



# MESSENGER

A MAGAZINE FOR WESTERN AUSTRALIANS AUGUST 2021



Keep hold of instruction; do not let go;  
guard her, for she is your life.

Proverbs 4:13

AUGUST 2021

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## 5 MARKS OF MISSION

- 1 To proclaim the Good News of the Kingdom
- 2 To teach, baptise and nurture new believers
- 3 To respond to human need by loving service
- 4 To transform unjust structures of society, to challenge violence of every kind and pursue peace and reconciliation
- 5 To strive to safeguard the integrity of creation, and sustain and renew the life of the earth





Dear Readers

The August *Messenger* is the annual bumper schools edition.

The first week of August signals a new season in the Noongar Aboriginal calendar. Djilba and the signs of new life begin to show again. The life of Anglican school communities is certainly abundant, and the pages of this month's *Messenger* are filled with stories of learning, optimism, faith and hope.

This month The Revd Peter Laurence OAM, Chief Executive Officer of the Anglican Schools Commission, tells of the questions parents ask as they seek a school for their children's education.

The Esperance Anglican Community School writes of opportunities to learn from leaders in community, and Peter Carnley Anglican Community School introduces readers to their working dog named Carnley, whose role is to assist students connect socially and emotionally within the school environment.

The first week of August is Homelessness Week, and once again in August students from Anglican schools will 'sleep out' to raise awareness and funds to assist Anglicare WA's programs aimed at supporting vulnerable young West Australians.

Two schools celebrate their 125th year in 2021, St Hilda's Anglican School for Girls and Guildford Grammar School, and St Mary's Anglican Girls' School celebrates its centenary year. Each writes of news in their communities.

There is much to read from the usual contributors, including Amana Living, St Bart's, news from the Goldfields and the latest in the arts, films and books.

Good reading.

**The Editorial Team**

## Mission 2020 prayer

Come, Holy Spirit!

Give us new confidence in your grace,  
new words for the mission we share,  
new strength to go where you send us,  
new spring in our step, as we set out  
to spread our faith in changing times,  
through Jesus Christ our Lord. Amen.



The Rt Revd Kate Wilmot

# SCHOOLS OR 'WHAT HAS THE CHURCH EVER DONE FOR US?'

**A**t end of year events in our Anglican schools, it's common to hear students, often the most senior students, express gratitude for the quality of education and community they've experienced during their years of learning in the Anglican tradition.

In the public forum, we sometimes read opinions that set the relative values of church schools and state schools against each other.

It's generally understood that many modern universities had their first origins in medieval monasteries, where secular and sacred manuscripts were preserved and where communities of monks engaged in biblical, classical and scientific studies.

In some European traditions, the monasteries were encouraged to offer basic instruction to local children whose parents permitted them to be taught to read and write.

In the English-speaking medieval world, this did not happen, although all monastic communities undertook to teach their novices to read. This instruction extended to those who entered the monastery as children, either because they were orphaned and taken in or were placed by their families within the community to be trained as monks.

The use of the words 'clerical' and 'cleric' to refer to a person (a monk) who could read and write are well known.

In England, it was not until the 18th century that serious attention was given to teaching the children of less wealthy families to read and write.

Sunday school was not, in the beginning, a way to occupy children while their parents were at morning worship – but a means of instructing the children of the poor who were engaged in paid work (often in factories) for the other six days of the week.

Christian philanthropists like Hannah Ball (a close associate of John Wesley) and later the newspaper owner Robert Raikes (an Anglican whose interest was in prison reform) began to engage lay people to teach children to read using the bible as a text and then progressing to instruction in the catechism.

Sunday schools were supported by public subscription and were immediately popular.

In 1788, Sunday school pupils numbered 300,000 students growing to 1,250,000 by 1831.

We can feel some sympathy for the students, required to work six days a week from a young age and then engaged in Sunday school lessons from 10.00am until midday before returning at 1.00pm to attend church and more lessons until after 5.00pm.

The movement endured some criticism, from those who believed that teaching on a Sunday was a breaking of the commandment concerning the Sabbath and others who were concerned that teaching the poor to read and write might lead to revolution.

In 1870 the Elementary Education Act established the concept of schooling for all children between the ages of 5 and 12 in England and Wales.

The Sunday schools, lay led and initiated and supported by devout Christian believers and philanthropists were a clear precursor to the government school system.

So while students in Anglican schools can give thanks for the education they receive, those schooled in the government system can thank the pioneers of the Sunday schools who viewed the children of the poor in a Gospel driven way.

It took their recognition of the value and importance of educating society's poorer children to bring us the state school system that we know today.







Melissa Powell | Principal of Swan Valley Anglican Community School

## COVID-19 IN SCHOOLS: OPTIMISM, RESILIENCE, FLEXIBILITY AND GRATITUDE

In early 2020, when we first became aware of the COVID-19 pandemic in Australia, little did we know the dramatic impact that it would have on schools around the world. Around 80% of the world's student population was affected by school closures by the end of the year. UNESCO reports that close to half the world's students are still affected by partial or full school closures and that over 100 million additional children will fall below minimum proficiency levels in reading as a result.

Our COVID-19 experiences in Western Australian schools, whilst challenging, have paled in comparison to those of educational institutions internationally – indeed, even on the east coast of our own country. Nevertheless, our local schools have had to readily adapt and respond to the changing needs of our communities in order to effectively support our students, staff and families during an unparalleled period of disruption.

Online/remote learning required schools to use new and innovative approaches to support student learning. Many of our students excelled during this period, however, it was clear that for others the changed nature of interpersonal interactions was extremely difficult. This highlighted the enormously significant role that teachers and educational assistants play each day in enhancing our students' mental health and wellbeing by being physically present. Additionally, the importance of our school communities in helping our students feel connected due to a real sense of belonging was reinforced.

Unsurprisingly, researchers in Australia identified early in the pandemic that student wellbeing and mental health would be one of our most significant challenges. Fortunately, schools were well-prepared. In recent years, there has been an increased focus on building student resilience. It is essential that our children (who, in turn, will be our future leaders) know how to cope and thrive when faced with adversity and difficult circumstances. They need to be able to handle failure and disappointment, cope with loss, and then bounce back.

Whole-school approaches to student wellbeing include the development of problem-solving skills and the need to be flexible. When students are asked to face problems either alone or in a group, they learn to tackle challenges. As such, they understand how to approach problems, calculate risks and think logically. This helps them to become even more resilient.

Throughout 2021, our communities in Perth have continued to be affected by COVID-19 lockdowns. In addition, schools in the north-eastern region (including my own) also began the school year confronted by the Wooroloo bushfire. Our students, with the support of their school community,



learned that they are indeed resilient and that everything will be OK. They learned that even though sometimes our 'normal' might change from one week to the next, embracing flexibility can make us stronger. 'Different' can even be better!

Practising gratitude, another essential skill for our 21st century learners, is another key wellbeing focus for schools. Students are taught that gratitude is more than just saying 'thank you'. It is a technique that helps to remind us of what is positive in our lives. Be it friends, family or good health, there is always something to be thankful for. Consciously remembering what we are grateful for helps to generate optimism and remove negativity.

Throughout the COVID-19 pandemic, whilst facing and acknowledging challenging circumstances, our schools have consciously focused on how we, as strong communities, can help and support others. We have met our challenges head-on and become stronger as a result. We have witnessed increased collegiality, collaboration, adaptability and creativity. We do not know how long this current pandemic will last, however, our schools are resilient and flexible communities, and we are incredibly grateful for the opportunity of belonging and contributing to them.



## OUR ANGLICAN SCHOOLS

**T**his is the best edition of *Messenger* all year! August is always the schools edition, and who doesn't love reading about the many and varied goings-on in Anglican schools across WA.

It is timely to reflect with you again on the Anglican identity of our schools.

Firstly, I should say that there are 21 Anglican schools in WA.

### Nine are independent schools:

All Saints' College  
Bunbury Cathedral Grammar School  
Christ Church Grammar School  
Geraldton Grammar School  
Guildford Grammar School  
Hale School  
Perth College  
St Hilda's Anglican School for Girls  
St Mary's Anglican Girls' School

### There are 12 WA Anglican Schools Commission schools:

Esperance Anglican Community School  
Frederick Irwin Anglican School  
Georgiana Molloy Anglican School  
John Septimus Roe Anglican Community School  
John Wollaston Anglican Community School  
Peter Carnley Anglican Community School  
Peter Moyes Anglican Community School  
St George's Anglican Grammar School  
St James' Anglican School  
St Mark's Anglican Community School  
Swan Valley Anglican Community School  
ASC Language School

The ASC also operates three schools in the NSW/Victoria border region, in the Diocese of Wangaratta.

Our 21 WA schools educate approximately 22,300 students from Pre-Kindergarten to Year 12. Some 4,000 people are employed across the schools. Our schools have been educating Western Australians since Captain Stirling arrived in 1829, as a school education back then equated to one in the Anglican tradition. Independent schools commenced around the time Perth was declared a city, with Hale School attributing its origins to that time.

Statistics tell one story. But really, at the heart of each school's mission and purpose is its Anglican identity. Across our schools there is a renewed energy to capture a sense of Anglican identity in fresh ways. Much as the 'fresh expressions' movement has captured the imagination of parishes, our schools have energy for exploring new ways of describing, experiencing and ultimately understanding and living the distinct culture and ethos of an Anglican school.

There are six 'pillars' on which our schools base their Anglican identity - faith, reason, worship, inclusion, character and service. While these six words don't encapsulate all parts of a school's Anglican identity, they do help to give structure to our thoughts, words and actions. When taken together, they speak of a generous Anglicanism that so many of us hold dearly, of a Christian faith that is distinct and a family of which we are proud to be a part. Importantly, it provides a clear framework around which to base our discussions with students and staff, parents and carers, old scholars and the wider community, on what is distinctive about Anglican schooling... what differentiates us from others.

The truth is that many engaged in Anglican schooling have struggled to articulate clearly what it is that is distinctly 'Anglican' about what we do. Sometimes we try so hard to focus on what unites us with other people of faith, especially across the Christian denominations, that we no longer can see where our beliefs and practices are different to others.

Today we are asked more than ever by parents and carers looking for the right school for their child, 'what is it that an Anglican school offers that is different to the other ones I'm considering for my child?'

It is good and right that our schools are attentive to a renewed exploration of their Anglican identity with students, staff, parents and carers. How exciting it is that much discussion is happening in and with their communities about the richness of their identity, centred around the beliefs and practices of our Church.

Anglican schools are great places of teaching and learning, pastoral care, worship and service. The August edition of *Messenger* reminds us of these things as we read the stories of each school. As you do, give thanks to God for all who serve in Anglican schools across WA.



## CONNECTING WITH THE NUMINOUS AT ALL SAINTS' COLLEGE

Each year All Saints' College embraces and follows a different theme, helping to inspire students in the ways they approach their learning and wellbeing. During the year many projects, initiatives and events revolve around the theme, supporting students to become empowered, empathetic and curious individuals.

In 2021, **'Connect 4'** was chosen as the theme to encourage students to connect with four elements: themselves, others, their learning and the Numinous.

Most recently, students in Years 5 and 6 conducted an Inquiry Project as part of their Religion and Philosophy classes into the fourth point of connection - the Numinous, a term relating to a spiritual quality or a sense of appealing to the higher emotions. Although it is an unfamiliar and abstract term for many students, the inquiry allowed them to explore the concept and develop their own thoughts and interpretations, as well as how they feel they connect with their interpretation of the concept.

Students initially explored the statement, *'We are all connected'*, which led them to decide that there are physical, emotional, mental and spiritual connections between us. They then delved into the question: *'How do people connect with the Numinous, and what might that look like?'* Students discussed their ideas as a class and then responded individually to the question by designing an original symbol to describe how they personally connect with the Numinous. To deepen their understanding, students created a statement to support their symbols, and many students connected with the idea that the Numinous, for them, is a feeling.

One Year 5 student commented, *'The Numinous for me is the feeling of being awestruck—flying for the first time, looking down from a different perspective from high above the clouds'*. Another student connected with the Numinous at a more tangible level by listening to music, saying, *'Music is more than a tune to me. It sends me away, above the clouds, to my own world'*.

Inquiry projects at All Saints' College follow the 5E Model - Engage, Explore, Explain, Extend and Enact - which provides a framework for students to think creatively. Inquiry-based learning at All Saints' triggers students' curiosity as they investigate a topic, idea or issue with a focus on constructing their own meanings, encouraging them to become active and self-directed learners.





## EARLY LEARNING SET IN NATURE

**T**he Early Childhood team at Bunbury Cathedral Grammar School see the outdoor space as an extension of the indoor space. Staff are helping students to understand their place in the School environment and respecting the knowledge and experience of the First Nations people.

Inspired by the work of Claire Warden (leading expert in Nature Pedagogy), our early childhood teachers embed outdoor learning into their teaching practice. Claire believes that if we really want children to thrive, we need to let their connection to nature nurture them. She asks educators to think critically when planning the three learning spaces, namely inside, outside and beyond.

'Our students manipulate loose parts and use them in their play to develop creativity and critical thinking skills,' Mrs Candice Carlisle, the Pre-primary teacher explained.

'Kindergarten to Year 1 students connect with our bushland setting in a variety of ways. Regular visits to the community garden, walks to our 'wild space' and most recently, exploring the 'beyond' space for a day and night experience to observe changes in the sky,' she said.

These experiences foster a sense of curiosity and wonder, allowing students to connect with the School's natural environment as well as encourage important skills such as resilience and independence.

'When we go on walks in the 'wild space' and beyond, we look at the environment around us and ask questions,' added Mrs Jayne Lincoln, the Year 1 teacher.

'How can we nurture children's learning through these experiences? How can we encourage and support children to investigate the unobservable and prompt deeper philosophical conversations between adults and among themselves? We are calling this 'Botanical Literacy',' she said.

Through Botanical Literacy the teachers are encouraging children to explore, appreciate and respect their environment, provide opportunities to stimulate interest and imagination, extend their ability to communicate ideas and promote relationships with local members of the community.

'We extend this experience further by documenting what we see, hear and learn. This is done through writing, drawing, photos, research, conversations and reflecting on the experience,' explained Mrs Lincoln.

The Early Childhood team believe Early Childhood is a very special time.

'As a group, we came up with a philosophy that we bring to our teaching,' said Mrs Lincoln.

'We believe that we need to give the children time - time for connections, time for discovery and wonder, time for learning and time to be children,' she said.

'Using the extensive natural aspects of the campus enables us to do this in a way that is engaging, as well as being educational, for students.'







## A CULTURE OF DIVERSITY

Christ Church Grammar School has a proud history of providing outstanding educational opportunities for young Aboriginal men. Since 1950, more than 60 Aboriginal students have completed their educational journey at the School, including Irwin Lewis who was the first Aboriginal student to graduate from Christ Church and the first Aboriginal to attend the University of Western Australia.

The School's Indigenous Program is now a key component of the School's Reconciliation Plan (RAP) which provides a structured approach to advance reconciliation. Annually the School seeks to meet with regional representatives and families and enrol Aboriginal Students with the potential to be leaders in their community. Of equal importance is the educational opportunities that our Aboriginal students provide to the Christ Church community as they share their unique perspectives, backgrounds and wonderful stories.

### The Early Years

Learning about our First Nations people begins in the early years of the Preparatory School when boys are assigned to one of four Houses. Each House is represented by an animal symbol designed by local Aboriginal artist Kamsani bin Salleh. The House names are derived from the Noongar word for each animal:

- Karda (goanna)
- Wardung (raven)
- Kearla (dolphin)
- Yonga (kangaroo)

Boys learn about the cultural significance these animals possess and hear from local Elders who visit the School on a regular basis and conduct smoking ceremonies and share the stories and traditions that have been passed down

through generations. The boys learn about the creation of the Derbarl Yarrigan, Swan River, and other waterways and their importance in Noongar boodja.

### NAIDOC Week at Christ Church

Every year the School celebrates NAIDOC Week and National Reconciliation Week.

The Aboriginal students prepare an art exhibition for the community, featuring the works that celebrate their places of origin. In past years this has included painting surfboards, deck chairs and football boots and designing ties and board shorts.

Inspired by this year's NAIDOC Week theme, 'Heal Country', the School's 13 Aboriginal students have crafted wooden shields carved with depictions of totem animals from their places of origin.

Work on the shields commenced following an artist-run workshop with Tyrown Waigana, winner of the 2020 NAIDOC Poster prize.

After the students researched their individual totems they spent time drawing the designs to fit onto the shields. Following this, the designs were laser etched on pieces of marri before the wood was cut into the shape of a shield, putting a contemporary twist on the traditional burnt incised wood carving techniques.

The boys' shields will proudly hang in the School's Old Boys' Gallery for the August exhibition, for all of the students and the entire community to enjoy.





## LISTENING TOUR

During Term 2 our Year 9 students were fortunate to listen to members of the government as they visited various regional locations. They were travelling as part of a 'Listening Tour' of the region and they toured the new Esperance Jetty (which was funded by the Commonwealth under the Building Better Region Fund to the tune of \$4M).

The school welcomed Jennifer O'Bourne, from the Esperance Shire Council, Rick Wilson, the Federal Member of O'Connor, Senator Ben Small and Senator Slade Brockman. We were very fortunate to have this many members of Government visit on one occasion, this is a rarity that our students benefited from.

Each state is represented by 12 Senators, EACS students were privileged to meet and ask questions from two of our state senators, Senator Slade Brockman and Senator Ben Small.

Senator Brockman, having grown up in a farming family from the south-west of WA, has a passion for policy issues concerning rural and regional Australia. His policy interests include agriculture, mining, trade, oil and gas, infrastructure, and regional development.

Senator Ben Small had an extensive career in the maritime and oil and gas industry, from working as a Ship's Officer through to Marine Manager at Woodside, where he was responsible for managing the safe and cost-efficient execution of marine activities in support of oil and gas exports.

Through the presentation Rick Wilson spoke about how Government is elected and the role of Government, summarising topics covered in Term 2, HASS - Civics and Citizenship learning area.

The presentation was aptly timed as students from Years 7-10 have been learning about the role and structure of

Government, aligning with curriculum links and providing first-hand accounts of Member's responsibilities and how they service our community.

Students have been exploring their democratic rights and freedoms, how they can actively participate in the democratic process and comparing our systems to that of the Asian regions.

The representatives kindly gifted a 'show bag' to all students, featuring various information books, CDs and stationery items to share with their families and further explore the topic of Civic and Citizenship.







## THE IMPORTANCE OF PARENTS IN A SCHOOL COMMUNITY

If COVID-19 has taught us anything, it is the importance of community, and in particular the strength of our families, when it comes to school spirit.

For almost a year, with lockdowns and strict social distancing rules, our parents were kept at a distance. They were only seen at school drop off and pick up, with assemblies being parent-free and end-of-year concerts having strict limits on numbers. In the case of our music concerts, these were filmed and presented online.

Our parents are an essential part of Frederick Irwin's greater community. When speaking with former students, the words they regularly use to describe the school are 'family' and 'community'.

When the Western Australian government relaxed the rules regarding social distancing and having people inside the School grounds again, students and teachers were excited to see parents joining us at a range of events.

'Frederick Irwin has always prided ourselves on being a real community. Parents are the lifeblood of our school. Seeing their happy faces as they walk back into the grounds, watching their children receive awards and perform at assemblies is so wonderful to witness,' said Principal, Ms Kerry Robertson.

Parents assist in so many other ways, from helping out in the classroom in Primary School, to being part of our Friends of Library and Friends of Performing Arts volunteer groups.

Another essential way that parents help is by coaching and managing our many different teams in a range of different sports. We have over 50 sporting teams who wouldn't be able to go ahead without our parent volunteers.

Frederick Irwin will be performing the musical, *Matilda*, in mid-August. It is the help from these volunteers during rehearsals and before and after the show, that helps make everything run that little bit more smoothly.

The library is also grateful to see volunteers back, helping cover books and other essential jobs. The children love seeing parents and caregivers in the library, and parents always remark on how wonderful it is to get a glimpse of the School outside assemblies and drop off.

A recent event, 'Bring Your Parents to School' saw students inviting their parents into classrooms at both the Halls Head and Meadow Springs Primary campuses, with parents enjoying some one-on-one with their children in the classroom.

Frederick Irwin has also welcomed the return of the regular Community Morning Teas, where parents are invited to listen to a guest speaker, and then spend time talking with each other and the speaker over a cup of tea or coffee.

All of these different events and experiences allow Frederick Irwin to be a stronger community. Parents are an essential part of the School. It is such a wonderful experience to have them back and an integral part of the School spirit.



## SEEKING SOLUTIONS

**O**ur GMAS community has been championing a change in habits when it comes to our environment both at GMAS, at home and in our community.

This year has already seen some great initiatives in which students take the lead role.

Year 12 Leaders with fellow students were invited by the Ludlow Tuart Forest Restoration Group to help restore the Tuart Forest which is only found on the coastal southwest strip of Australia.

Over 2,000 seedlings were planted on rehabilitating land that was previously used for farming.

'We believe it is very important to firstly help out community groups such as the LTFRG in achieving what they believe in, but secondly contributing to the larger goal of conserving the entire natural environment of our world,' Joshua (Year 12 Sustainability Portfolio Leader) said.

Our Year 6 'Green Team' has been pulling out all stops to educate the rest of the School. A new 'Green Bunch' series will soon be released. Fun educational videos including composting food scraps, recycling and minimising lunch box waste. Scripted and filmed on campus by the students. They have also incorporated 'Waste Free Warriors' into classrooms to encourage fellow classmates to take responsibility for their lunch boxes, with rewards for doing just that.

We are so lucky to live in a beautiful coastal part of the world we call Busselton. We need to look after our amazing marine environment and our Year 9 students are doing just that. Students were tasked with researching, designing and constructing a Marine Growth Tile to create an artificial reef for marine creatures to build their homes. After two Terms of work on the project, 45 Year 9 Marine Engineering Students, ventured out to the Busselton Jetty. The Artificial Reef Pyramid covered in the tiles was lowered into the ocean by divers. The pyramid will be regularly checked on between now and November. The Marine Growth Tiles that show the

most growth may be replicated in mass and used as part of the Jetty's pile rehabilitation program.

AT GMAS we want to challenge and encourage our community to think about behaviours and take responsibility for our environmental footprint.

'Let's focus on the planet we have and take care of it. I hope we can get our message across and encourage people to understand' (Georgia, Year 9 Middle School Leader).







## FAREWELL FATHER PHILIP RAYMONT

Since his departure was announced, the Guildford Grammar School community has acknowledged, reminisced and celebrated the influence and contributions that Father Philip has brought to our School. Over his 12 years of service, Father Philip has been to many a teacher, mentor, colleague and a friend. For this, we are grateful.

Since his commencement in 2009, our beloved Senior Chaplain, The Revd Canon Dr Philip Raymont has been an icon of Guildford Grammar School. An icon that has always been cherished, and an icon that we will miss dearly.

A revered member of Guildford Grammar School, Philip's dedication as Senior Chaplain has been sincerely valued, where he has demonstrated an unparalleled enthusiasm and passion to his ministry, our School and to the people who make it a community. The warm and often amusing anecdotes and recollections shared by students, staff, current and past parents and Old Guildfordians since the announcement of his leaving furthermore demonstrate the reverence in which Philip is held.

Interactions with Father Philip illustrate that he has had a remarkably eventful and prosperous career. Philip brought with him a wealth of experiences, anecdotes and stories about many aspects of life. He brought to our School, his rural Australian roots, worldly experiences, love of culture

and the arts, a wonderful sense of humour and extensive knowledge of education.

Father Philip has led the spiritual life of our School with passion and enthusiasm. He is expert at understanding the many and differing needs of our School community and has a beautiful ability of being able to engage with students, parents, staff and Old Guildfordians.

Guildford Grammar School, The Old Guildfordians Association, friends, families and students humbly thank Philip for the generosity, service and love that he has devoted to our School. We wish Philip joy and happiness in what is to be an exciting new chapter in his life, as Priest-in-Charge of the Parishes of Beverley and Brookton, Quairading and York. His bounteous gifts and commitment in the service of God and to others will certainly have a meaningful and powerful impact on this new community – and in this way, it is only right that they are shared beyond our School.

And so, we give our thanks to Father Philip, for being a joyful, generous and loving member of our School and of our lives.

Farewell Father Philip and *Go Forward*.





## CONTINUITY AND CHANGE

As Hale celebrates sixty years at our Wembley Downs campus this year, slides made of photos and footage from the opening of the school here in 1961 have been playing on loop in the foyer of the Main Administration Building. There is something incredibly familiar about the images, in terms of the way the campus looks and feels, along with a slight dissonance. This is hardly surprising, for some things change and some things stay much the same. What has stayed much the same is the look and feel of the campus. Despite the first opening ceremony involving a different Administration Building and a differently made up Hale School community, the continuity is evident.

When we re-created the first opening ceremony this sixtieth year, the look of the gathering of uniformed students was so similar to the photos taken in 1961 that I felt obliged to dig out more appropriate clerical regalia. I dashed off at the last minute to get my 'choir dress' due to remembering that the clergy person in the old footage (the Bishop of the day) was wearing just that. It's not that I aspire to be a Bishop, mind you, it's that the church still carries the tradition of choir dress as appropriate for non-Eucharistic but significant gatherings. So it felt right that in our 2021 footage there would be an Anglican cleric walking through the foyer to start a new year, just as there was on day one at Wembley Downs.

The image that created for me a slight dissonance was a photo of members of the School Board, and their 'wives' picnicking on Craig Oval. It occurs to me that, should the Board have a picnic in 2021, at least some of their spouses would be 'husbands' or, perhaps, 'partners'. The built-in assumption, ubiquitous in the 1960's, that board members

– indeed all holders of key leadership positions in a school for boys – would and should be married men has been replaced with a different expectation. Nowadays, that our current Archbishop is a woman ensures that female leaders and role-models are expected at Hale. That 21st Century expectations of gender equality and respect for diversity are solidly embraced at Hale ensures two things. It ensures that the Archbishop is not the only female board member, and it ensures that our Board is far from monochrome in any respect.

In the sixty years since Hale took up residence in Wembley Downs, some things have changed, and some things have stayed the same. We are a school that moves with the times; we are a school that holds firmly to our traditions. Neither side of that particular coin dominates, nor should it. It seems to work for the Hale self-identity to hold positively to all that has shaped and made us: our Anglican values, our sense of duty and masculine solidarity. Yet this alongside an embracing of healthy cultural developments that insist that being a white, heterosexual, Christian male is not the pinnacle of humanity – rather just one valid iteration.

On this basis, I have found looking back sixty years to Hale 'then,' and looking around me to Hale 'now,' both educational and encouraging. In sixty years from now, were I here to see it, I'd expect to note again that blend of familiarity and dissonance I mentioned earlier. One would reassure me that the Hale identity remains intact. The other would remind me that positive change must always occur – especially when it is based on the best aspects of our foundational identity.







## STUDENT WELLBEING: THE RITE JOURNEY

The wellbeing of students is of paramount importance to staff at JSRACS and as they progress through their schooling journey, individual needs must be acknowledged.

Principal Jason Bartell highlights that adolescence can be a challenging time, with students navigating in a world of complex messages influenced by what they see and hear through the media, social networks and peers about how adults should act, the way relationships are fostered and the world they live in today.

'As a School, we have implemented a rites of passage program titled The Rite Journey, which culminates in an Adventure Works into Adulthood Camp for all Year 9 students,' he said.

The Rite Journey Program encourages students to look back at significant events in their childhood that may have shaped their character, gain an understanding of who they are now and the type of person they would like to be as an adult.

The open sharing environment is empowering for students to voice their thoughts and feelings, knowing they are not alone and discussing healthy strategies to cope with their journey.

'It's like a group therapy session, good for building confidence and being able to open up, it brings you closer to the teacher too' one student said.

The program has seen students engaging in meaningful conversations with their parents, peers and the Rite Journey teacher.

'I'd never had conversations like that with my dad, it was really nice' another student said.

In the first topic, 'Who am I really?' students gain an understanding of themselves by exploring self-identity and the expectations placed on them by society. Discussions include self-awareness, gender identity and body image.

Students also explore their role in relationships in the second topic 'How do I get on with others?' Conversations include emotional literacy, listening, non-violence, anger management and healthy sexuality.

Throughout the third topic, 'Is there something more?' students reflect on some of the deeper aspects of life including stillness, mindfulness, values, sadness, happiness, mortality and wisdom.

The final topic 'What is my purpose and what do I have to give?' prompts students to consider their future and what they have to offer the world. Topics include leadership, intentions, kindness and gratitude.

'Our kids need this,' a parent said.

JSRACS is looking forward to the continuation of the program as the benefits it has brought students in a short timeframe have proven to be invaluable.





## FUTURE PROOFING THROUGH INNOVATION

**W**ith the world rapidly evolving and changing around us, John Wollaston Anglican Community School is looking ahead to future-proof our students' education, giving them more choice, agency over their learning and inspiring innovation for future pathways.

A new approach to senior Secondary course selection titled 'MYpath' is helping students tailor their learning experience, tapping into their interests and providing flexibility and design around their future pathways. From Year 11 students participate in 'MYpath' choosing from one of six streams of learning including an ATAR pathway, a General pathway or one of four Vocational Education and Training pathways. Students participating in 'MYpath' will have the opportunity to graduate with their WACE Certificate, a Certificate II in Workplace Skills and micro credentials towards their future endeavours.

Principal Anne Ford said, *'MYpath is the School's way of preparing our students for the future, teaching them to be agile and responsive to what is happening in the world of work and placing a focus on key skills such as problem-solving, design, collaboration, creative and critical thinking'.*

In addition to 'MYpath' the School has expanded course offerings in the Secondary School with the introduction of new electives in STEAM, Business and Enterprise and Digital Technologies.

The Drone Pilot program for example, has generated significant interest given its application in a variety of industrial, commercial and recreational settings. Offered

as a specialist subject in Year 10, students learn about the physics of flying, the components of a drone and the CASA safety regulations.

Students are given a Brushless Tiny Whoop drone to build and fly which has proven both fun and challenging at times. Dean of Teaching and Learning, Kathryn Paul said, *'Students are making excellent progress and are now able to hover and perform basic manoeuvres. They have even managed to combat some challenging wind conditions on the John Wollaston oval'.*

Flying a drone is challenging, whether as a hobbyist enjoying the views around Perth and Western Australia from above, or as a professional capturing footage in the industries of aerial surveying, photography, videography, search and rescue, and data capture. Importantly, the Drone Pilot program is giving students a taste of careers utilising drones within industry sectors such as mining, utilities, agriculture, media and aviation which all embrace the technology.

In 2022 the School will be offering the SCSA Endorsed Program, Remote Pilot Licence (REPL). This is a 12-month course for Year 11 and 12 students which will qualify them to fly drones on a commercial basis. Students are then a step from completing a Certificate III in Aviation (Remote Pilot).

The Science and Technology staff are committed to offering innovative opportunities for our students. There are more exciting initiatives to come . . .







## A TOUCH OF YELLOW TO SPREAD SUNSHINE AND SUPPORT

In June, Perth College Junior School students came to school wearing 'a touch of yellow' to signify a special new friendship with Burbridge School.

Pre-Kindergarten to Pre-Primary students have been collaborating with students at Burbridge School as part of their sparc classes.

Food was donated to the Pantry2Pantry food collective to wear yellow socks, hair accessories and hats and support families at Burbridge School. Yellow was chosen to spread sunshine and brighten the days of both school communities and recognise the growing connection between our schools.

Head of Junior School, Katie Petchell, thanked the PC community, Burbridge School and Pantry2Pantry for the collaborative effort.

'Our Junior School community filled 26 food hampers and brought brightness and joy to families at Burbridge School,' she said.

'Both schools also delivered handmade artworks representing a growing reciprocal friendship.

'Thank you to everyone, and also to Pantry2Pantry, for their inspiration and support!'

### Sparc Framework Changing the Way Students Learn

Across the rest of the School, the new sparc framework introduced this year has been transforming the way students learn.

Sparc goes beyond the curriculum to Spark Passions, grow Attributes and build Relationships to Contribute to the world.

As part of their sparc classes, Pre-Kindergarten to Year 10 students have been engaging in opportunities to build their skills and knowledge of leadership, innovation and citizenship. Through sparc, students are provided the opportunity to grow skills of the future including: critical

and creative thinking, problem solving and collaboration. The students are then able to transfer these skills to their other subjects and everyday lives.

Year 1 and 2 students have been looking at what it takes to make a community, developing their collaborative skills through a community system mission, while Year 3 and 4 students have been learning how to advocate for people who live with a disability by developing empathy and building perspective.

In the Senior School, Year 7 students have been taking part in a series of team-based leadership challenges to step out of their comfort zone and gain confidence in their personal strengths, and Year 9 students have been working through a design thinking process to create a project that serves as a solution to a chosen problem for a group of young people in the community. Working together, they have considered solutions to mental health issues, alcohol abuse, parent and school expectations, homelessness and more.

Dean of Learning Innovations, Andrea Holloway, said there was a need to prepare students for a future world.

'We all know that our young people are facing unprecedented social, economic, and environmental challenges and an uncertain, unpredictable future,' she said.

'As a school, we aim to equip our students with the knowledge, skills, attributes, and values that will see them flourish into that future.'





## CHAPLAINCY CANINE BRINGS JOY TO PCACS

**C**arnley the Corgi is the new breed of working dog at Peter Carnley Anglican Community School and his presence across both campuses is already making a difference.

As School Chaplain The Revd Kim Thomas' new family member, Carnley, has only just begun his journey as a chaplaincy dog and will commence his formal training in October 2021 when he is turns eight months old.

Research shows dogs in schools can be used to assist with social and emotional learning. Children working with them experience increased motivation for learning, resulting in improved outcomes. Dogs in schools can even assist with literacy development.

More and more research is being done into the effects of dogs in schools and the latest research indicates a range of benefits including:

- increased school attendance
- growth in confidence
- decrease in learner anxiety behaviours resulting in improved learning outcomes, such as improvement in reading and writing levels
- positive changes towards learning and higher motivation, and

- enhanced relationships with peers and teachers due to experiencing trust and unconditional love from a dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships.

Whether it's just students sitting with and patting Carnley, doing their work or reading next to him, Kim said our newest member reduces anxiety and stress and even acts as a social ice-breaker.

Carnley teaches both students and staff members that sometimes it's OK to just sit, pat him and take five minutes out of your day. It's reminding everybody that you need to be happy at school. Everyone has a big smile when they see him . . . it's definitely added a feel-good factor to the School environment,' Kim said.

'As well as problems, there have been breakthroughs and I can think of a particular occasion when a young student came to see me who was upset. As the student cried, Carnley sat quietly at their feet and when the time was right, a small hand came down and stroked that young but wise head. A good cry, a talk and a stroke of the puppy seemed all that student needed and I was thankful that we are here to offer that. The puppy in action is a joy to see.'







## UNVEILING OF A NEW NATURE PLAYGROUND

An article in PerthNow recently posed the question: 'Is this the BEST school playground in WA?'

The playground in question? None other than Peter Moyes Anglican Community School's new nature playground!

It's little wonder that the media took such a keen interest in the playground, with the students enjoying a pirate ship, custom slide, elevated huts, nest swing, rope climbing nets, natural climbing rock wall, and many more features to explore and play in.

Bringing the play-based pedagogy from the Early Years through to the Year 1 – Year 6 play area has been a key focus for Associate Principal, Primary School, Mr Roderick Wood.

'Students in our Pre-Kindy to Pre-Primary area have enjoyed a wonderful playground for the past five years and deserve an equally stimulating environment once they move through to Year 1 and beyond.

'Nature playgrounds such as these provide students with physical skills, problem solving, co-operation, and prompts their imagination and creativity, which ultimately supports our inquiry and play-based learning philosophy at PMACS,' said Mr Wood.

Peter Moyes Anglican Community School truly values play-based learning as the foundation of curious, engaged, socially aware students, promoting success both academically and in co-curricular pursuits throughout their schooling life.

With funding from the Parents and Friends' Association, plans for the extensive Nature Playground commenced

with Stage 1 in 2019, completing the project with Stage 3 in Term 2, 2021.

Linking the Nature Playground with Aboriginal culture was an important part of the design process. The playground features a native Bush Tucker Garden and a bench featuring Aboriginal art on tiles made by Primary School students. The tiles represent the six seasons in Aboriginal culture.

Students and staff are establishing the Bush Tucker Garden in the early Term 3. Students will learn about local Aboriginal culture, the Noongar seasonal calendar and the traditional uses of native plants.

After waiting patiently for the playground to be completed, the students are now thoroughly enjoying their new play space.







## 'IT IS MORE BLESSED TO GIVE THAN TO RECEIVE' (Acts 20:35)

**E**mpowering children with the mindset that 'we can help, we can make a difference' remains a priority at St George's Anglican Grammar School for all within the school. The sense of family, togetherness, care, and compassion for others remains a strong emphasis and focus of our Pastoral Care program.

Students raise both much needed funds and awareness of those less fortunate than themselves in a variety of ways throughout the school year. Whilst COVID restrictions have made some of these activities a little more challenging the 2021 Student Guild and Anglicare Ambassadors have been creative in their thinking to ensure that this important part of school life continues to flourish and thrive within our city school.

This year we have had food collections for Anglicare, put together hygiene packs for the Salvation Army and attended refugee celebrations at Wesley Uniting Church to gain a clearer understanding of the challenges that so many refugees face within Australia. We have hosted a whole school Colour Run on the South Perth foreshore where we raised money for Anglicare, we wrote well wishes to children in need at Perth Children's Hospital and a small group of students and staff shaved their heads for the Leukemia Foundation as part of the World's Greatest Shave.

During Term Two we were able to avoid COVID restrictions

for a rescheduled fun filled afternoon celebrating the work of Headspace in supporting the increased demands and needs of this vital adolescent mental healthcare agency. We have designed a prayer wall within the school where we celebrate the importance of prayer in our lives, and we have created worry stones and worry dolls as we have strived to find ways to find calmness in our own busy lives through meditation and prayer.

The spirit of giving is also celebrated within our own community through the Spirit of St George Awards which are awarded annually to two students who live their lives with a focus on 'Wisdom, Grace and Service' – the school's motto. In 2021 our worthy recipients were Daniel Greenaway (Year 12) and Audrey Hunt (Year 9).

Continuing to contribute to a range of community service events will continue in Term Three, including the much-anticipated Anglicare sleepout and our own St George's Sleepout on the Rooftop where we will raise awareness of homelessness, a worthy focus for our city school.

Building such community service initiatives unleashes our students' creativity and encourages them to be thoughtful, caring, and compassionate members of society. It also broadens their minds and supports them to become more positive citizens and contributors to the world beyond the school.







## ARCHBISHOP LE FANU INSTRUMENTAL IN ST HILDA'S 125 YEAR OLD HISTORY

**T**his year St Hilda's Anglican School for Girls celebrates an important anniversary – 125 years since Miss Ross opened her house to students in Claremont in 1896.

As one of the oldest girls' schools in Western Australia, St Hilda's has helped shape the future of over 10,000 students and is an important part of the state's history.

Originally named Girls High School, it was taken over by the Council for Church of England Schools in 1930 at the urging of Archbishop Le Fanu, who wanted to maintain a school for girls that had a Church of England Allegiance.

Archbishop Le Fanu was instrumental in the decision to buy the land at the present site in Mosman Park and re-establish the school under its own control with new direction and a new name.

On Sunday, 22 March 1931, the Governor of Western Australia, Sir William Campion, officially opened the School and Archbishop Le Fanu, renamed it St Hilda's Church of England School for Girls. He selected the name St Hilda's to reflect St Hilda, the Patron Saint of Learning and Culture and the School Motto *Domine dirige nos* meaning 'Lord direct us'.

Archbishop Le Fanu was a constant support to St Hilda's and in 1946, Miss Small, the first Principal of St Hilda's said, 'St Hilda's exists only because of Archbishop Le Fanu's conviction that girls need the best schools as much as boys'.

Archbishop Le Fanu died on 9 September 1946.

In September 1994, his children presented St Hilda's Anglican School for Girls with their father's Archbishop's Cross, Ring and Chalice. They now form part of St Hilda's Museum.

A number of events will be held in September during St Hilda's week to celebrate and reflect on 125 years of rich history and St Hilda's vibrant future as an innovative leader in girls' education.

As St Hilda's journey continues to unfold, we go on praying for God's guidance and strength, confident in God's love.





## 'HEAL COUNTRY'

**N**AIDOC Week 2021 at St James' themed, 'Heal Country' proved to be a huge success again this year, with opportunities for both students and staff to explore a multitude of tasks, perspectives, and experiences. We celebrated the rich history, diverse cultures and achievements of Aboriginal and Torres Strait Islander people and gained an insight into the importance of custodianship to move forward as a nation. Activities were organised and designed for all year groups from Kindy to Year 12. The day started with a beautiful 'Healing Hand' decorative art piece which every student helped produce and later that day was photographed as a whole school community art installation.

Throughout the day, year groups transitioned around the school grounds to encounter some amazing workshops to gain further understanding and exposure to a variety of educational NAIDOC experiences.

Welcome to Country performed by the Moorditj Mob from Wesley College, followed later in the day, by a musical duo with Gina Williams and Guy Ghouse. Students were able to listen and appreciate the importance of saying welcome and keeping the Noongar language and culture alive through the correct pronunciation of the lyrics. Many students were tapping their feet, getting into the groove!

We were fortunate to have a Local Elder, Derek Nannup, visit the Junior School imparting exciting stories about the First Nation. Derek kept the students entertained

and intrigued with his storytelling experiences. Year 4 experienced 'green fingers', they designed and planted a Bush Tucker Garden and produced a Rainbow Serpent with limestone blocks. Home Economics students were cooking up a feast learning about the various traditional ingredients and recipes. Students enjoyed the different flavours of their Saltbush damper and Saltbush sausage rolls. Meanwhile, Year 5 used their new and existing knowledge of dot painting to create four creative PVC poles, which will be placed in the Bush Tucker Garden later this year.

Our Year 12 students were actively involved with Urban Indigenous, who exposed the students to a group canvas experience. The Year 12s created an amazing 1.5m by 1.5m masterpiece, certainly demonstrating teamwork, honouring custodianship incorporating their ideas, yet representing the Indigenous styles of artwork.

The Senior School Pastoral Care Groups assembled to create a wooden art piece representing the Aboriginal flag colours using only a series of dots, learning how to present various sized dots and overlapping to show depth and shadows. The students immersed themselves with the concept so much so that mini-competitions arose within the year groups. The results were simply stunning.

The whole day was simply a fun-packed creative way to celebrate NAIDOC.







## RECONCILIATION - BUILDING STRONG RELATIONSHIPS AND RESPECT

As part of the Anglican Schools Commission Reconciliation Action Plan, St Mark's Anglican Community School hopes to foster and build strong relationships and enhanced respect between Aboriginal and Torres Strait Islander people and St Mark's staff and students.

As part of this, the School is developing a relationship with a remote Aboriginal community in Parngurr, Western Australia. Over the last year, St Mark's and Parngurr Community School (PCRS) have taken the first steps in creating new connections between the two schools.

In 2020, three St Mark's staff members, Daniel Lehman (Head of Humanities and Social Sciences), Sharon McCarthy (Head of Physical Education) and Senior Chaplain, Scott Rowland, had the opportunity to visit to the community, and enjoyed the experience of two-way science learning on country. They also met with some of Parngurr's community members to deepen their understanding of Martu culture and the two-way learning system.

This visit was followed by a reciprocal trip to Perth, when PCS's School Board members, including Deputy Chairperson, Butler Landy, and the School Principal,

Dr Prem Mudhan, spent some time on the St Mark's campus in Hillarys.

In September this year, a group of students and staff from PCS will be visiting Perth for a week, and as part of this, will visit St Mark's and connect with some of our students. St Mark's has been invited to take some of our students to Parngurr in the eastern Pilbara next year, and to engage in a teacher exchange program.

Each of these opportunities will allow organic relationship building that will hopefully give the PCS students a 'look in' at the life our students lead and our students a 'look in' at the life of a Parngurr student. Giving both sets of students a chance to visit each other's backyards gives them the chance to understand who they are and a chance to grow in their empathy for each other and learn from one another.

Reconciliation is an overarching term and St Mark's is hopeful reconciliation is found in true relationships, rather than token activities, and is looking forward to building our relationship with the Parngurr community in the years ahead.





## ANGLICAN FOUNDATIONS CARRY ST MARY'S TO CENTENARY MILESTONE

**F**rom its foundation in 1921, St Mary's Anglican Girls' School has been proud of its Anglican heritage. In St Mary's wonderful Centenary book, *A Place to Grow*, author Richard Offen wrote, 'It was only through the vision, drive and sheer hard work of one man that the Church of England Girls' School, St Mary's West Perth did not become a 'nine-day wonder', as did many small schools started in the first decades of the 20th century. That man was the newly appointed Rector of St Mary's West Perth, The Reverend Charles Lawrence Riley'.

With the help of another member of his parish and St Mary's School board member, the remarkable Edith Cowan OBE, Riley laid the foundations for the school we know today. From chapel attendance in the old St Mary's West Perth, serving the community with 'Willing Shilling' drives and taking children from a local orphanage on picnic days in the 1920s and 30s, the School's Anglican Christian values, ethos and practice have been central to all that we do. Even the School hymn and prayer have been used since 1921, which forms a lovely connection to our predecessors.

Things might look a little different these days, but our Anglican foundations remain. The 'new' school chapel, which was consecrated in 1981, contains four stained glass windows from the original St Mary's parish in West Perth.

Girls attend chapel on a weekly basis in the Junior School and fortnightly in the Senior School, with many special celebrations. An annual whole school Patronal Eucharist is held to honour Jesus' mother, Mary, after whom we are named. This, and the annual confirmation and welcome to first communion service, are always presided over by a bishop, reminding us of our close ties to the wider Anglican Diocese of Perth. Other special services include Old Girls' Day, Grandparents' Day, Anzac and Remembrance Days, a Junior School Easter service with a donkey, Holy Week, All Souls, Ash Wednesday, Ascension Day, and a Year 12 'Stations of the School' service.

St Mary's also continues to serve the wider community in a variety of ways, with our Year 10 Anglicare Ambassadors playing a prominent role. This year, they will be making a video for the national Anglican Schools Association conference on a homelessness awareness event and sock collection drive, as well as their usual fundraising sleep-out.

We hope that our service trips to remote Indigenous communities will recommence soon and we long for the day when we can reconnect with some of our favourite international groups, such as the Cambodian Children's Fund. All of this is based upon the example of Jesus who came, 'not to be served, but to serve'.







## BULLYING IS NEVER OK!

**E**arlier this year, all students and staff at Swan Valley Anglican Community School recognised the National Day of Action Against Bullying and Violence. The day started with students tying white ribbons onto the tree in our Friendship Garden. Primary and Secondary students later joined together to make buddy bands. Without a doubt, the highlight was all students and staff coming together to form a community heart, symbolising our commitment as a school to standing as one against bullying and violence: Bullying is Never OK!

The way to stop bullying is to prevent it from happening in the first place. Students and staff in the Secondary School have a strong sense of belonging and collectively maintain a purposeful, respectful and positive school climate. During Pastoral Care time we explore resilience, individual Signature Strengths and the importance of calm, clear and positive thinking as part of our Flourish and Thrive Program.

Our Protective Behaviours Program, in conjunction with other learning areas (such as Health and English), explore the nature of relationships with a focus on power and trust.

Characteristics of bullying and the strategies that bystanders can utilise are also explicitly taught. In addition, this is an opportunity to look at our own Prevention of Bullying Policy and the role that all students play in keeping our community safe.

Cyberbullying is also explored so that students have a clear understanding of online safety and what strategies

they can use to protect themselves and others. These programs are enhanced by external providers, including Paul Litherland (Surf Online Safe), Armed for Life and Anglicare WA.

Camps are also seen as an integral component of our prevention of bullying strategy. Our Year 7 camp has a focus on resilience and team building, whilst the theme of our Year 8 camp is 'Overcome'.

In the Primary School we focus on building strong and positive connections amongst peers. We never tolerate negative or intimidating behaviour towards others. This starts from the outset of a student's learning journey, with a sense of being and belonging beginning in the Early Years.

All learning opportunities are targeted as students are equipped with the emotional intelligence skills they will undoubtedly rely on in later years. Students are encouraged to respect each other, value opinions, mediate disagreements and demonstrate the school's Core Values: Commitment, Integrity, Compassion, Service and Faith.

Our Pastoral Care program explores the ways in which negative behaviours can easily become bullying and provides opportunities for discussion and skill development. Students learn the importance of not standing by and seeking help from an adult when necessary. Our students are empowered to know that they always have a right to feel safe.







## TWO-WAY LEARNING STREET WITH STUDENT VOLUNTEERS

**I**t was Franklin D Roosevelt that once said: 'We cannot always build the future for our youth, but we can build our youth for the future'.

While we continue to work towards a community where everyone has a safe and secure place to call home, we feel incredibly honoured to also play an important role in shaping the views of young minds to lead a life of compassion for others.

There are many misconceptions about people who experience homelessness that don't take into account a person's history of trauma. While we see and hear stories like this every day at St Bart's from the people we support, we must remain mindful that the general public – and particularly our youth – aren't privy to such accounts.

And it is not only stories of trauma that can lead to a person finding themselves without secure accommodation. It can be something as simple as a decline in health, just as it was for one of our Reconnecting Lives client, Stephen. Intelligent, successful, and in the midst of an exciting professional journey, Stephen's life was changed in an instant when he suffered a stroke while on assignment in Thailand. The circumstances that followed eventually saw him accessing our services in order to gain his independence once again.

Just as stories like these add value and insight for the students who engage with us, so too are we blessed with the volunteer activities these young people provide for the people we support.

From delicious barbecue lunches to morning teas, social outings and sprucing up the gardens at our various sites,

the time that students spend with and around the people we support is truly invaluable. We also love hearing feedback from the schools that have participated in our volunteer programs, just like this one from Holy Cross in Ellenbrook:

*Thank you so much for having us! The kids all came back saying how much they enjoyed their time with you at St Bart's, and are so inspired by what you do that they all want to do more to serve others. Thank you for taking the time for our students, and for all that you do for our community.*

For any schools interested in learning more about our volunteer opportunities for students, feel free to visit **[stbarts.org.au](http://stbarts.org.au)** or get in touch with our Volunteer Coordinator, Warren Nel, on **0409 377 257**.







## LITURGY AND THE ARTS

As I write, 'St George's Art' has made a triumphant return to the Cathedral. The exhibition, which gathers work from young people in Years 10, 11 and 12 across the state took a rest last year due to covid, but this year the voices of our young people ring out once more.

As I wandered through the changed landscape of the Cathedral (adorned with artworks) I found myself marvelling at the wisdom, honesty and talent of the young people who have contributed their art for the exhibition. The students have commented on racism, covid, the environment, gender and feminist issues as well as religion and mental health. They are on the whole insightful and hopeful, but as an adult tasked with the care and formation of young people I felt the uncomfortable presence of an unanswered challenge.

In the canvases and creations, I heard voices anxious for acceptance, calling for change and challenging us to think about and re-think the way we form and support the people who will take our culture and community into the

future. The exhibition reminded me of something I notice in the students I minister to in my work as a school chaplain: *These students are no longer children, but young adults who are stretching and growing becoming ready to take their place alongside us as full participants in society. They are also ready, if invited and welcomed, to join us as fully fledged members of the church, as the Body of Christ.*

St George's Art has shown me that our young people are thinking deeply about life, and are looking for answers as to how to best live in a world that is often without love and without hope. There is no doubt that a life walking with Christ is a life lived in a better way, but the question I ask myself regularly, is how do we engage and share our faith with these wonderful young adults? They are not looking for glib, dumbed-down answers or easy fixes, but perhaps they need us as the church to meet with them *where they are* and ponder the deep questions together.

*St George's Art is held at the Cathedral every year in July. It is well worth a visit.*



18th century Macaronis were a subculture of men targeted for their epicene manner and femininity, which challenged the rigid gender roles of the Georgian era, resulting in Macaronis becoming synonymous with moral corruption and homosexuality. 'Effeminate Flamboyance' depicts an androgynous teenage boy dressed in Macaroni attire. The drawing highlights how the heteronormative social paradigms that supported the persecution of Macaronis in the 18th century still heavily prevail in society today.

\*Image supplied by St George's Art

Titled  
**Effeminate Flamboyance**

Artist  
**Bayley Arundell, John XXII College**

Catalogue Photographer  
**Emily Wilson Photography & Design**



## McCUSKER NURSES

**C**aring for a family member with dementia is a 24/7 job. It can be exhausting.

While there is an abundance of information and services to support people living with dementia, knowing where and how to access it, and finding time to navigate the quagmire of detail, can be overwhelming.

It's something that former WA Governor, The Hon Malcolm McCusker AC, experienced when his mother, Mary, needed support to remain in the family home after she was diagnosed with dementia. She was cared for by her husband and children, with help from a nurse.

Malcolm saw how consuming caring for a person living with dementia could be, which is the reason his family's charity, the McCusker Charitable Foundation, supports Amana Living's McCusker Nurse Service.

We recently celebrated a decade of providing this free service which offers one-of-a-kind support to thousands of WA carers of people living with dementia. Founded in 2011 to reduce carer fatigue, the McCusker Nurse Service ultimately helps people living with dementia to remain at home for as long as possible.

Each McCusker nurse is a dementia expert who helps families to cope with a dementia diagnosis by providing practical advice as well as emotional support. Over the past 10 years, the service has come to the aid of more than 3,600 clients.

The majority of people with dementia in WA are living at home, and most are supported by their family. It can be a confusing and lonely journey, and carers often find themselves feeling lost, stressed and isolated.

The McCusker Nurse Service empowers carers by providing a one-stop shop that is tailored to their situation. This could include education, counselling, links to respite and carer support groups, or advice on how to cope with behaviour changes.

By empowering the carer, we're also helping to improve the quality of life of the person living with dementia.

About 91 percent of the more than 40,000 people living with dementia in WA rely on informal carers for support to remain at home. That number is expected to triple within the next 25 years.

Interestingly, the Royal Commission into Aged Care Quality and Safety found that informal carers do not feel supported; they feel isolated and stressed.

For 10 years, the McCusker nurses have been throwing an important lifeline to carers of people living with dementia, reminding them they are not alone.

*Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light (Matthew 11:28-30).*





“Like most people, Joan found getting care for her husband at home really complicated. Until she called me.”

Leonie Demunk, *Amana Living Customer Care*



“Joan was finding it harder to care for her husband Arthur, as his needs increased. She was also finding it overwhelmingly complicated to get the added support he needed to continue living at home.

My professional training and hands-on experience at Amana Living meant I was able to explain things in plain language and help her through each of the steps, just like we’ve done for thousands of other people.

If you’re also finding all this a bit complicated, just call me, and we’ll sort it out together.”

**Professionally trained. Naturally kind.**



*part of the Anglican community*

1300 26 26 26 | [amanaliving.com.au](http://amanaliving.com.au)





# Anglican Community Fund

Helping Anglicans be Financially Stronger  
Giving back to the Anglican Community since 1966

## The ACF supports Anglican Schools

The ACF has a proud history of assisting Anglican schools by providing transactional accounts, investment accounts, online transactional services and loans  
See our website for more details:  
<https://www.anglicancf.com.au/schools>

An example of our capabilities for schools is our relationship with the Anglican Schools Commission. Over many years we have assisted the Anglican Schools Commission to grow to a system of 15 schools educating more than 15,000 students, providing a low fee paying, high quality, and inclusive, caring Christian education

We also assist several other Anglican schools in the Perth and regional areas



Bishop Jeremy James tssf  
at the consecration of the  
new St Gregory's Chapel,  
Peter Moyes Anglican  
Community School



'St James' Anglican Church,  
St James' Anglican School

**To enquire about a how we can help you please contact the ACF team**

### Disclosure

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## ANGLICARE WA'S SECRET WEAPON

**T**hrough our work with individuals and families, we have learned about the structural issues shaping people's lives, including those that keep people in poverty, keep people out of the workforce and prevent people from getting the support they need.

We work hard to tackle these issues head on to support Western Australians and we know we can't do it alone. We partner with other organisations within the sector, corporate organisations and community groups to amplify our voice to influence change.

We also have a secret weapon - our growing army of Anglicare WA School Ambassadors. This small group of Year 10 students amplify our voice in Anglican schools across the state. They speak up for change for young people experiencing homelessness, families entrenched in poverty and vulnerable individuals in their local communities.

Over their year of service, School Ambassadors learn from Anglicare WA youth workers about the causes of homelessness. They then participate in an Advocacy Masterclass that explores traditional and new forms of advocacy to upskill them to be advocates for both themselves, others, and issues that they are passionate about. The year culminates in the much-anticipated Anglicare WA School Sleep Out at Optus Stadium, which is carefully designed to both physically and mentally challenge the Ambassadors.

The curiosity and compassion of our 15 and 16-year-old advocates never disappoints us. They speak out at assemblies, organise fundraisers, plan donation drives of needed products

and ask about what they can do next. There are now hundreds of Anglicare WA Ambassador alumni, at schools, universities and workplaces around the country. We have seen them pop up in Canberra, as recipients of prestigious scholarships and in all sorts of leadership positions. Our secret weapons are everywhere. Their voices helping to amplify the voice of the vulnerable, which Anglicare WA strives so hard to make heard.

As you are reading this, the 2021 Ambassadors are about to take part in this year's Anglicare WA School Sleep Out. On Friday 20 August they are aiming to raise over \$100,000 for young people experiencing homelessness. Throughout the night they will experience what it is like to be turned away from Centrelink because they don't have the correct forms of identification. They will feel judged by the security officer who doesn't like the look of them and 'moves them on'. They will try and obtain identification without any way of proving their identity. They will see for themselves that there are structures in place that while intended to assist, actually prevent people from getting the support that they need.

But on Monday morning when I open my inbox, there will be emails from this incredible group of students asking me what they can do next. They want to know how they can make a difference to change these structures. And they will. Our growing army of Anglicare WA Ambassadors is out there. Our secret weapon.

To learn more about or donate to the Anglicare WA School Sleep Out go to [www.anglicarewaschoolsleepout.org.au](http://www.anglicarewaschoolsleepout.org.au) or call 9263 2066.



2019 Anglicare WA School Sleep Out at Optus Stadium



**FLOREAT**  
**Where there's  
a Will there's  
a way**

**Say goodbye with clarity and love.  
Do you have a Will?**

**Date:** 22 and 23 September

**Cost:** \$70+bf goes to charity

► Bookings recommended or just turn up.

For more information contact 9263 2076

or visit [events.humanitix.com/popupwillsday](http://events.humanitix.com/popupwillsday)



**Anglicare**WA

**Charlies**  
Foundation for Research



## SCHOOL CHILDREN ALL PART OF THE SIX SEASONS SUCCESS

**H**igh over the entry to Parkerville Children and Youth Care's Stan and Jean Perron Child Advocacy Centre in Midland, and right across one side of the building, are two huge artworks, *The Journey* and *Six Seasons*.

Both transform the Midland building with pieces that inspire and delight our community and are gaining some serious attention in the design world.

*Six Seasons* was recently named in the international CODA awards 2021, Top 100. These awards give global recognition to wonderful design projects that integrate commissioned art into an interior, architectural or public space. The success and recognition of these works belongs to WA artist Paula Hart, who created the works with participation from young people.

As the artist explains in a video clip available [here<sup>1</sup>](#), in words that echo the Parkerville Children and Youth Care philosophy, that the message in the entry artwork, *The Journey*, needed to be that the children were welcome and their voices valued.

Paula Hart has a long history of valuing children's voices having worked with over 60,000 young people in a 35-year career in the Arts and Education sectors. For *The Journey* she invited our Parkerville children to be part of her remarkable project.

'My focus group talked about their experiences being like a journey and so we determined that the work would be a boat and each character in the boat was a part of these kids' story,'

she explains. 'What's been gratifying is hearing how well the kids respond to the artwork and how proud they are of seeing their stories.'

In stunning brilliant yellow, the artwork also comes to life with clever lighting that brings out the different layers of the artwork that appear like huge paper cut outs or origami.

The second artwork on the site is a series of works that cover the six large car park openings right across the face of the building. Parkerville were keen that these were based around the Noongar six seasons. The artist is not indigenous, but sought to build the connections between young people's lives, the natural environment and indigenous traditions. '*An awareness of the changes around us and the inherent beauty of observation is a critical skill and creates connections to our built and natural environment.*' So Paula asked students at Highgate Primary and Matthew Gibney Catholic School to consider what do local children today observe about how life around us changes with the seasons?

'I conducted school workshops and asked the children to think about what we wear, what we eat and how we play throughout the year,' explains Paula.

The result was hundreds of drawings with all sorts of things that are important to kids and parts of their lives – making the connection between the swooping magpies, the end of the footy season and athletics carnivals. As animals bunker down







for the cold, so do we. Some kids looked forward to Chinese New Year, while others couldn't wait for the Royal Show.

With the skill that comes with decades of experience and a tonne of talent, Paula then took these hundreds of drawings and assembled them into a design that would come to life as the Six Seasons across 150 square metres of laser cut panels in bold, beautiful colours.

Paula Hart pays tribute to Helen Curtis, the project's public arts consultant whose 'guiding hand' was present throughout the creation of the two massive artworks, and to local businesses Kanyana Engineering and Canningvale Powder Coaters who worked on the fabrication – cutting out the designs with great attention to detail and covering the pieces in rich, vibrant colour.

The Midland redevelopment area, including the old railyards where Parkerville Children and Youth Care is headquartered, is well worth the drive – and make sure you stop by and explore these artworks.

While you're there, see if you can spot all the different stories and elements – and keep an eye out for the Westies – Parkerville's care dogs who Paula Hart has made sure feature prominently!

If you'd like to learn more about the Paula Hart's Six Seasons and the Codawards, visit <https://www.codaworx.com/codaawards/2021-codaawards-top-100/>

For more about The Journey visit <https://www.codaworx.com/projects/the-journey/>

# Help raise the roof!

Let's join in and 'raise the roof' for the beautiful heritage-listed chapel at Parkerville. The target is \$110,000 for remedial works on the roof alone – and you can help make that happen today.

Donate now at [parkerville.org.au](https://parkerville.org.au) and enjoy the tax deduction before EOFY!



# Swan Valley Adventure Centre

## 58 Yule Avenue, Middle Swan 08 9374 5600

### Who are we?

Nestled in the beautiful Swan Valley, the Swan Valley Adventure Centre has been creating inspiring experiences for adventurers since 2016. With a core desire to create a **safe place of growth and enjoyment** for all individuals, our team share and promote the same Anglican values: honesty, integrity and respect. A short **30 minutes' drive from Perth CBD**, our unique picturesque site provides guests with a multitude of options for **outdoor adventures, school camps, corporate conferences, team building activities, nature retreats** and much more. We boast an amazing 89 acres of tranquil open spaces and historic buildings with one mission: create **unforgettable moments** that will be talked about for years to come.

### Why come to a day excursion or an overnight camp?

Day excursions and overnight camps have the power to transform participants through the experiences they obtain in a brief space of time. Day and overnight communal living empower participants to develop **various life skills in a unique environment** different from their daily routines. Besides excursion days that are available all year long, our venue can accommodate over **250 guests** in charming camp houses for overnight school camps. Our exceptional Chefs can cater to a wide variety of menu options that **suit every taste and requirement**.

### Our activities incorporate units of the Australian Curriculum.

At the Swan Valley Adventure Centre, you will get access to a wide range of **fun outdoor activities for all ages and abilities**, led by our skilled instructors providing countless opportunities to try exciting experiences, conquer fears and learn new skills. All our activities incorporate units of the **Australian Curriculum**. We can design a program of activities based on your desired educational outcomes.

### We are sure to have a catering package that meets your needs.

Specialized in catering for all groups and events, we offer **full kitchen services** from breakfast through to dinner. To make sure that your group eat diversified meals, we organized our menu within a rotation, starting at the beginning of each month. For those with **special dietary needs**, we also designed a menu which covers most of the common dietary requests.

### Discover some of our most popular activities.

At Swan Valley Adventure Centre create your own adventure and push yourself and your students utilising our famous activities. Rediscover your inner strength on our commando course, soar across the air on our flying fox, challenge yourself on our high ropes course or discover the beautiful Swan River with one of our three-person Canadian canoes. With around 30 outdoor activities that you can choose from, we guarantee that not only will everyone have a great time but they will have lasting memories for years to come

#### Flying fox



#### Commando course



#### High ropes course



#### Archery



'We organised for a group of kids to enjoy an end of year excursion special. 18 twelve-year-olds enjoyed the commando course, flying fox and a delicious cheeseburger. Office staff were great to deal with. They all had a fantastic day. The food was delicious.' *Kylie Byrne*

## NOVEMBER DAY EXCURSIONS SPECIAL OFFER\*

- 2 activities with BBQ lunch included for only \$50/student.
- 3 activities with BBQ lunch included for only \$70/student.

\*Running from Monday 15th to Friday 19th of November 2021 only.



Contact us  
08 9374 5600  
[info@swanvalleyadventurecentre.org](mailto:info@swanvalleyadventurecentre.org)



GET THE KIDS OUT OF THE CLASSROOM  
AND INTO THE GREAT OUTDOORS  
AT THE **SWAN VALLEY ADVENTURE CENTRE!**

A short 30 minutes drive from Perth CBD,  
our picturesque site provides guests with a multitude of  
options for excursion days, overnight camps and much more!

## WE CREATE INSPIRING EXPERIENCES!

Nestled in the beautiful Swan Valley, we boast an amazing 89 acres of tranquil open spaces and historic buildings with a core desire to create a safe place of growth and enjoyment for all individuals.

Our mission: create unforgettable moments that will be talked about for years to come.



### OUTDOOR ACTIVITIES

Linked to the Australian Curriculum, our passionate skilled instructors lead land, air and water activities providing countless opportunities to conquer fears and learn new skills. For all ages and physical ability.



### FUNCTION ROOMS

From large open conference rooms ideal for lectures to intimate breakout rooms for workshops, our wide range of facilities offers the perfect spaces for your organisation to achieve its goals.



### ACCOMMODATION

Our venue can accommodate over 250 guests in charming camp houses and our exceptional Chefs can cater to a wide variety of menu options that suit every taste and requirement.





## SALTBUSH

**T**he velvety, silver-grey leaves of the saltbush are a light relief amid the thorns and prickles of our local bushland. Its subtle colours deflect the scorching summer heat, protecting the plant. In season, saltbush flowers bloom in two kinds, on separate shrubs, male and female. Papery seed-pods form on the female plants. Saltbush is tough. It's a pioneer species. It can colonise the most devastated terrain, like the rocky slopes of a mine site, its roots stabilising the earth, preparing the way for other shrubs and trees in succession, slowly restoring the landscape.

After I pulled out some thirsty, non-native shrubs from my back yard, I planted saltbush seedlings no bigger than my hand. A few buckets of water in their first summer, a few scatterings of native plant fertiliser in their first year, and now they are taller than I am.

When I take visitors walking in the Goldfields bush, I always pick a sprig of saltbush – it's everywhere – and invite them to taste it. It lives up to its salty name. I've eaten it as a gourmet snack, oven-crisped after being bathed in honey.

Jesus tells his followers that they are salt and light, and that they must not lose their savoury taste or hide their light away. Perhaps Anglicans in the Goldfields are called to be like saltbush in our community.

We will meet people with soft approachability, rather than with thorns and prickles. A prickly message of reproach and

blame says 'Keep away! Nothing for you here!' It's hardly 'good news' for the curious or the vulnerable. Instead, we will say 'Taste and see how gracious our God is!'

We will be a pioneer species. We won't be afraid to go where destruction has been before us, in communities or in people's lives. When we read the biblical parable of the sower and the seeds, we usually aspire to be the good soil, where the seed will produce an easy and abundant harvest. But perhaps we can imagine a parable where we are deliberately planted on rocky ground. God asks us to take root in unpromising places: in lives devastated by disadvantage and dispossession, or limited by mental illness or loneliness, or scarred by guilt or shame. We may be the first to show up in such places, bringing hope that more tenderness, more growth, more love will follow.

We will be tough, not hot-house flowers that wilt in less-than-ideal conditions. Our theological basics will give us resilience: faith in a God who is boundlessly creative, love from the Lord Jesus who genuinely understands what it's like to be human, hope in a Holy Spirit who sparkles with generosity and innovation. Instead of trying to do everything, we will do a few things well: liturgy and loving service, truth-telling and hospitality. A saltbush won't become home to an eagle's nest, but it can give shade to plenty of small creatures on a hot day. This is a vocation to embrace and to treasure.



# Announcement of Mandorla Art Award theme and venue for 2022

The Committee for the Mandorla Centre for Inner Peace is delighted to announce the much anticipated theme and venue for the 2022 Mandorla Art Award, Australia's most significant thematic Christian art prize, held in Perth every two years.

The Award has attracted some of the country's finest artists since its 1985 inception, including John Coburn (winner 1996); Brian McKay (winner 1986, 2002); and Julie Dowling (winner 2000) who was named the most collectible artist in Australia shortly after her win.

The Mandorla Art Award offers artists and the public a continuation of the very beginnings of Western art - to give visual voice to Christian religious writing. A scriptural thematic approach is unique among Australian religious art prizes, and invites artists to think laterally and with sensitivity by interpreting the theme in two or three-dimensional works.

Each award sees around forty works selected as finalists - artworks that challenge viewers to embrace diversity and to view the world through different perspectives and sensibilities. The major acquisitive prize of \$25,000 is sponsored by St John of God Health Care, and two non-acquisitive \$5,000 Highly Commended Prizes are sponsored by the Catholic and Anglican Dioceses of Perth. The Patricia Toohey Painting Prize also offers a non-acquisitive prize of \$5,000, and the \$2,000 People's Choice Award is sponsored by The Benedictine Community of Holy Trinity Abbey.

The venue for the 2022 Award is Holmes à Court Gallery in West Perth, and the theme is: **Metamorphosis – a profound or radical change.**

Reference: "I am about to do a new thing; now it springs forth, do you not perceive it?" (Isaiah 43:19)

Angela McCarthy, Chairperson of the Mandorla Art Award says in our pandemic world people have been forced to change their behaviour, work habits, eating habits, socialising rituals, and many other aspects of life. "The theme offers artists many ways to interpret our contemporary world, for instance, artists may choose to depict how environmental changes affect oceans, land and humankind. Artists can help us to understand the depth of all these changes and open us up to new ways of seeing what is possible, what is abhorrent, what is virtuous, what is needed."

Curator Lyn DiCiero says the Award theme opens a treasure trove of ideas for artists whether they have religious beliefs or not. "There are multiple layers in the theme for artists to explore, providing reflection and opening meaningful conversations for visitors to the exhibition, which will be further explored by a public program. As a former factory, the venue at Holmes à Court Gallery in West Perth is large and cavernous, so we expect the final selection of works to be more generous than in previous exhibitions."

The Mandorla Art Award has been the vehicle for a unique partnership with New Norcia Benedictine Community and with their Art Gallery and Museum. They have retained and cared for all winning works since the Award began in 1985, and, in the process, has collected an historical record of art in Western Australia over nearly 40 years. Abbott John at New Norcia says its on-going partnership with Mandorla Art Award has developed into one of the most significant collections of religious art in the country. "With such a vast array of wonderful works depicting varying aspects of the human search for God and the quest for meaning, exhibiting the creative works of these fine artists is not limited to our museum and art gallery.

Now exhibited in lounges, dining rooms and accommodation venues right across the site, our many guests and visitors enjoy the opportunity to savour these unique works and meditate upon their meaning...and are perhaps even drawn to prayer."

The Mandorla Art Award is now open for entries at [mandorlaart.com/2022-mandorla-art-award/](http://mandorlaart.com/2022-mandorla-art-award/) with entries closing 18 March 2022. The exhibition will be held at Holmes à Court Gallery, 10 Douglas St, West Perth from 21 May - 10 June 2022, before a selection of works tour to New Norcia Art Gallery, St John of God Health Care campuses and St Mary's Cathedral in Perth.

For further information, photos and interviews, please contact the curator Lyn Di Ciero: 0421 376114, [curator@mandorlaart.com](mailto:curator@mandorlaart.com) or Chairperson Angela McCarthy: 0407089224, [angela@mandorlaart.com](mailto:angela@mandorlaart.com)



**8200 Souls**, found object, resin, LED lighting by **Britt Mikkelsen**, winner of the 2021 major St John of God Health Care Prize.



### A TEACHER'S MISSION

When I was training to be a teacher at University, I was determined that I would never teach in the country. It was never on my radar at all; it simply did not appeal to me. And I didn't grow up like most 'city kids'; I grew up on the outskirts of Perth, in Two Rocks (or South Geraldton as some called it!). I didn't really know anything about rural Western Australia, and I was pretty sure that I never would.

When I first graduated as a Secondary School Teacher, I went to teach overseas, in Hanoi, Vietnam, to be exact. It was a fantastic experience, being a part of a completely foreign culture, and I learnt so much from my time there. It gave me a taste of teaching far from my childhood home too, and when I returned to Australia, I taught in Newman. I loved living and teaching in Newman, and it was there I became a Christian. Though I did attend an Anglican school for secondary school, it was in Newman that the seeds that had been sown all those years ago came to fruition. I loved learning more about God and being part of a Church community. Since Newman, I have taught in Perth, a remote Aboriginal community, and now in the Wheatbelt.

A few years ago, I was in a severe car accident, and it's only through God's grace that I managed to walk away unscathed after rolling my car on a gravel backroad. It was a moment that changed my life and called me from my complacency to recognise the incredible blessing of every day. Things that I thought could wait until some other day, like Theological study and ministry within the Church, were put off no longer.

The accident put so many things into perspective, and it has been a real journey with God ever since, clarifying the calling upon my life. I had always imagined perhaps one day finishing my theological studies and travelling overseas, using my teaching skills to make a difference

and share the love of Christ with others. But actually, what God continued to show me and continues to show me today was that here in WA was where my mission was at this moment. Mission was something I could do, right where I am.

My work with the Church, as a lay pastoral minister, is a part of this. Being able to lead services each week in our little Church full of faithful parishioners who have walked with the Lord for many years is an essential part of this mission but not of all it. A Sunday service is only a few hours of a week, but most of my mission occurs when I'm simply being in my community and being at school, where I now work as Principal.

Loving our students, really caring about them and their lives, their families and their futures is such a huge part of my mission. I can't tell them about Jesus, as I work in a government school, but I can show them Jesus in the way I care for them, for others, for the environment, for our community and myself. I have the great privilege of speaking joy and hope and love into their lives, and it is something I don't take for granted. In a small town, everyone knows I'm a Christian, and I'm hoping that people see a little bit of Jesus in me, notice that I am indeed a bit different, and perhaps start to ask why.

Living and working in the country is not something I thought I would ever enjoy, but God worked on my heart and led me to the place where I feel most at home. I love my little school, my little Church and my little town. I've even bought a house here; I feel like, for this season, God has called me here for a reason. Wherever you are living, working or studying, God has called you there for a purpose. That is your little mission field, to show the love of Christ in every word and deed. It is valid and valuable, and away we can all contribute to the mission of the Church.





# AROUND THE DIOCESE – PARISH OF WOODLANDS-WEMBLEY DOWNS

The Ven Jack Thomson | Locum Tenens

## DROWNED BUT NOT OUT!

**S**t Paul's Church complex at Woodlands-Wembley Downs was the victim of the serious flooding that occurred after the big storm on Friday 9 July when torrents of water ran down the hill from the adjacent Council car park and flooded the whole building – church, hall, kitchen, sacristy and office. Apart from the kitchen, everything was carpeted and thanks to the Diocesan Property Department's quick response, an emergency crew were soon on the job arranging repairs, sandbags, humidifiers, etc.

It has taken nearly two weeks to dry out but the carpets

have now been removed and we await the installation of their replacement. Where was Noah when we needed him?

Thanks to the hard work of some of the parishioners we were able to use the church each Sunday for our Parish Eucharist.

The images show three parishioners standing in the cleared church ready for the carpet removal and the other shows just some of the flood water.



## Strengthening Communities Through Education



### ABM'S 2021 MARTYRS APPEAL

Please support this appeal to help our partners educate communities.

**DONATE**



To find out more, please visit [abmission.org/Martyrs2021](https://abmission.org/Martyrs2021)



# NORTH WEST AUSTRALIA

Jocelyn Ross OAM

## NOR'WEST POSTCARD

The faithful folk at St George's Bluff Point are getting excited. The renovations to make the hall a welcoming meeting space and fit for purpose (with indoor toilets) will be completed on time and on budget. We praise God for his kindness and look forward with joy to the first service in early September.

Meantime, our Diocesan registrar Dr Khim Harris, with his wife Eugenie and sons, Samuel, Peter and Luke, spent a week in Denham, Shark Bay, then went on to Carnarvon then Exmouth, spending time with Simon and Alison Roberts, Parish Minister in that beautiful town, fully booked out with visitors. Covid once again knocked many holiday plans skew-whiff, including Newman's Minister, Roger Kyngdon who was so looking forward to taking his family with their newest daughter Emily to celebrate her 1st birthday with his recently widowed father, his sisters and their families in New South Wales. The Roberts offered them accommodation in Exmouth. Wonderful to see the clergy families spending time together, as it means driving long distances in our large Diocese.

Holy Cross Cathedral has for many years run the Boys' Brigade on Thursday evenings for primary and high school aged boys. This term, the Girls' Brigade for primary aged girls is starting up alongside the Boys' – a great initiative.

Recently, as a result of MU sewing members' good work, and many other sewers and knitters, our Bishop's wife, Mrs Christine Nelson sent two parcels weighing 20 kilos consisting of tea towels made into aprons, knitted newborn tops, beanies and booties sets, beanies, scarves, and children's second hand clothing over to the Bishop of our link Diocese, Karamoja in West Uganda, as sadly Bishop Gary and Christine are unable to travel to Karamoja this year, because of Covid. The Bishop meant to continue his teaching on biblical theology and discipleship and preaching in churches, and Christine was to meet with the clergy wives and MU members.

St Andrew's Church, Mullewa, is ready to celebrate its Centenary on 29 August with a service in the beautiful old church followed by a luncheon in the town, with a display, and also a delightful Book of Memories selling for \$20. As a prelude to the celebration on 21 July, a beautiful mural painted by Helen Ansell and students from the Mullewa District High School and Our Lady of Mt Carmel Primary School on the front of St Andrew's Anglican Church Hall was unveiled by the Mayor of the City of Greater Geraldton, Shane Van Styn. Helen is opening a gallery exhibiting her amazing artwork on 1 August, which also has a mural painted similarly to the one at the church.



Mayor of City of Greater Geraldton, with Helen Miller, daughter of Mullewa Minister



Minister Don Miller on left below, with Judy Critch standing left, director of the Centenary Celebration. Her mob. 0429625044 for last minute registrations for the event

Holy Cross Cathedral has been standing 60 years in 2024! Dr Khim Harris with Gary Martin of the Greenough Museum are publishing a short history this year in preparation for this next milestone. It documents the story of the first Anglican church, Christ Church and the erection of Holy Cross Cathedral.

To God be the Glory!!

For more news about the North West visit [www.anglicandnwa.org](http://www.anglicandnwa.org) | @northwestanglicans or sign up to receive the North West Network magazine

*Jocelyn Ross*





## BUNBURY BULLETIN - LIFELONG LEARNING

**F**or this special education edition of the *Messenger* I have been reflecting on how important learning is for Christians on their journey of faith. We have the obvious examples of Anglican Schools and the amazing work they do in making faith real in the lives of children and young people while delivering top notch education. However, lifelong learning is a well understood and important concept for Christians to take on board. Parish ministries often involve bible studies, small group learning, ongoing training and informative sermons which add to the sense that we are always open to understanding more deeply the faith which we profess.

One important initiative in the quest for ongoing learning for Anglicans in the Diocese of Bunbury is the Cursillo program and particularly the residential weekend events, one of which took place from 9-11 July at Bunbury Cathedral Grammar School.

Over a series of talks, the participants enjoyed an opportunity to learn from the team which had been preparing for around six months to deliver this weekend. Equally, in discussion and Q&A sessions the whole group, team and participants, had an opportunity to learn from one another and from various perspectives of theology and experience.

The weekend was an enormous success with many comments at the time and since about the great benefits experienced in this time of immersive Christian community. Congratulations to Wendy Mabey and the team on a successful C2 weekend.

The photos show a team preparation meeting in Boyup Brook and the chapel dressed ready for the arrival of the participants on Friday afternoon.





## BOOK REVIEWS

Shirley Claughton



### **The Celtic Year: A rhythm of prayer and meditation for the eight points of the Celtic year David Cole - \$23.00**

When we find ourselves caught up in the regular festivals and celebrations of church, community and family, it is easy to forget that we are part of the natural world and designed to live in its natural rhythm. Indigenous cultures and those societies still reliant on the land are much more aware of this.

The natural rhythms – such as the phases of the moon, cycles and rhythms – annual ones, monthly ones, daily ones, through to the moments of each day, are reminders that nature has been created to live in a natural rhythm. We see these mysteries every single day, and night, and often exclaim about the beauty of sunsets or despair over the heavy rains. And at this time, in the midst of the challenges of the pandemic, we might find ourselves introspectively reflecting on the natural world more than ever.

In this beautifully designed book, we find a rich liturgy of daily devotions, connecting to the cycles of the earth's turning, and where the sun, moon and seasons all combine in the liturgy to put us in tune with the seasons.

The Celtic year was, as still is, more than the obvious four seasons. The author expands on this, explaining that each season had a midpoint to focus upon – the midpoint of Winter being the winter solstice (the point at which the sun is above the horizon for the shortest amount of time) and likewise the Summer solstice, for the longest amount of time. This is then completed by the Spring equinox and the Autumn equinox. The rhythm these eight points, means there was a festival almost every six weeks!

In the southern hemisphere, we will always be a little apprehensive about the links between the seasonal and liturgical – but the reader should reasonably become absorbed into natural rhythm and focus on the cycles; reconnecting the earth in relation to the sun, moon and seasons.

The book includes liturgies, meditation techniques, and stories from Celtic and other traditions, contained within eight 'chapters' each including a liturgy for a full service, a week of daily readings and guided by contemplation and a selection of prayers and blessings.

This newly published book is practical and easy-to-use and enhanced by in a soft, enchanting cover which will also look beautiful on your bookshelf! While many of us are still live-streaming and zooming, this book would make a wonderful background.



Reviewed by The Revd Ted Witham

### **To Whom Shall We Go? Faith responses in a time of crisis**

- \$25.00 paperback \$40.00 hardback

Part of us wants to pretend the Coronavirus pandemic has not happened, and that the Church can go back to its old ways after the worst of this is over. I have no doubt, however, that there will be enduring changes, not least in the way Church organisations use technology.

The collective of Christian writers behind *To Whom Shall We Go*, who call themselves the 'Holy Scribblers', are also convinced of permanent change. Their interest, as shown in this series of eleven essays, is in changes to our spiritual lives more than technology.

The book is loosely structured around the Beatitudes and this structure gives the



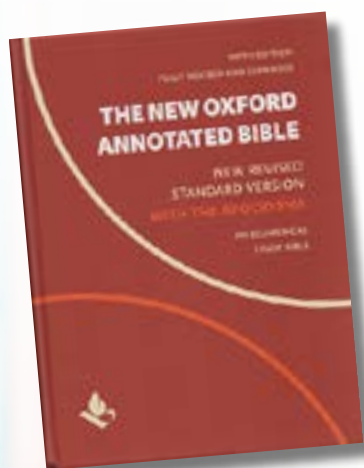
book an optimistic feel: we Christians will be stronger and our faith will be deeper – we will be more blessed – because of living through this moment. Their grounds for optimism are historical. We have before lived through past pandemics and challenges and emerged changed and stronger.

The authors are an eclectic mix of academics and thinkers who are looking for thoughtful Christian readers, clergy and lay. Two Franciscan Tertiaries, Terry Gatfield and Charles Ringma, are among the contributors. As is always the case with essays from diverse authors, some essays will resonate more strongly with individual readers than others, for example, Chris Mercer's explorations of Desert Father Evagrius' 'eight deadly thoughts' (gluttony and lack of thankfulness for food, sexual lust, sadness, boredom and apathy, vainglory and pride).

I have some quibbles with the structure of the book. Each section gave rise to prayers and questions for reflection. In general, the prayers were printed at the end of the relevant chapter, but not always. The reflection questions were at the very end of the book. In the eBook format, especially without hyperlinks, this rendered the questions almost useless.

The prayers were crafted along quite traditional Anglican lines, so some could be used or adapted, for example, for intercessions at the Eucharist. I found them a bit too stolid, with none of the creativity of the stunningly beautiful prayers of another Australian, Craig Mitchell, in his recent *Deeper Water* (Mediacom).

*To Whom Shall We Go* is a timely book and will stimulate lively thinking about where God is now leading God's Church.



### **THE NEW OXFORD ANNOTATED BIBLE with the Apocrypha - \$109.00**

This classic production (hard cover) in the New Revised Standard Version is currently in 5th edition and has been constantly revised and updated for more than 50 years.

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The Oxford Annotated Bible is renowned for the prolific footnotes and also for the introductions to each Book. All of the Books of the Bible include an introduction which covers aspects of the Name, location in the Canon, Date and Authorship, Structure, Literary history, Interpretation and Style. The introduction can cover one page and up to three pages.

Footnotes regularly take half a page, or at times, just a few lines. The section on the Apocryphal/Deuterocanonical books is an excellent overview of a topic not always accessible, and essays on major groups of biblical writings, and general essays on history, translation, canons and biblical times inform the reader of important aspects of biblical study.

Perhaps this could be likened to an overview of the whole Bible with access to the best scholars in their fields! And all in 2,400 pages. It is printed on the best quality fine Bible paper. Now available at St Johns Books.

**B**ishop Hale was as 'anxious as his fellow Australian bishops to develop leadership within the community he was called to serve, by founding a suitable school to which leading families could send their sons' (A de Q Robin, 1982).

Whilst in England for his consecration in 1857 he began looking for a school master; the school opened on 24 June 1858 with twenty-three pupils. Initially known as Bishop's college and later as the Church of England Collegiate School, it was the first secondary school in the colony (Bishop Hale's School 1930).

The school was located on St Georges Terrace with Bishop Hale buying the land and buildings which made up the original school.

'The syllabus was heavily weighted on the classical side... designed to give the student both a sense of heritage with Christian values and the capacity to think and express himself clearly' (A de Q Robin, 1982).

The school continued to operate with the financial

backing of Bishop Hale until March 1872. In a letter to his daughter, Hale remarked: 'You will be sorry to hear that the collegiate school, after all the labour, anxiety and money I have spent on it, has come to an end. There is no such thing as convincing the people that education pays ... the parents won't use the school, so its no use to keep it struggling on' (A de Q Robin, 1982).

Bishop Hale was also involved in establishing a girls' school under the leadership of Mrs William Knight and Miss Cowan. The school also suffered from financial difficulties and was closed in 1871.

Bishop Hale's achievements in Education extend beyond the establishment of schools. He was a member of the Board of Education serving the cause of community education (A de Q Robin, 1976). 'The highest claim that can be made for him is that he was the father of secondary education in Western Australia. The least that can be said is that he was willing to match his educational ideals with money and personal effort' (A de Q Robin, 1976).



2007/00017/026 - Bishop Hale

## References

- Bishop Hale's School (1930, June 28) *The West Australian* <https://trove.nla.gov.au/newspaper/article/33352512?searchTerm=bishop%20hale%20school>  
 Robin, A deQ (1976). Matthew Blagden Hale the life of an Australian Pioneer Bishop Hawthorn Press  
 Robin, A deQ (1982). Matthew Blagden Hale: Father of Secondary Education. In Fletcher, Laadan (Ed), *Pioneers of Education in Western Australia* (Chapter 2 pp39-64) University of Western Australia Press  
 Williams, A E (1989). *West Anglican Way*, Province of Western Australia of the Anglican Church of Australia





## WINTER WORDS



The Revd Ted Witham has been helping *Messenger* readers flex their brains for more than a decade, setting challenging crosswords in his spare time.

Ted is fascinated by linguistics and teaches French and Latin at the University of the Third Age.

1			2	3	4	5	6	7			8	9
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35				36				37				38
39	40		41			42		43	44		45	
46												

## ACROSS

- 1., & 8 across. A section in the canzone. (4)
2. Nature's wandering ramble. (7)
8. See 1 across.
10. Does Señor Variado makes a noise while asleep! (5)
11. Intoxicated while in charge of a motor vehicle. (3)
13. Incurs punishment for broken panel. (5)
16. Capital letters to begin with? (2)
18. Ram in reverse to injure. (3)
19. Ripple in postlapsarian. (3)
21. Internet domain in Hanoi. (2)
22. Virger right away turn to donor. (5)
24. The Celtic priest, I hear, retrieved the identity papers. (5)
26. Fermented must to strive to the highest. (6)
28. A red or a devotee. (6)
29. Little Syria. (2)
30. Strowed twisted yard. (7)
32. My friends and I went right away. (2)
33. More pleasant across electronic errors. (5)
34. This chap found in the lectern. (3)
36. You write odes out of the untidy studio. (5)
39. Current affairs discussed on ABC radio. (2)
41. Start in the southwest. (2)
43. Licenced practice nurse. (2)
45. Lesser Bunbury. (2)
46. Gone well; baked mixture is smart. (13)

## DOWN

- 1., & 9 down. Americans end the alphabet in chimpanzees! (4)
3. Roman coin made of arsenic? (2)
4. Below in thunderclouds. (5)
5. Part of speech in renouncing. (4)
6. Maestri always across the tribulation. (5)
7. Cummings, initially. (2)
9. See 1 down.
12. Gateau gustation across the month. (6)
13. Aprons folded for the Rector. (6)
14. Larded for the ascent. (6)
15. Apostle warned over and over. (6)
17. Bishop's see in publicity! (4)
18. Fearsome owner across the cat's call. (4)
20. For goading on the prodigal son. (4)
21. Wives right away turned to what they could see. (4)
23. Our Lady in short. (2)
25. Ancient city in Canterbury. (2)
27. Made attempt though dizzy tired. (5)
28. Etna's eruption for Egyptian gods of the sun. (5)
31. Mix ciders for past fortune-telling. (6)
35. For putting the ten commandments in darkness? (3)
36. Cowl left off wise old bird. (3)
37. In esteem for golf. (3)
38. Colour as life ends, I hear. (3)
40. Name or names in catechism. (2)
41. Begin with senior warden. (2)
44. Sodium in Namibia. (2)
45. Blessed, in short. (2)



# THEATRE - AND OTHER ARTS

Anthony Howes

Anthony presents more news of arts and entertainment every Saturday from 10.00am till 12.00 noon on Capital Radio 101.7 FM and Capital Digital

Important anniversaries are currently being celebrated by two West Australian theatre companies. 'We've been together now, for forty years' is what audiences at Fremantle's internationally recognized **Spare Parts Puppet Theatre** should be singing; while our trail-blazing **Theatre 180** is celebrating the eightieth anniversary of the loss of HMAS Sydney with their premiere production, **HMAS SYDNEY 11; Lost & Found**.

Established in Fremantle in 1981, **Spare Parts** has entertained over three generations of Western Australian families and countless audiences around Australia and the world.

Artistic Director Philip Mitchell said: "It's wonderful to think that we now have people in our audiences that first came to Spare Parts as a child and who are now bringing their own children to see a show". The anniversary celebrations, all of which are free, include the **Design a Puppet Challenge**, which will culminate in a chosen design being made by the company's puppet makers. Entries close 20 August.

In September, the 'young at heart' are the focus of **Puppet-Tea at the Theatre**, a series of morning teas specifically designed for older members of the community. Light refreshments are served, along with highlights of the company's history, backstage tours, and a sneak peak of its brand new show, presented from 7 September, **The One Who Planted Trees**, the company's first ever musical! Celebrations end with a festival of puppetry performances at **Puppets in the Park** on 6 November in Pioneer Park adjacent to Spare Parts' theatre. (See details on the website: [sppt.asn.au](http://sppt.asn.au)).

The *Messenger* salutes Spare Parts Puppet Theatre on its programme which continues to reach more than 100,000 audience and participants each year. Plaudits, too, for innovative productions which emanate from its home theatre in Fremantle, to the country, nationally and internationally; and provides unique opportunities for the development of puppetry artists.

Perth's most exciting theatre company, with the 25 year experience of Agelink Theatre behind it, has established itself in its first full year under the **Theatre 180** banner, with pioneering work in stage/cinema productions, created a unique intimate theatre space in the Cathedral's lower Burt Hall and staged 'memory lane' music events!

Now, **Theatre 180** tells the tale of Australia's greatest naval disaster and its aftermath, **SYDNEY II: LOST AND FOUND**, a true story from the dark days of WWII, with an epic true story of love, loss, hope, fear and courage - and the resolution of a mystery for those who never gave up. When HMAS Sydney II was sunk by the disguised German Raider HSK Kormoran, in November 1941, losing all hands, among whom was a young Western Australian Able Seaman, Allan Rowe. Recently wed, Allan had only just learned that he was to be a father. For 66 years Allan's wife, Jessie, and their daughter, Ellen, hoped that one day the wreck of the Sydney would be located. With the persistence of the volunteer Directors of the Finding Sydney Foundation, that dream came true.

With the artistic excellence of playwright Jenny Davis, director Stuart Halusz, sound designer Ben Collins, composer

Ron Siemiginowski, audio visual Designer Michael Paget and Sunburnt Films, this wartime love story lives on stage in cinemas throughout Western Australia, as the boundaries of new multi-disciplinary artform integrating stage and screen, performed live in cinemas, demonstrates. The cast boasts Myles Pollard (McLeod's Daughters, Home and Away, Sea Patrol) Tom O'Sullivan (Home and Away, Underbelly, Packed to the Rafters) and new talent Morgan Dukes. The tour opens at Rockingham Ace Cinemas on 18 August, before playing Albany, Busselton, Kalgoorlie, Midland, Warwick and concluding in Geraldton as part of the official 80th anniversary commemoration events. (All details: [www.theatre180.com.au](http://www.theatre180.com.au))



The Night Zoo directed by Michael Barlow, first produced 2010.



The Velveteen Rabbit directed by Philip Mitchell, first produced 2005.



Yvan Karlsson in Nobody Owns the Moon directed by Michael Barlow, first produced 2016.





Mark Hadley

**Distributor:** Disney**Release Date:** Current for download / 2 October for cinemas**Rating:** M

## BLACK WIDOW

In one sense, *Black Widow* feels very much like many of its Marvel predecessors. There is a past to be confronted, a fantastical evil lair to be penetrated and an arch nemesis to be defeated. But a strongly held connection between belief and family draws out some surprising Christian parallels. Together, they leave you wondering whether this secular world has an encouragement to offer the Christian faith.

*Black Widow* is the 24th film in the Marvel cinematic universe. The opening scenes reveal the early years of Natasha Romanoff (Scarlett Johansson) as a member of a Russian 'sleeper' family in rural Ohio. This backstory introduces us to the Soviet super-soldier Alexei who plays her father, the scientist Melina who plays her mother, and the innocent Yelena who plays her sister. All but little Yelena know that their family is a fabrication, and so the young girl's terror is real when they are recalled by their Soviet handlers. Both Natasha and Yelena are then handed over to the 'Red Room' program where they will be trained as super assassins – the much-feared Black Widows.

The majority of *Black Widow*, however, is set immediately after the events of *Captain America: Civil War*. Natasha Romanoff is on the run now that the Avengers have been split into those who will follow the orders of an international committee and those who won't surrender their freedom to act. While in hiding, Natasha receives a package from her now grown-up sister Yelena that leads her to realise the Black Widow program has been reactivated. Only this time it is under the control of General Dreykov, a Cold War survivor who plans to use this vast network of assassins to manipulate world governments. And so the board is set. Romanoff and her fabricated family must unite if they are to head off a plan for ... you guessed it ... world domination.

Viewers of Marvel films should be prepared to bear with a wide range of single-focus heroes battling two dimensional villains in larger-than-life locations. The franchise was derived, after all, from decades of comic book stories. But the storylines are regularly grounded in down-to-earth elements their fans will recognise. Captain America was once bullied for his puny build. Bruce Banner's 'The Hulk' is a creature defined by anger issues. Thor might hail from the mystical realm of Asgard, but he is plagued by a ne'er do well brother. *Black Widow's* fantastic storyline just as certainly finds its way back to the real world.

Romanoff might have been part of a Russian sleeper cell, but in modern day terms she effectively belonged to a blended family. Her father and her mother were not her biological parents. Her sister was similarly adopted. However, during the film it's revealed that Yelena always believed the relationships were real. Spiritually speaking, that belief plays an interesting role. Yelena's belief is presented as sufficient to take a group of strangers and transform them into a family unit. The way in which she chooses to relate to her fabricated father, mother and sister eventually results in real responses from all involved. The take-home message for the film's fans is pretty obvious by the end: you are a family if you believe it. And it's at this point that *Black Widow* crosses into territory



that Christians will understand.

Throughout the Bible, belief plays an integral role in translating one thing into another. Abraham believes God's promises and it is 'reckoned to him as righteousness'. John the Baptist announces that the way to avoid judgment is to 'repent and believe the good news'. Jesus promises that, '... whoever believes in him shall not perish but have eternal life.'<sup>1</sup>

Belief in the Bible is synonymous with a confident heart-and-mind trust that transforms a person's thoughts and deeds. In short, belief translates to commitment, and commitment to action. Now in the case of *Black Widow*, the heroes' choice to believe in their family bond translates to a preparedness to fight and, if necessary, give up their lives for the father, mother and sister they have chosen. And shouldn't this sound familiar to the church goer? The Christian's belief in God's trustworthiness, the good news of salvation and the saviour who promises eternal life form the foundation of a spiritual family. Our belief in this family is also an active thing. It should likewise translate to a preparedness to do all that is necessary to serve the needs of the brothers, sisters, and mothers we have become united to.

It is easy to go to church and say a comfortable 'Amen' to prayers for churches outside our own. However, Christian belief is not a hazy, notional bond but the foundation of real relationship. Belief is considered to be a vital thing. Belief in God, it is said, moves mountains. More, it unites people from all walks of life, all social standings under one Lord. In fact, our belief in Him as the head of that family is so foundational that the Apostle Paul challenges the church in Galatia to remember they, '... belong to the family of *believers*.'<sup>2</sup> In coming Marvel movies we will see that the foundations for Natasha Romanoff's family are far less secure than our own. But the family bonds *Black Widow's* heroes come to believe in still free prisoners, topple villains, and launch international missions. Minus the pyrotechnics, should our belief in the spiritual family of God call us to do any less?

<sup>1</sup> John 3:16, NIV, <https://www.biblegateway.com/passage/?search=John%203%3A16&version=NIV>

<sup>2</sup> Galatians 6:10, NIV, <https://www.biblegateway.com/passage/?search=Galatians%206%3A10&version=NIV>

## Key Relationships Co-ordinator

Part-time position, Perth / WA - based  
1-year Contract

Are you motivated to help improve the lives of poor and marginalised people in Australia and overseas? Would you like a part time, flexible role that involves connecting and inspiring others to join, support and promote an organisation with a long history of partnering with, and empowering, disadvantaged communities?

ABM, the national mission agency of the Anglican Church in Australia, is currently investing in activities that encourage and develop our traditional supporter networks. We are looking for a motivated, outgoing individual to connect and inspire like-minded people and groups in and around Western Australia. Supported by a national team, the holder of the role will have the autonomy to determine ways to engage and encourage existing and new communities of support for ABM.

If successful you will be comfortable with ABM's Anglican ethos and must have experience in working in cross-cultural environments. You will have charge of strengthening ABM's engagement and fundraising capacity in relation to its broad and diverse support base within the Anglican Church of Australia.

The Key Relationships Coordinator will work closely with ABM's National team and have the following responsibilities:

- Be a proud representative of both ABM, and its activities, in Western Australia.
- Engage, nurture, and develop existing relationships with key stakeholders of ABM.
- Provide proactive encouragement, support and thanks to key organisations, parishes, and donors in the region
- Identify, inspire, and develop new Organisational and Individual relationships for ABM, including attending, coordinating, or promoting events within the Church.

The Anglican Board of Mission (ABM), is the national mission agency of the Anglican Church of Australia and works with overseas and Aboriginal and Torres Strait Islander people and communities. We have a holistic view of God's mission. We work with Anglican Church partners and others to see lives empowered and transformed spiritually, materially, and socially. ABM is accredited with the Department of Foreign Affairs and Trade (DFAT) for its Community Development Program and is a signatory to the Australian Council for International Development's (ACFID) Code of Conduct.

ABM Australia takes the prevention of sexual abuse, exploitation, harassment, and fraud seriously. ABM also recognises the personal dignity and rights of children towards whom it has a very special responsibility and duty of care. ABM expects all staff and volunteers to share this commitment through its Code of Conduct. Candidates are requested to disclose any offences against children as well as any Sexual Exploitation, Abuse and Harassment (SEAH) related offences in their application. The successful candidate will be required to undergo relevant criminal record checks. It is the responsibility of the successful applicant to obtain a Police Check and a Working with Children Check prior to commencement of work.

**Note to Applicants:** This part-time position (20 hours per week) is WA based, on a 1-year contract. For further information, please visit the ABM website <https://www.abmission.org/pages/job-vacancies.html>

Applications should be lodged with The Revd Dr John Deane – Email [karin.schrooder@abmission.org.au](mailto:karin.schrooder@abmission.org.au) by close of business Friday 6 August 2021.





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**Please address all enquiries to:** The Very Revd Chris Chataway  
Dean of St George's Cathedral  
[chris.chataway@perthcathedral.org](mailto:chris.chataway@perthcathedral.org)  
Closing date: 30 September 2021

# SYNOD 2021

## 8-10 October

**Friday 8 October at 6.30pm**

Synod Eucharist at St George's Cathedral

followed by the

**First Sitting of the Third Session  
of the Fiftieth Synod**

- including the President's Address

**Second and Third Sitzings of the Third  
Session of the Fiftieth Synod**

**Saturday 9 October – commencing at 8.10am**

**Sunday 10 October – commencing at 12.30pm**

HBF Stadium - Main Arena  
Stephenson Avenue, Mt Claremont

### DEADLINES for SYNOD BUSINESS

#### EARLY MOTIONS

to be received by the Registrar at Diocesan Office  
by 5.00pm on **Thursday 19 August 2021**

#### EARLY QUESTIONS

to be received by the Registrar at Diocesan Office  
by 5.00pm on **Monday 30 August 2021**

#### NOMINATIONS FOR ELECTION

to be received by the Registrar at Diocesan Office  
by 5.00pm on **Tuesday 28 September 2021**

For further information, please contact

**Susan Harvey, Synod Co-ordinator 9425 7200 or [synod@perth.anglican.org](mailto:synod@perth.anglican.org)**

AUGUST 2021

**APPOINTMENTS**

The Reverend Matt Harding	Assistant Priest, Kallaroo	01.08.21
The Reverend Mark McCracken	Chaplain, John Septimus Roe Anglican Community School	26.07.21
The Reverend Chris Hind	Industrial Chaplain (Fortescue Metals Group)	02.08.21

**LOCUM TENENS**

The Reverend Dr Alan Forsyth	Kwinana	01.07.21-31.07.21
The Reverend Steve Warren	South Perth	20.06.21-28.08.21
The Reverend Gail Falconer	Beaconsfield	05.08.21-26.09.21
The Reverend Kieran Carr	Cottesloe	13.07.21-13.10.21
The Reverend Michael Wood	Darlington-Bellevue	28.08.21-06.10.21
The Reverend Sidney Middlemost	Serpentine-Jarrahdale	01.07.21-31.12.21
The Reverend Dr John Yates	Bassendean	01.07.21-31.12.21
The Reverend Dave Deeny	Como-Manning	01.08.21-30.08.21
The Venerable Lionel Snell	Locum Archdeacon, Sudanese Communities	01.07.21-31.12.21
The Reverend Jan Boyle	Morley-Noranda	01.08.21-31.10.21
The Reverend Joe Sullivan	Kwinana	01.08.21-31.10.21

**PERMISSION TO OFFICIATE**

The Reverend Jane Hawkins	20.07.21
The Reverend Sebastiana Pienaar	30.07.21

**RESIGNATIONS**

The Reverend Jane Hawkins	Honorary Assistant Priest, Gosnells	19.07.21
The Reverend Sebastiana Pienaar	Chaplain, Amana Living	29.07.21
The Reverend Chris Hind	Rector, Bayswater	01.08.21
The Reverend Mark McCracken	Chaplain, Anglicare WA	01.07.21

**RIP**

Errata Mrs Karen Spencer	Wife of The Reverend Canon Tim Spencer	10.06.21
The Reverend Ray Colyer		16.07.21



## Crossword solution

Z	O		S	A	U	N	T	E	R		N	E
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U	T	M	O	S	T		A	D	O	R	E	R
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R	N		S	W		E		E	N		B	Y
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## MESSENGER

### GET IN TOUCH WITH THE MESSENGER TEAM

PHONE 08 9425 7200

E MAIL [messenger@perth.anglican.org](mailto:messenger@perth.anglican.org)

**DEADLINE** 20th of every month prior to publication  
Articles must be under 400 words and may be edited without notice, images to accompany articles are encouraged

**PHOTOGRAPHS** Permission needs to be sought from parents/guardians/carers for photographs with children.  
Digital photos should be a high resolution 300 DPI jpeg or tif

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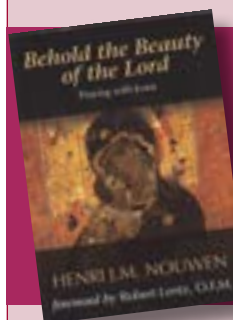
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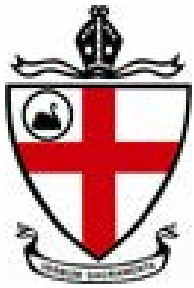
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# WHERE TO WORSHIP



## St George's Cathedral

The Cathedral is open – COVID-19 restrictions apply  
Information about our services and events can be found at [www.perthcathedral.org](http://www.perthcathedral.org)

### MONDAY TO SATURDAY SERVICE TIMES

Mon-Sat	8.00am Morning Prayer and 8.15am Holy Eucharist
Mon, Tues, Thurs, Fri	12.15pm Holy Eucharist (except on Public Holidays)
Wed	10.30am Holy Eucharist (except on Public Holidays)
Mon-Sat	4.00pm Evening Prayer (except on Public Holidays)

### SUNDAY SERVICES

8.00am	Holy Eucharist (BCP)
10.00am	Choral Eucharist
5.00pm	Choral Evensong

### MONDAY TO SATURDAY SERVICES

#### Monday-Saturday

8.00am Morning Prayer and 8.15am Holy Eucharist  
4.00pm Evening Prayer (except on Public Holidays)

#### Monday, Tuesday, Thursday, Friday

12.15pm Holy Eucharist (except on Public Holidays)

#### Wednesday

10.30am Holy Eucharist (except on Public Holidays)

### SPECIAL SERVICES

<b>Sunday 1 August</b>	5.00pm Crosslinks and L'Arche Evensong
<b>Tuesday 3 August</b>	12.15pm Service for Healing and Wholeness
<b>Friday 6 August</b>	6.30pm Festal Eucharist for the Household of Deacons
<b>Saturday 7 August</b>	10.30am Royal Western Australia Regiment Association service
<b>Sunday 8 August</b>	10.00am Choral Eucharist celebrating 75 years of India
<b>Sunday 8 August</b>	5.00pm Thanksgiving Evensong for 150 years of the Weld Club
<b>Sunday 15 August</b>	5.00pm Carols for our Lady in Winter
<b>Sunday 22 August</b>	10.00am Choral Eucharist with farewell morning tea for Fr Gareth
<b>Sunday 22 August</b>	5.00pm Festal Choral Evensong for St Bartholomew
<b>Sunday 29 August</b>	5.00pm Evensong Commemorating the Beheading of St John the Baptist

### MUSIC

<b>Thursday 12 August</b>	10.30am-11.30am <i>ROMANTICISM</i> by Magellan Chamber Group in association with the Cathedral Centre for Spirituality. Free admission with donations gratefully received for St Bart's and Anglicare's ongoing support of homeless people
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### SPIRITUALITY SERIES

<b>Wednesday 11 August</b>	9.30am-2.00pm C20 Bede Griffiths OSB: Discovering the Feminine with The Revd Canon Gillian Rookyard, Rector of Kingsley North-Woodvale, and with Professor Christopher Wortham, Cathedral Scholar
<b>Wednesday 25 August</b>	9.30am-11.30am Spirituality and Rebuilding the City with Mr Adrian Fini, Founding Director, Hesperia: Linc - Fini

### CONCERTS-AT-ONE

<b>Wednesday 4 August</b>	1.00pm Lunchtime concert with talented young musicians from John XXIII College Free admission with a retiring collection
<b>Wednesday 18 August</b>	1.00pm Lunchtime concert with talented young musicians from Prendiville Catholic College - Free admission with a retiring collection