

Christ Church Grammar School 2015 Chronicle

Leadership
for all levels

Speak up!
Oracy experts
proliferate

**Coding and
creativity**
a core skill for
the future



Class of 2014
outstanding results



Christ Church
Grammar School

INSIDE



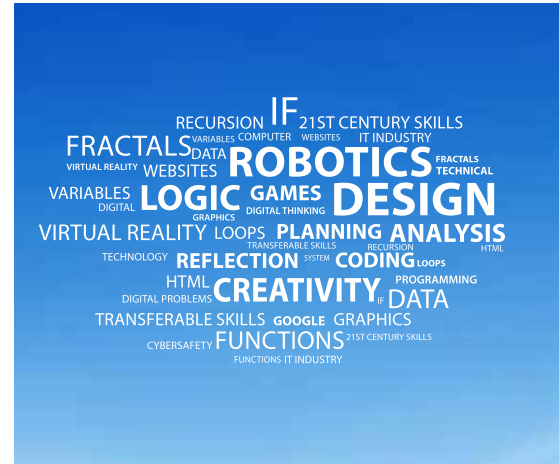
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Chronicle is an annual magazine for past, present and future parents, alumni and friends of Christ Church Grammar School. It reflects an energetic and diverse school community and how it works together to motivate boys to achieve their best.

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Design: imageseven

Cover image: a human pyramid of boys from Pre-Primary to Year 11.

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BALANCING CHANGE AND CONTINUITY

Garth Wynne
Headmaster



Throughout any given year in a school community, the reality of change and continuity is ever present. Continuity is seen in what might be described as the 'hustle and bustle' of the normal school experience. At Christ Church, this is the combination of academic and co-curricular programs as they intertwine for each boy depending on his interests and abilities. This same routine exists for parents, as they drop off and pick up their sons each day. There is continuity for old boys as they engage at various points with their alma mater for reunions and events. And so it is for members of the wider community, as they visit the School for events and bear witness to the outcomes of school activity.

The change aspect of schools is the manner in which its programs, seen as normal, are enhanced and developed given the evolving realities of the educational experience. Much of what was relevant to the graduate of 1965 will be far different to the graduate of 2015, and it is the challenge of schools to balance the most valuable areas of focus for our boys based on contemporary needs.

At Christ Church, those things that have not changed revolve around our acute attention to the development of character balanced with confidence. These two characteristics, set on the bedrock of our faith-inspired school, are constant and underpin all of our programs.

What has changed is the nature in which boys are motivated and inspired, and the skills and capacities of staff. In every sense, the Christ Church experience is one of a modern education. You will see this throughout *Chronicle* – a publication that celebrates all that it is to be part of the diverse and aspirational Christ Church community of today.

EYES FIRMLY ON THE FUTURE

As the School community reflects on another successful year of academic excellence, sporting prowess and co-curricular activities, the School Council has its sights set firmly on the future.

Western Australia has enjoyed an unparalleled level of prosperity for a long period and our School has flourished in this environment. The immediate outlook is less rosy however and we must ensure that we are well equipped in every respect to withstand more difficult economic conditions.

Following many years of sound financial management, we are fortunate to have a robust balance sheet, a healthy operating surplus and substantial assets in our School Foundation.

In close collaboration with the Headmaster, his senior executive team and external consultants, the council is actively engaged in formulating the School's next five-year strategic plan. The process has involved meetings with the School Executive, workshops with council members and extensive data gathering.

Our priorities are:

- To have the very best teachers and staff. We owe it to our boys to prepare them for a complex and rapidly evolving world where change is seen as an opportunity, not a threat. We must continue to attract and retain inspiring teachers and ensure that they are equipped with the requisite skills, experience and tools to deliver a globally relevant education.
- To ensure that the School's infrastructure is well maintained, safe and fit for purpose. In addition to the maintenance and refreshment of facilities, we need to look to the future and ensure that we are able to prudently deliver the facilities we will require.



We also want to continue to promote a culture of giving at the School. I have no doubt that education is a powerful path to a fair and inclusive society and it has been very pleasing to observe the strong support for our scholarship program this year. We are also actively encouraging our boys to embrace a culture of giving to others through contributions of time and talent.

In addition to the annual satisfaction surveys, we will consult widely with all our stakeholders during 2015. In the interim, if you have any ideas or suggestions regarding the future of the School, please feel free to contact me by email via the Secretary of the Council, John Price, on jprice@ccgs.wa.edu.au.

On behalf of the council, I acknowledge with appreciation the ongoing efforts and dedication of the Headmaster Garth Wynne and his teaching and support staff.

John Poynton AM
Chairman

MULTIPLE BENEFITS OF LEARNING LANGUAGES EARLY

By Brad Hilliard
 Director of Studies
 Deputy Head of the LW Parry Preparatory School

Cheerful chants of “Nǐ hǎo” can now be heard as you go past the newest classroom in the LW Parry Preparatory School. But before I cover more about the newest language program at Christ Church Grammar School, I think it is useful to address the reasons why we teach a language other than English in the first place.

There are many compelling studies that show learning a second language provides important cognitive benefits such as greater neural activity, increased memory as well as improved attention compared with students that do not learn a second language. Even better news is that the benefits are long-lasting, and are effective if you learn a language at any age.

Several studies suggest that if you learn a language before the age of seven, you not only have more chance of speaking the language like a native but more significantly, there are the possibilities of improving vocabulary in one’s native

language, general increased language skills, improved problem solving as well as self-esteem and even better mathematical ability.

Strengthening the cognitive skills of our boys is indeed a pretty compelling reason to learn a language and one the Preparatory School is very much behind.

Chinese (Mandarin) was introduced at the beginning of 2014 as the foreign language taught to every boy in the Preparatory School. This follows much school and public discussion about learning an Asian language linking clearly to the latest Australian Curriculum implementation and the Federal Government’s endorsement of teaching an Asian language.

This exciting initiative means that boys enrolled from Pre-Primary through to Year 6 will have had seven years of learning a language other than English in the Preparatory School, as well as learning about aspects of a unique culture, before moving into the Senior School. We know this grounding will help the boys as they continue to explore language options in the Senior School and beyond.

Clearly, if we have boys learning from the earliest years, they will be advantaged in developing a greater understanding of a language and develop a sense of their place in not only their part of the world but of the Asian region in developing a global perspective.





By being immersed in Chinese, the most widely spoken language in the world, boys will learn about a country with a long and rich history as well as learn more about the current links, such as strong trading, tourism and economical ties.

So far the boys have given the Chinese (Mandarin) program a big thumbs up. Not only are they learning how to communicate in Chinese but they have enjoyed being entertained over the year by experts, including some parents, in the cultural elements of kung fu, lion dancing, Chinese art, traditional music, the ancient arts of calligraphy and tea ceremonies, playing Chinese board games, visiting traditional Chinese medical practitioners, and learning how to make dumplings as well as eating other delicacies.

As you can imagine, many boys particularly enjoyed visiting China Town and eating yum cha!

It has been fitting that in the Year of the Horse the boys have been galloping ahead at pace and learning a great deal about an ancient culture, a popular language and a part of the world that has a great impact on the world that we live in.

So as the boys might say at the end of a lesson, “Zàijǐàn”, and next time you walk past the Chinese classroom you might see in action what we believe is an important part of the Christ Church educational program.

BY BEING IMMERSSED IN CHINESE, BOYS WILL LEARN ABOUT A COUNTRY WITH A LONG AND RICH HISTORY AS WELL AS LEARN MORE ABOUT THE CURRENT LINKS, SUCH AS STRONG TRADING, TOURISM AND ECONOMICAL TIES.





VERY BIG DAY OUT

At the end of Term 1, Didi Caddy's Pre-Primary class spent a day observing city views and landscapes as part of an investigation into shapes, points of view and transport. Mrs Caddy said it was the first excursion of its kind for the Pre-Primary boys.

"First we went to Coode Street Park (South Perth) to observe the city skyline and landscape, drawing pictures of the city across the river", she said.

After morning tea and a play, the group moved to Kings Park for a higher vantage point of the city. "We talked about the different building shapes and how cities were always changing with new constructions," she said.

Mrs Caddy said the class also observed different forms of transport including planes, the ferry, boats, cars, trucks and buses. "We watched how the cranes worked and discussed what they do on building sites."

After sending some whispered messages around the War Memorial's Whispering Wall, the group finished the day out by having 'lunch with the dinosaurs' at Synergy Park.

Back in the classroom, the boys' observations and drawings informed their city project and a large collaged mural.

WRITING INITIATIVE HAS IMPACT



A whole school initiative has helped Preparatory boys improve the quality of their written work and develop their speaking and listening skills. Big Write and VCOP (Vocabulary, Connectives, Openers and Punctuation), an evidence-based writing program and teaching approach developed by UK educator Ros Wilson, has been making inroads at Christ Church since 2014.

Director of Studies Brad Hilliard said following a trial, all staff completed training at the start of Term 2 ahead of the program's introduction. "Over the years, writing has been an area which could be improved across the board. Big Write is a program that we felt could really make an impact," he said.

Wilson believes the four VCOP features are key to improving writing in the primary age range. VCOP games, as well as VCOP stealing or borrowing, are encouraged when students see elements in their peers' work that they like.

Another key part of the program was 'talk homework', an approach that promotes the development of extended conversations in the lead up to Big Write sessions in the classroom. "The key is 'If a child can't say it, a child can't write it'", Mr Hilliard said.

Creating a positive environment and the right mood for learning is also helpful. Pre-Primary to Year 2 Teaching and Learning Co-ordinator Holly Miller said using candlelight and Mozart helped her Pre-Primary class relax and enjoy the writing process.

Mrs Miller said after completing their talk homework with their family, the boys had to tell a friend at school what they planned to write. "First, they first draw a picture to organise their thoughts and ideas. Then, they either label or narrate their drawings in sentences," she said.



EMPOWERING BOYS WITH FEEL-SAFE STRATEGIES

One of the first lessons in the program is My Helping Hand Network, which was also included into the front section of the Preparatory School diary this year. This exercise asks boys to think about five adults they know who would listen and help them feel safe if they felt scared or unsafe.

Preparatory School boys have learnt a range of skills and strategies as part of the Protective Behaviours program introduced this year. The program, co-ordinated by Protective Behaviours WA, is informed by a fundamental belief that all children have a right to physical and psychological safety at all times.

Director of Pastoral Care, Planning and Co-curricular Maria Hodges said the program, which was trialled by teaching and learning co-ordinators at the end of 2013, was designed to open up the channels for communication and to help prevent and reduce child abuse and violence.

Mrs Hodges said the program's main themes ('We all have the right to feel safe at all times' and 'We can talk with someone about anything, no matter what it is') were taught through 10 topics from Pre-Primary to Year 6. Some of the topics include early warning signs, personal space, safe and unsafe touching and assertiveness.

Another lesson includes body awareness and ownership, and private and public parts of the body, which includes teaching and using the correct anatomical names for parts of the body.

Mrs Hodges said the program aimed to empower boys to apply preventative strategies as everyday life skills in a non-threatening and non-sexual way.

"It encourages boys to keep talking until they feel safe, that they have the right to feel safe and that they are the boss of their bodies," she said.



MORE SPEAKING UP WITH ORACY SKILLS DEVELOPMENT



By Richard Wright
Head of the LW Parry Preparatory School

The ability to give a presentation and public speaking in general are skills that students require through the Preparatory School, Senior School, university and the workplace. There exist few professions where individuals are not called upon to speak in public or present to others. It is an important life skill and the Prep School's Oracy program works to enhance and improve each boy's oral communication skills at whatever capability - whether he is a fine orator or a nervous presenter.

In 2011, Maria Hodges who at that time was a Year 4 teacher, introduced the Oracy program as a co-curricular activity. Twelve Year 4 boys completed the Oracy program and performed admirably, improving all aspects of their speaking and presentation skills during the course.

Speech and drama expert Christabel Burniston MBE was inspired to pioneer a new approach to develop and test oral skills:

"Oral language is the medium we use to make friends, earn a living and become participating members of the community. It is through speech that we assimilate the thoughts, opinions, ideas, emotions, humour, wisdom, common sense, even moral and



spiritual values of those around us and it is through perspective listening and courteous speaking that we move toward breaking down social, professional and racial barriers."

Christabel Burniston

The focus of the Oracy program is on the student, both as an effective speaker and as an active listener, sharing knowledge and ideas with others. Boys are prepared and assessed against their ability to demonstrate the use of clear and vigorous spoken language in a variety of oral communication situations; demonstrate active, critical listening skills; discriminate in the choice of subject matter; demonstrate skills of research, structuring, organising and communicating source material; execute expertise in visual aids; demonstrate authority, confidence, sincerity and spontaneity in addressing others; interpret, rehearse and communicate a



Glossophobia, or fear of speaking in public, is said to affect around 75 per cent of people.

variety of factual and imaginative writing; demonstrate verbal and non-verbal communication techniques; work to time limits; and to participate in group interaction and discussion.

After running as a co-curricular activity successfully, Oracy has from 2014 been introduced as an externally-assessed subject for all Years 3 and 4 boys. The boys are required to read an excerpt from a book and recite a piece of poetry, 'Show and Share' a favourite possession for Year 3 and 'Explain' the importance of a personal artefact in Year 4.

The boys did exceedingly well with most achieving either an Outstanding or Very High grade, the highest two levels.

Next year, the Oracy program is being expanded to include the Years 5 and 6 boys. The program will take place when boys are working with their class teachers as part of the English curriculum, and as a feature of Drama classes; that are also new in 2015. With the broadening of these programs we would expect the boys to exhibit improved oral presentation skills and greater confidence when speaking. As part of the program the boys will receive clear feedback via Oracy Reports from the examiners and Semester Reports from class teachers.

We believe the Oracy program will build further on the strengths of Christ Church boys with this important life skill.

INSTANT ARTISTRY

Andy Quilty's no rules, risk-taking and instantaneous approach to art left a lasting impression on many Preparatory School boys, who took part in the School's Artist in Residence program in Term 3.

All boys had a chance to work with the acclaimed WA artist known for his portraiture in signature blue ballpoint pen. Andy's work, which explores the social, psychological and physical landscape inhabited by the suburban Australian male, is referenced from his working past as a surfboard artist.

Art Specialist Teacher Claire Donald said every boy, from Pre-Primary to Year 6, completed two to three pieces of portraiture work using blue pens and inks to produce "quick, cool and instant results". From photographs, the boys began by drawing skulls and then moved on to interesting faces featuring Andy's friends and relatives.

Mrs Donald said the experience was nothing short of extraordinary. "I found myself in awe of the manner in which Andy related to the boys and encouraged them to be risk-takers in their art practice," she said. "The results are refreshing and inspiring."

Mrs Donald said the feedback from boys and parents had been extremely positive. "Emails, questions and even fan mail for Andy came streaming through the Christ Church channels!"

The Christ Church Parents' Association funds the Prep School's Artist in Residence program.



LOCAL HISTORIANS

What better place for the Year 3 boys to study local history, than at the building that functioned as the first school between Perth and Fremantle?

The boys learnt about the Freshwater Bay Museum's rich history as part of their studies into local history during Term 4. Year 3 Teacher Rachel Roberts said the boys were intrigued to discover the building's varied history and use since it was built in 1862.

A short walk from Christ Church, the boys spent an afternoon at the building, which began as the historic Freshwater Bay School. "They were interested to learn that throughout its history, it had also been a place of religious worship, a boarding house for young men, a police station and quarters. They also heard about the Aboriginal heritage of the Freshwater Bay area," she said.

Mrs Roberts said the new unit, which was introduced as part of the Australian Curriculum in 2014, helped the boys understand that places like the museum were special and important to the history of Claremont, an area many of them also lived in. "In the future, they might need to protect buildings like this, or their house or some other significant landmark," she said. "Of course, they were also very interested to see the old chalkboards, cane and dunce's hat," she said.





The boys became photographers for the day and used their iPad cameras to document their visit and use back in the class as a point of reference. Mrs Roberts said the boys had to create a timeline for the building and how it had changed over time, as well as a poster focusing on individuals who had previously occupied the building and what their role was.

“The boys loved taking photographs as it gave them ownership of the experience as well as using the museum’s website and archives for researching their timelines and posters,” she said.

“The boys thoroughly engaged with the topic. It was wonderful to see them making connections with their local history, rather than it being something that is in the past and gone.”



MAKING A DIFFERENCE

A term-long focus on sustainability in Year 4 showed boys that they could have an impact on the world. Years 3 and 4 Teaching and Learning Co-ordinator Jane London said the boys really embraced the unit, a new area of the Australian Curriculum for Year 4 students.

While the focus was in Term 4, the boys began investigations into sustainability back in Term 2 during the cohort’s major excursion to Penguin Island. This excursion, now in its fourth year, sees 100 boys journey to the island as part of an integrated unit on ecosystems.

Despite the wind and rain, Ms London said the boys loved the excursion where they learnt about the unique ecosystem and the different impacts the animals faced in the setting. Back in class, the boys completed an inquiry into an animal that lived on Penguin Island and examined the impact of human use of the island and its future sustainability.

In Term 4, the integrated unit on sustainability ranged from boys completing surveys of their own and their

family’s waste production; investigations into the types of litter found along the Claremont foreshore including data collection, analysis, graphing and using technology to show the impact on marine life; and making a poster to inform others about the types of litter found in the Swan River and its danger to marine animals.

The Year 4s were also fortunate to have a talk on sustainability by marine biologist Stuart Field, father of Jago. Another highlight for the boys was a visit to the Regional Resource Recovery Centre in Canning Vale to see its ‘digester’ in action.

“When it comes to sustainability, children often either feel far removed from the issue or that it is hopeless,” Ms London said. “Through this unit, we found that the boys really felt like they could make a difference through their own actions.”



NEW PASTORAL GROUPS FOSTERING RELATIONSHIPS AND CHARACTER

By Maria Hodges

Director of Pastoral Care, Planning and Co-curricular
Deputy Head of the LW Parry Preparatory School

Caring underpins all positive relationships and very little that is positive is solitary, according to Martin Seligman, the renowned pioneer of Positive Psychology and leading researcher on the psychology of happiness.

Teaching our boys to interact in a positive manner with each other and building caring and positive relationships is essential for them to develop and have productive, positive lives and meaningful relationships with others.

This, as well as character education, is the basis of our focus on pastoral care education in the Preparatory School.

Character education is the umbrella term for all explicit and implicit educational activities that help develop positive personal traits called virtues. We believe that qualities which make up character can be learnt and taught, and are interested in the leading work of the Jubilee Centre for Character and Values, based in Birmingham University, which is focused on frameworks for character education in schools.

Character has long been a key component behind our virtues and values and recognition programs, including the Champion Quest. The work of the Jubilee Centre and others will inform us as we continue to advance our programs in this area, including an exciting new quest for Year 6 boys in 2015.

These two commitments - to help boys develop positive relationships and virtues for character - are the foundation for our pilot of a vertical streaming pastoral program. We have called these Vertical House Groups (VHG), which are smaller groups of boys within Houses that are from a range of year levels.

Vertical streaming is not new and there is much research available on the topic. Our Senior School uses this approach for all tutor groups, as a core component of its pastoral care model. What is new, is introducing this system at a much younger age. As our pilot and research project has established, the effect of introducing this streaming much earlier has the same positive benefits.



THE BOYS EAGERLY AWAIT THEIR VERTICAL HOUSE GROUP MEETINGS EACH WEEK AND ENJOY THE TIME AND ACTIVITIES THEY SHARE.





The action research we conducted in 2013 and 2014 to test this hypothesis, demonstrated extremely positive results in terms of building core values of care and confidence. So last year we decided to incorporate VHGs from Years 3 to 6 across the Prep School. In 2015 it will include Year 2 boys as well.

VHGS meet once a week for 20 minutes. The boys are broken into small groups of about 11 boys, all from the same House allocation, with all year levels from Years 2 to 6 represented within every group. Each teacher is responsible for his or her own group.

The groups come together and enjoy activities, some of which are planned and structured, while others are free-flowing. The time is allocated to getting to know each other and being involved in practical, written and social activities to foster bonds between participants. Varied activities are offered to the boys each week, such as breakfast sharing, treasure hunts, boot-scooting, board games, bocce, 'two truths and a lie' and charades.

The boys eagerly await their VHG meetings each week and enjoy the time and activities they share. These small, diverse group structures encourage new connections, friendships and compassion for others outside of their immediate peer and year groups.

It is very satisfying for staff that this initiative is successful in helping to advance both our positive relationships and character education goals. We look forward to building it up over the coming years.



OUTDOOR EDUCATION JOURNEY BEGINS

In Year 5, boys begin their outdoor education journey at the Koorungal campus near Dwellingup. The program is aligned with the School's Phases of Learning, matching the age and stages of development with appropriate experiences to challenge students.

To ensure boys are prepared and get the most out of the experience, the Year 5 program is based on the Earthkeepers project, which begins in the classroom in Term 1 and continues into Term 2 through a range of subjects. The boys work hard towards becoming Level 1 Earthkeepers by earning keys in areas such as knowledge, experience and yourself.

Each class spends three days and two nights at Koorungal, which is transformed into an Earthkeepers Training Centre. Here, the boys become Earthkeeper apprentices where they learn to engage their heads, hearts and hands in understanding the natural world.

The Koorungal team guides the boys through practical challenges where they learn the science behind ecosystems while developing a personal connection with the earth. Director of Koorungal Dave Anderson said this connection included finding the boys' own 'magic spot'.

**AT KOORINGAL, BOYS
ALSO MAKE PLEDGES TO
LESSEN THEIR IMPACT
ON THE EARTH ...**



"A magic spot is a special place in the natural world where the boys can be alone to pause, reflect, ponder and dream. It provides an environment where they can make connections between the planet and is a place they begin to value," he said.

At Koorungal, boys also make pledges to lessen their impact on the earth, such as turning off lights at home, riding bikes to school or taking three-minute showers. Parents are asked to support their boys and actively assist where possible.

Mr Anderson said the Year 5 program was about fun and discovery – a perfect introduction to the Year 6 experience in which rafting, camping out, cooking, nature studies and a mini-expedition were offered.

As the journey continues into Senior School, more adventurous opportunities for boys abound including the Year 8 Leeuwin Adventure and in Year 10, an 11-day expedition through Walpole-Nornalup National Park.



REVOLTINGLY GOOD PERFORMANCES

Revolting children were welcomed in the School Chapel as the Midnite Youth Theatre Company's Year 6 production of Roald Dahl's *Revolting Rhymes*, directed by Gregory Jones, played out over three nights in Term 3.

Revolting Rhymes was the author's first collection of comic verse for children, taking six well-known fairy tales and giving them a wholly new set of Dahl-esque twists. They include *Cinderella*, *Jack and the Beanstalk*, *Snow White*, *Little Red Riding Hood*, *Goldilocks and the Three Bears*, and *The Three Little Pigs*.

Mr Jones, the Artistic Director of Midnite Youth Theatre Company, said the boys explored the stories over eight weeks, integrating their own ideas. The production also featured music composed by old boy Tim Minchin (Class of 1992) from *Matilda the Musical*.



Through an exciting combination of props, creative costuming, lights and song, the cast brought Dahl's horrid and funny characters to life for the audience's enjoyment. Each story was set within a cubby house of items, which the cast playfully explored.

Mr Jones said the Year 6 cast worked with great energy and was highly imaginative and playful in telling the stories.



PRAISE FOR CANBERRA TOUR

In April, Year 6 boys and staff spent four days immersing themselves in the nation's capital as part of the fourth annual Canberra Tour. Head of the Preparatory School Richard Wright said the tour, which supports the 'Inquiry and Initiative' Phase of Learning in Years 5 and 6, was a great success.

The group visited Government House on Governor-General Sir Peter Cosgrove's first day in office; however, no sightings were made as he was in Melbourne on his first tour. The boys also went to the Museum of Australian Democracy and Parliament House, where they met WA Senator Dean Smith.

The afternoon spent at the Australian War Memorial is always a highlight of the tour. Once again, the boys were asked to form an honour guard around the Pool of Reflection for the Last Post ceremony.

The full itinerary also included visits and tours of the Royal Australian Mint, the National Gallery and Portrait Gallery of Australia, the National Film and Sound Archive, Questacon and CSIRO.

Mr Wright said he was impressed with how the boys engaged with every aspect of the tour. "Staff constantly and consistently received praise on the boys from tour guides and members of the public," he said.



DIGITAL THINKING – GIVING BOYS A CREATIVE EDGE

By Matt Kameron
Assistant Director of Studies, Director of the Centre for Excellence



Futurist Thomas Frey predicts that by 2030, around the time our 2015 Year 1 boys will complete tertiary education, 20 per cent of all jobs will consider basic computer programming to be a core skill.

Gone are the days when computer programming was a niche field restricted to programmers who work in the IT industry.

New course for Years 7 and 8

From 2015, Years 7 and 8 boys at Christ Church will have the benefit of a compulsory course in Digital Thinking – they will learn skills such as computer coding and design, which will give them an edge for the decade in which they graduate. They will do this by finding their creativity, making computer games, building websites and controlling robots.

Digital thinking is an important capability that enables opportunities across multiple fields. Most vividly, through coding, students can develop games and websites of their own. More broadly, an understanding of digital thinking allows students to use this knowledge to enhance their creativity in other fields. Graphic Design, for example, was once a purely artistic realm. Understanding how underlying digital processes function will provide our young men with greater opportunities and an edge in a technology-oriented future.

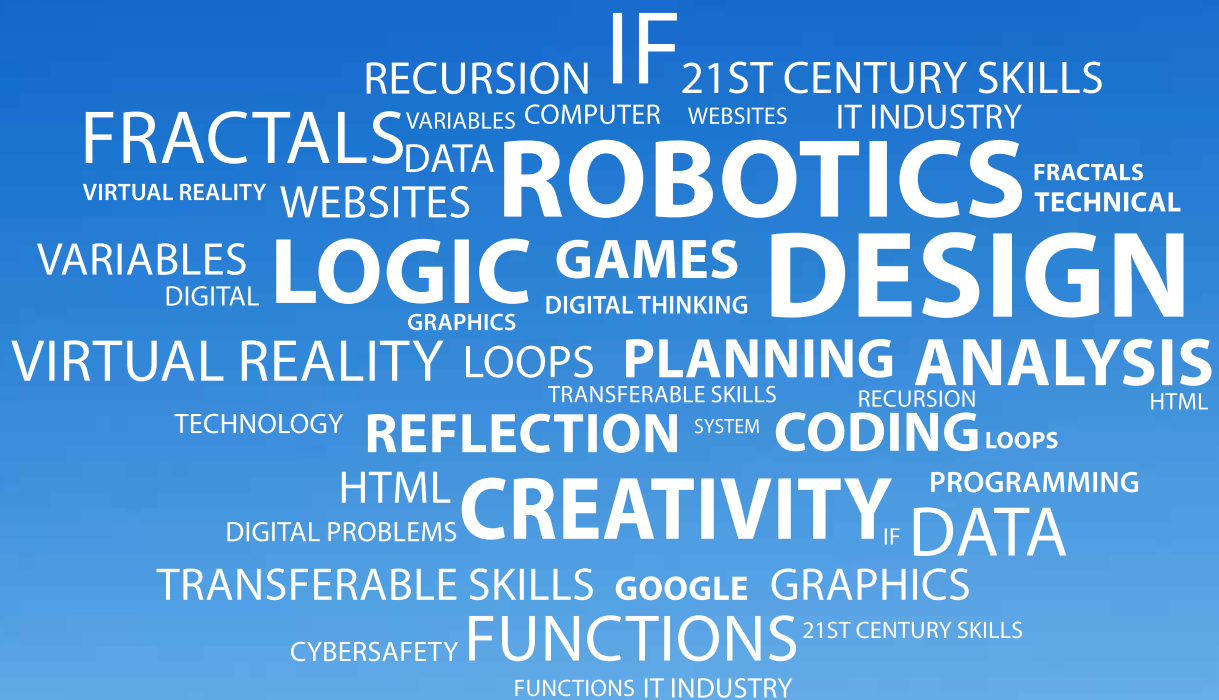
All careers are enhanced by competency in computer technology

There remain few industries that have not been transformed in some way by computer technology, and ongoing transformation is expected. The majority of careers in science and mathematics already require considerable skills in programming. The increasing ubiquity of technology will necessitate digital thinking and innovation across many fields. Possibilities such as three-dimensional printing, nanotechnology and unmanned flight technology will affect countless jobs and create unimagined possibilities.

Of the top ten jobs in 2014 rated at careercast.com, measured using a mixture of average income, work environment, stress and hiring outlook, five required considerable levels of coding expertise. These roles were Mathematician (at number 1), Statistician (3) and Actuary (4) – all of which need a healthy dose of programming to automate and analyse data. The other two jobs were core IT roles, that is Software Engineer (7) and Computer System Analyst (8).

Tapping into boys' motivation

The modern era is exciting and this new subject, Digital Thinking, is about opening students up to the possibilities that exist. Boys tend to have a natural interest in computer programming, perhaps stimulated by the games they play. **By teaching students how to think digitally and write computer programs, we are giving them another way to express themselves creatively.**



The opportunity to identify and solve a variety of digital problems will promote engagement and self-confidence in their ability to overcome obstacles.

Students will learn about the iterative design process, prototyping, planning and testing – all skills that are adaptable to many contexts. The focus will be on producing projects that foster their creativity. For those students who want more technical grounding in Computer Science, elective offerings are available from Year 9.

Digital Thinking in Years 7 and 8 will also teach students some of the life skills related to technology, particularly social issues such as cybersafety and digital footprints.

We have also begun planning a tour to Silicon Valley, California, in 2016. This tour will be open to students who would be in Year 9 and above at that time, and would see students spending their time developing collaborative and rich products, while learning all about how many large companies such as Google and Blizzard operate.

Want to learn more about programming? Try www.code.org for ideas!

WE WANT TO GIVE BOYS THE FUNDAMENTAL SKILLS AND CONFIDENCE REQUIRED TO UNDERSTAND AND SHAPE THE TECHNOLOGY THAT AFFECTS THEIR PERSONAL LIVES AND MAY DEFINE THEIR CAREERS.

BUSH TO SEA AND BACK AGAIN



Leeuwin CEO Anne-Marie Archer said the crew had nothing but praise for the boys' willingness to engage in all aspects of the experience, and to take on the challenges presented to deliver on the program's outcomes.

"Although some boys may have left home with a little trepidation as to what they would experience, we are confident they have returned home a little more intrepid for the experience," Ms Archer said.

Director of Koorungal Dave Anderson said the Year 8 Leeuwin Adventure gave boys a fantastic experience in a completely new environment. "All the underlying themes of our Outdoor Education program are paramount, and the ability for the boys to experience these and participate in the Leeuwin program provides a truly unique perspective," he said.

He described it as an intersecting journey: "You see the anticipation and fear of the unknown on the bus to Monkey Mia, and then watch the boys reflect on the challenges and successes on the journey home. Just the growth in the individuals, in such a short amount of time, is great to see and to do it in a world-class setting is a once in a lifetime opportunity."

In Year 9, boys take greater ownership of their Outdoor Education journey back at Koorungal, the School's outdoor education centre. Here they complete a five-day expedition and 15-hour solo night, which aims to equip them for the following year's 11-day Venture – the pinnacle of the program in which boys journey through Walpole-Nornalup National Park.

In April and May, Year 8 boys aboard the STS Leeuwin weathered some storms, overcame seasickness, climbed masts and furled sails, stood night watch rotations, worked as teams, and embraced all aspects of life onboard the majestic working ship.

The partnership between Christ Church and the Leeuwin Ocean Adventure Foundation, now in its fifth year, allows every Year 8 student to spend six days in the World Heritage Site of Shark Bay. **The boys are among the youngest to sail on the training ship** and Christ Church is the only WA school to include the sailing experience as part of its compulsory Outdoor Education program.

The Leeuwin's Youth Explorer Program has been specially modified to suit the age and physical capacity of the boys with the sheltered waters of the Shark Bay region providing the captain with plenty of safe options to shelter the ship, in case the weather presents some challenges.



HAKA LINK TO THEATRE ORIGINS



Year 8 Drama students explored the movements and sounds of traditional Maori hakas as part of their studies into rituals in Term 1. Drama Teacher Nicky Garside said linking the familiar dance to the origins of theatre gave the unit immediate appeal to the boys.

Mrs Garside, who stressed they did not teach or perform a full haka (in cultural respect) but focused on sounds and postures, said the link to sport resonated with boys. "All boys are familiar with the

All Black's haka so this tied in nicely as an introduction to ancient and modern day rituals," she said.

Mrs Garside said the boys viewed many versions of the haka, explored the language used and the performance style, and were asked to create their own pastiche in small groups. "The boys had to pick out key movements and words, use repetition, and make connections between these to create an original piece for assessment," she said.

"The boys really seemed to enjoy the unit and take the work seriously. They had to show intensity, commitment and confidence in order to give the intimidating performance required for such a dance."

The classes also discussed the link to the School's war cry, *Linga*, whose composer, 1953 School Captain Arthur Pate, was inspired by the haka.

BOYS SHARE CHINESE STORIES

Year 8 Chinese (Mandarin) classes visited the Preparatory School in June to share stories they had created on their iPads. Language Teacher Phillipa Nock said the boys, who had been learning how to describe animals, were tasked with creating a picture storybook written in Chinese characters.

Ms Nock said giving the boys an audience and a purpose had really excited them. "The boys worked enthusiastically on their books knowing they would be presenting them to Pre-Primary and Year 2 Chinese classes. It was a great motivator for them," she said.

The Year 8s shared their books in pairs, with one student reading in Chinese and the other providing gestures to help convey the meaning of the story without using English. Some books even included sound bites, allowing the young readers to touch the screen to hear various animal noises.

Prep School Chinese teacher Li Liu said the experience allowed the younger boys to see what they could achieve in their future learning as they progressed through the School's language program.

"The storytelling gave the Prep boys an opportunity to revise and expand on what they had learnt in their lessons, such as numbers, colours and animals, in an interactive and fun way," Ms Liu said.



AN UNLIKELY PARTNERSHIP REVEALS A HOLY GRAIL

By David Proudlove, Head of Humanities*

The word 'serendipity' comes to mind whenever I pause to contemplate what has happened in the six months or so since Robin Russell, Christ Church old boy (1959), wrote a detailed and impassioned letter to Headmaster Garth Wynne outlining his vision for a national essay competition.

Robin is a true Australian patriot and is driven to promote the concept of 'national interest' to young people, particularly as it pertains to contemporary Australian society. One idea, to make the topic more prominent, is to offer the chance for students in Australian schools to research into what is in Australia's national interest and then submit an essay as part of a school-based, national essay writing competition. To our delight, Robin wanted Christ Church to consider this and, all being well, adopt such a competition. The Humanities Department could not wait to become involved.

Initially the concept seemed simple enough but the major stumbling block was always going to be how to mark what might be thousands of essays quickly, fairly and consistently. Quite by chance, Robin's son, Nick had heard of the computer programming talents of a 31-year old English/South African computer programmer called Andy Futch. Andy, a dynamic and hugely energetic young man, who had, for the past 10 years been developing a working model that allows a computer to understand a sentence in much the same way a human brain does, that is through recognising associations between words.

Andy was in no doubt that his system would be able to assess essays submitted online, not only crediting correct grammar, spelling and punctuation, but far more importantly in terms of Robin's vision, also rewarding creativity in writing and the accurate use of evidence by the writer.

The Humanities staff needed to see to believe! By mid-November in 2014, two school-based trials have allowed almost 100 Year 10 students to be given a week to consider an essay topic, (such as 'Is becoming a republic in Australia's national interest?') and then write their answers in a computer room under test conditions. No access to the internet is possible during the writing period and answers are submitted online and then assessed by Andy's system.

Quite amazingly, within seconds of the end of the test period the boys, and staff, are able to receive a mark and extensive feedback for every essay. Answers have sections of high and low scoring passages highlighted and their designation explained for the reader. Of course the proof of the pudding was whether experienced Humanities staff agreed with the scoring and rank order that Andy's system produced.





We all agreed that the final decision as to the winners would always rest with a panel of markers, including not just Christ Church academic staff but also members of the wider School community and perhaps some invited experts from fields such as politics and commerce.

The conclusion in these initial trials has been that the system is remarkably close to a 'human' marker. Further fine-tuning is continuing as we move towards the possibility of a state-wide competition for Year 10 students in 2015.

ROBIN IS A TRUE AUSTRALIAN PATRIOT AND IS DRIVEN TO PROMOTE THE CONCEPT OF 'NATIONAL INTEREST' TO YOUNG PEOPLE, PARTICULARLY AS IT PERTAINS TO CONTEMPORARY AUSTRALIAN SOCIETY.

The potential to use Andy's system to help improve the extended and creative writing capacities of all our students is also instantly apparent. **A way to help boys write accurately, fluently and engagingly while providing instant feedback on progress and suggesting changes to improve a document sounds like something of a Humanities and English holy grail!**

Stay tuned for more reports on the progress of this exciting project.

* In early 2015, David commenced a new role as Head of Senior School at The Scots PGC College in Warwick, Queensland

STUDENTS BROACH REFUGEE ISSUE WITH PREMIER

In August 2014, five Year 10 boys met with Premier Colin Barnett to discuss Australia's treatment of refugees as part of their Global Perspectives course run by Cambridge University.

Tom Robins (Year 10) said the group spoke to the Premier for 30 minutes on the issue. "Mr Barnett used the term 'queue-jumpers' to describe asylum seekers coming by boat, but said he believed it was important to provide refuge to people who need it. He said he didn't agree with keeping children in detention," Tom said.

Raj Paul (Year 10) talked to a government doctor who works with refugees in detention centres. The doctor painted a bleak picture of the conditions in detention centres. "He focused on the medical side of things and what he had to say was

very negative. The size of the detention centres and the cramped conditions were surprising," Raj said.

Tom said the project had helped the boys expand their knowledge on the reasons people leave their countries and the conditions they endure in Australian detention centres. "We wanted to raise awareness of why asylum seekers are coming here – for a better quality of life," Tom said.

The Cambridge International Examinations (CIE) course, part of the curriculum in more than 3700 schools in 140 countries around the world, was introduced in 2013 to enhance the international perspective of learning at Christ Church.

The course, offered as a Year 10 elective, is designed to develop the ability to

think critically about a range of global issues where there is invariably more than one valid point of view. Students must conduct individual research, group projects and work with other learners from around the world. Once marked, they are submitted electronically for moderation in the UK.



*Photograph courtesy of the Community Newspaper Group

HISTORY REPEATS



Christ Church won two of the three major national history competitions in 2014. James Blaxill (Year 10) won his age division in the National History Challenge, as well as the WA Young Historian of the Year, while Jack Annear (Year 10) scored the highest result for his age group in the Australian History Competition.

Head of History Richard Parker said the challenge, which encouraged students to use research and inquiry-based learning to discover more about the past, was

a way of extending the top Year 10 students. James's individual research essay, on the subject of internment camps in Australia during World War II 'using primary sources from the National Archives', was selected for entry in the State competition.

James said he had recently learnt of the internment camp at Rottneest Island and decided to broaden his essay focus to camps in Australia. "I looked at the change in perspective of people towards certain Europeans living in Australia, and the hatred towards them because of the war," he said.

Jack Annear was not planning on studying History in Years 11 and 12 but his result in the Australian History Competition may have changed his mind. More than 100 Year 10s and 150 Year 8s from Christ Church sat the competition in May whose core objective is to assess critical thinking

and source analysis skills using topics from the Australian Curriculum.

Jack said he found the questions on World War I the most interesting. "That part of history has shaped the way we are now. It particularly interests me, as my family believes we had a relative on the first ships to arrive at Gallipoli," he said.

Mr Parker said Christ Church continued to excel in the competition. "An extraordinary 49 per cent of students scored in the top 10 per cent nationally while Joshua Chan and Henry Pemberton had the highest marks in WA for Year 8."



SCHOOLS COLLABORATE ON SEMANTICS

Students from Christ Church and Methodist Ladies' College (MLC) worked together during Term 1 as part of training for the Australian Computational and Linguistics Olympiad (OzCLO). The competition involves participants working in teams on a range of language analysis problems.

Head of Languages Nicola Griffin-Appadoo said Years 9 and 10 students with a keen interest in English, languages and computational logic were invited to take part in the competition. "The students are required to solve a series of problems that require interpreting the grammar and semantics of fascinating languages," she said.

At Christ Church, Mrs Griffin-Appadoo and Assistant Director of Studies Matthew Kameron shared



their problem-solving skills to train three teams of four boys alongside a girls' team from MLC. MLC language teacher Tamsin Moran assisted all teams with their training for the competition.

OzCLO is one of the 12 international science olympiads held around the world each year and is supported by the

University of Western Australia (UWA) in WA. It was the first time Christ Church participated in the competition and all teams were successful, receiving either silver or bronze medals.

TRAINING THE KEY TO SUCCESS

Christ Church had its best results yet in the Australian Informatics Olympiad (AIO) claiming an outstanding 10 per cent of the awards and receiving seven of the 26 invitations to the Informatics School of Excellence in December.

Assistant Head of Mathematics (Extension) Jan Honnens said in combination with the School's Mathematics and IT Departments, this result could in no small part be attributed to the ongoing coaching by old boy Thomas Drake-Brockman (Class of 2011).

Thomas began coaching Years 7 to 12 boys two years ago, once a week during lunchtime. "The pedagogy for these sessions is very different to most school classes," Mr Honnens said.

"Students are expected to have attempted to solve a mathematical

problem by coding a solution as best they can before the session. The session is then a discussion and direct instruction of how to obtain the most beautiful and-or simplest solution."

Mr Honnens said Thomas's sessions had been the glue that enabled a flourishing culture of Informatics-hungry boys to be constantly challenged and improving. "Informatics truly adds relevance, challenge, motivation and creativity to Mathematics – as the boys will attest."

Christ Church was awarded two gold medals, five silver medals and nine bronze medals in the 2014 AIO.



FORWARD THINKING CULTIVATING GLOBAL



Global Capacities Framework (GCF)

Communication capacities

- Observing/reflecting
- Communicating in multiple modalities
- Collaborating strategically

Critical capacities

- Interpreting
- Analysing/synthesising
- Evaluating

Creative capacities

- Imagining
- Questioning/simulating
- Tolerating ambiguity

Cosmopolitan capacities

- Real-world problem solving demonstrating global consciousness
- Intertextual thinking/engaging in multiple perspectives

AND INNOVATING – CAPACITIES

By Garth Wynne, Headmaster

Working with international education experts

In 2012, Christ Church was invited along with schools from Canada, China, Finland, Singapore and the United States, to participate in the first Global Learning Alliance (GLA), a group brought together by Columbia University (Studies in Education Innovation, Teachers College) and the Scarsdale Public School, New York.

The focus of this alliance is to work together on the challenges for high performing schools in developing the skills and capacities needed to prepare young people for the 21st century. The first shared goal identified the need to establish relevant competencies and measure the dispositions of students rather than the knowledge assessed by existing tools.

Preparing boys for global environment

Christ Church graduates, no matter what field of endeavour they pursue, face a global context. The digital facilitation of global connection is the work reality of the now and future. Given the exceptionally strong academic performance of Christ Church, by whatever measure, the real interest for the School in this project is to develop insights on how programs and practices are adding value to the student experience by preparing them for this global environment.

The GLA met again in New York in 2014 at Columbia University. Christ Church representatives joined 300 delegates from more than 40 leading schools

from around the world to contribute to frameworks to assess global capacities and competence. These capabilities have been an ongoing strategic consideration for us since 2011, with a range of initiatives to develop new experiences within and beyond the School that focus on guiding boys to a broad understanding of the world and their place within it, thereby developing an international perspective.

Testing disposition – feedback for growth

Last year, every boy in our Year 10 cohort was involved in a Global Competence Aptitude Assessment (GCAA®) delivered by Global Leadership Excellence®. The GCAA is based on extensive, original worldwide research on global competence that was conducted in part by surveying a Delphi panel of experts. These thought leaders included human resources managers from Fortune 500 companies, United Nations officials, global business leaders, government officials, educators and intercultural consultants across several continents. These experts defined global competence as:

“Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments.”

Each student was provided with a report about their likelihood to succeed in a global context and their internal and external readiness to do so. By providing the boys with this benchmark, opportunities for personal growth were identified.

Assessment of schools in developing global capacities

The work of the GLA has resulted in researchers, from the Teachers College at Columbia University developing a Global Capacities Framework® (GCF) that can be used as a lens to consider the work of a school in the development of 21st century global capacities in students. For Christ Church, we also added expectations for character and these underpinned the technical competencies of the framework.

Next steps – an ongoing focus

In October 2014, we were very pleased to be able to welcome to the School two of the authors of the Global Capacities Framework (GCF), Dr Allison Villanueva and Dr Deb Sawch. They presented their observations and experience from a number of leading international schools to staff and then took a week to apply the lens of the GCF outlined above to assess the educational experiences at Christ Church. We look forward to their findings and considering options such as new offerings in our courses and structures and different approaches in the way we might teach and assess.

As a forward-thinking and innovating school, Christ Church is impelled to always look to new initiatives and ideas as we consider the needs of our graduates.

UNIVERSITY CHALLENGES ART STUDENTS



In February last year, Years 11 and 12 Art students spent two days at Curtin University's School of Design and Art (SODA) learning from some of WA's leading arts educators and artists.

The annual art camp is an integral part of the Years 11 and 12 2AB and 3AB Art courses providing boys with practical workshops in drawing, sculpture and printmaking, sessions on art analysis and production, and a gallery visit.

Art Teacher Jean-Marc Rivalland said an assemblage challenge task, led by SODA lecturer and artist Mark Parfitt, was a highlight. The task was to break apart a chair and create a specific

form of sculpture. "With access to the workshop, a range of materials and tools, the boys set about the demanding task of creating works to a very high standard," he said.

"Some artworks, dealing with the concept of space, were attached to the building whilst others had inferences to functional objects. Some were carefully broken apart and constructed into formal arrangements and others took on subtle anthropomorphic appearance, suggesting an animal-like appearance."

The session finished with the boys creating their own Rube Goldberg-style constructions, which once activated

created a domino effect, triggering movement within the artworks. "Although this task was daunting, the satisfaction of completing such successful work in a small time frame was very rewarding for the boys," Mr Rivalland said.



CLASSICS BROADEN APPRECIATION

A group of boys have been broadening their appreciation of classical literature as part of a new co-curricular offering in 2014. The university-style discussion course, called Engaging with Classics, has tackled some of the world's earliest texts, Shakespeare and children's books.

The after-school program, introduced by English teacher Spencer Davis, is an extension course for Year 11 boys, many of whom were part of the Enigma extension program in Years 7 to 10. As a direct result of the program, Mr Davis was

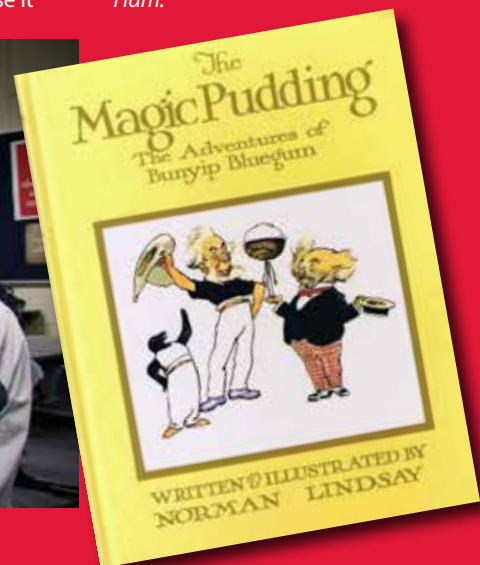
accepted for a fellowship at New York's Columbia University in July.

Mr Davis said the aim of the 'breadth course' was to extend the boys understanding of classical literature. "The idea is to assist them in finding inter-textual links in text and, effectively, broaden their appreciation for literature," he said.

In Term 1, the boys studied *The Odyssey*, a text Year 11 student Julian Ming now considers a favourite. "Not because it

was complicated but because I actually enjoyed it. You can see where all the common clichés in modern texts come from," Julian said. He said the program had assisted him in class discussions.

In Term 2, the boys chose to read Shakespeare's *Troilus and Cressida* as a way of linking the extension program back to their classwork in English Literature, while in Term 3 they examined classic children's books *The Giving Tree*, *The Magic Pudding* and *Green Eggs and Ham*.



STRATEGIES FOR SCHOOL AND BEYOND

Two successful events, now in their third year, are arming Years 11 and 12 boys with valuable advice for the final years of school and beyond.

The Year 11 Ad Astra Day, held in February, equips boys with strategies to help maximise their potential, cope with the intensity of Years 11 and 12, and gain inspiration from a range of speakers and sessions in the university-style setting of St George's College.

Boys have an opportunity to 'opt in' to interactive sessions led by subject specialist teachers; learn revision strategies and how to get the best out of their brain; and hear advice on psychological health and pathways after school. Former students also lead a group discussion about their post-school experiences.

In June, 100 boys discussed their career aspirations with 'young' old boys at the Year 12 Career Breakfasts – a joint initiative between the Old Boys' Association (OBA) and the School that gives boys an opportunity to ask questions of alumni from a range of occupations.

With various fields grouped together, 22 old boys were represented from the industries of business and commerce; engineering, architecture and arts; and health science.

Career Counsellor Jody Clarke said one boy got so much out of the first breakfast, he asked if he could attend all three, which he did. "Another boy's mother reported that her son felt it was the best event he had attended all year, and it had given him more direction."



HYPOTHETICALLY SPEAKING

Year 11 boys and girls from Christ Church and Methodist Ladies' College (MLC) came together in August for a special event to explore issues related to gender equality. The event took the format of a hypothetical fictional scenario, which challenged an unrehearsed panel from each school.

The panel included the heads of each school, a teacher from each school and four students.

The scenario explored the fictional lives of twin siblings raised in a gender-neutral household, who graduated from MLC and Christ Church ready to embark on their careers. The panellists got into the spirit of the occasion, taking on challenging and amusing points of view as the scenario advanced.

Panellist Daniel Pelkowitz said he enjoyed exploring the concepts on gender equity in a different way.

"I think having MLC involved provided a much needed woman's view on the topic, and I definitely felt it gave me insight that I haven't previously thought of."

Panellist Monte Nathan added: "I think the concept is clever, I know people enjoyed seeing people like Mr Wynne debating and having fun. I hope it continues on."

Headmaster Garth Wynne said the schools wanted a forum that would help engage students in a different way and thanked MLC and Strictly Hypotheticals in helping to create an entertaining scenario to draw out some of the challenges.



ACADEMIC COMPETITIONS

Across all year groups, boys are encouraged to challenge themselves on the way to reaching their potential in a collaborative, competitive and supportive environment. This year was no exception as teachers used local, state, national and international competitions to enhance learning opportunities. Successes are acknowledged at assemblies and in *CCGS World*. Here are some examples of 2014 competitions and results:

Australian Mathematics Competition

Number of Christ Church boys entered: 1078 (Years 3 to 12)

Awards: 2 Medals, 9 Prizes, 39 High Distinctions, 130 Distinctions

Standout performers: Nicholas Lim (Year 12), William Hu (Year 8), Matthew Bailey (Year 4)



Australian Informatics Competition

Number of Christ Church boys entered: 494 (Years 7 to 12)

Awards: 7 High Distinctions, 48 Distinctions

Standout performers: Anthony Tsang (Year 11), Nicholas O'Callaghan (Year 11), Devin He (Year 10), Nicholas Pizzino (Year 10), Thomas Waring (Year 10), James Annear (Year 8), William Hu (Year 8)

ICAS Science Competition – University of New South Wales (UNSW)

Number of Christ Church boys entered: 523 (Years 7 to 12)

Awards: 14 High Distinctions (top one per cent in Australia)

Standout performers: Ben Davison-Petch (Year 7), Tristan Porter (Year 7); Year 8 students Joshua Chan, Jack Edis, Matthew Hamdorf, Akio Ho, William Hu, Albert Smith, Nicholas Van Heurck, Riki Wylie; Alexander Shearer (Year 9); Leo Li (Year 10), Nicholas Pizzino (Year 10), Nicholas O'Callaghan (Year 11)

UNSW Business Studies and Economics Competitions

Number of Christ Church boys entered: 75 (Business Studies), 103 (Economics)

Awards: 3 High Distinctions (top 5%), 22 Distinctions (top 15%)

Standout performers: Hector Morlet (Year 10) – Junior WA winner (Business Studies)

Australian History Competition

Number of Christ Church boys entered: 153 (Year 8), 104 (Year 10)

Awards: 49% of Year 10s scored in top 10% (nationally), 35% of Year 8s scored in top 10%

Standout performers: Jack Annear (Year 10) – top score in Australia, Joshua Chan (Year 8) and Henry Pemberton (Year 8) – top scores in WA

Language Perfect World Championships

Number of Christ Church boys entered: 480

Awards: 19 Gold, 10 Silver, 49 Bronze

School achievements: Top WA school (501 to 1,000 student category), 2nd in WA overall, 24th in Australia, 38th globally

ICAS Computing, Spelling, Science, Writing, English and Mathematics Competitions (UNSW)

Number of Christ Church boys entered: 64 (Computing), 91 (Spelling), 93 (Science), 75 (Writing Skills), 115 (English) and 142 (Mathematics) from Years 2 to 6

Awards: 6 Medals, 22 High Distinctions, 138 Distinctions

Standout performers: Djimon Jayasundera (Year 6) – Science; Christian Wong (Year 5) Rishi Yogesan (Year 4) – Writing; Year 4 students Max Guit, Matthew Bailey, Tim Creed – all top scorers in WA for Spelling



ACADEMIC ASPIRATIONS REWARDED

The Class of 2014 has upheld the School's record of academic excellence. Six Christ Church students received General Exhibitions and two achieved Course Exhibitions, while two obtained perfect scores of 99.95. The cohort achieved an impressive median Australian Tertiary Admissions Rank (ATAR) of 91.3.

Headmaster Garth Wynne said the School was delighted by these results for the boys, their families and teaching staff. "As an academically inclusive, non-selective school, we have a wide range of capabilities among our students and we are proud of all their varied achievements," Mr Wynne said.

"I am once again very pleased that the majority group of boys have done so well, evidenced by the median ATAR score of 91.3, which is well above state and national averages."

The year group graduated with 130 WA Certificate of Education (WACE) externally-assessed students and six WACE Wholly School Assessed (WSA) students.

Of the 130 boys who sat for the ATAR:

- 14 students (11 per cent of ATAR candidates) obtained an ATAR of 99 or more, placing them in the top one per cent of students across the country.
- 23 students (18 per cent) obtained an ATAR of 98 or higher, placing them in the top two per cent.
- 42 students (32 per cent) obtained an ATAR of 95 or higher, placing them in the top five per cent.
- 69 students (53 per cent) obtained an ATAR of 90 or higher, placing them in the top 10 per cent.
- Nicholas Lim and Richard Tien (2014 Dux) achieved top scores of 99.95.
- General Exhibitions were awarded to Richard Tien, Nicholas Lim, Wei Juen Lo, Christopher Popovic, Brandon Afiat and Elliott Smith.
- Course Exhibitions were awarded to Nicholas Lim (Mathematics) and Thomas Penglis (Media Production and Analysis).
- Christ Church graduates received 18 Certificates of Distinction and 12 Certificates of Commendation.
- The median ATAR for the year group was 91.3 (State Median 79)

Certificates of Distinction, for the top 0.5 per cent of candidates in each course, were awarded to:

- Richard Tien – Chemistry, Economics, Literature, Mathematics and Mathematics: Specialist
- Nicholas Lim – Chemistry, Mathematics and Physics
- David Latham – Chemistry
- Aaryen Mall – Chemistry
- Christopher Popovic – Chemistry
- Benjamin Bartley – Economics
- Charles Moorman – Economics
- Elliott Smith – Mathematics
- Thomas Penglis – Media Production and Analysis
- Hugo Hardisty – Philosophy and Ethics
- Alexander Brogan – Physical Education Studies
- Ben Nagappa – Visual Arts

Certificates of Commendation, for achieving at least 20 'A' grades in Years 11 and 12, were awarded to: Brandon Afiat, Dewamma Gammanpila, Dewruwan Gammanpila, Hugo Hardisty, Allan Hou, David Latham, Nicholas Lim, Wei Juen Lo, Aaryen Mall, Christopher Popovic, Elliott Smith and Richard Tien.

Of the six boys who followed a general pathway and completed WSA subjects, four obtained a Certificate IV qualification in Business Studies, amongst other Vocational Education and Training (VET) qualifications, and two successfully completed an Aboriginal School Based Traineeship with Leighton.

RARE EXERCISES NO OBSTACLE

Chronicle | 2015



Amidst the Christ Church Army Cadet Unit's busy calendar in 2014 were two rare opportunities organised by Co-ordinator of Army Cadets Duane Nurse.

In April, a large inflatable obstacle course was set up on the Senior School Oval, proving both fun and arduous for the cadets. Capt Nurse said it was the first time a school had been loaned the impressive-looking obstacle course, which captured the attention of all passers-by.

The aim of the personal training session was to mould platoons and sections into cohesive teams, and for team leaders to recognise their cadets' traits when the chips were down. Platoon groups had to leopard crawl beneath a wire obstacle and complete the obstacle course, then stretch a 75kg rescue dummy around the oval twice before moving the 'casualty' through the course again.

Capt Nurse said the fun activity encouraged cadets to apply their best effort and support one another through each task.

In May, eight cadets had the opportunity to witness an Army-led, live-fire exercise

at Lancelin Defence Training Area. The exercise, directed by A Squadron 10th Light Horse, of which Capt Nurse is second in charge, is rarely seen by members of the public.

After being cleared onto the range and escorted to the firing point, the Year 11 cadets witnessed engagement area development orders and the engaging of targets out to 900m. "When the firing ceased, the cadets helped the soldiers by collecting expended brass casings and were given a hands-on familiarisation with the various weapons systems," Capt Nurse said.

As darkness fell, the cadets were issued with night fighting equipment to observe the squadron engage targets. Capt Nurse said the cadets were surprised by the sound and shockwave of the M18A1 Claymore, which was detonated to initiate a simulated attack. The boys looked on as 84mm rockets were fired skyward to illuminate the engagement area and machine gun shot fall could be seen easily by the tracer rounds.



HIGH DEMAND FOR CLUBS

During 2014 Preparatory School boys had an opportunity to learn how to create a ship from balsa wood after school. Balsa Wood Boys, for students from Years 2 to 6, was one of several co-curricular activities that proved extremely popular with boys.

The club, taken by Year 4 teacher Meg Walsh, allowed boys to complete the kit project before choosing a creation of their own. Mrs Walsh said the idea came to her on a walk through Bunnings. Mrs Walsh said the boys learnt how to glue wood together and master the best holding positions.

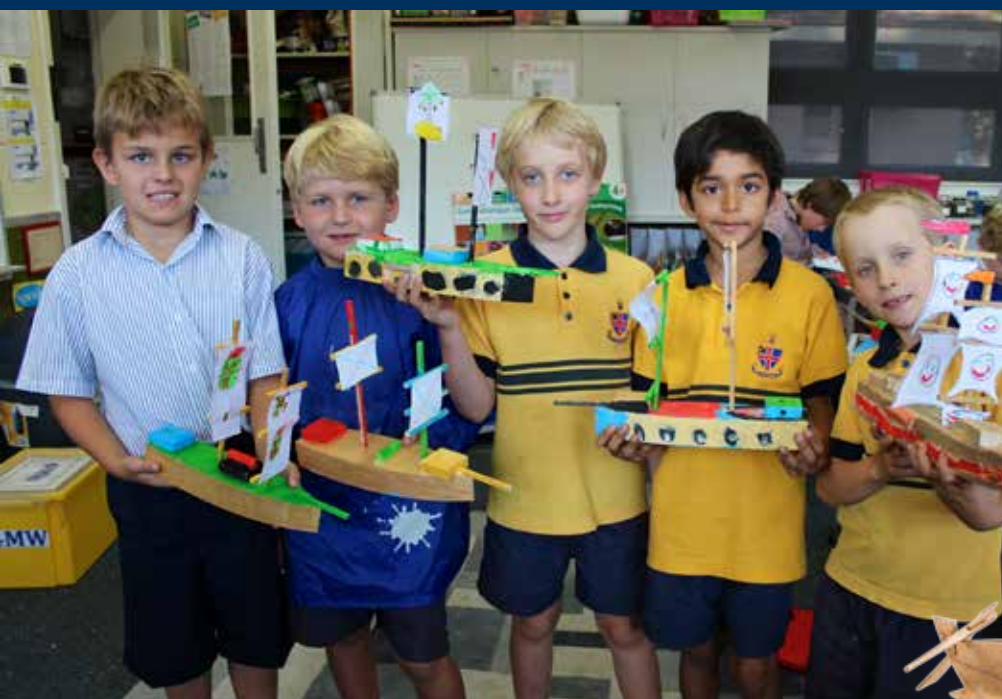
"The boys absolutely love it. They chat together across the year levels, help solve each other's problems and make new friends at the same time. They really like the idea that they get to take their boat home and they are proud of their work," Mrs Walsh said.



Other new activities in 2014 were Chinese Board Games Club, Street Steps, Spectacular Science and Storytelling. Continuing favourites included MasterChef, Art Club, Chess Club, Sport Club, Swimming Squad, Young Fitness, Book Club and Oracy Club.

Director of Pastoral Care, Planning and Co-Curricular (Deputy Head) Maria Hodges said the demand for clubs throughout the year had been overwhelming with all activities booking out quickly and many with waiting lists.

BALSA WOOD BOYS, WAS ONE OF SEVERAL CO-CURRICULAR ACTIVITIES THAT PROVED EXTREMELY POPULAR WITH BOYS.



MORE SUCCESS ON AND OFF THE WATER



In 2014, Christ Church continued to be one of the top performing schools in the PSA sports competition, as well as claiming state and national titles in sailing (non PSA). Director of Sport Anthony Lynch said the results were not surprising given the School's dominance in many codes over the past 10 years.

In the summer sports, the boys continued to perform strongly finishing in the top four for all codes including first in rowing (Head of the River) and second in cricket and tennis. Just one win separated these teams from becoming PSA champions with Firsts Cricket achieving the School's best result since 2003.

Christ Church secured its eighth Head of the River crown in 13 years at Champion Lakes in March. The First VIII took the lead early in difficult conditions and was never



threatened over the 2000m-distance, winning in 6:43.7, ahead of Guildford and Scotch.

Finishing second in a countback to Scotch in 2013, Christ Church surfers in 2014 reclaimed their crown in the PSA titles held at Scarborough Beach in June. It was the School's fourth win in the past five years. A combination of consistency and talent, in excellent chest to head high waves, led to the team's victory.

After winning the WA titles for the 19th time in 22 years during the Term 1

holidays, Christ Church's sailors also claimed the Australian Schools Teams Racing Championships held in Sydney in July. It was the fifth time the School was crowned national champions, most recently in 2010. The boys sailed consistently throughout the regatta, sitting in second place by the end of the preliminary racing and winning the semi-final rounds with confident sailing.

The First XI was the big winner of the winter sports season in August. The soccer team clinched the PSA victory after losing just one game during the





season. A pre-season win against visiting side Melbourne Grammar School in April proving a good indicator for the season ahead. The PSA victory was icing on the cake to the ongoing success of the soccer program at Christ Church.

Firssts Rugby had a highly successful season finishing in second place, and was the first PSA team to beat Hale School (in Round 9) in more than two years. Firssts Badminton also finished in second place behind stronghold Wesley, which was the only school Christ Church lost to during the season.

PSA 2014 SPORTS RESULTS

Athletics	Sixth
Badminton	Second
Basketball	equal Fourth
Cricket	Second
Cross Country	Third
Football	Seventh
Hockey	Fifth
Rowing	First (Head of the River)
Rugby	Second
Sailing (non PSA)	First (WA and National titles)
Surfing	First
Soccer	First
Swimming	Second
Tennis	Second
Volleyball	Fifth
Water Polo	Third

JPSSA 2014 SPORTS RESULTS

Athletics	Seventh
Cross Country	Sixth
Swimming	Fifth



NEW IMMERSION TO TENNESSEE

A new school joined the Beyond Queenslea Drive program in 2014 - Montgomery Bell Academy (MBA) in Nashville, Tennessee. Two Christ Church boys went on 'immersion' to the school during May and June, while Christ Church hosted two MBA students in June and July.

The reciprocal exchange program, which gives Year 10 boys a rare opportunity to immerse themselves in school environments around the world, includes about 20 schools from the UK, South Africa, New Zealand, USA, Canada, France, Japan, China and India.

Almost 30 boys took part in the program in 2014 including Benjamin Sloane (Year 10), who sent this postcard from Nashville during his exchange:



When I first arrived it was about minus seven degrees and snowing, but it's now warming up a bit and the temperature is in the mid-20s. I arrived at the house of the family I am staying at and it was huge! I was shown to my room and I slept for about 17 hours straight to try to get over the jet lag. The next day I had school and it was everything I expected and more, it was just like the movies. It all revolved around sport, the teachers were very laid back and they have full stadiums and ovals. I chose to play lacrosse and it is exciting and rough. On Friday night, I went out and watched a college basketball final, which was very loud, energetic and exciting. After the game we went out and ate southern barbecue, which was great... On Sunday we headed out



to the lake to have a ski and skurf in the dreaded cold water that was about three degrees. Although it was cold it was still fun and it motivated me not to fall off. Later that night we went out to an ice hockey game that went into overtime and a penalty shoot out. I've found school challenging as the work here is much harder. I am trying to learn as much in the class as I can, as it will put me ahead for when I come back to school... I have Prom tonight, which should be good and a totally new experience.

Benjamin



MUSIC FLOURISHES THROUGH VARIETY

Performance opportunities for Christ Church musicians continued to abound in 2014 – catering for classical, jazz and rock musicians in a variety of instrumental and vocal ensembles.

Performing in professional venues, collaborating with professionals, universities and other schools and exposure to ambitious material provided plenty of experiences for the many students who receive music tuition and/or perform for the School.

Once again, choristers had an opportunity to perform at tertiary level as part of a collaboration between MLC, UWA and Perth Baroque in March. The boys were chorus members in Purcell's *Dido and Aeneas*, staged at MLC's Hadley Hall. Music Teacher Rhiannon Taylor said students were able to audition for solo roles with David Woods (Year 10) selected as the lead Aeneas, Christopher Tay (Year 12) the Sorcerer and Michael Lukin (Year 11) the Sailor. "The choir and soloists' performances were of university standard and the overall professionalism of the

production was reviewed highly," Ms Taylor said.

Director of Music Kevin Gillam said the Ellington Jazz Night, held at the iconic Northbridge club in June, was again a standout event with Jazz 1 Band, Jazz 2 Band, Jazz Combo and Saxophone Ensemble performing extremely well under the direction of Paul Millard. Guest vocalists Mira Sertorio and Matilda Simcock from St Hilda's, and Ashan Weerasooriya (Year 10) added another dimension to the night. "Ellington is an occasion for the jazz boys to perform in a professional venue with great sound and lighting," Mr Gillam said.

In July, seven of the School's most talented musicians performed a diverse program at the St George's Cathedral Concerts to an audience of city workers, shoppers, tourists, families and friends. The series, performed by select schools, universities and music schools, offers students an opportunity to perform as soloists

or in small ensembles. Mr Gillam said highlights included Music Scholarship student Michael Lukin (Year 11) performing on organ and Julius Yu (Year 8) on classical guitar playing a piece of tertiary standard.

A favourite event on the Rock Workshop calendar was the gig at North Fremantle's Mojoes Bar in November. Preparatory and Senior bands experienced the atmosphere of a professional live performance venue in an afternoon of live and loud rock music, attracting a sell-out audience of family, friends and locals. Bands covered popular artists across old, new, soft, alternative, psychedelic, punk and heavy rock songs from the 1960s to today. Instrumental staff, specialising in guitar, drums, ensemble and recording, lead the after-school program.



MIDNITE FEAST FOR YOUNG PLAYERS

The Midnite Youth Theatre Company, who welcomed new Artistic Director Gregory Jones during the 2014 season, provided opportunities for boys from Years 6 to 12 to shine on and off stage with a feast of productions, variety of performance venues and sold-out shows.

In May, the Year 10 cast of *The 39 Steps* stepped up to the challenge – performing to full houses over three nights in the Drama Centre. Directed by Nicky Garside, not only was the spy thriller a big hit with audiences but an ideal choice for its cast. Mrs Garside said she knew the boys would enjoy the play, made famous by the Alfred Hitchcock film, which she adapted from the original four-man show to allow for an ensemble performance of more than 100 characters. “It was a really strong group with a good sense of humour so I knew they could pull off the larger-than-life characters,” she said.

Year 9 students had an opportunity to work with a professional director and actor in *Private Peaceful*, staged in the Drama Centre in April.

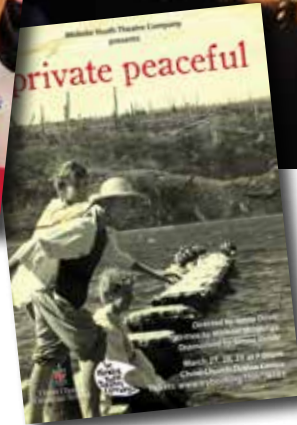
Guest director Jenny Davis, a specialist in creating theatre from oral histories, selected the production in the anniversary year of World War I, which examined the horrors of war and the loss of innocence for an entire generation. Mrs Davis had high expectations from her young cast and crew with preparations including a visit to the Army Museum of Western Australia, a stage combat session with a professional actor and marching training with the School’s own Army Cadet Unit.

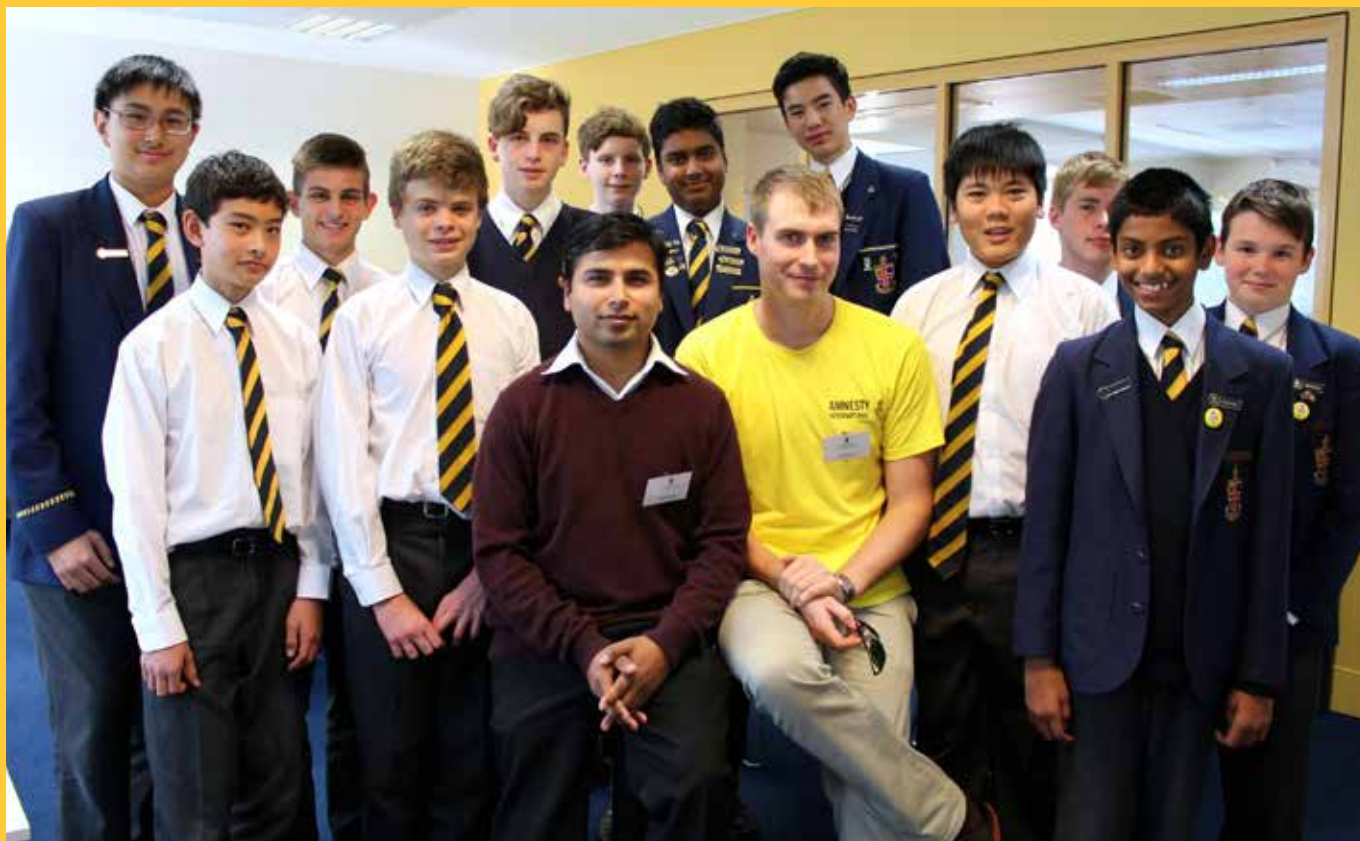
In August, Midnite presented its major production, Shakespeare’s *Henry IV* directed by Kalika Duck, at the State Theatre Centre of Western Australia. Audiences filled the Studio Underground theatre for four evening performances on the turbulent reign of King Henry IV and his son’s succession. “The story

of manhood bursts at the seams with characters that embody every masculine archetype including the son, father, rebel, wise man, trickster, brother, bully, saint, coward, warrior, lover, hero and king,” Ms Duck said. With a cast and crew of more than 40 students from Years 7 to 12, highlights came from Giacomo Groppoli (Year 12) as an outrageous Falstaff; Nicholas Millar (Year 12) as a menacing Percy; Jon Sweeney (Year 12) as the majestic old king; and James Weight (Year 12) as tormented Hal, the new king.

The sold-out Years 7 and 8 production of *Holes* played under the stars in the Chapel Forecourt in November. Mr Jones said the novel and play by Louis Sachar, which was adapted into a popular Walt Disney film, was a successful choice for the young players. “There are some difficulties using such a well-known piece of work – everyone has their own idea of the characters. However, character was our focus throughout much of the rehearsal process and each actor brought their own interpretation to their role,” Mr Jones said. The terrific set design by Jake Newby, beautiful costumes by Jay Waugh and lighting show designed by Tess Reuvers, captured the vision for the play.

Read about the Year 6 production of *Revolting Rhymes* on page 17.





AMNESTY CLUB HELPS SAVE LIVES



In May, members of the Senior School's Amnesty Club heard firsthand how their weekly letter writing sessions helped change people's lives. The co-curricular club, which has been running at Christ Church since 2005, has written thousands of letters in support of human rights.

Andrew Beaton, the School Outreach Co-ordinator for Amnesty International in WA, gave boys an overview of Amnesty's work around the world and of some of its current human rights campaigns in which the club could be involved.

Club co-ordinator Lia de Sousa said the boys were amazed to learn that roughly 30 000 lives had been saved, or bettered, as a result of letter writing campaigns since Amnesty's founding in 1961.

Raju, a Nepalese man currently studying in WA, was also at the meeting. Raju,

who 10 years ago was a university student fighting for democracy in his home country, told how his support of an opposition party led to his two-year imprisonment by the ruling majority. He was tortured and his family was not informed of where he was or what charges were laid against him.

Raju said he owed his life to an Amnesty letter writing campaign urging the authorities to release him. "Having him speak to the students was a real privilege and a concrete example that our letter writing can have real impact on individual lives," Ms de Sousa said.

**THE CO-CURRICULAR
CLUB HAS WRITTEN
THOUSANDS OF
LETTERS IN SUPPORT
OF HUMAN RIGHTS.**



CHILDREN WHO GIVE ARE HAPPIER, SMARTER AND MORE SUCCESSFUL!

By Carolyn Turner
Director of Philanthropy

It is never too early to teach our children the core values about sharing and giving. Especially with recent evidence suggesting that when children get involved in philanthropy it may just help them to be happier, smarter and more successful.

The teaching of giving from the earliest age within the family unit provides a positive example to our children of how and why we should give. A recent UK study, titled *Growing up giving: insights into how young people feel about charity*, concluded that schools have a vital part in teaching the values of giving as they “lie at the heart of the bond between young people and charities” and are “the most important influencer on encouraging young people to give.”

Christ Church boys are taught important lessons about philanthropy throughout their school journey – from Preparatory School until graduation. As soon as boys start their Christ Church education they are involved in regular fundraising and awareness activities that help them understand the importance of our place in a broader community and the long-term impact of philanthropy.

Not only do the boys raise money for charities that align with our school values, they also learn many valuable lessons and life skills along the way. Learning about charities teaches boys about the world beyond their own life experiences. They also learn how to organise events, carry out research, persuasive presentations skills, gain confidence in public speaking, the

value of money and how they can make an impact and bring about change. These school-based learnings, when reinforced with family-based philanthropic experiences, can lead to “increased well-being, popularity and acceptance amongst peers,” according to US expert youth development psychologist Marilyn Price-Mitchell.

Our Year 10 boys in the Young Philanthropist Initiative recently put all of these skills into practice. This program was introduced as a way of encouraging boys to work in teams to choose a charity, research its impact on our society and demonstrate the positive effect \$5000 would have for their organisation. This was a real-world, problem-solving experience that helped boys gain a broader understanding of communities and those who serve them with their gifts of time, talent and treasure. The most convincing group presentation won its charity a \$5000 donation to help others.





CHRIST CHURCH BOYS ARE TAUGHT IMPORTANT LESSONS ABOUT PHILANTHROPY THROUGHOUT THEIR SCHOOL JOURNEY

Through this process, our boys were taken on an important journey where they learned the significance of giving and how they can be empowered to make an impact themselves.

When the boys learn about the suffering, hunger, illness and adversity that many charities around us serve, it is an opportunity for them to reflect on the many things for which they are grateful. There are many who believe, like giving, that the feeling of gratitude can also make you happy. An understanding of empathy, compassion and respect are other important life skills they learn in this process. They can also understand the joy the act of giving often evokes.

Christ Church boys also learn about the significance of the giving of 'time, treasure and talent' and the impact this has. The skills learnt in the practice of giving at Christ Church are not just important to an understanding of philanthropy – they mirror lessons that are taught in very different ways throughout the boys' academic studies at school. From an educational perspective,

the teachings of philanthropy align with and complement the School's academic curriculum throughout the junior and senior years.

When the family unit supports the teaching of philanthropy and the parents' motivation for giving is shared with their children, the boys' understanding of giving is more profound. The partnership between the School and the family in the education process for giving cannot be underestimated.

Footnote ref. Charities Aid Foundation, United Kingdom, published March 2013.



LEADERSHIP FOR EVERYONE, EVERY DAY

By Roger Bayly
Deputy Headmaster
Head of Senior School

A Google search of the term 'leadership' generates almost a billion hits! Society has been researching, teaching and writing about leadership for decades and it continues to fascinate us. Any course that claims it can turn every young person into a gifted leader needs to be treated with some suspicion.

Experience shows that there are many things in life that need to be learned, but cannot be taught. Sadly, leadership is not a skill that can be learned from clever teachers. It is a quality and attribute gained through learning from experience and the journey of life. To this end it is both nature and nurture that contributes to one's leadership potential. In its simplest form, one is a leader if someone else is following. Not all will be privileged to lead to the same extent as others, but all will lead in small ways, if not in big ways.

We aim to assist boys to discover a number of innate leadership skills and to help them develop a number of new leadership skills. Our focus on leadership development begins when a boy joins his tutorial group. Our vertical tutorial group structure promotes the concept of "boys mentoring boys". In his tutorial, a boy will be guided through a wide range of opportunities, all of which could provide degrees of leadership growth. He will also be exposed to role models who hold recognised positions of



leadership, he will learn about what these boys have done and in many cases, he will be motivated and inspired by them.

For many, a boy's leadership journey can begin when he volunteers to get involved in a particular activity or initiates an idea that he wants to pursue. Many of the House fundraising activities are good examples of these initiatives.

The *Learning Leadership* series by Dr Timothy Hawkes, forms some of the content for the leadership component of the School's Personal and Spiritual Development course in Years 9 and 10. The books and the course serve to educate boys about leadership, to understand what leadership skills are and to explore what their leadership potential may be.

WE AIM TO ASSIST BOYS TO DISCOVER A NUMBER OF INNATE LEADERSHIP SKILLS AND TO HELP THEM DEVELOP A NUMBER OF NEW LEADERSHIP SKILLS.





John C Maxwell, author of *How Successful People Lead*, proposes a leadership framework that enables boys to look at the five different levels on how leadership works:

1. Position – people follow you because they have to.
2. Permission – people follow you because they want to and this level is based entirely on relationships.
3. Production – people follow you because of what you have done for the organisation; good leaders don't just create a pleasant working environment, they get things done.
4. People development – people follow you because of what you have done for them. Leaders become great not because of their power but because of their ability to empower others.
5. Pinnacle – people follow because of who you are and what you represent.

Based on extensive surveying of my Year 10 Personal and Spiritual Development classes, the top ten values and character traits that they associate with good leaders are: determination, good

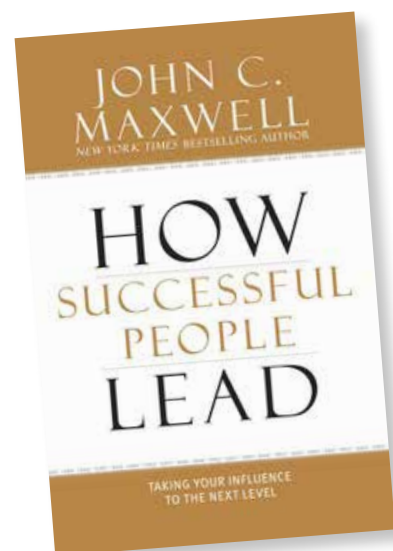
communication skills, loyalty, confidence, an approachable and friendly character, enthusiasm, courage, the ability to be a good team player, an ethical and moral character and a sense of humour.

More formal opportunities for leadership development can be experienced through the compulsory elements of the School's program; sport, Outdoor Education, Army Cadets, Surf Life Saving Cadets, Environment and Community Cadets. Many opportunities are also available through voluntary involvement such as the Duke of Edinburgh International Award, Debating, Mock Trials, drama and music productions, and the significant Service in Action opportunities.

... LEADERSHIP IS NOT JUST ABOUT THE BLAZER BRAID, BADGE OR TIE; IT CAN BE DEMONSTRATED IN THE EVERYDAY INTERACTIONS IN SCHOOL LIFE BY BOYS OF ALL AGES.

In Years 10 and 11, the Peer Support Leadership Program formalises our philosophy of 'serving others' by training boys to aid the transition and induction of new boys into the Senior School. Each year we refine our leadership training program for Year 11 boys in advance of the selection process for House and School Prefects.

Leadership development is a lifelong journey. Ultimately, it must be remembered that leadership is not just about the blazer braid, badge or tie; it can be demonstrated in the everyday interactions in school life by boys of all ages.





SCHOOL CAPTAIN FOR 2015: JACK HAWKESFORD

Your first memories of Christ Church?

One of my earliest memories is the Year 7 Orientation Day. I can remember sitting at the back of the Chapel with my summer uniform on for the first time, feeling quite anxious but also excited about my first day as a Christ Church boy.

Your most memorable experience?

Over the years, I have been fortunate to participate in many enriching experiences; however, the most memorable would be winning the PSA Swimming in 2010, 2011 and 2012. In my three first years, we dominated in the pool and claimed convincing victories over our rivals Hale. I'll never forget the electrifying atmosphere and strong team culture on those nights.

Your most challenging experience?

The Year 10 Venture, which involves groups of boys trekking through the Walpole region for 11 days, was definitely a challenging but also rewarding experience. The long hours of walking and hot conditions made the days physically and

mentally challenging, however, doing it with your mates and witnessing some spectacular scenery made the trip a unique and special experience.

Qualities of leadership you admire?

When I think of good leaders, courage, passion and the ability to create a sense of community come to mind. I think people who can promote a strong sense of belonging amongst a group with a common interest, make the most effective leaders. An important aspect of leadership is being approachable and available to assist others during times of need. I endeavour to be that friendly and familiar face.

What makes Christ Church different to other schools?

At Christ Church, there is a noticeable difference when it comes to school atmosphere and culture. Collectively, we acknowledge achievement in a wide variety of fields, which fosters a unique culture of excellence and in turn motivates

and encourages boys to become actively involved within the range of activities offered at the School.

For boys thinking about coming to Christ Church?

Christ Church provides a holistic approach to education. There are multitudinous opportunities to develop you physically, mentally and spiritually. Whether your passions lay on the sporting field, in the arts, academia or you are not even sure yet, Christ Church provides an enriching education which allows you to develop your passions and discover new ones.

WHEN I THINK OF GOOD LEADERS, COURAGE, PASSION AND THE ABILITY TO CREATE A SENSE OF COMMUNITY COME TO MIND.



BEACH WELCOME FOR YEAR 7s

Each year, Year 7 boys get to know each other and the School as part of transition activities held during the first weeks of Term 1. In 2014, snorkelling and surf lifesaving games at Leighton Beach and other in-school activities aimed to help ease the move from primary to secondary school.

Director of Planning and Co-Curricular Mark Morrissy said the boys enjoyed the activities led by Assistant Heads of House, outdoor education staff and peer support leaders. In house groups, half the cohort was led through a series of beach awareness activities and games encouraging interaction and engagement with the help of North Cottesloe Surf Life Saving Club.

While boys were at the beach, the remaining cohort was involved in a series of in-school transition sessions to learn more about how the School operates, its support services and to reflect on their first weeks.

One session included a 'meeting' in the Boardroom with Headmaster Garth Wynne and Head of Senior School Roger Bayly. Here, the boys had an opportunity to learn about the structure of the School, the Christ Church Pedagogy, the Houses and pastoral system and to discuss their experiences so far.

Year 7 boys take part in four peer support sessions over the term, which are led by nominated Year 11 students. "Peer Support Leaders provide yet another point of contact for new boys within the School – helping them build confidence and self-esteem, develop communication and relationship skills, and the ability to make responsible decisions," Mr Morrissy said.



LEARNING THROUGH LIVING

In 2014, Christ Church's partnerships with several Indigenous communities, schools and organisations were brought under one umbrella, offering Year 11 boys the opportunity be part of a meaningful and unique immersion experience.

The Indigenous Immersion program includes Service in Action-led trips to Burringurrah, Looma, Alice Springs and Marble Bar, led by Director of Service Learning and Leadership Richard Pengelley; Garnduwa Leadership Camps to the East and West Kimberley, led by Indigenous Student Program Co-ordinator Chris Miles; and experiences for both students and staff to the Yakanarra Community School with Head of Senior School Roger Bayly.

Father Richard said 35 Year 11 boys took part in an immersion this year, applying to be selected for one of the experiences at the start of the year.

"In 10 years, 350 boys who will go on to influence society, will have smelt, tasted, heard, felt and touched the beauty and challenge of life in a remote Indigenous community through this unique experience," he said. "You can never unlearn what you have lived."

Father Richard said the typical boy who lived in Dalkeith, Cottesloe or Claremont would never meet or have a meaningful experience with an Indigenous person, if it were not for these immersions or the School's Indigenous Student Program.

"Going and living amongst a group of people is the best way to understand who they are, their subtleties and complexities. With understanding, they become human beings, not issues," he said.



Father Richard said boys and staff received far more from the communities than they were able to give to them. "Hospitality, trust, a deeper understanding of land, family, skin groups and bonds – these are complex and important to Indigenous people," he said.

"I hope it sows the seed for the boys to want to deepen their understanding and for them to find their way of doing something meaningful as their lives unfold."

The Service in Action-led experiences, held throughout the year, take six to eight boys at a time to the remote communities. Most interactions take place in schools where the boys assist with learning programs and join in health and sports activities as well as camps.

2015 marks Christ Church's 10-year association with Garnduwa and its annual youth leadership camps. The camps bring boys together from the East and West Kimberley regions, seen as future role models within their communities, with a goal of developing leadership among the Indigenous boys and making them aware of the pathways available.

Year 11 students are offered invaluable insights into life in the Kimberley and traditional Aboriginal culture and activities, and these experiences and relationships are then used to help new Indigenous students adjust to life at school in Perth.



MULTI-SENSORY EXPERIENCE

In September 2014, boys from the Preparatory Peter Moyes Centre (PMC) entered the multi-sensory world of *The Jub Jub Tree*. The interactive performance and residency, led by Sensorium Theatre, is designed specifically for children with special needs.

Prep PMC Co-ordinator Lisa Broxton said through workshops and hands-on interactive storytelling activities, the boys were encouraged to touch, taste, smell, hear and see stories unfold around them. The aim of the experience is to spark the imagination of children with disabilities and facilitate greater creative responses in their lives.

A small classroom was transformed into a forest installation where a staff

professional development session, to introduce teachers and education assistants to the company's unique hands-on approach to learning and play, was held before workshops and performances got underway for the boys. Parents were also invited to attend a similar session.

"The workshops were fantastic and we loved that the boys were able to interact through all their senses and were free to explore and move around. The staff gained some great ideas to use with the boys – thinking about how we might introduce scents, taste and sound," Mrs Broxton said.

She said the boys, including Year 7 PMC students, thoroughly enjoyed *The Jub Jub Tree* experience and it was exciting to see them so engaged.



PMC BOYS ON TOUR

Boys and staff from the Senior School Peter Moyes Centre (PMC) enjoyed a five-day tour of Sydney in Term 3 – the first interstate PMC tour in many years.

Senior PMC Co-ordinator Marie Zwart said the aim of the tour was to provide the boys the same opportunity as the rest of the School but with a focus on independent living skills, travel skills and practising appropriate social skills in a new setting.

In the lead up to the trip the boys researched Sydney icons and places of interest and worked out how to travel around the city using different transport. "We looked at entry fees, timetables and worked out the cost of food and activities. It was a great motivator in our numeracy and literacy classes," Mrs Zwart said.

Activities included visiting the Northern Beaches, Taronga Zoo, Powerhouse Museum, strolling around the Sydney Opera House, seeing the stage production of *The Lion King*, ferry rides to and from Circular Quay and dining out.

Mrs Zwart said staff worked hard to ensure the boys had an exciting and safe experience. "It was a great way for the boys to practise their independent living skills and increase their knowledge of a different Australian city," she said.



INDIGENOUS FOOTBALL ROUND

The First XVIII wore its first-ever Indigenous guernsey in August as part of the PSA's Indigenous football rounds. Christ Church and Aquinas College competed in specially designed jumpers donated by Victory Athletics and the Wirrpanda Foundation.

Indigenous Program Co-ordinator Chris Miles said former Fremantle Docker Troy Cook, who is a Program Manager for the Wirrpanda Foundation, presented the boys with their jumpers after a training session. Mr Miles said the PSA had followed in the footsteps of the AFL and others by recognising and celebrating Indigenous players involvement in the competition over the years.

Before the game, Aboriginal academic and elder Simon Forrest performed a Welcome to Country and smoking ceremony. Despite the score line going

Aquinas's way (87-71), Firsts coach John Dimmer said the boys played a great game and had trained their best in the lead up to the game.

Future Footprints, which provides additional support for Indigenous students from regional and remote areas attending Perth residential schools, donated footballs for the Best on Ground for each team. Christ Church old boy Liam Bedford (Class of 2005), who played for Geelong and West Coast, presented Isovaine Huddleston (Year 12) with his football.

Seven members of Christ Church's First XVIII are from the School's Indigenous Student Program.

Mr Miles said the boys were very excited in the lead up to the game. "I think the boys were really proud and the game was an opportunity for them to showcase their talent on the footy field," he said.



'ON BOARD' FOR NAIDOC WEEK

The School embraced a week-long celebration of Indigenous culture during NAIDOC Week in Term 2 last year. The School's 16 Indigenous students and Indigenous Program Co-ordinator Chris Miles led events in the Senior School with Year 2 Teacher Chantal Hockey co-ordinating a week of activities in the Preparatory School.

As always, a highlight of the week was the annual Indigenous Student Art Exhibition. This year, Christ Church's Indigenous students embraced the challenges of turning old surfboards into works of art, as part of the 'On Board' theme.

Senior Art Teacher Gisela Züchner-Mogall, who has led the project for the past four years, said this year's brief was the most ambitious yet but the boys rose to the challenge. There was also artwork by Yakanarra Community School students on display. Yakanarra is one of the remote schools Christ Church visits as part of its Indigenous Immersion program.

All boys recognised the week's significance at the respective NAIDOC Week assemblies. At the Prep assembly, Sally-Ann Lee and Rachel Roberts's vertical house group presented a play about the Whadjuk Nyoongah story of the land Christ Church was built on.

At the Senior assembly, special guests Ingrid Cumming, a custodian and traditional owner of Whadjuk Nyoongah country, performed a highly interactive Welcome to Country, while Glenn Singleton, a visiting speaker from the US, addressed boys and staff (*see Courageous conversations on page 49*). Year 9 Indigenous students



also reported on their experiences as part of the Australian Indigenous Mentoring Experience (AIME) program at Notre Dame University.

Other activities in the Senior School included an Indigenous boys versus staff basketball game; a free dress day and sausage sizzle to raise money for ICEA (Indigenous Community Education Awareness Foundation); and the Residential Community's Indigenous-inspired 'traditional feed'.

In the Prep School, boys learnt about Nyoongah culture through music, dance and language with special guests Phil Walley-Stack and Shaun Nannup, and visited the Indigenous Student Art Exhibition and heard from Senior School students about their artwork.



COURAGEOUS CONVERSATIONS

During NAIDOC Week, leader in race relations and education Glenn Singleton met with groups of Christ Church boys, staff and parents to invite them to be part of courageous conversations about race.

In an opening session with the School's 16 Indigenous boarders, Mr Singleton encouraged them to share stories, traditions and culture and reinforced that these connections would carry them forward as proud, young Aboriginal men. The connection he made with the boys within two hours continued as they each made time to meet with him in the following days.

Mr Singleton, the President and Founder of the Pacific Education Group in the US, was in Perth working with universities to develop their skills in having conversations about race. Christ Church was the only school on his itinerary and he spoke to a range of groups including boys, staff and the wider community through a Centre for Ethics lecture titled *Courageous conversations – it begins with me*.

In Senior School classes, Mr Singleton used the Johari window model to help boys take off their racial 'safety' glasses and begin talking comfortably about race as a natural and healthy thing.

Director of Service Learning and Leadership Richard Pengelley was delighted with the engagement. "It was pleasing to see new insights dawning upon the boys and to sense the freedom it gave them to be proud of who they are, wherever they come from," Father Richard said.

With staff, Mr Singleton talked about the School's Indigenous program, curriculum content and shared some of his work in the US where a great deal has been done to hear the indigenous voice. In his Centre for Ethics lecture, he encouraged a deep discussion about race in our culture and schools, and the ways in which it enhances or impedes progress and success.



COMBINED CHAPEL SERVICES

Boarders from Christ Church and Methodist Ladies' College (MLC) joined forces during 2014 to hold a number of combined chapel services. Led by Christ Church Assistant Chaplain Canon Richard Pengelley and MLC Chaplain Reverend Hollis Wilson, the neighbouring schools held two services each term in both schools' chapels.

Director of Walters Residential Community Geoff Guggenheimer said the services, attended by all year groups, were well received. Mr Guggenheimer said the collaboration aimed to increase interaction between the residential communities and provide opportunities for boys and girls to hear from both chaplains and a variety of guest speakers.



RURAL GETAWAY

In Term 3, boarders hailing from South Asia megacities to vast Gascoyne cattle stations enjoyed the hospitality of two Christ Church families. The 17 Residential Community members ventured south-eastwards for the third annual Weekend in the Wheatbelt.

Hosts Jacquie and Adrian South, parents of Nick (Year 12), Zachary (Year 10) and Daniel (Year 8), and Maxine and Peter McKenzie, parents of Michael (Year 12), once again offered hearty meals, cosy accommodation, affectionate sheep dogs and even a pet lamb.

Residential Year Group Co-ordinator (Years 9 and 10) David Proudlove said the change of scenery was welcome to all after a busy school week. "Some were veterans of previous trips to the farms between Collie and Wagin, deep into the land of canola, barley, wheat, oats and the occasional flock of 5000 or more merino sheep," Mr Proudlove said.

"As every year, we dodged showers and gales to pepper archery targets with well-placed arrows, took chase through flowering canola fields at least as high as a baby elephant's eye, and made damper fit for Banjo Paterson on the dying embers of a jarrah and lemon scented-gum log fire the night before."

Boarders' farm stay weekends provide an opportunity for Christ Church boarders to connect with each other outside the Residential Community and gain a greater appreciation for life in rural WA.





One speaker included old boy Danny Della Vedova (Class of 2011), who spoke to the students about making the most of opportunities and pursuing their passions. The former boarder talked about how he used the friendships he made while boarding as a launching pad for travel and helping those less fortunate.

“It is also important for the boys to understand about being respectful in a church setting, having time for reflection, singing and enjoying, or even playing, music,” Mr Guggenheimer said.

The schools hope to continue the combined chapel services in 2015.



MARATHON EFFORT FOR CHILDREN

In November, members of the Residential Community took part in the second annual Swan River Marathon Walk for the Cambodian Children’s Fund (CCF). Forty-six boys, staff and parents walked 42km or 25km – raising money to sponsor a class in one of the CCF’s education programs.

Founded in 2004 by Scott Neeson, CCF provides life-changing education, nourishment and healing to vulnerable children from some of Cambodia’s most destitute communities.

Director of Walters Residential Community Geoff Guggenheimer said more than half the group attempted

the 42km distance with the remainder walking 25km to the lunch break point, near the Raffles Hotel at Canning Bridge.

“With excellent conditions for walking, the entire group finished in just under seven hours and the fastest of the boys completed the challenge in around five and a half hours,” he said.

Mr Guggenheimer said the boys enjoyed a well-earned barbecue at the end of the event, prepared by Chris Miles, Thomas Nickels (Year 11), Gerry Ansey (Year 10) and Brodie Albert (Year 9), and he thanked Kate Guggenheimer for driving the support vehicle and delivering much needed icy poles at the lunchtime break.



CHALLENGING TO THE CORE

In December 2013, students and staff from Christ Church and St Mary's Anglican Girls' School became the first school group ever invited to volunteer within Cambodian Children's Fund (CCF) centres in Phnom Penh.

Director of Service in Action (SIA) Canon Richard Pengelley said the magnitude of the physical, emotional and educational challenges the team faced was still being processed weeks and months later.

In December 2012, Father Richard met CCF founder Scott Neeson and saw the fund's remarkable work at the Phnom Penh rubbish dump – home to thousands of impoverished children. The SIA team, including 24 students and nine staff, spent 12 days working in the four main CCF centres with infants through to 22-year-olds.

When the team arrived in Cambodia, they began their trip by visiting the notorious S-21 prison and one of the Killing Fields sites. Father Richard said at the time it was a confronting experience but was later recognised as important. "Cambodia is one of those places where the raw beauty and depravity of humanity is visible



and visceral. I believe it is good for our young people to explore both and certainly the depth of the conversations that emerged from the group throughout the trip indicated they did."

Father Richard said the work in some centres, with teachers and students running three-hour lessons for four to five-year-olds, was intense. "The pattern on most days started with a 6.00am wake-up call, a 7.00am bus and an additional hour spent preparing for lessons," he said. "We worked at the centres until 5.00pm and then joined in three elective evening sessions including dance, food service or English enrichment."

Some participants were also chosen to go on evening walks around the original rubbish dump with Scott Neeson – the rubbish dump that motivated him to change his life. This was a highly confronting experience for those who did so.



Father Richard said the distinct purpose of the trip was challenging students, most of whom had just finished school, to make a humanitarian pilgrimage their first act as people stepping out into the world. "Sharing this small part of our life journeys with the CCF and all that it represents will remain one of the defining moments for most of us," Father Richard said.

In the year leading up to the SIA trip, the combined efforts of the Christ Church and St Mary's communities raised \$36,000 for the CCF – fulfilling its request for 33 iPad 2s along with additional funds towards medical and educational equipment.





WHEELCHAIR CHALLENGE

In September some Senior School students and staff, including Headmaster Garth Wynne, spent a day in a wheelchair as part of Wheelchair Accessibility and Awareness Week at Christ Church. The aim was for boys to experience firsthand what it was like to live a day in the life of a person with a physical disability while raising \$5000 for Wheelchair Sports WA (WSWA).

Romsey House tutor Neil Walker said 35 boys from Romsey volunteered to spend a day in a wheelchair. Thirteen boys, from Years 7 to 11, were chosen to gain an understanding of some of the challenges faced by their housemates Andrew Dewberry (Year 10) and Peter Moyes Centre student William Andrews (Year 9).

The boys were asked to gain donations and sponsorship via the Everyday Hero

program, which was set up by the WSWA for its Corporate Wheelchair Challenge charging some of Perth's business leaders to do the same. The initiative and week culminated in the National Wheelchair Basketball League grand final held in Perth.

Mr Walker said it was an eye-opening experience for the boys. "They thoroughly enjoyed the challenge and said it was something they would do again, but they certainly found it difficult," he said.

The day Mr Wynne spent in a wheelchair, included addressing the community at the Senior School Assembly. He shared his personal reason for accepting the challenge - his brother, who is in a wheelchair after a car accident left him a quadriplegic 25 years ago.

After his accident, Mr Wynne's brother quickly learnt that many people saw the chair first and the person second. He stressed to the boys the importance of seeing a person with a disability, not a disabled person. "If you can do this, you will be a better person for it," he said.

At lunchtime, a wheelchair basketball match between staff and students gave Andrew Dewberry a chance to show why he is currently the youngest player in the National Wheelchair Basketball League and the importance of WSWA in providing programs for children and adults with physical disabilities.





SPEAKERS INSPIRE, ENGAGE, CHALLENGE

The variety and calibre of the Centre for Ethics guest speaker program continued to engage boys and the wider community throughout 2014.

In Term 2, Senior School boys and staff could not help but be inspired after hearing from former Australian Commando, international aid worker and extreme adventurer Mark 'Squiz' Squirrell. While serving in the Australian Special Forces, Squiz was awarded the coveted Green Beret, his tenure with the military providing him with the skills and courage to succeed amongst adversity and turmoil. It was through this work that he met, and became intrigued by, overseas aid workers.

When he headed to the East Timor Crisis in 1999, he gradually realised he was better placed in a more humanitarian than combatant role. It was the start of a journey that would see him navigate some of the globe's most brutal war zones to deliver emergency aid – escorting food convoys through the Gaza

Strip, negotiating with the Liberation Tigers of Tamel Eelam (Tamel Tigers) and brokering deals with Somali clansmen to ensure the safe delivery of United Nations food aid.

Inspired by his organisation, the United Nations World Food Program (WFP) and the people it feeds, he climbed to the top of the world to help raise awareness of the global hunger crisis. After a gruelling, six-week ordeal, Squiz raised the WFP flag on the summit of Mount Everest.

Director of the Centre for Ethics Frank Sheehan described Squiz as an extraordinary character and adventurer, who was at his best when there were challenges to face. "He wants to make life better for the millions who lack life's basic necessities, he challenges people to get on board and be agents of change. No wonder the boys and staff were inspired by his words."

Other highlights of the program included Australian rugby union legends Glen and Gary Ella on their vision for helping young Aboriginal men and women fulfill their dreams; Azim Khamisa and Ples Felix outlining the keys to emotional resilience; and former Prime Minister John Howard on his new book.

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IT APPEARED A HOMELESS MAN HAD WANDERED ONTO THE CAMPUS AND WAS LYING IN THE FORECOURT OUTSIDE THE SCHOOL CHAPEL.

HOMELESS EXPERIMENT

Senior School boys and staff were met with a most unusual sight as they arrived at an assembly in May. It appeared a homeless man had wandered onto the campus and was lying in the forecourt outside the School Chapel.

The unexpected visitor, who drew hundreds of side-glances and puzzled looks, turned out to be someone very familiar to all. A leading make-up artist had transformed School Chaplain and Director of the Centre for Ethics Frank Sheehan into a barely recognisable version of himself.

The exercise was modelled on St Bartholomew House's Homeless Experiment, where six WA business leaders were transformed and went undercover as homeless people to raise awareness of homelessness.

One of them was Atlas Iron Chairman David Flanagan, who was invited by the Centre for Ethics to speak to the boys.

The 2014 Western Australian of the Year and high-profile philanthropist said his experience provided a real insight into how the way you looked and behaved had a massive impact on the way people treated you.

Mr Flanagan emphasised that what he learnt from the experience was that we needed be respectful of all people, as we did not know where they had come from in their life.

SURVEY AFFIRMS SATISFACTION AND PROVIDES FEEDBACK

By Murray Robertson
 Director of Staffing and Strategic Projects

As part of the School's pursuit of continual improvement, each year MMG Education is commissioned to conduct an extensive survey on all aspects of the School's performance. Boys from Years 6, 9 and 12 and parents of boys in Years 3, 6, 9 and 12 are invited to participate.

The objective is to provide the School Executive and Council with research-based information and benchmark data against like schools, as part of an ongoing tracking process where the performance of the School and the implementation of strategies can be monitored, reviewed and refined as required.

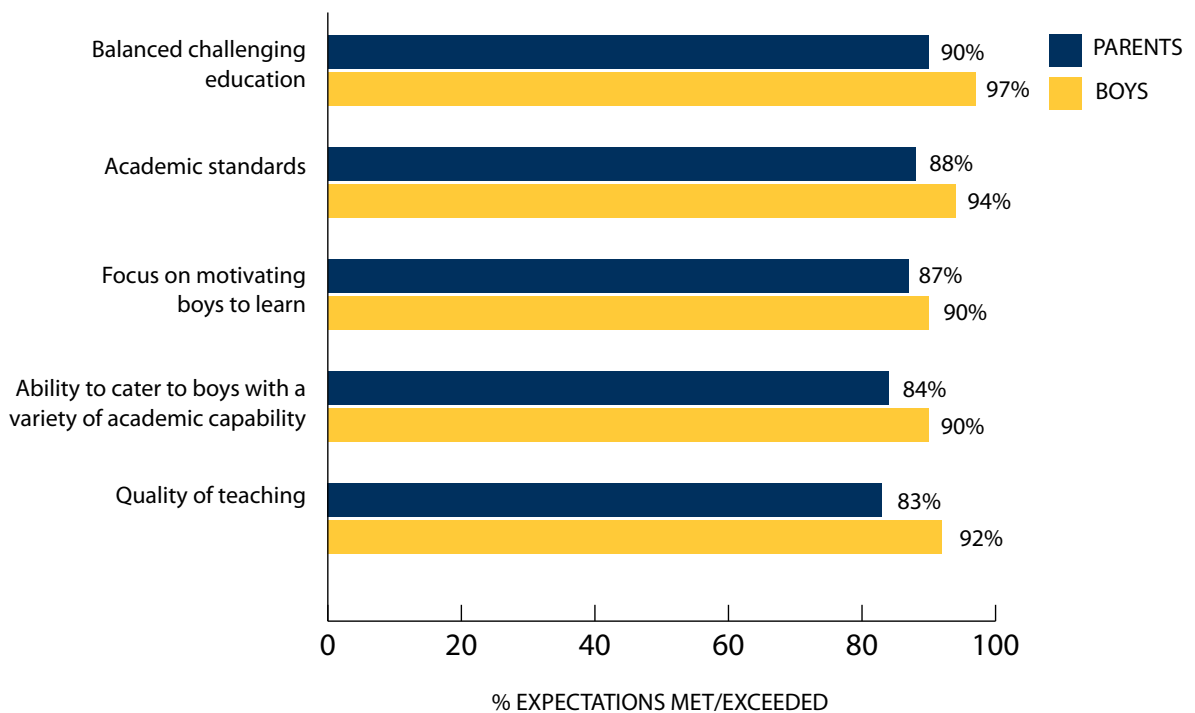
I am pleased to provide a brief summary of the 2014 research findings.

Reasons for School choice and expectations met and exceeded

Parents (285 respondents) and Year 9 to 12 boys (292 respondents) nominated the following five most important reasons for choosing Christ Church and the extent to which their expectations are being met or exceeded:

1. Balanced challenging education:
 - a. Parents – 90% noted expectations being met/exceeded
 - b. Boys – 97% noted expectations being met/exceeded
2. Academic standards:
 - a. Parents – 88% noted expectations being met/exceeded
 - b. Boys – 94% noted expectations being met/exceeded
3. Focus on motivating boys to learn:
 - a. Parents – 87% noted expectations being met/exceeded
 - b. Boys – 90% noted expectations being met/exceeded
4. Ability to cater to boys with a variety of academic capability:
 - a. Parents – 84% noted expectations being met/exceeded
 - b. Boys – 90% noted expectations being met/exceeded
5. Quality of teaching:
 - a. Parents – 83% noted expectations being met/exceeded
 - b. Boys – 92% noted expectations being met/exceeded

SATISFACTION WITH THE TOP FIVE REASONS FOR CHOOSING CHRIST CHURCH



Attitudes about life at school

Parents (285) responded positively to the following indicators about school life:

- My son has friends at school – 88% agreement
- My son likes going to school – 87% agreement
- There is a strong sense of spirit at the School – 87% agreement
- My son speaks favourably about his experiences at school – 84% agreement
- My son is doing well at the School this year – 80% agreement

Students (391) also responded positively to the following factors about school life:

- I have friends at school – 91% agreement
- There is a strong sense of school spirit at the School – 80% agreement
- I am doing well at school this year – 77% agreement
- I like going to school – 76% agreement

The overall agreement scores, of 85 per cent for parents and 81 per cent for students, are considered very high within school-benchmarked standards.

Summary

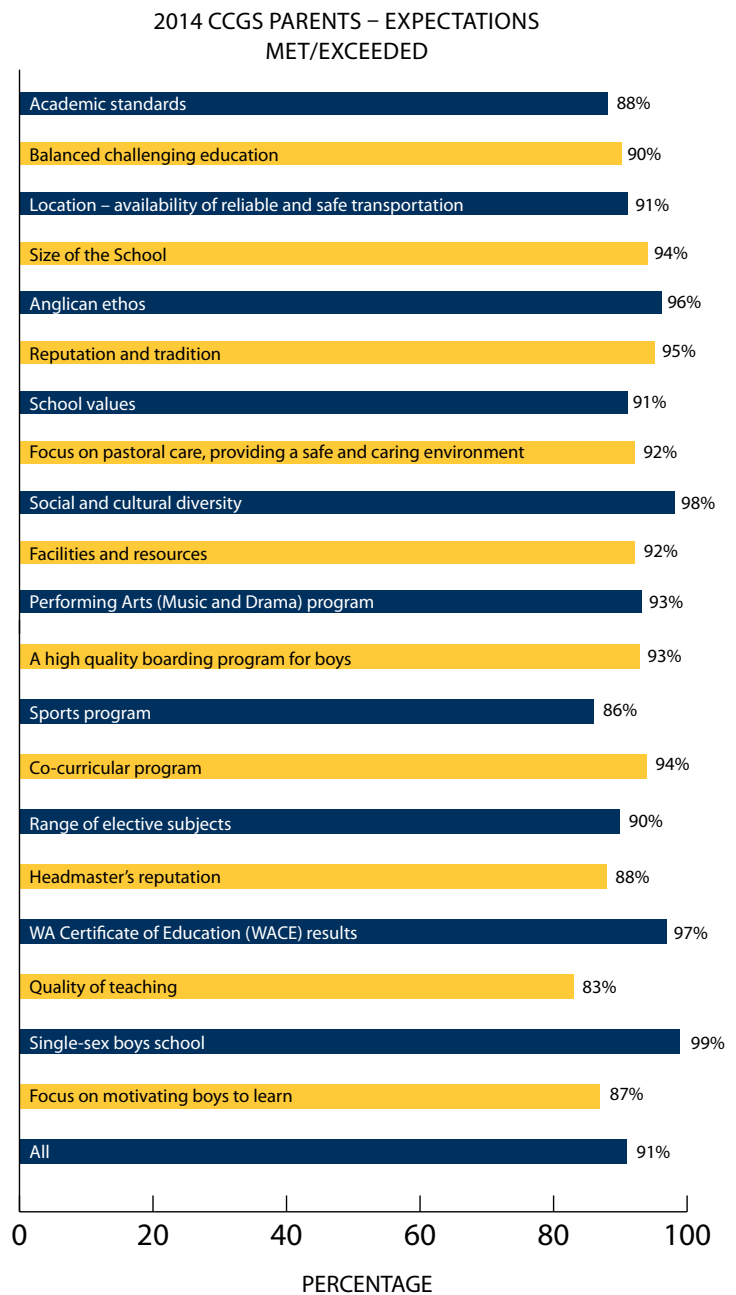
The School has been conducting these surveys with MMG annually since 2011 and has tested in excess of 300 factors in relation to our parents' experience and the boys' education at Christ Church.

Generally speaking, any results over 80 per cent are considered 'very high' in benchmarking against other like schools. The School has been very affirmed by the results, particularly by consistently achieving a very high rating for 'Overall satisfaction with CCGS' from both boys and parents.

Analysis of feedback has also indicated areas that require further exploration and development in order to drive improvement in the School's performance.

Overall satisfaction

The following chart represents parent expectations met/exceeded on a range of satisfaction criteria.



CLASSROOM WALKTHROUGH TRIAL



Thanks to a generous grant from the Parents' Association, 26 staff across the Senior and Preparatory Schools took part in a classroom walkthrough trial during Term 2.

Director of Pedagogy Sharyn Bana, who led the trial, said the aims were to improve student outcomes through focusing on classroom practice; enhance understanding and sharing of pedagogical practices; and critically reflect on teaching practices in a collegial environment.

"Different teams observed lessons for short periods looking at elements of instructional strategies, differentiation, formative assessment and student engagement," Ms Bana said.

"Teachers employed a variety of instructional strategies during the observations with many utilising more than one in the lesson. Students used iPads for research, filming, brainstorming and making notes. The diversity of approach was commended by staff who believed it engaged more students."

Teams observed that the purpose of lessons was made explicit and students were very clear on what they were learning and why they were learning it. Boys were keen to contribute to discussion, co-operative and aware of classroom routines.

"The strong relationships built between teachers and students were clearly evident and this was noted as a strength across the School," Ms Bana said.

"It was also pleasing to see formative assessment being used across the School and an emphasis on questioning strategies, which engage more of the student audience."

However, Ms Bana said differentiation across content and questioning practice did not use the whole spectrum of



possibility. This is a suggested focus area for the future along with 21st century skills and strategies to encourage independent learning and group work or collaboration.

Teachers who took part in the trial said:

"Conversations with other teachers about teaching practice were inspiring."

"I need to aim for higher levels of questioning."

"It reinforced the importance of explicit instructions and developing relationships with the boys."

"It made me reflect on differentiation and how I can improve in this regard."

"By observing others, I gained strategies I could use in my own class."

Of the staff that took part in the trial, 75 per cent rated it as 'better than most professional development they had done'. One teacher suggested everyone should get the opportunity to be a part of the process.

THE STRONG RELATIONSHIPS BUILT BETWEEN TEACHERS AND STUDENTS WERE CLEARLY EVIDENT AND THIS WAS NOTED AS A STRENGTH ACROSS THE SCHOOL.



STAFF PROVIDE PLETHORA OF TOURS

Outside the classroom, Christ Church staff members went above and beyond their roles to offer boys a plethora of tours at home and abroad.

April marked the 10th anniversary of Christ Church and Iona Presentation College's biennial French Tour. This year, Methodist Ladies' College was invited to join the group as a result of the schools' collaboration in the language area in Years 11 and 12.

Accompanied by teachers Elisabeth Rosinel and Ben Hodsdon, 12 boys and 24 girls from Years 10 and 11 spent a week exploring Paris and its surrounds followed by two weeks on exchange at Saint-Jean et la Croix school. This included attending the Anzac Day dawn service at Villers-Bretonneux.

At the end of Term 1, 11 boys spent a week in Singapore as part of the Year

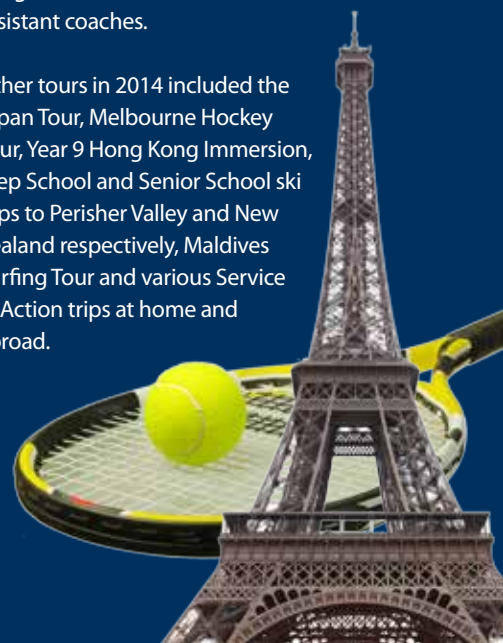
9 Cultural Immersion program. Led by Humanities teacher Jason Lamb and Jasmine Head, the boys got an insight into life as a Singaporean student at St Andrew's School, which included spending a night at a buddy's home.

The aim of the program is to immerse boys in school and daily life, fostering understanding, co-operation and relationships, and enhancing student connections as global citizens. There was also plenty of time for sightseeing including Universal Studios, Marina Bay, the Night Safari, Singapore Zoo, Sentosa Island and SEA Aquarium.

Over the July school holidays, 10 boys played tennis across England as well as Munich and Madrid. Firsts Tennis Coach Darren McPartland, who organised the tour with Teacher in Charge of Tennis Drew McDonald, said the international tour was a great success.

The group spent two weeks visiting and competing against some of England's oldest and most prestigious schools, played on world-class clay courts and spent a day at the 2014 Wimbledon Championships. They stayed at the BTV Tennisbase in Munich for five days and then trained at the Federation de Tennis de Madrid under the guidance of its head coach and assistant coaches.

Other tours in 2014 included the Japan Tour, Melbourne Hockey Tour, Year 9 Hong Kong Immersion, Prep School and Senior School ski trips to Perisher Valley and New Zealand respectively, Maldives Surfing Tour and various Service in Action trips at home and abroad.



FUN CHALLENGE ENHANCES VOCABULARY

Inspired by a competition in *The New York Times*, Head of the Preparatory School Richard Wright challenged boys to bring words to life in 15-second videos with some highly imaginative results.

Spaghetification, onomatopoeia and vainglorious were among words Prep Boys entered into the Video Vocabulary competition held during Terms 1 and 2.

Boys from each year group embraced the challenge with more than 50 entries in total. Mr Wright said it was a fun way of enhancing the School's focus on improving boys' vocabulary development in the academic program.

Mr Wright said it was up to the boy, group or class how creative they wanted to be as long as they pronounced and defined

the word. "They could act, use animation, draw, sing, dance, use photographs, or anything else to help viewers understand and learn their word," he said.

At assembly each week, Mr Wright would show up to four videos to the Prep School. "It really gathered momentum and several were really outstanding and creative," he said.

Entries included a Lego stop-animation video, which took two days to create; some Mandarin words; and a great entry by a PMC student.

Mr Wright said the boys were highly motivated despite there being no mention of prizes. However, as the quality was so good, Mr Wright felt compelled to awarded two prizes at the end of the competition.



NEW DIRECTOR OF BOARDING



In 2015, Christ Church welcomes Brad Downing to the role of Director of the Walters Residential Community. However, Mr Downing is no stranger to Christ Church. He is a senior member of staff who has been with the School for 12 years and was Head of Jupp House for the past seven years.

Mr Downing, who teaches Health and Physical Education, is also no stranger to boarding. When he first arrived at Christ Church, he lived in the Residential Community and served as Assistant Head of Walters House in 2004. Earlier in his career, he taught at the Bishop David Browne School in the United Kingdom.

At a height of two metres, Mr Downing is the coach of the First V Basketball team and a former State Basketball League player. In 2013, he steered Christ Church to its third PSA championship in the School's history. He has also been President of the School's Staff Association for the past two and a half years.

Mr Downing said he viewed communication and the ability to build strong relationships as the basis for any successful community. "I am interested in

bringing my transferrable competencies of leadership, responsibility, effective communication, organisation and interpersonal skills to lead the young men of the Walters Residential Community," he said.

Growing up, Mr Downing spent many school holidays visiting and staying with family and friends on their farms throughout the South West, including Boyup Brook, Corrigin, Lake Grace, Wickepin and Mundijong. More recently, Broome has become a favourite holiday spot for his family.

He will be joined in the Residential Community by his wife Jenella and children Toby and Keturah, and looks forward to meeting current and prospective families at field days across the State in 2015.



ARTISTS IN RESIDENCE



Leading Australian vocal ensemble Song Company visited Christ Church in March to run workshops with Preparatory and Senior choirs and music classes. Students and staff were also treated to a performance by the international a cappella group at a Senior School Assembly.

The two-day incursion with the New South Wales-based ensemble was part of the Music Department's artist-in-residence program, which is funded by the Parents' Association. Under the guidance of artistic director Roland Peelman, the six-voice group performed and led boys through its stylistically diverse repertoire including vocal music from the 10th century through to the present day.

Director of Music Kevin Gillam said a highlight included teaching Combined CCGS/MLC Choir members how to sing vocal harmonics by altering the position of the larynx to imitate the sound of a didgeridoo. With Years 7 and 8 students, and Years 9 and 10 Music Extension boys, they sang a round involving Indian rhythmic patterns and text.

"The Song Company sang a variety of rounds with our boys, many involving hand and arm actions. They also engaged in some interesting question and answer sessions with discussions about the life of professional singers in Australia," Mr Gillam said.

Acting Prep School Music Co-ordinator Stephanie Harford said the Yahoos Choir, an auditioned choir of boys from Years 3 to 6, enjoyed singing interactive number songs, hand jive action songs and canons with the group.

Some other artists-in-residence, sponsored by the Parents' Association this year, included Kaboom Percussion who was commissioned to create a piece for 300 drumming Prep boys; local director Jenny Davis to direct the Year 9 play *Private Peaceful*; and choreographer Sally Towner who led the Prep School's co-curricular Street Steps group and choreographed a Week of the Arts routine.



BOYS, PARENTS CONNECT WITH EXPERTS

Made possible by the Parents' Association, experts in their field returned to Christ Church to deliver the latest research and information to boys and parents during 2014, as well as new guests speakers with food for thought.

In March, Years 10 to 12 boys heard from Drug and Alcohol Research and Training Australia's Paul Dillon. Paul, who now visits Christ Church twice a year armed with the latest information on drugs and alcohol, also presented an evening talk on *Teenagers, Alcohol, Drugs and Self Image* with Amy Coombe at Methodist Ladies' College.

Director of Planning and Co-curricular Mark Morrissy said Paul's 25 years' experience in drug education and direct approach continued to engage students each year, particularly Year 10 boys who were hearing him for the first time. In October, he returned to talk to Year 12 boys about issues associated with Leavers celebrations and post-school life.

Australia's leading child and adolescent psychologist Michael Carr-Gregg gave boys important life advice and talked about technology to aid wellbeing in June. In the evening, parents were invited to MLC to hear Dr Carr-Gregg talk on *The use of technology in building happy and resilient children*.

He introduced Years 11 and 12 boys to a range of digital devices and apps, which could be helpful during their final years of school but emphasised to all year groups that sleep was still an essential ingredient to learning and wellbeing. Years 7 to 10 boys were given an insight into the benefits of positive psychology.

In August, boys and parents had an opportunity to hear from Jonathan Doyle, author of *Bridging the Gap: 8 Ideas to Improve Your Life*, who visited Christ Church for the first time. Years 11 and 12 boys listened to Jonathan during the day with parents invited to an evening talk on defining male identity amidst issues facing young people today, in particular the impact of digital technology.

Mr Morrissy said all Year 11 boys received a copy of Jonathan's book at the start of the year and he shared some hard truths: some people have extraordinary lives, however, most do not; do not think life is just going to work out; most men live lives of quiet desperation. "He challenged the boys to think about what it meant to be an extraordinary man and outlined a number strategies to effect change and find strength to become that man," Mr Morrissy said.

BREAKFAST BONUS TIME WITH SONS

Once again, the Parents' Auxiliary co-ordinated four significant breakfast events in 2014 with more than 1000 people attending. While Years 6, 8 and 12 boys attended with their fathers and significant friends, Year 10 boys accompanied their mothers or important women in their lives.

In June, about 300 people attended the Year 10 Mother/Friend and Son Breakfast held in the Refectory. Mothers, grandmothers and special friends received a tulip from the boys on arrival.

Western Australia's 2014 Young Australian of the Year and Christ Church old boy Dr John van Bockxmeer (Class of 2002) was this year's guest speaker. John, who has dedicated himself to improving the health of Australians by leading numerous voluntary local, national and international initiatives, urged boys to dare to dream and not to let inequality wash over them.

More than 210 guests attended the Year 12 Father/Friend and Son Breakfast held at the UWA Club in July. For the second year in a row, the guest speaker for the event was Grant Vernon, who umpired 310 AFL, WAFL and VFL games and is a WA Football Hall of Fame inductee. In his address, he used the analogy of learning to drive in relation to success in life, while entertaining fathers and sons with stories from the football field. Acting Headmaster Roger Bayly encouraged dads to use the breakfast as an opportunity for some extra 'father time'.





In September, more than 320 people gathered in the Refectory to celebrate the father-son relationship and the opportunities offered to Christ Church boys at the Year 8 Father/Friend and Son Breakfast. Guest speaker Lockie Cooke (2007), founder and CEO of ICEA (Indigenous Communities Education and Awareness Foundation), felt he was not as gifted as many of the boys in his year group at Christ Church. However, after a poignant moment in Year 9, he made a decision to make the most of every opportunity and actively sought out leadership roles. He encouraged boys to 'shift' their thinking as he had done.

At the end of Term 3, fathers and friends were invited to attend the Year 6 Father/Friend and Son Breakfast in the Refectory. Director of Pastoral Care, Planning and Co-Curricular (Deputy Head) Maria Hodges said many fathers commented it was a special way to spend a morning with their sons as having the time to talk over breakfast was something they rarely did. The 200 attendees then moved across to the classrooms for father versus son debates where the topic for the morning, 'It was better in my day', led to some entertaining discussion.

Teams of mothers from respective year groups, led by President of the Parents' Auxiliary Samantha Goebel, served up more than 700 hot breakfasts to attendees throughout the year.

RED CARPET SUCCESS

The weather did not dampen the spirits of 420 parents, old boys and staff who attended the annual Parents' Association and Old Boys' Association (OBA) Cocktail Party in the Refectory in March.

In the theme of a red carpet premiere, partygoers climbed through a nine-metre stretch limousine on arrival, walked a 20m-red carpet in front of 'paparazzi', and were interviewed by a very glamorous-looking President of the Parents' Auxiliary Samantha Goebel, complete with live feed to a big screen.

Once inside, there was champagne and freshly shucked oysters along with the sounds of Christ Church's Jazz Combo, directed by Paul Millard. As the evening got into full swing, Christ Church old boy band Eloise and the Infinite Squeeze took centre stage.

Community Groups Co-ordinator Christy Dangerfield said parents and old boys enjoyed meeting and catching up with new and familiar faces. "It was great to see so many of our new parents in attendance," Ms Dangerfield said.

"Thanks must go to the organisers of the evening, OBA committee members David Payne (1978) and Hamish Jolly (1983), as well as the many helpers who assisted with planning the evening, setting up on the day and of course, cleaning up afterwards."



WE THANK OUR DONORS

We are most grateful to the many members of our Christ Church 'family', who have so generously supported our Annual Giving and Christmas Giving appeals in 2014

BUILDING FUND

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 Mr G E Lindorff
 Dr Y Liu and Dr H Yang
 Dr P K Loh and Dr Y S C Kan
 Mr N M Longworth and
 Ms A M Millard
 Dr Y Lu and Dr H Sun
 Mr S J Lumsden
 Ms W M Macdougall
 Mr J C and Mrs E A Mair
 Mr B and Mrs A Maloney
 Mr D J and Mrs B S Y N Marshall
 Mr W G Martin
 Mr J A and Mrs J Martino
 Mr R W and Mrs L D K Matthews
 Mr L and Mrs D A McCarthy
 Mr J B McCluskey and
 Ms M N Pringle
 Mr J C and Mrs G M McMath
 Dr A D and Dr K M McQuillan
 Mr R H and Mrs J L Menasse
 Mr J and Mrs M E Meyer
 Mr G J and Mrs J M Minchin
 Mr T and Mrs H Moody
 Mr J M and Mrs L C Morris
 Ms P Moyes
 Mr A L Moyle
 Mr H F Mullins
 Mr S R and Mrs K T O'Connor
 Mr L E and Mrs K L O'Malley
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 Mr J F Price and Ms C M Kain
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THE GREAT PERFECT PUSH

In June, Christ Church's School Prefects and about 90 boys raised more than \$8250 for online youth mental health service ReachOut.com

The new initiative, called the Great Perfect Push, encouraged Years 6, 11 and 12 boys to make a \$50 donation to push 'anything with wheels' for one hour around a temporary track. A variety of trolleys, wheelbarrows, chairs, prams and more were pushed around the School's perimeter and Methodist Ladies' College.

Director of Planning and Co-curricular Mark Morrissy said the goal of the Prefect-led event was to raise a minimum of \$5000 to help ReachOut.com develop apps, which provide information, tools

and support to assist young people through tough times and mental health difficulties.

ReachOut.com by Inspire Foundation's WA Manager Lisa Laschon said she was amazed at the students and supporters' efforts. "The funds raised not only exceeded the target but every \$50 will provide help to five young people through ReachOut.com for a year," she said.

"It's not only about giving back and getting involved, it is also great for your own wellbeing and mental health, which is vital for healthy communities."

OP SHOP GLAMOUR

The Year 11 Dance took a step back in time this year with students styling up in 'Op Shop Glamour'. With the help of AnglicareWA and the Parents' Auxiliary, boys and girls had an opportunity to purchase their outfit from a 'pop-up op shop' before the event.

Director of Activities Neil Saggars said it was wonderful to see boys embrace the new theme, which will continue in 2015. Drawing on the School's association with Anglicare, students were asked to spare the expense, scour local charity shops and give something back to the community.

Mr Saggars said the parent volunteers, led by Allison Marshall, did a wonderful job in the lead up to the event and night – giving the Gymnasium a retro-inspired makeover. At the end of the night, students were given a bag for regifting their outfits back to Anglicare or for donating quality items from home.

The pop-up shop, set up in the Old Boys' Gallery two weeks prior to the dance, raised more than \$1000 for Anglicare. By sourcing furniture and decorations from charity shops, a further \$500 saving from funds allocated for this purpose, was donated to Anglicare.



LESSONS IN SPORT AND LIFE



More than 60 former captains of sport were honoured at the annual Old Boys' Assembly held in November. The assembly's theme linked to the Old Boys' 2014 gift to the School – a new set of sports honour boards in the Gymnasium Precinct.

President of the Old Boys' Association Adam Collins (Class of 1987) said this year's assembly theme highlighted the importance of sport throughout Christ Church's history. The former captains in attendance represented every sport, from athletics through to surfing, and ranged from 1957 to 2013.

Five old boys, who captained their respective teams to PSA victory, were asked to stand in their place while School Prefects read aloud excerpts from *The Mitre*. Cliff Watkins, coach of the 1971, 1974 and 1977 Alcock Cup winning teams and Christ Church's only football premierships, was also recognised.

Guest speaker Fremantle Docker Luke McPharlin (1999) said while considering the impact of leadership for his address, he regretted not aspiring to be a captain in his school days at Christ Church.

Luke, who has been a member of Fremantle's leadership group since the club's inception, spoke about the emergence of the group's importance and its impact on team culture over the years. He said true leadership was not autocratic; it was about working together as a team.

The assembly included two photographic slideshows, one of sporting highlights and one of the PSA premiership wins from 1957 (the year Christ Church joined the PSA) to 2014.

After the assembly, the former captains were invited to see the sports honour boards, which the OBA hopes are yet another visible connection to the past for the boys. The series of honour boards include a history of the School's PSA premiership wins and the captains of each sporting code dating back to 1957.

The gift also included a decal, featuring motivational quotes from three inspirational old boys – retired super coach Ric Charlesworth (1969), former Olympic swimmer Bill Kirby (1992) and world championship rower Todd Skipworth (2002).



The gift, a joint initiative between the OBA and the School, was well received by the boys. Director of Sport Anthony Lynch said the boards had created real interest and had given some boys a goal to aim towards. "Not only do they stop and look at the boards, but some have said 'my name will be up there soon,'" he said.

**THE FORMER CAPTAINS
IN ATTENDANCE
REPRESENTED
EVERY SPORT, FROM
ATHLETICS THROUGH
TO SURFING, AND
RANGED FROM 1957
TO 2013**

CHEF BRINGS TASTE OF ITALY



The Old Boys' Association's (OBA) annual Businessmen's Lunch has morphed into something quite different from the suit and tie event held in St George's Terrace for many years – and its 2014 incarnation was testament to this.

OBA Committee member Chris Webster's (Class of 1999) inspiration for the 2014 luncheon was to bring an unknown old boy from London back to Perth, ask him to entertain the gathering while cooking a veritable feast of four courses.

Paul Salmeri (1999), a chef at London's River Café – famous for kick-starting the career of Jamie Oliver, rose to the challenge. Departing from the UWA Club, the venue of recent years, 126 old boys experienced Paul in his element at the St Hilda's Dining Room overlooking the river. The talented chef was involved in the whole process from planning the menu and prepping the food, to cooking it on the day as well as sharing his remarkable story.

Paul joined the Navy straight after school, only to realise his passion for food six years later. His story of self-funding his food education in Italy and working as a chef throughout the world, captivated the audience.

He said making the decision to follow his passion changed his life. "I was never top of my class at school or in the Navy... I scraped through every time because I had no passion," he said.

"But at culinary school, I found myself studying hard every night. Homework was fun; I was top of my class in each test and was awarded a scholarship from James Beard House in New York! I now loved what I was doing."

The dining room setting, created by Tony Salom (1982), was in the style of a rustic Italian village. Antipasti, primi and dolce courses were served family-style on long tables, with wines from Aravina Estate and Flametree Wines matched to the menu. It ended with appetites sated and digestives (limoncello and amaro) passed down the tables as the sun set.

OBA President Adam Collins (1987) said Paul's story was amazing and inspirational, and his personality infectious. He also congratulated Chris Webster on his vision for the event.



OLD BOYS VERSUS SCHOOLBOYS

In yet another collaboration with the School, 2014 saw the return of the old boys versus schoolboys matches across some sporting codes after a break of many years.

In February, Perth Wildcats player and former School Captain Ben Purser (Class of 2007) returned to Christ Church to captain the Old Boys' team against the 2014 First V in the Gymnasium. A crowd of about 40 spectators, including old boys and parents, watched a mostly even game with the old boys eventually winning 66 to 54.



Water polo is one fixture that has stood the test of time and continued as a tradition over the years. 2014 Co-Captains of Water Polo Charlie Moorman and Alex Brogan expressed their awe at playing against George Ford (2010), Andrew Ford (2012) and Nick O'Halloran (2004), who were all either current or ex-Australian squad members.

The old boys dominated the first half of the game but in the second half both teams went goal for goal. "Having all the enthusiastic old boys down to play against us, made us all realise how deep the culture runs at CCGS and how it doesn't stop being a part of your life when you finish school," the boys said.

In the winter season, Director of Sport Anthony Lynch worked with the OBA Committee to launch soccer and hockey games at Mt Claremont Playing Fields. In the soccer, the match went to a penalty shoot out at full time with three goals each. The old boys may have won five to four but it was no surprise that the 2014 First XI then went on to win the PSA championship for 2014.

The Old Boys' Hockey Team, captained by Kookaburra Craig Boyne (2005), was strong competition for the School's First XI. At half time, recently retired Kookaburra's coach Ric Charlesworth (1969) gave the schoolboys some additional coaching tips but the old boys won the game having kept the score line in their favour throughout.

Headmaster Garth Wynne said he was delighted with the reintroduction of the well-organised matches. "It is impressive to see so many talented old boy sportsmen willing to give up their time to play games of such quality," Mr Wynne said.



BENEFACTORS HONOURED

Two significant current and past benefactors of the School were elected as a Fellow and Honorary Life Member of the Old Boys' Association (OBA) in 2014.

Fellow Dr John Harriott (Class of 1962) was one of the first old boys to join the Mitre Society in 1996, informing the School he had included **a significant bequest in his will to establish scholarships for boys of merit whose families did not have the means to pay full school fees.** He gave significantly to the Annual Giving launch in 2000 and has given every year since to the annual campaigns.

In 2007, when the OBA Scholarship Trust was launched to raise funds for financial need scholarships, Dr Harriott made a \$200 000 gift to establish the first perpetual scholarship in the fund. The Harriott Family Memorial Scholarship honours the sacrifice his parents made to send him to Christ Church.

In 2010, he established the Lynlee Rae Harriott Memorial Centenary Scholarship to honour his late wife and contribute to fees for a boy's six years of secondary education. In 2013, he donated sufficient capital to convert the scholarship into a perpetual award.

Dr Harriott is the biggest individual benefactor to the OBA Scholarship Trust, providing a shining light for other benefactors to follow.

Sam Elliott (dec'd) was a pioneer pastoralist of WA, a member of the Legislative Assembly and an early benefactor of the School.

During the School's first six years, founder and Headmaster Canon William McClemans made himself personally responsible for financing the School and for any financial loss. However, two laymen, Alfred Sandover and Sam Elliott, helped him with donations.



In succeeding years, after Canon McClemans resigned the headmastership to go to the war, Mr Elliott continued to play a significant role in the development of the School. Without his support, the fledgling institution may not have survived.

Mr Elliott was not a Christ Church parent, as his two sons were past school age when the School opened. His grandson, Robin Elliott (1945), attended Christ Church but not in his lifetime. Three of Robin's grandsons, Sam's great, great grandsons and all Elliotts, also attended Christ Church.

2013 GRADUATES MAKE THEIR WAY IN THE WORLD

One year on, the Class of 2013 is doing well – moving on to university, gap year activities, employment and various combinations of these. A survey completed by the Alumni Office at the end of 2014 covered 85 per cent of the year group and has provided a snapshot of the directions they have taken.

The survey showed that 82 per cent of the year group had commenced university or vocational training in 2014, while seven per cent are focused on work opportunities. The remaining 11 per cent were on a gap year of activities before commencing tertiary studies or other ventures.

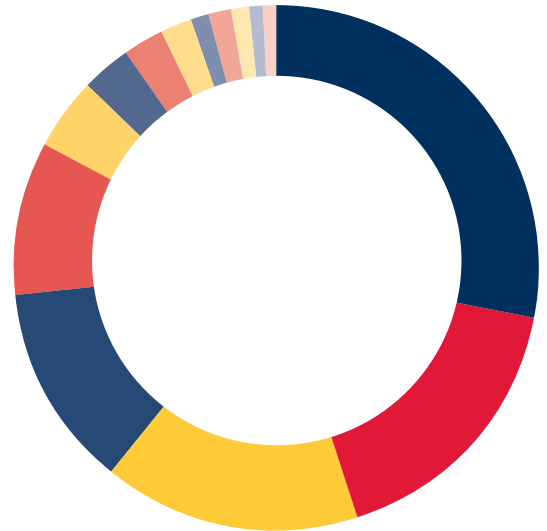
Among many interesting experiences, these graduates have enjoyed combinations of work, travel, and serving the community in Western Australia and around the world. Kiran Dayawala has continued competitive golf, playing competition for the WA Men's team and entering the Victorian Amateur Championship.

Around 50 of the group returned to Christ Church in late 2014 to 'Linga On' at their first reunion. The graduates enjoyed catching up over a hamburger lunch and collected their Old Boys' Association life membership badges and *The Mitre* yearbook.



Courses*

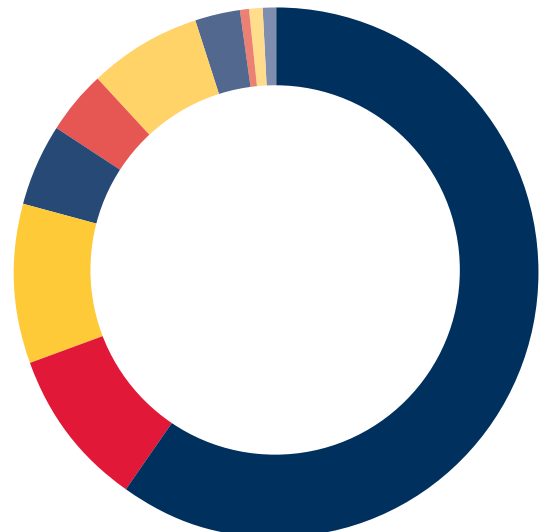
Commerce, Finance, Agribusiness, Economics	27.7%
Engineering	16.7%
Science	15.4%
Health Sciences (Medicine, Biomedicine, Medical Research, Physiotherapy, Exercise Science)	12.3%
Arts	9.25%
Law	4.3%
Architecture, Urban and Regional Planning	3.1%
Philosophy	2.5%
Marketing, Communications, Design	1.85%
Apprenticeship training courses	1.85%
Fine Arts, Performing Arts, Film	1.2%
Computer Science	1.2%
Education	1.2%
Aviation	0.7%
Hospitality	0.7%



* Including those on gap years who have deferred tertiary studies

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University of Western Australia	60%
University of Notre Dame	9.7%
Curtin University	9.7%
TAFE	4.8%
University of Melbourne	4.1%
Universities elsewhere in Australia	6.9%
Overseas universities (US, UK, Canada and Malaysia)	2.7%
Murdoch University	0.7%
Edith Cowan University	0.7%
School of Audio Engineering	0.7%





Christ Church Grammar School

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