

KOORINGAL 1976

"The thing I liked best of all was the waterall on the river. Then there was the play. Daddy was Cinderella. He had a wing on his head".

This is what one young visitor remembers. He spent a long weekend at Kooringal with the Special Education Group, staff and fourteen Fathers and Mothers.

Any one of the Year 8 boys who spent three days at our bush camp, in one of the four class groups, might especially remember the environmental and plant life density charts they prepared. Some still decorate the hut walls for the edification of future young scientists and nature lovers. They will undoubtedly have been impressed by the lectures and activities involving the SIRVA compass, the map craft exercises and bush craft, survival techniques, not to mention the bush hygiene studies.

The whole of the Adventure Unit, which followed after the Year 8 parties, will be unlikely to forget the ambitious, adventure programme. The junior company completed the Duke of Edinburgh Award preliminary expedition, a strenuous over-night exercise. This Unit was a large party to accommodate—the senior section occupied the hut while the junior boys were under canvas. All agreed, however, that the area was an excellent venue for the work undertaken.

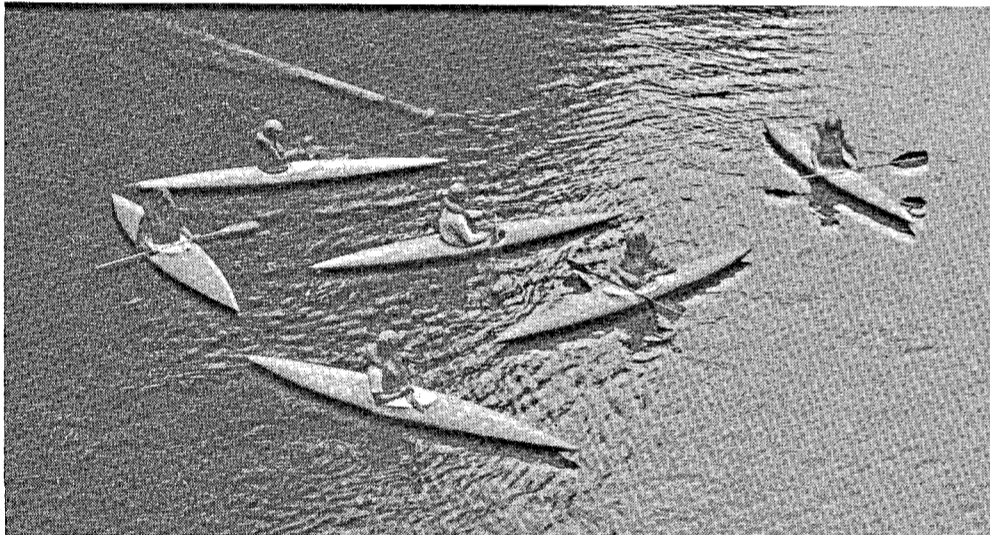
The three Preparatory School classes comprising Years 6 and 7 made their specialty, flora and fauna studies. It would not be surprising if some of these



The Headmaster, Mr. A. Prior and Mrs. Bullmore at the door of the Selwyn Prior Library.

It is Mr. Fraser who is making sure that the excellent work carried out by the Kooringal Fathers' Club is fully appreciated by the boys. Each group is called upon to contribute some effort of their own towards improving the site. Some boys collected stones for a retaining wall, others improved the drainage system and cleared regrowth from around the huts. Currently a start is being made on providing some stone fire-places and seating areas in the bush. Kooringal is a place where everyone plays a part and no one should leave without feeling the place is a little richer for his visit.

All told, some 360 boys have spent time at Kooringal this year so far and further plans are under way for other expeditions. The interesting part about what has happened is that we are all learning a great deal about Kooringal and what can be achieved there. We are also learning about ourselves, through Kooringal. We have tried to do many things, usually too much, too quickly, but we have never failed to achieve a considerable amount.



Canoeists on the Murray River below Kooringal.

boys, like many in other groups too, liked best of all being a group leader, or cooking the food outdoors, or organising a spot lighting game after dark in the tall gums and blackboys on the hill above the huts.

It is fun just to be there, and it is a great place to really get to know other people. Even teachers have been known to crack a smile at times. Some have shown surprising talent on the Tarzan rope—not to mention their usefulness in lighting fires and frying eggs.

Undeniably, the most useful person of all has been Mr. Fraser. Since the first group of Headmaster, some Staff and Prefects spent a weekend at Kooringal in February, Mr. Fraser has been directly involved with each party visiting. He has been in control of the camp; overseeing, protecting and organizing activities in conjunction with the other Staff present who are concerned mainly with the study programmes and the boys themselves. He is able to contribute a wealth of experience to the survival and environmental aspects of training; in the process he is becoming a formidable expert on the whole region. This pattern of organisation has worked very well indeed, representing one of the most pleasing developments of this year.

Old Boys

BACK TO SCHOOL

Wednesday, 29th September

CHAPEL

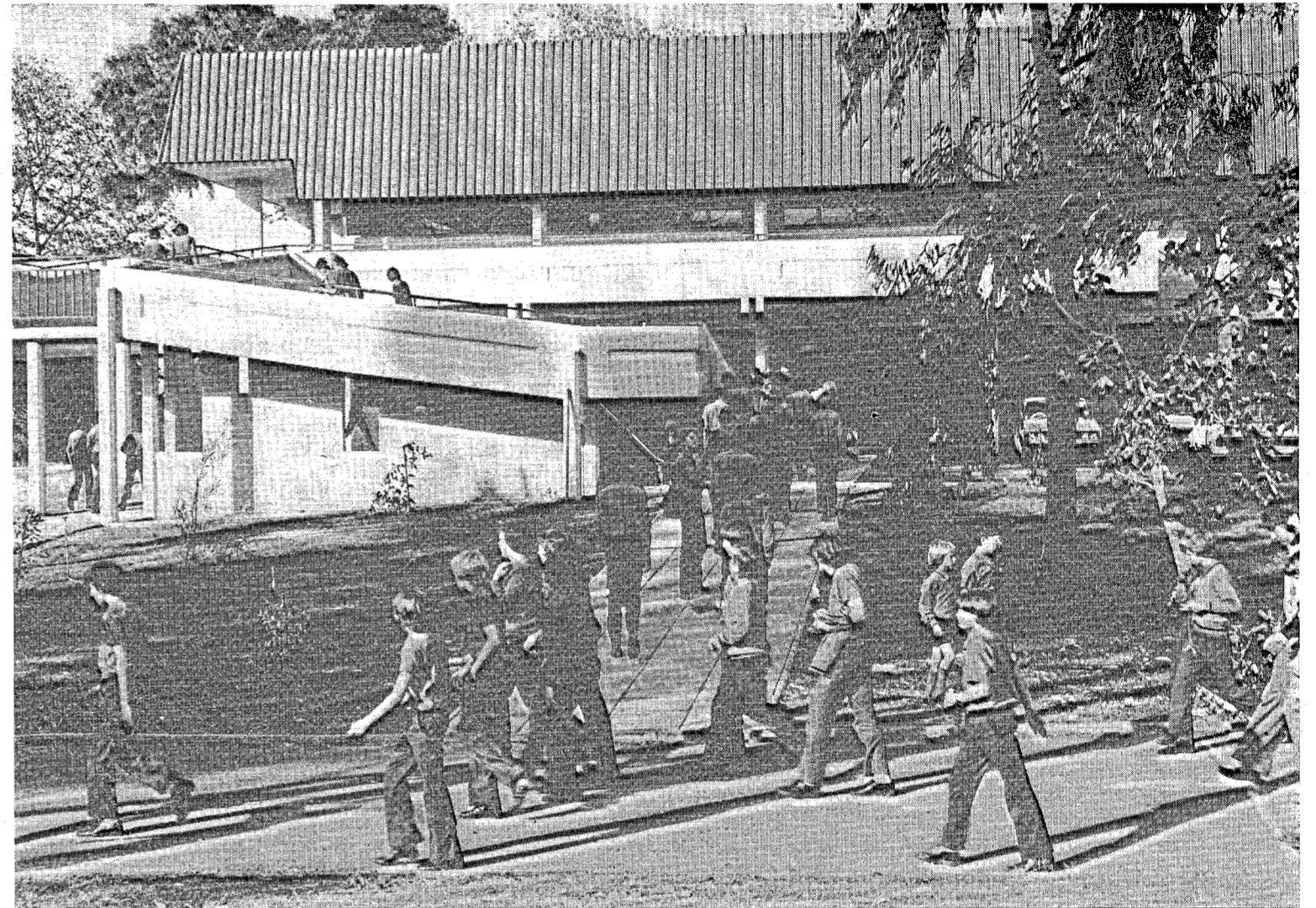
ANNUAL GENERAL MEETING

BARBECUE LUNCH

VIEW THE SCHOOL

OLD AND NEW

Christ Church Chronicle



The Headmaster Reviews the Years 1967-76

In the early years of the Second World War when the invasion of England appeared imminent all signposts were removed in order to hinder the enemy should he land. The result was confusion and people were bewildered groping for directions. The words in Deuteronomy, "cursed be he that removeth his neighbour's landmark" took on new meaning.

This incident is related to lay stress on our need for landmarks in any important programme. Without landmarks we miss the right paths, or move off in the wrong direction and find ourselves somewhere other than where we want to be. To be useful, landmarks must be visible and they must be observed, in the sense that the Rottne Island lighthouse serves to guide navigators. We need landmarks of course only if we are going somewhere, not if we are sitting still or stagnating. But landmarks are not always visible; they can be obscured or obliterated by man-made barriers.

Our landmarks are set out in the aims of the School and in line with these a philosophy of purpose is pursued: firstly the purpose of developing a social conscience in which there are deep and real relationships with involvement and

real caring; secondly the purpose of stimulating and fostering individual minds and spirits to grow to their full stature. We are concerned with the quality of life. The possibility of conflict between the development of individuality and arousing a sense of social responsibility is recognised, but to the committed Christian the purpose of uniqueness is not for separateness but for contribution to the health of the community.

With these aims in mind the Council embarked on a major building plan in 1967 which included Sandover—the dining room and school hospital, The School Chapel, the Physical Education Centre with the gymnasium, swimming pool, change rooms, offices, flats for staff and the workshops. This programme was completed in 1973. During the next two years Kooringal was planned and developed with the help of the Parents Association and through this community activity the Kooringal Club, a Fathers' group, was founded.

This year on April 4th, the new Senior School buildings were dedicated and opened. We had worked on this project over the past three years and, while it was not possible to complete all stages owing to the rapidly increasing building costs, these additions have opened up

OPEN DAY

Parents, Friends, Old Boys and those interested in future enrolment are invited to see the School on

WEDNESDAY, 29TH SEPTEMBER, 2.00-5.00 P.M.

With the completion of the new buildings there will be additional vacancies in Year 8 and 9 in 1977.

new opportunities. In the main building there are the administrative offices, the Special Education Centre, The Selwyn Prior Library and two classrooms. The Social Science Wing has five classrooms for economics, geography and history and two staff workrooms. In the Advanced Science Wing the conversion of classrooms to biology laboratories, preparation rooms and staff workrooms saw the completion of a project planned in 1964.

These facilities mean much to us. Since the School became autonomous in 1951 the enrolment in the Secondary School has increased sixfold. There are today 630 boys. We have now been able to reduce class sizes to less than thirty and in Years 9 and 10 there are five forms. In 1977 the forms at Year 8 can also be increased to five so allowing for a slightly increased enrolment but with class sizes of 25 and 30. A second major advantage is that members of staff now have workrooms and since senior staff have studies and there is an interview room for general use we have been able to interview parents and boys in more pleasant surroundings and more often. Finally we have moved Year 8 classes from the original school building on the corner of Queenslea Drive and Stirling Highway. The building is being altered and equipped for Manual Art. This is being done largely by self help.

In this edition of the Chronicle I have asked members of staff to write about facets of school life. Buildings are but a means to an end. No man can develop fully and freely without relating himself to some points of reference greater than self. As he relates to persons and resources in these buildings we hope that this self-growth takes place. So too it needs to be stated that a school can develop similarly only if its objectives as practised transcend the mere concern of the members with one another and emerges in outgoing, constructive commitment and activities.

THE SELWYN PRIOR LIBRARY

Nine thousand books, one hundred magazine titles, two daily and six weekly newspapers, four hundred cassette tapes, three hundred film strips, 280 video tapes, seating for one hundred and fifty students: quite an inventory!

With all this available in a bright comfortably furnished, carpeted first-floor area big enough to also contain two seminar rooms, an office and work rooms and a fully equipped audio-visual centre it is even more impressive.

So much for the facts and figures but what does it all mean in terms of boys, classes and teachers?

From 8 a.m. to 5 p.m., the library is in constant use. Before and after school, at lunch and morning break it is thronged with boys—borrowing, browsing, researching, listening to tapes, playing chess or just looking at the display boards.

For classes, five separate areas are available for use at the one time. Such concentrated use is rare but quite frequently there may be a group discus-



Honourable Gresley Clarkson unveils the plaque.

sion going on in a seminar room while a class listens to the librarian introducing books on a particular subject and another makes use of reference books and tapes in the study carrels. One of the library's chief functions is to support classroom work and to that end it must always be fluid in its approach. Book collections are never static, materials needed for a particular subject assignment may be taken from various shelves and made more immediately accessible, bulletin boards stress the topic of the day—conservation, Western Australia week, the Olympics; displays show student work.

From the audio-visual centre the library reaches out into the classroom with remote control reception of telecast or video-taped programmes. It is here, too, that sound tapes, film strips and slides are produced, and projectors and recorders maintained.

For the teacher all this means that a greater flexibility of approach is possible in lesson planning and in meeting the needs of individual boys.

Finally there is the aim of developing in each student the study habits and library skills he can carry for more effective use of public libraries and the libraries of the tertiary institutions and, most importantly, the aim of developing a love of reading that will carry him through life.

THE SPECIAL EDUCATION CENTRE

A combination of vision, humanity and effort has culminated this year in the establishment, in the new administration block, of the Special Education Centre. Consisting of a large open area subdivided into 3 closable rooms, a toilet area and 3 general work areas, the centre is catering for an enrolment of 14 boys. These are boys from 9-14 years of age who cannot cope full time in the normal stream due to a significant degree of learning disability which is attested to by medical, psychological and educational evidence. A committee vets applications for admission, selects and guides.

No two boys ever were alike, and never was this more so than in the Special Education Centre! The keynote of the education of these boys is individual programming. Materials, goals and teaching methods are varied in an effort to give each boy a chance to achieve his potential—with happiness.

The housing in the new building and the present involvement of three of our boys in Middle School activities are the main new features this year.

Other special delights this year have been the acquisition of our own Video Tape Recorder, our recent happy three day stay at Koorngal with fourteen of the parents (five of our present enrolment are boarders and three are from the far North), the "barbecue" we held in our room on the wettest winter day

ACADEMIC ACHIEVEMENT

Many of the articles in this issue deal with change and innovation within the school. But in order that the school maintain a sense of direction, against the ever changing backdrop, it has been essential that the visions and policy of the Council, Headmaster and Staff have remained firm over many years. In no area is this more true than in the academic field.

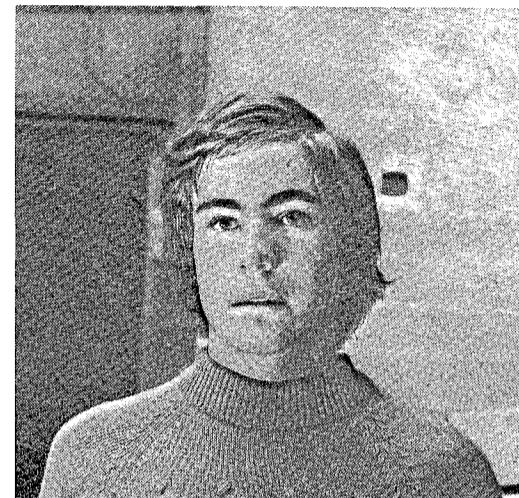
This school, in fulfilment of its purpose of total character development, has from the beginning believed in due recognition of the importance of providing for the cultural, service, social and sporting aspects of a student's education. It has however, always been a firm point of school policy that major emphasis be given to academic development, because it believes that it is in his vocation that the person will achieve the greatest degree of self realization, and will make his greatest contribution to society.

Unchanging too, has been the year by year interest of parents, students and Old Boys in the questions, "How well are boys doing?" "Is the policy of the school being reflected in the academic success of its students?" "Are standards being maintained or improved?" And because of this interest an overview of the indication of academic achievement never goes amiss.

Long term success of the policy can be readily gauged by a reading of issues of the *Mitre* over the past 26 years. They annually catalogue student achievement and give an idea of the imposing record that has accumulated in this time.

The first 10 years of that period constitute an emergent phase, where the results of a policy strongly directed towards developing the students' academic talents become evident.

This was a time characterized by a great increase in numbers of matriculants, and Scholarship winners and highlighted with the first winners of general and Subject Exhibitions at the Leaving Examination. The numbers in the school and the retention rate of students from Year 8 through to Year 12 rose dramatically, and the percentages and numbers of passes in all subjects made it clear that not only were the academically brilliant obtaining the encouragement and stimulation they needed, but per-



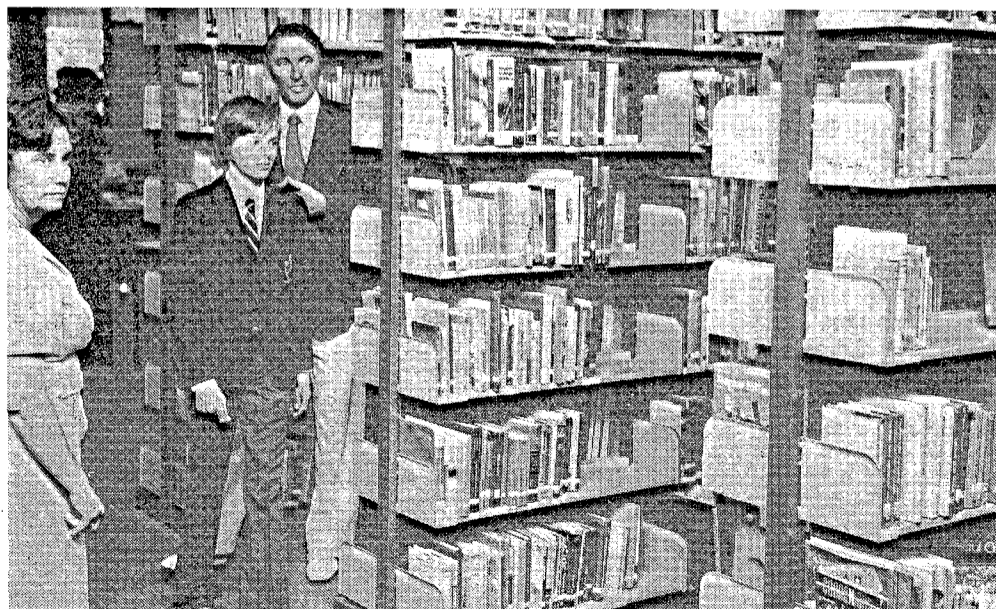
Michael Millward.

awards and scholarships (the numbers of which have remained fairly static) would fall away. This has not happened. Despite the fact that the school holding power for students continuing from Year 8 through to Year 12 is approximately 3 times that of the State average, our pass rates at Year 12 examination have continued to match or exceed the State averages. In the 16 years 1960-1975 there have been 39 general exhibition winners and 10 subject exhibition winners from Christ Church, a record that is not approached by any other school in the State. Highlighting these successes were the efforts of J. H. Graham 1972 and M. J. Millward in 1975, giving the school two top-of-the-State results in the last 5 years.

Again the award since 1960 of 3 Rhodes scholarships to Old Boys of Christ Church—P. G. Edwards, P. N. Hollingsworth, R. I. Eddington must indicate that the education and stimulation received at school has enabled or assisted brilliant students to thrive at Tertiary levels. On the other hand the continued increase in the number of Old Boys graduating at Tertiary level in the growing variety of tertiary institutions in the State shows again that it is not only the brilliant who profit from the sound educational background provided.

It must not be thought however that such academic results are achieved through an examination-dominated approach to teaching. Students are encouraged and helped to pursue individual lines of research in many areas, over the years the number of entries and prize winners in the Science and Mathematics Talent Quests have been quite notable, as has been the number of students selected to attend the enrichment courses and national and State summer schools in these areas. If we add to these the entries for geography and history competitions, the publication of creative writing and participation in Public Speaking competitions, language camps and general inter-school seminars, the essentially broad nature of the approach to academic education can be clearly seen.

It is in this way that the school hopes to achieve its major aim—to see that the reasonably hard working boy receives a grounding in education that will enable him to build and go forward as he grows to manhood.



Nine thousand books.

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COMPUTING AT CHRIST CHURCH

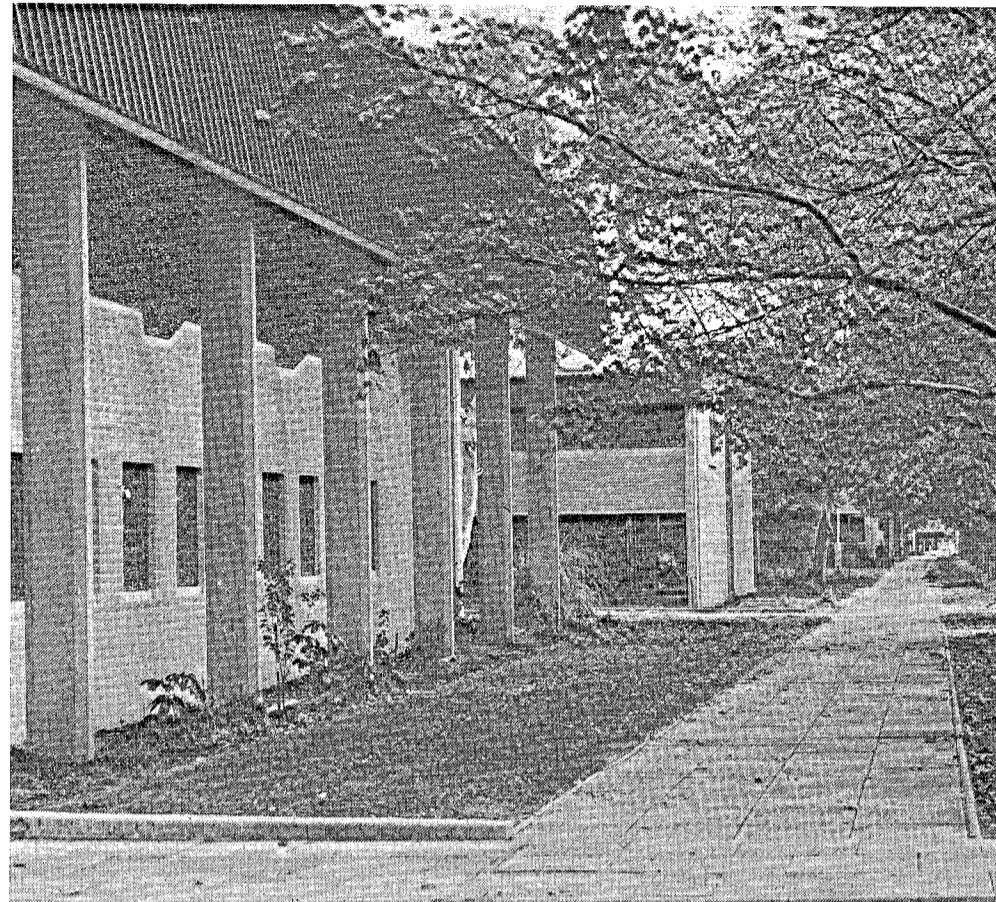
Early in 1975 an Innovations Grant from the Australian Schools Commission enabled Christ Church to become one of the few schools in Australia to own their own stand alone computing system.

The aim of the project is to teach the many aspects of computing to Secondary School Students.

Some of these include programming in BASIC, file handling on computer tape, history of computers and operating the computer. The more able students, who join the computer club, can do further work in timesharing, telecommunications and disk file handling as the whole system can be connected to the W.A. Regional Computer Centre via a dial up telephone modem.

The grant was worth \$16,000—\$14,000 to buy capital expenditure and \$2,000 for running costs in the first year. The system bought is a WANG 2200B with 8 K (8000 characters) of memory. The main input device is a key board, but there is also a manual feed mark sense card reader that optically reads cards marked by a pencil. For output, there is a VDU (Visual Display Unit, similar to a television screen) and a High Speed Printer.

As an additional input/output device, there is a dual cassette tape drive. The cassettes used are similar in size and appearance to audio cassettes, but the actual tape is thicker and of heavier duty. Programmes can be entered into the machine either via the card reader or the key board. These programmes can then be saved on tape for later use. Data can also be stored on cassette and this expands the capabilities of the computer considerably. Any student can own his own tape as they are in the vicinity of five dollars each and hence privacy of information can be maintained if so desired.



The front drive.

Courses in computing are being included in the Years 9 and 10 mathematics syllabus. At present a computer club has been formed from Years 11 and 12 enthusiasts. These students work on a roster system at lunch times, after school, weekends and holidays. They are also responsible for writing quite a wide variety of interesting and useful programmes. Some of these include simulated games like Roulette, Monopoly, Blackjack, Five Hundred, table tennis, ten pin bowling and football. On the mathematical side, programmes have

been written to solve up to 25 simultaneous equations, to print out Pascal's Triangle or to produce a calendar for any year.

Computing is an extremely wide and involved discipline. The role of the school is to introduce as many computing concepts as possible. Once students have undergone a preliminary course, provision is made for those who wish to get further involved in their own area of interest. In this way the students can experience the merging of two different areas of study.

THE PHYSICAL EDUCATION COMPLEX

The Physical Education Complex consisting of the Gymnasium, the Swimming Pool, Squash Courts, excellent change rooms and the interchangeable hard surface courts for games are very much part of School life.

Aristotle said, "All human education begins with the education of the body".

Thus with the complex in use we are able to lead the individual firstly to the fullest possible awareness of his body, then to the mastery of his faculties and finally to the great experience of optimum physical fitness.

How does this complex serve us?

The Swimming Pool is used for Physical Education classes throughout the summer months—here the swimming ability of many boys is improved, water safety is taught and training and examining for Life Saving Awards takes place.

In the gymnasium after screening tests, every student follows a syllabus to develop the ideal, straight, tall, narrow shape of an upright posture. Special

skills for all competitive activities are part of the programme and by a set of 12 exercises all students are appraised once a year. There is also an extra curricular programme consisting of gymnastics, wrestling, basketball, squash, badminton, circuit and weight lifting.

Concurrently a health education programme is carried out aimed at each boy achieving health by his own activities and efforts.

Finally the complex offers recreation activities to the Staff, Old Boys and parents. The swimming pool is a great asset to family groups in the summer vacation and a number of Old Boys and parents use the squash and basketball courts.



Junior Gymnasts under the watchful eye of Mr. Kovacs.



DARE TO BE A DANIEL

There is an evangelical chorus which has this line in it. Obviously it refers to the fact that it's important to be true to your principles, to witness to God courageously and not deny your faith. All very easy to say this, not so easy to do in the context of a boys' school where the boy who proclaims his Christian commitment has to withstand peer group pressure.

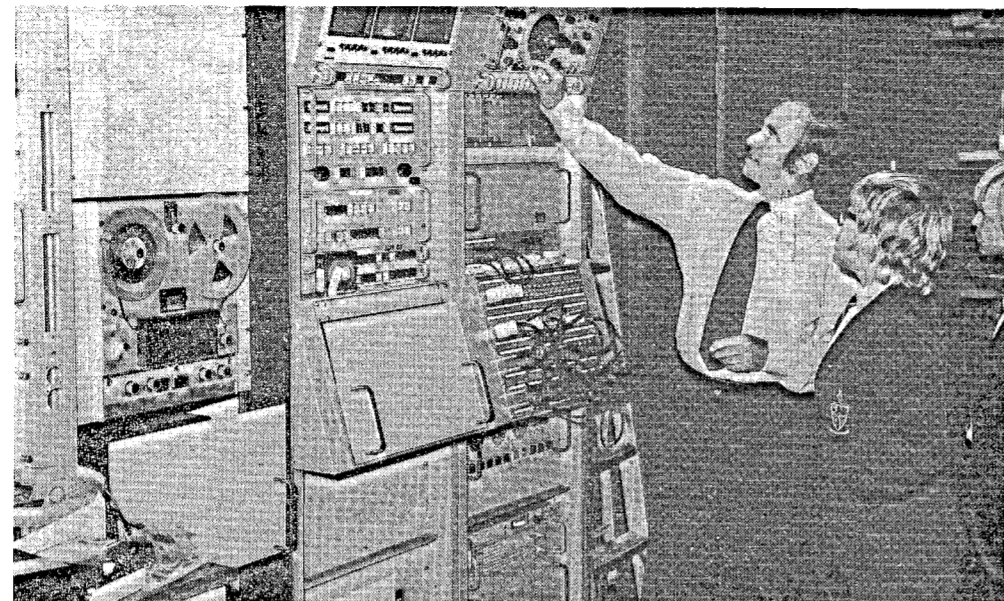
It is fanciful here to quote another David. David Defoe, best known for his book Robinson Crusoe but who also wrote in The True Born Englishman

'Wherever God creates a house of prayer
The devil always builds a chapel there
And will be found, upon examination
The latter has the largest congregation'.

This is hardly the place for fanciful exposition of Defoe's doggerel. The point is that he does seem to bear out the fact that the intention to create a house of prayer within the school, has not been without problems for the worshipping community of the school.

There is the obvious problem of creating a worshipping community. A school is a microcosm of society. Here are boys, the sons of Christian families who are regular worshippers, there are boys who are nominally Christian, good Church of England types who worship at Christmas and Easter, there are boys who simply have no connection at all with organised Christianity and there are those who are not merely apathetic about Christianity but are opposed to it.

However, the school is a community and it is as a community that we meet together in chapel. Each Wednesday all boys in the Middle School meet for a service. This has been very traditional in form: a hymn, a reading, with an explanatory comment and a short responsorial service. On Thursday much the same style of service is used with the senior school except that no one is very keen to sing, so we rarely have a hymn. Instead at times we substitute recorded music; the language of concern is not entirely absent from the world of mod-



Explanation in the Audio Visual Centre.

ern music. There are problems here also, if boys over a certain age are reluctant to sing then it's equally true that one sort of music is another man's noise and from Bach to Elton John, from Handel to George Harrison there is no universal acclaim. But worship is not entertainment. It is an expression of man's response to his Creator, to ultimate Being, to God.

Sometimes, after thought, a lot of struggling and the use of much time we do not have just the usual thing. At the end of first term a service was prepared and led by students in Year 11. Three people explained their intention; to give sure expression to their thoughts and hopes at the end of term, showed why they preferred not to use a hymn, and used a song from Alice Cooper; with three poems on the joys of Surf, Autumn and Rest as commentary on three moving prayers written by Year 10 students moved on to remind us of the fact that Christ is the bringer of true rest and with a chorus of voices proclaimed the joys of entering his rest using the cadences of Psalm 95. Other similar occasions have been Anzac Day and the presentation of two mimes on the theme

of the Passion as the keystone of our preparation for Easter. Members of the English Department have helped very significantly in these areas. So our worship has been the creation of the school community, not merely the Chaplain's own thing.

The chapel is not exclusively ours alone. Into it we bring members of the wider community not always for worship, for it has been the venue for events as diverse as the annual Anglican clerical conference, a Goethe Society Schweitzer memorial lecture and recital, and numerous musical occasions. It seems now to be the permanent venue for the Teachers College graduation service.

In short it has its place serving not merely our community, but the wider one. It has many uses but its primary one, that of being a place set aside for the worship of God dominates. It is in that context that many, and this is no mere conjecture they testify to it, find their hearts at times quickened as they are aware of the movement of the Spirit within them widening their vision and enriching their lives.

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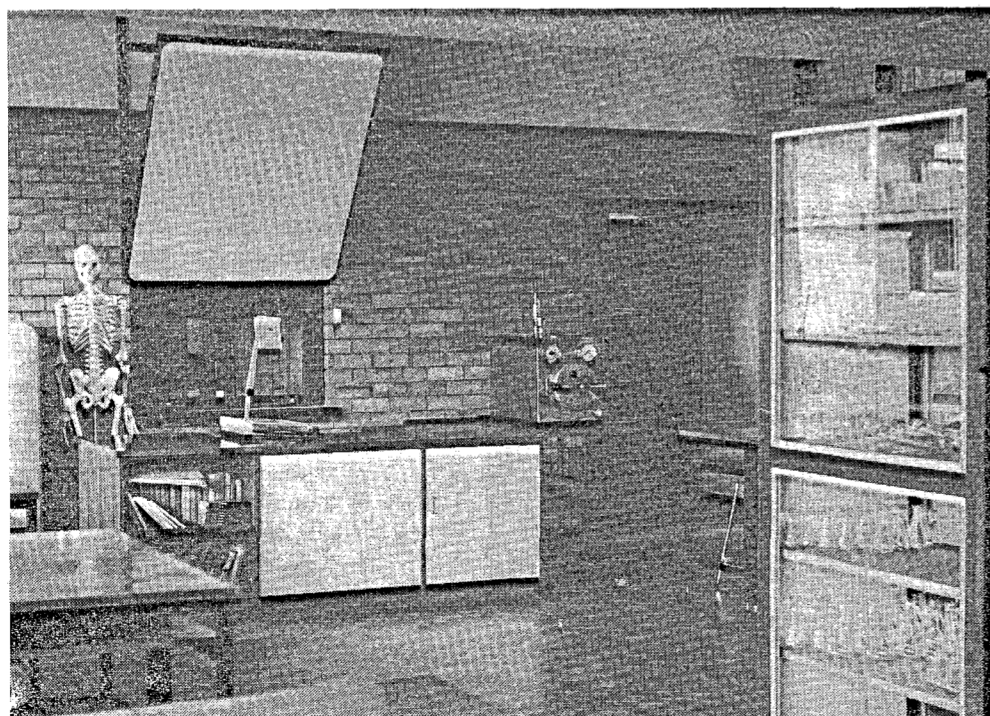
**Special Education Centre
Cont'd**

so far (made even better by the many hungry boys peering in on our feast from the windows!) and the Ug boots we are now all making thanks to the generous donation of many sheepskins by a parent.

Many small triumphs mark our days. Apart from new skills learned, such personal attributes as learning to share, to control one's temper, or to stick at a task—any one of these may be a great achievement for the individual boy.

Our aim is to integrate each boy as fully as possible into the normal stream, with the result that the Centre often looks like a railway station with boys departing for such activities as music, mathematics, spelling, physical education, Chapel, woodwork and drama. Boys previously in the Centre full-time, but now being integrated, return several times a week for intensive instruction in spelling, reading and comprehension.

Perhaps the most pleasant aspect of the Centre is the co-operation extended by all those working at the school towards us. It is an exciting adventure in which to be involved.



The Biology Laboratory.