from Handel's *Messiah*. This year audiences will be treated to a performance of Morten Lauridsen's *Lux Aeterna* (Eternal Light). This beautiful piece references medieval and renaissance elements with a Latin sacred text, while featuring quite dramatic contemporary harmony and orchestration.

## Advent Service

The choral musical calendar for Christ Church concludes with the CCGS Senior Choir, Yahoos and the CCGS Community Choir performing at the Advent Service, an important date in the Anglican school calendar. The service takes place in the iconic Christ



Church Chapel overlooking the Swan River and is presided over by The Reverend Canon Frank Sheehan who says of the event:

“The Advent Service is one of the great events on the School calendar. Our singers and musicians perform at an extraordinarily high level and the congregation is able to join in with favourites such as *Silent Night*, *While Shepherds Watched their Flocks by Night* and *Good King Wenceslas* are sung with tremendous gusto. The organist is accompanied by several brass players. It’s spine tingling stuff.”

Frank recounts a story of a family who inadvertently bought Michael Jackson concert tickets for the same night as the Advent service. “They said it was a straightforward choice and that they wouldn’t have missed coming to the Christ Church Chapel for anything,” he said. This is surely the mark of an accomplished and revered Music Department as well as a testament to Centre for Ethics Director and School Chaplain, Frank Sheehan.

Other Opportunities

The CCGS music department offers further opportunities for vocalists, including being a member of the Christ Church/MLC Combined Choir. This is an auditioned chamber choir for boys in Years 7 to 12, learning a wide variety of repertoire including gospel, Renaissance opera, world folk song and contemporary a cappella pieces and arrangements. In the past, the combined

choir has been invited to partner the UWA Music Department and Centre for Excellence for the History of Emotions in performances of Renaissance operas, *Venus and Adonis* and *Dido and Aeneas* the following year. In Years 7 and 8, the TrebleMakers chamber choir caters for young male vocalists who wish to perform light contemporary pieces and extend their vocal technique and abilities.

In 2016, the boys will perform at all school assemblies, lunchtime concerts in the refectory, St George’s Cathedral Lunchtime concert, CCGS Scholar’s Recital evening, Joondalup Choral Eisteddfod, Ellington’s Jazz Club, ABODA Orchestra and Guitar festivals and Mojo’s live performance venue. The jazz students also celebrated a successful CD launch sundowner on March 31, showcasing the multiple jazz ensembles at the School.

Mr Gillam said that currently the staff and boys are enjoying a very full first semester and looking forward to continued success in the year ahead for those studying music. “I encourage all musicians of all styles and experiences to visit the Music Department and enquire about joining a vocal ensemble, band, orchestra, jazz ensemble, guitar group or rock workshop.”

The wider community are welcome to attend events such as the Combined CCGS St Hilda’s concert and the Advent service, details of which are published on the Christ Church website.



THIS PAGE: CCGS Yahoos performing at the Art Gallery of Western Australia, September 2015.

# New education purchasing portal

Access all of the products your staff and students need with JB Hi-Fi Education Solutions.

Register today.

JB Hi-Fi Education Solutions provides best in class products, services and advice to schools nationally. Our brand new product portal allows schools to browse, compare and purchase products 24/7.

Use the product portal to:

- Access specialised education products not available in store, including high quality Windows® devices under \$670 ex GST
- Browse categories including computing devices, servers and storage, audio visual and musical instruments
- Filter categories by price, brand or promotion
- Add products to cart and manage purchases using quick view
- Create an instant quote or place an order online
- Check out securely on your credit account
- Arrange drop-ship delivery to your school

Call our specialist education team on 1300 730 548 or email [education@jbhifi.com.au](mailto:education@jbhifi.com.au) for assistance.



## How to register

1. Visit [jbeducation.com.au/register](http://jbeducation.com.au/register)
2. Complete the registration fields
3. Instant verification will be sent to your email address
4. Login via the home page and start shopping!

**JB SOLUTIONS**  
Hi-Fi FOR EDUCATION

[jbhifisolutions.com.au](http://jbhifisolutions.com.au)





# Choral Traditions at Hutchins

Robin Short

Mrs Robin Short, Senior Teacher at The Hutchins School in Sandy Bay, Tasmania writes about the School's choral traditions which date from 1846. She comments on the growth in the number of school choirs, the strong links between the School and St David's Cathedral, Hobart and the ever increasing number of services, concerts and occasions at which the students sing. She believes that "Perhaps the most important tradition in an Anglican school is that of regular Chapel services, where students gather to praise God through music, worship and prayer."

Choral traditions at The Hutchins School began the year the School was founded in 1846, in Macquarie Street, Hobart. From its early days the School established close links with St David's Cathedral, also in Macquarie Street. Picture the boarders as they were marched down the street each Sunday.

In the 1870s Dean Bromby initiated the Cathedral Choir, in the tradition of English Cathedral Choirs. During the early 1900s Hutchins students worshipped regularly at the Cathedral and students were encouraged to sing in the Cathedral Choir.

Hutchins completed a full relocation to the current premises in Sandy Bay in 1966. A vital building for the School's life on the new campus was the completion in 1971 of the School's Chapel of St Thomas, with its own organ.

For many years Hutchins students continued to praise God by singing in the Cathedral Choir on a weekly

basis. Special Cathedral Scholarships were introduced to help other students wishing to attend Hutchins. The Chorister Scholarship tradition lasted until the early 1990s.

Hutchins music teacher, Mr Jeffery Boyes founded a School Chapel Choir in the 1950s, which by 1993 had grown to over 30 students wanting to be involved thus linking worship and singing within their own school.

## Chapel Choir

Under the direction of Mr Ken Willey the Chapel Choir went from strength to strength. Students from Years 4-12 were able to join. Fundraising activities were undertaken to purchase choir robes. In its first year the choir performed at the School's Anniversary Service in St David's Cathedral, Confirmation Service, the Service of Nine Lessons and Carols.

In 1994 the numbers grew and the choir boasted a membership of nearly 50 singers. The Chapel Choir continued to enhance the standard of worship on many occasions.

In 1995 the Chapel Choir performed the Fauré Requiem at Mt St Canice and again led the worship at the School's Anniversary Service. The highlight of that year was the visit of Mr John Bertalot, a Professor at Westminster Choir College and Director of Music at Trinity Church, Princeton, USA. He inspired all choristers in their ongoing commitment to their involvement in the Chapel Choir.

1996 marked the Sesquicentenary year of Hutchins. The Chapel Choir, together with the Treble Choir and Senior Choir (over 90 singers), performed with maturity, dignity and compassion on many occasions throughout the year. A dark cloud overshadowed all on 28 April with the tragic events at Port Arthur. The most difficult service of the year for the students to sing was the State Memorial Service for the 35 victims of the tragedy. 1996 was also a year of growth for St David's Cathedral numbers. The Choir sang a full roster of services from early February until Christmas Day, 43 services in total.

The Chapel Choir along with the Cathedral choristers released their first CD, a recording of Christmas carols.

1997 saw the departure of Mr Ken Willey, Master of Choristers and founder of the Chapel Choir.

Again, the choir performed superbly at the School's Anniversary Service and the School Chapel services. Mention must be made of the Choir's contribution to the Ecumenical Service for Heads of Independent Schools throughout Australia at St David's Cathedral. They were most favourably received.

1998 proved to be one of the most eventful years in

the Chapel Choir's history, with a countless number of performances and services, together with a three-week tour of England during which the Choir sang at many Cathedrals, earning rave reviews.

Under the direction of Mr Steven Morris, the Choir performed every two weeks at various House and Year group services in the School Chapel, as well as choral evensongs at St David's Cathedral and the School Chapel. The Choir also served the community well with performances at Government House, the Theatre Royal, Wrest Point, All Saints Church in South Hobart and St Michael's Anglican Church in Bothwell.

In 1999 interest in the Chapel Choir continued to grow with the number of choristers reaching 60. The Choir continued to provide music for services in the School Chapel and a total of 21 other services in churches in and around Hobart. The choir also gave a recital of popular sacred music in St David's Cathedral. The second CD was released 'To Be a Pilgrim', inspired by the 1998 tour of England and containing music which the choir sang in the great English Cathedrals.

In 2000 the Chapel Choir was invited to sing at Choralfest in Melbourne, Australia's most prestigious choir festival.

In 2001 the Chapel Choir produced its third CD 'To be a Light'. In 2002 the Choir again toured England.

The Hutchins Chapel Choir has made a unique contribution to the musical and spiritual life of not only the School, but to the Tasmanian community as a whole.

## Choral Traditions

Overtime choirs consisted of the Treble Singers, the Junior School Choir, Senior Choir, the Junior School Chapel Singers and the ELC Choir (Early Learning Centre), later called the 'Cubs'.

## Nativity Tradition

For many years the younger students of Hutchins in Prep, Year 1 and 2, have presented their version of the story of the Nativity; from writing their own scripts, to the singing of contemporary songs and the wearing of delightful costumes, all with much improvisation and poetic licence. Singing in the School Chapel has been a long standing tradition and one that is looked forward to every year.

## Valedictory Tradition

Another annual performance which links singing and worship is the ELC Choir (Cubs) performance at the Year 12 Valedictory Service. This service is very touching where the younger students in the School



sing goodbye to the oldest students in the School, with a very special song 'Until we Meet Again'. The senior students, as to be expected, are always visibly moved by the beautiful vocal tributes. It is fitting that one of their lasting memories of their days at Hutchins is in the School Chapel.

**ANZAC Tradition**

In 2006 The Hutchins School and St Michael's Collegiate Senior choirs were invited to sing at the annual Anzac Day Service at the Cenotaph on the Domain. This day is always remembered and celebrated at the School where every student is aware of the true meaning of the ANZAC sacrifice and the choirs lead the singing with sensitivity. In April 2014 a group of Hutchins and St Michael's Collegiate students travelled to Belgium and France for ANZAC day. The schools were honoured to represent Tasmania as the official choir for the Dawn Service at the Australian War Memorial in Villers-Bretonneux, France. With 5,000 in attendance and several million watching back home, the Hutchins and St Michael's Collegiate students were perfect ambassadors for their schools.

**Concert Tradition**

Concerts, with a high standard of performance, are what Hutchins does well, and often! Every school year is packed full of varying groups, individuals and choirs all giving their best, as they share their musical talent. In 2006 the Chapel Choir performed at the Anniversary Choral Concert at St David's Cathedral, along with the Chapel Choir of Prince Alfred College, Adelaide.



*THIS PAGE:* School Chapel Choir under the direction of Mr Jeffery Boyes, circa 1954.

**School Chapel Services**

Perhaps the most important tradition in an Anglican school is that of regular Chapel services, where students gather to praise God through music, worship and prayer. The services are planned for the different age groups and classes within the school, from Pre-Kindergarten to Year 12

**Speech Night Tradition**

Every year the students of Hutchins, in both the Early Learning Centre, Junior and Senior Schools, celebrate the culmination of their year's achievements - academically, spiritually, dramatically and musically - through song, dance, orchestral playing, the jazz bands and prize giving. The ELC, Junior and Senior School students are given the opportunity to be involved in performances. To hear 300 plus students singing in the massed choir item is quite breathtaking and a fitting end to the year.

**In Conclusion**

I believe the students of Hutchins really do understand what is meant by dedication in pursuit of praising God in such a beautiful way, through the expression of music making as we lift our voices in song. How God must smile on our devotion - the hours of practice, the performance schedules and the enjoyment we can share with others as we reach our goals! In the words of Geoffrey Stephens (Chaplain, 1987), "Hutchins can hold its head high as a Christian school, and feel that it is serving Christ well, within the ethos of the Anglican Church."



# TRUSTED After School Care

Contact Us Today!

 **1300 366 437**

 **extend.com.au**







## Music Under the Stars

Anne Pesic

In 2016 St Mary's Anglican Girls' School in Karrinyup, Western Australia celebrates its 95th anniversary. Marketing Manager, Anne Pesic, writes about the School's concert under the stars, the first major event in recognition of this milestone. On this occasion the School's musicians were joined by their counterparts from Hale School - their 'brother' school. Proceeds were donated to Street Connect, an Anglicare WA program that assists, supports and educates 15-25-year-old homeless and street-present young people in Perth's inner city areas.



**THIS PAGE TOP:** St Mary's Hi-Fidelity Chamber Choir

**THIS PAGE RIGHT (T-B):** Amelia Hurst and Chloe Wu

Jessica Gethin and Emma Pearson

In 2016 St Mary's Anglican Girls' School celebrates its 95th birthday. The School's first major event in recognition of this milestone was a music concert staged in the school grounds on Sunday 28 February. On a cool summer's night the lawn, which is surrounded by large eucalyptus trees, was transformed into an open-air theatre for a magical evening of music and celebration by the combined Hale St Mary's Concert Band, the Hale St Mary's Camerata Orchestra<sup>1</sup> and a number of St Mary's ensembles and choirs.

The capacity audience was treated to a varied program including Bizet's *Carmen Suites*, traditional gospel renditions of *How Can I Keep from Singing* and *All My Trials*, jazz standards and a medley of English rock and blues guitarist, Eric Clapton's hits. The finale was a stunning performance of Sting's *Fields of Gold* sung by soprano Emma Pearson and conducted by Jessica Gethin, both from the Class of 1997.

The former students' return to St Mary's follows an impressive year for both artists. Last July Emma wowed Perth audiences at His Majesty's Theatre with her performance as Susanna in *The Marriage of Figaro*. She had recently returned from Germany's Hessisches Staatstheater Wiesbaden, where she was principal artist from 2005 until 2014. Jessica won the 2015 Brian Stacey

Emerging Conductor Award, and was accepted into the Institute of Women Conductors, commencing with the Dallas Opera (USA). In addition the *Australian Financial Review* listed Jessica as one of the '100 Most Influential Women' in Australia for 2015. Mrs Lynette Taylor, Acting Director of Music at St Mary's, taught both performers and was delighted to be welcoming them back to the school's stage. "It was always obvious that Jess and Emma would be outstanding musicians. They were a joy to teach and I am so proud of what they have both achieved."

All proceeds from the concert, over \$7,000 in total, were donated to Street Connect, an Anglicare WA program that assists, supports and educates 15-25-year-old homeless and street-present young people in Perth. The concert provided an opportunity for St Mary's and Hale School's communities to enjoy beautiful music and support young people in great need. A follow-up fundraiser will occur later in the term when St Mary's Year 10 students will sleep out to continue their support for Street Connect.

<sup>1</sup> The musical partnership between the two schools spans more than 20 years and includes concert bands, orchestras and a choir.

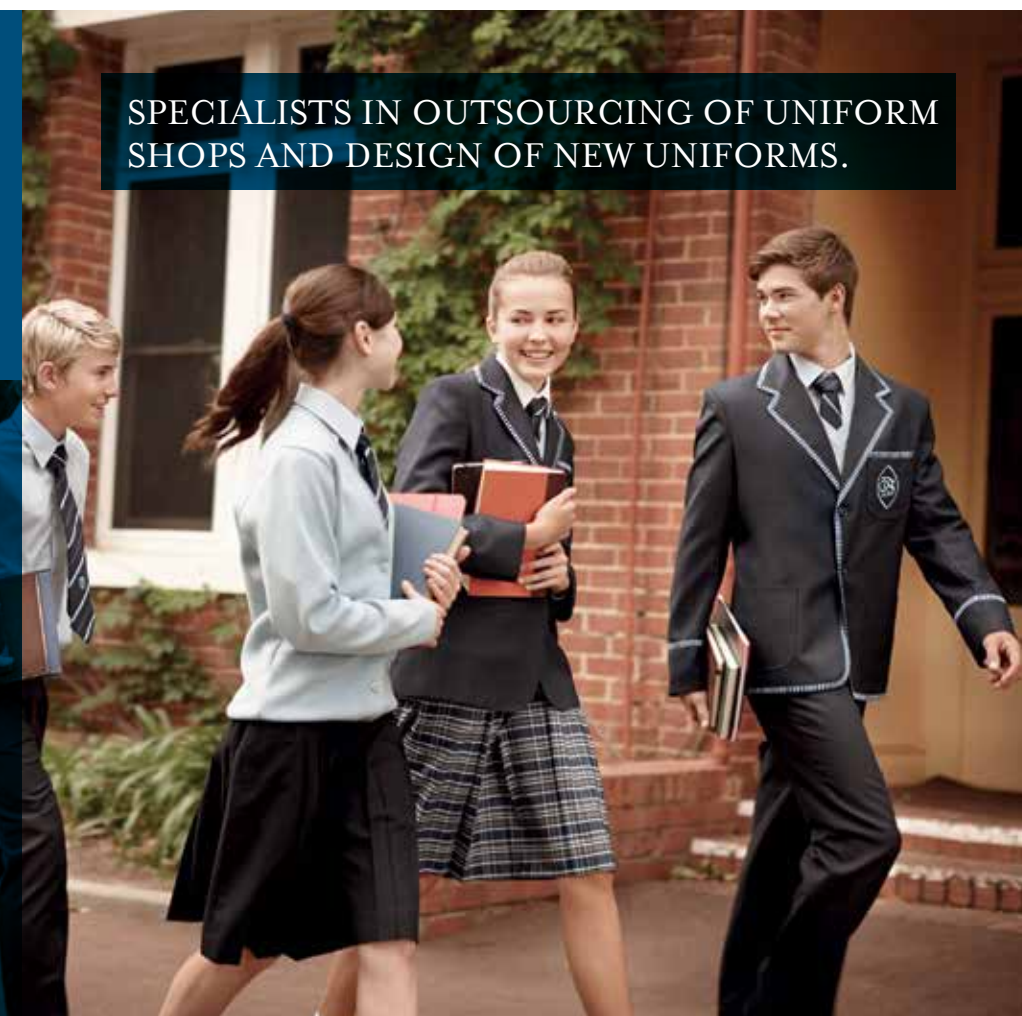


**PERM-A-PLEAT**  
SCHOOLWEAR

**SPECIALISTS IN OUTSOURCING OF UNIFORM SHOPS AND DESIGN OF NEW UNIFORMS.**

MAKING PREMIUM  
SCHOOLWEAR FOR  
MORE THAN 35 YEARS

455 Victoria Road, Malaga, WA 6090  
p: (08) 6465 1111 | f: (08) 6465 1100  
e: sales@permapleat.com.au  
www.permapleat.com.au







# Balancing Safe Use of the Digital Space

Claire Melloy

Claire Melloy, Director of Student Development at Canberra's Radford College, writes about controlling the flow and type of information young people can access from the Internet. She emphasises that our job as educators and parents is to teach young people how to assess the information they access. She also offers a number of 'tips for parents' when negotiating Internet use with their children. It is about setting clear expectations and reasonable boundaries.

It is often difficult for caregivers and educators to navigate the barrage of information in relation to young people's use of the Internet. Discouraging reports in relation to the prevalence of cyber bullying for example can often give a skewed impression of adolescent Internet use. A closer look reveals a more layered picture with a large part of the answer lying in clear expectations, boundaries and balance.

Throughout history, concerns have been raised about the effects of new technologies on our young people in particular. The TV is an example. Television did change our lives but did not bring the doom and gloom as first predicted. In fact I read recently that Socrates warned against the dangers of writing.

**THIS PAGE:** Claire Melloy and students

**OPPOSITE PAGE:** Phones in basket

"For this invention will produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory. Their trust in writing, produced by external characters which are no part of themselves, will discourage the use of their own memory within them."

It comes then as no surprise that the influence of the Internet and its associated activities on the developing adolescent brain has been the subject of considerable attention. Because the brain undergoes profound changes in both structure and function during adolescence there has been concern that Internet use is 'rewiring' the adolescent brain. It is unclear whether scientific research supports these claims. In fact Mills (2014) argues that major brain changes such as 'rewiring' the brain are unlikely. Additionally, in moderate users, evidence increasingly suggests that time spent online does not necessarily impact on time spent doing other activities associated with health and wellbeing such as sport and clubs. This is good news.

## Benefits of Internet Use

A 2009 literature review showed that there are in fact significant benefits of Internet use for the wellbeing of our young people. Studies have also shown that communicating with friends through the Internet can increase adolescents' social connectedness (Valkenberg and Peter). Adolescents are able to connect easily with their peers through texting and report feeling supported by a variety of online networks.

Interestingly through these networks they are also exposed to more information and are given more opportunities to be exposed to other people's stories and thereby increasing levels of empathy.

A World Vision study found the following in relation to technology's influence on empathy in adolescents:

- 55 per cent of teens admit that social media allows them to be more aware of others' needs.
- two out of three surveyed teens feel that social media's benefits outweigh online risks.
- 91 per cent of the polled teens agree that volunteering locally is important.

## Risks to Wellbeing

However, it is clear that both adolescents and adults are now using the Internet more than ever. As a result, concerning issues associated with the explosion of cyber technology are emerging as among the most significant confronting the safety and wellbeing of young people and the wider community. The Australian Psychological Society (APS) recently released the results of the 2015 stress and wellbeing survey in Australia.







Source: YouTube.com

As well as measuring Australians' level of stress and wellbeing this survey also explored the impact of social media on our wellbeing and behaviour. In particular, the survey examined how entrenched use of social media is in our lives and to what extent we experience FoMo (Fear of Missing Out). Adults were surveyed as well as Australian teens (aged 13-17).

Key findings showed that social media is dominating the life of many teens.

- over half (53 per cent) of Australian teens connect to social media 15 minutes before bed every night.
- almost two in five (37 per cent) connect in the presence of others and within 15 minutes of waking up.
- almost one in four (24 per cent) reported using social media when they were eating breakfast and lunch seven days a week.

The impact of social media use on Australian's wellbeing is evident in a range of ways.

- more than one in two teens (57 per cent) find it difficult to sleep or relax after spending time on social networking sites and 60 per cent feel brain 'burnout' from constant connectivity to social media.

One in two teens report experiencing aspects of FoMo such as

- fearing their friends are having more rewarding experiences than them (54 per cent).
- worrying when they find out their friends are having fun without them (60 per cent).
- being bothered when they miss out on planned get-togethers (63 per cent).

Another real danger for young people is feeling that they are 'drowning' in an information overload. Neuroscientists call this 'cognitive overload' and it occurs when the inflow of information hinders, rather than helps, the ability to process information and think clearly.

There is a growing body of research to show that technology can also be both beneficial and harmful to different ways in which children and adolescents think. This is dependent upon what specific technology is used and how frequently it is used.

#### Assessing Information

Therefore, what is clear is that we need to distinguish between different Internet activities such as research and communication. Our job as educators and parents is to teach our young people how to think about and assess, not just access information. In 2011 one study showed that when students expected to have future access to information they were less likely to remember the specific information but more likely to remember where to find the specific information. Information is not the same as thinking.

Attention is often thought of as the gateway to thinking. Without it other aspects of thinking: memory, language, learning, creativity, problem solving and decision making are greatly reduced. The Internet often includes distractions that can detract from the development of these skills. Whereas, reading a book requires someone to focus narrowly and therefore, develops attention and imaginative skills. Research also indicates that video games can improve visual spatial capabilities, increase attentional ability, reaction times and the capacity to identify details among clutter.

The Internet can also develop skills in scanning.

#### Finding the Right Balance

As a result it is clear that Internet usage brings with it potential benefits and potential risks. We know we get the best results for our young people when caregivers and schools work together to give a consistent message in helping our young people navigate this world. Our job is to control as far as possible the flow and type of information our children receive. The first thing is to have ongoing conversations about information and the Internet with them starting as soon as they are introduced to these technologies. I recently ran some workshops on 'Finding Balance' for our Year 9 students and was reassured by their level of self-awareness in relation to the 'pitfalls' of online activity and their tips and tricks for managing this. They use strategies such as setting an alarm to manage time spent online, turning off notifications, using social media as a reward and setting their phones to flight mode so as not to disturb them.

A conversation at home allows for negotiation and the establishment of reasonable limits.

Susan Mclean, one of Australia's leading experts in safety and the digital space has some other useful tips for parents.

- Keep internet devices out of bedrooms
- Set rules and boundaries
- Use filters/restrictions and supervise
- Learn to say "No"
- Learn the language of social media/ know the abbreviations (Do you know what *lmirl* stands for?)
- Adhere to age restrictions on sites. eg kik is 17 +

So what does all of this mean? Like most things the Internet has advantages and disadvantages. Caregivers and educators need to give young people clear boundaries and encourage a balanced approach to the amount of time spent in and type of activity time is spent on when it comes to the use of the digital space.

#### References

Australian Psychological Society 2015 *Stress and Wellbeing Survey results*.

Mills, S. (2014) Effects of Internet use on the adolescent brain: despite popular claims, experimental evidence remains scarce.

*Trends in Cognitive Sciences*. Vol 18,8,385-387.

Valkenburg, P. and Peter, J. (2009) Social consequences of the Internet for adolescents: a decade of research. *Current Directions in Psychological Science*. 18, 1-5.

**1000** Number of images parents post of their children online before their fifth birthday

**9** Hours every day teens spend using media (not including school or homework)

**6** Hours tweens aged 8 to 12 spend a day using media

**40** Minutes more girls spend on social media every day compared with boys

**69** Percentage of Aussie teens who have smartphones

**89** Percentage of Aussie teens who have any mobile phone (smart or regular)

**100** Number of times 13-year-olds check their social media accounts every day (heavy users)

**23** Percentage of 13 to 17-year-old girls who use Tumblr

**61** Percentage of 13 to 17-year-old girls who use Instagram

**51** Percentage of 13 to 17-year-old girls who use Snapchat

Source: Morton, Rick. 'Love in the age of Snapchat', *The Weekend Australian, Inquirer*, 27-28 February, 2016, p. 19.



# Why do phones have so much power?

Frank Sheehan

Every fortnight The Reverend Canon Frank Sheehan, School Chaplain at Christ Church Grammar School in Perth, writes an article for the School's online newsletter under the banner, Canon Fodder. In March he wrote about the power smartphones are exerting over our lives. He is concerned we are losing the art of face-to-face conversation.

Shopping holds virtually no interest for me and I do very little of it. But, from time to time, I walk around shopping malls. In recent years, this has become a much more alien and quite hazardous exercise because a good number of people are not paying attention, not looking ahead. Instead, their attention is elsewhere and there is the real risk of collision unless one is alert.

People are spending an awful lot of time gazing into their phones. I am not sure what they are doing and have no desire to find out but it strikes me that they are hooked on something. One imagines that, without their devices, life would be unbearable.

I do not own a phone and have never sent or received a text so, as far as I am concerned, it's foreign territory; another world. I am not thinking of venturing in though I did once make a call on a mobile phone (do they still call them that?). That worked and I quit while I was ahead. Funnily enough, I still enjoy life. But I wonder what it means that phones have such power over the general population.

Sherry Turkle wonders too. She's a clinical psychologist and sociologist at the Massachusetts Institute of Technology (MIT). For the past 30 years, she has been observing reactions and adaptations to new technologies and analysing how these responses have changed the way people communicate. In her book *Reclaiming Conversation: The Power of Talk in a Digital Age*, Turkle argues that texts, tweets, Facebook posts, emails, instant messages, and snapchats have replaced face-to-face conversation. She thinks we are beginning to be disconcerted by these changes and that many people want something different. She thinks that conversation is "the most human thing we do" and that technology is not facilitating healthy behaviour. It is dividing our attention and reducing our capacity for empathy.



Sherry Turkle has given these questions a great deal of thought and she has had many constructive conversations about them. A previous book of hers is *Alone Together: Why We Expect More From Technology and Less from Each Other*. I find that such a worrying and insightful title. According to Turkle, children want their parents to put down their phones at dinner. One imagines that many parents want their sons and daughters to do the same. As well, friends are feeling neglected and discounted as conversations are abruptly placed "on pause" when another offer comes through on the smart phone. As she says, "We turn to our phones instead of each other." Inevitably, there is price to pay within friendships, families and even romance.

In offering a prescription, Sherry Turkle uses semi-religious language. She thinks we need to carve out "sacred spaces" for the ancient art of conversation. Within these spaces multi-tasking must be off limits. Instead, we are encouraged to practise just being with each other; being attentive. Being present without distraction. Even as I write, it seems so counter-cultural.

## New education purchasing portal

Access all of the products your staff and students need with JB Hi-Fi Education Solutions.

Register today.

JB Hi-Fi Education Solutions provides best in class products, services and advice to schools nationally. Our brand new product portal allows schools to browse, compare and purchase products 24/7.

Use the product portal to:

- Access specialised education products not available in store, including high quality Windows® devices under \$670 ex GST
- Browse categories including computing devices, servers and storage, audio visual and musical instruments
- Filter categories by price, brand or promotion
- Add products to cart and manage purchases using quick view
- Create an instant quote or place an order online
- Check out securely on your credit account
- Arrange drop-ship delivery to your school

Call our specialist education team on 1300 730 548 or email [education@jbhifi.com.au](mailto:education@jbhifi.com.au) for assistance.



### How to register

1. Visit [jbeducation.com.au/register](http://jbeducation.com.au/register)
2. Complete the registration fields
3. Instant verification will be sent to your email address
4. Login via the home page and start shopping!

**JB** | **SOLUTIONS**  
**HI-FI** | FOR EDUCATION

[jbhifisolutions.com.au](http://jbhifisolutions.com.au)





# Anglicare Australia's Rental Affordability Snapshot

Kasy Chambers

Kasy Chambers, Executive Director of Anglicare Australia, writes about the social advocacy organisation's annual Rental Affordability Snapshot released in April. The Snapshot highlights the lived experience of looking for housing while on a low income or commonwealth benefits. The results are abysmal, and clearly show how the private rental market is failing so many Australians.



Home ownership has for a long time been a part of the Australian way of life. Each year, the housing crisis moves home ownership further out of reach for many households. With so many would-be home owners unable to afford to buy and forced into the rental market, affordable housing is an issue none of us can afford to ignore.

The first Rental Affordability Snapshot was developed by the Social Action Research Centre at Anglicare Tasmania in 2007. It aimed to highlight the lived experience of people looking for housing while in receipt of a low income – government benefit recipients and minimum wage earners.

Today, the annual Rental Affordability Snapshot is Anglicare Australia's key means of highlighting the serious issues around affordable housing. The Snapshot has tremendous impact as an advocacy tool, and the national and state/territory statistics are used and cited by the media, politicians and opinion leaders throughout the year.

The results of the Snapshot have remained fairly consistent since its inception - there are very few affordable housing options for people on a low income. Australians are suffering chronic housing stress. They are living in overcrowded houses, couch-surfing, or living in cars, parks, shelters or doorways.

Now in its seventh year, the 2016 Snapshot will no doubt paint the same depressing picture for people from all walks of life. Every day the news has stories about women trying to escape domestic violence, isolated people living with mental illness, young people transitioning from out-of-home care, and older people unable to get back into work. These are the people most at risk of homelessness.

## National Collaboration

The Rental Affordability Snapshot brings together Anglicare Australia members from every state and territory, up to 18 participating organisations, which collect rental data on a particular day at the beginning of April.

For the purposes of this project, a suitable rental is one which takes up less than 30% of the household's income, a commonly used benchmark of affordability. Household incomes are derived from the maximum rate of Centrelink pensions, allowances or net minimum wage combined with the Commonwealth Rent Assistance (CRA) and Family Tax Benefits (FTB) where applicable.

Last year we surveyed more than 65,600 properties and found just 618 properties across the country were suitable for a couple on Newstart with two children. A

single person on Parenting Payment with two children had just 165 options.

Less than 2% of the properties were affordable for people with disability. There were only eight rooms or dwellings that a young person on Youth Allowance could afford, and we found only 10 properties suitable for someone living alone and looking for work.

Although people on Age Pension fared slightly better than other household types, many older private renters are at risk of homelessness for the first time in their life. Social housing is especially important for older people as the long-term tenure, as well as low rent, allows them to maintain independence and connection, but it is in short supply.

When we looked across 10 different government payment types, only 5% of the dwellings surveyed were suitable for any of them – that is a huge number of people after very few properties.

A useful visual representation of Anglicare's 2015 Snapshot data was fashioned in an article by [Greg Jericho in The Guardian](#). The interactive graphics explain the issues we illuminate in a very real and logical way.

## Impact on Families

Anglicare member organisations work with people every day who are excluded from many aspects of life - education, employment, relationships and wellbeing – because they simply cannot afford a roof over their head.

Every year we ask our members what they consider the top priorities in overcoming disadvantage for their clients and our society, and every year the lack of affordable housing comes up as a major concern. This is irrespective of members' service locations: regional or metro; the service types they provide (aged care, family support, out-of-home-care, housing support) or the population groups (youth, seniors, single parents, to name just a few) they support daily.

The Anglicare network's Food Insecurity Project, which resulted in the report, [When there's not enough to eat](#), demonstrated well, the impacts of housing unaffordability and its lingering effects on individuals and their families. The research showed the majority (94%) of those low-income households living in private rentals were in rental stress. In order to pay the rent and utilities, food often became one of the few discretionary items in the household budget; meaning families and sometimes even children had to go without food.

While in most cases the children were protected from



days entirely without food, they nevertheless missed out on school excursions or other events and friendship activities, and reported shame, embarrassment and ill health. Adults too also reported significant impacts, including depression, resentment, embarrassment, isolation and anger.

Imagine living this. Put yourself into these people's shoes for just a moment. So many of us are too busy living our comfortable lives to give these families a second thought.

This is why Anglicare Australia continues to conduct and promote the Snapshot each year. We need to remind everyone that this is happening in our suburb or town, our state, our country. What can we do?

A Personal Story

Monica\* is 55, and she and a friend have rented a small place in Sydney for a number of years. Over the years the rent has increased steadily. She and her housemate cannot afford the latest increase of \$60 per week and have been asked to vacate the premises.

Despite graduate and post-graduate university qualifications, Monica has struggled to find work. Added to this is a slow but steady deterioration in her musculoskeletal condition. And her housemate is currently in insecure contract work.

Monica lives on Newstart and complies with the mutual obligation activities of looking for work and attending fortnightly interviews with her job service provider, which is a challenge given her health issues. And she has exhausted all savings. She has been looking further and further away from the CBD for something affordable and liveable. However, this adds higher costs in transport. And rental properties checked so far have been unliveable: dingy and dark and in desperate need of cleaning and repairs.

With the likelihood of her housemate's contract not being renewed and impending unemployment, in addition to Monica's challenges, both women discussed the possibility of having to move into the housemate's ailing parents place in a small coastal town far away from friends, community and potential future work. This created such increased stress, anxiety and pressure, they both began to get physically sick. The prospect of leaving close friendships and their community behind is heartbreaking and has sent them both reeling.

\* Name has been changed to protect the privacy of the individual.

Future

Housing affordability is at crisis point and Australia needs a dedicated federal minister for housing and homelessness to orchestrate and deliver a comprehensive long-term housing plan.

Anglicare Australia would like to see a national plan for affordable housing supported by all levels of government, which means serious commitment to investment and infrastructure, guided by the social welfare sector and industry.

We advocate a tax and rebate system that favours the provision of more affordable housing; policies which support safe, secure and suitable housing stock; and an approach by government that promotes effective, respectful and innovative collaboration with the sector.

We take the view that most Australians and most Australian leaders, at heart, believe that everyone should have a home. Together we can project a very loud voice for change. We might even know the right people or have the resources to directly address housing un-affordability.

Home is ... where our story begins.

EARLY BIRD  
REGISTRATIONS CLOSE  
ON FRIDAY 10 JUNE 2016



To Audit or not to Audit?  
It's really no question...

Audits can be a little like nits – sooner or later every school has to deal with them. They can be an annoyance while they last, but once it's over and done with you can breathe a sigh of relief, and you'll find it was worth the effort.

Regular audits, on the other hand, can be like effective nit prevention programs – they're much less trouble and each year they get easier to implement, and they leave you feeling much more in control.

The trick is to select the right Auditor. Most accountancy firms that deal with schools do not have a Registered Company Auditor on hand, so they contract the service to someone else – and that costs the school more.

At Francis A Jones, the Auditing division is headed by a Registered Company Auditor, their schools experience is extensive, and they will design a customised auditing solution for each school.

Specialists in schools, clubs, associations and not-for-profit organisations, the FAJ Auditing team understands that your system may have 'evolved' into something quite unique, and they are experts at their way through the individual characteristics of each system they audit.

FAJ Auditing principal Daniel Papaphotis said, 'every school is different. The way they deal with bookkeeping, records management and documentation can be very specific and distinct – almost as though it has grown up

organically. Our specialty is navigating that complexity, and helping our client schools find ways to streamline their systems so that each year the process gets less and less traumatic."

Daniel said that the results of an audit can help school boards and administration with business and financial planning, particularly if the auditing is conducted annually. 'It's good governance, it makes good business sense, and it really helps if the same auditing team comes back every year. We can identify trends, see developing problems, and help make the most of opportunities as they arise,' he said.

He said that as an established accounting firm with over 80 years in business, and one of the lowest staff turnover rates in the accounting industry in Western Australia, Francis A Jones offers the kind of stability, commitment and service excellence that Anglican schools value.

Daniel Papaphotis can be contacted at Francis A Jones on 9335 5211 or by email at [daniel@faj.com.au](mailto:daniel@faj.com.au)



AUDITING? WE TICK ALL THE BOXES.



The Auditing specialists at Francis A Jones can help your school resolve issues relating to tax, GST and leave provisions, provide financial information you can use to improve your financial position, and deliver reports the Board will find meaningful and helpful.

- If you're seeking a reliable, experienced Auditing team, we tick all the boxes:
- Registered Company Auditor sign-off ☒
  - Fast, qualified and experienced Auditors ☒
  - Working on site with minimal intrusion ☒
  - 100% independent ☒
  - Long established company that shares ASC value ☒

Call Daniel Papaphotis to discuss your Auditing needs and options today on 9335 5211 or email [daniel@faj.com.au](mailto:daniel@faj.com.au)



154 High Street Fremantle WA Phone 08 9335 5211 email [daniel@faj.com.au](mailto:daniel@faj.com.au) [www.faj.com.au](http://www.faj.com.au)  
Liability limited by a scheme approved under Professional Standards Legislation.



SINCE 1930





# Forging Strong Partnerships With Schools

Meleea Wood

Meleea Wood, Events and Schools Coordinator at Anglicare Victoria, writes about the organisation's work with Victorian Anglican schools.

## Introduction

As Victoria's largest foster care provider, Anglicare Victoria provides support to 80,000 children, young people and families every year.

Our team of staff, volunteers and supporters nurtures babies, raises children, guides young people and supports families through every stage of life's journey. Our services stretch from foster and residential care to homelessness, parenting and family services, financial and legal services and more.

We work hard so that those who seek our help get a better chance at life. We aim to resource and empower children, young people and families to achieve their full potential by providing quality services, promoting social justice and strengthening local communities.

At Anglicare Victoria, we create opportunities to transform futures. Everything we do is to prevent, protect and empower those we work with. We work to achieve lasting change, helping our clients achieve independence.



**THIS PAGE BOTTOM:** Hume Anglican Grammar students wrap Christmas presents for Anglicare.

## Our Work with Schools

We aim to work with Anglican schools to forge mutually beneficial relationships between parties to connect students from schools across the State with the work of our Agency. We aim to raise awareness of community needs and social justice issues, promote service knowledge and foster a sense of community duty amongst the next generation of leaders.

Anglicare Victoria works directly with a large number of valued educational partners and supporters to identify avenues for student and community engagement, while also highlighting ways that we can add value to the educational curriculum.

Following are a number of our current programs, initiatives and events that have been specifically designed to benefit students and strengthen Anglicare Victoria's relationship with our Anglican schools.

## Respect Me, Don't Sext Me

Our "Respect Me" and "Sexting & the Law" programs aim to stop the dangerous and prevalent practice of "sexting" via fun and memorable education sessions. "Sexting" is the label for sending a provocative or sexual image by phone or social media and is presently at risk of becoming "normal" behaviour for young teens. It is a practice that puts teens at risk of sexual exploitation and can have serious legal consequences, as the law is currently unequipped to deal with the issue properly.

These educational programs, run by our Gippsland Community Legal Service for local schools, involve mock trials in real courtrooms that see students play out a case, discussing the dangers and consequences of inappropriate use of social media. Judges, defence lawyers and police prosecutors are involved in the program, providing a further opportunity to educate students on their role within the overall legal system.

Anglicare Victoria has also employed a similar model to educate students about the dangers of hoon behaviour. Titled "I've Killed My Best Mate", this program encourages students to conceptualise the consequences of a horrific crash through yet another mock legal case.

## Ballarat Breakfast Program

Every Wednesday for the past two years, Anglicare Victoria in conjunction with St Paul's Anglican Parish, has run a breakfast program for Year 11 and 12 students at the Barkly Campus of Ballarat Secondary College.

The program is designed as a light and informal way in which the students may become involved in the work of our Agency over a BBQ breakfast on the street outside our site. Many students enjoy engaging

with the workers about current issues and learning about programs, while others pitch in to help with the breakfast clean up or step in to assist in stocking the shelves at the Emergency Relief Centre next door.

## Altitude Shift

Since 2014, Anglicare Victoria has successfully run an exhilarating fundraiser called Altitude Shift that has seen strong support from various senior schools.

The event held in May each year encourages participants to sign up and commit to fundraising a minimum amount towards our foster care programs in order to secure a position to abseil 113 metres down a CBD skyscraper.

The link between abseiling and our cause is made by reinforcing that our foster children are forced through circumstance to step outside of their comfort zone on a daily basis, so in support of their cause we ask participants to step outside of their comfort zone with the challenge.

It is a cause and challenge that has clearly resonated with many of our affiliated schools including Ballarat & Queen's Anglican Grammar School, Geelong Grammar and Melbourne Grammar who have encouraged groups of students to participate each year.

## Schools Christmas Card Competition

Anglicare Victoria is currently in the midst of promoting a new, creative opportunity for talented student artists in Years 10, 11 and 12. Our new Schools Christmas Card Competition is seeking one gifted student who will have their original design produced as a Christmas card, as part of our annual fundraising card catalogue.

Students are invited to use their creative flair to design and submit an artistic piece in line with either a religious or Australian theme prior to the 6 May competition deadline. Submissions will be judged on creativity and overall suitability for sale in order to determine a worthy winner. The winning student artist will have their design produced as a professional card and will also be profiled in the September issue of our donor newsletter Imagine.

This year will be the first that the competition has been opened to senior students of all Anglican schools.

## Toy & Food Appeal

From October to December each year, Anglicare Victoria holds an annual Toy & Food Appeal. This initiative aims to ensure that clients in our care are able to share in the joy of Christmas, irrespective of their personal circumstances.





*Altitude Shift - Anglicare Victoria's exhilarating fundraiser in aid of the organisation's foster care programs.*

Through the generosity of our partners, we provide a gift or toy for every child in our care and distribute hampers of food items to ease the burden for vulnerable families at this often difficult time of the year.

We are fortunate to enjoy strong support from many of our affiliated school partners across this Appeal in collecting brand new toys and non-perishable food in the lead up to the festive season.

The Appeal provides students with a tangible way in which to contribute to the overall well-being of vulnerable children, young people and families in their local area, while truly embracing the spirit of Christmas.

Our Schools Coordinator works across the Appeal to facilitate additional learning opportunities for schools through a series of presentations and speeches on the work of our Agency that are timed to coincide with collections.

#### **Final Word**

Anglicare Victoria realises the importance of forging close associations with the staff, students and wider community of our Anglican schools – after all, it is these students who will become the future supporters and advocates for our clients.

#### **A Helping Hand**

Every year in December Anglicare Victoria organises a Christmas Day celebration where books and toys are distributed to children from needy families. In the lead up to last year's event Year 9 students from Hume Anglican Grammar assisted Anglicare by wrapping approximately 700 gifts. Anglicare was most appreciative of the help advising the school that their staff would have taken several days to complete the task that all of the students from the Year group completed in an hour.

With the wrapping complete, the students travelled into the city centre to attend a Eucharist at St Paul's Cathedral. After the service the students were given a guided tour of the Cathedral. They enjoyed learning about key architectural aspects of the Cathedral and the Gospel stories behind the stained-glass windows.







# School Ambassadors: Creating our Future Champions

Carrick Robinson

Carrick Robinson, Executive General Manager, Marketing and Partnerships Anglicare WA writes about the organisation's School Ambassadors' program. This year's program was launched at Wollaston Conference Centre on 23 February.



Visit | [www.anglicarewa.org.au](http://www.anglicarewa.org.au)

Engaging with young people is one of the cornerstones of our work at Anglicare WA. After all, young people are our future supporters, donors and stakeholders. Collectively they are the future of our community.

Through our work, we tackle a range of devastating social problems: homelessness, poverty, domestic violence and mental illness amongst them. Young people may not necessarily experience these things first hand, but they will almost certainly encounter them in one form or another at some point in their lives. By educating them about these realities, we can ensure they are prepared when they face them. Perhaps even more importantly, if we educate them about the causes, impacts and solutions, we might be able to prevent such tragedies from occurring in future generations.

Our School Ambassadors' program strives to achieve exactly this.

School Ambassadors connects students from various schools across WA with the work of Anglicare WA. Affiliated Anglican schools nominate high achieving students in years 10 and 11 to serve as Ambassadors. Anglicare WA then supports those Ambassadors to promote awareness of Anglicare WA's work within their school communities and raise funds for our important services. The students are provided with a toolkit full of simple ideas for students to host fundraising events as well as promotional materials that they can display and disseminate.

It is a unique program that empowers students to be difference makers in their communities. The students are given opportunities to grow their leadership skills, whilst raising awareness around community need and social justice.

The primary focus of the program is on our Street Connect service. Street Connect is an important source of support for many homeless young people in Perth's CBD. The service works with 15-25-year-olds who are homeless or at risk of homelessness, meeting with these young people on the ground and working to improve their situation with the goal of eventually transitioning to independent housing.

As part of the program, staff from Street Connect will visit the schools to give presentations. We have chosen Street Connect deliberately, hoping that the fact it works with vulnerable teenagers will help the students to relate and understand the problems that they face. This vital service is not supported in any way by Government funding.

This year's program was launched on 23 February at an event at Wollaston Conference Centre. The launch was attended by Anglicare WA staff, students, and teachers. The Ambassadors were presented with their badges and their tool kits in a fun, but touching ceremony. This year we are very pleased to have over a dozen schools participating.

There is much to be gained from partnerships between community service organisations, like Anglicare WA, and schools: raising the students' awareness around community issues; cultivating a sense of social justice, service and generosity; and also equipping the students with practical knowledge and skills. We are looking forward to a successful year with the program. We are confident our future champions will serve us and their communities well.



Anglican  
Schools  
Australia

LOG ON | [www.anglicanschoolsaustralia.edu.au](http://www.anglicanschoolsaustralia.edu.au)  
VISIT | [www.aplaceformission.org](http://www.aplaceformission.org)





# Prayer of the Heart

## Teaching Stillness and Silence in the Christian Context

Amanda Clifford

Amanda Clifford, Head of Religious Studies at Overnewton Anglican Community College in Melbourne's north-west, writes about 'Prayer of the Heart', a Christian Meditation program for students from Prep to Year 12 that has been introduced at the college. The program focuses on teaching stillness and silence in a Christian Context.



*'We need to find God, and he cannot be found in noise and restlessness. God is the friend of silence. See how nature – trees, flowers, grass – grows in silence; see the stars, the moon and the sun, how they move in silence. We need silence to be able to touch souls.'* **Mother Theresa**

THIS PAGE (L to R): Amanda Clifford

Students Meditating

In 2005 while attending a Christian Meditation Professional Development workshop run by Father Laurence Freeman, I was made aware that this was an ancient practice now spreading its wings throughout the world, thanks to the work of Father John Main. Freeman presented a pilot program that had been introduced in a couple of Catholic primary schools in Queensland. Needless to say, I became quite excited and came back to work with grand ideas.

### Spirituality and Meditation

In 2006 we created a subject for Year 10 students called Spirituality and Meditation, where students studied the practice of meditation in the five main religions. The subject content was structured with half of the classes being theoretical and the other half practical thereby enabling students to experience first-hand different types of meditation and contemplative prayer. Spirituality and Meditation became one of the Year group's most popular subjects and we received positive feedback from students and their parents about improved behaviour and the ability to focus.

Three years ago we began implementing a 'Prayer of the Heart' Christian Meditation program throughout the school. We began with Prep to Year 8 moving through to Year 11 in the second year. Year 12 students who elect to study Religious Studies, an elective in Year 12, also participate in the program.

Every student meditates for a minimum of five to ten minutes (depending on their age) each week, using a Christian Mantra and some soft background music.

Many teachers and students see the benefits after the first few sessions and, as a result, the number of meditative sessions soon increases to two or three a week.

### Finding their Place

Students are spiritual beings and we have an obligation to our families to see a student as a complete entity – body, mind and soul.

As teachers at a Christian school, we are also religious educators; through Bible studies, the study of world religion, ethics and morality, Chapel, prayer and contemplation, we awaken and support the spiritual growth of a child and allow them to find their place in the world and in their own being.

We teach our students that they can shape the reality they have received and that they also influence the way the world is, sounds and feels. One of the fruits and aims of teaching children to be contemplative is to bring them to the realisation that our motivation and actions come from within. If we cultivate a strong inner core, a spiritual base, this energises us and helps

us make choices and act responsibly from a place of love.

It is difficult to measure the outcome of faith development within our students, but we can approach our teaching, and provide opportunities to the students to maximise learning outcomes.

The main purpose of silent prayer or the contemplative aspect of our Religious Studies program is not only to impart knowledge about God, but to also provide first-hand experience of God's love through the experiential process of 'doing' meditation and prayer.

### Expert Opinions

The benefit of stillness and silence is imperative in a busy, fast and noisy world.

Through Christian Meditation, children are afforded an opportunity to be silent and experience God in that silence.

This practice (Meditation) allows children to not only learn about Spirituality and God, but to experience it.

Contemplative prayer and Christian Meditation encourage children to experience love and companionship that is present and constant within them.

From the spiritual perspective, good meditation techniques teach children self-awareness, encourage them to be themselves and help them face life with greater belief in their potential.

Meditation techniques for children can help them relax and focus better during school, so that they can concentrate and memorize more effectively. Students who meditate regularly have been found to perform better on tests.

Studies across schools in the United Kingdom have proven that meditation can help reduce hyperactivity in children and improve family relationships

Simple meditation techniques, backed up with modern scientific knowledge of the brain, are helping kids hard-wire themselves to be able to better pay attention and become kinder, says neuroscientist Richard Davidson.

About 200 students at four elementary schools have used meditative breathing techniques to hard-wire their brains to improve their ability to focus on their work. "It's so widely popular and successful, the district wants us to scale it up the entire (Madison) school system," said Davidson, who was inspired by a meeting with the Dalai Lama in 1992 to research areas like kindness and compassion, heads up several laboratories at the University of Wisconsin including



the Center for Investigating Healthy Minds. "A simple anchor like one's breath is a centuries-old meditation technique, but it turns out to have some very beneficial qualities in terms of changes in both the brain and behaviour," he said.

Students' Views

I find our meditation relaxing because I have time to calm down.

I enjoy meditating at school now because I'm used to the expectations, and I understand the reasons behind why we meditate.

I am with God when I meditate.

Meditating is a good way for me to relax, be calm and experience God in my heart.

Our meditation sessions help me get through the day.

Meditating helps me take my mind off all of the things.

Meditation helps me to focus my thoughts, such as thinking about all of the things I have going on in my life. It also helps me prioritize what needs doing.

Meditating helps me to feel calm and happy.

*'The sublime and glorious reality which we call God, is to be sought first and foremost in the human heart. If we do not find God there, we shall not find God anywhere else. If we do find God there, we can never lose God again; wherever we turn, we shall see God's face.'* **Meister Eckhart**

*'You cannot tell by observation when the Kingdom of God comes. There will be no saying "Look, here it is!" or "There it is!" for in fact, the Kingdom of God is within you.'* **Luke 17:20-21**

# Let's build your business starting now



print design websites

## SUBIACO

### All your marketing needs including:

- Website design & hosting
- Purchase of domain names
- Shopping carts
- Social media integration
- Email marketing

- Digital & Offset Printing
- Graphic Design
- SEO (Search Engine Optimisation)
- Content management system
- Coming Soon....Apps!

(08) 9381 7355

[subiaco@snap.com.au](mailto:subiaco@snap.com.au)

[www.subiaco.snap.com.au](http://www.subiaco.snap.com.au)



## Academy Photography & Production are committed to being your chosen School Photography Company

Academy Photography & Production has great pride in being a well-established School Photography company providing a 'one stop shop' for schools throughout Australia.

- School Photography • Yearbooks • Student Books • ID Cards • Biometrics • School Attendance Systems
- SMS Alert • Pull up banners • Stationary printing needs of any size • Uniform cards • Brochures
- Graduation Certificates • School Events

Academy Photography have become a 'One Stop Shop' as we produce all of these products and more from our own manufacturing facility. From our state of the art manufacturing / processing facility, to our dedicated team of professional staff, we ensure that your School Photography day through to the delivery of all goods & services exceed your expectations in quality & satisfaction.

Academy Photography & Production have developed a professional and personal relationship with the Anglican Schools Association members throughout Australia.

We look forward to continuing our growth and establishing new partnerships together for many years to come.



School Photography



Yearbooks



School and Student Management Software



General Print



SMS Parent Alert



Academy School Photography & Production

1800 816 224

[academyphoto.com.au](http://academyphoto.com.au)

[office@academyphoto.com.au](mailto:office@academyphoto.com.au)

54 - ASA NEWS - April 2016

◀ BACK CONTENTS PAGE

CONTENTS PAGE FORWARD ▶

ASA NEWS - April 2016 - 55





# Byam Roberts Community of School Chaplains

Nicki Colledge

The Reverend Nicki Colledge, Chaplain at St Margaret's Anglican Girls School, Brisbane writes about the Byam Roberts Community – an Anglican and Ecumenical Schools Chaplains' spiritual and professional development group in Queensland. Nicki is the current President of the Community.

## Byam Roberts Community

The Byam Roberts Community (BRC) is an Anglican and Ecumenical School Chaplains' spiritual and professional development group in Queensland, incorporating schools from the Anglican Church of Southern Queensland as well as schools from other parts of the state. Members meet regularly for professional development, spiritual encouragement and to support one another in a field of ministry that is frequently challenging, often exhausting and is at the coalface of mission in our increasingly secular world.

Membership of the Community is voluntary and open to:

- (a) A person appointed to a designated and licensed Chaplaincy or Youth Minister position in an Anglican School or Ecumenical School in Anglican partnership.
- (b) A person appointed and licensed to carry out two or more chaplaincy functions in an Anglican school, regardless of designated title. Chaplaincy functions are currently of four kinds: leading worship; fostering Christian formation; counselling; and R.E. teaching.
- (c) A chaplain who is an Anglican appointed to a non-Anglican school.
- (d) A retired Anglican chaplain.
- (e) A person not in the above categories who is specially invited, pursuant to an ordinary resolution of a meeting of the Community, to be a non-voting member.

(Source: The Byam Roberts Community Constitution, 2007.)

## Beginnings

This group, now named The Byam Roberts Community, has developed a deliberate framework of purpose and intent since 1999. However, the meeting of Anglican School Chaplains is not new. In 1981 The Most Reverend John Grindrod, Archbishop of Brisbane, began calling Chaplains together for informal conversations and fellowship. A secretary of the group was established in the early 1990s and gatherings were always held centrally, next to St John's Cathedral in Brisbane. I attended my first of many Chaplains' meetings under this model.

Under the leadership of The Reverend Theo Woods, a priest and teacher passionate about school ministry, the proposal for an independent Chaplains' organisation was raised. Theo's many years of experience within schools gave him a keen understanding of the deeper and surface needs of School Chaplains. Due to the nature of the role, and the characteristics of schools (even the most traditionally religious!), there is a certain isolation in the position. Theo's vision was for a 'community' rather than an 'association'. It was also at Theo's suggestion that the Community be named after a person of inspiration to us as Chaplains. Father Byam Roberts had been a great Anglican priest, missionary, teacher, principal and educational leader under whom Theo had served in Papua New Guinea for a number of years. Father Byam Roberts was instrumental in refounding the Martyrs' Memorial School in Popondetta.

## Meeting the Needs of Chaplains

When the BRC began formally, a Constitution was

adopted in order for the Community to be clearly established as a structured, independent professional group. Additionally, part of the vision was for the group to deliberately be a faith-based group with prayerful support for one another (perhaps considerably different from the usual 'association'). The formal structure of the BRC also included an elected President and a council of five to six others.

The BRC meets four times a year across the Diocese. As Brisbane Diocese is so large, we recognise the difficulty that many members will face each time they travel. Part of the BRC's role is to assist the travel needs of Chaplains in schools farther afield, including beyond the border of the Diocese. Although travelling for each and every meeting is, for some, impossible, we aim to financially support our colleagues with airfares etc wherever possible.

Each gathering comprises a time of spiritual development, a shared Eucharist, professional development sessions, sessions for sharing and discussing ideas for both the classroom and chapel, plus a time for Diocesan matters where often a Bishop will be available to speak with the community. Networking, support and encouragement are vital components of what the BRC does. When many Chaplains may feel like a 'lone voice' or the 'religious one' on staff, spending time with others in prayerful and enthusiastic support is food for the spirit!

Previously, such meetings were held in one central location in Brisbane City. With the emergence of the BRC, it was agreed that meetings would be hosted by different schools. With the involvement of up to 20 schools, most Chaplains will host a meeting once every 3-4 years. Gathering in other schools enables Chaplains to see the variety of workplaces and cultures in which their colleagues operate. It is usually the Principal who welcomes us to their school and acknowledges the importance of our roles.

In Queensland, there is a biennial conference for Anglican schools held alternatively on the Sunshine or Gold Coasts. The BRC meet just prior to the conference start, making the most of the opportunity for most Chaplains to be present.

On alternate years to the Conference, the BRC organises a retreat. This three-day retreat is frequently held in conjunction with the Term 2 meeting, leading into a couple of days of silence and renewal. On other years clergy are encouraged to attend retreats run through the Diocese.

## A Learning Community

In 2013 we welcomed The Reverend Rickson Maomaoru, Chaplain at Selwyn College in Honiara Solomon Islands, to a number of our schools in



Southern Queensland. Rickson came through the ABM encounter program and the BRC was fortunate to be able to offer hospitality to him. Many of us enjoyed his humble and fresh wisdom on ministry in schools. We are exploring other possibilities for outreach and shared fellowship across the seas.

Sharing with Chaplains from other schools can be both nourishing and rewarding. Wherever possible, members of the BRC are encouraged to attend conferences locally and nationally. In 2017, with the ASA Conference coming to Queensland, we are pleased to be able to work together and welcome other schools, especially Chaplains, to our home state.

We are spiritual leaders on a daily basis and knowing that there are others with whom we can share the journey is a blessing. Professional development topics discussed at meetings include leadership skills, strategies for engaging young people (children to adolescents), liturgical skills, pastoral and psychological skills, theological knowledge and spiritual growth.

**A Personal Conclusion**

My own ministry has been largely centred in Anglican schools for the past 19 years. As both Anglican priest

and secondary teacher I am called to be many things to many people. The spiritual fabric of society, and many of our schools, has altered during my time in ministry. The days of assuming a reasonable percentage of the school community have some kind of 'church and liturgical literacy and knowledge' have passed. Leading a school in faith and on a quest for a closer relationship with God requires an ever-evolving, highly innovative and creative ability to weave worship and a sharing of God's love in a way that does justice to tradition and contemporary expressions, and that acknowledges the deeper humanity of the people we serve.

The Byam Roberts Community has assisted me to become a more rounded minister, one who feels the loving support and strength from others who 'do what I do'. There are many members of the church who do not understand what Anglican schools are really about, let alone what the School Chaplain does. The BRC, along with its predecessor, has offered a haven for many in its role as a spiritual and professional development group.



THIS PAGE: Toowoomba Anglican College and Preparatory School (TACAPS) Choir



# TRUSTED After School Care

Contact Us Today!

 1300 366 437

 extend.com.au







# Learning Practical Theology in Hong Kong

Jean-Pierre Schroeder

The Reverend Jean-Pierre Schroeder, Community Chaplain at St Mark's Anglican Community School in Hillarys, Western Australia writes about his second intensive as part of his MTh in Chaplaincy Studies. On this occasion he travelled to Hong Kong and undertook the program at the Ming Hua Theological College.

This article is a follow-up to his earlier contribution to ASA NEWS, 'Pioneer or Guinea Pig? Initial Impressions of the MTh in Chaplaincy Studies', published in December 2015.

*THIS PAGE:* Jean-Pierre Schroeder

*OPPOSITE PAGE (L TO R):* Winnie, Louis, Paul, Andrew Todd and Jason enjoying a meal in Hong Kong.

*Ming Hua Theological College*

Term 2 of the MTh in Practical Theology for Chaplains took me to Hong Kong in January where I spent a weekend completing my second study intensive at the Ming Hua Theological College. The one downside was the weather. It rained all day on each day of my stay except the last, when by midday the dark grey clouds finally lifted and gave way to a glorious blue sky.

## Reputation for Excellence

It may surprise readers that I travelled to Hong Kong for the intensive rather than to the UK. Let me explain. The MTh in Chaplaincy Studies developed and run by St Michael's College, Cardiff enjoys a worldwide reputation for excellence. Indeed the College has set such high standards in Chaplaincy Studies that the UK's Ministry of Defence (MOD) requires all of its Chaplains to enrol in the course. It should come as no

surprise then that a few years ago when the Anglican Diocese of Hong Kong, or Hong Kong Sheng Kung Hui as it is known to locals, was looking to provide Chaplaincy training for its clergy the Diocese turned to St Michael's. Discussions between Ming Hua Theological College and St Michael's College resulted in the following working relationship. In September each year - the start of the northern hemisphere's academic year - Ming Hua sends students to Cardiff to do the first intensive. Subsequent intensives are held in Hong Kong in January, April and June. On these occasions St Michael's sends a lecturer to Hong Kong to teach the course.

As of the current northern hemisphere academic year which runs from September (2015) to June (2016), ASA has joined Ming Hua Theological College and St Michael's College in an exciting new partnership.

Last September I went to Cardiff for a three-day intensive and in January I joined students from Ming Hua for their two-day intensive. Our next intensive is programmed for 16-17 April and we are hosting it in Perth. However, as I am the only student representing Australia the lectures will be held via skype. If three or more students were enrolled in Australia a lecturer would fly to Perth to take the classes. Online lectures keep costs to a minimum and may in fact become the way the course is delivered in the future.

## Hong Kong Intensive

Over the weekend I attended six sessions with The Reverend Dr Andrew Todd, who is Dean of Chaplaincy Studies and is responsible for the development of the Centre for Chaplaincy Studies at St Michael's College. What the reader should appreciate is that these sessions are normally presented over a three-day period in classes comprising six - twelve students. On this occasion I was the only first year student taking the class. In other words, there was no 'nodding off'. The advantage was that I could ask more questions and raise issues and not worry that I was taking up too

much teaching time. It also meant that we could do three days' class work in two days. The benefit for my family was that I was only away for the weekend.

## Lost in Translation

One of the messages lost in translation was that Ming Hua's dining facilities are shut on weekends and I would need to take care of all my meals. Bobby, who works at Ming Hua, and whose English is infinitely better than my Cantonese, very kindly reassured me that there was a McDonald's nearby. He even provided the directions. Fortunately, a few other students helped me find other dining options.

## Moral Thinking and Debate

The module I am studying this term is Facilitating Moral Thinking and Debate. "This module aims to equip students with a critical understanding of some of the main currents and challenges in contemporary ethical discourse, religious and non-religious, so that they are better able to recognize the moral context of their work and organization setting ... This module will familiarize students with some of the latest developments and challenges within and outside faith-based ethics". (Masters of Chaplaincy Handbook, 2015, p. 59)

## Practical Theology

The MTh is in Practical Theology for Chaplaincy Studies. I would like to stress the word 'practical'. The program was designed and is based on real ministry experience. On my return from Hong Kong, I was immediately able to apply some of the coursework to my ministry at St Mark's Anglican Community School. Our Year 11s are using 'The Good, the Bad and the Ethical' Student Handbook (Christian Education Publications) as part of their studies in Christian and Values Education. I was able to draw on what I had learned and share it with staff who teach Ethics. I was of course delighted with this outcome and look forward to more opportunities of sharing the knowledge I glean from the Masters' course.







# Indigenous Scholarships are Shaping Lives

Dave Reed

Dave Reed, Director of Development at Hale School, Perth writes about the School's scholarship program for Indigenous students. He comments on Hale's longstanding commitment to Indigenous equality, the work of the School's Coordinator of Indigenous Students and the retention of Aboriginal and Torres Strait Islander students from Year 7 to Year 12.

<sup>1</sup> The Hale School Foundation Indigenous Scholarship Programme was established in 1997. Its purpose is to offer secondary boarding school educational opportunities to Indigenous students from the Kimberley region.

**THIS PAGE:** Coordinator of Indigenous Students, Neil Marshall, with a number of Hale School's Indigenous students.

## Commitment to Indigenous Equality

With Hale School now in possession of Bishop Hale's Diaries, some preliminary reading has revealed some interesting themes. One such theme was Bishop Hale's commitment to Indigenous equality in the mid-1800s. In many candid entries, Bishop Hale demonstrated a real passion towards helping Indigenous people and was at the forefront of identifying inequalities and social injustices. This tradition continues at Hale School to this day where currently 23 Indigenous students are benefitting from a quality education via the Hale School Foundation Indigenous Scholarship Programme.<sup>1</sup>

Much has and is currently being written about the continued expenditure of billions of dollars to improve the life circumstances for Australia's original inhabitants yet there has been minimal positive progress across the myriad of key indicators. Despite this, Hale School is providing successful educational opportunities for young Aboriginal and Torres Strait Islander men across Western Australia resulting in students being retained often from Year 7 through to completion of Year 12 and

then successfully transitioning into further study or the workforce.

Through experience, Hale School understands that whether Indigenous or non-Indigenous, boarding school is not for every boy. Success of a boy in part is as a result of not only the boy embracing the opportunity to gain access to a quality education but also the family. The boarding experience offers the individual experiential and residential education, access to high quality secondary education, strong pastoral care, clear boundaries, discipline and structure, opportunities to participate in extra-curricular activities and critically, a lasting support network among peers, teachers and alumni from a diverse range of circumstances.

Hale School has also had success in offering day student opportunities for local Indigenous students residing within the metropolitan area who often don't fit the model for obtaining scholarships which are often designated for regional and remote students.

## Coordinator of Indigenous Students' Role

Neil Marshall, Coordinator of Indigenous students at Hale School, has just completed his first year at Hale and sees real value in what these boys gain from attending the school. As a young Indigenous man from the Kimberley, he said he "yearned for the opportunity to attend a school like Hale". He sees his role as being very diverse. "It ranges from the professional development of teaching staff through the immersion of Indigenous culture across the curriculum to coordinating and supporting academic progress. I am the sports coach, mentor, teacher's assistant, camp leader, bus driver, recreation coordinator, event planner ... the list goes on. I am willing to leave no stone unturned to support the success of my boys in completing their secondary education and making a positive contribution to society."

Neil believes one of his key strengths is being able to pass on to the boys the lessons he learned when he relocated to Perth from Broome to pursue a career in the AFL after graduating from Broome Senior High School. He remembers struggling with homesickness, language barriers and cultural differences. He also recalls how uncertain he felt catching buses and trains to various destinations when he did not have the confidence to ask for people for directions.

Whilst instilling pride in their cultural connections, Neil encourages students "to try new things and to be open to all that Hale School has to offer". He emphasises to the boys that the impression they make contributes to the current and future success of the School's Indigenous program.

## Taking up their Opportunities

From all reports the boys are relishing the opportunities they are being given.

Year 11 boarding student Patrick said: "During my years at Hale I have come to realise how lucky I am to have been chosen to attend such a high-end school. I have had access to many great opportunities that I am grateful for. Without the scholarship to Hale I couldn't imagine myself continuing my high school career. The most challenging thing for me was to leave my home in Derby and start school at a place that was so different from the small country primary school I used to attend."

Fellow boarder William, who is also in Year 11, agrees with Patrick. He said, "The one and a half years that I have spent at Hale have been incredible. I have had so many opportunities including playing in the 1st basketball team and being selected to go to Singapore and Hong Kong on a basketball tour in 2017. I've learnt more than I could ever learn back home. The scholarship has positively impacted my schooling life and personal life. I have met amazing people and learnt many new things. If I didn't have the scholarship I don't think I would be thinking about furthering my schooling at university or TAFE."

Year 12 student, Kyron, who entered Hale as a day boy in Year 8, commented that his experience at the School has been "educational, exciting and special to me". He went on to say: "It has given me the opportunity to be part of an elite education system with some of the best teaching staff and learning facilities and systems in the state. ... I have built friendships for life – some from my House group and some from the sporting teams I have been part of such as football and athletics. I have been given the opportunity to excel in every facet of my education - academic, sporting or personally through support from the approachable and committed teachers and experienced coaches and from my participation in personal development classes and discussions. ... Hale School has developed me into a far more mature and knowledgeable person going into the bigger world, prepping me with the tools and wisdom to excel in any field of study or work that I choose to pursue."

In 2016 Hale School will celebrate the success of seeing seven Indigenous young men complete Year 12, the largest number we have had in one Year group. Playing a key role in shaping the positive growth and development of these young men during their time at Hale School is what makes Neil's role so rewarding.



Radford College English teacher, Sue Hassall, describes how the ACT school is developing its Duke of Edinburgh's Awards Program to educate students in an individualized and differentiated way. She considers it imperative that schools entice students to 'Log out, Turn off and Switch on' to other possibilities besides their screens.

# Log Out, Turn Off and Switch On

Sue Hassall

As I, a middle-aged English teacher, lay in my small blue tent – something the size of a coffin - in a storm in the Kosciuszko National Park, I strained to hear anything of the 14 students for whom I was responsible.

I watched the sides of my tent be buffeted by high winds and blown together, meeting just above my nose. The driving, drenching rain and demonic wind was noisy. The Snowy River roared in flood, the thunder added surround sound and the lightning flashed unsettlingly close as I strained to hear what the students were up to.

It has been ten hours since we had taken refuge in our tents earlier in the day and I battled with the decision, should I crawl out one more time, become drenched and icy cold to check on the students? Were they in distress? Were their tents holding up?

And then I heard it. Yes, my ears did not deceive me.

It was singing. Loud joyful singing, a joint Radford College and Burgmann Anglican School choir. The Duke of Edinburgh's Awards program was working.

Schools use more than screens and books to educate students, a nimble, responsive and effective school also harnesses expeditions, sport, music, service and skill development to educate students in an individualized, differentiated manner.

Radford College is developing its Duke of Edinburgh's Award Scheme to achieve this goal. The Award is achievable and economical; it requires no infrastructure and stands on the shoulders of already established sport and service programs as well as co-curricular activities. The Scheme stitches together the admirable patches of the College's educational activities to create a cloak of confidence and pride for the students who complete it.

The challenges that young people undertake to achieve their Award are varied. Each student is encouraged to look at their interests, abilities, and ambitions, then set themselves challenges in the four different areas: Service, Skill, Physical Recreation and Adventurous Journey.

But how does a regular school offer the Adventurous Journey component of the Award?

Radford College combined with James Hassall from Burgmann Anglican School to outsource its Adventurous Journeys to approved providers in a range of National Parks. This allows for flexibility, variety, economy and the most current safety practices. Students are given opportunities for responsible and productive action that tests and develops them.

As young people increasingly retreat to their screens,

two Anglican schools in Canberra are impelling, enticing and drawing students to *Log out, Turn off and Switch on*.

Year 9 students use *Coastlife* to support their experience in the wilderness of the far South Coast. They prepare their food, cook on Trangias, complete initiative tasks and learn basic camping skills and navigation. This lays the foundation for the increasing responsibility students take on the ensuing trips.

For the Silver expedition we use a combination of a foot and raft expedition organised by *Outward Bound* in the Snowy River National Park or an expedition on foot and by canoe in the Bega Valley and a qualifying expedition from Boyd's Tower to Green Cape Light House in the Ben Boyd National Park run by *Coastlife*.

The Gold training expedition is run in the South East Forests National Park with *Coastlife* and a qualifying expedition in the Kosciuszko National Park with the *Outdoor Education Group*.

And that is where I found myself listening to the singing in the storm. The students were committed to a course of action and could not escape the storm, but with careful preparation, reflection on prior experience, self-discipline and a positive attitude they could manage themselves in it. And what better education could you get than that?

Many thanks to Fiona Godfrey, Principal of Radford College and Steven Bowers, Principal of Burgmann Anglican School for their support of the Duke of Edinburgh's Award Program.



The storm approaches in Kosciuszko National Park.





**THIS PAGE (CLOCKWISE FROM TOP):** Silver expedition - a foot and raft expedition

*Adventurous journey*

*Year 9s experience the wilderness of the far south coast*

*Gold training expedition in the Kosciuszko National Park*

*Watching the sun rise*



# woods furniture

At Woods, we believe that education is of the utmost importance – not just for the children of today but for our world tomorrow.

This belief has driven our team, for over half a century, to study how children learn – from a behavioral, ergonomic and cognitive perspective – to develop furniture that is flexible, adaptable and stimulating.

It's this philosophy that inspired our ergo-dynamic PantoFlex chair. Designed by one of the world's greatest furniture designers, Verner Panton, the PantoFlex chair promotes correct posture, improves blood and oxygen circulation, assists the developing musculo-skeletal system and most importantly contributes to an increased attention span. And that's only half the story.

To find out more about our innovative range of educational furniture visit [woods furniture.com.au](http://woods furniture.com.au) or call 1800 004 555.

**We're for flexible learning**







# Making a Difference in the Philippines

Kevin Liman

Each year a group of students and staff from North Sydney's Shore School travel to the Philippines with the aim of 'Making a Difference' in their host city. Year 11 student, Kevin Liman writes about the school's most recent social service trip to Bacolod City, in the Province of Negros Occidental in Western Visayas, a cluster of islands at the heart of the Philippine Archipelago. He describes building toilets and helping to provide sanitation and running water for disadvantaged communities; distributing Manna packs to meet the needs of malnourished children; assisting at an open-air clinic at Bacolod City Jail and then playing basketball against the inmates; and attending a choral concert

by the ICM Children's Choir. Kevin said the students went to the Philippines to make a difference but what they had neglected to take into account was the 'incredible impact' their experiences in Bacolod City would have on their own lives. This is the fifth such trip Robern has led.



**THIS PAGE:** Building comfort rooms (simple concrete-reinforced pit toilets)

Truly transformative experiences come few and far between. They challenge us to broaden our perspectives, to reflect on the values and beliefs that make us who we are, and they often affect us in ways that we could never have imagined.

When fifteen Shore boys and three staff members boarded a plane bound for the Philippines, we assumed, somewhat naively, that we would be the ones to 'make a difference' in our host city. We would build our three toilet facilities, help provide sanitation and running water to disadvantaged communities, and in this little but meaningful way, we would be 'making a difference'. It was, after all, the name of our trip. What we had neglected to foresee was the incredible impact that the Philippines would have on our own lives: the relationships we would forge with the local people, the experiences we would share, and the invaluable lessons that we would learn.

## Bacolod City

Bacolod City is home to 511,820 people, approximately 50% of whom live below the poverty line. Like many burgeoning urban centres of the developing world, it is a place of extreme contrasts. While some families live as squatters on government land – the fate of their scrap-iron homes forever in the hands of property developers and the police – others live in luxury quite comparable to that of the developed world. In a city where employment is sporadic, the tap water is unsafe for human consumption, and families as large as nine or ten are forced to share a single bed, Italian sports cars can be found parked outside walled complexes for the urban rich.

## City of Smiles

Yet remarkably, amidst this inequality and ultra-poverty, Bacolod is known as the City of Smiles. The city's affectionate nickname speaks to the people's welcoming spirit, extraordinary generosity, and cheerful exuberance in everything they do. They are, as Shore boys before us have noted, a people who flourish in the face of adversity.

## Bacolod Slums

On our first visit to the Bacolod slums, we were introduced to Princess, a six-month old baby girl who was born with a cleft palate. Her mother greeted us with a warm smile as she welcomed us into her home, which, in spite of its dirt floor and limited quarters, was immaculately kept. She explained that Princess' father worked on the docks as a labourer – leaving home at four in the morning and returning well past ten at night, only to receive less than 50 Australian cents per day. However, a recent turn of events has filled the family

with much excitement and hope. International Care Ministries – the organisation that coordinates Shore's visits to the Philippines, and with whom the school has a longstanding relationship – has recently offered to sponsor Princess and accept her into their Medical Program. In three months' time, she will receive the life-changing surgery that will enable her to live a normal life.

Locals were intrigued by the fact that the St John's girls could play volleyball – and play it very well – and that they assisted with manual work on the project. Consequently there were a few marriage proposals. Village girls their age were married and some even had babies!

Parents of the students on the trip had much to be proud of about the way their children coped with the challenges. Each student had different challenges to overcome, they did not complain once, adapted to the conditions and circumstances as well as looked after each other at all times.

During the students' debrief session the consensus was that they hadn't missed having the internet or their phones. They are also now proficient in mixing cement. They have returned having had a trip of a life time and having learnt some very valuable life lessons.

## Song, Dance and Generosity

As we went from house to house, distributing Manna packs and hearing the stories of those who lived there, a group of children gathered around us, giggling with excitement and eager to say hello. Several started dancing and singing to the ever-popular dance hit 'Watch Me Whip/Nae Nae', encouraging us to join them. We complied – albeit very awkwardly and with half their grace or skill. It was amazing to see how something as simple as a song and a dance could transcend all barriers of language or culture. On Sunday, we attended a church service in the same slum community, in a simple but beautiful building constructed of bamboo. It was here that we witnessed the unbelievable generosity of the community. Despite their meagre possessions and lives of extreme poverty, the congregation gifted us burgers and soft drinks for lunch – a luxury reserved for guests and special occasions.

## Working with Families

We witnessed this same sense of welcome and generosity in the communities where we built our Comfort Rooms (simple concrete-reinforced pit toilets). Upon arrival, we were once again greeted by the dancing, singing and waving kids of the local families. As we laboured in the smothering heat



and humidity of the afternoon, people from the community came out to assist us and offer advice – teaching us inventive and surprisingly effective ways of halving Besa blocks, cutting steel wires or manually mixing concrete. Spending a week working with the families, and getting to know their stories, was certainly one of the most rewarding experiences of the trip. Seeing their immense joy and gratitude at the completion of the CRs was both incredibly humbling and encouraging – we were deeply moved by the joyful tears of the families, and their reluctance to see us leave.

Visiting Bacolod Jail

Perhaps the most confronting part of our trip was our visit to the Bacolod City Jail. We were there to assist in the running of an ‘Open-Air Clinic’ – providing inmates with the first medical treatment they had received in a year. We were ‘briefed’ by our ICM guides and the prison staff before entry: it was a low-medium security prison, the inmates had committed anything from petty theft to murder, and we were instructed to remain in view of our teachers at all times. We were extremely nervous, to say the least. We would never have expected to see all of the inmates lined up at the entrance, smiling warmly and extending a hand to greet us. After a couple minutes of organising the inmates, measuring their weights and dispensing medication, we realised that we were not in any danger at whatsoever. We had the opportunity to spend time with them and listen to their stories – of how poverty forced them into the drug trade, how a series of bad choices caused them to lose their jobs and their homes, of how they planned to move forward and turn their lives around.

Shore v The Inmates

It was also in the prison that we learned the second universal lingua franca: basketball. The inmates challenged us to a friendly game of half-court near the end of our visit, and we happily fielded a team – knowing that multiple Shore basketball players were on the trip. Instead of dominating the court, we watched in awe as one of the inmates – a boy of

only 15 – took possession and dribbled with Jordan-esque speed and skill, before sinking a three-pointer with ease. Our team, suffice to say, was demolished. Our visit to the prison was a challenge to our attitudes and our perspectives, and certainly confirmed the adage that good people can make bad choices. It’s our responsibility to learn their stories, and give them a second chance.

Children’s Choir


On the penultimate night of the trip, we were very fortunate to attend a performance by the ICM Children’s Choir. One by one, the choristers entered the room as a video told the story of their families and their current situation. After the choir had assembled on stage, the room fell silent as they began to sing. Through their soaring melodies and inspiring lyrics, they conveyed their story of hardship, of perseverance, and ultimately of success. Their performance was truly incredible – a testament to the willpower and resilience of a people committed to making a better future for themselves. It was afterwards – when we had the opportunity to eat dinner and spend time with the kids – that we had the most enjoyable experience of the night. The choristers taught us a game called the ‘break game’ – a complex, but wickedly catchy sequence of syncopated rhythms, claps, and dance moves that everyone performed in unison. The Shore boys and staff are still trying to perfect their skills today!

Rewarding Experiences

The nine days spent in Bacolod were some of the most rewarding and enriching of our lives. Immersing ourselves in the communities, experiencing their traditions, and spending time with the people, all reminded us how we have so much to learn from different countries and cultures. This was undoubtedly true of the Philippines.



THIS PAGE (L - R): Snapshots in Bacolod.



# TACAPS

Toowoomba Anglican College and Preparatory School

## School Chaplain

Toowoomba Anglican College and Preparatory School (TACAPS) is a co-educational Anglican Diocesan School offering education from Kindergarten to Year 12. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. TACAPS has an open enrolment policy so educates children from many denominations and faith backgrounds. It has a strong sense of inclusivity and a community minded focus.

The School Chaplain has the vital role in nurturing and sustaining the Christian ethos of the School. They will exude an inclusive community spirit to build a powerful and positive sense of community in the Anglican tradition. They will sustain and encourage the relationship between the School and the local Anglican parishes. The School Chaplain is a senior position reporting to the Head of School.

It would be expected the School Chaplain hold teaching qualifications making them eligible for registration with the Queensland College of Teachers (QCT). However, the QCT may grant short-term registration with permission to teach for School Chaplains under special circumstances. This includes teaching only Religious Studies and demonstrating a willingness to undertake, or currently undertaking studies in pursuit of their teaching qualifications. Applicants who do not currently hold registration with the QCT, or would not be eligible for interstate or international recognition of credentials, are encouraged to apply.

Interested applicants are encouraged to contact Mrs Brooke Cleary, Assistant to Head of School (07 4639 8111 or [bcleary@tacaps.qld.edu.au](mailto:bcleary@tacaps.qld.edu.au)), to obtain a comprehensive position description. Following this, applications can be submitted to the Head of School, TACAPS, 2 Campbell Street, Toowoomba Old 4350 or via the SEEK website.





# Rivers in the Desert

ANGLICAN SCHOOLS AS COMMUNITIES OF HOPE



CHAPLAINS & EMERGING LEADERS DAY - 11 AUGUST 2016 CONFERENCE - 12-13 AUGUST 2016 ADELAIDE CONVENTION CENTRE



2016 ANGLICAN SCHOOLS AUSTRALIA (ASA) CONFERENCE

Pre-Conference Program  
Thursday 11 August 2016

Chaplain's Shadowing Program and Chaplain's Networking Program - The Monastery Conference and Function Centre  
The Emerging Leaders Day - Visits to Anglican Schools and hosted by St Peter's College

Conference Program  
12-13 August 2016  
Adelaide Convention Centre,  
Adelaide, SA

I am about to do a new thing;  
Now it springs forth,  
Do you not perceive it?  
I will make a way in the wilderness  
And rivers in the desert.  
Isaiah 43:19 (NRSV)

**Anglican Schools Australia**

**Phone** | 08 9286 0290 **Email** | [asa@asc.wa.edu.au](mailto:asa@asc.wa.edu.au) **Web** | [www.anglicanschoolsaustralia.edu.au](http://www.anglicanschoolsaustralia.edu.au)