Featuring

FROM THE CEO • FREDERICK IRWIN ANGLICAN SCHOOL • PETER MOYES
ANGLICAN COMMUNITY SCHOOL • NATURE PLAY • OUTDOOR EDUCATION •
PRINCIPALS • MATHEMATICS • CALENDAR • CHAPLAINS
Earlier this year, the ASC Board worked through a comprehensive process to develop a new Strategic Plan. It sets the ASC’s direction through to 2020.

**Same Vision, New Directions**

The new Strategic Plan affirms our Core Vision as one of Australia's largest providers of quality Anglican schooling:

To fulfill the Gospel imperative to teach and live the faith and nurture the young by strengthening and growing low-fee Anglican schools as centres of excellence in teaching and learning, pastoral care, worship and service.

Importantly, the ASC’s *raison d’être* was clearly articulated when the Board restated our Core Purpose as:

To establish, acquire and support low-fee Anglican systemic schools which provide a high-quality, inclusive, caring, Christian education.

Now in our 32nd year, we must not lose sight of the vision of our founders. Each of our existing schools, and the new schools we will open or acquire in the years to come, must be true to this vision and purpose. Core means core, not optional! All of us play a part in ensuring that ASC schools provide the best possible Christian education in the Anglican tradition to a wide cross-section of society, balancing the desire to keep tuition fees as low as possible whilst resourcing each school appropriately. Our priority to be inclusive of those with special needs or any form of disadvantage was also our founders’ priority. These remain the ASC’s priorities today.

The ASC Board has recognised that the sound financial position of the ASC and the achievements of our schools position us to progress our mission imperative to increase access to a high-quality, low-fee, inclusive, Christian education, despite the challenging economic climate. Further, the Board has recognised the benefits of collaboration and interaction across our 14 schools in three Dioceses, as well as the key role we all play in supporting the mission of the Anglican Church. The strategic direction and priority over the next five years is mission-driven to:

- support the sustainable growth and development of our existing schools.
- develop and acquire new schools in keeping with our business model and capacity, with a primary focus on Western Australia yet open to opportunities beyond, and
- enrich the capacity of our schools to deliver a quality education, renew and strengthen our mandate to teach and live the Christian faith, and be proactive in ensuring inclusivity for all students and staff.

In essence, our priority remains to do what we have been doing for 32 years. We must never lose sight of our mandate as WA’s Anglican systemic schools.

**Four Important Partnerships**

Thanks to our sound base, the Board has been in a position to take some steps in recent months to support our schools through four important acquisitions or partnerships.

- A significant partnership with the PDT is giving support to the new Archbishop’s Certificate in Theology.

The ASC has joined Christ Church Grammar School and Guildford Grammar School in providing financial support to this initiative. Our support means that the Certificate in Theology is now available to all staff in ASC schools at no cost to the member of staff. Teachers and support staff in our schools are strongly encouraged to consider taking up this offer. The course is tailored around the busy life of anyone who works in a school. It is accessible and inclusive. Enquiries should be directed to the Wollaston Theological College.
We have partnered with the Perth Diocesan Trustees (PDT) in a 50:50 venture to redevelop Swanleigh (held by the Diocese since the 1860s) into the Swan Valley Adventure Centre.

This investment has delivered some outstanding outdoor education and outdoor challenge facilities right on the doorstep of Perth. Partnering with the PDT in this venture has delivered highly favourable pricing available to ASC schools, with priority booking periods again only for our schools. Our commitment to low-fee education extends to the outdoors, and we are delighted that our schools now have affordable access to a venture jointly owned by the ASC.

The acquisition of Comprehensive Education Centre and the Alexander Language School in June has seen the establishment of Anglican Schools Commission International.

The ASC is now in a position to bring international students to our schools (subject to registration approval) to enrich the diversity of student life and educational experience. Whilst the current focus is St George’s Anglican Grammar School, in due course, other ASC schools will see international students form part of the student body. For decades, Anglican schools across Australia have seen the many benefits international students bring to school life. A diversity of language, culture and beliefs brings true richness to a school campus. Enquiries about ASC International should be made to our Director of International Programs, Mrs Amanda Fritz, in the ASC office.

Fourthly, one of our schools took the strategic decision to accommodate future growth by acquiring another site near its main campus.

When the Kwinana Christian School closed due to financial unviability, we supported the Peter Carnley Anglican Community School (PCACS) Council in its desire to secure another site for an Early Learning Centre. 2017 will see life come back to the site at Calista as the youngest PCACS students move to the refurbished site for their all-important first years of schooling. By opening day next year, over $5 million will have been invested in this learning facility which will provide unrivalled educational opportunities for local students.

These strategic decisions lie at the heart of our Core Vision to fulfil the Gospel imperative to teach and live the faith, and nurture the young by strengthening and growing low-fee Anglican schools as centres of excellence in teaching and learning, pastoral care, worship and service.

FINALLY, it would be true to say that being at the opening of a new school is one of the most joyous aspects of my work. Ranking equal first is when a Chapel opens at one of our schools. It was truly thrilling to be part of the Official Opening and Consecration of the Rush Chapel at Frederick Irwin Anglican School (FIAS) a few weeks ago. While some may say it has been ‘a long time coming’ (FIAS opened in February 1991), it has been ‘well worth the wait’.

Sitting on high ground in a prominent location on the School site, the Rush Chapel stands as a statement of the School’s commitment to the Christian faith and our desire that young people may grow up living Gospel values.

Lieutenant-Colonel Frederick Chidley Irwin arrived in WA with his crew on board HMS Sulphur in June 1829, six days after the arrival of the first settlers led by Captain James Stirling (a cousin of Irwin) on the HMS Parmelia. Frederick Irwin and his men erected the first place of Christian worship in the new Swan River Colony; a bush church called the ‘rush church’, as it was walled with rushes. We honour these traditions today, reinterpreted in their simplicity in the School’s Rush Chapel. I hope you will find an occasion in coming years to worship in this wonderful sacred space, giving honour to God, our life-giver.

ASC Schools Week has just concluded. Next term’s edition of ASC News will give full coverage of the various events of the week. Thank you to all schools for your participation.

Enjoy the richness of reading that follows in this edition.

The Reverend Peter Laurence OAM
CHIEF EXECUTIVE OFFICER
2016 marks both the 25th Anniversary of Frederick Irwin Anglican School and the Consecration of its newest, and long-awaited, building, the Rush Chapel.

Frederick Irwin Anglican School opened in February 1991 with 175 students and, in 2016, has 1,510 students from Kindergarten to Year 12. Since its inception, our School has aimed continually to provide excellent facilities to further academic, athletic and cultural opportunities for our students and has seen many new buildings, grounds improvements and additions since 1991.

Additions include the installation of Primary play equipment (2006), the transportable Chapel (2006), conversion of a classroom block to a science laboratory (2007), the Performing Arts Centre (2008), current Year 6 Block (2010), Year 7 Transition Centre (2012), new hard courts (2013), and the conversion of Primary education support classrooms into a new Kindergarten classroom (2014).

The new Elizabeth Irwin Centre, which is located between the Primary and Secondary areas of the School, includes a new classroom, office and meeting room, and will be used daily. Adjoining the Centre is the Rush Chapel, for which planning began in 2010. This was completed in July this year during the Term 2 school holidays.

The Rush Chapel was consecrated and the Elizabeth Irwin Centre blessed on Friday, 2 September 2016, which coincided with the School’s 25th Anniversary Founders’ Celebrations. The Founders’ Day celebrations took place across four days and involved Primary and Secondary music students as they took to the stage to entertain their peers, while senior students managed their House stalls, and activities for all. A special lunch was enjoyed on the Wednesday.

Through the musical, sporting and academic opportunities available to students from Kindergarten to Year 12, Frederick Irwin Anglican School encourages diversity and inclusivity. Alongside the implementation and development of strong pastoral care programs, our Core Values of Respect, Responsibility, Honesty, Compassion and Courage inform our educational philosophy and practice; while our pastoral system underpins all that we do and seeks to provide a caring and supportive environment.

Both the Primary and Secondary Schools develop individual Pastoral Care programs through the House System, Student Leadership and Service Learning, where students are encouraged to engage with, respect and support their peers, and give back to the School and wider communities.
The Primary School Early Learning pedagogy encompasses intentional teaching through play and is based on the Walker Learning Approach which is an Australian-designed, developmentally appropriate pedagogy that embraces the concept of the ‘whole child’. Engagement Matters is a personalised learning model that continues to develop and foster the key principles of the Walker Learning Approach across the middle and upper years of the Primary School (Years 3 – 6). It encompasses developmentally appropriate practices to continue to engage our students in their learning and to develop the skills necessary for 21st century learning.

Learning extension and enrichment programs, various inter-school competitions and specialist sports, as well as musical and drama opportunities are available as part of the educational experience to ensure that all our students, from Kindergarten to Year 12, feel included and valued as individuals. The School, as a vibrant place of learning, celebrates and appreciates the diverse needs, skills and achievements of each student.

At Frederick Irwin Anglican School, we are in the process of reviewing our Strategic Plan for 2017 -2020, and looking forward to continuing to grow our school community, facilities and student achievement.

The use of technology to facilitate learning has also become an integral part of education at Frederick Irwin Anglican School, with new technologies opening up the School and our classrooms to the broader world around us.

Parents have also 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 reached over 1,200.

Other digital devices Frederick Irwin Anglican School uses are touch screen projectors, digital signage, rich media from the library system, new student charging lockers, and iPads in primary classes.

Throughout 2016, ICT Coordinators and teachers at the School have aimed to introduce students and parents to many more digital device opportunities, particularly the use of new technologies in the classroom. In addition, a comprehensive Cyber Safety program has been developed and Year 10 Cyber Leaders have been appointed to assist staff with strategies.
Peter Moyes Anglican Community School

Now in its 17th year, Peter Moyes Anglican Community School has a student population of close to 1,600 students on its Mindarie campus in the northern coastal suburbs of Perth. The School opened in 2000 and has educated over 6,000 students.

Expanding the Early Learning Program

Peter Moyes will offer a Pre-Kindergarten Program for three year olds, commencing in February 2017. Our play based learning environment aims to provide opportunities for students to discover, create and imagine while aiming to develop their skills in problem-solving, critical and creative thinking, and building effective relationships.

A new nature play area is currently under construction and will include an outdoor story area, music zone, mud pit, wilderness space, lookout, slides and tunnels, shipwreck and old vehicle structures, herb garden, cycle track and more. Existing administration offices will be refurbished to create two new classrooms and additional learning support areas for 2017, to ensure our Pre-Kindergarten and Kindergarten students have ample space to play and learn. The Pre-Kindergarten students will wear a newly designed polo shirt to help them be easily recognised by other students around campus. The demand for places in Pre-Kindergarten has been high and the School looks forward to welcoming our newest and youngest students.

Gymnasium Opening

On 16 May, students and staff celebrated the official opening of the new gymnasium. The education, learning and recreational space has two indoor courts for basketball, netball, badminton and volleyball. The 3,120sq m building also has four classrooms, a fitness room, upper lobby with viewing area, four new outside tennis and netball courts, maintenance and storage areas, changerooms, servery, staff offices and amenities.

The Hon. Christian Porter MP, Member for Pearce (left, with Mr Julian Dowse), opened the gymnasium declaring it the school gymnasium with “the best view in the country”. The Archbishop of Perth the Most Reverend Roger Herft AM blessed the building in front of guests, including former School Principals, Allan Shaw and Doug Swinger; Wanneroo Mayor, Tracey Roberts; Joondalup Mayor, Troy Pickard; Paul Miles MLA; Anglican Schools Commission Chair, Barbara Godwin OAM; and CEO, The Reverend Peter Laurence OAM; as well as former students and Principals from other school.

Language Perfect World Championships

In May, our Middle School students enthusiastically joined over 300,000 students from around the globe competing in the Language Perfect World Championships. Out of 702 schools competing globally in the Indonesian Language category, Peter Moyes achieved an impressive third position, coming first in Western Australia out of 92 schools. Collectively, our students attained 59 Credit certificates, 26 Bronze, 5 Silver and 10 Gold. Gold Certificate winners were placed in the top two per cent of students globally. This prestigious result reflects well on the School’s commitment to its Indonesian learning program.
**Madagascar Expedition**

In the July School holidays, 11 students from the Senior School journeyed nearly 7,000 kilometres across the Indian Ocean to Madagascar to participate in a Science and Conservation expedition. During the first week, students spent their time surveying an area near Mariarano in a remote section of the jungle only reachable by 4WD. Hiking to surveying sites involved wading through rivers, climbing steep hills and trekking through muddy rice paddies. They undertook hognose snake surveys, butterfly netting, scorpion counting, frog catching and bird tagging. The important data that was collected will be used by scientists all over the world. During their second week away, they journeyed to the port of Ankify to survey the marine environment around the island of Nosy Be. Part of the group learned how to dive while others were snorkelling. Those who were already qualified divers had the opportunity to do coral and fish surveys. At the marine site, students learnt about marine ecology and the importance of the marine environment. For all the students, it was the adventure of a lifetime.

**New Administration Building**

Construction of the new Administration Building on Elliston Parade is due for completion in late September. The new purpose-built structure will become home to our main reception and will accommodate the Principal, Administration and IT staff, along with offices, sick bay, uniform shop, meeting and conference rooms. Most importantly, for the first time, the School will have a dedicated staffroom. It has been worth the wait as staff will have panoramic Indian Ocean views.

**Diocese of Perth Synod**

The School will again host the annual Synod of the Perth Diocese which, this year, will be held on the weekend of 29 and 30 October. The School is delighted to be hosting this important event.

The Synod will be held in the School’s Auditorium in the Allan Shaw Centre, with catering provided by the School’s café. The food was a particular highlight at last year’s Synod and we plan to once again provide hearty sustenance to all those attending!

**17 Years On**

One of the most pleasing aspects of last year’s Synod was welcoming so many visitors to the School for the first time. Many were quite astonished at the size and facilities of the School, not to mention the significant urban development in the School’s surrounding area. The School was created to be a significant feature of the Mindarie community and it is clearly fulfilling this aim.

My ambition for our School is that it be recognised as the ‘school of choice’ in Perth’s northern suburbs. Essential to this aim is providing our students with the opportunities and intellectual competence to make productive and purposeful choices in their lives. The School is committed to this goal. I invite those interested in the School to visit at any time.

*Mr Julian Dowse*

*Principal*

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**New Members of Staff**

In third term, the School welcomed The Reverend David Deeny (above left) as School Chaplain and Mr Matthew Kameron (above right) as the Deputy Associate Principal of Senior School. Both have made themselves known to students and have been warmly welcomed. We look forward to their valuable contributions to the School.
There are many different ways that young children play. When outdoors, children engage in cooperative and independent play; child-directed versus staff-directed play; imaginative, volitional, communicative, exploratory and gross-motor play.

When creating an outdoor play environment, it is important to provide children with opportunities that enhance physical, cognitive and language development; encourage imaginative play; stimulate empathy; and provide restorative experiences.

This year, the element of fire has been added to the playgrounds at John Septimus Roe Anglican Community School.

After undertaking risk analysis and putting protocols in place, the staff and students enjoyed exploring fire using firepits in the playground.

The initial activity came through responding to the students’ voices. A group of Kindergarten students were discussing camping; how much fun it was to camp outside with tents, playing outside all day, cooking on a real fire and toasting marshmallows. Their investigation culminated in a camping day out. Many parents volunteered their tents and came in to help set them up in the morning. Potatoes from the school garden were harvested and roasted, marshmallows were toasted, veggie soup was made and eaten. Charcoal sketching, woodworking, gardening, cubby building, and mud and water play were some of the activities on offer throughout the day.

Apparently, Annika keeps asking her mum, “When are we going camping?” Annika has definitely caught the camping bug!

Here are some of the children’s comments about their experience:

Brooke: I liked when we put the marshmallows and potatoes in the fire.

Elena: I liked the hot fire. It was really warm and we had potatoes.

Lionel: I enjoyed toasting the marshmallows. They were yummy!

Ethan: We made some pumpkin soup and some noodle soup. We slepted in the sleeping bags with my friends. I found some sticks for marshmallow toasting.

Flynn: I liked sleeping in tents at rest time.

It was so much fun that the fire pit is sure to become a regular part of the outdoor environment.
Nature play has long been central to the ethos at Peter Carnley Anglican Community School. The provision of a special OMO Sensory Garden, as well as bush play areas surrounding one whole side of the Wellard campus, have allowed students of all ages to enjoy the great outdoors, climb trees, build cubbies, and learn about nature safely and at first hand.

The School is currently pleased to be providing even better nature play opportunities on its new Calista campus, which is scheduled to open in early 2017, and will be home to the new, specialised PCACS Early Learning Centre.

“Our Grounds team is hard at work, in conjunction with our Buildings and Grounds specialists, to ensure that the Calista site is upgraded to include the very best in landscaping and nature play facilities,” said Mrs Maggie Dunnill, Acting Principal.

As well as dedicated nature play zones which will introduce children to a variety of landscapes and surfaces, the new campus will also boast a number of outdoor teaching areas complete with log seats, water features and sand pits, and a series of raised beds for vegetables. “This is a wonderfully exciting time to be an early learner here at PCACS,” Mrs Dunnill said, “and we look forward to welcoming new and old students alike on our new, cutting-edge campus in just a few months’ time.”

Contrary to popular belief, Pokémon is not the only reason children head outdoors.
Outdoor Education

From snow to surf. How lucky are students at Trinity Anglican College in Albury?

Trinity Anglican College

Located in the heart of the great outdoors in Southern NSW, Trinity is on the doorstep of the snowfields, a stone’s throw from exciting white-water rivers, a gateway to great cycling and hiking tracks, and a casual stroll from classroom to the natural green belt which borders the College.

The only natural wonder that isn’t part of everyday life at Trinity is the ocean – which is probably why so many surfing trips are organised by the surf-loving teachers on staff.

Outdoor Education starts in the Junior School but the Senior School program takes environment and outdoor education to the next level. There’s the natural element, where building an awareness of the local environment is first and foremost through tree planting, building nestboxes for the threatened squirrel glider and conservation of the environment. Then there is the physical element, where having fun is cleverly re-packaged under the title Outdoor Education. Trinity Anglican College intricately interweaves the two strands so that the canoeing trip is also a chance to undertake some rehabilitation of the area, or a hike includes checking some of the 60-odd nestboxes and recording data.

Service to Your Natural Environment is part of the Year 9 Discovery program that brings students together with community groups such as Landcare. It shows students how they can play a part in caring for the environment. It gets them outside where they can get their hands dirty and introduces them to the many activities to be enjoyed outdoors.

Sometimes, though, there’s no hidden agenda. Rock climbing is simply rock climbing and downhill skiing is downhill skiing. And if neither of those gets students excited, they can choose from a couple of surf trips a year, canoeing on the Mitta Mitta River, cycling the rail trails of North East Victoria, cross country skiing or sailing on the Hume Dam. Whatever the activity, the students learn valuable problem-solving skills, resilience, teamwork, confidence, fitness and how to push their personal boundaries. And it all masquerades as fun!
Outdoor education was introduced to the Year 7 curriculum in 2016 as a part of the Health and Physical Education subject area.

The focus of our Year 7 program is providing experiential learning by developing outdoor survival knowledge, including surf life saving, camp cooking, knot tying, hiking, pitching a tent and navigation. The major focus of Outdoor Education in Years 7, 8 and 9 will be providing students with the required skills for the Year 10 expedition.

Students started the year with team building activities and getting to know each other. Many of the students were new to the School, so it was important for them to develop trust in one another and build their teamwork skills. In first term, students also covered basic knot tying, which will be developed over the next three years to provide students with the skills to rig their own abseil.

St James’ Anglican School is located in the northern suburbs and is a short walking distance to the beach. In partnership with Surf Life Saving Western Australia, Year 7 students had the exciting opportunity to develop their surf survival skills. Students built on their physical skills of swimming and paddling into the surf and theoretical knowledge such as beach rescues and first aid. We put students to the test at our annual beach carnival, giving them the opportunity to demonstrate their knowledge in various Surf Life Saving events.

In second term, students began to learn about camp cooking. Their final assessment piece was cooking a three course meal on a Trangia stove (above left). Students also helped with the construction of the school fire pit, in preparation for their sleepover in fourth term. Students will be required to plan and prepare a sleepover at school, learning to be self-sufficient for the duration of the sleep-out.

Navigation and hiking are currently being covered in third term and students are required to create and complete various courses around the school community. We are looking forward to producing students who contribute to a sustainable world, with a deep understanding of the relationship between the environment, ourselves and others. Our goal is to have Outdoor Education embedded from Kindergarten to Year 12 at St James’ Anglican School.
Any of us who have been involved in education in the outdoors will know just how effective it can work within the whole process of learning. Relationships between students, and between students and their teachers, change subtly in ways that are often more relaxed and informal yet, at the same time, are based on increased mutual respect. Students are challenged in new and often unpredictable ways, and have to find solutions to problems independently, collaboratively and creatively. They usually feel a deeper sense of satisfaction and fulfilment, recalling their experiences with warmth and appreciation.

In Esperance, we are blessed with a wonderful natural environment in which many of our young people revel; to add to their outdoor experiences by linking them to their formal education is proving to be such an advantage. The opportunities for surfing that the School has provided within the Outdoor Education curriculum are enormously popular and beneficial for a whole range of reasons. Apart from developing specific skills such as swimming, snorkelling, paddling, surfing, navigation, fishing, cycling, walking, camping and so forth, students also learn to live and work with others, develop character and play a part in looking after the environments they enjoy. Indeed, these benefits were summed up many years ago by Kurt Hahn when he formed the outward bound organisation:

Expeditions can greatly contribute towards building strength of character. Joseph Conrad, in Lord Jim tells us that it is necessary for a youth to experience events which ‘reveal the inner worth of the man; the edge of his temper; the fibre of his stuff; the quality of his resistance; the secret truth of his pretences, not only to himself but others’.

We hope that, in these ways, we might help our young people develop their gifts in ways which are relevant to their own lives but which can be applied to any situation in which they find themselves, at home or abroad.

P. Kerr Fulton-Peebles
Principal
School Principals

Mr Stephen Gale
COBRAM ANGLICAN GRAMMAR SCHOOL

Stephen Gale was appointed to the position of Principal at Cobram Anglican Grammar School (CAGS) in November 2012, with a considerable amount of experience in the areas of Secondary teaching (Music/Technology), Vocational Education and Educational Administration.

Prior to his appointment at CAGS, he worked in a variety of leadership roles, including Deputy Principal, St Mary of the Angels Secondary College, Nathalia; Head of Senior School, Moama Anglican Grammar School; Executive Officer, Echuca-Moama Beacon Foundation; and Senior Advisor, McAuley-Champagnat Program, NotreDame College, Shepparton (disadvantaged and disengaged youth).

Steve is committed to exploring and enhancing the core values of Anglican education at CAGS and the pursuit of academic success for all students. He has a strong belief that the provision of a safe and caring educational environment; an understanding of, and adherence to, Christian values and beliefs; and the establishment and maintenance of a culture of consideration, cooperation and encouragement is essential to enabling students to achieve the ongoing goals of personal fulfilment and individual success.

As an educator with a passion for Pastoral Care who acknowledges the importance of family and community in the lives of our youth, Steve works tirelessly with the Anglican community of Cobram to encourage students of all backgrounds and creeds to be their best and realise their potential.

Ms Anne Ford
JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL

Anne Ford was appointed the second Principal of John Wollaston Anglican Community School in January 2001.

Her career prior to this time was spent as a teacher, Deputy Principal and Acting Principal in Western Australian government schools, commencing in 1978 at Norseman District High School and concluding in December 2000 at Willetton Senior High School. A highlight was 11 years spent in rural and remote locations including five years in the Pilbara. Her three years as Deputy Principal of Exmouth District High School from 1989 - 1991, a large, geographically isolated K-12 school, was a unique professional experience. The School educated the children of US military personnel serving at the Harold E Holt base, the children of Australian navy and air force families and local children, many of whom came from fishing or pearling families. The strong US presence required the School to deliver some elements of the US curriculum and observe and celebrate key cultural events of both nations.

The opportunity to lead a K-12 Anglican School drew Anne to John Wollaston. A committed Anglican, the opportunity to work in a faith-based environment which espoused inclusivity, respect and care for all members of the school community was very important to her and remains so today. The School’s location in Camillo, near Kelmscott is a challenging environment with many families unfamiliar with independent schooling and the opportunities it offers.

Working with the school community, Anne’s focus has been to build upon the foundations of the early years to develop a strong academic and pastoral culture, a range of curricular and co-curricular programs and a well-equipped campus befitting a more mature school. The School’s profile has been enhanced by a variety of marketing and community relations initiatives. She is particularly proud of the School’s inclusive and safe culture, most particularly evidenced in its provision for students with disabilities and also those of different ethnicities and faith backgrounds. In addition, the quality of the relationships between students, staff and parents is strong and supportive which enhances the School’s capacity to deliver on its mission and live its core values. With the School about to embark on its new Strategic Plan 2017-2020, Anne looks forward to the challenges and opportunities of the next four years.

ASC NEWS September 2016
Learning Mathematics creates opportunities for students to develop the skills of collaboration, critical thinking, creativity and problem solving—all crucial attributes in our personal, social and economic lives.

Each year students from Cathedral College Wangaratta participate in the Australian Mathematics Trust. Over 37 students participated in the three-week challenge, gaining 22 Distinctions and 11 Credits. These competitions are an ideal platform for students to collaborate in discovering solutions to real-world problems and building numeracy skills as well as developing confidence in the world of Mathematics.

There is a high expectation that all students will engage with Mathematics in their VCE which links with Cathedral’s cross-disciplinary curriculum of STEM subjects and our partnerships with tertiary education providers. A recent inquiry-based STEM Expo supported the achievements of our students and exposed them to a world where Mathematics is bigger than their classroom, their school and their education.

Top: Year 11 students with a drone won at the recent STEM Expo.

At Swan Valley Anglican Community School initiatives are under way to build greater fluency in numeracy in ways that extend far beyond the usual teaching of curriculum in each year group.

There is an extremely strong feeling that all students can develop their numeracy skills from the starting point at which they currently find themselves. This is enhanced with activities involving hands-on activities, and interactions between different year groups.

For some time, the School has run a successful reading program where older students take time to read with younger students who benefit from this support. A program is now under way to develop in younger students the skills they need for multiplication tables, and this will extend to the training of older students to peer mentor in basic numeracy skills.

Each year, students from Years 3 to 12 with a particular interest in Mathematics enter the Australian Mathematics Competition, with over 250 entering this year.

Top: Students working together to calculate pi.

Georgiana Molloy Anglican School

Mathematics classes at GMAS have an applications-based approach with a focus on presenting concepts in real-life, modern world contexts. All students have their own Apple Mac laptop, access textbooks electronically and utilise online programs such as Mathletics and MyMaths.

In 2011, the GMAS Mathematics Department began the implementation of the Australian Curriculum, beginning in Years 7 and 8. 2015 saw the completion of this process, with Years 7-10 classes fully immersed with programs and reporting based on the Australian Curriculum. Students are encouraged to extend their Mathematics skills through competitions such as ICAS and the Australian Mathematics Olympiad. In July this year, a team of GMAS Year 9 and 10 students won the State round of the Rotary Science and Engineering Challenge. These students will attend the National final in Hobart in October.

2017 will see a joint partnership between the Mathematics, Science and Technology departments where selected students will engage in a series of enrichment projects designed to enhance STEM related skills.

Georgiana Molloy Anglican School is committed to continually improving and extending its programs to ensure that students have access to opportunities that will benefit them throughout life.
# Calendar Highlights of Fourth Term

**October, November and December**

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<td>17 OCT</td>
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<td>20 NOV - 7 DEC</td>
<td>JWACS</td>
<td>Japan Tour</td>
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<tr>
<td>24 NOV</td>
<td>SMACS</td>
<td>Year 11 Retreat</td>
</tr>
<tr>
<td>27 NOV</td>
<td>FIAS</td>
<td>10 Year Reunion</td>
</tr>
<tr>
<td>29 NOV</td>
<td>PCACS</td>
<td>Carols on the Green</td>
</tr>
<tr>
<td>30 NOV</td>
<td>SVACS</td>
<td>Carol Service</td>
</tr>
<tr>
<td>4 DEC</td>
<td>JSRACS</td>
<td>Festival of Lessons and Carols</td>
</tr>
<tr>
<td>6 DEC</td>
<td>TAC</td>
<td>House Carols Competition</td>
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<tr>
<td>6 DEC</td>
<td>SJAS</td>
<td>Year 2 Nativity Play</td>
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Anglican Identity

Meditations from the Chaplains

What does it mean to support the Anglican Ethos of your school? This is something all of us have to adhere to working in an ASC School and yet can be quite an elusive matter. Even trying to understand what it means to be an Anglican can be quite elusive.

Recently, I attended the Anglican Schools Australia Conference in Adelaide and whilst mixing with other Chaplains, Principals, Religious Educators and Board Chairs it reminded me of the breadth of the Anglican Church. Whilst this can be seen as a negative, I actually believe it is part of the uniqueness of Anglicanism and also part of its strength.

The Church in England in many ways was developed after the Synod of Whitby in 664 as a result of a compromise between two very different styles of church: the Celtic Church, from places such as the monastic communities of Lindisfarne and Iona, and the Roman Mission, which went to Canterbury under the direction of Augustine, who had been appointed by the then Pope, Gregory the Great. This sense of breadth was also exemplified through the Reformation period as being Catholic and yet Reformed, the via-media.

The Anglican Church has no confession of faith, no scriptures other than those handed down through the church, no structures other than what came down through the historical church. But what the Anglican Church does have is this sense of inclusivity and breadth, which I think is its strength.

Father David Lord
Chaplain, St George’s Anglican Grammar School

In John Chapter 10, Jesus used a pastoral figure of speech to teach the religious ‘establishment’ to discern his teaching and actions.

If they did this, they would notice that Jesus was not an imposter, like a thief or a robber trying to steal sheep; rather, that he was legitimately sent by God, the true shepherd of God’s people. This was a mighty claim. Jesus knew this and gave strong evidence to back it up. The implication of verses 3-5 is that the sheep know and follow the voice of their true shepherd and follow him, so people were attracted to and followed Jesus as he taught them. They recognised his True Voice.

Our role as school chaplains is to help those in our school communities to be equipped to discern the voice of the One True Shepherd and follow him. During the third term, our focus in Chapel is on Jesus the Good Shepherd. Our prayer is that more students and staff will recognise the voice of the Good Shepherd.

The Reverend Jean-Pierre Schroeder
Community Chaplain, St Mark’s Anglican Community School

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