



EVALUATION research PREPARATION

PRACTICE performance

AMAZING MATHS

PROBING HISTORY

MAGIC SCIENCE

HEROIC SPORTS

CHRIST CHURCH GRAMMAR SCHOOL

DAILY PERFORMANCES

Dazzling DESIGN



THE

GREATEST SHOW

ON EARTH



LYRICAL LANGUAGES

ENGAGING ENGLISH



AN ALL STAR CAST

BOLD BIOLOGY

PASSIONATE POLITICS

BREATHTAKING DRAMA

EXTRAORDINARY ECONOMICS



ASTOUNDING MUSIC

CREATIVE ARTS

GROUND BREAKING GEOGRAPHY



TERRIFIC TECHNOLOGY



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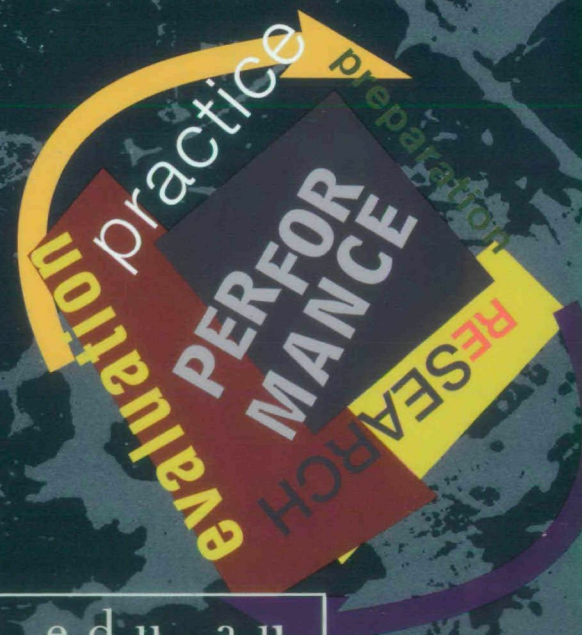
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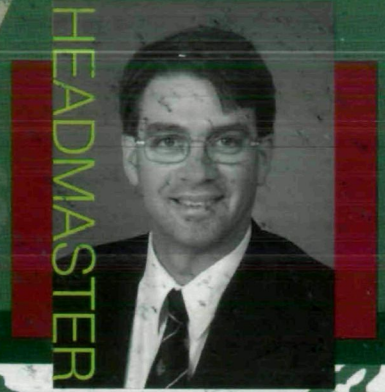
Reading Room, Collaborative Learning Centre



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*The Greatest Show On Earth*, released in 1952.





## HEADMASTER'S MESSAGE

One of the most significant architectural features of the new Collaborative Learning Centre is the Reading Room which projects into the leaves of the majestic plane trees that line Queenslea Drive. Clad in sandstone and designed to bring the outside in, this area is one that immediately brings to mind the teaching style of the son of a stonemason who challenged the minds of young Athenians. Some would claim that Socrates was the Master Teacher. He used his intellect, wisdom, wit, and words to continually extend those with whom he conversed. He was a remarkable conversationalist who was devoted to argumentative reasoning and would be swayed by nothing less. His search for the truth was relentless. This charismatic man interrogated his audience. He believed that man had only one thing to consider when performing an action – whether he was acting rightly or wrongly.<sup>1</sup>

Just as Socrates confronted the eager and privileged youth of Athens in its Golden Age with questions about morality and politics, so too the teachers at Christ Church challenge the minds of the boys they teach. Teachers are the focus of much of the learning at Christ Church and their character and individuality are celebrated in this *Chronicle*.

Educators are sometimes criticised for adopting the latest 'innovation' or for being somewhat faddish by those who want things to stay the same, or at least in 'a zone' that means their own experiences of schooling are replicated. The challenge for the teaching profession has always been to balance that which is new against proven pedagogy. Currently for us it is balancing the development and implementation of new technologies against traditional teaching practices. Equally important is acceptance of the fact that as each generation moves from childhood to adulthood their experience will be unique. It is influenced by what is happening in their world. Educators, teachers, schools and parents must work in this contemporary world. Content and delivery must be relevant. This does not mean that traditional teaching and learning methods are devalued. Rather, we have to continually reassess what we do against the best that contemporary practice has to offer.

It is against this backdrop that teachers at Christ Church will continue to strategically implement Information and Communication Technology (ICT) into their teaching and learning programs. The influence of educational technologies is exciting and challenging. It has the power to transform the learning experience for students and teachers.

Refurbishment of the Selwyn Prior Library as a high-tech boy friendly ICT Centre will facilitate our push in this area. Traditional learning methods will be complemented with e-learning options tailored to the specific needs of individuals. Boys will be encouraged to collaborate with their teachers in mastering new ways of learning. They will be invited to participate in the location of relevant sources, to make judgements about issues worth exploring, to participate in discussion groups and to negotiate their learning directions. One of the real benefits of e-learning is the choice and flexibility it affords students to learn in different ways.

Teachers too benefit. As a tool ICT encourages the development and delivery of contemporary curriculum materials in innovative ways. In some cases it has the power to reinvigorate the curriculum. Appropriate professional development gives staff the confidence to develop and implement programs which in turn allow them 'to do' what they have always done – inspire and excite in their classrooms. At the same time technology can free teachers from being at the front of the class to working alongside students helping them solve their individual problems. It facilitates student centred learning and collaboration.

'Online learning', 'e-learning', 'ICT', 'new technologies' and 'virtual experience' are the catch words of this decade. They are integral to the next phase of curriculum development. Through the development of facilities such as the Collaborative Learning Centre and the proposed ITC Centre with its 'Futures Room' and through the professional development of staff Christ Church is positioning itself to utilise these tools to maintain its pre-eminent position as a school which challenges the minds of its students and which gets results.

I feel confident Socrates would have found himself at home conversing with our boys in the Collaborative Learning Centre just as I feel sure he would have found them to be interested, argumentative and engaging. I also feel sure that just like our teachers, the Master teacher, would have felt comfortable challenging our eager youth in a virtual world.

**Garth Wynne**

<sup>1</sup> Editors, Frederic Raphael and Ray Monk, *The Great Philosophers*, Wiedenfeld & Nicolson, 2000, p. 1.



PERFORMING ARTS

c. (obs.) perFUR  
**perform'ance**  
 mand etc.); ca.  
 feat: performi.

, musical, dramatic or of other performance  
 , the performing of ceremonies, or of music,  
 or of a play, part, or the like

The Macquarie Dictionary, Macquarie Library Pty Ltd,  
 Macquarie University, Second Edition, 1991 p. 1317



Susannah Williams and Tim Humphries  
 Photograph courtesy of The Post Newspapers.

No one who attended a performance of *The Mikado* wanted the operetta to end. It was musical theatre at its best. The settings were spectacular, the costumes stunning, the performances energetic and professional and the music superb. Part of the fun was witnessing the enjoyment of the cast members and orchestra. They delighted in bringing the work to the stage. When the final curtain was lowered the audience wanted just one more rendition of *The Lord High Executioner*, *Tit Willow*, *Three Little Maids From School Are We* and *Let The Punishment Fit The Crime*. They had not seen and heard enough.

Accolades poured in to the School.

"... the production last night ... the direction, the music, the orchestra ... it was just a fantastic atmosphere at His Majesty's. ... people were very, very impressed and, as I say, to see the energy of those young people last night ... both on stage and in the pit ... in the orchestra. It's just a delight ..."

"It was obviously excellently rehearsed and the voices were so confident, true and strong."

"Pooh Bah and Ko Ko's performances were ... innovative and exciting."

"The costumes were great; the singing and the orchestra were excellent."

"... there was so much to listen to, watch and enjoy."

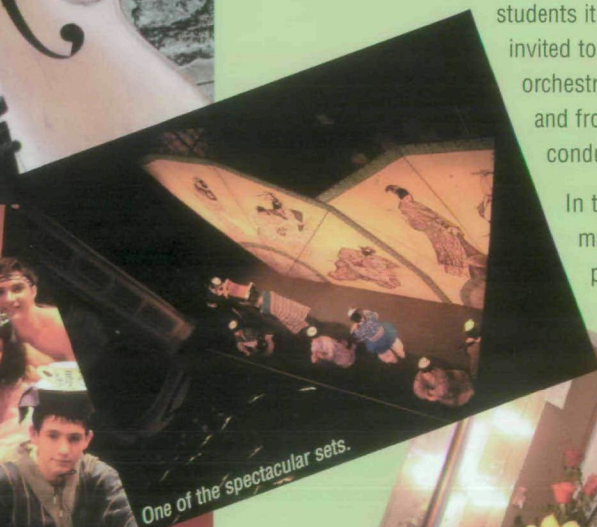
"The enjoyment of the members of the cast set the atmosphere for those of us watching to become part of the fun."

Three weeks later a different audience marvelled at the polished performances of our Year 12 musicians at the combined CCGS /MLC Concerto Night. For the students it was the opportunity of a lifetime. They were invited to play concerto movements with the schools' orchestras. The program ranged from Haydn to Ravel and from Mozart to Rachmaninoff. One boy even conducted a performance of his own String Quartet.

In their applause the audience acknowledged the maturity and sensitivity of the students' playing. At the same time they recognised the hours of practice required to give such compelling performances.



Gentlemen and Ladies of Titipu.



One of the spectacular sets.



Kurt Norvilas as Pooh-Bah.



# Performance



The students knew their pieces. They had prepared and rehearsed them. But there is more to a performance than simply knowing the notes. For it to be real you must live it, be it. You must engage your audience and take them with you. In terms of a musical performance you must be at one with your instrument. This is what the boys managed to achieve and this is what the audience recognised in their performances.

Skills related to performance - knowledge of the subject, theatrical delivery, timing, gesticulation, movement, connection with an audience and stage presence - are traditionally associated with the performing arts yet they apply equally to teaching. Indeed they are the essence of teaching.

## TEACHING

c. (obs.) *perFUR*  
**perform'ance**  
mand etc.); ca.  
feat: *performi*

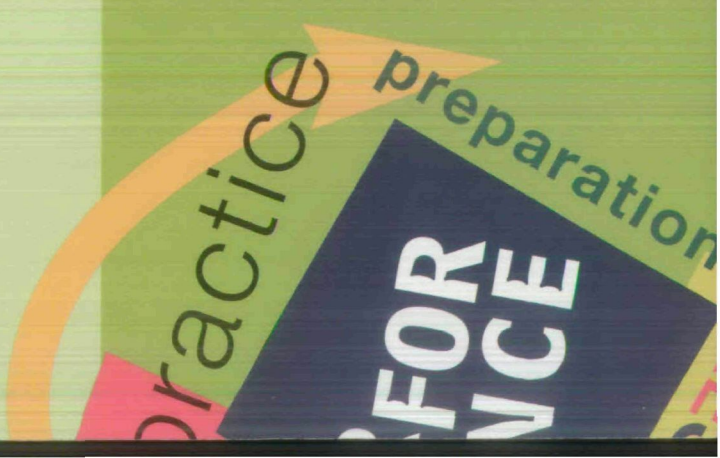
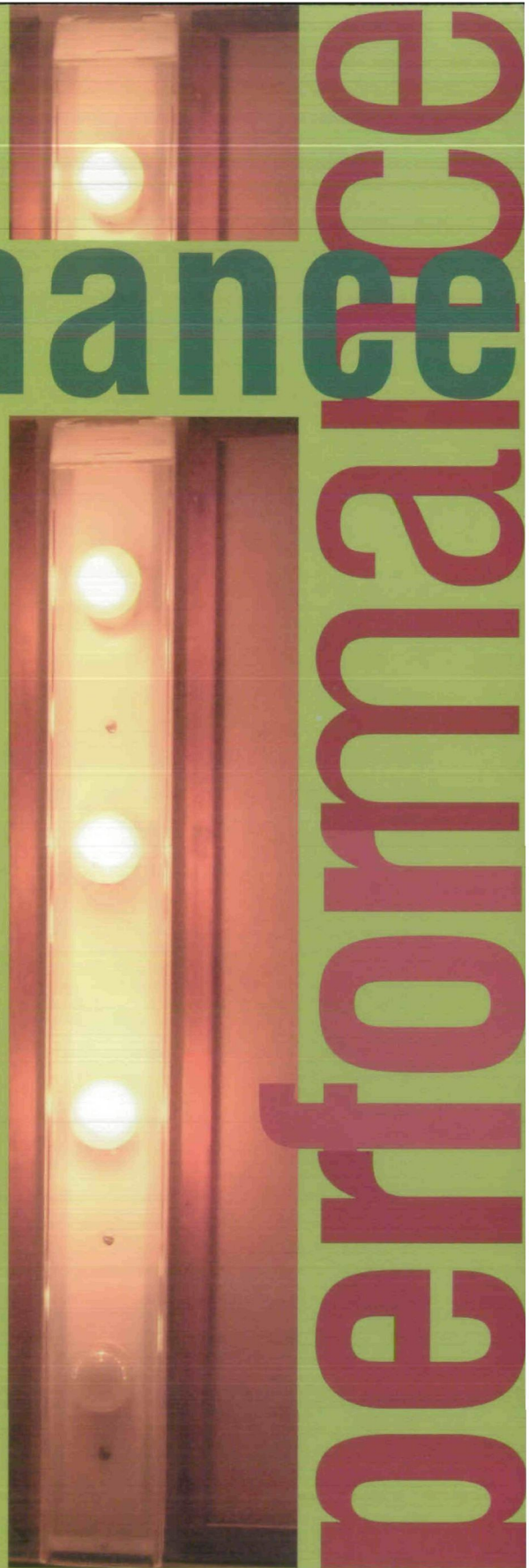
, execution or doing, as of work, acts or feats

The Macquarie Dictionary, Macquarie Library Pty Ltd,  
Macquarie University, Second Edition, 1991 p. 1317

Teaching is much more than knowing a subject and preparing a set of lessons. Though fundamental to performance these are the basics. Teaching is about making a subject come alive through the delivery process. It is about communicating with your charges. It is about engaging, enthusing and involving your students. Sometimes an element of showmanship is involved. It is about taking your students on a journey of learning and self-discovery. It is about reading your audience and setting the lesson within an appropriate context. It is about knowing what questions to ask and when and how to ask them. Timing and having a sense of delivery are all important. Teaching is also about positive reinforcement and having a sense of humour. When appropriate there should always be an element of fun.

Just like an actor or a musician, teachers know that their performance is continually being assessed. They are constantly being critiqued.

Teachers also know that their performance can have a powerful effect on their audience. They know when a lesson has gone well. They know when they have







Rodney Phillips and Tony Howes.

THE  
MIDNITE  
YOUTH  
THEATRE  
COMPANY\*

## MIDNITE AWARDS

Each year the School's Drama Department hosts the Midnite Dinner at which the Youth Theatre Company<sup>1</sup> presents significant theatrical awards. The principal award, The Midnite Award, is usually presented to a person who has made an outstanding contribution to the artistic life of Perth and to Midnite itself. This year the award went to His Majesty's Theatre on the eve of its 100th birthday. In 1987 His Majesty's Theatre was the birthplace of the Midnite Company and, subsequently has been the venue for many of its triumphs, including the recent season of *The Mikado*. General Manager of His Majesty's Theatre, Mr Rodney Phillips, accepted the award on behalf of the theatre. The UK Vice Patron of the Midnite Youth Theatre Company, Sir Peter Gadsden, assisted in the presentation of the awards at Royal Perth Yacht Club.



Ming Su, Ivor Kovacic and Nicholas van Bockxmeer.

<sup>1</sup> The Midnite Youth Theatre Company is the performing unit of the School's Drama Department.



Dr Romeo Charles



connected with their students because there is a buzz in the air. The students' enthusiasm and excitement is their reward. They are fulfilled.

And like all true performers teachers are forever searching for that elusive 'perfect performance'. The lesson that they strive to present is not simply the lesson that works well for the teacher and the student but the lesson that inspires and brings other worlds into view.

This edition of *Chronicle* focuses on our teachers and our students as performers. It features a number of teachers who are passionate about their subjects, expert practitioners in their fields and who enjoy the opportunity to perform in the classroom. Though all are very different personalities they are each very effective teachers and they each bring something different to the stage. In terms of the students, the performing arts are highlighted but so too are the boys' performances in areas such mathematics, science, accounting, commerce, robotics, art, French, the solar model car competition and the ev Challenge. *Chronicle 34* is a celebration of all that the staff and students bring to and give to Christ Church.

### ON STAGE IN LAB C1

If anyone is the master of his stage it is Chemistry teacher extraordinaire, Dr Romeo Charles. This larger than life character is in charge of Lab C1. Some would say he is synonymous with it. Boys can't wait to get to their chemistry lessons. They delight in Dr Charles' non-stop repertoire of jokes, his witty insightful comments, his positivity and the fact that he makes the learning of chemistry into a game. In his classes elements are combatants as they strive to prise oxygen from one another and non metals are in love with electrons. He tells the boys "the big guys always win the oxygen and fluorine is the greatest lover." Dr Charles makes them laugh. They have heaps of fun while they learn. Indeed his enthusiasm for chemistry and the untold pleasure he derives from teaching it is infectious. He is the ultimate performer.

“ The thing about performance...is that it is a celebration of the fact that we do contain within ourselves infinite possibilities. ”

Daniel Day Lewis





*Simon Hunn in full flight.*

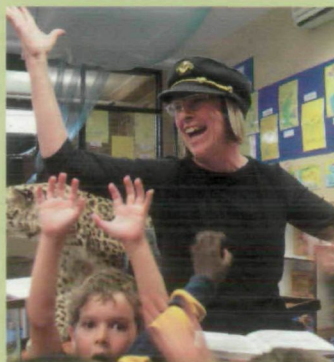
### TEACHING IS A PERFORMANCE

While marking can be mundane and monotonous, preparation downright pedestrian and administration a trivial pursuit; there is an important element of teaching, of face to face interaction in the classroom that is sheer, unadulterated performance. It is about show, timing and electricity. It comes from passion for a subject, a knowledge that matches that passion and the desire both to follow and impart it. The outcome is that spark from a sacred flame that lights when students grasp a concept or apprehend an idea. At such times every classroom is a stage and every teacher a player and maybe, just maybe, that is why we teach.

**Simon Hunn**  
Head of English

One of the things Midnite allowed me to do last year was enter a Shakespeare competition whose winner would fly to Sydney along with other representatives of each Australian state to put on one of the Bard's works in ten days time under a professional theatrical environment. For ten days we spent 13 hours a day rehearsing and workshopping to put on *Love's Labours Lost* at the Bondi Pavilion. That experience was definitely the best of my life. Working with professionals and being with talented actors from all over the country gave me a taste of the professional theatre industry and sparked my passion even more to pursue a career in this field. I am extremely grateful to Midnite for giving me this opportunity.

**Mark Desebrock**  
Co-Captain of Drama, 2003



*Barbara Bosich*

### TEACHING IS AN ART

Teaching is an art - and sometimes a performing art. Think back to your own school days. Who was the person who made you take notice and learn the best? The teacher who made the learning come alive. .... I am sure that amongst those who stand out are those who could spin a story, those who could take on the roles of the different characters in a story and those who set up problems with a bit of real life drama.

Setting the scene for a new concept or skill requires careful thought to enable young boys to be *hooked in*, to see the relevance of what they are doing, to understand where this new piece of knowledge fits and whether they should engage. A little drama - or performance by the teacher - can go a long way to inspire the young learner to *wade into the unknown*.

**Barbara Bosich**  
Director of the Early Learning Centre

From the moment I walked into the Drama Department my life changed ... I've been involved in as much drama as possible. The opportunities provided by Midnite were endless and I decided to make myself knowledgeable at both ends of the spectrum - in acting and technical support.

It is connections and opportunities .... which make Midnite and the Christ Church Drama Department so unique because not only have I learnt performance and technical skills but also social skills that cannot be learnt in any classroom. Though such experiences .... I have become who I am and for that I cannot thank Midnite and the Christ Church Drama Department enough.

**Kurt Norvilas**  
Co-Captain of Drama, 2003



### Collaborative Learning Centre

Excitement reigns as at last the "new face" of the Christ Church campus is in place. The Collaborative Learning Centre has revolutionised the feeling of the campus and Council congratulates the Headmaster, the School's Architects, Donaldson + Warn, and all concerned in the planning and conception of this striking building. It provides state of the art library, study, administration, meeting and reception facilities in a design that takes advantage of space, natural light and views across the campus and the Swan River. The Centre will be officially opened on Sunday 1 February 2004. I do hope that as many members of the school community as possible will be able to join us in celebrating this event.

Planning is already underway for the now vacant L Block. The first floor will accommodate the School's expanding Information and Communication Technology (ICT) requirements reflecting Council's commitment to the educational imperative of incorporating ICT in the delivery of all elements of the curriculum. The ground floor will comprise the School Archives and an associated gallery, accommodation for Heads of Houses and four 'boy-tech' classrooms. Colour, lighting and innovative furniture will be a feature of the rooms which will be designed to link the latest in technology with boys' preferred learning styles. What we will have is an area that links the old with the new, the history and traditions of the School with the most recent developments in boys' education.

### Funding

I am sure many members of the school community will be aware of the State Minister for Education and Training's decision, as reported in *The West Australian*, to cap per capita grants to independent schools such as Christ Church at 2002 levels. This decision was made without warning or any consultation with the schools concerned. In 2003 a similar decision resulted in the School's funding being reduced by \$34,000. The combined effect of these two decisions means that in 2004 the School's funding will be effectively reduced by \$83,000. Should such reductions continue over the next three years the net loss to Christ Church will be of the order of \$300,000.

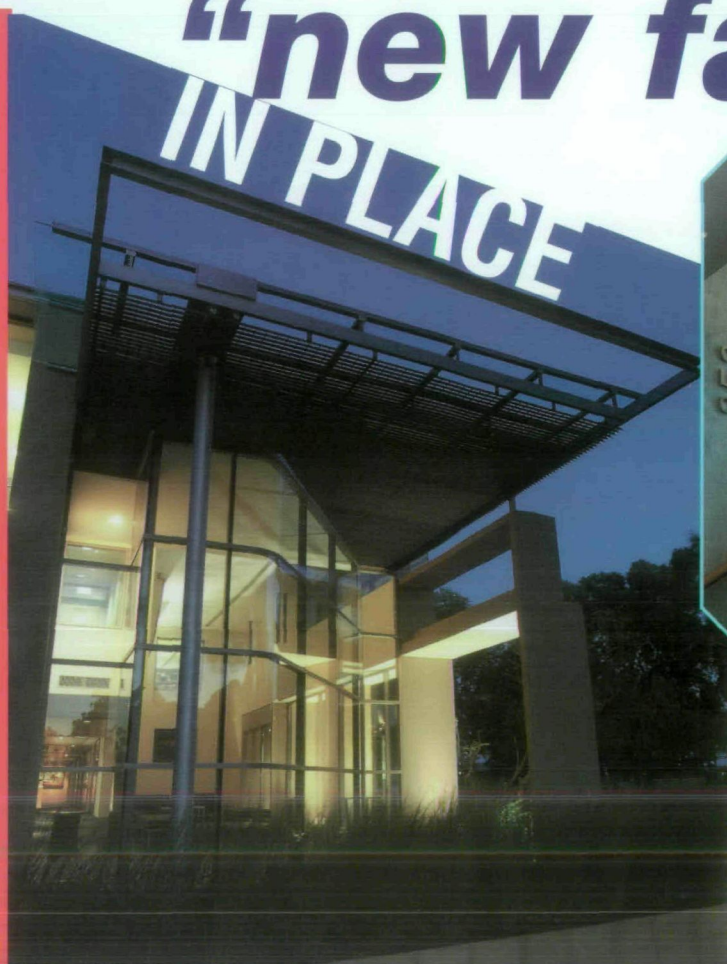
The actions of the State Government have the obvious consequence that the School must increase fees or cut expenditure on staff and facilities in order to manage the School's finances in a prudent fashion.

Schools like Christ Church accept that they have a responsibility to the wider educational agenda but we do not believe that arbitrary decisions such as this are fair and equitable, especially given the contribution independent education makes in Western Australia. I urge all members of the school community to keep themselves fully informed about this issue and, whenever possible, engage actively in debate on the matter.



**CHAIRMAN'S  
COLUMN**

# "new face" IN PLACE





### Geoff Matthews & Clark Wight

Council would like to recognise the outstanding contribution of Geoff Matthews, our retiring Headmaster of the Preparatory School. During his 35 years at the School his passion for the teaching of young boys has never waned. He still relishes every opportunity to get into the classroom. He believes that "before you can teach boys anything you have to engage them. Once you have won their confidence you can take them anywhere". His ability to effectively manage the challenging and hectic environment of what is a very special place is legendary. His legacy is one of the most highly regarded primary schools in the State. Best wishes are extended to Geoff for his retirement.

Council welcomes Clark Wight as the new Headmaster of the Preparatory School. Clark comes to the School with a diverse range of experience having taught for seven years in the United States followed by more than five years at Hale School, which he leaves as Deputy Headmaster of the Junior School.

Like Geoff Matthews Clark is passionate about teaching, and in particular, about teaching boys. The chief focus of his teaching has always been "to create an environment where boys can reach their potential in a safe, challenging and enriching classroom." He also considers "co-curricular pursuits to be a vital part of the educational process."

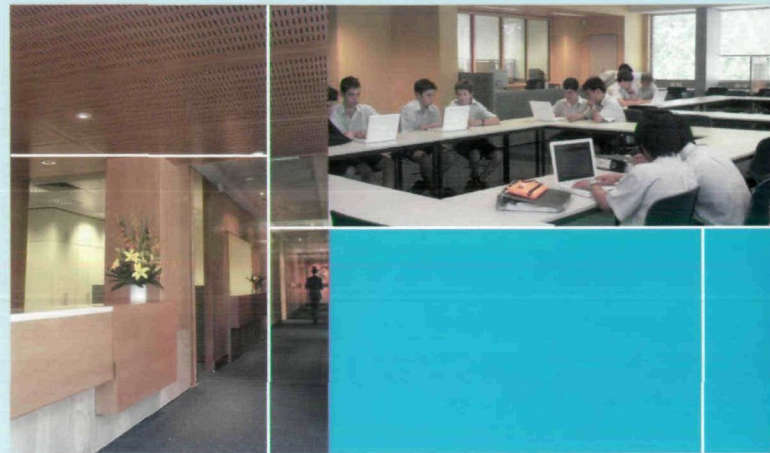
Clark has strong views about what direction schools should take with respect to technology, literacy and numeracy and religion and values. He believes "it is paramount schools imbue students with a sense of purpose and a clear set of values. ... the most effective way of teaching is through example. If we want the students with whom we work to be honest, positive, conscientious, compassionate and committed to excellence, then we as teachers and administrators must strive to model these qualities ourselves."

Clark Wight is also an outstanding sportsman and coach, having gained American and Australian recognition in lacrosse.

### Retirements

Peter Hollingsworth, the former Chairman of Council, is retiring from Council after 13 years of outstanding service to the Christ Church community. His many achievements during his time on Council were highlighted by the Headmaster in his Message in the December 2002 issue of *Chronicle*. Of particular note are his contributions in the areas of governance, major building projects, the academic curriculum and support to the School Executive. He has brought to Council the capacity to take a strategic view of the School's requirements whilst at the same being consultative and interested in all of his dealings with the school community. His gift of time and his commitment to Christ Church have been immense and very much appreciated.

Robert McKenzie also retires at the end of 2003 after three years on Council. As an Old Boys' Association representative he has contributed greatly to the workings of Council. His legal knowledge and visionary thinking were of particular value in the areas of corporate governance, facilities master planning and strategic planning.



### Appointment

Council welcomes Laurence (Larry) Iffla to Council as Robert McKenzie's replacement. Laurence is a commercial lawyer and partner in the national law firm, Mallesons Stephen Jacques. He is an old boy of the School and has a son, Tom, who is in Year 6. As well as his legal skills Laurence also brings to the School his experience in working with a number of community and professional organisations, including the Law Society and the St Hilda's Foundation.

On behalf of School Council I would like to thank the Headmaster and all members of the School staff for their magnificent contribution to the School in 2003. It is their unique and special contribution that makes Christ Church such a happy, vibrant and stimulating environment for our boys and the school community.

Best wishes to all members of the school community for a happy and festive Christmas and holiday season.

**David Craig**  
Chairman of Council





# A FRIEND OF THE CHALK

Headmaster Garth Wynne recently returned from a two-week whirlwind tour of Ghana and South Africa. His trip was one of contrasts. In South Africa he visited some of the most prestigious schools in Cape Town, Durban and Johannesburg and in Ghana he spent time in a number of remote rural schools in the Chirano district. During his time away many ideas for the establishment of staff and student exchanges in South Africa and Chirano crystallised. The trip has indelibly imprinted on his mind that education is about engagement, no matter what the environment or level of resources.

PERTH



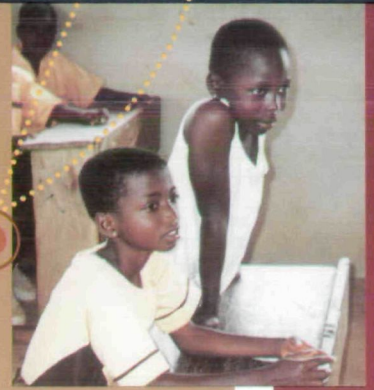
### Inspiration

The trip was inspired by the visit of Ross Ashton, a former Christ Church parent, who works for Red Back Mining in Ghana. He invited Christ Church to work alongside the mining company in providing educational outreach programs to children who live in the local villages. Ross Ashton felt sure that the boys from Christ Church would gain as much from the experience as the children who live in the remote Ghanaian villages. The overture to the School could not have been made at a more appropriate time. It coincided with Garth Wynne's decision to look for exchange opportunities that would be culturally enriching for his students and staff. The offer to visit the Chirano area and see if there were ways in which Christ Church could make a meaningful contribution was accepted.





GHANA



### Enlightening Experience

The experience was enlightening. The Ghanaian people Garth Wynne met were keen to educate their children because it gave them an alternative to working on cocoa and banana farms. Parents want their children to have opportunities. Similarly the children are keen to learn. This is so despite the lack of resources. The children's love of learning and the enthusiasm and commitment of staff was evident wherever he went. One of the teachers dubbed Garth "a friend of the chalk" as in most schools the key teaching tool is the blackboard. It was not uncommon to see classes of up to 60 students crammed into one classroom. Typically these rooms contain blackboards at the front, a teacher's desk and chair and seats for the students. Some children still write on slates.

Garth said the teachers were well-educated people who were sent by the government to teach in under-resourced rural areas such as Chirano. He invited them to list the teaching aids they require in case Christ Church is able to help them out.

### Ideas

The Headmaster has returned to Perth enthused with ideas for developing exchange programs. Like Ross Ashton, he believes that programs with schools in Ghana would be as culturally enriching for Christ Church boys as they would be for their African counterparts.

Indeed it is because of rather than in spite of the difference in educational privilege that the Headmaster would like to see his students involved in developing relationships with the Ghanaian children. "I am still developing ideas but as a first up I would like to see our Prep School boys writing to students in Ghana. We can also provide educational resources to the village schools. In fact virtually anything we do will make a difference to the quality of the education the children receive."

<sup>1</sup> Rondebosch Boys' High School and Bishop's Diocesan College in Cape Town; Hilton College and Michaelhouse in Durban; St John's College in Johannesburg and its outreach school, Masibambane at Orange Grove.

### Links

Garth Wynne also hopes to instigate a program of student experiences. He believes sharing ideas broadens students' understanding of one another. "If we can reach across the divide and share the humanity among us, our boys will learn that these children are similar to them in many ways." His aim is to organise for a group of Christ Church students to visit Ghana as early as next year. "Immersion in a very different culture develops insights and confidence," he said.

The schools visited in South Africa were in stark contrast to the rural schools in Ghana. Most were highly resourced independent day and boarding schools for boys. They boasted magnificent buildings, acres of playing fields and the latest in Information and Communication Technology. What was reaffirming for the Headmaster was that these schools are dealing with similar curriculum and pastoral care issues as staff in Australian boys' schools.

Garth's key motivation in visiting six schools<sup>1</sup> in South Africa was to establish connections with these schools. His overriding aim is to develop a system of staff and student exchanges with interested institutions. Already one member of staff has been the beneficiary of this vision. Dean Shadgett, Head of Romsey House, spent his last vacation on exchange at St John's College, Johannesburg. For him it was an amazing experience. Above all else he valued the opportunity to talk to teachers and observe them in action. He said: "It was refreshing to see the commonalities and challenging to contemplate the differences."

Garth hopes that Dean Shadgett's exchange is just the beginning of a range of opportunities for staff and boys. He believes it is important that people get the opportunity to test themselves in different environments. "It develops new ideas and initiatives whilst at the same time causes one to appreciate what Christ Church is as a school and work environment."





he did it

# HIS WAY

**Geoff Matthews** has had a stellar career at Christ Church. He was appointed to teach Grade 6 in May 1965 and, apart from a couple of stints in Canada, has worked in the Prep School ever since. In 1979 he was appointed 'Second-in-Charge'. This position was upgraded to Deputy Headmaster in 1984. Three years later he was appointed Headmaster of the Preparatory School, the position from which he retires at the end of this year.



Geoff has always been his own man. This was as true when he came to Christ Church as it is today. When asked why he left the Education Department to teach at Christ Church he said: "I didn't quite fit the Education Department's mould. In those days you worked for a mark. I knew they wouldn't change and neither would I so I applied for a few jobs, not all of which were in teaching. I was invited to attend a number of interviews and the first was with Peter Moyes, Headmaster of Christ Church Grammar School. As luck would have it he offered me the job that evening so I took it. The rest is history."

What set the Prep School apart from the other primary schools in which he had worked was the inspirational leadership of Don McLeod, the carefully considered adoption of new teaching methods, the much more formal emphasis on sport and co-curricular activities and the amazing characters who were on staff.

Geoff says that Don McLeod was an educator and a leader. He recalls him as a true democrat who had a wonderful way of getting staff to make the decisions that he wanted. He did not dictate policy but allowed staff to make their own decisions and achieve their goals. This was just the environment in which an independent and enthusiastic teacher such as Geoff Matthews could flourish.

The mid-sixties was the time of labs – reading labs, spelling labs and maths labs. Labs were at the cutting edge of curriculum

delivery and Christ Church had them all. In Geoff's terms, "It was the lab centre of the west." The labs catered for boys of all ability levels – they were able to work at their own pace. Importance was placed on spelling, grammar and structured mathematics. As time went on labs were superseded by other innovative educational programs such as Cuisenaire. Now the emphasis is on ICT and a much more varied range of concrete teaching materials. Geoff has witnessed the coming and going of numerous teaching strategies and programs but the one thing he believes that has not changed is the ability of the teacher to engage children, especially boys. "If you can do this you can take them anywhere". His ability to motivate his staff to take on the best of the new whilst retaining those elements of the program that have worked so successfully in the past is what sets our Prep School apart today.

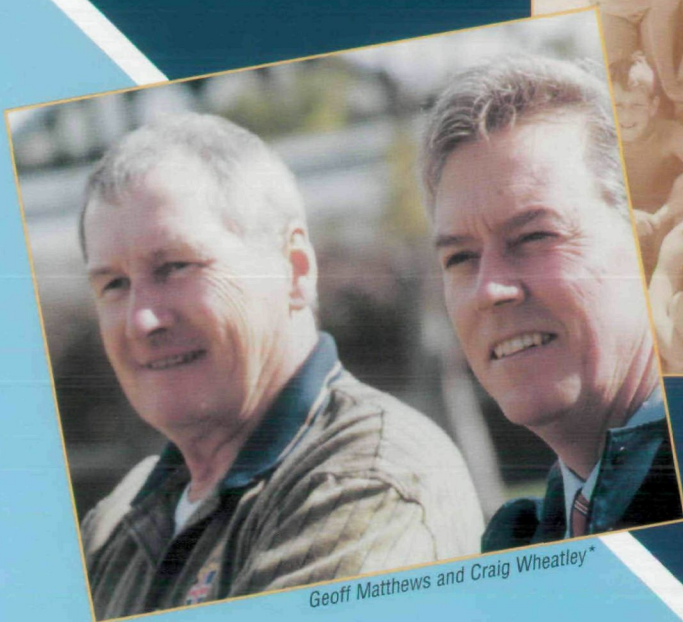
By his own admission there is not much that has happened in the Prep School in which he has not been involved. He coached athletics, hockey and swimming and was responsible for introducing soccer in 1985.

In 1979 he conceived the idea of publishing a newspaper as an outlet for the boys' literary and artistic skills. The first edition of *Freshwater* was published in 1971. Geoff has run the Chess Club since 1978 and even now still drives the boys to Bunbury Cathedral Grammar School for the annual Inter-School Chess competition.

Another of his achievements that stands out is the introduction of Sailing in the Prep School in 1988. He regards sailing as a 'total experience sport' and has always enjoyed watching the boys develop team skills and personal skills as they learn to master the challenges of sailing.



Swimming - 1970  
Preparatory School  
Under 9,10 & 11 Team



Geoff Matthews and Craig Wheatley\*

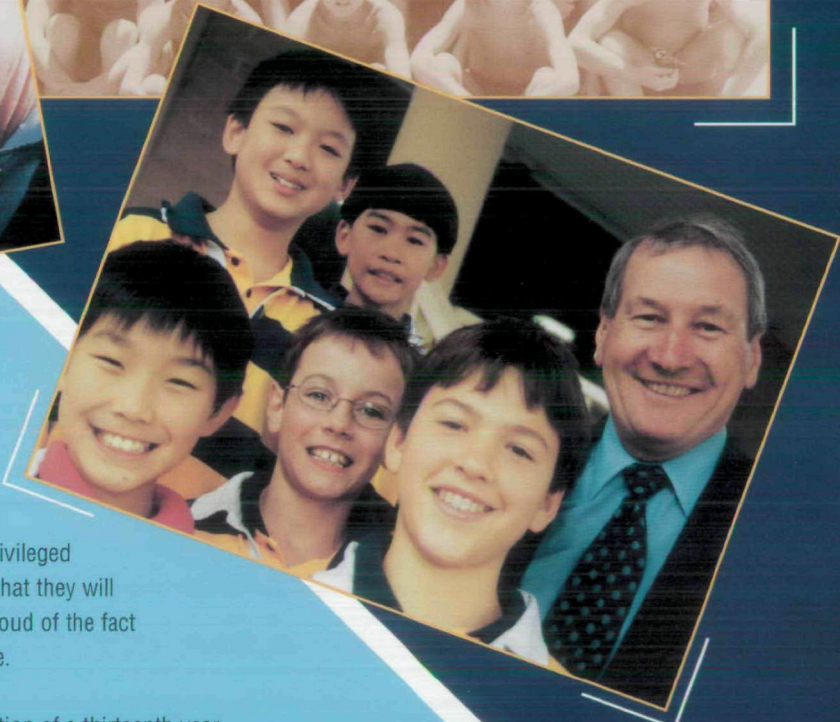
Geoff considers himself privileged to have worked alongside teachers such as Ken Greenwood, John Sheldrick, Alan Keeley, Jim Best and Roy Morrison. Not only were they outstanding teachers and excellent exponents of the profession but they were tremendously supportive colleagues. More recently Geoff feels privileged to have led an equally outstanding and supportive staff. He says that they will do anything that is required of them and more. He is also very proud of the fact that a number have moved on to promotional positions elsewhere.

Another achievement of which he is particularly proud is the addition of a thirteenth year in the form of a Pre-Primary class. The opening of the Early Learning Centre in 2000 was the culmination of a long held dream.

When asked what he would miss about Christ Church Geoff's response was immediate – the boys. "I will miss the daily interaction with the boys – their spontaneity. I will miss the kids."

It is not all one sided the boys will miss him too. Many will find it strange not to have Mr Matthews to look up to any more. He has been a tremendous teacher and a great mentor for dozens and dozens of our boys. Similarly staff will have to adjust to not being able to seek advice from Geoff. There has always been a place for his "blunt no fuss" attitude to things and his straight down the line pragmatic advice.

Geoff is looking forward to doing all the things he has not had time for over the last few years. High on his list are fishing with friends, sailing, spending time in his garden, playing a few rounds of golf and getting involved in community work. He also has a few education projects he would like to "get off the ground". We wish him well for his retirement. He deserves it.



2003 Prep School Chess Team  
Back Row: David Eng, Jonathan Chiam,  
Geoff Matthews  
Front Row: Bo An Lu, Matthew McKay, Joshua Sampson

\* Craig Wheatley attended Christ Church from 1968 to 1972. He taught in the Prep School from 1982 to 1989 and is now Headmaster of Guildford Grammar's Prep School.





# THE QUEENSLEA

# INTESSENTIAL

# CHRIST CHURCH TEACHER



In his House report for 2001 Sek-Loong Tan, Captain of Queenslea House, wrote: "Mr Draper's experience, understanding, compassion and dedication are legendary". And so they are, as is his enthusiasm for anything that has to do with French, tennis and soccer and his beloved Queenslea. For the past 34 years Paul Draper has been part of the fabric of Christ Church and without him Christ Church will be a different place. He has a real sense of the history of the School and, in particular, the history of Queenslea. Indeed the boys in RED really do believe they belong to a special group.

Paul Draper began teaching at Christ Church in 1970. His key teaching area is French, but in the ensuing years he has also taught English, Social Science, Religious Education and Parenting. He was also appointed to oversee the running of the inaugural Student Senate in 1986.

Boys always enjoy Mr Draper's classes. He makes it his business to engage and entertain them for he believes boys will be much more attentive and eager to learn if they are working in a stimulating environment that is also fun. He is a seasoned performer who knows which trick to play and when to play it. He is a master of the moment. Equally importantly, the boys know he cares about them.

His former students are much more likely to recall cheese and biscuits on Fridays

(French cheese of course), games of boules at the end of term or just before a long weekend, the annual dinner at a 'real' French restaurant, class quizzes and the seemingly endless repertoire of quirky stories before grammar, vocabulary and syntax come to mind.

Mr Draper is the longest serving Head of House at Christ Church. In 1984 Tony Hill appointed him to head Queenslea. This was the year in which the Houses became the key pastoral care units in the School. Prior to that he was a Tutor in McClemans from 1973 until 1983. This appointment was a master-stroke. It is unlikely that one would find anyone more passionate about the House or more interested in "his boys" than Paul Draper. Indeed it is considered a privilege to be in Queenslea. During his time in office Queenslea has won the coveted Beatty Cup on three occasions – in 1992, 1994 and again in 2002.

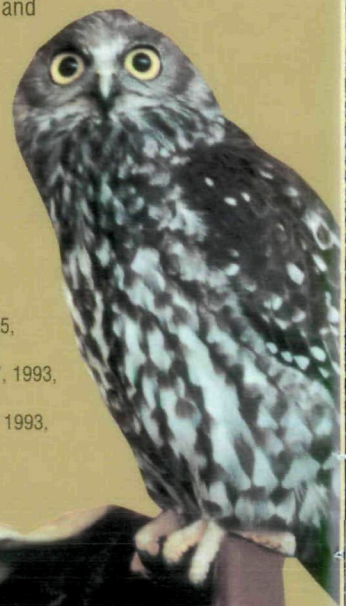
Mr Draper's love of animals has encouraged boys in Queenslea as well as in the whole school to take up causes on behalf of endangered species. He has organised for guest speakers such as Maneka Gandhi and representatives from Raptor Retreat and the WA Conservation for Raptors to speak at Assembly and he has been the instigator and motivator behind student fundraising activities to save a number of animals such as the Sun Bear and Sumatran Bear.

His influence has also been felt in sport, particularly in tennis where he has been Master-in-Charge since 1987. In that time Christ Church has maintained an outstanding record in the game. The First VIII has won the PSA Corr Cup, the Slazenger Cup and the Ray Gamble Trophy on five occasions<sup>1</sup>. Much of the School's success in tennis has to be attributed to Mr Draper's ability to motivate his charges to perform at their best level all of the time. He has also coached the Seconds, Thirds and 9As in soccer and the Year 8 and Year 9 boys in hockey and cricket.

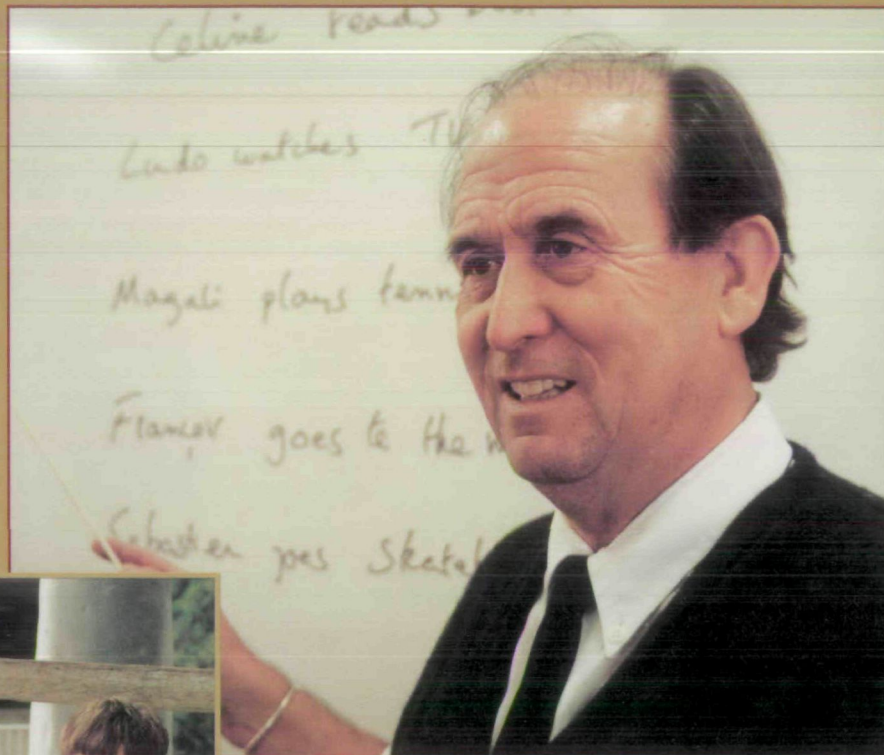
A special "thank you, Mr Draper" is extended to someone who has given Christ Church and the boys so much over such a long period of time. We hope you enjoy your retirement as much as the boys have enjoyed your lessons, your coaching sessions and working alongside you to make Queenslea the best, in fact the only House in the School. Au revoir.

<sup>1</sup> Corr Cup 1987, 1995, 1996, 2001 & 2003  
Slazenger Cup 1987, 1993, 1994, 1996 & 1997  
Ray Gamble Trophy 1993, 1994, 1995, 1996 & 1999.

Owl from WA Conservation for Raptors.







Paul Draper, Michael Bingemann and Richard Sansom



Winners of the Corr Cup, 1996.  
 REAR (L-R): TH Morgan, CG Bingemann, Mr PM Draper, JR Dunn, TR McCallum  
 FRONT: MP Bakker, WJ Gleeson, SD Gibson, JT Crabb, PJ Hutchison, NJ Webb,  
 ABSENT - JR Bailye



# PER FOR MANCE

A Report on the Arts for the US Presidential Committee on the Arts and Humanities (1999) found that “When well taught, the arts provide young people with authentic learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful for them. While learning in other disciplines may focus on the development of a single skill or talent, the arts regularly engage multiple skills and abilities”. One of the conclusions the writers of the Report reached was that while the arts continue to provide new challenges for successful students they reach students who are not otherwise being reached and do so in ways that other disciplines do not. In other words the performing arts broaden the learning opportunities for all students.

Anthony Howes, Director of Drama & Media, writes about the performing arts at Christ Church. For him performance is “one of the most far-reaching and fundamental elements in anyone’s education”.



*Callum Ormonde in Kes*



*Mark Desebros as Ko Ko in The Mikado.  
Photograph courtesy of the Western Suburbs Weekly.*



*Kit Buckley*





*Space Demons*  
Blanca Kelly, Jack Quirk, Henry Davis



*Kes*  
Oscar Brett, Amy Wynne, Colin Thomson

Marcel Marceau, the great Mime, in speaking with Margaret Throsby on ABC Radio, recently, said: "Mime, like Music, cannot lie". I believe he is correct, yet I would take that a little further, and suggest that "performance" cannot lie. In performance, the truth is revealed of oneself, as well as the substance of the intended communication. For me, Performance must be one of the most far-reaching and fundamental elements in anyone's education. For, if 'Performance cannot lie', then the antithesis of the Lie, Truth is revealed in our Performance. Consequently, this Truth revealed in Performance is the pivot around which our lives – relationships, vocation - should revolve.

From that it is obvious that the Performing Arts at Christ Church must strive to meet a commitment to excellence (and with that excellence a clearer more vibrant vision of the Truth) yes, but, more importantly, give to each and everyone, the means to see and hear – without bias or prejudice - what Performance reveals, both of self, and others.

No one would suggest that it is only in the Performing Arts that these fundamental values are found; but it is probably only here that they are so obvious and so directly attainable.

Those who heard Kit Buckley's *String Quartet No.1* at Concerto Night in August were privileged to witness that young composer's thoughts and insights; statement of his truths. The excellence of the performance, too, disallowed any lies – the performance cannot lie – it revealed Kit Buckley. It is a brave thing for anyone to do. But that, surely, is what education must equip one to do?

In my role as Director of Drama, I see such revelations continually.

- In a Year 8 Drama class, where improvisation leads to one boy creating a world where he must deal with the disruptiveness of a friend, without deserting that friend, but where the truth of what he wants to express must not be allowed to be lost, because he knows, intuitively, that would mean deceit prevails.
- In a Year 11 Drama Studies workshop where a young actor tries to re-create the world of 'Roo' in Lawler's *The Summer of the Seventeenth Doll*, but knows he is untruthful in his interpretation because he has not researched into the social mores of Australia in the 1950s. His performance fails, because he lied in performance: he knows this, he corrects this, he brings Roo to life – he has found the truth – he reveals himself, he creates a performance.

- In the productions we stage, the strength and insights I see continually from our actors, never ceases to uplift me. There is real and unabashed courage in taking techniques, sensitivity to emotion, and presenting them for all the world to see. You cannot lie here, for in the creation process you reveal yourself so openly – and in the doing, speak eloquently to others. Three outstanding examples of this were seen when we presented *The Mikado* at His Majesty's Theatre. The performances of Mark Desebrock as Ko-Ko, Kurt Norvilas as Pooh Bah and Sam Devenport as Pish Tush, resulted in high praise from audiences of varying association (and none) with Christ Church. One comment from an habitual theatre-goer cited these actors as having examined how humour, both physical and verbal, has the power to deepen an audience's awareness of the futility and waste in seeing others as lesser beings in the scheme of things; another, younger audience member, was astounded at the sheer physical energy of the actors involved; another, at the power exhibited in using both voice and action, to transport those attending from single persons sitting side by side in a crowded theatre to, a 'community', 'a collective' of one mind and spirit – an audience.

These are but a few of the manifestations of those who see Performance as a means of communication with others, but which needs to be mastered as a discipline, and tested in the public arena as to Truth.

Perhaps the best way to define why Performing Arts must be part of the everyday lives of the boys who come to Christ Church, is to place, side by side, my re-working of Marcel Marceau's statement, with one of William Shakespeare's:

*"Performance cannot lie".*

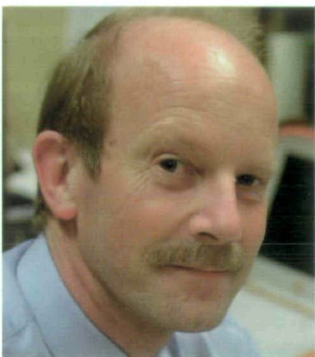
*"The purpose of playing, whose end, both at the first and now, was and is, to hold as 'twere, the mirror up to nature. To show the very age and body of the time his form and pressure".*

Thus, if our boys see and express the Truth that they will define through their experiences in this place; not only are their lives richer, but so will be the community in which they find themselves, long after leaving this place.





# the **ACT** of **TEACHING**



Dr Peter Lewis

**As my third decade of teaching draws to a close I am drawn to reflect on that time, many years ago, when a young teacher yearned for the day when he would know his craft so thoroughly, and with such confidence, that he could walk into any classroom without feeling afraid. I now know that day will never come.**

Jane Tompkins, in her essay *Pedagogy of the Distressed*, highlights these fears by suggesting that teachers put on a performance in class for “fear of being shown up for what [they] are.” In the performance we can reveal how smart we are, how well prepared we are, the profound knowledge base that we can quote, and, most importantly, we can sell the image of “cool”, “with-it”, or “good bloke” (with apologies for being unable to find a suitable gender-neutral equivalent).

Tompkins certainly captures the heart of the performance of that young man almost 30 years ago whose classroom acts were designed to mask the lack of congruence between the backstage and the on-stage life of a teacher. Blessed with an early teaching environment with many mentors, the young man sought to emulate their deeds by copying the performances of the ‘masters’. He never asked the boys in his class to comment on the performances and so will never know if they saw the shallowness that he many years later sees in these performances. The on-stage act was fine tuned, but continued to be a copy, rather than an original.

Parker J Palmer also captures the performance of that young man by describing it as a “dismemberment” of self – separating the act of teaching from who is teaching. Only when the backstage elements of pedagogy (the nature of teaching) match the on-stage performance does the act of teaching reach the pinnacle that allows it to break through the barriers to learning. Sometime during the 30 year journey the young man recognised that it is not possible to separate the what and the how of teaching from the self who teaches, and most importantly, from the young people who learn. Each teacher, like Harry Potter looking in the Mirror of Erised, needs to confront the deepest, most desperate desires of our teaching heart – to discover what it is that we most want to be as teachers.

Anyone who has ever had the pleasure of attending a formal presentation by Dr Peter Lewis, Dean of Curriculum, knows that they have not just attended an academic session, they have attended a performance. Every word is apposite, every action deliberate. He is the master of his stage.

Here Peter gives a very personal view of the art of teaching. He believes that “every teaching moment is a performance” and that “teaching is one quarter preparation and three quarters theatre”.

But just as Dumbledore advises Harry not to dwell on dreams lest one forget to live, so our teaching self must reconstruct the backstage and the on-stage elements of teaching; connect the heart with the head to produce an authentic rather than a contrived performance – to live the dream.

The young man still regards every teaching moment as a performance. Indeed, to him teaching is one quarter preparation and three quarters theatre. So what, if anything, has changed over three decades? Yes, he still has fears, but he does not have to mask these fears with contrived performance. When he walks into a classroom he knows that he can draw upon other elements of self that stand alongside the fear. The act of teaching can draw upon a passion for learning, a passion for his subject area, a belief in his capacity to make a difference, a commitment to make learning fun, but not just comic relief. When he bruises his knees jumping onto desks to mimic the promotion of an electron to a higher energy level, he seeks to become the electron, not just act out a part. When he paces the classroom floor elaborating the agony of Fritz Haber, the German Jew whose wife committed suicide because she could not accommodate the consequences of her husband’s chemical discoveries for the German war machine in World War I, he is the caged tiger looking for some way out of the dilemma facing Haber’s wife, and ultimately Haber himself when his religion comes into conflict with his commitment to nation. In essence, he becomes the act of teaching.

To be a teacher the young man has committed to performance, not to be someone else’s performance. As anyone in the theatre will testify, exemplary drama requires practice and so does exemplary teaching. The young man has moved on to a primarily administrative role and whilst the classroom performance may not be what it used to be, those elements of theatre that once existed only in the classroom are now honed for a wider audience of students and their parents at various meetings and information sessions. He sincerely hopes that this new audience recognises that pivotal to each performance is the same passion and commitment that characterised his classroom.

In a world intent on thinking things apart, let us hope that more young men and women will find that in performance and the theatre of teaching, we connect our inner and outer world - to teach who we are.







# LET'S GO FLY OUR KITES

A few months ago old boy John Harris (1970-74) who owns Pilot Software approached Christ Church about becoming involved in a beta testing program of a home consumer product called basekite that his company was developing. The potential of the software for use as an e-portfolio was immediately obvious to Peter Murray, Director of Information and Communication Services. John took on Peter's suggestions and modified basekite to develop *Edukite*, a database driven content management system that creates and manages student e-portfolios. In September Year 7 teacher Jeremy Hurst and his class of 28 boys embarked on a fast tracked trial of the system.

The trial is focusing on the system's ability to publish and archive student work and reports. It is envisaged that eventually *Edukite* will create and manage portfolio websites for all of the students in the School. In John Harris' words "it is a highly flexible and innovative personal content management system.

## Objectives

*Edukite* has five key objectives:

- 1 To create a flexible and dynamic student information centre
- 2 To empower teachers and students to control the information process
- 3 To allow parents to more easily view and comment on student work
- 4 To create an archive of portfolio work and school reports
- 5 To allow teachers to manage the work assessment process in digital form

## What is *Edukite*?

*Edukite* is a database of contracts and work samples that are linked to albums (subjects). Once work has been added to the database, which is referred to as the basekite, it can be launched to the internet to be viewed at the student's website, known as the student's kite. Examples of work that may be uploaded onto kites are pictures that have been drawn in art and scanned, an essay or poem that has been word processed in Word in English or a Maths worksheet that has been completed by hand and then scanned. Each boy's website is protected by a password that he sets. Parents have access to their sons' kites via their own passwords.

The boys store their basekites on a memory stick. This is a small device that connects to computers via the USB port. The advantage of this cross-platform solution is that the boys can work with their basekites on any computer at home or at school.

*Edukite* gives teachers access to the students' basekites so that they can set tasks, monitor student progress, assess student work and publish important messages. They will even be able to 'broadcast emails' to parents that the students' portfolios are complete and ready for viewing.

Another key feature is the notice board that gives students, teachers and parents the flexibility to comment on set tasks.

Jeremy Hurst says the boys have learnt a tremendous amount about IT from the process. They have thoroughly enjoyed being involved in such an important program. Indeed a certain

status comes with having a memory stick! He predicts it won't be long before "bulky files, excessive paper and plastic sleeves are a thing of the past". One of the key advantages of electronic portfolios is that students can include sound and video in their presentations. Furthermore, they can access the contents of their portfolios in an instant.

Peter Murray is really excited about the developments to date. He says "*Edukite* will give our boys the opportunity to develop some excellent IT skills. They will become competent in the use of databases, image manipulation, file compression and file types."

## Future

The aim is to deploy *Edukite* in Years 5-7 in 2004 and thereafter in the Senior School as part of our ICT Strategic Plan to empower every boy to be a confident and competent ICT user. Online courses, which can be accessed through *Edukite*, give students the choice and flexibility of learning in different ways and in different environments. Activities utilise a range of programs that enable students to learn in ways that suit them best. One of the real positives of this approach is that the boys feel part of a wider learning community. They can work with and 'feed off' the ideas of other students and their teachers without having to be in the same classroom. The logical extension of this is sharing information with students and teachers in a global class. No doubt this option is not far away. Another benefit is that e-learning prepares boys for the post-school world.



# MAESTRO

## OF THE CLASSROOM

Almost 13 years have elapsed since Timothy Hillman (1991-95) attended his first Year 8 Mathematics class at Christ Church. He was so impressed by the performance of his teacher that he has recalled the lesson as if it had been timetabled yesterday. Graham Ferguson was passionate about Mathematics and the teaching of Mathematics. He knew what questions to ask and, equally importantly, when and how to ask them. For the students Mathematics became a game – not a game of chance but “a game in which the rules are never fully known and the simplest theories are fraught with surprises and tension”.

Being placed in the top-set Mathematics class in Year 8 was tremendously exciting, and the feeling of anticipation was compounded by the fact that I had to wait an entire day before the first lesson. Finally, on Thursday 31 January 1991 at 1:40pm I was seated at a desk surrounded by the other 25 or so students who were selected for this privilege. I stared around the room trying to discern, based on the other students' appearances, whether or not I would be able to match them academically. After counting heads, I generously allowed that I could compete with perhaps half of the class, but the others looked so focussed, so resolved, that I knew I was going to have a hard time staying abreast of them.

At this point, the teacher hadn't yet said anything. He was a tall man with a closely-cropped brownish beard. When the class had settled the very first thing he did was to write on the whiteboard:

$$\frac{12}{4} = 3$$

Immediately, my earlier fears were allayed. This seemed simple enough. In his clipped South African accent, the teacher explained: “12 divided by 4 equals 3 because 4 times 3 equals 12.” So far, ok. He then proceeded to write:

$$\frac{10}{5} = 2, \quad \frac{15}{3} = 5, \quad \frac{8}{2} = 4$$

et cetera, in each case carefully explaining that the division was true because the product of the quotient and the divisor was the dividend. If it seemed that he was labouring the point, a bombshell was in store.

Could anyone tell him, he asked, what the value of  $\frac{6}{0}$  was?

Immediately there was a flurry of responses – “six”, “zero”, “six-thousand”. No, no, no, he patiently explained, none of these answers was correct, because when they were multiplied by 0, the result wasn't 6. I think that I was the one who ventured the

possibility that the answer might be “infinity”, but I was corrected for the same reason. Nonetheless, it opened the door to a whole new slew of answers – if I remember correctly, somebody even suggested “infinity raised to the thirty-sixth power”!

What a stunning question! In one deft sleight-of-hand, this softly-spoken gentleman with pristinely-clean white hands had razed our previous understanding of one of the four major operations of arithmetic and replaced it with a glorious mystery, ever more so because it had been right under our noses ever since we learned to count. And he *did* give us the answer – introducing the first commandment of algebra: “Thou shalt not divide by zero”.

In over 6,000 classes I took at Christ Church Grammar Senior School, I remember that introduction to Mr Ferguson most completely – we spent the latter half of it wrestling with a problem involving a desert island upon which all the natives had eleven fingers. And yet he dealt with such a benign question as he did with everything else – serenely yet forcefully. He was a master of the material, easily transcending the cumbersome difficulties that his students encountered, but he acknowledged his debt to it. He respected the Year-8 top-set Mathematics syllabus, and by extension, so did we.

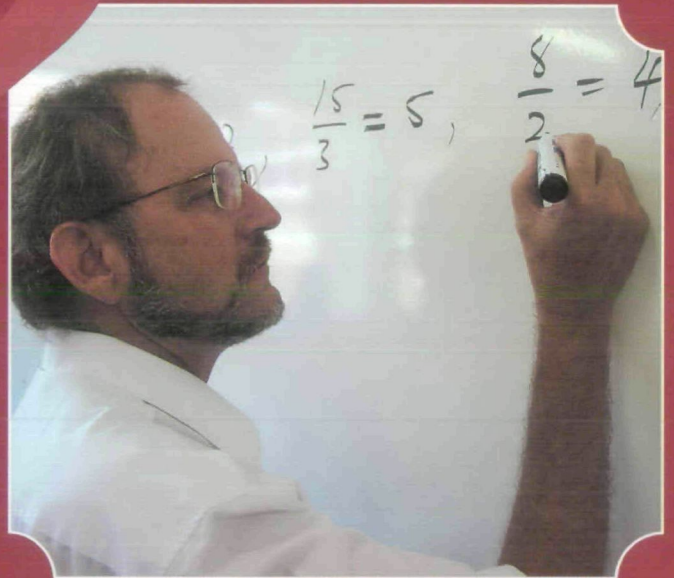
I wonder if anybody else can still remember that very first lesson. From it I learned that Mathematics is a game in which the rules are never fully known, where the simplest theories are fraught with surprises and tension. For me, it resonated throughout the entire year, for as we delved deeper into the mysteries of algebra and geometry, the surprises became sweeter, the tensions greater. If Mathematics is a vast orchard, then the further in you travel, the denser and more beautifully the fruit grows. But it is ripe everywhere, and Mr Ferguson knew that as well as anyone.



$$\frac{10}{5} = 2, \quad \frac{15}{3} = 5, \quad \frac{8}{2} = 4$$

What is the name  
of  $\frac{6}{0}$ ?

indeterminate



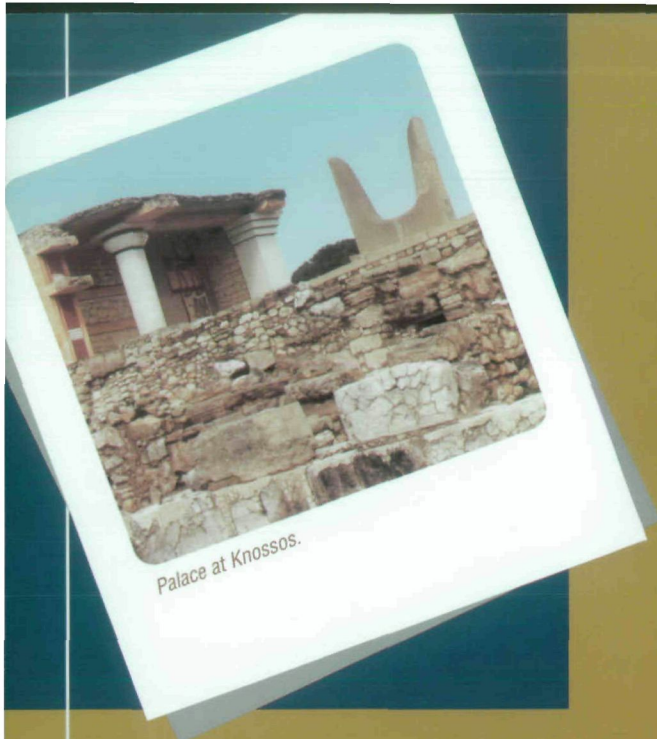
$$\frac{15}{3} = 5, \quad \frac{8}{2} = 4$$

so division by zero  
is undefined, but

$\frac{0}{0}$  is indeterminate







Palace at Knossos.

Ian Hardy joined the Social Science Department in 2002. He enjoys teaching and is passionate about teaching Social Science. Ian says that staff who teach Middle School Social Science set topics for study that will appeal to the boys so that they will engage with the subject.

Ian Hardy's introductory lesson to the Minoan civilisation in Crete shows that the Year 8 students are not passive spectators but active participants in all that happens in the classroom. They are an integral part of the performance.

The first image that is thrown up onto the wall of R4 is of Perth Airport. The Year 8 class sits closely together, notebooks on knees.

"Gentleman, today we're travelling to Crete. We'll be flying on SQ, changing aircraft at Changi Airport for the direct flight to Athens. On arrival in Athens we will transfer to Olympic Airways for our short hop to Heraklion."

A map of the East Mediterranean replaces Perth Airport. "We've arrived in Heraklion. The good news is that we have a bus; the bad news is that I'm your driver and tour leader. It's a hot, dry day, much like Perth in January. We both share a Mediterranean climate."

The trip unfolds. It's damnably hot. The air-conditioning provides little respite and at Knossos, having been assailed by vendors of postcards, mini minotaurs and the ubiquitous Coca-Cola, as we sit and look down at the magnificent palace complex beneath us, boys adjust their grip on their pencils as sweat prickles finger pads and marks notebooks.

The boys comment on the absence of fortifying walls. They speculate as to what was contained in the decorated pithoi (storage pots). They debate the purpose of the decoration: is it purely an artistic expression or is it a form of classical brand identification? They wonder whether it might be possible to find organic remains within the pots so that they might be analysed. We traverse the site taking in the throne room (did King Minos sit there?) and the frescoes of dolphins, La Parisienne and the bull leapers; we marvel at Ventris's decipherment of Linear B and recoil at Sir Arthur Evans's redecoration.

The journey to Knossos appeals to the class: the boys have an affinity with the classical world of heroic achievement and of myth and legend. Our technology allows us to experience this world with a fluency and immediacy that my teachers would have envied.

But over and beyond the delight and excitement of an interesting show, approaching the Minoan civilisation through stimulating visual images serves an important educational purpose as an avenue to the development of critical analysis and the effective and logical presentation of written argument.

For instance, the boys examine the validity and power of different forms of evidence – buildings, artefacts, organic remains, written and pictorial sources, and myths, legends and propaganda. No, the common man would not have lived in the opulence of Knossos and, yes, large stone monuments are more likely to survive than everyday, more ephemeral structures; thereby enticing us towards superficial, erroneous conclusions.

The legend of Theseus, Ariadne and the Minotaur trails threads that not only lead to practical orienteering lessons but the boys' questioning of the nature of the Minoan empire, trade, agriculture and the classical treatment of heroes, women and fate. And all this from a fairy tale!

In time they compare similar evidence from Mycenae and complete an essay that identifies similarities and differences between the civilisations through review of the sources of evidence.

The varied nature of the evidence allows boys with different interests and strengths to pursue and to reflect what appeals to them. For instance, some will dwell on Homeric warfare; others think about farming, painting, architecture and, even, town planning. I certainly agreed that the congested conditions within the walled Mycenae were more likely to promote unsanitary conditions and disease than the open Palace of Knossos.

This is the joy of the Social Sciences. It provides the spicy ingredients that the boys want to use in the composition of their work. In consequence there is material with which both pupil and teacher can





# HISTORY

to Life

work when striving, for example, for improved spelling, sentence structures and presentation of essays and reports. In addition we have, and take, the opportunity to interleave our teaching with other subject areas. We emphasise the role and importance of the sciences, mathematics, economics, art, literature, music and languages within our studies of history, geography, political science and culture.

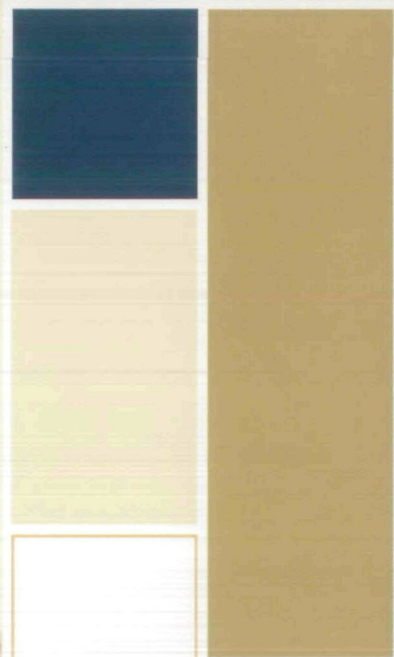
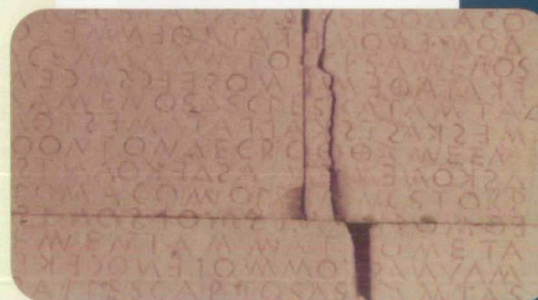
In devising our courses of study for the Middle School (Years 8 to 10) we aim to identify topics that will enthuse the boys and lead to the significant development of skills and critical discernment. We want them to be able to identify bias and to assess accuracy.

For this reason, through secondary texts and primary sources (both of which we question), my classes have explored, inter alia, the leadership of Hannibal and Scipio Africanus within the context of their contemporary world and governments, the causes and effects of the French Revolution; the importance and symbolism of the Eureka Stockade; the effects of colonialism in Australia and elsewhere; and the geography, culture and political systems of Asian countries and Australia.

Our mutual objectives are to learn and to enjoy ourselves through the satisfaction of having recorded pleasing achievements and through shared humour. From my quarter I can state with certainty that much has been attained in these regards.



*Throne Room, Palace at Knossos.*



*Ian Hardy and Ben Siggers.*



*The Lion Gate, Mycenae.*



*Archaeological excavations at Mycenae.*





**“... there is nothing – absolutely nothing – half so much worth doing as simply messing about in boats. ...”**

Ratty in *The Wind In The Willows*

Like all of his predecessors, when Headmaster Jeremy Madin arrived at Christ Church he was struck by the magnificence of the Swan River and the proximity of the School to such an asset. In 1988, his first year in office, he determined that Christ Church should capitalise on its location by introducing Sailing as a Sport.

# MESSING ABOUT IN BOATS



## Beginnings

The School recently took possession of six brand new Pacers. Their gleaming white hulls and billowing white sails emblazoned with CHRIST CHURCH can regularly be seen in Matilda Bay and near the Narrows. The purchase of these boats means that the School's fleet now comprises six Pacer dinghies, two Red Witch yachts, 11 Christ Church Trainers, two rescue boats and two aluminium dinghies. This is a far cry from the plea to parents and friends in 1988 by the then Master-in-Charge of Manual Arts<sup>1</sup>, Howard Moore, for “at least ten small sailing dinghies, preferably, but not essentially, Mirrors” to “get Sailing as a sport up and running” at Christ Church.

That, Ron Jensen, Teacher in Charge of Nautical Studies, Howard Moore and Geoff Matthews, Headmaster of the Preparatory School, did get sailing ‘up and running as a sport’ is history. Christ Church gained accreditation from the Australian Yachting Federation as an approved teaching establishment under the National Training System and the requisite number of Mirrors were acquired from grants from the Parents’ Association and Mothers’

Auxiliary and donations from parents. By Term 4 1988 Sailing was being offered to boys in Years 6-9. Demand was such that from the beginning of 1989 the sport was also offered to boys in Years 10 to 12.

The program was run out of Claremont Yacht Club. In return for a small annual fee the Club provided Christ Church with a secure shed for the storage of its boats and an area from which to operate. Participants were required to take out Junior Membership of the Claremont Yacht Club.

The wooden Mirrors were perfectly suited to the purpose of teaching boys to sail. In his report for *The Mitre* Chris Tulloch, Captain of Sailing in 1989, wrote: “The two-man dinghies are stable and forgiving, easy to sail basically, but demanding to sail well. ... There is the added advantage that they are widely raced, thus providing a class that is excellent for training, and then very suitable to learn the finer points of racing.” Geoff Matthews expressed a similar view. “The boats are able to stand up to strong winds, yet are easy to handle and are not too fast for the beginner.”

By 1990 the School had 15 Mirrors and two rescue boats. The extra boats were essential given the popularity of the sport and the fact that at any one time there were two boats in ‘Refit’ due to the occasional (and not so occasional) damage from collisions and normal wear and tear. The boats were ‘brought back to new’ by Year 11 Nautical Studies students under the expert tuition of Ron Jensen at the Manual Arts Centre.

## Program

The Senior School program comprises practical training sessions on Thursday and Friday afternoons and theoretical sessions on Tuesday afternoons. The practical sessions involve boat handling, racing in light and heavy weather, sail and boat trim and care of the boats. Tuesday's sessions cover care and maintenance, construction, rules and tactics, knots and issues such as hypothermia. The combination of theoretical and practical sessions ensures the boys develop sound ‘on water’ and tactical skills.

The Prep program runs on Thursday afternoons. Geoff Matthews says that the





boys who choose sailing benefit in a myriad of ways. They gain a "knowledge and understanding of knots, pulleys, angles, tensions, wind and water flows, drift, drag and weight distribution. Like any other sport to be successful at sailing participants must be committed, focussed, have a strong work ethic and understand the importance of co-operation. The boys develop team skills and patience – especially "when faced with that elusive and, at times, forceful element called 'wind'. They meet an omnipotent master and must learn how to serve it in order to survive and succeed."

For Geoff it is always gratifying 'to watch the boys meet and master the challenges of sailing'. He regards sailing as a 'total experience sport'. Sailors have to be skilled in many areas and involved in much more than the simple pleasure of sailing a boat. They have to remove the boats from the shed, rig them, find misplaced equipment and carry the boats to the water. Once a session is complete they have to clean, de-rig and store the boats.

### Championships

The highlight of the first year of Sailing in the Senior School was participation in the inaugural High School Championships organised by Ron Jensen. The Regatta attracted 95 boats, grouped in five divisions: Catamarans, Dinghies, High Performance Dinghies, One

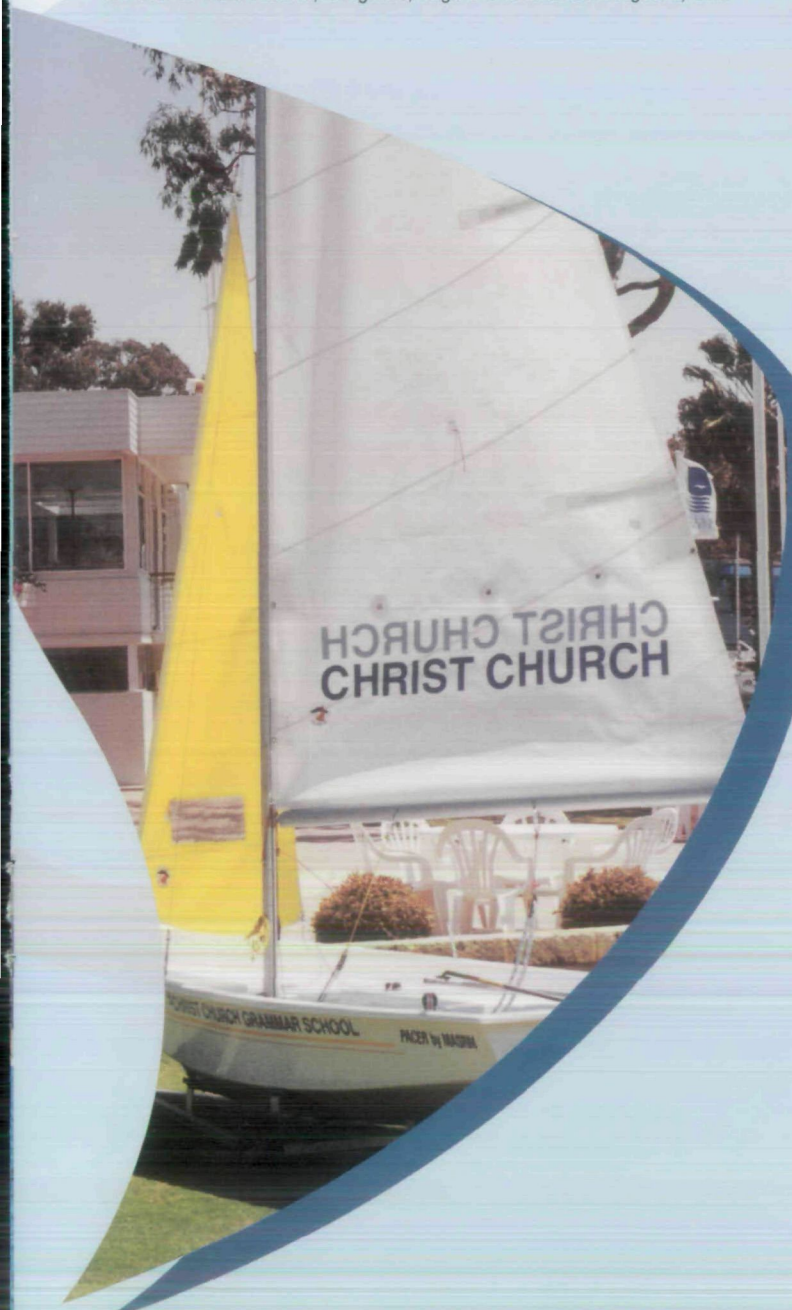
*Christ Church Nautical Studies students  
Duncan Anderson, Tav Bates and Michael Carter (behind)  
aboard Canadian sailing vessel "SV Concordia" in 1996.*



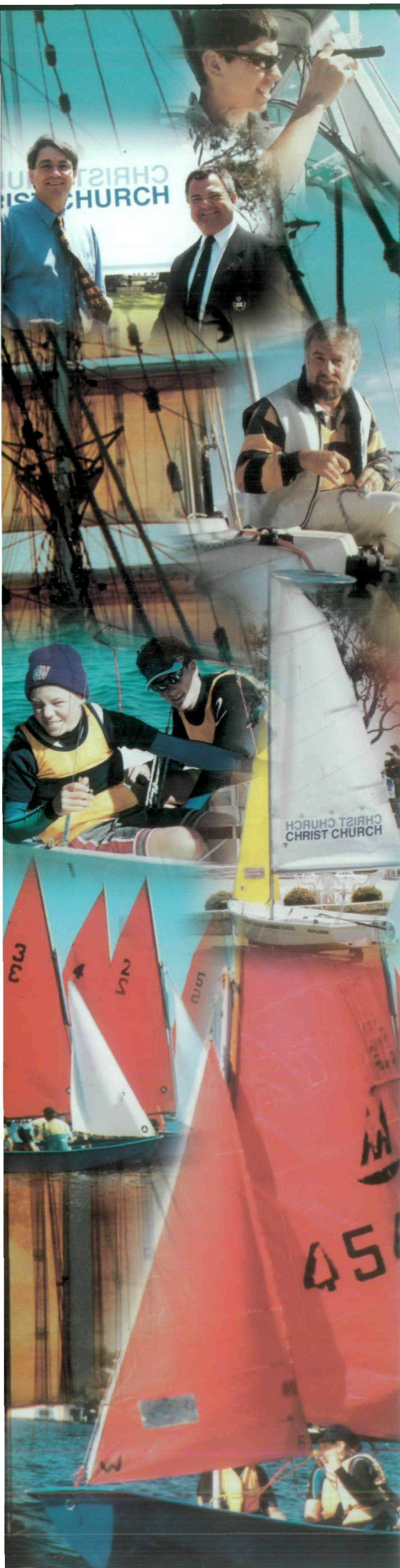
Design Windsurfers and Open Windsurfers. Christ Church entered seven teams of three craft. Contrasting conditions, ranging from flat calm to howling sea breezes, were a feature of the two-day event. Christ Church achieved fourth place overall. Notable performances were recorded by Peter Readman (second in the Lasars), John D'Almeida (third in the 420s) and Gregor McQueen (fourth in the Mirrors).

It did not take Christ Church long to assert itself as the dominant force in the Secondary Schools Teams Racing Championship. In the third year of competition Christ Church fielded 43 sailors in 23 boats and three of its three-boat teams took out the first three places in the competition. The winning team comprised Neil McAllister, sailing an optimist, Gregor McQueen, a Mirror, and Kayne Williamson, a Laser. Those who finished second were Brett Shirley (Sailboard), Anthony Capp (Mirror) and Ben Durham (Mirror). The result was that the team of seven chosen to represent Western Australia at the national titles in Brisbane was formed entirely of Christ Church boys. Chris Kelly, the Yachting Association's Development Officer, said, "the School's overwhelming success was a tribute to its sailing master, Ron Jensen".

Though Christ Church was last to Queensland, New South Wales and South Australia at the Nationals the sailors and coaches gained enormously from the experience. Indeed Ron Jensen said the boys' "learning curve was vertical". They improved their starting tactics, their one on one domination and their boat handling skills.







In the succeeding 12 years Christ Church has won the State Teams Racing Competition on all but two occasions and, in each of these years, has gone on to represent Western Australia in the Nationals. 1999 was the stand out year. Luke Paterson, Jackson Digney, Tim Slatter, Hugh McCann, Nick Davis, Iain Larkins and Chris Galton-Fenzi won the State competition and followed this up with a nail-biting victory at the Nationals held at South Perth Yacht Club. The result could not have been better. Christ Church was selected to represent Australia at the Interdominions in New Zealand. Australia's best against New Zealand's best. Though the Christ Church boys did not win a race they did manage to show tremendous resolve by narrowing the winning margin in the later races against a team which had just won Gold at the Open World Championships. On the return journey they met sailing legends, Peter Gilmour and Dennis Connor, who were in New Zealand for the America's Cup.

### Nautical Studies

An associated development was the introduction of the SEA accredited Seamanship course, now known as Nautical Studies, at the beginning of 1988. The course covers theoretical and practical aspects of seamanship in boat maintenance, repair and construction; boat handling; and navigation. For some boys the course leads to careers in the fishing industry, boat building, marine retail, in the Marine and Harbours Department and the Water Police. Others simply sign on to improve their recreational boating skills. Ron Jensen said his objective in establishing the course was "to provide students with sufficient knowledge and experience in two years to be able to take a boat to Rottneest with confidence and safety".

One element of the course the boys particularly enjoy is ocean sailing. High on the agenda are navigational exercises and manoeuvres off Rottneest. In 1989 Ron Jensen arranged for 35 boys and seven members of staff to get a taste of 'real ocean sailing' by spending two days on the Sail Training Ship *Leeuwin*. The conditions were taxing, as they should be. They ranged from the idyllic to a short sharp swell produced by a howling easterly. Boys and staff had a testing but terrific time. They gained a new perspective and learnt a little about ship manoeuvres, sail furling and setting, fire drills, knot tying and splicing.

A few years later seven senior Nautical Studies students and Ron Jensen were invited to spend 10 days on board the *S V Concordia*, with Canada's West Island College's Class Afloat project.<sup>2</sup> They embarked in Fremantle bound for Adelaide. Once again the conditions were testing and the boys learnt as much about themselves as they did about sailing a tall ship.

### Maintenance

One of the bonuses of teaching Nautical Studies alongside a sailing program is the fact that the School has a ready-made maintenance crew. It even allowed the School to move into the business of building its own boats with the launch of the first Christ Church Trainer in 1991. Over a period of six years and working under the

<sup>1</sup> From 1996 the Manual Arts Department has been known as Design & Technology.

<sup>2</sup> Since 1985 Class Afloat has afforded a variety of study programs designed to cultivate leadership and international awareness. International travel and the challenge of working and studying abroad a tall ship engender confidence, self-discipline, tolerance and initiative. Whether conducting research in the Galapagos or trekking in Bali, students learn to integrate theory and practice.



direction of Ron Jensen and Howard Moore, Nautical Studies students built 12 fibreglass Trainers in the School's Manual Arts Centre. The boats replaced the ageing fleet of wooden Mirrors. Not only was maintenance reduced but the boys found that the fibreglass dinghies were more even in performance than their wooden counterparts. The onus was now on the crews to get the best out of the boats.

### Developments

Interest in Sailing burgeoned in the mid-90s and the School was forced to reconsider the program it offered. Ron Jensen was keen to vary the type of sailing, get more students on the water in each session and teach advanced sailing techniques. Once again the School turned to the Parents' Association for support and once again the necessary support was forthcoming. This time the Association funded the purchase of four Red Witch yachts. The boats were a huge asset for the Club. Ron said that "... with four of five students onboard and spinnakers to play with these boats provided match racing, fleet racing and great fun on windy days. The boats are very forgiving and will plane in stronger winds". Sailing Red Witches was not all fun and games. Certain necessary but not so pleasant responsibilities came with the territory. The boys were introduced to the tasks of applying antifouling to the hulls and cleaning the hulls between slippings.

One of the most exciting outcomes of the program has been the continued improvement in the boys' skills. Since the introduction of match racing and teams racing many of the boys have become key crew members on performance yachts sailing out of clubs on the Swan River each weekend. Some like Ben Durham, Captain of Sailing in 1994, have made sailing a career. By the time Ben turned 25 he had competed in two America's Cup campaigns and had completed a Business Management degree.

### Future

The purchase of the Pacers heralds a new stage in the development of Christ Church Sailing. The School has entered into a partnership with Royal Perth Yacht Club (RPYC) whereby the 'on water' component of Sailing, Marine Studies and Nautical Studies operates out of RPYC. The Yacht Club has offered our sailors the opportunity of specialising in teams racing and match racing, the core of the School's competitive program. Boys will be able to train in the Christ Church program during the week and sail in RPYC races in open competition on weekends. Our Marine Studies and Nautical Studies students will also benefit from the relocation. They will be able to access a wider range of equipment on which to hone their skills.

Staff, the boys and their parents are very excited about the move to Royal Perth and the opportunities it creates for the boys. The boys are especially looking forward to being involved in match racing and teams racing at a more competitive level. Ultimately the aim is for Christ Church to cross the Tasman and win the Interdominion.



SV Concordia



### THE RIGHT MAN AT THE HELM

Jeremy Madin knew he had to appoint the RIGHT person to devise and run the Sailing program. As well as being appropriately credentialed, the incumbent had to be passionate about sailing and passionate about teaching sailing. The Headmaster wanted a motivator, an enthusiast - someone who would get the best out of the boys. He also knew he was looking for someone who would be totally committed to the project and who would be prepared 'to put in the hard yards'.

Jeremy Madin did not have to look far for the ideal candidate. He only had to turn to Ron Jensen, one of his Manual Arts teachers and the person Tony Hill had appointed to run the Seamanship program, for the solution. Ron's background was perfect for the position. He had spent 20 years as a Shipwright in the Royal Australian Navy before retiring to run his own business repairing pleasure craft. Then in 1986, after a short period with the Education Department, he joined

the Manual Arts Department at Christ Church. At that time he was an AYF Dinghy Sailing Instructor and Commodore of Safety Bay Yacht Club.

Career highlights whilst in the Navy include refitting ships at HMAS Stirling and two tours of duty aboard the oceanographic survey ship *HMAS Diamantina*. His interest in Sailing as a sport is insatiable. He sailed off the beach catamarans and dinghies in State and National events before moving on to Spacesailer 22s and taking out the State Championship in this class on three occasions. He has also been State Trailable Yacht Champion. Ron describes himself as an "enthusiastic 'boaty' with commercial and Australian Yachting Federation qualifications in sailing and power."

In the last decade or so Ron Jensen has achieved legendary status in Western Australian school sailing circles. He has established a Club and coached its tight-knit members to 11 State titles in the Secondary Schools Teams Racing Championship in 13 years. During the same period Christ Church has dominated the Secondary Schools Sailing

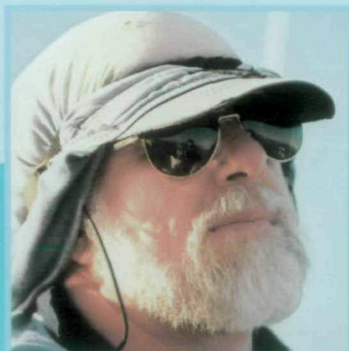
Championship. Though justifiably immensely proud of the boys' achievements, the mastermind of the Sailing program is adamant that it is not for an elite, but for any boy who is interested in 'messing about with boats'. His key concern is providing boys with another life skill and an avenue through which they might find self worth.

We congratulate Ron on his outstanding achievements and wish he and the boys every success as they embark on a new phase of the Club's development at Royal Perth Yacht Club.

### OUTSTANDING CONTRIBUTORS

A special thank you is extended to the following members of staff and parents who have contributed enormously to the establishment and on-going success of the Christ Church Sailing Club.

Ron Jensen	Howard Moore
Geoff Matthews	Jamie Fagan
Geoff McGillivray	Murray Robertson
Bill Ranger	Ray Smith
Clive Digney	Barry Tasker
Steve Ward	

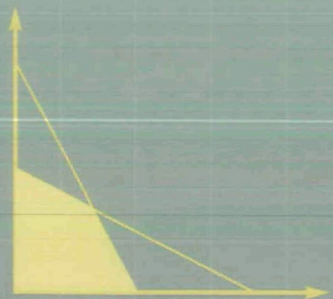


Ron Jensen





# FIGURING it OUT



Christ Church entered 484 students from Years 8-12 in this year's Australian Mathematics Competition for the Westpac Awards. It is a testing competition requiring participants to draw on all of their mathematical and problem solving skills. What makes it even more rigorous is that contestants are working under severe time constraints. They are required to answer 30 questions in 75 minutes. Nationally more than 500,000 students from 3,500 schools entered the competition.

Examples of typical questions include:

At Utopia High, each of the 1516 students voted either 'YES' or 'NO' on whether to change the school uniform. There were 1162 more 'Yes' votes than 'NO' votes. The number of students who voted 'NO' was

- (A) 344 (B) 254 (C) 177 (D) 172 (E) 127

Question 17 Junior Division Competition Paper, Years 7 and 8

Mum, Dad and their two children arrive at a river where there is a boat that will hold one adult or two children. What is the minimum number of trips across the river in either direction to get the family across?

- (A) 7 (B) 9 (C) 11 (D) 13 (E) 15

Question 18 Intermediate Division Competition Paper, Years 9 and 10

A *good* number is the sum of a two-digit number, with distinct digits, and its reverse. For example,  $110 = 37 + 73$  is *good*. How many *good* numbers are perfect squares?

- (A) 1 (B) 2 (C) 3 (D) 4 (E) 5

Question 18 Senior Division Competition Paper, Years 11 and 12



**Westpac Winners**  
Thomas Liu, Jee-Ming Leung, James Rhodes and Campbell Mackenzie

Awards are allocated to students in each year group on a state-wide basis. Prizes are awarded to the top 0.3% of entrants (top 3 in each 1000 students), High Distinctions to the top 2% of entrants, Distinctions to the top 15% of entrants and Credits to the top 50% of entrants. All other contestants receive a Certificate of Participation.

The School is very pleased with this year's results. Four boys were awarded Prizes, 19 High Distinctions, 114 Distinctions and 200 Credits. Congratulations to all who sat the test but particularly to our Prize winners - Jee-Ming Leung (Year 8), Thomas Liu (Year 8), James Rhodes (Year 8) and Campbell Mackenzie (Year 11).

Each of the prize winners was presented with a cheque and a prize pin. James Rhodes was awarded a Special Achievement Award for achieving the best standardised score of a student at Christ Church.

**Answers**  
See page 51.

## a WINNING COMBINATION

Earlier in the year six of our top mathematicians in Years 11 and 12 won the Senior Have-Sum-Fun mathematics competition against all other competing schools and, in so doing, were awarded The Larry Blakers Award for 2003. Christ Church has won the Shield on four occasions since its inception in 1996. Congratulations to Kit Buckley, Shaun Lee (Captain), Brendan Mackay, Joseph Luo, Campbell Mackenzie and Adon Metcalfe, who recently presented the Shield to the School.

Year	Winner
1996	CHRIST CHURCH
1997	CHRIST CHURCH
1998	BUNBURY CATHOLIC
	WESLEY COLLEGE
1999	CHRIST CHURCH
2000	HALE SCHOOL
2001	HALE SCHOOL
2002	HALE SCHOOL
2003	CHRIST CHURCH



Standing: Shaun Lee, Kit Buckley, Brendan McKay, Campbell Mackenzie  
Kneeling: Adon Metcalfe and Joseph Luo



# Accounting Acclaim

laim

ounting

Each year the Business Educators of WA hold a Year 11 and Year 12 Accounting competition to determine the top student in the state. The paper is set and marked externally so it is an excellent preparation for our Year 12s in the lead up to the TEE. Most boys received good results but two, James Gouldson and Michael Crommelin, achieved High Distinctions.

## CHEMISTS have the RIGHT SOLUTIONS

One hundred and three of our students sat this year's world wide Royal Australian Chemical Institute Quiz. They performed extremely well with 41 students being awarded High Distinctions. Of these, seven were awarded commemorative plaques for finishing in the top 700 of their age group. Congratulations to Michael Thomas (Year 10), Adon Metcalfe (Year 11), Campbell Mackenzie (Year 11), James Porteous (Year 11), Patrick Coleman (Year 11), Justin Teng (Year 12) and Shaun Lee (Year 12) on this outstanding achievement.

THINKING

## SCIENTIFICALLY

Three hundred and ninety one boys from Years 8-12 were selected to sit the Australian Schools Science Competition. It is an exacting competition comprising 45 questions that test science comprehension, processing skills, the interpretation of data, problem solving abilities and reasoning. More than 450,000 students from throughout Australia, New Zealand and the Pacific region participated in the competition.

Once again our boys performed extremely well. The mean score of each year group was well above that for the State. Their results are summarized as follows:

- 18 boys (5% of our students who sat the test) were awarded High Distinctions which means they were placed in the top 1% of students in the State.
- 88 boys were awarded Distinctions (23% of our students who sat the test)
- 83 boys were awarded Credits (21% of our students who sat the test)

Michael Thomas (Year 10) was awarded a medal for scoring the highest mark in his Year level in Western Australia. An outstanding achievement.

### High Distinction Winners

#### Year 8

Nigel Goh, Thomas Liu, Arthur Yau, Howard Yu

#### Year 9

David Ching, Patrick Dunne, Ben Jude, Michael Pendlebury

#### Year 10

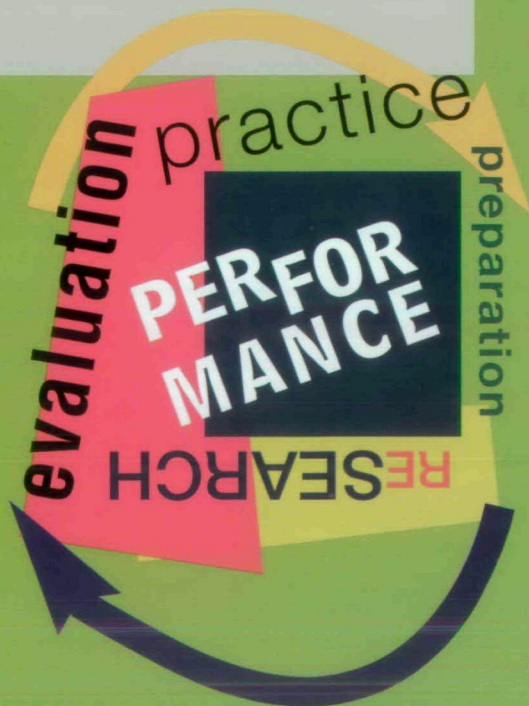
Shamil Abzalov, Tom Eyres, Ken Low, Andrew Rhodes, Andrew Swarbrick, Michael Thomas, Fletcher Young

#### Year 11

Adon Metcalfe

#### Year 12

Michael Crocker, David Khouri





# PROGRAMMING THE

# >>> RIGHT MOVES >>>

Four Year 11 students won the highly competitive RoboCup Soccer component of the WA Junior RoboCup competition held at Scitech. Calling themselves *Men Without Hats* Patrick Coleman (Captain), Ryan Jensen, Adon Metcalf and Scott Percival played four games to reach the finals where they came up against last year's winner and the favourite for the title, the team from Murdoch College.

Games are played in two five minute halves and at the end of the allotted time Christ Church and Murdoch were locked in a nil all draw. Thus the game went into golden time. Much was at stake as the first team to score would not only win the match but also the title. This pressure brought out the best in the Christ Church robots. They executed some skilful moves to ensure that they were in a prime position to press home their advantage and net the first goal.

The victory meant Christ Church represented Western Australia in the National RoboCup Junior Soccer competition in Brisbane in September.

Students who enter the competition are required to design and program two robots to compete against an opposing pair of robots by kicking an infra-red transmitting ball into their designated goal. Teams have the choice of using two attacking robots or teaming one robot as the attacker with another as a goalie.

The field, which is the same dimensions as a table tennis table, is graded from black to white to allow the robots to use downward facing light sensors to ascertain which way to kick. The students used LEGO Mindstorms for Schools to build and program their

robots. They also attached a range of sensors such as electronic compasses, modified light sensors and motor rotation sensors to the robots.

At the beginning of the year the boys all signed on for Robotics as their Friday afternoon activity. The club is run by Director of Information and Communication Services, Peter Murray. Most of their time was devoted to working towards competing in the RoboCup. Responsibilities were determined in accordance with the boys' chief interests. Ryan and Adon are passionate about designing and building things so they assumed key responsibility for designing and building the two robots. Patrick and Scott, on the other hand, are more interested in programming so they took up the challenge of programming the robots' moves.

This division of labour proved to be the winning formula.



Winners of the State RoboCup Soccer Competition  
Adon Metcalf, Patrick Coleman, Scott Percival and Ryan Jensen

## Build Your Own PC

Seven boys and two members of staff recently spent an afternoon building their own PCs. The project was instigated as part of a fund raising exercise to send four Year 11 students to the National RoboCup championships in Brisbane. As well as raising funds the boys learnt about the internal workings of a computer. What could be more fun than working with CPUs, hard drives, wires, RAM and a motherboard? They all gained immense satisfaction from building and setting up their own personal computers.

Winthrop Australia sponsored the project through the provision of the requisite components at a much reduced cost. Technical assistance was provided by Lawrence Chong (Computer Manager), Phillip Williams (IT Assistant), Anthony Augustine (Winthrop) and the three Year 11s who had attended the Robocup competition, Patrick Coleman, Scott Percival and Adon Metcalf.





# SCRAM

This year the Schools' Conflict Resolution and Mediation Program or SCRAM as it is more commonly called was introduced to Christ Church. The program, which is run by the Francis Burt Law Education Centre, introduces selected Year 10 students to the concept of conflict resolution in a practical and structured way. The student team is given a scenario where young people are in conflict over an issue such as betrayal of trust, and four students play these roles whilst two act as mediators. Following a process whereby issues are identified and discussed, the two mediators act as facilitators in reaching a resolution with which all of the parties concerned can agree.

Tom Coulter, Andrew Gannon, Samuel Lau, Matthew Prindiville, Karrthik Srigandan, James Holloway, Jake Jackson, Tom Hobbs, George Mair and Yannick Spencer worked very effectively on the project, which was coordinated by Mrs Margaret Brophy. The boys were required to spend considerable time preparing for the mediation and the final adjudication was made more complicated by the introduction of unseen material. Each time they rose to the challenge and performed with great energy and creativity.

Margaret Brophy said that after "four rounds, each adjudicated by a professional mediator, they were all familiar with the process and protocols of conflict resolution. Other benefits included an increased awareness of mediation as a part of the legal process, where it is often used as a cost-effective alternative or precursor to court hearings."

The boys were most appreciative of the help they received from outside coach, Mr Brad Wylynko of the legal firm Clayton Utz, in preparing for the mediations.



*George Mair, Andrew Gannon, Brad Wylynko (coach), Matthew Prindiville, Karrthik Srigandan*

performance (eng)  
= représentation (fr)

## OUR STRENGTH IN FRENCH

Every year the Year 11 and Year 12 boys who study French sit the Alliance Française examinations. This year three of our Year 12 students and one of our Year 11 boys were among the top 30% of candidates invited to take an interview. Prizes are awarded on the strength of these interviews. Congratulations to Year 12s Thomas Mulroney, Benjamin Brooksby and Nicholas Prindiville and to Michael O'Shea from Year 11.



# SOLAR POWER-HOUSE

Christ Church entered two cars in this year's Western Power Solar Model Car Challenge. *Eclipse* powered home to victory against the car from Morley Senior High School in the State Finals and *Duality* was placed third. As a result the eight boys, who had spent hours designing, building and fine tuning their cars were invited along with the team from Morley Senior High School, to represent Western Australia in the National and International Challenge in Adelaide in October. Their aim was to emulate the performances of their predecessors who had won the National Challenge for Christ Church in 2001 and 2002.

In Adelaide the tables were turned. The team racing *Duality* won the Nationals. Daniel Beresford, Farhang Nikakhtar, Faran Talehi-Ford and Gareth Evans defeated a Victorian team from Box Hill Senior High School 3-0 in the best of five racing series. In the week leading up to the Nationals the boys made some improvements to their car which definitely paid off when the 'going got tough in Adelaide'.

The cars use the best technology that is available. The motors come from Switzerland and the bearings from the United States. The body, which is aerodynamically shaped and very stable on the corners, is made from carbon fibre and foam.

Competition rules stipulate that the car must carry an egg to simulate a passenger and it must be undamaged at the end of each race. In the finals each car must stop itself or collide with a heavy obstacle. Once again the egg must remain intact. There are also rules on the height, width, length, cross sectional area and side area of the car. All cars race under a handicap based on the power of the solar panel.

Team members say that the factors that make a solar car go fast are "the aerodynamic shape, the reduction of rolling friction, good steering and choosing the right motor to match the solar panels." Many hours of testing in various light conditions are also required to choose the correct gear ratio.

Head of Physics, Peter Stansbury, who coordinates the program said; "Preparation for the competition requires immense commitment from the boys. They learn a great deal about the scientific method, physics, design and technology and the importance of attention to detail. One of the best outcomes however, is the team spirit and camaraderie that develops."

Christ Church Physics Lab Technician, Steven Murphy, said the win was testament to the dedication of the students who worked after school and through the holidays to perfect their car.

Christ Church cars were sponsored by Shacks Holden of Fremantle and Rockingham. Western Power subsidised the boys' air fares to Adelaide.



*Solar Model Car Winners*  
 Standing: Farhang Nikakhtar, Bam Suppipat, Gareth Davies, Xiang Teo  
 Kneeling: Faran Talebi-Fard, Edward Cooper, James Porteous  
 Absent: Daniel Beresford

## ev CHALLENGE

Whilst our Solar Car teams were pitting their model cars against the best in the nation in Adelaide, three Christ Church boys were trying to prove that their electric vehicle was 'the best in the west'.

Design & Technology teacher, Alec Barbour, had inspired six of his Year 11 and Year 12 Metals Technology students to enter Murdoch University's electric vehicle Challenge. The aim is to design and build a cost-effective electric vehicle and the goal is to travel the greatest distance in 60 minutes. Guidelines stipulate that the vehicle must have "at least three wheels, be powered solely by electric motors operated by batteries which have a maximum battery voltage of 24V and maximum energy storage of 50Ah at 12V or 25Ah at 24V and cost less than \$1,000 to build.

Those willing to test their design and driving skills were Year 12s Morgan McDermont, Tom Mulrone and Nick Stokes and Year 11s Angus Scotland, Kennedy Pearse and Brad Pearse. The Year 12 boys won the Design and Engineering Prize and came third in the Secondary Schools' division of the Challenge. Unfortunately the Year 11 boys had technical difficulties with their gear box and were unable to compete. This did not stop them from coming along to support their peers.



*Tom Mulrone, Morgan McDermont and Nick Stokes*



*Kennedy Pearse, Brad Pearse and Angus Scotland.*



# A YOUNG ORIGINAL

Congratulations to Richard Burch (Year 12) whose painting, *A Negative of my Life*, was displayed in the Young Originals Exhibition. The Exhibition is a non-competitive forum featuring the exciting work of secondary students throughout Western Australia.

This year's Exhibition featured 48 works from students at government and non-government schools.

*A Negative of my Life, Richard Burch*



## ART EXHIBITION & AWARDS

Digby De Bruin, Senior Officer from the Department of Education and Training, opened the Annual Senior School Art Exhibition. The Exhibition, which was divided into two sections, was the climax to the year for our Art students. It celebrated their imagination, creativity and visual expression. General school art work was on display in the Refectory and the Year 12 Studio Display was exhibited in the Madin Gallery.

As is tradition the John Dowson Memorial Art Awards were announced at this occasion. Congratulations to the following boys who were awarded Prizes. Their works are stunning.

### Painting

Richard Burch (Year 12)  
Highly Commended  
Bradley Wynne (Year 12), Andrew Storer (Year 12),  
Christopher Hancy (Year 11) and Tenghin Chan  
(Year 10)

### Printmaking

Jesse McDonald (Year 12)

### Graphic Design

Poom Ngaosuvan (Year 12)

### Sculpture

Blair Slack-Smith (Year 10)

### Drawing

Shun Ta (Year 10)

### Ceramics Non-Functional

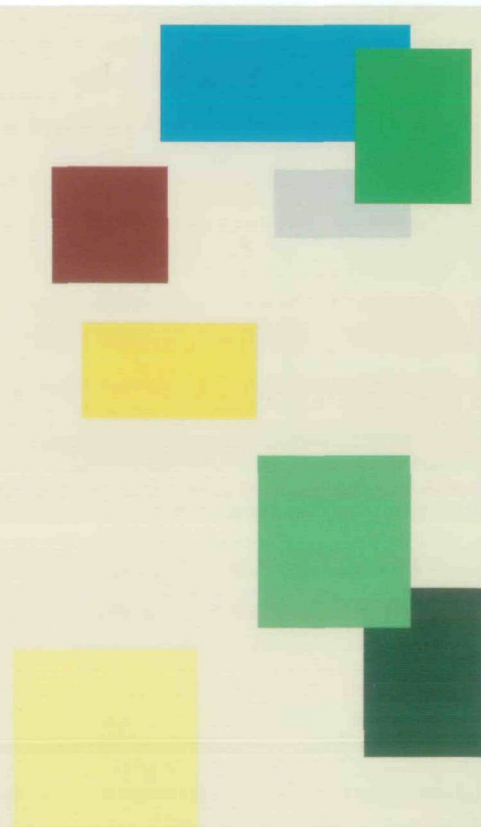
Toby Dight (Year 11)

### Ceramics Functional

Michael Thomas (Year 10)

### Jewellery

Jeremy Bates (Year 10)  
Highly Commended  
Matthew Saville (Year 10)



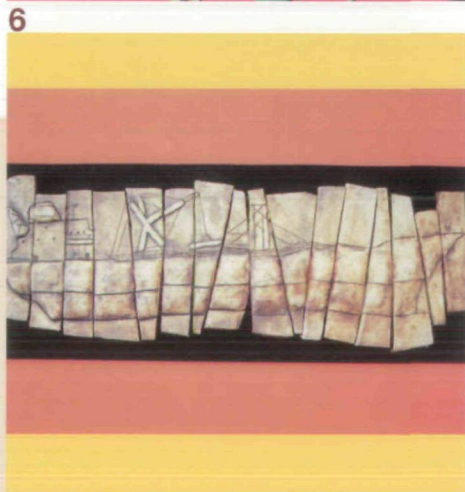
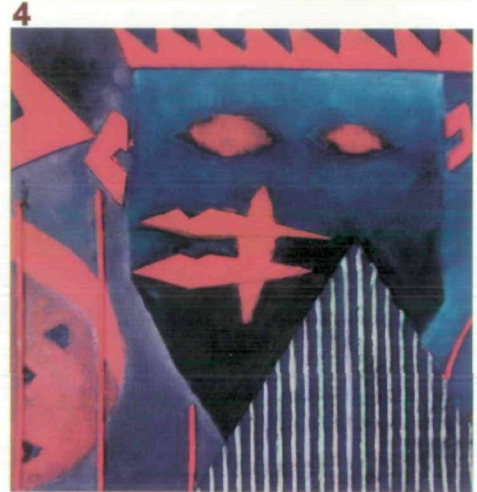
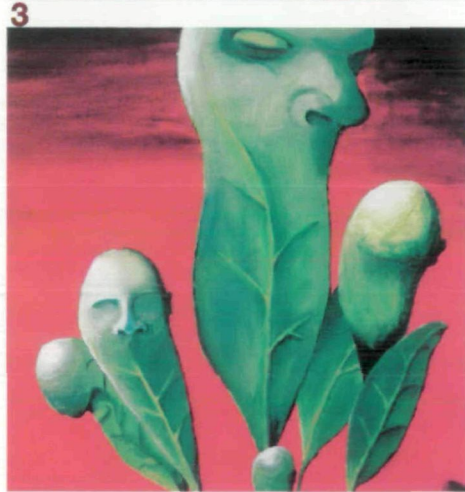
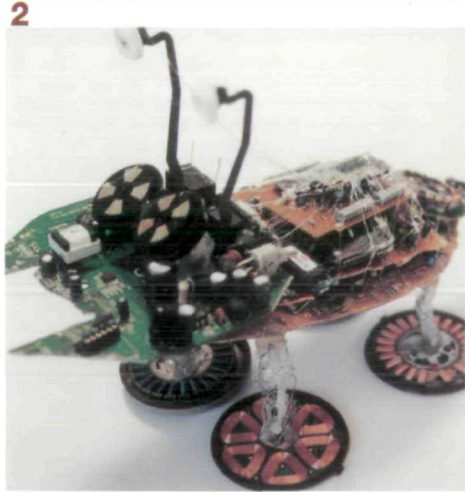
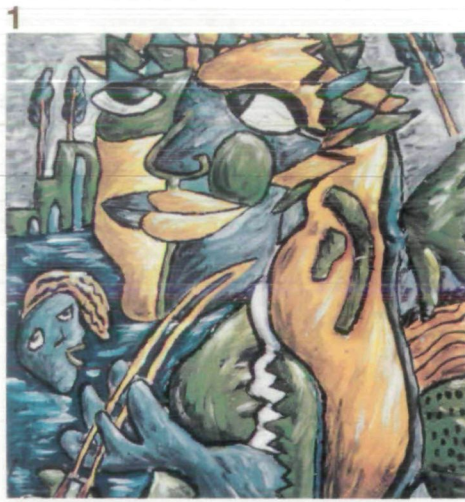


1. Tenghin Chan, Year 10  
A cubist painting  
Acrylic on wood

2. Steven Martin, Year 9  
Junk Sculpture

3. Reza Bolouri, Year 11  
Oil on canvas

4. Tom House, Year 10  
A cubist painting  
Acrylic on canvas



5. Christopher Hancy, Year 11  
Oil on canvas

6. Toby Dight, Year 11  
Ceramic wall mural

7. Grant Shepherd, Year 9  
Collagraph relief print

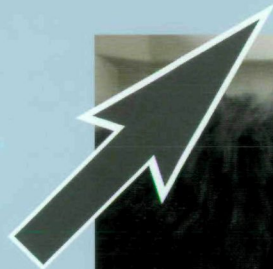
8. Robert Gibbs, Year 10  
A cubist painting  
Acrylic on wood

9. Blair Slack-Smith, Year 10  
Ceramic work





# BEATING THE BEAR MARKET



Entrepreneurial spirit flourished in the Economics & Commerce Department in Terms 2 and 3. Students in Years 10 and 11 participated in the Australian Stock Exchange Share Market Competition. Boys were grouped into a number of investment syndicates, which were each allocated a sum of \$50,000 for trading in shares of major publicly listed companies for a three month period. Unfortunately for the young investors, who successfully 'beat the market', the game was only a simulation.



*Students deliberate on which shares to purchase with the assistance of Lloyd Haskett. Daniel Prior, Nicholas Scanlan, Lloyd Haskett and Andrew Brine.*

The competition is a real time exercise. Students trade on-line with the same considerations as those of actual investors. They were required to study the general movement in the All Ordinaries with a specific focus on their preferred stocks. Given that the competition is run over a relatively short trading period, this is not a game for the risk-averse.

The Year 10 Commerce & Enterprise classes were involved in the first game conducted during Term 2 as part of their Economics unit and the Year 11 Economics classes competed as part of their elective unit on the stock market during Term 3.

The student investors applied a range of strategies including fundamental ratios, charting analysis and contrarian trading. Like in the 'real world', stock-picking and timing abilities all went rewarded.

Losses could easily be blamed on bad luck and the vagaries of the market. Despite preference for an analytical approach, rumours still proved to be influential in some syndicate decisions. Fortunately for the boys any 'suspicious' trades are unlikely to be referred to the Australian Securities and Investments Commission!

Faced with the difficulty of trading in a reasonably bearish stock market, the majority of syndicates experienced difficulty generating a significant capital gain. Congratulations to our best contenders Year 11s Pelham Vaughan, Tim Doepel and Gaurav Ghosh who generated \$56, 800.

**It is an immutable law in business that words are words, explanations are explanations, promises are promises - but only performance is reality.**

**Harold S. Geneen**



# GOIN

## A DESIGN



Hilary Brooke, Prep School art teacher, and Ethan Hogan.

The Royal Australian Mint has been conducting a design competition for primary school students since May this year. A total of 849 schools submitted 2599 student designs for consideration for the design of a 50 cent coin to be released next year. The school submitting the winning design receives a \$10,000 prize from the Mint.

The theme of the competition was *Australia*. Senator Ian Campbell, whose responsibilities include the Mint, said the theme was deliberately kept very broad to allow students the maximum amount of artistic expression. When he announced the competition Senator Campbell said: "This is a major design competition that allows budding young designers to showcase their talents, not only to their schoolmates, but also to other Australians as well as to the world."

Christ Church submitted three designs. The one by Ethan Hogan (Year 4) was considered to be amongst the ten best designs. Though Ethan's design did not make the final five he is to be congratulated on his success in making it to the last ten. He received a Certificate of Merit from the Mint in recognition of his achievement.

# SPEAKING OUT

For the second year in a row Year 7 student Scott Gregory has won a title in the Penguin Club of Australia's Speak Up Awards. This time he won the perpetual trophy for the Most Outstanding Speaker on the topic, Secret Agent James Bond. He admits he is a huge 007 fan.

Scott was joined by two of his classmates in the Speak Up Awards. Josh Mao made the finals with his speech on *The Matrix* and Peter Davis spoke about fishing.



Scott Gregory

Photograph courtesy of the Western Suburbs Weekly.



# BUDDY BUSINESS



*"It was a great experience working with the Year 7s. It was fun because the work was challenging enough and the guys were helpful 'teachers'. Andrew was really good."*  
Ben Power (5T)

If you agree with the premise that to be able to teach a skill or concept to someone you must first understand the concept then the boys in 5T and 7Y have been understanding a lot lately. In Term 2 both classes worked on two dimensional shapes. The Year 7s learnt how to construct triangles using a compass and protractor and, as part of their Technology & Enterprise program, the Year 5s designed and built letter boxes that were water proof and theft proof. A couple of months ago the classes combined to share what they had learned about two dimensional shapes. The Year 7s taught their

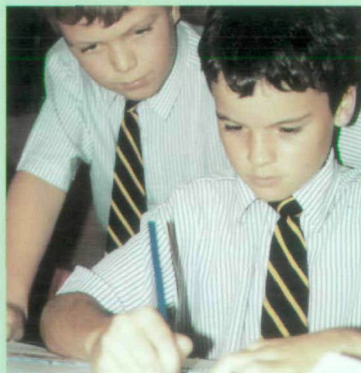
and angles using a compass and protractor. Conceptually this is quite a difficult skill, so to learn it first and then be able to teach it was pretty tricky. It was really successful though with all of the Year 5s being able to draw some triangles by the end of the lesson. Importantly most were able to do so without any prompting or coaching from their Year 7 Buddies."

Year 5T teacher Brad Cecins explained the task that he had set his students. "As part of their Technology & Enterprise program boys in 5T were required to design a letter box that met the following criteria: theft proof, waterproof and the ability to accept large and small parcels. The boys had to write up their designs and were encouraged to involve their parents in the design and building phase of the project. After the joint geometry activity the boys explained their letter box design to their 7Y Buddies. Some of them also gave a two-minute talk. In turn their buddies formally evaluated the talks. The boys were given feedback on the content and delivery of their presentations.

Jane London said that the focus was not all academic. "We don't just focus on academic things with our buddy class. We played a game of team dodge at the end of the maths session and we have invited some people from ATI Tae Kwon Do to do an incursion with both classes."

The real measure of the success of the activity is what the boys thought. From all accounts they had a great time teaching and being taught by their buddies.

Tom Duff Year 7  
Sam Berrell Year 5



younger buddies how to construct triangles and the Year 5s delighted in explaining how they had designed their letter boxes to their older buddies.

Year 7Y teacher Jane London outlined how the process worked for her boys. "The Year 7s taught the Year 5s how to construct triangles of given sizes

“

*"It was good teaching the little guys about what we've been doing. The letter boxes had some seriously unusual features like being able to bite off robbers' hands! It was cool."*

Elliot McIntyre (7Y)

*"This was a first for me, teaching someone. I was lucky I got a fast learner (Victor). He talked about Road Safety in his speech. I missed my drum lesson because it was so enjoyable (don't tell Mr Hall)."*

”





## a BANDANNA of a day

Our Year 7 fundraisers organised their mates to wear bandannas and casuals to school on Friday 31 October, national Bandanna Day. Earlier in the week they set the pace for the fundraiser by presenting a 'Canteen Rap' at Assembly. Boys were told they could come in casuals on Friday as long as they were wearing a bandanna. The Prep School sold bandannas to raise funds for Canteen, the charity that helps teenagers with cancer.

# Giving HOPE



An energetic team of Year 7 boys worked very hard to raise funds for Hope For Children, an organisation that makes a difference to the lives of Ethiopian children who are poor or orphaned or who have AIDS. The boys were motivated to do something for these children after hearing Christ Church parents, Mrs Jacqui Gilmour and Mrs Lyndel Heberton, talk about their plight at a Prep School Assembly.

One of the boys said he had become involved in the fundraising project because "... when I heard about the Ethiopian children my heart broke. I just had to help them." Another said, "I knew that the children were suffering and they don't deserve to. They really need our help and I knew I could help". Yet again another said he wanted to help the Hope for Children Fund because there are "... so many children who are worse off than us. I feel sorry for them." When he heard Mrs Gilmour and Mrs Heberton speak about the children he felt sad because they had no homes and no families.

Working under the guidance of teacher Mrs Mandy Appleyard the boys held a Cakes-n-Cans Day, a Mix-Match Casuals Day, a Sausage Sizzle and a Guess the Number of M & Ms competition. They also collected new and good condition second-hand

backpacks and caps to send to the children. The backpacks were filled with donations of new stationery items such as textas, coloured pencils and pens. Funds from the Prep School's musical, *Tom Sawyer*, were also donated to the organisation.

A total of \$3,326.00 was raised for the fund. The boys were absolutely delighted with this result and were most appreciative of the 'extra' donations they received from a number of parents. They had lots of fun and enjoyed working as a team. In particular they enjoyed devising fundraising strategies and putting them into place. However what they enjoyed most was the terrific feeling that comes from being able to make a difference to the lives of others. As one of the boys put it, "It's a great cause and it's just wonderful knowing that you are helping other children."



# SWAP SHOTS



It's not all hard work on Venture.  
Jonathon Strzina and Callum Phillips take time out to relax.



Winners of the Winter Sports Trophies.  
Tristan Winnall (Rugby), Michael Cottee (Hockey), Alex Drew (Cross Country)  
and Andrew Clarke (Football). Absent: Doug Swan (Soccer)



Congratulations to Andrew Tulloch (Year 8) and  
Christian Newland (Year 9) who were ranked in the  
top 0.2% nationally in the Open Division of the  
Australian Geography Competition.



Don MacLeod, Edward  
Gifford and Gordon Peter  
enjoyed catching up with one  
another at the Retired Staff  
Luncheon in late November.



Mark McBurney, the American Consul in  
Perth, spoke to the Year 11 boys about  
his experiences in Iraq in the aftermath of  
the Gulf War and why the US government  
contends the 2003 conflict is a just war.  
Duncan MacLaurin and Mark  
McBurney



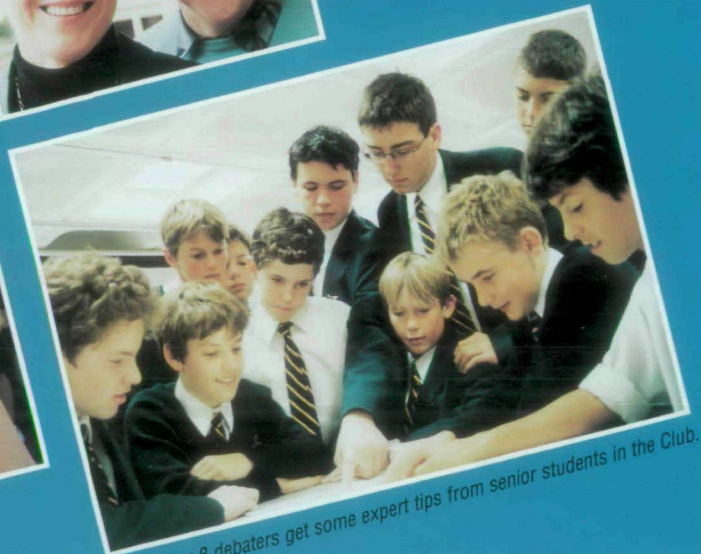
PSA Badminton Winners.  
Back Row: Mrs Grace Yeung (Teacher In Charge),  
Michael Phoa (Reserve), Worapat Setsompop, Kenny Chew  
Front Row: Michael Mawikere, Steve Gunawan,  
Jason Lo, Richard Sansom



In the middle of the year a huge  
welcome was extended to Joanna  
Simpson, our new Clinical Nurse  
Manager. She is pictured with  
colleague, Anne Fraser.



Christ Church 2 wins the MacGill Cup.



Year 8 debaters get some expert tips from senior students in the Club.



*Additions to the Staff Gallery. Congratulations to Peter Rickey, Arthur Pale, John Leach, Ray House and Don Morrissy on having their portraits hung in the Staff Gallery.*



*Cycling to school is the rage. Joshua Blennerhassett, Tom Robinson, Garth Wynne, Jamie Paterson, Nicholas van Bockxmeer. Photograph courtesy of The Post Newspapers.*



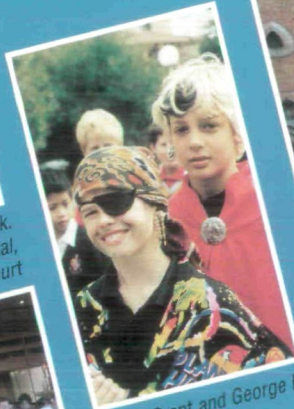
*The day the owl came to ESU. After speaking at Assembly Stuart Payne from WA Conservation for Raptors took his owl to meet the boys in the Education Support Unit.*



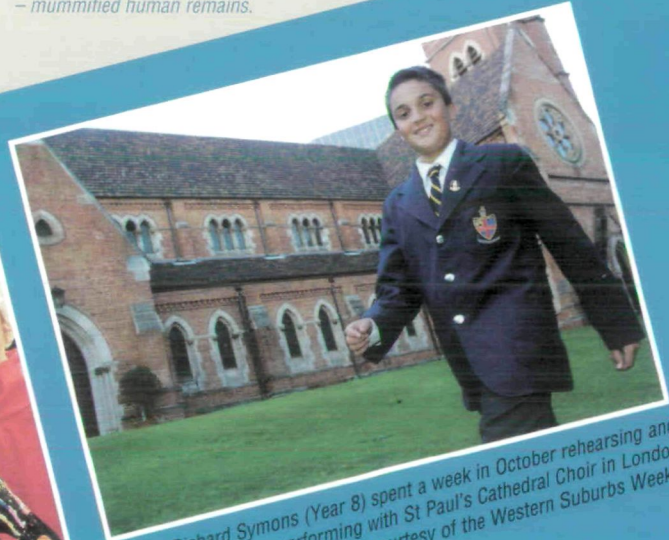
*Professor Rosalie David, Keeper of Egyptology at the Manchester Museum, spoke to Year 11 Ancient History students about her specialty – mummified human remains.*



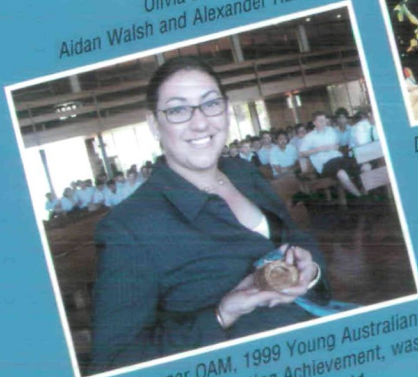
*Dressing up for Book Week. Olivia Bird, Lisa Chrystal, Aidan Walsh and Alexander Harcourt*



*Dustin Grant and George Ford*

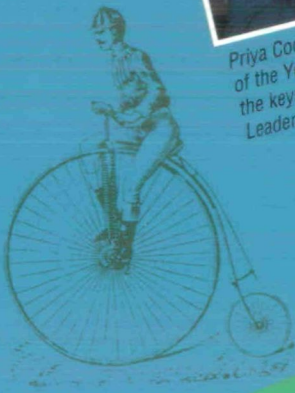


*Richard Symons (Year 8) spent a week in October rehearsing and performing with St Paul's Cathedral Choir in London. Photograph courtesy of the Western Suburbs Weekly.*



*Priya Cooper OAM, 1999 Young Australian of the Year for Sporting Achievement, was the keynote speaker at the Year 11 Leadership Seminar.*

doing = performance





# Auxiliary Something for everyone



2003 HAS BEEN ANOTHER BIG YEAR FOR THE AUXILIARY. WE PURPOSEFULLY DECREASED THE NUMBER OF MEETINGS AS THE EMPHASIS WITHIN THE AUXILIARY SHIFTED A LITTLE AWAY FROM FUNDRAISING TO CONCENTRATING ON THE PROVISION OF SOCIAL FUNCTIONS FOR THE BOYS AND THEIR PARENTS. ALTHOUGH MANY PARENTS WORK AND ARE UNABLE TO ATTEND MEETINGS, MEMBERS HAVE CONTRIBUTED BY THEIR PARTICIPATION AND ASSISTANCE IN ACTIVITIES OUTSIDE WORKING HOURS.

## Functions

Each class or Year group has been encouraged to hold a parent function such as a sundowner.

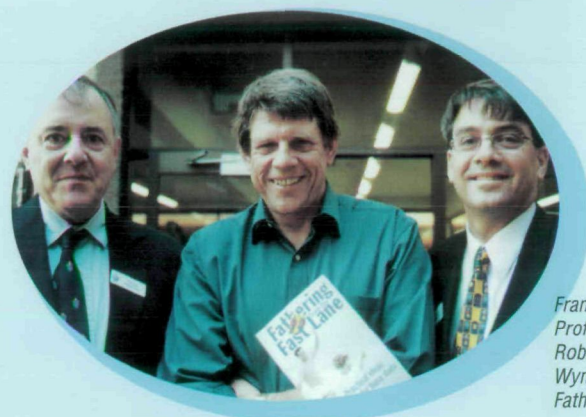
Ash Donner organised a group of mothers to provide morning tea for the Prep School Open Day and supper following the Headmaster's Evening on *Parenting the Mission*. They also prepared morning tea for the Prep School Swimming and Athletics Carnivals.

Robyn Gillon has worked tirelessly for the Auxiliary. She co-opted a large group of volunteers to set up and cater for the Year 8 Father & Son Breakfast. Those who were involved had a great deal of fun working out the menu and deciding on the guest speaker, decorations and seating plans. The Refectory was transformed into a dining room and the guest speaker, Professor Bruce Robinson, made the event a memorable one for the boys and their fathers.

Robyn also organised a number of Year 8 Morning Teas for parents so that they had the opportunity to get to know one another. She was also instrumental in organising a group of parents to provide afternoon tea at some of the winter sporting fixtures. I am told that the boys really enjoyed having their parents barracking on the sidelines. In some instances it really lifted their performances.



*Ben Gauntlett, guest speaker at the Year 12 Father & Son Breakfast, and Garth Wynne.*



*Frank Sheehan, Professor Bruce Robinson and Garth Wynne at the Year 8 Father & Son Breakfast.*

The reward for the parents who assisted with the organisation and running of the inaugural Year 9 Dance and the Year 10 and Year 11 Dances was seeing their sons enjoying themselves and 'kicking up their heels' in the gymnasium.

At the senior end of the School Jan Malcolm did a magnificent job co-ordinating a group of Year 12 parents to assist with the Year 12 Sundowner and later, with the Year 12 Father & Son Breakfast. Both events were tremendous fun for the participants and organisers.

## Clothing Service

Jennifer Harrington and her dedicated committee have done a wonderful job in ensuring the Clothing Service continues to provide a valuable service to the school community. A new line, Supporters Apparel, has been introduced. It is hoped that as many parents as possible will buy the T-Shirt and Polar Fleece and wear them when supporting their sons at sporting fixtures.

## Participation

Christ Church is a big school and a great way to know what is happening is to become involved with the Parents' Auxiliary. Membership of the organisation has led to the development of many lasting friendships. Participating in this way in our sons' education is its own reward.

**Kerry Somerville-Brown**  
President





*New Parents' Morning Tea, November 2003.*

# ASSOCIATION

# PARENTS'

2003 will be remembered as a year of consolidation for the Parents' Association. A conscious decision was taken to wind back the number of events and activities held by the Association as the School calendar had insufficient room to accommodate all of the proposed functions. Two functions however were deemed sacrosanct – the Welcome Sundowner and the end of year Marquee Event. Both were highly successful and most enjoyable occasions.

## ROLE

The year has also been characterised by discussion about the Association's role as an umbrella organisation within the School and of the need for the Association to understand and clarify its relationship with its subordinate groups. One outcome of the discussions was that the Auxiliary merged its funds with those of the Association and ever since has consciously operated as a major sub-group of the Association. Special thanks are extended to Kerry Somerville-Brown and Sue Harley and to the Association's Treasurer, Deirdre Doepel, for finalising the handover. Management of the Canteen was transferred to the School and a series of constructive discussions was held with the office-bearers of the Clothing Service. The result is that the Association now has a far better understanding of the operations of the Clothing Service. At the same time the Clothing Service has been assured of a financial partnership with and much needed support from the Association. Clothing Service Convenor, Jenny Harrington, and Association Treasurer, Deirdre Doepel, deserve recognition for the time and effort they have put into this process.

## APPRECIATION

At an Association meeting early in the year the Headmaster presented three past Presidents of the Auxiliary with Certificates of Appreciation. Sincere thanks to Carolyn Winterbottom, Valerie Glover and Dorothy Davies for all that you have all contributed to the Auxiliary and Association. Dorothy also deserves a special mention for accepting the Herculean task of organising the Christ Church element of the Marquee Event. As usual she did a superb job.





## GRANTS

The Association has continued its tradition of actively supporting staff professional development, visiting fellow/artist-in-residence schemes and capital projects. This year the Association and Auxiliary granted \$138,470 to such programs. Staff were most appreciative of support for their projects and programs.

### LEAVERS' BOOK

The Year 12 Leavers' Book, funded by the Association, was expertly brought together by parent volunteer, Despene Sattler, and staff member, Margaret Brophy. This year's edition has set a benchmark for quality, layout and value.

### Communication

We continue to work at developing closer ties with other support groups in the School in an attempt to develop a stronger sense of the broader 'school family' within the community. This year we have focused on developing closer ties with the Old Boys' Association by linking with them in the organisation of a number of events.

All of our functions are advertised in the *Newsletter* and we encourage parents to visit the School Website on a weekly basis to download the document. Likewise, I encourage parents to click onto the News page at least once a week to find out what is happening at Christ Church. You will be amazed at all of the opportunities your sons can experience.

Thank you to the parents who worked alongside me on the Parents' Association Committee this year. In particular thank you to Penny Keeley (Vice President), Mark Meneghello (Secretary) and Deirdre Doepel (Treasurer) for your commitment, work and support. It has been greatly appreciated.

Best wishes to everyone for a wonderful Christmas.

**David Singe**  
President



# GRANTS

## STAFF

Gillian Croston	Attendance at a Master Class in Conducting and participation as a Conductor with the ABC Symphony Orchestra in Melbourne
John Dimmer	Hosting a visiting Athletics Coach for one month to improve knowledge and understanding of staff and to enhance the performance of the CCGS Athletics Team.
Tim Evans and Digby Gibson	Cultural exchange to Yakannara Aboriginal Community
Graham Ferguson	Attendance at a course at the Churchill Clinic <i>Introduction to Counselling &amp; Psychotherapy</i>
Mark Tait and Matt Berry	Attendance at the National Outdoor Educational Conference, Adelaide, April 2003
Helen Wilson	Attendance at the 2004 International Society for Music Education Conference in Tenerife

## DEPARTMENTS

Art	Artists-in-Residence <ul style="list-style-type: none"><li>• Artist to work with students during Art Camp, February 2003</li><li>• Sandcastle Artist for House Arts Day, April 2003</li><li>• Artist to work with students to create two sandstone armchairs to complement the existing concrete furniture outside the Refectory</li></ul>
Drama	Set design for <i>The Mikado</i>
Information Technology	Hosting a visiting expert in the use of ICT to enhance the curriculum to work with selected staff to develop plans using ICT with classes
Social Science	Establishing on-going cultural links with remote Aboriginal communities/schools

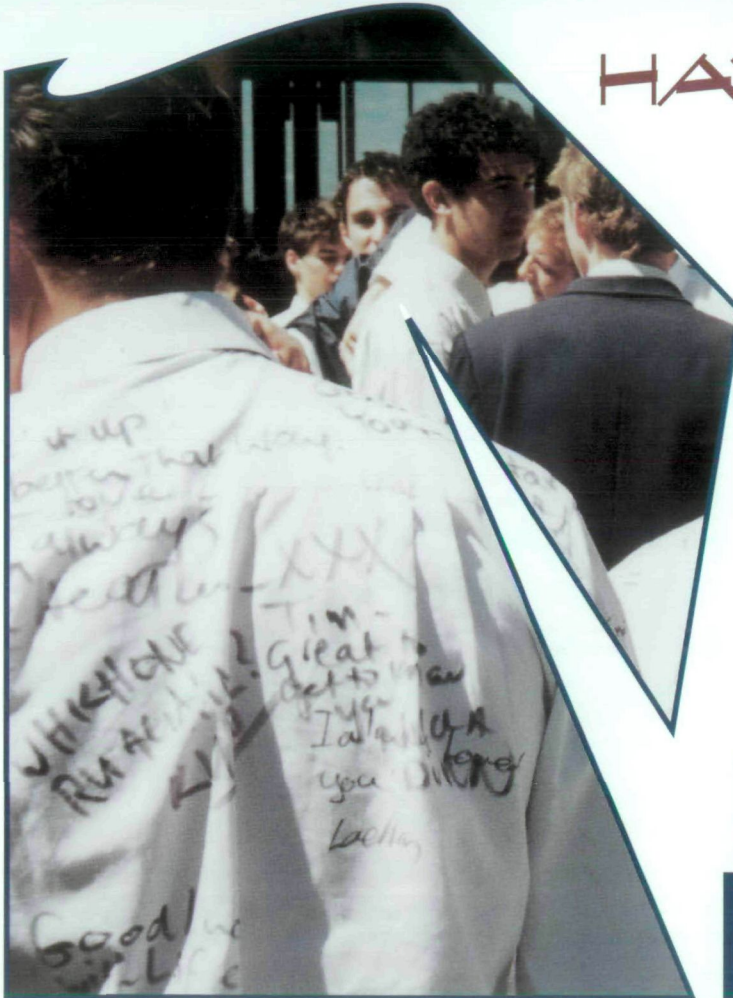
## CAPITAL

Art and Society & Environment	Extension of the Madin Gallery from Upper Q to M Block
Boarding	10 Year Centenary Riverfront Restoration Project Computers (2) for Year 8 and Year 9 Boarders
Design & Technology	eV Challenge 2003
Preparatory School	Upgrading the Early Learning Centre Sand Playground Water Sculpture
Sailing	Purchase of six Pacer Dinghies





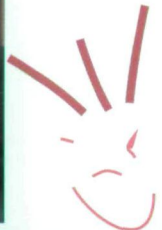




# HAVING THE COURAGE OF YOUR CONVICTIONS



Garth Wynne, Paul Draper and Ben Constable.



Ben Constable, Captain of School in 1982, was the Guest Speaker at the Assembly in Honour of Year 12.

He told the boys how delighted he was to have the opportunity to return to the School and to be back in the Chapel. The view from the Chapel windows was something one could never forget. He said he was thrilled to learn that this year Christ Church had won the Head of the River and the PSA competitions in tennis and badminton. Equally exciting was its resurgence in cricket and swimming. Hearing of such results re-ignited the excitement he had felt at beating arch-rivals Scotch and Aquinas in cricket and hockey.

Ben said he was sure the boys of 2003 had had as much pleasure in watching their colleagues strive and achieve their goals as had the boys in the Class of '82.

Ben spent a short time reflecting on his own school days. He recalled Geoff Matthews as his first teacher at Christ Church and thanked Andy Froude for firing all those cricket balls at him in the nets. He also had a 'Bonjour' for his French teacher, Paul Draper. He told the boys that the two most obvious differences between leaving school in 1982 and in 2003 were Information Technology and the range of opportunities from which students could choose

careers. He encouraged the boys to travel and see how people in other parts of the world live their lives. He said that the boys were lucky to be living in such a global world where information is so readily accessible.

Ben said that the Year 12s should feel proud of what they have achieved at Christ Church. Their achievements will give them confidence and a platform from which to make considered decisions and choices. However, they should not rely on these achievements for future recognition. He emphasized that once you leave school no one really cares whether you were awarded an Honours Blazer, rowed in the First VIII, played in the First XI, sang in the choir, played in the orchestra or debated. What counts in the 'real world' is what you do, what you achieve and how you treat people once you have left school. In other words you have to prove yourself all over again.

Ben told the boys that their challenge is to discover what excites them, what intrigues them, what gives them a buzz. Find out what it is that you love to do and do it. In other words, look for your passion. He said that the real test for the individual is: Am I happy? If the answer to this question is 'yes', then you have found yourself – you have found your place. What really matters is having the courage to go to that place.



Christ Church Grammar School Old Boys' Hockey Club  
"B" Grade  
SEASON 1932



Top—L. ANGEL



Vernon Eagleton 1932

## lasting LEGACY

Many in the old boys' community will be saddened by the death of Vernon Eagleton. Despite spending the greater part of his working life in India, where he was Chief Executive Officer of the General Electric Company, Vernon and his wife Ruth maintained close ties with Christ Church. In 1996 he joined the Mitre Society and agreed to a public announcement in *Chronicle* of his bequest to endow an Old Boys' Scholarship to the School. The Scholarship, to be known as the *Vernon and Ruth Eagleton Old Boys' Association Scholarship*, will be available to the son or grandson of an old boy entering Year 8 and will be retained by that scholar through to Year 12. The scholarship is valued at one half the tuition fee.

Vernon Eagleton entered Christ Church in 1922 after being awarded a scholarship for singing and left in Form V in 1930 after sitting his Junior Certificate. He was in Romsey House.

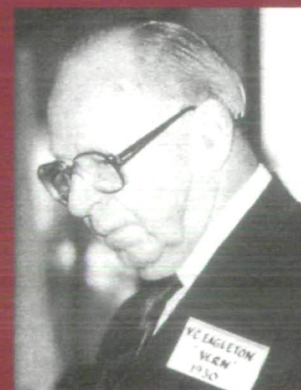
During his time at the School he was awarded a number of prizes. They included the Form IIIa Mr Donald's Singing Prize (1927), the Divinity Prize Form III-IV (1926), the Singing Prize Form III-IV (1926), the Science Prize (Miss Ross's Prize) Form IIIb-II (1925), Mrs Mackay's Form II Prize (1925) and the Singing Prize Form I & II (1925).

He was a Senior Cub (1925-1926) and played Inter-House Football (1930). When he left Christ Church he played hockey with the Old Boys.

Vernon and Ruth lived full and active lives. They had strong family connections with the School and Vernon came to harbour a fond attachment for Christ Church and its values after Ruth had died.

In seeking a way to make a gift to preserve the School's proud tradition Vernon decided on a scholarship as a lasting legacy. He determined that in this way he and Ruth would become part of the rich fabric of the School. The *Ruth and Vernon Eagleton Old Boys' Association Scholarship* will be awarded for the first time in 2005.

Vernon Charles Eagleton (1922-30) passed away peacefully on Tuesday 29 July 2003. He was 89.



Vernon Eagleton 1993







Ian Adair and his wife.



Peter Dunn



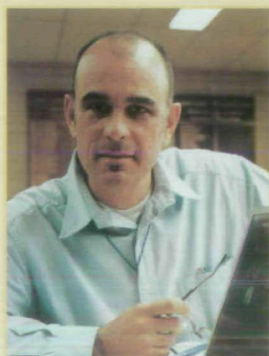
David and Joan Glasson and Dean Bowker.



John Moore and Jenny Timms, archivist at MLC, Perth.



Bruce Haigh and Dean Bowker.



John Harris

# WVALL KVA BOUT



DAVID HUTCHISON (1934-40), who taught Physics at Christ Church from 1953 to 1967, is the recipient of one of only 100 medallions struck by the Council of the National Museum of Australia to recognize people who made a significant contribution towards the development of the Museum in the years leading up to its opening in Canberra on 11 March 2001. David was one of four Hutchison boys to attend the School. The names of his brothers and the years they attended the School are as follows: HARRY HUTCHISON (1934-38), ROBIN (1936-44) and BRIAN (1941-45). Harry, who spent most of his working life living in South Australia, passed away in Adelaide in September. He was 80 years old.

Two other former members of staff and their wives joined old boys and their partners from the OBA Victorian Chapter at a dinner in Melbourne in September. Teachers ROBIN GRAY (Patricia) (1960-67) and PETER NAISH (Noireen) (1959-63) enjoyed fellowship with MARC ALEXANDER (1988-91), JOSHUA CHYE (1994-99), JOHN FITZHERBERT (1941-42), TOM FLINTOFF (Gwendoline) (1955-62), PETER GRIBBLE (Jeanette) (1960-64), LAWRIE GROOM (1963-68), JOHN JAMES (Sally) (1951-62), BLAIR KEENAN (1983-88), GAVIN KEMPIN (1968-71), PETER MARFLEET (1955-63), IAN NISBET (1960-64), ROBIN RUDYARD (1956-65), TONY SCOTT (Genie) (1960-64), PETER TOOKE (Alma) (1964-69), ERNEST TUCKER (1935-40), JOHNNY WALKER (1962-69), BARRY WILKINS (1958-59) AND PROFESSOR PETER EDWARDS AM (Jackie) (1950-62) who presented a very interesting talk on his work as a Shrine (of Melbourne) Trustee. From all accounts it was a tremendously successful evening.

TONY BLEECHMORE (1935-39) of Bunbury has advised that BEN JEFFERYES (1941-44) recently featured in the *South West Times*. Ben is one of the longest serving and best known teachers in the Manjimup region and sculptor Mandy Drake-Sneeuwjagt has produced a life-like bust of him in recognition

of his contribution to the youth of the district. The newspaper article featured the unveiling ceremony which took place at an Assembly at the Manjimup Senior High School. Ben's old friend Dave Evans, formerly MLA for the Warren district, officiated at the occasion. Ben's association with the youth of the Manjimup High School and surrounding Primary Schools goes back more than 36 years. Ben was an outstanding sportsman at Christ Church. He was Captain of Cricket and Boxing and the undisputed champion in the ring. After leaving school he won the WA lightweight boxing title and went on to contest the Australian title, which he lost on points.

The Department of Land Information (DLI) recently inadvertently gave away the new \$75 million Harvey Dam to a retired couple living on an adjacent property. The couple just happened to be old boy JOHN SEARS (1943-51) and his wife Jill. When the dam was built the Sears were required to sell 9.5 hectares of their property to the Water Corporation. They formally requested a title to their rezoned land and when this arrived they were pleasantly surprised to find that they were the proud owners of a dam holding 60 million kilolitres of water! Better still, their Harvey Shire rates had not changed from when the property had been just over 11 hectares. We believe the issue has now been resolved in favour of the DLI and John Sears, formerly a pilot with Malaysian Airlines, has once again come down from the clouds!

Wendy Hillman thoroughly enjoyed catching up with JOHN MOORE (1934-43) at the Australian Archivists Conference in Adelaide in September. John, who is the archivist at Pulteney Grammar School, hosted the School Archivists' meeting at Pulteney. He presented Wendy with a copy of WR Ray's *History of Pulteney Grammar School 1847-1997* for Christ Church. The history was first published in 1973. John and two other Senior Masters of the School, K Brunton and FH Greet, brought the history up to date for the School's sesquicentenary.

The Grains Research and Development Eureka Prize is presented for innovative research in environmental sustainability of grain growing. This year the award has gone to WA scientist DR TED LEFROY (1961-69) and his team from CSIRO Sustainable Ecosystems in Floreat. Ted explained that the team was looking to develop a crop that would be suited to approximately ten percent of land currently under grain but returning low yields – marginal land prone to erosion and salinity.

Old boys living inter-state or overseas are encouraged to ring Dean Bowker for a tour of the School when visiting Perth. Old boys who have taken advantage of this opportunity in the last few months include TASMAN McMANIS (1966-70) now living in the outer suburbs of Sydney; MALCOLM McGIBBON (1961-72) who brought musician MARK McENTEE (1963-70) with him to catch up on his past; CLIFTON PUNYANITYA (1968-74) visiting from Bangkok with his wife and son Cliff who is enrolled to start as a Year 7 boarder in 2006; DAVID GLASSON (1941-45) and his wife Joan, who were in WA on holidays from their home in Bristol, UK and BRUCE HAIGH (1956-62), former jackaroo, soldier and Australian diplomat, now a writer and commentator on Australian foreign policy who is living with his wife and young family in Mudgee, NSW.

The sky was the limit for two young old boys from the Class of '88. DAVID HAMERSLEY (1982-88) and DAVID PASCOE (1983-88) gained their commercial pilot's licences soon after leaving school and now find themselves as First Officers in the Qantas 767 fleet. David Pascoe flies out of Cairns with Australian Airlines and David Hamersley does all the 767 routes out of Sydney. They regularly keep in touch and were able to schedule a joint lunch while on vacation in Perth. During his spare time David Hamersley is a director of a theatrical production company called *Aha! Productions*. His wife is an actress and together they foster the involvement of Asian Australians in the performing arts.



Raymond Hadinata



Allan Hallett, Hamish Gleeson (standing), Alexander Hemsley, William Baston, Jacob Kendall and Helen Oke.



We recently heard from TYLER WARD (1992-93) who is enjoying life as an Applications Engineer working for Baker Oil Tools in Beijing, PR China. Members of the Class of '93 can contact Tyler at tyler.ward@bakeroiltools.com

Congratulations to RICHARD POLLOCK (1991-93) of Waroona on being chosen as a Rural Youth Delegate for Australia. He has advised that he would be interested in talking to students who are considering a career in agriculture.

Chartered Accountant DOUGLAS CRAIG (1981-86) recently moved to Adelaide with his wife and two daughters to take up an appointment with PricewaterhouseCooper as Director of Assurance and Business Advisory Services, specializing in the mining, oil and gas industries.

When NICK DOWNING (1980-86) left school he joined the hospitality industry. He has worked in a number of the leading hotels in Australia and is now at management level. His current position as Assistant General Manager at the Soneva Gili Resort in the Maldives sounds like a permanent holiday!

When KEVIN CHANNER (1976-80) left school he served his boilermaker/welder apprenticeship with the State Energy Commission (SEC). He then opted for the usual overseas trip where he worked as a roadie followed by a courier for National Health in London. Five years on he was studying for his Bachelor of Engineering degree at Middlesex University. This was followed by an Honours Degree in Mechanical Engineering. He then joined BMW/Rover and was sponsored to do his PhD in Engineering at the University of Warwick in Coventry. In August 2000 he returned to Perth and was married in the School Chapel to Tomoyo. His bride's family and friends came from Japan for the wedding and BENSON DOUST (1969-80) was the Best Man. Kevin returned to the UK to work for Rolls Royce

where he developed an innovative fixturing system to reduce lead time and costs. After 17 years in the cold English weather he has decided to return to Perth at the end of this year and apply his skills to the problems being encountered by a number of WA engineering businesses.

DEREK BASTON (1990-91) has swelled the ranks of old boys in real estate. He is finding the task of selling real estate for LJ Hooker in Victoria Park challenging but enjoyable.

ROBERT THOMPSON (1979-84) who has been living/working in the UK for some time recently took the plunge and married New York lawyer Suzanne Finkel in London. Not to be outdone and by way of keeping their parents on the run, younger brother ANDREW (1979-86) now a partner with KPMG in Sydney and specializing in "Transactions", decided on a Sydney wedding to Emma Barker.

ASHLEY NICOL (1982-86), who is a Certified Financial Planner and a partner with Parcorp Financial Planners in Osborne Park, is also an authorised representative to licensed dealers in securities. Much of his work revolves around self-managed superannuation funds, company deeds and trusts. He strongly recommends that people seek professional advice before making investment decisions. Ashley is the son of ALAN NICOL (1946-50) older brother of RICHARD (1982-88) and cousin to GEOFF (1965-75).

PETER SNOW (1958-63) informs us that his son DAVID (1984-89) capped off a big football season playing in the Diamond Valley League in Victoria. Prior to moving east David played with Subiaco and Swan Districts in the WAFL and missed out on a grand final medal in 1991, 1995 and 2000. This year however, not only did his team win the premiership but he won the Player of the Finals award and the Fairest and Best award for his Club. David is

planning a return to Perth having reorganised his operations as the National Sales Manager for Procter and Gamble's IAMS (pet food) Company.

DR DAVID JOSKE'S (1971-76) work in helping to establish an "in-hospital" cancer and leukaemia support centre at Sir Charles Gairdner Hospital has been recognized by the Rotary Club of Nedlands. Earlier this year the President of the Club presented him with the David Cruikshank Award for the significant contribution he has made to the field of medicine.

The push to "Save the Cottesloe Hotel" recently got a free plug on Perth radio. Breakfast announcer Howard Sattler spoke with old boy JAMES DUNN (1993-97) in Fort Lauderdale, Florida, USA. James is the older brother of ROBERT (1995-99) and PETER (1996-01) and has been known to enjoy the odd ale at the "Cott". With Multiplex Constructions Director TIM ROBERTS (1976-87) making noises about building a block of units at the back of the hotel, young James decided it was time to act. He told Howard Sattler that he appeared before a huge crowd at an Aerosmith concert in New York starring Brittany Spears, holding up a magnificent banner that simply said, SAVE THE COTT. Apparently the media had a field day with this young, fresh-faced Aussie who had brought his protest half-way around the world to a pop-concert in the USA! Meanwhile brother Peter was making his own news headlines on the Cottesloe Golf Course. He won the Club's premier event, the Cottesloe Cup, and in so doing continues a family tradition of winning the competition. The Cup was won by his great grandfather in 1939, his great uncle in 1946 and his grandfather in 1971 and 1975.

The Senior Director of Immunology at Corixa Corporation, a biotechnology company in the USA, is MARK ALDERSON (1968-79). Now married with two sons Mark is also an affiliate Associate Professor at the University of Washington.



On a trip to Australia earlier this year with his family he caught up with **HAMISH CARNACHAN (1968-79)** and family, **MICHAEL SUTHERLAND (1970-76)** and family and **PAUL CRANE (1975-79)** and family. Paul lives on the Gold Coast. His younger brother **GRANT (1972-82)** represented Australia in Ireland at the World Yachting Regatta for Flying Fifteens and took out a commendable ninth place in fluky conditions in a big international field. Paul is married and has a daughter.

After leaving Christ Church **RYAN STOKES (1983-93)** attended Curtin University where he gained a degree in Commerce. He then travelled overseas and lived in New York for a time where he worked as a senior financial analyst with Merrill Lynch. In 2000 he returned to Australia to take up a position as a director of Australian Capital Equity in Sydney. He also took on a director's role with Westrac, a family business selling Caterpillar industrial equipment in Australia and China. More recently he was promoted to the position of Executive Director of Pacific Publications, a magazine publisher owned by the Seven Network. In his new role Ryan will be responsible for the day-to-day management of the magazine division.

After five years of studying for a Software Engineering Degree at Edith Cowan University, and taking on contract work from various parts of the world including Hong Kong and Macau, **TAMMY NG (1992-96)** graduated in 2002 and was immediately offered a job in a multi-national gaming supplies company RGB Sdn Bhd in Penang, Malaysia. The position entails assisting in the development of a new Systems and Technology department in the company. He has been given the task of establishing an offshore service company for RGB Sdn Bhd in Macau to improve the support to the growing Asian market.

We heard recently that **SIMON HOLME (1977-84)** older brother of **CHRIS (1977-84)** and **JONNO (1981-87)** has set up his own law practice in Esperance. Old boys in the Esperance region seeking legal advice can contact Simon at [simonholme@westnet.com.au](mailto:simonholme@westnet.com.au)

**DIRK STEENSMA (1975-80)** has written to say that he, his wife Genevieve and 19 month old daughter, Ella, have moved from California to Colorado. He is working as a paramedic in a college town. Dirk invites old boys to look him up if they are passing through Denver en route to ski in the Rockies.

**ANDREW PICKFORD (1992-96)** recently completed a BA(Hons) BCom from UWA and McGill University, Montreal. He is currently studying for this Masters in Accounting at Curtin University. Andrew and fellow boarder, **CHRIS CHENG (1994-96)** will shortly start work with KPMG in Perth.

Whilst on Cadet Camp at Bindoon in the Term 3 holidays our cadets were fortunate enough to be taken for a ride in an Armoured Personnel Carrier. The three drivers, old boys **Lt SIMON CHAN (1987-98)** and troopers **TIM HUNT (1997-99)** and **LAWSON DOUGLAS (1989-00)**, ensured the cadets had a terrific ride! They are members of the Army Reserve with 10 Light Horse Squadron.

**RAYMOND HADINATA (1986-90)** took time out on a recent trip to Perth to walk around Christ Church. He was most impressed with all the developments that have taken place in the last decade or so.

**DR IAN ADAIR (1949-51)** and his wife live in Belfast. Ian organised a brief stop-over in Perth en route to Canberra to visit his son so that he could take a brief look at his old school.

A group of 2002 leavers, **NICHOLAS BAKKER (1995-02)**, **WILLIAM BASTON (1998-02)**, **HAMISH GLEESON (1997-02)**, **ALEXANDER HEMSLEY (1997-02)** and **JACOB KENDALL (1998-02)** are enrolled in Urban and Regional Planning (Town Planning) at Curtin University. They recently returned to the School to talk to Year 12 Geography students about the course.

Three years ago **JOHN HARRIS (1970-74)** established a software company that enables users to create and manage their own websites. His most recent development is Edukute, a database driven management system that creates and manages student portfolios online. The system, which allows teachers and students to control their own websites, is being trialled by one of the School's Year 7 classes. John says: "If the tests go as expected the application will be a ground breaking development in e-learning."

A number of old boys and members of staff may recall the name, **WALTER "DING" MIDDLETON**. The professional soldier, station manager, farmer and storeman was, in the latter part of his working life, responsible for building the limestone retaining wall in front of the Chapel. According to all concerned he was 'a wonderful chap', who was idolized by his troops. "Ding" passed away in September aged 95 years.

*Back Cover Exhibits in the School's Design & Technology Exhibition, November 2003.*



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**Figuring It Out Answers (page 29)**  
(C), (B), (A)



Boys  
**Ed**ucated  
to **KNOW**  
to **do**  
to live with others  
to **Be**  
(UNESCO 1996)  
Mission  
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