Featuring

FROM THE CEO • ESPERANCE ANGLICAN COMMUNITY SCHOOL • JOHN SEPTIMUS
ROE ANGLICAN COMMUNITY SCHOOL • GRANDPARENTS • OLD SCHOLARS • ASC
STAFF • BUSINESS MANAGERS • LOTE • CALENDAR • CHAPLAINS
As you read this Newsletter, the Federal Election should be over (finally!) and we should know who will be governing Australia for the next three years.

**Federal Election**

Australians went into the election with ‘school funding’ being one of the key points of differentiation between the Coalition and Labor. At the time of writing, Labor had committed to the continued rollout (albeit in a revised form) of what has become known as ‘Gonski’. The cost to the Federal Budget is significant, yet the ensuing benefit to young Australians is more significant. The Coalition, through the Federal Budget handed down in early May, also committed to ongoing funding, albeit at a more modest level. Many promises are made during an election campaign, and this article will not have captured new commitments given in the final few weeks leading to 2 July.

Subject to that caveat, the ASC strongly supports the principles underpinning the Gonski reforms. This includes ensuring equitable and ‘sector-blind’ funding for all schools. By sector-blind, I mean that it does not discriminate whether a child attends a government, Catholic or independent school. It goes beyond the old divisive arguments of government versus non-government school funding.

At the moment, schools are part-way through transitioning onto the full benefits of the ‘revised’ Gonski reforms. However, only about one in 10 independent schools across Australia has reached its target funding level. We urge those who have been elected to form government this month to commit, both to the funding principles underpinning Gonski and to completing the transition of all schools to the new funding levels.

Further, and of primary importance, the issue of disability funding must be addressed. Through the Nationally Consistent Collection of Data (NCCD), we will have a rich source of information to inform decisions on allocation of funding to students with disability. The first report on data collection is due for release later this year. All political parties and education sectors recognise that disability funding for schools is seriously ‘under-funded’. It is now time to address this national disgrace. Children with disability in any school – government, Catholic or independent – deserve better. Principals, teachers and support staff need to be better resourced to provide the best possible learning opportunities for these students. The funding received through recurrent grants and tuition fees does not go anywhere near covering the cost of educating children with disabilities, especially those with more severe disability. I pray that our new government will make good use of the NCCD to ensure that funding for students with disability is addressed…once and for all.

**ASC Goes International**

The ASC is delighted to announce that it has taken the step to expand opportunities for international students to attend our schools. With the acquisition of Murdoch College (rebranded as St George’s Anglican Grammar School) at the end of 2014, the ASC Board recognised the benefits that international students would bring to its schools, complementing the local student intake through cultural diversity and language skill development. A global perspective to learning would enrich student life, as young women and men from a variety of countries study side-by-side in the classroom, compete against one another on the sports field and perform together on stage in orchestras and school plays.

To expedite our plans to enrol more international students, we recently acquired two of Western Australia’s highly regarded educational providers, Comprehensive Education Centre (CEC) and the Alexander Language School (ALS). CEC and ALS had been responsible for enrolling international students at Murdoch College and, for the last 18 months, trading as St George’s International School (SGIS), at St George’s Anglican Grammar School (St George’s). Over the coming months we will rebrand our ‘international wing’ as The Anglican Schools Commission International or, more simply, ASC International.

The acquisition of CEC and ALS means that what was achieved successfully through the previous partnership will be expanded into a seamless program of educational offerings for secondary students at St George’s and, overtime, at other ASC schools (subject to government approval).
New Principals for ASC Schools

Trinity Anglican College

I am pleased to announce the appointment of Justin Beckett (above) to the position of Principal of Trinity Anglican College. Justin holds a Bachelor of Arts degree, a Master of Arts degree, a Graduate Diploma in Education and is currently studying for a Masters in Business Administration. In his 20 years of teaching experience, he has taught in regional WA as well as several co-educational, independent schools in WA and Queensland. Justin firmly believes that schools are about community, opportunity and hope; spaces where young people inspire one another to achieve their goals and ambitions. Justin, with his wife, Zoe, and four young sons, is delighted to be moving to Albury-Wodonga in 2017 to become part of the Trinity Anglican College community.

Peter Carnley Anglican Community School

Mr Jeremy Ludlow, Acting Chair of Council at Peter Carnley Anglican Community School (PCACS), recently announced that Ms Felicity House (left) has been appointed Principal of PCACS, effective from 1 January 2017. Felicity is currently Deputy Principal – Students at Perth College, a position she has held since 2007. Prior to that, Felicity was a member of St Mark’s Anglican Community School’s Executive team where she acquired an in depth knowledge of the ethos of Anglican Schools Commission schools. Felicity has long been highly regarded for her professionalism, integrity and outstanding work, especially in the areas of pastoral care and the welfare of students. I congratulate Felicity on behalf of all in the ASC family and look forward to welcoming her to PCACS at the beginning of next year. Until then, we are fortunate to have the proficient leadership of Mrs Maggie Dunnill who will continue in the role of Acting Principal for the rest of this year.

Christian Purposes Day

Christian Purposes Day at the beginning of Term 2 is a wonderful opportunity for teaching staff from our Western Australian schools to network and reconnect. In particular, it is a day when we focus on the Christian purposes of our schools. This year, the keynote address was given by The Right Reverend Victoria Matthews, Bishop of Christchurch, New Zealand. Her topic was ‘Renewing lives through the use of prophetic imagination’ and she did not disappoint.

Bishop Matthews’ presentation was followed by a panel discussion hosted by The Very Reverend Richard Pengelley, Dean of Perth. He was joined on stage by the Archbishop of Perth; Bishop Matthews; Ms Kerry Robertson, Principal, Frederick Irwin Anglican School; and The Reverend Thom Bull, Chaplain, Swan Valley Anglican Community School. They took the key themes in Bishop Matthew’s talk - identity, memory, and prophetic imagination – as the starting point for their discussion.

Service Recognition

I was thrilled to present Certificates of Recognition of Service to so many staff in ASC schools at our Christian Purposes Day. The Archbishop also presented service badges recognising 20, 25 and 30 years of service. It is of particular note that 30-year service awards were presented to four staff members from St Mark’s Anglican Community School and John Septimus Roe Anglican Community School.
So, we believe that building appropriate relationships - or ‘rapport’ - is the keystone in successful education and, at EACS, we are determined to ensure that we have such rapport across the whole school community. The BBC Learning Zone defines rapport as ‘the relationship built on trust and respect between teachers and students’ and developing this is at the heart of what we attempt to do. Focusing on the tenets of positive education, which is becoming a focus for how we manage our lives in the School, helps enormously in this process of rapport-building. As an integral part of this, the use of restorative practices in our approach to managing situations of conflict and discord has been a key target. In working to build rapport, staff are encouraged to make time for students, and show a genuine interest in each; having an understanding that students also have feelings and problems is also helpful. We encourage discussion in each class and activity, and try and relate these to real-life situations wherever possible. A good sense of humour undoubtedly helps in all of this, and we are blessed with people who show this in abundance and do so appropriately.

The fulfilment of this mission relies, above all else, on our people: the students, staff, parents and governors who all contribute, in one way or another, to the success of the holistic education we offer. Over many years, in countries across the world, there have been numerous papers, initiatives and policies designed to make education more effective: these often miss the point that it is the people involved who count most of all. We can have all sorts of processes, procedures and policies in place but, important and necessary as these undoubtedly are, without constructive relationships between all those involved in working within such a framework, then real success will be elusive. As an aside, it is interesting to note that research associated with the Royal Commission’s investigations has shown that, even with policies and procedures in place, errors and omissions still occurred because of a failure in the way that people worked.

The mission of Esperance Anglican Community School is to educate the whole person – in mind, body and spirit – as a unique individual, each with his or her own talents and capabilities.
Communication - which includes active listening - is a vital component: using positive statements, being courteous, using questions and giving feedback, have proved effective. Setting clear and positive expectations is also axiomatic: recognising ability in all (hard though it may be, in some!), providing help, giving prompts and cues all work wonders. And we encourage our people to plan for rapport by making sure that students are known by name and addressed as individuals; ensuring that lessons are well planned and their relevance is explained; sharing experiences; attending events in which students are participating; and even planning for disruption to avoid it becoming a major issue.

All fine words, but we believe they are truly manifesting themselves in the reality of life here. We can see and feel the results but they have been shown objectively, too, in the analysis of our most recent staff reviews: the data collected from staff and students showed that creating relationships was seen as the most positive aspect (and, happily, there were many such) of what went on in the classroom and beyond. Students are happy and content, think their lessons are relevant and interesting, and know what is expected of them because of clear communication. Problems of indiscipline are seldom serious and we are having success in dealing with those that occur, as we become more accomplished in using a restorative approach to deal with them. The atmosphere in the School is constructive and allows for a blossoming of talent; it has a relaxed but purposeful air which we all like. Recent parent surveys point to this with very strong agreement, that this is a school which has an inviting atmosphere in which students feel safe, where they are valued as individuals and where they have a wealth of opportunities to develop their talents. Teachers are seen as caring and supportive, and who model positive behaviours.

Rapport is strong amongst all members of the EACS community and this, we know, contributes to making this the place to live and learn in the heart of Esperance.
John Septimus Roe Anglican Community School (JSRACS), through the establishment of its Department of Education Support Services, has invested significant time, coupled with physical and human resources, into the functions, content, processes and structures to effectively deliver inclusive learning from Kindergarten to Year 12.

Over the last 20 years, JSRACS has developed a holistic approach with a focus directed towards developing the whole child: spiritually, emotionally, physically and intellectually. With the help of the School’s Department of Education Support Services, classroom teachers provide specifically tailored learning opportunities that are rigorous, relevant and accessible, with the aim of helping to inspire a quest for learning, independent thinking and a feeling of achievement and success for all students. With the appropriate levels of adjustment and support, both educationally and pastorally, students with disabilities and special needs are enabled to be resilient, independent learners who are committed and confident in achieving their goals.

The Department of Education Support Services, comprising four FTE teachers with twelve Primary and seven Secondary Special Needs Education Assistants, works closely with each of the Early Childhood and Upper Primary Heads of Department at the Beechboro and Mirrabooka Campuses and the Secondary Heads of Learning Areas. In particular, as part of the transition arrangements into the Middle Years of Schooling for students with special needs, the Head of Education Support Services has collaborated with the English Department to provide focused language classes. The classes comprise a small number of students across Years 7-9, allowing for highly specialised and individualised teaching and programming and the opportunity to follow the Year Level Program with some adaptations to content and task requirements. Other students require a completely individualised program within their year level classes to meet and develop their specific literacy needs and the support of Special Needs Education Assistants.

Exemption from LOTE for selected students has provided the opportunity for them to be given additional access time to Education Support Services. For Year 7 students, this has meant being involved in a program to further develop social and emotional skills, with a focus also on language development. Year 8 students have continued to work on emotional development and maturity by learning about goal setting and using journalling to reflect on their school experiences. Year 9 students have had support to complete homework and assignments and revise for upcoming assessments.

Inclusion of students with disabilities and special needs in mainstream schooling is an important and enduring reform that has taken its place in the international educational arena for a significant number of years.
This means that as well as having students with special needs or disabilities in attendance, the School includes mainstream students, who participate alongside and support the involvement of the special needs students. Our younger special needs students develop a strong connection with older students in the School and the Year 6 students look forward to their transition into Middle School.

At the 2015 event, JSRACS was awarded a trophy recognising the School’s commitment to inclusive practices. This trophy is awarded annually to one school at the Inclusion Sports Day that the Associated and Catholic Colleges believe demonstrates a commitment to inclusivity on the day. This is a positive acknowledgement of our inclusive philosophy and practices at JSRACS and it is encouraging to know that this is recognised in the wider community.
Grandparents Day

“And it is still true, no matter how old you are, when you go out in the world, it is best to hold hands and stick together.”  

Robert Fulghum

Cathedral College Wangaratta

The Junior School had a busy first semester with two new Prep classes and all the learning associated with every aspect of school life.

Strategies to promote independence, co-operation, social skills, optimism and responsibility are all part of the curriculum from Prep to Year 5 and, from their first day, Cathedral College Wangaratta students are encouraged to interact with, and learn from, students of all ages. Each week, Junior Assemblies and Chapel Services celebrate the achievements of their peers, and parents and families are always welcome to attend and be part of these. Our parent community is heavily involved in our Literacy blocks and, each morning, parents give of their time to listen to our young students reading. These mornings not only assist our Junior School teachers, but provide a chance for our students to actively include family in their school day.

Mother’s Day and Grandparents’ Day each year continue to maintain this connection and this year, mothers, grandmothers, aunts and special friends were treated to an afternoon of Jazz performed by our Junior, Middle and Senior School students. At the Junior School Family Service, students were introduced to the Golden Rule of love: doing unto others as you would do unto you. A reading of Robert Fulghum’s All I Really Need to Know I Learned in Kindergarten, a guide for Global Leadership, held relevance, not just for the youngest in the Cathedral but also for the adults listening, particularly the wise words: And it is still true, no matter how old you are, when you go out in the world, it is best to hold hands and stick together.

Cobram Anglican Grammar School

While teachers are experts in teaching, grandparents are the experts in caring for, loving and nurturing young children. The electricity and chemistry that skips a generation is enriching and unique.

At Cobram Anglican Grammar School (CAGS), we encourage and foster this precious relationship between our youngest cohort and the older generation. Our population of grandparents is diverse in age and encompasses many different economic levels, ethnic groups, and family constellations. Grandparents take on formal and informal roles in and around our school community.

Sue (right), Mattias’s grandma, was a kindergarten teacher before she retired. She has listened to students read for the last two years at CAGS and, this year, she is able to listen to her grandson, Mattias, read his reader and golden words, and recite his letters and sounds.
As a new school, we wanted to establish a sense of community and family. We decided that we could nurture community in our school by encouraging the involvement of our grandparents and other older community members.

We have many grandparents who contribute regularly and are highly involved in their grandkids’ schooling. One grandparent volunteered to run our school library; others come in on a weekly basis to work with classes doing activities such as reading. Others share stories about their lives that relate to what the students are learning in class. Last year, two ‘Ten Pound Poms’ talked about their adventures which led to the students writing some excellent newspaper reports.

At St James’ Anglican School, we honour our grandparents each year with our Grandparents’ Day celebration. We invite them to a special Early Learning Centre (ELC) morning tea to celebrate and acknowledge the special relationship that they share with their grandchildren. The celebration begins with an assembly after which children accompany their grandparents to their classrooms and partake in craft, dancing, games and a high tea which has been lovingly prepared by the students.

This is a favourite day for many of our ELC students including Isla from Pre-Primary who said, “It’s a special day seeing how many grandparents can fill up the Chapel at school and then we get to make them a card and share a story.”

Ghassan (left) has four grandchildren at the school and he takes on the role of the loving, caring and nurturing Jaddo (Arabic for grandfather). He picks up the grandchildren when they’re sick, delivers forgotten lunches and participates in day time school activities.

Recently, the Years 3 and 4 classes participated in an ANZAC service at a local nursing home. The students joined peers from other local schools, singing and reciting stories. At the conclusion of the service and, without invitation, the Cobram Anglican Grammar students began engaging in conversation with the residents. They chattered casually about local football, the war and what they had been doing at school. Some students shared their poppy with a resident (see cover photograph) and those able-bodied walked together and placed a poppy in the remembrance bowl. What was going to be a 45-minute activity extended into a two-hour cultural, historical, emotional and spiritual experience that simply couldn’t be learnt from a textbook. Many veterans shared their stories and wisdom and the students reflected on their own role in our community and what that role might look like in the years to come.
Saiuj Bhat, recently joined the prestigious PRISM Alliance. The Vice Chancellors of the five West Australian universities formed the alliance to support the State’s brightest and best students in pursuing prestigious international scholarships. The top 30 students from each Western Australian university were invited to join.

Saiuj is currently in the fourth year of a Bachelor of Philosophy (Honours) undergraduate degree at the University of Western Australia, completing his Honours year in Pharmacology. A UWA Hackett Scholarship recipient, he was the top student in Pharmacology in his second and third years. Saiuj now tutors second year students and would like to do more of this in the future. “It has been fantastic to meet like-minded students and to be learning all the time. The life sciences are amazing and the courses are so interesting that you always want to go to class,” he said.

Saiuj spends a lot of his Honours work time at the Harry Perkins Institute of Medical Research. The priority of the institute is to recruit and build internationally renowned, highly skilled research teams, comprising doctors, scientists, biostatisticians and pathologists, working together with cutting edge technologies to make new discoveries and translate this new knowledge into more effective treatments and cures.

“You can’t survive in the academic world without a multi-disciplinary approach,” Saiuj explained. “That is why it is very important to do a broad undergraduate degree as it exposes students to a wider perspective. One day I could be working with a Bioinformatician and the next day Honours students from other disciplines. The university strongly emphasises cross-platform learning and this can be seen on a daily basis at the Harry Perkins laboratories,” he said.

Saiuj was very excited to see John Wollaston Year 9 Science students recently participating in the LotterywestBioDiscovery Centre NEXT GEN Program.

Saiuj will begin a degree in Medicine next year, but he does not yet know if this will lead him to become a surgeon, a clinician or a scientist. At the moment, he is making the most of every opportunity that comes his way. As he said, “It is quite difficult to have long-term goals when you are working so hard to get your short-term goals completed at university. I am enjoying studying and sometimes you have to be flexible as to where the future will take you.”
The St Mark’s Old Scholars’ Association celebrated its 25th Anniversary in 2015. By the end of this year, the Class of 2016 will help the membership base reach close to 2,000 members.

The Old Scholars’ Association has grown steadily since its establishment. Each year, the range of events and activities offered through the Association expands. Highlights on the Old Scholars’ calendar include the St Mark’s Day Sundowner, regular Mothers’ Group meetings, the Year 12s versus Old Scholars Sports Day and the monthly meetings. The Association also provides practical support to Year groups as they prepare for milestone reunions.

The Association remains involved with the wider St Mark’s community. This includes supporting the Parents and Friends Association, the annual St Mark’s Art Show and providing practical help to drama, music, dance, media and visual arts programs through the newly established Arts Society.

The Association is involved with the School’s Mikono Project in Tanzania, funding one of four educational scholarships to assist disadvantaged students living in the Diocese of Ruaha. In future, it is hoped that a service trip to the region can be arranged for Old Scholars who missed attending while they were at school.

The SOS Program (Study with Old Scholars) sees members providing homework and study support to current students in the Tony Stopher Library and Information Centre. This initiative is very popular with more than 30 students attending each afternoon. Old Scholars are also increasingly called upon as guest speakers and subject experts in classrooms.

An exciting development is the number of Old Scholars who are now parents of students at St Mark’s. There are 76 Old Scholar families with 121 second-generation students enrolled at St Mark’s this year. Only recently, the first two second-generation Old Scholars were welcomed into the Association.
### Introducing the ASC Staff

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<tr>
<th>Name</th>
<th>Position</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>The Revd Peter Laurence OAM</td>
<td>Chief Executive Officer</td>
<td>Since 2003, responsible for all aspects of the ASC. Previously Principal of Trinity Anglican School, Cairns and All Saints’ College, Bull Creek. Peter is a private pilot and a West Coast Eagles member, if you didn’t know!</td>
</tr>
<tr>
<td>Philip Goldsworthy</td>
<td>Director Mission and Planning</td>
<td>Six years. Was Foundation Principal of Bishop Tyrell Anglican College NSW for 11 years and Interim Principal at SVACS in 2012. Born in Wangaratta, he enjoys travel, the outdoors, reading and supporting the Geelong Cats.</td>
</tr>
<tr>
<td>Karen Potts</td>
<td>Risk and Compliance Manager</td>
<td>Six months. Previously worked in compliance and audit at Chevron, after moving to Perth from the UK with her husband and daughter, not having ever been here before.</td>
</tr>
<tr>
<td>Sarah Gosling</td>
<td>Accountant</td>
<td>For the past two and a half years after working as the Corporate Accountant for Navitas in Perth. Music is a key interest, from playing the piano, encouraging her children with the violin or guitar, to listening to jazz and opera.</td>
</tr>
<tr>
<td>Hagel Cole</td>
<td>Personal Assistant to the CEO</td>
<td>Ten years. Prior to this she lived and worked in Melbourne after moving from the UK. She is the ASC office ‘greenie’ and enjoys gardening, travel and renovating houses.</td>
</tr>
<tr>
<td>Bronwyn Claupton</td>
<td>Administrative Assistant</td>
<td>Three years. Her working life has included Secondary Physical and Outdoor Education teaching. Born on a farm in Kendenup, she is now a city girl who has over 100 dresses.</td>
</tr>
<tr>
<td>Irene Clarke</td>
<td>Chief Financial Officer</td>
<td>For 10 years. Prior experience with KPMG in the UK and as an independent school Bursar and a not-for-profit Finance Director. She has two daughters and is a long-suffering Dockers supporter.</td>
</tr>
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</tr>
<tr>
<td>Amanda Fritz</td>
<td>Director of International Programs</td>
<td>Four weeks. Involved in health and homestay areas of international education for 16 years. Has an obsession with her high heel shoe collection (over 100) and her family. Was from Brisbane now with 10 years living in Perth.</td>
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<tr>
<td>Wendy Hillman</td>
<td>Communications Manager</td>
<td>ASC and ASA for two years. Following years of teaching, she pursued marketing and community relations at St Hilda’s ASG and Christ Church GS. Other interests are walking in Peru and New Zealand, writing and travel.</td>
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<tr>
<td>Lesley Dalton</td>
<td>Accountant</td>
<td>Since September 2015. She has worked in business and project management in the resources sector in Victoria and for the past 20 years in WA. Even as a Dockers’ fan, she is focusing on winning the office footy tipping competition.</td>
</tr>
<tr>
<td>Asher Dymock</td>
<td>Finance Officer</td>
<td>In her ninth year. She was Financial Controller at a Perth hotel before joining the ASC. The mother of two children, she has recently discovered a passion for boating.</td>
</tr>
<tr>
<td>Hayley Bird</td>
<td>Receptionist</td>
<td>For the past two and a half years. Prior to this, she worked as a CAD designer. Camping, fishing, netball and going to the beach are her interests outside work.</td>
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School Business Managers

Mr Ian Short  ST GEORGE’S ANGLICAN GRAMMAR SCHOOL

Ian Short commenced as Business Manager of St George’s Anglican Grammar School in August 2015, shortly after the relocation to our city campus at 50 William Street. As a finance professional, Ian has previously held commercial finance roles within the printed media, security and public transport industries. Ian’s experience in education derives from six years as Revenue Manager at Edith Cowan University, Joondalup Campus.

Ian holds professional accounting qualifications from England through his association with the Chartered Institute of Management Accountants (CIMA) and in Australia with CPA.

Ian is Australian by choice, having been born in Leeds, West Yorkshire, England, and he is a devoted follower of his hometown football team. Ian migrated to Perth in September 2005 with his wife, Sonya, and three suitcases. Although Ian had visited Australia on holiday previously, on arriving, he had no job, knew no one aside from his wife and only had accommodation arranged for two weeks.

Outside work, Ian is very much a family man and spends as much time as possible with his two sons, Liam and Ryan, enjoying the lifestyle Perth affords young families.

Interesting fact: It is a small world. When Ian lived in Wigan, Lancashire, it was actually in the same village where Debbie Mills grew up.

Ms Debbie Mills  FREDERICK IRWIN ANGLICAN SCHOOL

After 22 years at Frederick Irwin Anglican School, Business Manager, Mrs Debbie Mills, will retire on Friday, 15 July 2016 and will be missed.

Debbie commenced as Accounts Officer in 1994, when the school consisted only of one block of Primary classrooms, the home economics building and two Secondary classroom blocks, with some of them being used for administration offices.

In 2006, following a 1995 promotion to Assistant Bursar/Office Manager, Debbie became the School’s Business Manager, a position which she has filled most ably for over a decade. During this time, Debbie managed numerous whole school projects to advance the facilities available to staff and students.

These 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), Year 7 Transition Centre (2012), new hard courts (2013), conversion of Primary education support classrooms into a new Kindergarten classroom (2014), and, most recently, the Rush Chapel, planning for which began in 2010 and which is due to be completed in July this year.

Debbie’s service to the School is much appreciated. She has been enthusiastic, energetic and, above all, a loyal and dedicated staff member.

Stepping into the new position is Ms Kylie Anastazjew, Assistant Business Manager at Frederick Irwin from December 2006 to 2016, who will oversee future planning at the School.
Languages Other Than English (LOTE)

Peter Moyes Anglican Community School

Peter Moyes Anglican Community School teaches all students from Pre-Primary to Year 9 the benefits and challenges of learning a second language. In 2016 more than 1,100 students at the School are studying Indonesian, making it the largest Indonesian language program in Western Australia and, possibly, Australia.

It is evident from the moment you set foot on the campus and see its bilingual signage that language learning is an integral part of the School. Primary students enjoy the use of a thoroughly engaging learning space, taking their lessons in a pendopo and tending an Indonesian garden outside as part of an integrated Science and Indonesian program.

Georgiana Molloy Anglican School

Georgiana Molloy Anglican School offers its students a wide variety of opportunities when it comes to studying Languages other than English.

Our Junior School studies Italian and focuses on the four macro skills of Listening, Speaking, Reading and Writing in order for students to become confident in their knowledge of Italy.

In our Secondary School, students in Year 7 and 8 study Japanese as a compulsory elective for one period per week for the entire year and, from Years 9 -12, can choose Japanese as one of their electives. Studying these languages feeds directly into the two student exchange programs we offer at the school – which have been very popular with students and families in the GMAS community.

Peter Carnley Anglican Community School

Enthusiastic preparations are currently under way at Peter Carnley Anglican Community School (PCACS) for Language Perfect 2016.

Last year we came second in Italian in Western Australia and eighteenth in the whole of Australia. This year, students are confident they can beat the 2015 resounding success that saw PCACS students earn a total of 41 certificates, with one student, Travis Tuitupou, awarded an Elite level certificate, for scoring more than 10,000 points.

“We are looking forward to battling for the top spot in the State this year,” confirmed LOTE Teacher Mrs Fabiana Padova, “and our students from Years 3 to 12 are working diligently to ensure that they each achieve their personal best. We go into this year’s competition with confidence and, as the old Italian proverb says, assicure è successo due terzi – assurance is two-thirds of success!”

Since its foundation in 2000, the School has taught Indonesian as its sole language. This has enabled the attraction and retention of highly skilled, full time language teachers. The School was one of AISWAs first Centres of Innovation for Asian Languages. Indonesian teachers work collaboratively together and with other learning areas to develop a cohesive program across the compulsory years.

Retention of talented students in upper school has always been a challenge for Languages teachers and schools. By the end of Year 9, many students have studied Indonesian for most of their school life. In an innovative move, the School offers high-achieving Year 10 students the opportunity to move into the ATAR Stage 1 and 2 Indonesian Second Language Course, allowing them to complete Stages 3 and 4 and the ATAR exam in Year 11. This leaves them free to focus on other subjects in Year 12. This year, 25 students chose to take Stages 1 and 2 Indonesian in Year 10. In 2015, one student achieved the second highest subject mark in the WACE exams. Students also concurrently complete the VET Certificate 2 and 3 in Applied Languages (Indonesian).

The School has a continuing sister school relationship with a School in East Java, with overseas cultural exchange programs regularly being offered. In 2015, a number of students from Surabaya visited the School, enjoying the hospitality of our community. Two native speaker language assistants are also employed by the School, enriching our students’ linguistic and cultural understanding of Indonesian.

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# Calendar Highlights of Third Term

## July, August and September

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<td>21 - 23 JULY</td>
<td>SGAGS</td>
<td>School Production</td>
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<td>22 JULY</td>
<td>PMACS</td>
<td>Peter Moyes Day</td>
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<td>25 JULY</td>
<td>FIAS</td>
<td>Years 11 and 12 Careers Expo</td>
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<td>27 JULY</td>
<td>TAC</td>
<td>Senior School Arts Concert</td>
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<td>28 JULY</td>
<td>SJAS</td>
<td>St James’ Day</td>
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<td>25 - 29 JULY</td>
<td>PCACS</td>
<td>Book Fair</td>
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<td>27 - 29 JULY</td>
<td>JSRACS</td>
<td>“The Witches”</td>
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<tr>
<td>3 - 6 AUGUST</td>
<td>JWACS</td>
<td>“Hairspray”</td>
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<tr>
<td>4 - 6 AUGUST</td>
<td>PMACS</td>
<td>“High School the Musical”</td>
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<tr>
<td>8 - 12 AUGUST</td>
<td>GMAS</td>
<td>Languages Week</td>
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<tr>
<td>9 AUGUST</td>
<td>JSRACS</td>
<td>Open Day</td>
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<tr>
<td>11 - 13 AUGUST</td>
<td>ASA</td>
<td>ASA Annual Conference, Adelaide</td>
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<tr>
<td>12 &amp; 20 AUGUST</td>
<td>TAC</td>
<td>Albury Ski Trip and Wodonga Ski Trip</td>
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<tr>
<td>13 AUGUST</td>
<td>SVACS</td>
<td>Open Day</td>
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<tr>
<td>21 AUGUST</td>
<td>SMACS</td>
<td>Old Scholars Sports Day</td>
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<tr>
<td>22 - 26 AUGUST</td>
<td>SGAGS</td>
<td>Music Festival Week</td>
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<tr>
<td>31 AUGUST - 1 SEPTEMBER</td>
<td>CAGS</td>
<td>“Legally Blonde Junior”</td>
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<tr>
<td>2 SEPTEMBER</td>
<td>FIAS</td>
<td>Rush Chapel Consecration</td>
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<td>7 SEPTEMBER</td>
<td>CCW</td>
<td>House Music</td>
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<tr>
<td>8 - 9 SEPTEMBER</td>
<td>SMACS</td>
<td>Senior School Art Exhibition</td>
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<tr>
<td>12 SEPTEMBER</td>
<td>JWACS</td>
<td>Art Exhibition</td>
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<tr>
<td>13 - 17 SEPTEMBER</td>
<td>EACS</td>
<td>Wildflower Festival</td>
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<td>16 &amp; 18 SEPTEMBER</td>
<td>ASC</td>
<td>ASC Biennial Concert &amp; Schools Liturgy</td>
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<tr>
<td>22 SEPTEMBER</td>
<td>SVACS</td>
<td>10th Founders’ Day</td>
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Meditations from the Chaplains

There is no Holy One like the LORD, no one besides you; there is no Rock like our God. 1Samuel 2:2

Finding yourself in a time of chaos, when it’s dreadfully apparent that you’re in circumstances beyond your control, is a terrifying experience. Some people love the thrill; most don’t. For most, the sense that ‘life is just not in my hands’ is debilitating.

But when we turn to Hannah’s song in 1 Samuel 2, we find her pointing us to a God who, in the midst of life’s fluctuation, is steady and unchanging. Hannah sings of the LORD’s holiness – his otherness, his uniqueness. And what is it that sets him apart in this way from everything else? It’s that he is a Rock. While the churning waters swirl about us, the Rock stands firm – unchanging, faithful, and true to his word.

So, as we face futures in which much is unknown, may we know the one thing that Hannah knew, the one thing that really counts: the unshakeable ground of the Rock, the tender strength of the One who is the same yesterday, today, and forever (Hebrews 13:8).

The Revd Thom Bull
Chaplain, Swan Valley Anglican Community School

We recently celebrated Trinity Sunday at our Albury and Wodonga campuses. It is often a sermon clergy like to dodge but I enjoy thinking about it. To me, the doctrine of the Trinity has always seemed really practical and down to earth.

Working on the assumption that God’s creation bears at least a passing resemblance to its source, I asked four students to sit on a wooden bench in front of our chapel service. First, we established that the bench was solid and ‘real’. We then considered the bench from closer and closer quarters, observing first the texture and grain; then at a microscopic level, noticing cell structure and finally focusing in on the atomic level. At this level of scrutiny, we had to admit that the bench was mostly ‘nothing’ and what we assumed was solid comprised a complex web of atoms in dynamic relationship.

‘Relationship’ is the key word here: God the Holy Trinity as a dynamic, loving relationship of persons. Nothing stands in isolation: we need God, we need each other and we need the environment. Who would have thought this profound truth would be hidden in a humble garden bench?

The Revd Bryn Jones
Chaplain, Trinity Anglican College, Albury-Wodonga