President’s Message

This edition of ASA NEWS comes to you as we all prepare for the end of the 2016 school year. I trust that your reflections on your school year are joyous and afford many reasons for celebration, even though there may have been times when the opposite was true. It is the sum of our reflections which is important and upon which we should focus - especially at Christmas time.

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Chaplains Consultative Committee

At the most recent meeting of Anglican Schools Australia’s (ASA) Management Committee we were very pleased to join with our State Representatives on the Chaplains Consultative Committee, who were having their first meeting as a national group. It is a very positive outcome of the new strategic plan that there is a formal forum for this group to come together alongside the Management Committee to discuss and plan for matters of a national nature. We trust that this initiative will enhance support for chaplains in our schools.

Conference Survey

We are extremely grateful to those who completed the survey following our recent conference in Adelaide. The responses were overwhelmingly positive and helpful, which is no surprise of course. Naturally, the Management Committee is keen to respond to the feedback in a way that will continue to see our conferences develop in accordance with our stakeholders’ considered views. However, one point that must be made is that our conferences are planned a good year ahead of when they will be run. Therefore, there will be some suggestions that cannot be adopted until the 2018 conference as the 2017 conference is all but ‘signed off’. Nevertheless, all suggestions have been passed on to that committee for their consideration.

Resignations

At our October meeting we received the resignation of Mr Chris Prance from the Management Committee. Chris has been a tremendous advocate for ASA over the last four years as the South Australian Representative on the Management Committee and as Chair of our most recent conference. We are grateful to Chris for all that he has contributed to ASA and look forward to seeing him at our events.

Additionally, Mrs Wendy Hillman has advised that she is concluding her time as Communications Manager with both the Anglican Schools Commission (WA) and ASA in March 2017 to spend more time with her family. Wendy has transformed communications for both groups in her time with us. Although personally she will leave quite a hole, the work she has established leaves a terrific foundation for whoever takes on this position. We are extremely grateful to Wendy for her tenacity and passion for ASA and the ASC and wish her well too.

Season’s Greetings

May I wish you all a truly joyous Christmas season. How wonderful that, as Anglican schools, we can celebrate the birth of Christ without fear of offending members of our communities or crossing politically correct boundaries. It is a wonderful thing that we can share this time of the year with a true focus on the meaning of Christmas and God’s love for us all.

Jim Laussen
President
Overnewton Anglican Community College

Vale

MR ANTHONY BROOKER OAM, 1939-2016

Tony Brooker was the Foundation Headmaster of Geraldton Grammar School (WA) from 1996-2000. He was instrumental in supporting the Board of Governors establish the school, with his help dating back to 1992. In addition, Tony was very active in Geraldton’s education community. He was a Board Member of the Geraldton Residential College for 12 years, seven of which he was Chair (2008-2012), an active contributor to and Board Member of the Geraldton Universities Centre, and a Board member of the Mid-West Development Commission.

Current Principal of Geraldton Grammar School, Nick Johnstone, spoke about Tony as follows:

“Tony Brooker will be greatly missed within this and other school communities, including Bunbury Cathedral Grammar School, where he was Principal from 1978-1990. He is remembered within our community by the naming of the Science building in his honour and through the AA Brooker Award, which recognises members of the community who have made an extraordinary contribution to the school.”

Former Principal, Mrs Sue Shaw, who is currently Interim Principal at Trinity Anglican College (NSW and VIC) sent a message which was read at the School’s Chapel Service held in honour of Tony Brooker on Monday 31 October.

She wrote: “When I first met Mr Brooker in the year 2000, I spent a week with him sitting in the Principal’s office as he took me through all of the operations of the school in order for me to assume the Principal’s role in July that year. He was at the end of his career and had so much wisdom to share, as well as lots of funny stories … It is a daunting task to establish a school – years of planning happen before the doors even open to students and I know that the founders of Geraldton Grammar feel that they were blessed to have Tony on board. He had an astute business sense when running a school but he loved teaching and really enjoyed the students in his care. One of the things he always used to say when sticking up for someone who’d done the wrong thing was that, “You can hate the sin, but never the sinner!” He could always find something good in any of his students. There is a visible reminder of his presence at Grammar with the Science block named after him but for those of us who knew him his name will always be synonymous with honour, integrity and service. I am lucky to have been able to call him friend.”

Bunbury Cathedral Grammar School held a memorial service for Tony Brooker on 5 November in the pavilion that bears his name. His leadership, vision and dedication as Headmaster and teacher was remembered as was his collegiality, friendship and sportsmanship.
Reflecting on 2016

This edition of ASA NEWS lands in your ‘in-box’ as the school year closes. 2016 was a significant one for our Network. The Adelaide conference attracted one of the largest numbers of delegates in the past decade. We developed a new Strategic Plan, Strategic Plan 2020, which was signed-off by the Management Committee at the AGM in 2015. Moreover, the Chaplains’ Consultative Committee was expanded, with new units of work being written. A Religious Studies teacher will be working with us in 2017 to develop more units for teachers. Ongoing advocacy efforts by the President and me continue to ensure that the ‘Anglican Brand’ of schooling is promoted and understood.

Appreciation

The annual conference remains our primary focus of fellowship and unity. It has been so from our foundation years. However, today ASA’s work involves so much more, as this ASA NEWS attests. I thank the President and Management Committee for their tireless efforts this year in governing our Network, giving direction to our work agenda. All hold positions of responsibility in Anglican schools or entities around the nation, and

Virgin Australia Status Match for ASA Members

For a limited time only, ASA’s partner airline Virgin Australia is generously offering our members a ‘Status Match’. If you have Gold or Platinum Frequent Flyer status for any airline (Australian or International), Virgin Australia will give you the equivalent status – Velocity Gold or Velocity Platinum. The status lasts for one year, during which time members who fly Virgin Australia can earn credits to achieve the status for the following year. Gold or Platinum members receive airport lounge access, bonus frequent flyer points and so much more.

Members wishing to be granted a Velocity Status Match should scan your current airline Gold or Platinum frequent flyer card and email your request to Asher Dymock in the ASA office (adymcock@asc.wa.edu.au). Don’t forget to provide us with your Velocity Frequent Flyer number. Add the email subject line - “STATUS MATCH”.

The Status Match offer is only available to ASA members. There are a limited number of status matches available so it is advised to move quickly. I will be writing to schools in January with more details.

Virgin Australia, ASA’s partner airline, will be offering special discounts to all who are travelling to our annual conference in Brisbane in August 2017. Details will be in the Conference Brochure, available early next year.

National Association of Episcopal Schools (NAES), USA

A number of Australians journeyed to New Orleans, Louisiana last month to join over 650 Episcopalian school colleagues at the NAES Biennial Conference. NAES is a sister organisation to Anglican Schools Australia (ASA). It supports, serves and advocates for school colleagues at the NAES Biennial Conference. ASA established connections with NAES a decade ago.

The theme for the Biennial Conference was ‘Behold I Will Do Something New’. Innovation, improvisation, entrepreneurialism, and an ever-widening understanding of equity, justice and diversity are some of the dynamic forces which shape the context of schooling today, whether in Australia or the USA; so a most appropriate conference theme it proved to be. This was especially so, as the conference opened the day after the US Election. Meeting with colleagues from across the USA and beyond provided an excellent forum for contextualising the significance of the Trump election on schools, the nation and the world. A most interesting time for an Australian to be in the United States.

A core activity of our Strategic Plan 2020 is to foster partnerships with other Anglican school entities. With a strong relationship already established between ASA and NAES, attention turns to our sisters and brothers in New Zealand, Hong Kong and Singapore … countries in our region where Anglican schools are thriving. Heads, Chaplains and others from these three countries have attended our annual conferences over the years, and some schools have direct links with schools in these countries. We hope to build on existing ties and establish new ones in the coming years.

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voluntarily contribute their time generously to ASA. My appreciation also goes to the ASA staff in the WA Anglican Schools Commission Office, who wear a number of hats, not the least being their ASA one! Thanks especially to Irene Clarke and Asher Dymock (finance), Wendy Hillman (communications) and Hazel Cole (executive assistance). This Christmas may you know and cherish the peace of God which passes all understanding, as revealed through God’s son Jesus Christ our Lord.

How to apply:

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1. Join Velocity for free at velocityfrequentflyer.com and take note of your new Velocity membership number.
2. Once you have your Velocity membership number, scan and attach a copy of your Qantas Frequent Flyer card or statement showing your current membership status to Asher Dymock - adymock@asc.wa.edu.au
Within the subject line add - Status Match - your Velocity number

Existing Velocity Frequent Flyer Members
1. Scan and attach your Qantas Frequent Flyer card or statement showing your current membership status through to Asher Dymock - adymock@asc.wa.edu.au
Within the subject line add - Status Match - your Velocity number.

Once your application for a Status Match has been received and validated, your upgrade will be actioned within 10 working days. Offer ends 30 April 2017

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| Access to over 100 lounges worldwide, including the Virgin Australia lounge |  |
| Companion Gold membership and Platinum membership |  |
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| Complimentary baggage allowance |  |
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| Preferential Seating based on membership level and fare class booked |  |

For more details on the benefits of Velocity Frequent Flyer and for terms and conditions visit velocityfrequentflyer.com
GOING CO-ED

After operating for 126 years as predominantly a boys’ school Barker College in Hornsby, NSW will become a fully co-educational institution from the beginning of 2022. Principal, Phillip Heath made the announcement at a school assembly on Friday 4 November. His words were met with cheers from students, teachers and parents.

Mr Heath said, “It is a future-minded decision. The world has changed since 1890 when Barker was formed – the world is not going to be defined by gender anymore.” He commented that research shows there are no inherent advantages to single-sex education.

In becoming fully co-educational Barker College is following the lead of the other historic New South Wales Anglican schools - St Andrew’s Cathedral School and The Armidale School which respectively went co-ed in 2008 and 2016. Phillip Heath was responsible for the transition at St Andrew’s.

Similarly, Canberra Grammar School (ACT) is in the process of becoming fully co-educational by 2020.

Boys’ schools in the eastern states are not the only ones to being going fully co-educational.

On 30 November Mr Stephen Webber, Headmaster of Guildford Grammar School (WA), announced that the 120-year-old school would be fully co-educational by 2019. The process will begin in 2018 when Years 7, 8 and 11 will be opened to girls. By 2020 the School will have girls in all years. In addition, there are plans to introduce boarding for girls in the Senior School in 2020.

Mr Webber said: “The move to co-ed is a natural, evolution for our School. It builds on our 40 years of successful Prep School co-ed and will allow all our students to finish their senior schooling at Guildford Grammar School ... Boys and girls will learn in an environment that mirrors the world in which they live, where men and women strive together to work, collaborate and succeed as equals.”

APPOINTMENTS

PRINCIPALS
Mr Dean Dell’Oro, Hale School, WA (effective Term 2, 2017)
Mr Paul Humble, The Riverina Anglican College, NSW
Mr David Smith, Calrossy Anglican School, NSW
The Reverend Cheryl Absalom, John Septimus Roe Anglican Community School, WA
The Reverend Patrick Duckworth, St Hilda’s Gold Coast, QLD
The Reverend Jean-Pierre Schroeder, Hale School, WA

CHAPLAINS
The Reverend Nikolai Blaskow, Radford College, ACT
The Reverend Tony Murray-Feist, John Septimus Roe Anglican Community School, WA
The Reverend Scott Sargent, St Michael’s Collegiate School, TAS
The Reverend Jean-Pierre Schroeder, St Mark’s Anglican Community School, WA

RESIGNATIONS

PRINCIPALS
Mrs Elisabeth Jackson, Calrossy Anglican School, NSW

CHAPLAINS
The Reverend Kim Cruickshank, Overnewton Anglican Community College, VIC
The Reverend Patrick Duckworth, All Saints’ College, WA
The Reverend Craig Foster, St Andrews Cathedral School, NSW
The Reverend Tony Murray-Feist, John Septimus Roe Anglican Community School, WA
The Reverend Scott Sargent, St Michael’s Collegiate School, TAS
The Reverend Jean-Pierre Schroeder, St Mark’s Anglican Community School, WA
New Centre Named After Anne Feehan

Belinda Kranjcic | Marketing & Communications Manager
Camberwell Girls Grammar School, Victoria

Camberwell Girls Grammar School recently opened the Anne Feehan Building, a new Years 7 and 8 Centre named after the School’s former Principal.

The School was delighted to welcome the Archbishop of Melbourne and Primate of Australia, The Most Reverend Dr Philip Freier, and The Honourable Josh Frydenberg MP to formally open and dedicate the new building on Wednesday 7 September 2016. Current students, staff, parents, School Council and special guests all gathered in the Barbara Sutton Hall to celebrate the opening of our newest Senior School Building, designed especially for Years 7 and 8 students.

As Principal of Camberwell Girls Grammar School from 2001 to 2014, Anne Feehan was instrumental in establishing a number of innovative curriculum programs as well as overseeing a series of extensive refurbishments and major building projects including the new Ormiston Campus, the Woodstock Building, the Fig Tree Cafe and Sports Field. She also established the integration of the Cisco Technology Network to enable more collaborative engagement in programs.

“Anne had a vision for the future preparation of students and the design of this new building was also a key part of her legacy,” says Principal, Debbie Dunwoody.

Anne Feehan’s leadership of Camberwell Girls Grammar School continued a very strong tradition that had been at the forefront of change for over 90 years. She continued the legacy of her predecessors in ensuring that the education of our girls was contemporary, rigorous and focused on preparing them as compassionate leaders, who understood the importance of service to others.

To be specific, in Anne’s words “you receive a great education to build a better community”. Importantly, she also ensured that Camberwell Girls maintained its distinctive culture, as a very friendly school with a great sense of community.

“We are very grateful to be able to acknowledge Anne Feehan’s vision, energy and commitment in providing an outstanding education for girls, enabling them to be the compassionate leaders of the future. The naming of the Anne Feehan Building is a very fitting tribute to her commitment to Camberwell Girls Grammar School”, says Debbie Dunwoody.
The meeting was convened and chaired by The Reverend Dr Nick Foord, the NSW representative on the ASA Management Committee. Nick had prepared a full agenda that covered what he termed the four Rs - Relationships, Resources, Recruitment and Research.

Our time together began with a meal at which we were joined by ASA President, Jim Lausen and ASA Executive Officer, The Reverend Peter Laurence OAM. Jim and Peter both indicated their strong support for our gathering and wished us every blessing for our planning day.

During our formal meeting it was interesting to hear the different approaches that each state and territory has to supporting the work of chaplains in Anglican schools. The tyranny of distance featured as a significant challenge for some of the group and we discussed how chaplains can be better connected and supported. Chaplains can feel isolated and the encouragement that networking provides is invaluable.

A challenge for chaplains is that ministry in one’s own school tends to become all consuming. ASA provides a valuable platform enabling us to look beyond our own school context and connect with those engaged in similar ministries at a state and a national level. Facilitating this networking and enriching it through the sharing of resources is a significant focus for the group. As well as greater networking amongst chaplains, facilitating better relationships with the diocese and the local parish was also discussed.

The need for good chaplains in our schools is immediate and pressing so we had a wide ranging discussion about recruitment strategies that considered what is happening in our schools, dioceses and theological colleges and how we can work at attracting the best people into chaplaincy. We looked at having strategic conversations with those involved in the training of new priests to try to broaden and deepen the vocational pathways into our schools. The issue of how best to support and mentor new chaplains was also considered.

We also had a valuable conversation around aspects of our work that would benefit from some further research and a number of research ideas were canvassed. We also spent time working through the ASA Strategic Plan 2020, focusing on how we can work on implementing those objectives and action plans that relate to chaplaincy.

The establishment of the Chaplains Consultative Committee recognises the significant role that chaplains play in our Anglican schools and how ASA has an important role in supporting them in their ministry. Our time together was fruitful and productive and we look forward to our biannual gatherings to continue to progress our work.

Inaugural Meeting of the Chaplains Consultative Committee

The Reverend Andrew Stewart

The Reverend Andrew Stewart has sixteen years’ experience as a school chaplain and currently works as a chaplain at Mentone Grammar in Melbourne. Andrew is the Victorian Representative on the Chaplains Consultative Committee as well as Chair of the Chaplains in Anglican Schools network in Victoria. Here he reports on the inaugural Chaplains Consultative Committee Meeting held in Melbourne in October.

An important Anglican Schools Australia (ASA) initiative recently got underway in Melbourne with the inaugural meeting of the Chaplains Consultative Committee. It was a gathering of representatives from each of the states and the ACT Chaplains’ Network. It was a significant occasion as it was the first time we gathered face-to-face to learn what each state is doing to support and encourage the work of Anglican school chaplains.

In recent years the chaplains’ representatives have gathered informally over a meal at the ASA conference but the day together provided the opportunity to deepen relationships, listen to one another’s stories and hear about our respective ministry contexts.
Philosopher Challenges Students to Substantiate Their Views

Simone Cummings | Media & Publications Coordinator
Hale School, Western Australia

As the media waged a war on drugs in sport during this year’s Rio Olympics, Hale School’s 2016 Philosopher in Residence got tongues wagging and brains ticking with his alternative views on the topic.

Each year Hale invites a respected philosopher to spend a week at the School holding discussion sessions on thought-provoking topics.

This year we were fortunate to be visited by Oxford Professor and world renowned bio-ethicist Julian Savulescu. Professor Savulescu is the director of the Oxford Uehiro Centre for Practical Ethics, Sir Louis Matheson Distinguished Visiting Professor at Monash University, a visiting professor for various other universities around the globe and the head of the Melbourne-Oxford stem cell collaboration.

During his visit in August he went into Middle and Senior School classrooms to discuss such controversial topics as doping in sport, ‘designer’ babies and euthanasia.

Year 12 Philosophy student Andrew Waddell said he found the exchange stimulating. “In spite of these practices seeming morally abhorrent to many, Professor Savulescu forced students like myself to look beyond what could be described as a ‘yuck factor’ and back up our stances with logic and proper philosophical process – which is much easier said than done when attempting to clash opinions with an Oxford professor of philosophy!”

Professor Savulescu also held a public forum at Hale on the topic of doping in sport. Interestingly, he is pro doping in sport, believing that it is impossible to prevent athletes from taking performance-enhancing substances – many ‘natural’ substances are known stimulants, for example – and that doing so reduces their chances of greatness.

Hale is well known for its Philosophy program and is honoured to showcase top thinkers like Professor Savulescu to demonstrate its real world applications.

Congratuations to Hale School’s Philosothon Team

Hale School’s Philosothon Team comprising Shaneal Vakaria, Nicholas Chartton, Hayden Price, Dylan Royce, Tom Yensch, Haseeb Riaz, Ben Hamblin and Matthew Blacker was awarded second place in the 6th Australasian Philosothon held at Churuchie (Anglican Church Grammar School, QLD) in September. Scotch College (WA) won the competition and Churuchie was placed third.
Earlier this year, fourteen volunteers from Perth-based Anglican schools agreed to complete a unit developed for an exciting educational initiative: The Archbishop of Perth’s Certificate in Theology. This Certificate is to be launched in early February 2017 but these participants had a sneak preview as part of a trial conducted in August and September.

Gathering at St George’s Anglican Grammar School on Tuesday evenings for five weeks, the enthusiastic educators completed the unit, Anglican Studies. On week one, they were welcomed to the innovative inner-city school by the Principal, Ms Rensché Diggeden, while the School Chaplain, the Reverend David Lord, assisted by Mrs Lyn Lord, ensured everything was in order for classes. From there, they enjoyed entertaining and thought-provoking classes led by the Reverend Dr Gregory Seach, Warden of Wollaston Theological College.

Most of the participants were teachers and they represented a variety of subject areas and levels of responsibility within their schools. Some had deep religious knowledge; others had very little. Not all came from a faith background. This mattered little, as Gregory provided readings each week which were available via the Moodle online site and prepared entertaining presentations. The diverse mix in the class generated excellent discussions, creating engaging and interactive classes. Classes were described as ’engaging, very thought provoking, and so informative’, ‘a fabulous opportunity to slow down, engage and reflect on my own Anglican journey’, and ‘incredibly useful for contextualising the educational setting we teach in’.

As this was an elective unit, students attended ten hours of face-to-face teaching. There were three short assessment tasks as well as the weekly readings. One of the principles behind the Certificate is that it is academic, so the content and readings are equivalent to a diploma course at university level. Constructive feedback highlighted two significant factors: the academic content was excellent but the assessment tasks needed to be more contextualised. Educators who complete units next year will benefit from that critique.

This new venture was created in response to a number of groups expressing interest in a course that considers foundational areas of Christianity, and especially Anglican expressions of it. The Certificate includes all the essential subjects. Four core units introduce the Old Testament, the New Testament, Christian Doctrine and Church History. A range of elective units is available to meet the educational interests and needs of different groups.

A key factor in designing the Certificate was to allow maximum flexibility. Participants can either complete all requirements of the units and be awarded The Archbishop of Perth’s Certificate in Theology, or can choose to audit one or more units. In keeping with current educational practice, most units will be available online.

In introducing the new Certificate, Dr Seach says, it ‘provides an opportunity to explore the Christian faith more deeply, to study with people from a variety of backgrounds and to tailor what, when and how much you learn to your own interests, time and needs.’

In 2017, one core unit and one elective unit will be offered each school term. For more information, contact Dr Anne Harris: aharris@perth.anglican.org. Wollaston Theological College: http://www.wtc.perth.anglican.org/
Addressing Ethics: A Challenge and Opportunity for Anglican Schools

Catherine Syms

Catherine Syms, Head of Ethics at St Hilda’s School, argues there is a growing misconception across some states of Australia: that ethics as an academic discipline should be offered to school students as an alternative pathway to that of ‘Christian education’. She contends that the perceived juxtaposition of these two disciplines is an unnecessary diversion to the real issue: that there is an educational imperative to ensure that all students, irrespective of their personal beliefs, be provided with the opportunity to intellectually grapple with the fundamental questions of life. What does it mean to be fully human? What can help us achieve our potential? What acts diminish our human nature? How can we co-exist within a pluralistic society? For Catherine, teaching ethics as a key component of a holistic Religious and Values curriculum, can be transformative to adolescents’ moral reasoning and decision making: thereby positively impacting individual and societal wellbeing.
the development of a rigorous Religious and Values curriculum had a profound impact upon the life of the school. In 2011, with considerable popular support, I initiated a school-based ‘Centre for Ethics; a facility aimed at providing opportunities for dialogue from religious and non-religious viewpoints. This has now become an integral component of that school’s educational proposition. At St Hilda’s school, we are currently developing a model of ethics education which uniquely addresses the needs of the community. Our ambition is to further enhance the existing values-based approach to pedagogy by providing explicit opportunities for all students, staff and the wider community to engage with comparative perspectives and world views on a broad range of ethical issues.

Critics here might argue, inter alia, that the teaching of ethics, values and religion is not a matter of state educational responsibility; that personal morality and religious preferences are firmly established well before adolescence; that ethics and religion cannot and should not be taught; that the question of ‘whose ethics or religion do we promote?’ means it remains off limits; that the study of ethics should be pursued as a purely rational pursuit out of the hands of the ‘religious educator’. There is of course much debate to be had on these issues, but to those holding such views, I would commend an in-depth review (if not already undertaken) of the research findings. There is significant evidence that, through the intellectual pursuit of a holistic Religious and Values Education, young people can be helped to find meaning, purpose and understanding in an otherwise confusing and complex environment.

The Australian curriculum has lead the way in recent years in promoting a ‘secular’ approach to Values Education. Studies have consistently shown the benefits of such endeavours throughout all stages of child and adolescent development (Lovat, Toomey & Clement, 2010). Largely in response to these findings, the new Australian curriculum calls upon all schools, whether state or private, to address ethics as a ‘general capability’ through cross curricular activity. Ethics education within this framework is conceived as an opportunity to assist students in ‘thinking well’ about how they live and interact with others.

Our Anglican schools have much to offer in this area. We have been “doing” holistic Values Education successfully for a long time. The challenge, particularly for the ‘religious educator’, however, is to consider how far we are prepared to go to facilitate an open, honest and critical inquiry of ethical values and beliefs in the pursuit of truth and self-discovery with our students.

References


Sym, C.M. (2008) press.co.nz on 8 September

For half a century I was a willing participant in what is generally referred to in New South Wales as public education. Whether it was while I was a student, a teacher, an inspector or a senior administrator, I was unashamedly proud to be associated with public schools. When I told someone who my employer was, they immediately knew what I was talking about. They never asked me to outline the values or philosophy of public schooling. It was assumed that it was pretty much the same wherever the school was located.

But for the past seventeen years, first as a founding principal of an Anglican school and subsequently the Executive Director of Anglican EdComm (formerly the Anglican Education Commission) in the Diocese of Sydney, it has not been my experience that the ‘man in the street’ or even the parents enrolling their children in an Anglican school, can clearly explain the philosophy and values inherent in Anglican education. There is a plethora of reasons why this may be the case. At its simplest level, most families who enrol their child in an Anglican school probably have very little understanding of what the lived culture is in other Anglican schools. And after all why should they as Anglican schools are private schools, and the meaning of ‘private’ is open to many interpretations?

Is there such a thing?

So it did not come as a great surprise to me when my former Archbishop, Dr Peter Jensen, in his Isaac Armitage Lecture of 2009, said, ‘my concern about Sydney Anglican education is that at a formal level it does not exist. There is no literature devoted to discussing it. There is no faculty whose business it is to research it…...There is no philosophy which encapsulates it… There is no such thing as Anglican education as such in our midst.’ (cited in 1 New Perspectives on Anglican Education, Caine, Cowling and Jensen, 2011, p.5) Needless to say, after delivering the lecture, the Archbishop established a think tank to explore the meaning of Anglican education, a book was published, erudite discussions occurred but the term remains undefined.

Does it matter?

Pragmatically, it could be argued that it does not matter what Anglican education is so long as each school brand the Anglican brand knows what it is doing and enjoys the confidence of its parents, staff and students. This might suffice to a certain point, but it overlooks the potential that Anglican schools throughout Australia could realise if the term could be defined in a way that was more readily and universally acceptable.

I’d like to cite a few instances where a generally acceptable understanding of the term ‘Anglican education’ could have been used to challenge the somewhat facile notion promoted by former Prime Ministers Rudd and Gillard ‘that what Australia needed most of all was an education revolution, not a revolution in philosophy or pedagogy, but a revolution defined in terms of assembly halls, new classrooms and heaps of computers! Anglican educators across the nation ought to have challenged these politicians when they defined the purpose and value of education in terms primarily of “productivity.” This brutally utilitarian purpose of education has now become the new normal so far as all sides of politics are concerned. Where is the Anglican education critique of this?

Most if not all Anglican schools offer a subject frequently known as divinity, Christian or Biblical Studies, and in many schools this is complemented by a regular chapel service. Responsibility for these items frequently resides with chaplains or is shared among the teaching staff. In my part of the world, each school establishes its own curriculum. This has much to commend it but where it often falls down is that it sits outside the rest of the curriculum. Fortunately is the Anglican school where the teachers can integrate their studies of the Christian faith with their regular learning in English, Maths, Science and the rest. Fortunately also are those Anglican schools in which the rigour and depth of the International Baccalaureate is mirrored in the way religious education is practised in the school.

In their advertising some Anglican schools proudly declare that they espouse ‘the Anglican tradition’ which to me implies a holistic approach to education in which there is no division between the secular and the sacred, all truth is God’s truth and our mandate as human beings is to explore it and enjoy it. A revitalisation of this great Anglican tradition could lead to a redefinition of twenty-first century Anglican education in practice.

Deeply Christian and Serving the Common Good

I make no secret of my respect and enthusiasm for the recently released 2’Church of England Vision for Education’ with its bi-line: ‘Deeply Christian, Serving the Common Good. What excites me about this is its fresh articulation of the Church’s vision for education as a whole, not just for its own share of schools. Its vision is permeated by its focus on ‘educating for wisdom, knowledge and skills, educating for hope and aspiration, educating for community and living well together and educating for dignity and respect.’ What a vision and it is being taken up confidently and courageously throughout Britain, notwithstanding the political and social currents since Brexit!

Readers of ASA News will be familiar with the work over the past three decades of Professor Trevor Cooling, Head of the National Centre for Christian Educational Research at Canterbury Christ Church University.
He has been a frequent visitor to Anglican schools throughout Australia. The most recent evaluation report on the whatif learning project, which many British Dioceses have begun to implement as a whole-school approach to learning, demonstrates that when teachers, principals and clergy catch the vision of working collaboratively, Anglican education comes alive.

When I worked as an Inspector of Schools in the public sector, in the era when we spoke about learning outcomes, I frequently led school workshops in which teachers and parents identified their shared expectations for their children and then they identified a range of behaviours by which it would be possible for students, teachers and parents to see tangible evidence that their intended outcomes were being realised. This shared ownership the desired outcomes generated a conscious alignment between expectations and practice at every level of schooling.

In Anglican schools, more often than not, the values, beliefs and expected outcomes have been framed some time in the past by the school governors and the school leaders. There are good reasons why this is so, but it may be that what is happening in the UK could inspire us to explore new ways of being genuinely deeply Christian and in so doing serve the common good.

**What is the future for Anglican education?**

I am no more a prophet than you are, but my prediction for the next decade is that it will become increasingly difficult for faith-based schools to sustain their ‘privileged’ position in society unless it is patently obvious that they are distinctively different and they are serving the common good and not just their own ends. If what they do seems to the average citizen to be no different educationally to what government schools do, it is questionable whether they will be able to continue to attract funding of any kind from the State.

Maintaining deeply Christian schools within an increasingly secularist society is going to demand enormous wisdom on the part of school governors, incredible energy and ingenuity on the part of school leaders, a deep sense of teaching as a godly vocation on the part of all teachers and more than a little understanding on the part of parents and the churches with which the schools are associated. In their choice of a pedagogy, the driving force will be the lived-out worldview espoused by the teaching staff more than the theological rhetoric contained in many school prospectuses.

If I had to summarise the characteristics of a robust Anglican education for the coming decade I would cite the seven intellectual virtues described by Dr Philip Dow in his book, *Virtuous Minds: intellectual courage, intellectual carefulness, intellectual tenacity, intellectual fair-mindedness, intellectual curiosity, intellectual honesty and intellectual humility.*

**Footnotes:**


Our rituals of faith are important. As a Junior School founded within the Anglican tradition, we regularly come together to join in worship. This includes Kindergarten/Prep Chapel services, Year 1 to Year 4 Chapel Services, Assembly, celebratory services and in class lessons. These times provide many opportunities for self-reflection, meditation, prayer and worship. These rituals are but one way of teaching the faith to the next generation.

Spiritual formation is part of the everyday life of our children as we seek to model for them that they are deserving, fully welcomed, noticed and nurtured members of the faith community. As part of our community of faith we demonstrate our love for others in our outreach to others, and in our relationships with one another.

The Kindergarten program offers a developmentally appropriate, play based learning environment for children. Our aim is to support the whole child, to help them grow not only intellectually but also creatively, physically, socially, emotionally and spiritually. We also offer open-ended, multipurpose materials which encourage curiosity, discovery, creativity, experimentation and inquiry.

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The Faith and Life program in the Kindergarten focuses on introducing the Anglican faith to the youngest members of our community. We do this through Gospel stories, morning mindfulness sessions, daily prayer and a focus on the ‘fruits of the spirit’ during Chapel. Children are nurtured in the fundamental principles and practices of the Anglican faith. This year we have had a particular focus on understanding the ‘fruit of the spirit’ of kindness and acts of kindness. Within the daily life of the Kindergarten, children are encouraged to have a deeper understanding of kindness and applying this in their lives. Through our regular reflective stillness, students are given many opportunities to switch off from the noise and concerns of the modern world, develop mindfulness and appreciate the beauty of themselves and their surroundings – our truly marvellous gifts from God. Students are encouraged to practise and develop a value system for their own lives which is authentic and age appropriate.

The stories of Jesus and his life form an important part of the children’s spiritual formation, and perhaps none is more widely known and recognised than the Nativity story. Throughout Semester 2 the focus is on the birth of Jesus and learning of the Nativity story.
Joseph has a donkey to carry Mary to Bethlehem, to carry Mary all the way. It is a precious load.

Joseph has to lead the donkey; he has to hold the donkey’s string so that he can guide the donkey to get to Bethlehem, so the donkey doesn’t run away.

This retelling of the Nativity story clearly demonstrates the connection that students have begun to develop with the Christian faith. Through their retelling and interaction they begin to understand the central concerns of Christian education – trust, hope, will and purpose. But for now, some further reminders from the words of our Kindergarten children of their understanding of the great story of Christ’s birth.

In Bethlehem there are stables, a bedroom, and a bathroom. But where is the bed for Mary and the donkey? There is no room in Bethlehem.

A kind man said that Mary and Joseph could stay in the stable by his house. This was where the animals lived. Mary and Joseph were very pleased to have somewhere to stay at last. The inn keeper has the house. Joseph asks, ‘is there any room for us? … we don’t want to make a fuss.’

The innkeeper says, ‘there is no room for you’ or ‘No,’ or something like that. ‘Sorry there is no room for Mary, but you can go to the stable.’ Where will the baby sleep? It’s called a manger!

In the fields there is grass and sheep and animals and camels. The sheep need a shepherd. The angel tells the shepherds, ‘Go to Bethlehem to see the baby Jesus.’ The shepherds are shocked! ‘We will come,’ said the shepherds. Then the angel says, ‘Jesus is born!’ The shepherds go to Bethlehem.

Each year a Kindergarten Nativity Service is held at All Saints Church in South Hobart. Families are invited to join the Kindergarten children and staff to process from the Collegiate Junior School down Macquarie Street to gather in the church on the final day of the school year. There is much excitement when our procession is led by a donkey provided by the Heartz Ministries from within the Anglican Diocese of Tasmania. The South Hobart community line the street to watch the procession from our school to the Church. The service provides an opportunity for families, students, staff and the community to come together in worship and celebration.

Children is a key metaphor picturing our relationship with God. We are indeed blessed that our life’s work concerns the needs and learning of young children, for as the Bible tells us, ‘It is to such as these that the Kingdom of God belongs’. (Mark 10:14)
One October morning each year, the busy commuters going to work on St Georges Terrace in Perth are joined by a sea of young women in sky blue blazers and straw boaters scurrying towards St George’s Cathedral. It is an annual ritual to farewell the St Hilda’s Year 12 students prior to their final exams with a patronal festival and eucharist. As much as the students stand out from the office workers, there is also symbolism in farewelling students on the cusp of their careers, in the heart of our business district. Our Junior School students also celebrate St Hilda’s Day, though on the traditional feast day of November 17. They too join in a special service at St George’s Cathedral as a part of their celebration day.

St Hilda’s Day has been part of the School’s tradition since 1931. It began as a service in the School Hall followed by a picnic at Perth Zoo in the afternoon. The next year, 1932, girls from Parkerville Children’s Home, the Diocesan home for orphaned and homeless children, were part of the celebration. After the morning service, the St Hilda’s students met the Parkerville students at the beach and then all returned to St Hilda’s for a picnic lunch followed by games. Each Parkerville girl was partnered with a St Hilda’s student for the day and the Parkerville party returned home with gifts for those unable to attend. The Parkerville visits continued as part of St Hilda’s Day until 1937 when, instead of a visit, a monetary donation was made to the Home.

With increasing student numbers in the 1950s, the service moved to St Luke’s Mosman Park. In some years there was a Confirmation Service on the eve of St Hilda’s Day, the girls making their First Communion the following morning. In 1969 the St Hilda’s Day service moved to St George’s Cathedral at the suggestion of the School Chaplain, Reverend Tony Bolt and this has continued uninterrupted for the last 47 years.

Along with reading 1 Corinthians: 13, there are many small nods to history included as part of St Hilda’s Day. One of these is the ceremonial cross decorated with mother-of-pearl shell and carried by the Head Boarder. It was given to the School by St Hilda’s Mission School on the tiny Pacific island of Bunana in Melanesia in 1972 as a thank you gift. This small sister school had received books and equipment from St Hilda’s Perth during the early 1950s and from 1957, the collection from St Hilda’s Day was donated to Melanesian school.

As we look back we also look forward, and with the sharing of stories about St Hilda’s life and work, we hope to instil in our students the same values which shaped her life. We hope that they, too, will be women of courage, of wisdom and of warmth, extending hospitality to others and never being afraid to put their dreams into action. We hope that they will be women who speak up for the causes that are close to their hearts.
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 woodsfurniture.com.au or call 1800 004 555.

We’re for flexible learning

First Letter of Saint Paul to the Corinthians

If I speak in the tongues of mortals and of angels, but do not have love, I am a noisy gong or a clanging cymbal. And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but do not have love, I am nothing. If I give away all my possessions, and if I hand over my body so that I may boast, but do not have love, I gain nothing. Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things.

Love never ends. But as for prophecies, they will come to an end; as for tongues, they will cease; as for knowledge, it will come to an end. For we know only in part, and we prophesy only in part; but when the complete comes, the partial will come to an end.

When I was a child, I spoke like a child, I thought like a child, I reasoned like a child; when I became an adult, I put an end to childish ways. For now we see in a mirror, dimly, but then we will see face to face.

Now I know only in part; then I will know fully, even as I have been fully known. And now faith, hope, and love abide, these three; and the greatest of these is love.

(1 Corinthians 13: 1-13, NRSV)
Masterplanning Builds Schools For The Future

Matthew Greene
Design Architect, Paynter Dixon

The appeal of a school to prospective parents comprises many parts. Initially, a parent is encouraged by the quality of a school’s teaching, underpinned by a strong pedagogical approach. Similarly, the spirit of a school and its role in the wider community plays an important part in a parent’s decision to enrol their child in a particular school. However, it is the quality of the school’s facilities, provided to its staff and students, that are the most obvious demonstration of a school’s credentials as a suitable learning environment for their child.

Creating buildings that enhance the appeal of a school to new parents and students, as well as providing exceptional functionality for existing students, is vital to the future growth of every school. A haphazard approach to building costs time and money, and results in poor facilities. Devising a planned building program is called a master plan. It is essential for growth and renewal, and is critical to the ongoing success and efficiency of a school.

What is masterplanning?

Developing a plan for the future of a school - a masterplan - is smart thinking. A masterplan can encompass many facets, from infrastructure planning, sustainability, facility audits, demographic analyses, refurbishment of existing facilities and planning for new capital works projects.

A well-managed masterplan process will reveal or reinforce your school as a progressive place of learning that is eager to embrace the future. Importantly, the process of developing a masterplan provides a significant opportunity to engage with current students, staff and the wider community. While a number of schools already masterplan, many do not, believing it to be the exclusive domain of well-funded private schools.

Paynter Dixon has been working with Calrossy Anglican School in Tamworth, NSW, since its inception on masterplanning their sites. Calrossy, a co-educational K-12 school which offers gender-specific education and boarding facilities, experiences daily challenges because of its dispersed facilities across five sites.

Whilst the five sites are in close proximity to each other, they present challenges associated with the daily movement of staff and students. Improving efficiency and minimising duplication of services were key drivers for Calrossy to re-examine their future growth potential through a masterplanning process with Paynter Dixon.

Tools for success

So, is there a perfect masterplanning template to apply to your school? In short, no as that would ignore the unique and special qualities your school possesses. However, there are three key ingredients to be considered when embarking on the masterplanning journey.

• Commitment and leadership

Once the need for a masterplan is agreed, it is vital for both the executive team and school board to show commitment from the outset. At Calrossy, the Principal, Mrs Elisabeth Jackson, has been integral in a leadership role and providing the important connection between the board and academic staff. A mark of Elisabeth’s leadership has been her willingness to undertake a masterplan process in the full knowledge that her full-time principalship will draw to a close at the end of the 2016 academic year. This shows a capacity to look beyond one’s own career and tenure for the benefit of others.

• Consultation

A willingness to consult with the school community and to do so with the courage to receive a broad range of feedback is essential. Too often the consultation process is a contrived, mechanical process, where the final decision has already been made, yet the consultation ‘box’ needs to be ticked to be seen to be doing the right thing. Instead, a
A broad consultation process should deliver a raft of comments and ideas, which in turn, can be distilled into key issues to be considered in the development of a masterplan.

Using Calrossy as an example once again, the school showed a genuine desire to seek constructive feedback from parents, students and staff. This occurred through ‘town hall’ type talks, online surveys and, most importantly, seeking the direct opinions from students themselves. Quite often we find this approach delivers real world, meaningful results as students give feedback on day-to-day practical issues which affect their student life. This can range from comments about how much mud there is in the playground after rain through to the need for senior students to provide leadership for younger students in a collegial environment.

• Capacity to act

The school must act on the agreed masterplan. This does not mean the school needs to saddle itself with significant debt, to undertake major building projects, simply because they have been identified in the masterplan. Rather, a successful masterplan should outline a staged plan for capital works, to be undertaken in an efficient, timely and affordable manner.

A step-at-a-time approach to the rollout of capital works not only delivers new and/or refurbished facilities to the school community, but it also generates confidence amongst parents, staff and students that their views are being heard by the decision makers.

A dormant masterplan only makes the process of rejuvenating it in the future all the more difficult, and the prospect of a new masterplan almost impossible for those who contributed to the now dormant one. Ideally, a masterplan should accommodate sufficient flexibility to allow the plan to grow and change, particularly as education trends change over time. At Calrossy for example, future building ‘zones’ have been identified with loose intentions for their use. This provides flexibility in the future to change the use of a building without compromising critical aspects such as circulation paths, visual connections and infrastructure investment. There is no benefit designing in precise detail the layout, structure and form of a building which is earmarked for construction in 15 years’ time.

Set aside time

Lastly, it is important to set aside sufficient time for a masterplan process to be undertaken. This will vary from school to school. We have been involved in masterplan projects as short as six weeks through to projects which have taken several years. This will depend on the school’s unique circumstances.

A well-considered masterplan, which includes constructive school community feedback and which is acted upon in a timely and affordable manner, will deliver many benefits to a school. In addition to the immediate benefits, it will provide important direction to those who take up future leadership positions at the institution.
A Leap of Faith

Dr Ian Grant took a leap of faith in 1998 when he signed a contract with the Anglican Diocese of Canberra and Goulburn to become the founding Principal of an Anglican secondary college in Wagga Wagga, NSW that was yet to be built. At that stage, Dr Grant was the Director of Studies at Trinity Grammar School (1982-1998) and prior to that he was a teacher of English and History at Barker College (1979-1982). It was a big move for Dr Grant, his wife Michelle and their three young children, Lachlan, Alex and Sophie to leave Sydney and settle into a rural city.

Laying the Foundations

In 1998, there was an empty 14-hectare block on Farrer Road on the outskirts of Wagga Wagga that the Diocese had chosen as the site of The Riverina Anglican College. The Grant family moved from Sydney in August 1998 so that Dr Grant could commence work on enrolments and developing the curriculum whilst assisting the Foundation Board and its Building and Works Sub-Committee with the design and building of the College. As a result of their hard work, the College opened at the South Campus, Charles Sturt University on 28 January 1999. In July of that year the College was able to move into the Stage 1 Building on Farrer Road. The College started with 26 Year 7 students and three teachers, including Ian.

A Job Well Done

The Riverina Anglican College Salutes Dr Grant

Staff at The Riverina Anglican College drew on research and interviews conducted by the College’s Year 9 Journalism students together with contributions from Mr Peter Green, former Deputy Principal and Mr Andrew Bowcher, Chair of the College Board to write this article about Dr Ian Grant’s achievements as the College’s Founding Principal.

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Building Community

In the early years the College had limited equipment and facilities. Dr Grant said, “We didn’t have a library, gym or kitchen, but we did have a cricket pitch”. The College looked to the parent body for assistance. Dr Grant went on to say, “Most parents were on the P & F and the school community came up with fundraising like any founding principal, Dr Grant held numerous roles simultaneously. He was, at once, a project manager, a ‘clerk of works’, a financial manager, a human resources officer, an educator, a classroom teacher and a CEO.

His influence was pivotal to the establishment and continued development of the College. He was the driving force behind the acquisition of resources - including buildings, and the implementation of responsible financial management practices, notably adherence to budgets. Undoubtedly one of Dr Grant’s most important roles was the selection and appointment of staff - teaching, administrative and support staff. Staff were selected on the basis of their expertise, their willingness to contribute to a developing school and their demonstrable passion for the well-being of young people. Following appointment, staff were mentored, guided and encouraged to support the College’s ethos and culture.

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The Riverina Anglican College opens in rooms at Charles Sturt University on 28 January 1999.

In 2002 The Riverina Anglican College had 165 students spread between Year 7 and Year 10. Two years later the original intake of students were in Year 12. The Board had to recalculate the estimated size of the school and revise its building program to accommodate the growing numbers.

In 2003 the Mathematics, Food Technology and Drama centres were built. The school oval was constructed during 2004 and opened in 2005. The Design and Technology Centre was opened in early 2009 and in September 2012 the Music and Drama building was opened.

The College is now at capacity with 640 students, 56 teaching staff and 22 support staff. From the humble beginnings of a single classroom The Riverina Anglican College is now one of the most prestigious schools in the area.

Dr Grant recognises that his role has changed greatly since the College was established. “In the early days I taught history extension,” he says. The lack of staffing meant that Dr Grant taught more, but as the years went on, he took on a more supportive role. His goal was that the College would offer a range of courses in an open, caring environment. He wanted students to have the opportunity to study a wide variety of subjects and most importantly, to want to come to school every day. From music to mathematics, sport to science, the opportunities have been endless and the College’s reputation for its academic, sporting, music and drama and community achievements is well known locally and nationally.

Mr Andrew Bowcher, Chair of the Board, describes him as “the perfect blend of educationalist and CEO”. Mr Bowcher went on to say “He has worked with the Board to form a united and harmonious working relationship and maintains the core values of an Anglican college which is reflected in the students, staff and college community.”

Legacy
For the last 18 years Dr Grant has been part of every decision regarding the establishment and development of The Riverina Anglican College. It is fitting that we recognise that this self-avowed history enthusiast has created his own piece of history by bringing the College to life.

On behalf of the entire school community we wish Dr Grant all the best in retirement and thank him for everything he has done to create this magnificent college. He should be extremely proud of his achievements and he will be sorely missed.

Contact Matthew Greene on 0419 617 012 or matthew.greene@paynterdixon.com.au
Honouring Peter Crawley’s Service to Education

Mr Peter Crawley was appointed Head of School at St Hilda’s School, Gold Coast (QLD) in 2006. He has been instrumental in making St Hilda’s a leading school: focusing on values, relationships, academic achievement and technology. The culture of acceptence, tolerance and intellectuality fostered under his leadership and the academic and cultural achievement continues to flourish.

The implementation of changes in classroom technology, the development of one of Australia’s largest international student exchange programs and significant development projects such as the building of The Centre for Scientific Learning and Research, the futurisic design and construction of a $9 million Senior School Precinct that sets a new benchmark in education infrastructure and technology, refurbishment of much of the Junior School and the Boarding School and improvement of the grounds, have changed the face of St Hilda’s School’s 103-year-old campus.

Mr Crawley has been a believer that well-designed teaching space will make a difference to learning and relationships. In 2015 he was invited to the International Coalition of Boys Schools, Cape Town, South Africa, to present a keynote on the learning implications of school architecture.

He also has pursued a personal commitment to be ever present around the school, visiting classrooms daily and greeting students at the start of each day. In 2012, Mr Crawley established St Hilda’s Learning Institute, aimed at reaching audiences of keen learners around the globe and in 2014, launched St Hilda’s STEM Institute. Current plans for the redevelopment of the Arts facilities and the building of a centre for the teaching of STEM subjects will commence in his last year of service.

Mr Crawley holds a Bachelor of Arts (Hons) and a Diploma of Education from Flinders University, a Master of Educational Administration from the University of New England and a Graduate Certificate in Theology from Charles Sturt University. He is a Fellow of the Australian College of Educational Leadership (Vic).

His teaching career began in 1977 at Augusta Park College of Educational Leadership (Vic).

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Peter came to St Hilda’s in 2006. As the first male Principal in our all-girls’ school this was significant. More significant is how the School has grown and gone from strength to strength under his leadership. He has transformed our school in so many ways. Peter has been instrumental in making St Hilda’s a leading school: focusing on values, relationships, academic achievement and technology. He had remarkable vision in seeing the potential of our facilities, specifically in the development of the Senior School Centre and current plans for STEM. This has all been underpinned by a strong set of values.

Our school, under Peter’s leadership, is in a wonderful position to continue its positive development.

I will be personally sad to see him go, but rejoice in what he has achieved in his 11 years of service to St Hilda’s School.

Associate Professor Susan Brandis
Chairman of St Hilda’s School Council

CAPTION: Jennifer Reeves Building, St Hilda’s School, Gold Coast.
Mr Barrie Irons writes about Warwick Dean’s term as Headmaster of The Hutchins School from 2007-2016. Barrie comments on Warwick’s passionate support of single-sex schooling; his love of sport, notably competitive sailing; his emphasis on curriculum development and embracing all aspects of technology; his establishment of the Power of 9 program for Year 9 students - a signature initiative; the development of international links through exchanges, accreditation of the Council of International Schools and attendance at international conferences; and his genuine interest in, support of and trust in his staff. Warwick is noted for encouraging boys to ‘seize the day’, be their best and make the most of their opportunities. He believes Hutchins’ graduates are equipped to compete anywhere in the world.

Of the man himself Barrie says “Warwick is a real person”, and “a genuinely nice human being”.

A grower of people
Mr Warwick Dean will retire as Headmaster of The Hutchins School at the end of 2016. He and his wife Catherine will be returning to their family home in Sandringham, Melbourne after a decade in Hobart.

In his 10 years at The Hutchins School, Warwick has been a passionate supporter of single sex education, especially for boys, in an independent school environment, having input at a local and national level. Living on an island brings its special challenges but Warwick has left no stone unturned to help the students broaden their perspectives, back themselves and realise they can and will be as well-equipped as anyone to compete anywhere in the world.

International links through exchanges, Council of International Schools accreditation and international conferences are part of the opportunities provided at Hutchins as a result of Warwick’s tireless work. Warwick has developed and fostered many relationships with international institutions. The strength of these relationships are evident in many ways, in particular the previous Principal of the Hwa Chong Institute in Singapore, Mr Wee Hiong Ang gave Warwick his Chinese name which appropriately translates to ‘the grower of people’.

A real person
Warwick is a real people person. He loves nothing more than having a good chat and sharing a story. His genuine empathy, generosity of spirit and compassion has endeared him to so many people. He always makes the time to listen and support those who were finding the going tough or who may have had challenges in their lives. A phone call beginning with “How are you going, anything I can do to help?” was common. Many staff have valued his genuine care and support.

Hutchins has always been a school which is so ‘community orientated’. The Headmaster, by his position alone, is a leader in that community. That brings its own special challenges as he could not just be a person walking his dog Rex on a Sunday afternoon. I remember him being welcomed at a funeral of one of our significant Old Boys at St David’s Cathedral. He was quite surprised. I explained, “Get used to it Warwick you are now an important part of a very big Hutchins’ community.”

Warwick has continued to build on the solid foundations from the past. He always encourages the boys to ‘seize the day’ and commit to their studies, sports, music, arts and service. It is not negotiable that their ‘manner, dress and bearing’ is exemplary. We often admire his skills as an orator who prepares his talks carefully and always has a clear message which the boys can follow and be inspired to react to.
The Power of sport
Warwick loves his sport and the Carlton Football Club. He is a frequent and vociferous supporter of our school teams. He believes the School has to provide a wide range of opportunities for all boys so that they all enjoy the co-curricular program. Winning is important but being a good sport and giving 100% effort are equally important. He so often wrote and spoke of what sport did for character development. His absolute passion is undoubtedly competitive sailing and also the School’s highly successful sailing program. With Warwick’s clear strategic vision and the generosity of Old Boy Neil Thomas (40) and The Hutchins School Parents’ Association, The Hutchins School Sailing Academy was opened this year. The purpose built training centre located on the School grounds provides marine training and education and is a first for a school within Australia. The recent acquisition of two SB20 boats provides further opportunities for students who are too tall and heavy for dinghies or for those who wanted to do something different such as match racing. It was fitting that one of these boats was named ‘Warwick Dean’.

Freedom to teach
Curriculum development, embracing all aspects of technology and outstanding teaching are his passions. Warwick insists strong academics are not negotiable and he is constantly challenging staff to not only look at what they are teaching but how they are teaching. I share a comment from Dr Adam James from The Hutchins Science Faculty, “Warwick was very supportive and enthusiastic for me to develop my ‘flipped classroom’. He always made me feel that I was free to teach my class in the way that I felt best. I really appreciated his support and licence to vary from the ‘traditional’ teaching. He has always been utterly supportive of me to be the best teacher that I can be.”

Power of 9
The establishment of the Power of 9 program was one of Warwick’s most significant initiatives. The aim of the Power of 9 program is to encourage and assist students in developing the skills, passion, positive attitudes, values, and forms of knowledge necessary for planning their pathway and being successful through Years 10, 11 and 12 and beyond. This has given our Year 9 students a special rite of passage. They are taken out of their comfort zone, challenged physically, mentally and spiritually. Carefully selected staff role models nurture the boys to work as a unit, support those who were struggling, build resilience and be prepared to embrace the challenges of life ahead. Students frequently speak about getting through something which seemed insurmountable, crossing Mt Wellington in the snow. I know Warwick is very proud of the growth of this program over six years. He ensures it is properly funded, risk assessed and a great experience for the boys.

Support of staff
Warwick’s other great strengths are that he consults and delegates well. This allows staff to make independent decisions and to ‘run their own show’. There is no ‘micromanaging’ as he trusts his staff. He encourages staff to ‘chase their dreams’, do more study, and seek new leadership opportunities. Occupational health and safety is often a challenge in schools as it is complex and until recently sometimes not seen as a priority. Warwick listened to advice and appointed a full-time staff member to develop a comprehensive OH&S policy and this flowed into ‘staff wellbeing and mental health’. This was particularly important as numbers in the Early Learning Centre and Junior School swelled and new buildings were designed to reflect the need for age-appropriate spaces.

An educational leader
Warwick has taken on Board leadership positions in IST, ISCA, and AHISA. He is a passionate advocate for fair funding models for independent schools at federal and state level. He believes it is crucial for parents to have the freedom to ‘select a school suitable for their child’ and, as a public Anglican worshipping at St David’s Cathedral in Hobart, believes in the interconnectedness and mutually inclusive benefits of a faith-based education.

Farewell
Warwick signs off as the 18th Headmaster of The Hutchins School knowing he has committed so much of himself, often at personal cost, to guide and lead a vibrant school for 10 years. Warwick loves The Hutchins School and worked tirelessly to make this school the great one we have now.

Warwick and his wife Catherine leave us with our very best wishes for a long and happy retirement.
Stuart Garrett Meade commenced as Hale School’s 16th Headmaster in Term 1, 2003. He was pre-eminently the man for the times. As change was the key note in this era, Stuart Meade was the ideal leader for Hale because of his rare capacity to deal simultaneously with multiple demands – both immediate and long-term – and to move between ‘big picture’ vision and strategy while attending patiently to the small details of the School day, no less important.

For Stuart and for Hale School in 2003, a complicated decade and a half lay ahead. The context included increasing state and federal government demands over curriculum and school standards and accountability to outside authorities as never before, unprecedented challenges and opportunities presented by technology and the need for schools to have an ever more responsive and professional pastoral care structure as society’s values shifted and changed and parents’ expectations with it.

As well as external change there were internal shifts. The School achieved its planned growth from 1200 to 1500 students in this time and Stuart’s capacity to inspire trust, respect and affection from students, parents and staff enabled Hale School’s outstanding reputation to reach new heights.

Stuart leaves at the end of 2016 after 14 years of dedicated service and after providing leadership that has transformed the School.

The physical transformation of the School has been substantial and always inspired by a shared vision for improved teaching and learning. The Forrest Library precinct with the adjacent 18 new classrooms in F Block for the English, History and Languages’ Departments is a case in point. The Forrest Library with its ubiquitous technology and glass-walled, built-in classrooms has become central to the educational experiences of hundreds of students and provided a new source of vitality for the School. Because of Stuart’s desire always to include staff in careful, consultative, collaborative planning, many staff contributed to the design brief for the new classroom block. Unsurprisingly, there is a tangible sense of pride and purposefulness in the shared experience of staff and students in this important precinct of the School. This is part of Stuart Meade’s outstanding legacy.

In response to the School’s planned growth, Stuart led a school restructure, both organisational and physical, creating three sub-schools: Junior, Middle and Senior. This was a distinctive moment in the School’s history. As always at Hale, educational thinking and a change in culture leads, then buildings may follow. In this case the pre-existing pastoral care leadership and personal development curriculum for Year 8 formed the basis for the development of a distinctive Middle School approach. The Middle School building was opened in 2010. Stuart steered the School skilfully through this period, introducing the credo of ‘one school, one focus’, which was instantly embraced by staff as a reminder that sub-school individuality was just a part of the greater whole, Hale School.

Stuart has overseen significant upgrades to the Junior School such as the new gymnasium, Art Room and the Learning Hub, which are all exciting new settings for students. However, Stuart’s drive always to achieve the best for Hale has led to the completion of initial planning and Board approval for a new Junior School. The new Aquatic Centre was opened in 2014 and is a significant engineering achievement given the site and the provision of geothermal heating. With its spacious layout, 10 lanes and water polo pool, it is built for the future. As always, Stuart exercised careful judgement over the decision to elevate this project over others.

Continued...
What did it bring that was new and worthwhile? The answer was that it brought tremendous community connection in that the Hale Swim School, running year round, has 700 members currently, most not Hale students; it brought the inspiration to win the swimming inters from 2012 to 2016, and it brought a great resource for the whole school community.

Stuart’s avoidance of the spotlight and intense reluctance to receive praise for his achievements at Hale is legendary in the School, yet it provides a living example to students and staff of the humility and care for others rather than self that leaders ought to show. This aspect of Stuart’s character was a natural driver for the expansion of service learning during his tenure.

In a typical day as Headmaster of this large and complex school, Stuart submits himself to the routines and demands of the bell, which rule all teachers’ lives. For example, he races downstairs from his office at 10.40am precisely every day to do duty in the school canteen, greeting boys and creating a sense of calm, orderliness and good manners by his presence alone. He teaches a class every year, often Year 10 Commerce, Year 9 Justice, Money and Markets or Personal Development. Similarly he has coached the 8A rugby team every year at Hale except his first, giving those lucky youngsters the guidance he previously gave as Australian Schoolboys rugby team coach. These instances attest to Stuart’s leadership by example and his determination to contribute to the educational experience of individual boys on a daily basis. He also leads at state and national level as a Board member and national treasurer for AHISA, as a member of the SCSA’s Principals Forum and as a valued AISWA principal.

Hale is very appreciative of Suzie Meade’s continuous involvement with the School and her presence with Stuart at countless School events for 14 years. In particular her contributions to service learning, her many years as a tutor of students in Curriculum Support and her genuine connection with so many boys, particularly boarders and their parents.

Celebrating the School’s 150th anniversary in 2008 was skilfully managed under Stuart’s leadership, providing memorable experiences for Haleians past and present. Another significant event in the School’s history was the 60th anniversary in 2010 of the move from Havelock St to Wembley Downs, made especially poignant by Stuart’s warm invitation to Mr John Prince, Headmaster 1960-65, to address current students about the difficulties faced in the early years on the School’s current site.

Stuart is a man of great integrity whose clear principles have given reassurance and guidance to boys, parents and staff. The recent words of a School parent say it all: “I have never been left wondering what Hale has stood for, or what yourself and the School community represent. The honesty and transparency with which you have tackled all facets of Hale life – whether it be a traumatic incident … or the more common everyday happenings of school life – please know that your approach has been valued and appreciated. It is rare to witness such overwhelming respect for a school leader from a whole school community – from students, parents, staff; and you have gained this unreservedly.”

The School is indebted to Stuart for his outstanding leadership as Headmaster from 2003 to 2016. Thanks and good wishes are extended to him and to Suzie, Alex and Tom (a student at Hale from 2003 to 2010).
Exploring Ways to Worship with the Nyoongar Christian Community

Anne Annear OAM | Aboriginal Ministry Policy Group, Anglican Diocese of Perth

The Aboriginal Ministry Policy (AMP) Working Group within the Anglican Diocese of Perth has experienced an exciting and inspiring journey over the past fourteen months. The AMP Group is now taking a very timely next step in exploring ways in which both Aboriginal and non-Aboriginal Anglican communities can share worship times and fellowship together. This will entail learning different experiences of theological understanding and discovering how much we can learn from each other.

At a sub-committee meeting recently with The Reverend Sealin Garlett of the Uniting Church Aboriginal Congress, we learned how Aboriginal Christian communities have been deeply hurt by the Anglican Church. Reverend Garlett, himself, was separated from his parents and siblings and sent to Mogumber, an Anglican Mission, in a bid to break any family ties he had with his family. These feelings are expressed beautifully in a poem entitled The Silent Church, written by the gifted Yued-Nyoongar poet, Alf Taylor. This poem refers to the Anglican Church and its dark historical treatment of Aboriginal people both from the time of the Stolen Generations and since then.

Reverend Garlett’s willingness to work with us reflects his huge generosity of spirit, the grace to forgive and his longing for us to come together as one in Christ. Forgiveness is a challenge for all of us and we hope and pray that with the commitment and future involvement of all who come to share new opportunities to spread and live God’s word, we will no longer be ‘The Silent Church’. A key step in fostering our relationship with the Nyoongar Christian community is through exploring ways to worship together. Over the last few years, our AMP Group has been setting up initiatives and developing resources that will assist Anglican communities and schools in exploring ways of worshipping together.

One such initiative, exploring fellowship and worship together with the Nyoongar Christian community is being offered by The Reverend Katrina Holgate together with Pastors Sam Dinah and Alan Kickett. They have been running ‘Church in the Park’ at St Matthew’s, Guildford, WA, at 4.00pm on the fourth Sunday of every month. Tom Little, a talented singer-song writer, provides the music for the hymns. The service is followed by a barbecue and fellowship time. This service has drawn in a good number of people and local Nyoongar people are showing a great interest. St Matthew’s is also a church which historically has been a place of worship where Nyoongar people feel comfortable to hold their funerals and the wake afterwards and members of the parish are happy to assist with this hospitality.

The AMP Group encourages all Anglican schools to offer their support to initiatives that promote inclusiveness. Teachers and students are welcome to attend the service and experience a community focussed expression of worship.

Another way schools can explore ways to worship with the Nyoongar Christian Community is through encouraging students to read our publication, Jesus Christ, Boolanga Yira Nop-ang Koorlangwetta Bardi. This book presents the Nativity story translated into Nyoongar Language and is set in the South West country. Tom Little, a Wadjuk-Bibbulman man, who is an experienced translator and a committee member, willingly undertook the work of translating the three Gospels of St Matthew, St Mark and St Luke. Each page also has a translation back into English. Meanwhile, Daphne Davis, a talented Wadjuk artist gave us the most vibrant, sensitive illustrations in the Carolup style. Daphne uses her fingers to paint the background of her scenes.

This book is an excellent resource for children and students and we hope it will receive wide acceptance from all Anglican schools and communities across and beyond the Diocese of Perth.

Publishing this book has been an enriching spiritual journey for all who have been involved with it,
especially Tom and Daphne who have given their time and talents with great enthusiasm and a sense of discovery. We pray this book enlightens and delights the hearts and minds of children as they read of God’s great gift to us of his Son, celebrated here in Nyoongar style for the first time.

Jesus Christ, Boolanga Yira Nop-ang Koorlangwetta Bardi, is an excellent tool to use in the classroom. As the Nyoongar language is translated on each opposite page into Aboriginal English, students could be encouraged to read it aloud, heightening their appreciation and awareness of language being an oral tradition. The language in the book is not hard to pronounce phonetically and with rhythm. We need to realise that as a result of the Stolen Generation’s policy which dispossessed generations of families of their language and traditions, very few Elders remained who kept their language going. There is now a massive revival of language happening in schools and around ceremonies and songs. It would be exciting to encourage our students to be a part of this. The book has been well received in Perth, with many schools such as John Septimus Roe Anglican Community School placing an annual ongoing order of 120 copies for their students. We hope that schools nationwide will make a similar commitment and share this book with their students who have so much to gain from it.

Another popular resource we have developed for Anglican schools and parishes is the A5 sized double-sided Lord’s Prayer card which features the Lord’s Prayer in both Nyoongar language and English. We suggest that students could be taught to read the prayer aloud in both languages at their school assemblies so as to engage their awareness of how the two languages work beside each other. This an easy initiative any school can adopt to showcase their commitment towards reconciliation and closing the gap and could also be used to celebrate NAIDOC week. This resource can be found here: http://www.advocacy.perth.anglican.org/

We are also hosting Whadjuk Bibbluman Katjininy on 18 February 2017. This will be a day to discuss issues affecting Aboriginal ministry and will include sessions on Yarning time, Funeral Ministry, Nyoongar Cosmology and Spirituality and a Panel discussion on Aboriginal ministry in schools and agencies. Co-hosted by Wollaston Theological College and targeted at clergy, lay people, teachers, students and all those interested, the day will be rich with Aboriginal input. In quoting the Reverend Sealin Garlett of the Uniting Church Aboriginal Congress, this event “will be cataclysmic and will break down walls!”

It will be particularly interesting to hear from Anglican schools and their experiences with reconciliation and engaging with Indigenous youth. We encourage Anglican school principals, teachers and students to attend, giving them the opportunity to listen and learn from a large group of notable Aboriginal speakers who have so much to share with us. It is a great privilege for us to hear them and this is a significant step forward in our relationship with the WA Aboriginal community.

To register for this event or find out more please visit: www.perth.anglican.org/events
The opportunity to work directly with artists and students from the APY Lands was one which was cherished by students across Trinity College near Gawler, South Australia.

Travelling over 1,600kms (21 hours) from the APY Lands to Trinity College was celebrated Indigenous artist, Yaritji Young with Josephine Mick (a traditional artist and healer) and Sally Scales (a Liaison Officer), accompanying them were two school students, aged 11. The group spent a week at the College teaching Middle School students about Indigenous art methods and cooking some of their traditional foods.

The College was privileged that Yaritji Young who is a recent Wynne Prize recipient ($50,000) came to teach our students her successful painting style. She is a Pitjantjatjara woman born in the bush near the creek at Ernabella, circa 1956. She attended school in Amata and lives at Rocket Bore with her three children. The 2016 Wynne Prize painting is a ‘seven sisters’ story about family protecting and teaching each other. It tells of women being chased by a bad man but being protected by their elder sisters. The painting explains when they work together as a family they are learning from each other and teaching each other. This rich story telling through painting set the tone for a unique learning experience for our art students.

The Indigenous artists were based in the College Space Gallery - a custom built art facility, with a large blank canvas 2.4 m x 1.2m. On day one the women wanted to unite the communities of Amata and Trinity, a significant task given the distance between them. Josephine and Yaritji commenced the painting with a skeleton-like structure to then teach students how to layer paint to create symbols.

As word spread about the APY Lands’ artists, many classes came to watch them paint and were encouraged by the artists to participate. All students took turns in assisting with the completion of this artwork, adding dotted areas of colour where directed, using the blunt end of skewers to achieve the perfect dot. Even our youngest students, the Montessori Pre-Schoolers contributed to the painting. Our Year 8 and 9 art students also worked on their own dot paintings, receiving guidance from Yaritji and Josephine about their painting techniques. The works produced by each student are visual narratives, the meaning of which is pertinent to the creator only, much like the song lines shared by groups of Aboriginal people. The level of authenticity these students experienced was one that is generally not easily found when covering the topic of Indigenous New Friendships Formed Through Art

Kay Fyfe | Director of Development
Trinity College, South Australia
Australian art. The memory of this visit is something the students will value for a long time to come.

Middle school students share their thoughts about working with such celebrated Indigenous artists:

“After the APY Lands experience, I had a much deeper cultural understanding; learning about a place previously unknown to me, and also how they create art, and what each of the symbols mean.” Hannah Feuerherdt (Year 8)

“I enjoyed the day because we were able to paint about things that were important to us making the experience more meaningful and bringing back many memories. I also liked the relaxed atmosphere while we were learning about Indigenous Australian culture.”

Srishti Sharma (Year 8)

It took five days to finish the collaborative painting and it now hangs proudly near the Central Administration entrance. The Indigenous title is: Tjitji Kunpu Tjungu Nyinanyi which means ‘strong kids being together’.

The painting has numerous symbols within it that reflect the Amata community (honey ants) and Trinity College (fences/farmland).

Trinity College also hosted Ashrah and Akiyah, two Year 6 students from Amata Anangu School. The girls were shy at first but soon wanted to explore all that the College had to offer. They participated in all classroom lessons, after school activities and showed students how to make damper and cook kangaroo tails in a fire pit. For many students this was their first experience of kangaroo meat and it was enjoyed by many.

It is hoped the College will travel to the APY Lands in 2017 to visit the students and once again participate in more collaborative art projects to strengthen the relationship.

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Celebrating Community

Sharonlee Post

Sharonlee Post, Year 5/6 teacher at Cobram Anglican Grammar School (VIC) writes about the School’s NAIDOC Week celebration, the theme of which was Songlines – the living narrative of our nation.

Songlines or dreaming tracks “mark the route followed by localised ‘creator-beings’ during the Dreaming. The paths of the songlines have been recorded in traditional songs, stories, dance and painting”. Songlines connect people to Country and the Country to people. (Wikipedia)

Cobram Anglican Grammar School invited special guests and elders from the local Yorta Yorta community, the Wiradjuri people and the Kamilaroi community to visit the school in July to share their songlines with students and staff through art, dance, music and stories.

On Friday 22 July our school, Cobram Anglican Grammar School, welcomed special guests and elders from the local Yorta Yorta community, the Wiradjuri people and the Kamilaroi community to our NAIDOC Week celebration to share their songlines through art, dance, music and stories. The day was a terrific opportunity for our school community to engage with the local Indigenous community. It was a chance for us to share knowledge and form friendships and develop bonds between our communities and learn about the indigenous history of our area from the local elders. Students from Prep to Year 11 were organised into groups of approximately 20, for rotating through a range of activities. Each group spent 30 minutes at each activity. The older students really shone on the day. They were great role models for the younger students, who listened to and learnt from their questions of the elders. This model of learning is a traditional Indigenous way of learning.

Dancing

Students enjoyed dancing with the Kiela Dungala Butja Malnigan Dancers. Shane and the boys spoke to each group before sharing a few traditional dances with the students. They played the didgeridoo and explained what each dance meant. In Indigenous culture dancing is traditionally used as a way to learn certain things, for example how to hunt for food.

Painting

Students also painted with Uncle Eric Brown and Tarny. They were shown certain symbols that meant different things. Then they were asked to paint their own stories on paperbark. Uncle Eric played his didgeridoo while the students painted, evoking a sense of calm within the workspace.

Oral History

Students were then invited to listen to Uncle Leon Saunders’ and Aunty Kella Robinson’s oral histories. Uncle Leon and Aunty Kelly are well respected Yorta Yorta elders and they were only too happy to share their personal histories with the groups. They explained what life was like for Aboriginal people a long time ago as well as describing growing up at Cummergunja, which is the Aboriginal Mission in Barmah where many of the local families were sent.

Marngrook

A particular highlight was playing Marngrook with Michael Chisholm. Likened to an early Form of AFL football Marngrook features punt kicking and catching a ball made from possum skins.

Jewellery Making and Cooking Damper

Other activities included jewellery making with Mrs Robbins, where students used modern materials to make bracelets and necklaces and making damper the Indigenous way by grinding wattle seeds into flour, adding water and cooking the mixture in coals. This Indigenous version of bread is still enjoyed by Indigenous and non-Indigenous people today.

Outcomes

Students were positively engaged in each activity and gained an understanding of some of the local area’s songlines. They learnt that they need to listen quietly and learn from the stories and traditions of Australia’s first people in order to move forward with integrity.

We all have different histories, we all have unique life experiences and we all make our own contributions to our community and society, but most notably, we must remember that we are all part of one community.

The Aboriginal Flag and Australian Flag fly side by side at Cobram Anglican Grammar School.
As educators for the development of the whole person, we are concerned with providing a thoughtful and balanced education that prepares our students with the skills and resources for 21st century learning and living, empowering our students to flourish. However, Kohn believes that the misconceptions about learning and a misguided approach to competitiveness of traditional school systems and environments, are actually preventing our students from developing an authentic love of learning and are training students to avoid taking intellectual risks.

So how can we support our school systems, structures and teaching practices to enable and foster a true love of learning?

Kohn had staff unpack this question by discussing positive relationships and cohesion, re-thinking the curriculum delivery, the purpose of grades within assessment and the importance of motivation.

An emphasis on the importance of, and arguably vital need for, spending time cultivating positive relationships with our colleagues and with our students was discussed at length. Within these relationships, we take our cues from the unwritten “social norms” which help direct our behaviour and lead to cohesion that binds us with others. Cohesion should be cultivated continuously and performed consciously. Cohesion can be cultivated through using students’ names and having students identify as a group through the use of the pronoun “we” rather than “I”. A cohesive environment displays benefits from the psychological to the physical, in providing a sense of security and enabling our students to establish a sense of confidence to be themselves and flourish. In cohesive cultures, people are more collaborative, trusting of each other, more generous, empathic and engaged.

Our thinking around the traditional school structures and teaching practices, more specifically looking through the lens of achievement and the role of punishment, rewards and motivation, was challenged time and again by Kohn during the workshop. He noted that from the extensive research, an over emphasis on achievement will encourage students to habitually ask their teachers and themselves “how am I doing?”, rather than “what am I learning?”. By asking “how am I doing?”, students form a shallowness as the learning goal shifts towards being concerned about how they are doing compared to other students. That is, they see others as an obstacle to their success. This mindset makes them more self-centred, competitive, less effective as learners and less generous overall and thus their peer relationships are impaired. Students become disinterested in promoting and acknowledging others in the learning process. Additional research supports that students become less engaged, less resilient and more likely to avoid risk-taking in learning. They fear failure.

A Day With Alfie Kohn

Since 2014, Geelong Grammar School’s Institute of Positive Education has been delivering Positive Education training for educators and contributing to research into student wellbeing, based both on our personal experience of living, teaching and embedding Positive Education at GGS and what we have learned from collaborating with leading thinkers and researchers in wellbeing and education. On November 15, the Institute of Positive Education, along with 150 teachers from around Australia, had the privilege of welcoming one of the world’s most prolific and provocative educators. Author of 14 books and, as dubbed by Time magazine, “one of the world’s most outspoken critics,” Alfie Kohn delivered a challenging full-day workshop at Geelong Grammar.
becomes superficial and is less about asking questions that lead to deeper thinking.

So how do we get our students to focus on “what am I learning?”

Kohn suggests that the solution is curriculum design by way of student voice, incorporating an interdisciplinary, constructivist approach which will focus on exploring the concept or idea through harnessing students’ questions, derived through genuine interest. This will have students more engaged, create a sense of autonomy whilst nurturing creativity, and help drive their learning to a deeper level. This platform encourages collaboration and creativity, where students can openly and limitlessly explore their curiosities. Here, within this curriculum, students are empowered to become “…active meaning makers, experimenting with our world, eliciting loose theories and revisiting these due to contrary theories,” (Kohn, 2016) which gives students a context to develop true meaning and purpose.

Kohn expressed his concerns about the current mainstream education system’s fixation on grades and test scores. He encouraged us to re-think our purpose and goal of feedback from having a figurative line drawn in the sand (a grade) identifying if students are ‘doing ok’ or ‘not doing ok’. This line drawn, can represent an over emphasis on assessment which can undermine the pursuit of excellence. Our students become too polluted with the idea of success and how well they are doing, which paradoxically decreases achievement, rather than engaging in the process of what they are learning, which sees an increase in achievement. His emphasis is directed towards feedback as purely being ‘information’. Changing the language that we use with our students, from the usual praise of “well done” to a more constructive “I notice that you did…. why was this the case?”, will allow students to articulate their learning and consequently foster autonomy and engagement. Kohn highlighted the importance of schools helping students view feedback not as evidence of success or failure (i.e. reward or punishment) but instead as information for learning.

Posing questions that challenge our fundamental assumptions about education and motivation was a passion for Kohn, in particular: What affect do rewards have on student motivation? It is widely assumed that motivation is a single entity, you can have little or failure (i.e. reward or punishment) but instead as information for learning.

Posing questions that challenge our fundamental assumptions about education and motivation was a passion for Kohn, in particular: What affect do rewards have on student motivation? It is widely assumed that motivation is a single entity, you can have little or failure (i.e. reward or punishment) but instead as information for learning.

For information about 2017 speakers and training events at the Institute of Positive Education, see www.instituteofpositiveeducation.com.
Charlotte Donovan, Assistant Head of Science at St Mark’s Anglican Community School (WA), writes about Mikono 2016, the School’s third service learning trip to Iringa, in the southern highlands of Tanzania.

Mikono 2016: St Mark’s Service Trip to Tanzania
Charlotte Donovan

Charlotte Donovan, Assistant Head of Science at St Mark’s Anglican Community School (WA), writes about Mikono 2016, the School’s third service learning trip to Iringa, in the southern highlands of Tanzania.

Background
Mikono is Swahili for ‘hands’. In 2014 St Mark’s Anglican Community School took sixteen Year 11 students on the first of what has become an annual service trip to Iringa, in the southern highlands of Tanzania. The aim is to offer helpful hands to our sisters and brothers in the Anglican Diocese of Ruaha and provide St Mark’s students with the opportunity to experience life in a developing nation.

A key focus of the trip is the time spent at St Michael’s Anglican School, where St Mark’s students attend classes to assist local students with English language skills.

An important indirect benefit is the opportunity the trip provides for members of the wider St Mark’s community to connect with young people in Tanzania through the experiences of the Year 11s. In Tanzania, education is a luxury, particularly in poverty-stricken areas. There is no free government-funded education. Schooling is expensive and out of reach for low-income families.

Through the Ruaha Diocese St Mark’s provides four educational scholarships to disadvantaged but academically capable students to attend St Michael’s and obtain a secondary school education. The four scholarships are funded by St Mark’s, the St Mark’s Parents & Friends’ Association, the St Mark’s Old Scholars’ Association and the Anglican Parish of St Andrew’s in Subiaco.

Opening Eyes to Cultural Differences
The Tanzania Mikono tour is now in its third year and has gained momentum, thanks to the efforts of our students and staff, to build on the relationships established in 2014. Six Year 11 students, Piers Forder, Lachlan McCrae, Savannah Armstrong, Kristin Gibbon, Libby Egan and Bianca Vicars, accompanied by Mr Gary Young, St Mark’s Assistant Principal and Ms Charlotte Donovan journeyed to Tanzania to meet up with Reverend Scott Rowland, St Mark’s School Chaplain. Revd Rowland is spending a semester working in the Ruaha Diocese while on long service leave. In addition, the students were able to reconnect with Ms Shera Moyer, who worked as a Chaplaincy Intern at St Mark’s in 2014.

We expected this trip would open the eyes of our students to the beauty and challenges of living in Tanzania.

After a long journey our students were faced with the diverse sights, sounds and smells of the bustling city of Dar es Salaam. It was a sensory overload. Our students were wide-eyed, taking everything in and asking many questions to try and understand the differences they were observing.

We rested for a night in Dar es Salaam before embarking...
on the long journey to Iringa and to our home for the next few weeks at Masumbo. We were welcomed with open arms by the Moyer family, and quickly explored the wonderful facilities at Masumbo, playing across the zip line, wandering through the coffee plantation and for some, taking a swim in the river.

It was important for the students to start to work through the many differences in culture they were seeing, so a classroom experience where we could talk through and try to understand the differences in world view was essential. I really enjoyed seeing Tanzania fresh through their eyes, and Scott Rowland and I relished the opportunity to share our experiences to help the students.

**Shopping**

A day in Iringa purchasing kangas, new shoes and fruit from the markets exposed our students to the challenges of speaking Kiswahili. This was a difficult experience for the students, but it proved invaluable in enabling them to gain an appreciation of the isolation that results from language barriers. I know the students really reflected on this when they were working at St Michael’s in Kilolo.

**Legacy Academy**

Our first experience in a school was with Legacy Academy, an English speaking primary school in Iringa. We were greeted with high pitched squeals, hugs and immediate new friends.

Sanding back tables and repainting them in bright colours allowed our students to make a connection with the children, to learn their names and some of their stories. Singing, dancing, and playing sport games over two days with the children and the teachers at Legacy left a lasting impression. It was wonderful to also journey to the new site of Legacy Academy on the outskirts of Iringa town, to hear of the vision for their classrooms and new playing fields.

**St Michael’s Secondary School**

Our next part of the trip was to relocate to Kilolo, St Michael’s Secondary School of the classrooms and new playing fields.

Legacy left a lasting impression. It was wonderful to spend two days with the children and the teachers at Legacy Academy, an English speaking primary school in Iringa, which are essential for this tour to continue.

Acknowledgements

Thank you to Scott Rowland for his commitment to providing this opportunity to Year 11 students. He works tirelessly on establishing and maintaining relationships with the children, and the teachers at Legacy Academy, and his support and insight to students and staff.

Finally, a massive thank you to the wonderful ‘Super Six’ students. The students are a credit to themselves, their families and St Mark’s. My hope is that they returned to Perth enriched, and appreciative of all of the wonderful opportunities available to them. I also encourage them to treasure the memories and continue to reflect on all that they have seen and done.

Four days and three nights was a daunting prospect for our group, however the students rallied brilliantly, and showed resilience in what may have been considered trying conditions. We spent full days with the Form 1 students, sitting in their lessons, helping them with conversational English. The length of time each day encouraged more natural relationships and conversations. The students all said that St Michael’s was a true highlight.

We were also able to meet and work with the four students who are being sponsored by St Mark’s, The Old Scholars’ Association, St Mark’s Parents & Friends’ Association and St Andrew’s Anglican Church in Subiaco. These four students are working hard with their schooling, and are appreciative of the support they receive. Without it they would not be able to access the quality of education offered at St Michael’s.

**Ruaha National Park**

The final leg of our journey was to travel to Ruaha National Park and experience the beauty and diversity of animals you can only see in Africa. Tandala Camp was a wonderful luxury, with the added bonus of a nearby watering hole frequented by elephants, painted dogs, civet and hyena. The dramatic landscape provided the perfect backdrop for animal spotting and it was an amazing way bring our trip to a close.

**A Night in the Cathedral**

On 3 June 140 secondary school students from Coomera Anglican College, Hillbrook Anglican College, St John’s Anglican College, Springfield Anglican College and The Southport School attended Anglicare Southern Queensland’s second annual ‘A Night in the Cathedral’ event.

The students, who braved heavy rainfall outside were entertained with trivia and photography competitions and a movie prior to using a piece of cardboard as a mattress and sleeping on the concrete floor of St John’s Cathedral.

The event has proved to be incredibly popular, providing students with a sense of what it is really like to sleep in the immense and imposing surrounds of the Cathedral, while making a worthwhile contribution. It is a unique opportunity because no one is generally given permission to spend the night at St John’s Cathedral. In fact the only person who has access all night is the Dean of The Cathedral, The Very Reverend Dr Peter Cart.

St John’s Anglican College student Ben Dunkley was invited to participate in the sleep-over after selling soft drinks to fellow students, raising $100 for Anglicare Southern Queensland.

"I am extremely glad I took this opportunity to be involved, as it taught me that with a good plan, a desire to help and the right attitude and goals, anything can be achieved," he said.

In total $14,000 was raised from the event with all the funds going towards youth homelessness. Hillbrook Anglican College was the highest fundraiser, raising $4,295 for homelessness.
Sacred Play

The Reverend Dr Pene Brook | Chaplain
Overnewton Anglican Community College, Taylors Lakes Campus, Victoria

On Tuesdays during the second half of lunch time the mini chapel space at Overnewton Anglican Community College’s Taylors Lakes campus is open to Junior School students for ‘Come and Play’. Attendance varies from three to over 20. The space is set up with a variety of play spaces for sand play, puzzles and board games, craft activities, quiet reading and dress-ups. The mini chapel space also includes an area set aside for the celebration of the weekly campus Eucharist. Students come to be together, to play and make (including a mess), but most interestingly, they often choose to play ‘chapel’.

Using the Chaplain’s prayer book, they celebrate regular baptisms, marriages, and even the occasional funeral. Celebrating the Eucharist however, remains their favourite rite in which to lead and participate, despite the lack of actual bread and wine. They do have access to a chalice and paten and set up the table with great care. It’s delightful to watch the ease with which these students come and go within these sacramental rituals, to listen to their narratives and comments and to answer any questions asked. It would be interesting to have a peek in the future to see if we have any future priests in the making or a whole lot of talented performers.

The notion grounding the play is loosely based on the Catechesis of the Good Shepherd and its central belief that God and the child are already in relationship and that there is a deep bond between them that produces in the child a desire to draw near to God and to discover God’s loving presence for themselves. While the Catechesis of the Good Shepherd is strongly informed by the pedagogy of Maria Montessori and her endeavour to respond to the cry of the child’s heart ‘help me to do it by myself’, the play also encourages the students to participate together and to discover the Trinitarian God as community both within and beyond themselves.

Some interesting observations:

• Students make frequent comments about the ‘weird’ language of the prayer book even though most of them insist on using it rather than the children’s prayer book obtained for them. It appears to both puzzle and please them.
• They like wearing stoles when being ‘priests’, but don’t use them for other dress-up activities.
• While some of the students attend church, many who enjoy the chapel role-play have no church affiliation or are from other religious traditions.
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Hale Students Wheely Inspired by Disability Experience
Simone Cummings | Media & Publications Coordinator
Hale School, Western Australia

In mid-September Year 9 Hale School (WA) boarders took turns at living life in a wheelchair to help raise funds and disability awareness for the Wheelchair Sports Association WA.

For five school days 26 boys participated in the Wheelchair Challenge, negotiating everything from how to shower to getting to class and playing sport without the use of their legs.

Chris Guard, Assistant Head of one of the senior boarding houses, coordinated the challenge at Hale and said it was both eye-opening and character-building for the boys.

“They get an understanding of just how difficult it is to spend your days in a wheelchair and how much they take for granted,” he said. “They are taking a lot away from the experience.”

Student Johnson Daubney said he had a newfound admiration for people with a disability.

“It has been a good experience because we have seen what a person in a wheelchair would have to experience daily,” Johnson said. “It has opened my eyes to other life struggles.”

Johnson said it was also a good team-building exercise as fellow students stepped in to help each other.

“There has been a lot of unity as a lot of guys have been helping push us from one class to the other and have been really supportive,” he said.

The Wheelchair Challenge started in 2014 with corporate participants only and expanded to community organisations last year. In 2015, Hale School was the top fundraiser with $13,411 donated to the Wheelchair Sports Association WA. This year, the boys had hoped to beat their own record and managed to do so, raising $14,590.
The Illawarra Grammar School (TIGS) is committed to providing students with guidance and practical experience in living a life that is faithful to the teachings of Christ. This is enacted not only through teaching students the key tenets of the Christian faith, but also providing practical opportunities to serve others. Students are encouraged to be active in their communities and take their learning beyond academic study. Each student enhances their personal and interpersonal development through such opportunities and is blessed as they bless others. Developing servant-minded students is core to the school’s mission and also ties back strongly to the International Baccalaureate approach to learning at TIGS.

One of the wonderful developments at TIGS over recent years has been the strengthening of the relationships with organisations providing important services in the local community. One such partnership is with the Illawarra Disability Trust. Since 2010, a core part of the school’s service program for Year 11 students has been providing respite care for children with disabilities at TIGS Sony Camp. This is an annual event organised jointly with the NSW Disability Trust and the Sony Foundation, which support this activity financially Australia-wide.

TIGS Sony Camp 2016

Over a three-day long weekend in October, 42 TIGS students were involved as constant companions and supporters for 25 children with dual diagnosis disabilities. The group spent two activity-filled days at Fitzroy Falls Conference Centre and a day of fun and adventure at Jamberoo Action Park. The aim of the camp is to provide respite care for the family and primary carers of the Disability Trust clients, by providing a camping experience that would not be possible without the support of TIGS students and staff. The Disability Trust train the students so that they are confident and fully equipped to understand the difficulties associated with caring for the children. The Trust also provides additional support during the weekend.

TIGS Sony Camp is one of the pinnacle service opportunities for students and is the culmination of many experiences across a student’s schooling which instill Christian values and a focus on serving others. The impact on the students with disabilities is profound, as the following message from a grateful parent attests: “My daughter Emily was lucky enough to attend the camp held last weekend. I just wanted to thank the girls that were Emily’s buddies for the weekend. Their names are Caitlin and Marie. When Emily was asked to attend the camp, our family was hesitant to say the least, but after much discussion with the Trust we decided to let her attend the camp and after meeting the girls on Friday I was so happy we decided to let her go. The girls looked like they would go above and beyond what was expected of them during the weekend. And they did. As Emily is limited in speech we wondered how we would know what she got up to. Well, when she got off the bus not only were we presented with a beaming 12 year-old but also a scrapbook with photos and heartfelt messages from both girls. Caitlin and Marie, we can’t thank you enough. You are both a credit to your families and your school.”
Reflections

Following the camp, TIGS students were asked to reflect on their experiences and in particular how they have changed as a result of their experiences working with children with disabilities. Some typical responses included: “I think I have grown in appreciation of people’s abilities rather than their limitations and I learnt from these kids in their honesty”, “I have become more open to the range and variety of disabilities, developed patience and a sense of responsibility”, “I have grown to understand only a minor part of what it’s like to be a carer”. These reflections provide some insight to real learning that is only possible through first-hand experiences.

Meaningful Experiences

The experiences provided at TIGS Sony Camp are incredibly meaningful not only to the children, but also to the student carers. Ten former students who took part in TIGS Sony Camps are now working or have worked for the Disability Trust since leaving school. They are outstanding role models, truly making a difference in the lives of others and fulfilling the school’s mission:

‘The achievement of academic excellence in a caring environment that is founded on Christian belief and behaviour, so that students are equipped to act with wisdom, compassion and justice as faithful stewards of our world.’

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In October four Year 10 St John’s Anglican College (QLD) students participated in the Future Problem Solving National Finals run by Future Problem Australia and hosted by Nossal High School in Berwick, (VIC). Team members said they were stunned when they were announced the overall winners of the competition - especially as they were competing against older and more experienced students.

The problems of the modern world are in good hands with four St John’s Anglican College (QLD) students winning the major award at the recent Future Problem Solving National Finals in Melbourne. The students are from the College’s Future Thinkers extension program and it is the second year in a row students from the program have made it to the finals of the prestigious competition.

St John’s won the challenging Senior Division of the Global Issues Problem Solving Competition against 12 other finalist schools from across Australia. The Year 10 team of William Smith, Gayathri Menon, Thomas Cameron and Richa Patel, coached by Future Thinkers teacher Mr Stavros Ikonomakis, will now contest the world finals in America in June 2017. They will be accompanied by students from Ivanhoe Girls’ Grammar School in Victoria who came second in the overall competition and Penrhos College, WA, third.

“To make it into the finals was a spectacular achievement as the ‘Global Issues Problem Solving Competition’ is a gruelling and extremely difficult competition to enter in itself,” Mr Ikonomakis said.

In the two months leading up to the competition, the Future Thinkers students spent many classroom and after-school hours preparing and honing their skills.

“Our preparation actually helped us with studies in other subjects and gave us a lot of new skills,” said Gayathri.

The Future Thinkers program was established at St John’s in 2012 as a two-year elective course for Years 9 and 10. The out-of-the-box subject is being recognised as the future direction for education and St John’s is the first school to offer it as a timetabled subject within the curriculum.

Future Thinkers focusses on the new buzzphrase in education - inquiry based learning.

The four Future Thinkers students who competed in the Future Problem Solving National Finals had to put all their newly learned problem-solving skills to the task.

The complex theme for the 2016 competition was The Global Workplace. Students were presented with a scenario of working in the virtual office of fictional company, GU, where workers were able to be contacted 24 hours a day.

They were told GU had a monopoly over the global workplace and employed temporary workers at cheap rates. The range of issues concerned conflicting laws across different countries; fake credentials of workers; surveillance of workers; reckless firing of temporary workers; gender inequality; language barriers; a transient and ever-changing workforce; harassment; and complaints that were never addressed.

The students were given just two hours to find a solution to these many and varied issues and develop a sustainable plan for the future of GU. Their solution had to be complete in a booklet in the following six steps:

• **Step 1.** Identify 16 problems and challenges with the scenario. To ensure the identified problems and challenges aren’t too repetitive or limited they need to link their problems and challenges to as many categories as possible. They include: finance, ethics, arts and aesthetics, government and politics, law, religion, business and finance, recreation, defence, basic needs, communications, psychological health, technology, social relationships, transportation and economics. They also need to link each of the 16 problems to research they have done in the lead-up to the competition.

• **Step 2.** Write an Underlying Problem (UP) for one category or a range. It must adhere to a specific structure and include time and place parameters and a conditional structure. Mr Ikonomakis said the UP is the most important component of the competition. “If the UP repeats the charge of the scenario or duplicates the scenario it could render the remaining four steps worthless, causing a major flaw to the booklet,” he said.

• **Step 3.** Write 16 solutions addressing the UP. They need to identify who will be responsible for carrying out the solution, how it relates to the future scene and use futuristic vocabulary. They also need to ensure their solutions have breadth by linking them to the categories mentioned in Step 1.

• **Step 4.** Create original criteria. Students need to ensure they use superlative adjectives to form their criteria. Two examples are: Which solution will be the most cost efficient for the local government? Which solution will have the least impact on the environment? They then use this criteria to rank the top eight solutions in Step 5.

• **Step 5.** Students agree on the top eight criteria and rank them in order. The highest-ranking solution will be the team’s choice on which to base Step 6.

• **Step 6.** Action Plan. Students develop an Action Plan in this step, which is to explain what the solution will do and how it will solve their UP. It also needs to relate to the future Scene. Students have to identify who will be involved, what actions will be taken, when and where the plan will be carried out and how they might overcome any obstacles. The Action Plan can include diagrams and images to reinforce their overall solution.

Mr Ikonomakis said the team’s Action Plan Presentation was “brilliant and entertaining.”

“They were also original, humorous and witty. A combination of these elements contributed to getting them into the finals of the Action Plan Presentation competition.

“In the finals of the Action Plan Presentation they did a stellar job and captivated and engaged the audience.”

Their Action Plan presentation also earned them a bronze award in the Senior Division of that part of the competition and helped them on their way to the overall title.
When the team was announced the overall winner, Mr Ikonomakis said it came as a total surprise. “We were all stunned and in shock. There was silence,” he said.

“Our team humbly stood up, proud and smiling as a group. We went to the podium and were awarded the top award of the competition. It was a very proud moment.

“It was an awe-inspiring effort by such a talented group of St John’s students.”

Tom agreed they were stunned by their win as they thought they were underdogs.

“It was only our second year and there were a lot of older and more experienced students there,” said Tom who would like to be an aerospace engineer.

“The previous year we weren’t even in the top 10. We were real underdogs.”

The St John’s team almost didn’t make it to the finals at all as their plane was delayed 90 minutes.

“We only arrived 10 minutes before the end of dinner,” said Richa who will study engineering after graduating from St John’s.

“We were already pretty nervous because there were a lot of smart students from top schools there.”

Based on their stunning performance in the national competition, Mr Ikonomakis believes the team has a very good chance of excelling in the International Finals being held in Wisconsin in June next year.

William said they are confident they will do well at the world finals, thanks to their teamwork.

“The thing that makes us strong is that we all have others’ strengths,” said William who wants to study engineering or science after graduation.

Three of the winning team members also competed in the International Conrad Spirit of Innovation Challenge in NASA, Florida, in April 2016. One of the other St John’s teams - made up of Future Thinkers students - went on to win. It was the first time an Australian team has won the prestigious competition.

Gayathri says they haven’t started preparing for the Problem Solving World titles yet because they are now busy preparing for next year’s defence of their Conrad title.

“We will go as best as we can in the Conrad and Problem Solving world titles. At least we will know what to look for,” she said. “Even if we don’t win, it’s all about getting there. If we win, that is amazing; if not, it will be an experience of a lifetime.”

The students thanked Mr Ikonomakis for his dedication and encouragement.

“He made sure we got as much practice as possible and helped us through every stage and encouraged us every step of the way,” Gayathri said.

All students are also praiseworthy of the innovative Future Thinkers program.

“The subject opens a lot of opportunities to challenge ourselves,” Gayathri said.

“It helps with coming up with ideas under pressure and solutions to problems in other subjects. For example, in our IT class we have to come up with problems and then solutions; Future Thinkers has really helped with this.

“It not only gives us a set of skills we don’t get in other subjects, but makes you think in different ways and it will differentiate us from other people in the workforce.”

Other schools to reach the national Problem Solving finals were Anglican Church Grammar School (Churchie) (QLD), St Peter’s Lutheran College (QLD), Westminster School (SA), Siena Catholic College (QLD), Kambalda (NSW), Ivanhoe Girls’ Grammar School (VIC), Kildavin Grammar School (VIC), Nossal High School (VIC), Lake Joondalup Baptist College (WA) and Penrith College (WA), which had three teams competing.

ToY

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The anniversary of the establishment of the School is celebrated every year on 3 August, the School’s official birthday. A week of celebrations takes place involving all students, staff and members of the Hutchins’ community. During Anniversary Week celebrations include an Old Boys vs Students debate and touch rugby match, assemblies, chapel services and an Anniversary Service held at St David’s Cathedral.

Anniversary Lunch

This year the Anniversary Lunch was held on Friday 5 August and included a presentation of The Hutchins Foundation Follow Your Dreams Awards. These awards provide an opportunity for current students to apply for grants from the Foundation to assist them in achieving and pursuing their dreams and goals. Entries are as diverse as the students who attend Hutchins with successful applicants receiving funding in the areas of dance, music, sports, academia and design.

During the Anniversary Lunch the Hutchins School Old Boys’ Association (HSOBA) traditionally unveils the ‘Hutchins Lion’, a posthumous award honouring an Old Boy who has excelled in his chosen field of endeavour. This year Denis Warner (1917-2012) was ‘lionised’ at the lunch. Denis commenced his journalism career as a copy boy at The Mercury and later at The Herald (Melbourne) in the 1930s and amongst other achievements he was considered the premier Australian war correspondent of his generation.

Denis wrote or co-wrote 16 books and innumerable articles as well as newspaper reports and columns. During his career he lived in Tokyo and Singapore and moved constantly across Asia, ‘getting to know Asian leaders and building a range of contacts at a time when Australian political figures tended to fly over the region on the way to Europe’.

Members of the Warner family attended the lunch, with some family members travelling from the mainland to be a part of the celebration.

Celebrations

Celebrations continued with Dance@Hutchins - an amazing spectacle with hundreds of guests in attendance in the Terence Butler Auditorium on Sunday 14 August. The School’s Dance Troupes provided an afternoon of wonderful entertainment with memorable performances from the mums and dads!

The grand finale was the Magenta & Blacker Art Showcase which took place on Friday 26 August. The event was the brainchild of the Visual and Performing Arts Faculty who had been inspired by the lighting and atmosphere at the Adelaide Fringe Festival.

Magenta & Blacker presented artworks by Hutchins students from Kindergarten to Year 8, set amongst a myriad of lights and wonder. Hutchins Blue Note Jazz band entertained the crowd of over 1,300. Year 7 Drama students also provided performances throughout the evening.

In honour of the School’s 170th year, the music and art were all derived from genres since the 1850s. This included the re-creation, by senior Drama students, of iconic Hutchins’ characters who they researched from the School’s history. Set in a graveyard these characters explained something about their lives during their time at Hutchins and beyond. Art projections by the Junior School were also displayed along with projections by the School’s Artist in Residence, Selena de Cavarlho who was recently awarded the prestigious Shenberg Art Fellowship for her work Ecological Haunts (ii) exhibited as part of Hatched at PICA (Perth Institute of Contemporary Art).

Magenta & Blacker was designed to create a festival-type atmosphere as patrons weaved their way through the multitude of displays located around the Middle School campus. The evening was a great success and one which we hope to recreate in the coming years.
iPadPalooza Gold Coast

“It’s not a conference – it’s a learning festival!”

September holidays 2016 – 180 educators from across the globe came together at St Hilda’s School on the Gold Coast for a digital technologies professional learning opportunity like no other. What made it so special? Was it the Hawaiian shirts given to delegates? The fantastic flexible learning spaces at St Hilda’s School? The generous and talented presenters? The amazing keynote speakers? The purposefully playful atmosphere? In reality it was all of these things, a serendipitous perfect storm that was the learning festival: iPadPalooza Gold Coast.

iPadPalooza originated in Austin Texas – the brainchild of Carl Hooker and is a celebration of creativity, social collaboration, engagement and the compelling ways schools have integrated digital technologies into their classrooms. While there are several other iPadPalooza events, iPadPalooza Gold Coast was the first time it had been run outside the US.

The iPadPalooza Gold Coast learning festival was a year in the making, being run entirely by teachers for teachers - we created the conference we wanted to attend!

From the ‘get-go’ delegates knew this was going to be a different professional development experience. The Hawaiian shirts and leis set the stage for two days of fun, creativity, collaboration and learning.

With 57 workshops led by inspirational speakers (teachers), delegates with varying degrees of expertise were exposed to a breadth of content that was engaging, relevant and achievable for teachers to take away and use in their classrooms.

iPadPalooza Gold Coast was made possible by countless hours of work by the diverse talents of the Apple Distinguished Educator team at St Hilda’s: Geoff Powell, Cathy Hunt, Dan Martinez, Beth Claydon, Janelle Maurer and Terry Jacka. We laughed, we imagined, we hoped, we worked and we networked – we made it happen!

Our delegates left the ‘learning festival’ with an armful of ideas and prizes and a list of new contacts to help them energise the learning experience for colleagues and students in their own schools.

iPadPalooza Gold Coast will be held again in September 2018.

Youtube links to keynote sessions:
iPadpalooza Gold Coast – Next Generation
https://youtu.be/eRe1_6UPi5w
Troy Hunt Keynote – Cyber Security
https://youtu.be/eB0KlN-QWHY8
Super Slam Day 2
https://youtu.be/SdSde9No
Keynote – Christopher Hills and Craig Smith
https://youtu.be/luyG-Q8xn4V
Christopher Hills – One Switch. One Head. The World – featured on YouTube
https://youtu.be/cS3gndQ5mVs
Operation Christmas Child

3) show two of the Junior School gift boxes that had been packed for Grace Henderson (Year 3) and Patrick Whiteman (Year

This is the first year that the whole school has participated. A thrilled Mrs Karen Hopkins, Junior School Operation Christmas Child Organiser, said: “I was so pleased by the many contributions that were sent in by families. The children were so enthusiastic. This is the first year the whole school has been involved; we had the entire Arden community working together to support children in need.”

Mrs Hopkins continued: “The Junior School students packed 50 boxes for Operation Christmas Child. Our Student Representative Council led the packing in the Library. Packing the boxes is a hands-on and practical way students can support children who are the same age as they are but who live in poverty in countries overseas. The students enjoyed the process and felt it was a lot of fun arranging the boxes knowing that they were helping children who are less fortunate than themselves.”

Alexander Schultz (Year 6) said: “It’s fulfilling because we know we are helping people less fortunate than us.” Toby Gibbons (Year 6) agreed, saying: “It was fun (packing the boxes) because we all enjoyed it and it was for a good cause.”

Discussing the Junior School’s support of the project, Mrs Hopkins explained: “Our Year 3 and 4 students raised sponsor money from their Times Table Challenge to donate to Samaritan’s Purse. We were overwhelmed by the efforts of our students and the generosity of their sponsors. The students raised $4,763.35 for Samaritan’s Purse. This money will cover the cost of our boxes being sent and more. The extra money will be used to help children living in the world’s poorest countries access education. The students consolidated their learning in Maths and helped support the cause at the same time!”

Meanwhile students in Years 7-11 in the Secondary School donated 80 boxes to the cause. Mrs Karen Moss, Secondary School Operation Christmas Child Organiser, shared: “Arden’s Social Justice Group remains committed to demonstrating the love of Jesus in a practical way. Our involvement in this wonderful initiative allows us to serve the poor; as stated in Micah 6:8 “What does the Lord require of you? To act justly, love mercy and walk Humbly with your God.”

Reflecting on the experience, Laura Penn (Year 8) commented: “For me, Operation Christmas Child is a great way to relate with these children without actually knowing them. It helps me understand how lucky we are. I loved participating and know that it is a wonderful cause, and many, many lucky children will be very happy to know of the love of Jesus.”

Tessa Marsden (2016 Operation Christmas Child Student Coordinator and recently appointed 2017 Social Justice Group Prefect) agreed: “As a school, we have been actively working to share the love of Jesus to children all over the world through Operation Christmas Child. Shoeboxes are such a simple thing to us, but the fact that they can have such a huge and lasting impact on someone’s life is so encouraging.”

Oliver Moss (recently appointed as Arden’s 2017 Vice Captain) summed it up well when he said: “The OCC boxes are an amazing way that we as students are able to directly help children in need. The ability to create a loving, practical and thoughtful shoebox for a poverty-stricken child, allows us to fulfil the child’s educational and emotional needs, and give them a sense of hope. The genuine effort and thought I see put into each shoebox is heart-warming.”

Arden Anglican School’s (NSW) Junior School was a flurry of activity on Thursday 20 October with students enthusiastically packing boxes for the School’s contribution to Operation Christmas Child. The objective of Operation Christmas Child, organised by Samaritan’s Purse, is to bring the joy of Christmas to children in developing countries. For most of these children, it will be the first Christmas gift they have ever received. Each box contains something to wear, something to play with, something for school, something to love, something special and something to help them wash.

Arden Secondary School has been supporting this project for three years, but this is the first year that the whole school has participated. A thrilled Mrs Karen Hopkins, Junior School Operation Christmas Child Organiser, said: “I was so pleased by the many contributions that were sent in by families. The children were so enthusiastic. This is the first year the whole school has been involved; we had the entire Arden community working together to support children in need.”

Sharing The Christmas Spirit

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TIGS’ Rio Olympians

Helen Bugg | Director of Marketing and Strategy
The Illawarra Grammar School, New South Wales

Every individual is unique and blessed with God-given gifts and talents, just waiting to be nurtured and put into use. The Illawarra Grammar School (TIGS) seeks to create an environment where students’ talents can flourish in the context of a holistic approach to education delivered in a caring, Christian environment. All students are celebrated for the incredible contribution they make to the world around them, often unseen by others.

However on occasion, students reach the pinnacle of their field under the gaze of the public eye, inspiring thousands across our nation. It was with great anticipation that the community at TIGS recently got behind three alumni, David McKeon (Class of 2010), Emma McKeon (Class of 2012) and Jarrod Poort (Class of 2012) as they headed off to represent Australia at the 2016 Rio Olympics.

When Australia’s top athletes set off to the Rio Olympics in August 2016, three of the thirty-nine strong swim team shared a common bond having all been students at The Illawarra Grammar School. David McKeon completed the HSC at TIGS in 2010 and went on to compete in the London Olympics in 2012. He also took part in the 2014 Commonwealth Games where he claimed gold in the 4 x 200m freestyle relay and silver in the 400m freestyle.

Emma McKeon narrowly missed selection for the London 2012 Games during her HSC year but went on to make a stunning senior international debut at the 2014 Commonwealth Games. Emma claimed six medals from six races – four gold and two bronze. At the 2015 World Championships in Kazan, Russia, Emma won 4 x 100m freestyle gold and 4 x 100m medley bronze.

Jarrod Poort competed in the 1500m freestyle at the 2012 London Olympics just before his HSC and switched events to the gruelling 10km open-water swim off Copacabana beach for the Rio Olympics.

The staff and students at TIGS, as well as the broader Wollongong community and many across Australia watched with bated breath as the trio took to the water in Rio. David gave a very admirable set of performances amongst a strong field in Rio, finishing just a fraction outside the medals with a fourth place in the Men’s 4 x 200m Freestyle Relay Final. He also swam seventh in the Men’s 400m Freestyle Final and is to be congratulated for being in the top ten in the world in these events.

Jarrod set out strongly in the open-water swim, leading the field for over 100 minutes, willed on by Coach Ron McKeon, a former Olympian and father of David and Emma. Despite being overtaken by some of the peloton in the final kilometre, he was hailed a ‘Hero in Rio’ by the press for his bold strategy to break the opposition from the start.

Competing in her first Olympics, Emma was the least experienced of the three at this level and had a busy schedule, participating in five different finals. She won gold in the 100m freestyle relay, silver in both the 200m freestyle relay and the 100m medley relay and bronze in the 200m freestyle, making her one of the most successful Australian athletes at the Rio Olympics.

Despite their incredible accomplishments, on their return home the trio took time to return to TIGS to share their stories and inspire the next generation of students. The school was buzzing with excitement as
students lined the walkways and TV cameras and reporters queued up to interview the sport stars. The trio were incredibly generous with their time, giving “high fives” to the Junior School students and talking in detail about their experiences at the Senior School assembly. TIGS’ students gained an exclusive insight into the Olympians’ motivation, strategies and achievements at school, post school, at Rio and in the future, an important message as they grapple with the competing demands on their time while at school.

The school community at TIGS is incredibly proud of these three wonderful ambassadors and the inspiration they provide for all students to strive “to be the best they can be”.

A list of Rio Olympians who attended or had attended ASA schools was published in the October 2016 edition of ASA NEWS. At the time the Editor was aware that the list may be incomplete and requested that schools notify ASA of alumni who had competed at the Games and who had not been recognised in the list. TIGS advised that three members of the Australian team had attended the School. Congratulations to David McKeon, Emma McKeon and Jarrod Poort.

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