Featuring

FROM THE CEO • CATHEDRAL COLLEGE WANGARATTA • JOHN WOLLASTON
ANGLICAN COMMUNITY SCHOOL • DIGITAL DEVICES • ASC BOARD • 2015 YEAR
12S • ENGLISH • CALENDAR • EASTER MESSAGES
From the
Chief Executive Officer
THE REVEREND PETER LAURENCE

A warm welcome to those who have joined an ASC community for the first time this year. I hope that you have settled into your new environment and been welcomed into your school family. It was good to meet many of you at the January new staff induction days held in Perth and Wangaratta.

**Eastertide**

We have journeyed through Lent and concluded the first school term well and truly in Eastertide. How was your Lenten discipline? Did you honour it?

How good it was to be at school during Holy Week this year. It is not something afforded us too often, with the term’s end often coinciding with Easter. I am grateful to our three Diocesans for their poignant reflections on the back cover of this new and expanded version of ASC News. I hope you like the new look. The expansion, from eight to sixteen pages, allows us to explore stories more fully and focus more on all the good happenings in our schools.

**Enrolments**

Whilst a new school was not opened at the beginning of this year, the system has grown by approximately 500 students from the end of 2015. The majority of this growth is attributable to our three Eastern States schools which collectively represent 60 per cent of extra students across ASC schools. There has also been significant expansion at St James’ Anglican School in Alkimos. At a time when economic conditions have tightened, especially in Western Australia, it is pleasing to see such strong enrolments across all our schools.

**Changes**

There are a number of farewells and welcomes to make.

**MS KEVA CROUCH**

(Policy and Project Manager) has left the ASC Office to return to the Association of Independent Schools of Western Australia in the new position of Industrial and Community Relations Consultant. Keva has overseen developments at St James’ Anglican School and St George’s Anglican Grammar School in their establishment phases. She has also done extensive work in system-wide policy development, as well as assisted many schools with their registration. I wish Keva every blessing at AISWA.

**Welcome to MS KAREN POTTs** in the role of risk and Compliance Manager. Karen comes to us from Chevron Australia where she held a similar position and, before that, in the not-for-profit sector with extensive experience in risk and compliance matters, most recently at HBF. Karen will be working on system-wide issues and at a school level to assess our current risk and compliance policies and processes. This will assist the ASC Board, School Councils and Principals as they improve in these important aspects, both at governance and operational levels.

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Cover image: JWACS students on board The Leeuwin.
MS MAGGIE DUNNILL is currently serving as Acting Principal at Peter Carnley Anglican Community School. The process to select a new principal is now well under way.

MR STEVEN O’CONNOR (Principal, Trinity Anglican College, Albury and Wodonga) has announced his resignation after seven years at the College, to take on the principalship of All Saints’ College, Bathurst. Steven has overseen the growth of Trinity in numbers, facilities, academic standards and culture. He leaves the College in a strong and secure position and I wish Steven well in Bathurst.

MS SUSAN SHAW has been appointed Interim Principal of Trinity Anglican College from the beginning of Term Two. Susan is well known to those in Western Australia where she served as Principal of Geraldton Grammar School for 13 years until her retirement at the end of 2013. Welcome back, Sue!

It has been good to be part of a number of building openings, student leader commissioning liturgies and staff induction ceremonies this term, including visits to our two feature schools in this edition, John Wollaston Anglican Community School and Cathedral College. The recent commissioning of The Reverend Melanie Simms as Chaplain of Peter Carnley Anglican Community School by Bishop Kate Wilmot (Assistant Bishop of Perth) was a joyous occasion. Melanie comes to us from the UK where she served as Associate Priest in Rainham, Kent, UK.

The Digital Age

A focus of this edition of ASC News is digital devices. How appropriate that our language has moved on from an analogue era to the digital age. Whether your school has a BYODD or school-directed policy on personal technology, it’s all about being seamlessly connected 24/7, whether at home, at school, in the air or on the beach! Life ends when connectivity is broken... or so it seems!

As this feature shows, our schools see digital literacy as a normal part of daily pedagogical practice. It is a far cry from the computer rooms of the 1980s, when I started teaching. Those rooms were places of mystique, more secure than a bank, rooms that must be booked so that students could get their hour a week of IT. I’m not sure that I discovered exactly what ‘it’ was that must be discovered! Today, I am much more comfortable with my iPhone and iPad than I was carrying a schoolbag full of heavy books. In this regard, going to school today seems a more attractive proposition than it was in the 1960s and 1970s. Certainly, endless possibilities are opened by digital connectivity and one cannot help but be inspired when reading about the many and varied ways that ASC schools have embraced the digital age.

ASC Schools Week

Every second year, we come together as a family of schools to celebrate ASC Schools Week. This year, the pinnacle events will be a liturgy in St George’s Cathedral and a Schools’ Concert in the Perth Concert Hall on FRIDAY, 16 SEPTEMBER. Please mark the Concert date in your diary.

Above: Commissioning of The Reverend Melanie Simms as Chaplain of Peter Carnley Anglican Community School.
With financial guidance from the ASC, Cathedral College has taken a bare paddock and created a well-designed, purpose-built space for education. The new facilities include an Arts Centre, Science and Technology Centre, a Sport Centre oval, and defined classrooms for our Junior, Middle and Senior Schools. An additional six hectares of land allows for further expansion as it is needed and open space, a benefit that many urban schools lack.

It is a challenge in regional areas to match some of the advantages of urban schooling and revelling in regionalism is a trap into which schools can fall. Of course, we should be proud of our region and all its wonderful attributes, but we should also ensure that we are looking beyond ourselves to encompass broader understandings for our students. In this, we have a significant advantage as CCW has a very broad catchment area. At its extremities, it ranges over 210 kilometres from Tocumwal to Harrietville, and the drive from Warrenbayne to Rutherglen would be a big one too!

This year started with over 706 students, more than double our student population of 327 in 2013. This extraordinary growth trajectory has seen the need for a revised Master Plan to accommodate our growing community and for the establishment of Junior, Middle and Senior School Departments within the Prep to Year 12 structure.

The growth can be attributed to several factors, including:

- a productive collaboration between all the schools of the ASC and strong policy direction from School Council
- the enrichment of our academic staff, through the provision of curriculum frameworks and professional development. This undoubtedly contributed to CCW being listed in the Nation’s Top 50 Country Schools in 2015
- a capital works building program, which has seen the eight-hectare Murdoch Road property now accommodate all students from Prep to Year 12 on the one campus.

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This large catchment area means that we have to have a broad view; we cannot simply teach to Wangaratta students or teach Wangaratta understandings as our students are variously urban, regional or rural in their living circumstances. They come from a broad demographic and are influenced by local and regional factors in their daily lives. Added to this, we are very aware that we are equipping future graduates for a society that does not yet exist and they will face the pressure of finding employment in an increasingly specialised workforce.

The growth of Cathedral College has afforded us the opportunity of further enriching the school culture by appointing new, highly-qualified staff members from all over Victoria, New South Wales and as far afield as the Northern Territory. The additions have been most welcome and it has been a delight to see the various departments and sub-schools collaborate effectively and enjoy the increased diversity of our learning community.

Already, this year, we have achieved a considerable amount and our busy educational program is being fully implemented:

We had a wonderful Welcome to Country ceremony with local elder, Aunty Betty, in attendance. We have held chapel services in our sports centre; competed in House swimming and athletics competitions; and enjoyed our school production of the musical, Cats. We are also running a host of specialist programs such as swimming, instrumental music, and sporting activities. In the background, the School Council has been working on our next Master Plan document and much has been achieved through these collaborative meetings.

There is so much to be proud of and grateful for but, above all, it is the life, energy and sincerity of our students that drives us forward.

It is indeed a privilege to work with our young people and be in a position to guide their learning. The defining characteristic of Cathedral College is the willingness of our students to learn. The young people we work with are the biggest source of inspiration for our teachers and we will continue to grow a sense of belonging in the school community for all our students, staff, parents and friends.
Innovation inspires at John Wollaston

Innovation is the theme for 2016 at John Wollaston Anglican Community School (JWACS). It has been brought to life in our new secondary school building, The Commons, which accommodates the departments of Mathematics, English, Humanities and Languages, and is the pastoral home of the houses, Charter and Hale.

The contemporary teaching and learning spaces of The Commons enhance the connectedness between the learning areas that extends beyond the geographical proximity of working in neighbouring classrooms. Teachers have embraced the opportunity to share a ‘home’ and work together to improve teaching practice and implement both common and subject specific strategies targeted to improve student outcomes.

2015 saw the launch of the School’s innovative “Bright Futures” Positive Education Model. Led by the Head of Primary, Wayne Revitt, and a hard-working committee, nearly 18 months of research and development have gone into the launch of our whole-school approach to Positive Education, which underpins the School’s Pastoral Care Policy.

Based on the positive psychology model developed by Martin Seligman, author of Flourish, it aims to help students develop a meaningful life. Research shows that strength of character actually grows the human brain. To that end, John Wollaston’s pastoral care philosophy is about strengthening relationships, building positive emotions, enhancing personal resilience, promoting mindfulness and encouraging a healthy lifestyle.

At JWACS, we aim to develop the whole child from the early years. One means by which we do this is through structured Encounter experiences. Encounters are developed for each year group from Year 2 onwards, with the intention of building character and resilience by taking students out of their comfort zones. Encounter adventures include a day trip to Rottnest for Year 2s, a Year 6 trip to Canberra, adventure camps for Year 5s and Year 7s, a day sail on the Leeuwin for Year 8s and a retreat at Fairbridge for Year 12s.

The School’s positive psychology initiatives align well with the International Baccalaureate (IB) Primary Years Programme (PYP). John Wollaston Anglican Community School is among a small number of independent schools in Western Australia authorised as a World School to teach the IB Primary Years Programme.

Primary students are encouraged to ask challenging questions, critically reflect, develop research skills, learn how to learn, and take action as a result of their learning. The emphasis is on developing students as learners and they are encouraged to grow and develop academically, creatively, emotionally, physically and spiritually.
In August 2015, the School underwent external evaluation of its delivery of the PYP Programme and received five commendations for the areas in which its performance exceeded the expectations of the IB.

The School was commended for building a stimulating learning environment based on care and mutual respect which was credited to the strong and pervasive pastoral care programme. As stated in the IB report, “Students at the School are clearly settled, happy and connected to their school.”

The PYP encourages students to step beyond the confines of traditional learning in each subject area and structures learning within six main themes. Teachers are guided by these six themes as they design units of inquiry embedding the requirements of the Australian Curriculum within the framework of the PYP.

The IB has a positive impact on students, schools and their wider communities with learning going well beyond the classroom. Its unique and innovative approach to learning means both students and teachers are genuinely engaged with the programmes and benefit from being part of an unparalleled global network. Students are able to participate in international conferences and educators work with their peers internationally to ensure that the IB remains at the cutting edge of international education.

**Innovation is encouraged in all areas of the School. It keeps staff and students alike inspired to create a better future and contribute to the strong community spirit found at the School.**

When the 2015 leavers were surveyed about their experience at John Wollaston, the community spirit was listed as a high point by nearly every graduate.
Digital Devices

With the rise and rise of digital devices, we look at how our schools are using new technology to enhance learning and expand opportunities.

Esperance Anglican Community School

From its very beginning, Esperance Anglican Community School (EACS) recognised the use of digital devices as a vital means of supporting teaching and learning, and equipping students for life in the 21st century.

This concern is reflected by the inclusion of a section on information technology in the School Plan with a focus group of staff and students meeting regularly to discuss the application of information technology. This has led to very useful insights and the practical application of a range of devices and techniques. The use of the SEQTA database and its portals for teachers, students and parents has proved to be significant in the process of providing information and assisting all in the process of teaching and learning. It provides the basis for the effective operation of most aspects of the School’s academic life: for example, a student who is absent can access the work missed and submit it electronically. Equally, parents can see what is being taught and what homework has been set; assessments can be reviewed and the feedback provided can be read. The Library provides useful resources tailored to each subject which opens extra dimensions to explore.

With every student owning an iPad, and senior students able to bring their own laptops, the availability of technology is universal. A range of apps that the School believes to be useful is included in the book lists so that all members of the community can access them to aid learning. Apps such as Education Perfect are proving to be popular in helping provide important feedback on what students are learning. Research skills are honed and it is wonderful to see students producing attractive presentations for display to the class on the Apple TVs as they take on the role of teaching their peers.

So, information technology leads to informative teaching and effective, enjoyable learning as part of the whole process of education at EACS.

Georgiana Molloy Anglican School

‘The future starts today, not tomorrow’ Pope John Paul II

Recently, Georgiana Molloy Anglican School (GMAS) was approached by the local media regarding the very subject of Digital Devices after a report was released by the Education Council stating students were not nearly as advanced in the digital space as we all expected.

The report claims that social media is taking away from the important computing skills that can ensure future employment for students.

ICT and Media Specialist at GMAS, Ms Sophia Daryan, believes the students here are sophisticated and engaged when it comes to navigating technology; however, a balance between social media and computing skills has to be maintained.

Students in Years 7-12 are provided with a MacBook Air and the Junior and Primary sub-schools have access to class sets of iPads. Technology use is encouraged and welcomed as an exciting tool for learning. However, for this arrangement to work, Principal Ted Kosicki believes open communication with parents is the key.
Frederick Irwin Anglican School

Frederick Irwin Anglican School continues to keep up with digital innovation in the 21st century. Surf Online Safe Director/Presenter, and ex-Police Office dealing with Cyber Crimes, Mr Paul Litherland, spoke to the Year 7 students during early Term 1, promoting the safety and importance of student knowledge in the area of digital devices and online media.

“The students here are great at social media and this is an important skill but we need to make sure the computing skills they have are enhanced here at school and at home to ensure students are accessing the best employment options once leaving school.”

We don’t know what the future will hold but we will continue to provide our students with the appropriate tools to take them to the next level.

All secondary and Year 6 students participate in the BYOD (Bring Your Own Device) Program which was introduced to facilitate learning amongst students through the use of technology. Using their own portable devices, students now have access to new technology throughout the School, which helps to open up the world around them.

Current Year 12 Media students now have the use of new Panasonic video cameras which are semi-pro quality, allowing them flexibility not offered by the handicam camera. These cameras will help students create a more professional product for their WACE Media course.

Parents have been eager in the uptake of the Skoolbag Phone App which sends out instant notifications regarding school events, music timetables and other notices. Downloads of the app, since its introduction in 2015, have just reached 1,000.

Other digital devices the School promotes are:
- touch screen projectors
- digital signage
- rich media from the library system
- new student charging lockers, and
- iPads in Primary classes.

In 2016, ICT coordinators and teachers at the School aim to introduce students and parents to many more digital device opportunities, particularly the use of new technologies in the classroom. We are also keen to invite more guest speakers to share their knowledge of the ‘cyber world’ with students and parents.
Digital Devices continued

Swan Valley Anglican Community School

Throughout the last five years, Swan Valley Anglican Community School has implemented a strong infrastructure plan of various server, networking, audio-visual, communication and Cloud-based technologies.

Since introducing an ASUS all-in-one tablet device per student from Years 4-12, integrating Information and Communication Technologies (ICT) through a strong cross-curricular approach in line with National Curriculum expectations has been particularly effective.

The flexibility of a multi-touch, app-based tablet offers students a collaborative and creative learning opportunity to apply their digital skills across all learning areas. Leveraging off the emergence of Cloud software such as Office 365, our students are consistently encouraged to engage and develop their ideas through creativity, communication, technical ability, research and information gathering, and audio and visual technologies, along with collaboration in group environments. This semester, our Early Childhood students will also learn to use Apple tablets to support their subject-based curriculum.

The introduction of 3D printers is another fascinating and perhaps revolutionary area of technology implemented in both the Senior and Junior Schools. Using their ASUS devices, students now have the ability to develop abstract concepts taught in Science and Mathematics to create and design physical objects. Students are able to work collaboratively in the classroom or with other active learners around the globe to invent, design and build mechanical parts, artistic objects and other functional objects. In an increasingly consumer-based society, 3D printing technology has the potential to fundamentally change this generation of students from passive consumers into creative designers who can develop for emerging, real-world applications.

Trinity Anglican College

SmartKapp boards populating Trinity Anglican College are an ingenious, cutting-edge version of the ubiquitous whiteboard seen in schools everywhere.

At first glance, it is an ordinary whiteboard and teachers write their lessons with a whiteboard marker, as they have for many years. But, there, the ordinariness ends. A tiny camera in each corner of the board transmits the workings of the teacher directly to students’ laptops as a PDF via an app and QR code on their phones. Teachers can create a series of PDFs and save them for future lessons. Even absent students can follow the lesson notes if they log into their student accounts from home via the Canvas learning management system.

Above: 3D printer, Right: SVACS students with tablets
A new Year 9 Electives program, including Design Graphics, Electronics and Media Studies, has been introduced within the Arts and Technologies Learning Areas. The Computer-Aided Design and Technical Graphics courses require students to use computer-aided drawing software in conjunction with a 3D printer and laser engraving machine to complete projects. Technology has also been incorporated into the Arts with the introduction of a Music Technology and Industry course which focuses on the use of software to create, arrange and record music.

Year 10 Learning Technology Integration Program

Following the successful introduction of a Notebook Learning Program in the Middle School, Year 10 students have begun a Learning Technologies Integration Program in the Senior School. The device being used is a Toshiba z20t convertible laptop/tablet. Already it is clear that the students are using OneNote as their file for notes and school work, allowing them the flexibility of sharing and collaborating. All Senior School departments are aiming to incorporate the Turn It In software within the Learning Program. This software aims to ensure that students are not plagiarising and/or failing to acknowledge the work of others. When a student submits a piece of work through Turn It In, the assignment is compared with over 45 billion webpages and 330 million submitted assignments and an Originality Report is generated and submitted with the assignment. Understanding the importance of originality is an essential requirement for students preparing for university studies.

Peter Moyes Anglican Community School

Introduction of Year 9 Electives Courses

Trinity Anglican College is the only school on the Border to have a dedicated fibre-optic cable delivering a 1Gb backbone and full Wi-Fi – the conduit to the successful operation of the SmartKapp boards and touchscreen TVs throughout the College. The superior internet connection has enabled a smooth roll-out of the school’s BYODD program and the implementation of the Canvas learning management system which offers real-time access to class resources, assignments, homework, discussions, marks and teacher feedback.

The SmartKapp boards were another 21st century learning feature of the College’s new $7.2m Senior School which opened for use on 29 January 2016. Orders for the boards were placed during a trade show in 2015 and the first 20 installed in the Senior School made up the majority of the first commercial shipment of the product into Australia.

Complementing the SmartKapp boards are a number of interactive touch-screen TVs which operate in a similar way to an iPad, allowing teachers to annotate content and manipulate images and documents with nothing more than their fingers.
**Introducing the ASC Board**

**Who’s Who**

STANDING: Rev’d Dr David Wood, Rev’d Dr Gregory Seach, Mr Brian Dixon, Mr Eric Ross-Adjie, Mr John Lewin, Ms Toni Dale, Mr David Craig, Mr Richard Offen, Mr Jason Bartell, Mr William Hatton.

SEATED: Mrs Lynne Thomson, Bishop John Parkes AM, Mr John Price (Treasurer), Rev’d Peter Laurence (CEO), Mrs Barbara Godwin OAM (Chair), Mr Lance Perry (Deputy Chair), Mrs Irene Clarke (CFO), Dr Brian Martin, Mr Allan Griffiths.

The Anglican Schools Commission (ASC) is the legal entity which owns and governs all 14 schools within our system. We were established at the 1985 Synod of the Diocese of Perth and currently constituted under the Associations Incorporation Act 2015.

The ASC is governed by a Board of Directors, currently comprising women and men from a variety of professions and backgrounds. The Archbishop of Perth, The Most Reverend Roger Herft AM, is the ASC’s Visitor. The Board has been chaired by Mrs Barbara Godwin OAM since 2008. Mrs Godwin was the Foundation Principal of St Mark’s Anglican Community School (1986-2002), the ASC’s first school.

We are fortunate to have Anglican clergy (a bishop and two priests), educators (including two current principals and two retired school leaders), lawyers, accountants and other financial experts, an economist, a Diocesan official, company directors, a heritage adviser and retired professionals. A currently serving ASC School Council Chair and Principal always sit as members of the Board, bringing a helpful perspective to discussions.

The voting members of the Board are supported by the Chief Executive Officer (The Reverend Peter Laurence) and the Chief Financial Officer (Mrs Irene Clarke).

The Board is the body charged with the responsibility of setting system-wide policy and direction. Any Board is the custodian of an entity’s traditions, culture and values; the ASC Board is no different. It has established a Strategic Plan under which we operate. This year the Board is developing a new Strategic Plan to 2020.

Business that comes to the Board covers matters including policy, new school development, land acquisition, capital projects in all schools, and financial management including school loans. The CEO is the ASC’s senior officer, charged with the responsibility of carrying out the Board’s work.

Each ASC school is governed locally by a School Council, again comprising dedicated women and men who generously give their time to ensure that our schools are competently and diligently managed. School Councils operate under the delegated authority of the ASC Board to locally govern their schools. A principal is the school’s senior officer, charged with the responsibility of carrying out the School Council’s work.

The Board Directors and the School Councillors voluntarily give their time and expertise for the benefit of each of our school communities. We thank them all.
For some of us, the desire to pursue a career in Medicine has been a lifelong dream whilst, for others, it was a path recently decided upon. For all of us, however, it was our passion for the field, and help from the UWA Broadway Medicine Program, which made this dream a reality. We were introduced to the Program in Year 10 through visits from UWA staff which gave us a taste of the medical world while allowing us to miss out on second period and plaster our friends’ arms in casts!

The Program continued throughout Years 11 and 12 and an excellent rapport formed between the JSRACS students and the UWA mentors, who provided the advice, support and guidance which allowed us to make an informed decision about our futures.

It took a lot of hard work and commitment to achieve the grades required for the assured entry pathway into Medicine, but we all agree that the hours spent on study were definitely worth it. With two studying Pathology and Laboratory Medicine, one studying Physiology and another Anatomy and Human Biology, we will take different paths for our three-year undergraduate degree. However, we will meet up again for our postgraduate Medicine degree where we will spend the next four years chasing our dreams.

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**Hamish Cobbett, Class of 2015**

**ST MARK’S ANGLICAN COMMUNITY SCHOOL**

- Course Exhibition (Physical Education Studies)
- Certificate of Distinction (Physical Education Studies)
- ATAR Score 98.25
- 2015 School Colours: Academic (Full), Cricket (Half), Volleyball (Full)
- 2015 Awards: Academic Excellence, Year 12 Subject Prize for Physical Education Studies (Stage 3), Lions Excellence Award for Volleyball (Best Team Player)

“I decided to take up volleyball when I was in Year 10. I joined a group of students who were introduced to the sport for the first time and we were trained up by our Phys Ed Teachers for the next three years. In our first year, we travelled to Singapore on a volleyball tour. This is where my passion for volleyball truly began and it was the reason I chose to take Physical Education Studies as an ATAR course in Years 11 and 12.

“I worked extremely hard and consistently with the academic part of the subject in Years 11 and 12. I dedicated many hours of study to making sure I knew and understood the course material. I am very competitive - and a perfectionist - which was why I spent so much time studying and doing old WACE exam questions for each topic, and then doing it all again in preparation for the exams. I can also attribute some of my success to the team of teachers at St Mark’s who were behind me all the way in coaching, teaching and motivating me to do my best.”
English at Cobram Anglican Grammar School

For English teachers in Victoria, 2016 heralds the implementation of the new Victorian Certificate of Education, or VCE, English study design. The new program has seen a shift to both analytical and creative text response; language analysis and persuasive writing; and a comparative text response. With the new study design comes the opportunity to innovate and write exciting, relevant curriculum that will challenge and engage our students. The Victorian Curriculum and Assessment Authority has identified that the strongest performing English students are readers with excellent vocabulary. One of our main focuses at Cobram Anglican Grammar School (CAGS) is encouraging both reading for pleasure and wider reading, and explicit vocabulary development from Prep to Year 12.

The teaching staff at CAGS has been blessed with a dynamic learning support team which works with students on specific, targeted literacy and numeracy strategies. Our aim is to develop students’ skills and wellbeing while supporting teaching staff.

The English Faculty at CAGS is committed to the literacy development of all our students. We further support our cohort with, for example, after-school homework clubs and extracurricular literacy programs such as buddy reading, reading and writing competitions, blogging and literature circles.

St George’s AGS

At St George’s Anglican Grammar School, our city location allows exciting opportunities to take students out of the classroom to enjoy authentic learning experiences. The English Department is making the most of the facilities and opportunities on offer. Some of our activities include taking Year 8 students ‘apostrophe shopping’ in the city, where they photographed correctly used apostrophes and examples where they have been omitted or are in dire need of editing. Persuasion abounds in the many surrounding shops, so the Year 9s analysed advertising material and the appearance of shop fronts. They have also made short films, using the city as a backdrop, to learn about symbolism and representation. One of our students was fortunate enough to be invited by Boffins Books to interview author Isobelle Carmody for the launch of her latest book, which was a wonderful experience.

As we are only a short walk away from the State Library, Museum of WA, Art Gallery, Perth City Library and the State Theatre, we have easy access to their programs and workshops; all of which enhance our teaching and learning programs. We are looking forward to enjoying more exciting opportunities as we find our place at the heart of the city.

PCACS English Summary

Cultural Identity in a Changing World

The overarching theme in this term’s K-12 English studies at Peter Carnley Anglican Community School has been the analysis of what it means to have a distinct cultural identity. Year 11 students have been studying John Steinbeck’s Of Mice and Men, a timeless novel which revolves around that theme, and Year 9 students have faced many of the same questions as they have deconstructed Dr Martin Luther King’s famous I Have A Dream speech to better understand persuasive technique.

Year 7 students have turned their focus inward, producing their own autobiographical pieces that capture the essence of individual identity. Meanwhile, our Junior School students have continued to focus on their key literacy skills to allow them to express their identity to others. Who are we, and what role does our cultural identity play?

The study of literature, both classic and modern, can open us to a better understanding of these questions, allowing the individual to effect both change and growth.
# Calendar Highlights of Second Term

## May

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<th>School</th>
<th>Event</th>
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<tr>
<td>MON 2 MAY</td>
<td>7PM</td>
<td>JSRACS</td>
<td>Movie Madness</td>
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<td>MON 2 MAY</td>
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<td>SGAGS</td>
<td>St George's Day</td>
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<td>TUES &amp; WED</td>
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<td>TAC</td>
<td>School Production</td>
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<td>3-4 MAY</td>
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<td>FRI 6 MAY</td>
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<td>SMACS</td>
<td>St Mark's Day</td>
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<td>FRI 6 MAY</td>
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<td>WAASA Year 12 Leaders’ Reunion</td>
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<td>TUES 17 MAY</td>
<td>7PM</td>
<td>JSRACS</td>
<td>Chapel Choir Concert</td>
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<td>TUES 17 MAY</td>
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<td>TAC</td>
<td>Junior School Concert</td>
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<td>WED 18 MAY</td>
<td>3.30PM</td>
<td>FIAS</td>
<td>Chamber Concert</td>
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<td>THU 19 MAY</td>
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<td>CCW</td>
<td>Official Opening of the Gym</td>
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<td>FRI 20 MAY</td>
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<td>TAC</td>
<td>Trinity Day Celebration</td>
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## June

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<td>CAGS</td>
<td>Senior School Formal</td>
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<td>FRI 10 JUNE</td>
<td>7PM</td>
<td>JSRACS</td>
<td>Dance Night</td>
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<td>MON &amp; TUES</td>
<td></td>
<td>FIAS</td>
<td>Year 9 Production</td>
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<td>13-14 JUNE</td>
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<td>THU 16 JUNE</td>
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<td>CCW</td>
<td>Drama Festival</td>
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<td>FRI 17 JUNE</td>
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<td>SJAS</td>
<td>Winter Carnival</td>
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<td>TUES 21 JUNE</td>
<td>7PM</td>
<td>JSRACS</td>
<td>Choral Spectacular</td>
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<td>WED 22 JUNE</td>
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<td>ASC Piano Competition</td>
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<td>WED 22 JUNE</td>
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<td>SMACS</td>
<td>Year 9-10 Music Performance Night</td>
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<td>WED 22 JUNE</td>
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<td>SVACS</td>
<td>Senior Concert</td>
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<td>MON - WED</td>
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<td>EACS</td>
<td>Country Week</td>
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<td>27 - 29 JUNE</td>
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Easter Messages

The Easter story, as found in John 20:1-18, is full of all sorts of unanticipated drama.

Mary - first to arrive and last to leave. Two others also:
One faster, but timid,
The other slower, but bolder.
Both too hasty to see and too quick to go home.
But Mary - first to arrive and last to leave
... patient, sad, suspecting the worst...
Now, wondering no longer
For, taking the time, she saw what others do not see:
Jesus, unwrapping death that life may appear,
Calling by name all those who attend him
that they may find hope in dark places.

- MARK MOLLDREM

An Anglican school environment offers opportunity for such exploring – for conversations that lead to faith, hope and love.

God's redeeming love in Christ on the Cross invites us to stop, look and listen. With awe, we will find Jesus calling to us and bringing to our very being, Resurrection hope.

I first met Catherine Turnbull on Black Saturday, 7 February 2009, around six weeks after I was installed as the tenth Bishop of Wangaratta.

Shortly afterwards, I travelled to Kilmore to meet those involved in the post-fire recovery effort and there was Catherine, labouring long and hard in the name of the Anglican Church. Her work has never stopped. When we met again, she presented me with her book, The Long Way Home: Personal Accounts of Black Saturday and the Bushfire Recovery in Mitchell Shire. The book comprises 93 personal accounts of those who experienced at first hand the harsh and unforgiving nature of the Australian landscape. This deeply moving group of testimonies provides an Easter story: a story of suffering, death and resurrection.

Resurrection comes out of death. New beginnings spring from old. The resurrected life is not the same as before. Suffering and death leave their indelible marks. Yet, even from the descent to Hell, God can fashion the new. That is the Easter message. As Christians, we live as people with hope because we know that Christ has been raised from the dead. Jesus lives. Tell out the good news.

In the diocese of Bunbury, we have been reminded of the power of natural events in the fires and floods we have recently endured. The loss of much of the township of Yarloop has been devastating.

As I travel past the blackened and bare branches, I am reminded of what has been lost but, to my delight, the trees are returning from the dead. Small clumps of green are appearing on trunk and branch alike; that which was close to death is now alive and new life is beginning in the ashes of destruction.

If we knew Easter only in Australia, it would not be eggs or rabbits that I would use to remind us of the power of God seen in Jesus’ Resurrection. In their place, I would point to the burnt trees breaking forth in the bright green of new life.

The death and resurrection of Jesus is God’s promise of new life for all. May all our lives be renewed this Eastertide and may those who are burdened by the pain of the past be renewed and flourish once more.

The Most Reverend Roger Herft AM
ARCHBISHOP OF PERTH

The Right Reverend John Parkes AM
BISHOP OF WANGARATTA

The Right Reverend Allan Ewing
BISHOP OF BUNBURY