



Christ Church
Grammar School

Headmaster's Report

August 2015

Attachments

- IBSC Conference
- Independent Schooling in Australia – Snapshot 2015
- Scholars for Semester One, 2015
- Article - Tony Little and Anthony Seldon: How to fit our pupils for the 21st century
- Diversity chart
- Media clips

**Old Boys' Association
Parents' Association**

FROM THE HEADMASTER'S DESK

Since my last report to Council the School's activities have continued to be comprehensive and reflective of the cycle of school life. It is anticipated that the Council keeps itself well informed of general activities by regularly accessing the School's website and reading CCGS World as it is delivered to the wider School community. Some particular highlights from the last two months are news stories associated with the recent visit of Michael Kimmel and the performance of our boys at a number of national and international competitions.

As Council is aware I travelled in late June to represent the School as a Duke of Edinburgh Award Ambassador at a celebratory dinner hosted by the Earl of Wessex, Prince Edward at Buckingham Palace. As one might expect, this was a surreal experience that in a way defies further explanation except for the fact that the School's name was unique in this capacity. I also travelled along with Assistant Director of Studies, Mr Matthew Kameron, Head of Romsey House, Mr Alec Barbour, Head of Humanities, Mr Les Goh, Year 5 teacher, Ms Sally McKinnon and Year 4 teacher, Ms Sarah Stone to attend the International Boys' School Coalition (ISBC) conference in Cape Town, South Africa. The conference theme 'Lessons from Madiba' resonated with the South African story and Nelson Mandela. We were fortunate to hear from Nobel Peace Prize winner Archbishop Desmond Tutu along with a range of other inspirational leaders. Les and Sally have joined the new action research teams for the IBSC on projects focussing on global citizenship. Sarah and Matthew presented their findings from yearlong projects focussed on the maker model in schools while I shared the School's journey in relations to its development of 21st Century Skills and Global Perspectives. This conference provides a wonderful relationship building opportunity for all involved as the focus of all 650 delegates is boys' education. Excerpts of the programme are attached.

Council will also find attached to this report a number of interesting articles and elements of information that highlight a range of commentary with regard to current circumstances impacting on independent schools both locally and internationally.

I have also had the opportunity to speak on leadership matters over the last two months to two groups, one co-ordinated by Leadership WA and the other by AISWA. The later was at the 'Aspiring Women Leaders Conference' and was particularly enjoyable given the opportunity to share insights regarding interview techniques with 64 aspirational women from within the independent school sector.

STUDENTS

THE LW PARRY PREPARATORY SCHOOL

Academic

The Oracy Programme, presently in Year 3 and 4, has been expanded to Year 5 and 6 for 2015. Public speaking and presentation skills are important in all fields of academic endeavour and employment. This programme is seen as a strength based programme, as it builds an already predominantly strong skill. The Oracy programme involves the boys presenting a speech, drama excerpt and passage from a book and is assessed by Oracy Australia examiners.

The Semester 1 Reports were posted on the Parent Portal on the final day of Semester 1. Following the reports the parents were able to meet with classroom teachers and specialists. The availability of these interviews has been long standing, however the Parent Portal booking system was used for the first time, in the Preparatory School. The increased parent engagement with these interviews demonstrated the parent body universally supported the new booking process and formalisation.

Pastoral Care, Planning and Co-curricular

I hosted a lunch from the nine Gold Certificate and Pin recipients from Semester Ones, Champion Quest. Eleven of the 500 boys in the Preparatory School achieving this success reflects that gold level is difficult to achieve, thus supporting the development of persistence and resilience in boys.

The Pre-Primary Mini-Launchpad and Year 4 Launchpad were held at the end of Term 2 and beginning of Term 3, respectively. The Pre-Primary boys enjoyed the afternoon after Term 2 had concluded and this provided the staff the opportunity to observe the 2016 cohort. The Mini-Launchpad also acts to guide the new student interviews and advise planning. The Year 4 Launchpad was the second event for these boys and the boys spent the day immersed in the Preparatory School specialist program. Feedback from boys and parents was overwhelmingly positive.

The annual Ski Trip and biennial AFL Tour occurred over the winter break. **Mr Brady Leckie, Mr Heath Pozzi, Mr Jay Pyefinch, Mrs Kim Malajczuk** took the AFL Tour that included four games and a tour of the Essendon Training facility and MCG. **Mr Jamie Fagan, Ms Hailey Cox, Mrs Marley Cook and Mrs Stephanie Bull** attended the Ski trip ensuring the boys enjoyed their experience on the snow and a visit to Snowy River Scheme.

SENIOR SCHOOL

Academic

The school wide review of the operations of the Peter Moyes Centre has been received and acknowledged much of the excellent work that is being done in both the Preparatory and Senior School branches of the PMC. It also made recommendations for improvement and we are now identifying actions to be taken and a program of implementation.

The initial Year 10 subject selection process has concluded and parents and boys commented positively on the comprehensive nature of the information provided and well as the helpfulness of the individual interviews with Heads of House and **Mrs Jody Clarke**, our Careers Counsellor. Issues in regard to the new Maths courses in particular appear to have been addressed successfully.

Heads of Department are about to embark on professional learning modules designed by the Centre for Pedagogy, with the first of these enhancing their understanding of effective observation and feedback to teachers on their lessons.

Pastoral

The end of term two centred largely on activities celebrating NAIDOC week. Indigenous Program Coordinator, **Mr Chris Miles**, arranged a wonderful range of activities and celebrations. The highlights being the opening of the fifth Indigenous art exhibition, *Sitting on Sacred Ground* that was organised by **Ms Gisela Zuchner-Mogall** and the launch of the school's Reconciliation Action Plan (RAP). This was followed by the final assembly for the term that was hosted by our Indigenous students and celebrated their cultural heritage and achievements.

Recently, all Heads of House have participated in a workshop for the *Beyond Bullying* project and undertaken training in the use of *Motivational Interviewing* as a tool to use when working with students who bully. This initiative has been prompted by Director of the Centre for Boy's Health & Wellbeing, **Mr Liam Casson** who has been consulting closely with Professor Donna Cross to determine some priorities and benchmark measures for boy's wellbeing in the school.

Planning and Co-curricular

Tours

SIA Looma the first indigenous trip under the new Director of Service in Action **Mr Mark Tait** took place in the later part of term 2 and was a great success.

SIA Yakanarra is in its final stages of planning along with SIA Marble Bar and the second Garnduwa trip to the Kimberley.

The SIA Cambodia trip is fully subscribed and **Richard Pengelly** will return to transition this trip with the Mark Tait. Again St Mary's AGS will join CCGS on this trip.

Currently we are scoping possible expansion of the SIA program into Borneo and or Malaysia with a Malaysia reconnoiter trip confirmed for late September.

The annual ski trip to New Zealand and a fishing trip to the Montebello Islands have been successfully concluded over the July holiday period.

Sport

The PSA winter sports season is in its final stages for Christ Church teams with two fixtures to go. Soccer and Hockey have been performing well and Badminton too has had some success. On paper Soccer has every chance of winning their championship. Hockey, a very young team with a Year 8 and two Year 9s, whilst upsetting Aquinas who are the likely champions, will most likely place third. The Rugby team have been tremendous even though they have been undermanned due to injury at both ends of the season. Certainly beating Hale on the last fixture in Term 2 was a reflection of their determination and persistence against the competition leaders. They are likely to place third. AFL Football has again struggled this season and this is causing some parental concern as has been expressed to me. The post season sport review will again consider the balance of our performance and how best to improve in 2016.

Athletics preseason is underway for some aspects of the program and there is a determination to improve on the sixth place result last year.

Arts

The House Arts program saw the competition in public speaking, chess and debating in Week 8.

The House Drama, 'Theatre Sports competition' took place in Week 8 in the gym due the Chapel being unavailable.

The House Shout and Visual Art competitions have been launched at the start of Term 3 and conclude in Week 5 with the presentations in the final Assembly before mid-term

Rehearsals are well advance for the senior play *Cloudstreet* under the direction of **Mr Greg Jones** and the season at the State Theatre is nearly sold out. The Preparatory School Year 6 play 'Dirty Beasts' and the Year 7/8 play 'Jungle Book' have also started rehearsals this term.

Outdoor Education

The Year 9 Camp program is well under way with Camp F departing on the first day of Term 3. These camps conclude after mid-term in Term 3. Venture staffing has been concluded and preparation of the route plans are well underway. Year 10 parents will be informed of the Venture experience in detail at the Year 10 PA sundowner on the Monday of mid-term.

STAFF

TEACHING STAFF

Appointments:

Mrs Karen Sim has joined the Languages Department on a short-term contract covering a leave of absence.

Mrs Rosemary Allitt has been appointed as a LDC Teacher within the LW Parry Preparatory School on a fixed-term basis covering a leave of absence. Rosemary has been working as a relief teacher within the Preparatory School since her contract concluded in 2014.

Mrs Gabrielle Williams has been appointed as an English Teacher commencing on 4 June 2015. Gabrielle's most recent position was at Santa Maria College where she was a Teacher of French and English. Gabrielle is covering a leave of absence for Semester 2.

Ms Clare Macfarlane has been appointed as a Teacher Librarian working in the Senior Library. Clare's most recent position was at St Mary's Anglican Girls' School where she was a teacher of English.

Internal Appointments:

Dr Holly Rose has been appointed as Head of Science.

Mrs Katy Brooks has been appointed as Head of Subject – Physics

Ms Lia de Sousa has been appointed as Acting Head of Library

Resignations

Mr Mark Cuccinello has resigned from his post as Assistant Director of Koorringal effective 25 September 2015.

SUPPORT STAFF

Appointments:

Mrs Claire Smith has been appointed as the part-time Executive Assistant to the Director of Philanthropy. Claire was most recently employed at Serco as an Executive Assistant within the Hotel Services Team for the Fiona Stanley Hospital.

Ms Ilona Nunis has been appointed as a part-time Library Technician in the Preparatory School covering a leave of absence for Term 3. Ilona's most recent position was at Churchlands Senior High School as the Library Technician/Teacher.

Ms Pia Inverarity-Stone has been appointed as a Housemother covering a leave of absence for Term 3. Pia has a varied background and most recently worked Teaching swimming to primary school children.

Ms Serena Nathan has been appointed as a part-time Administration Assistant within the Communication & Engagement team. For the last four years Serena has worked as a writer for Flourish Magazine.

Ms Aimee Rath has been appointed as an Education Assistant within the Senior School PMC. For the last 8 years Aimee has been employed at Interchange, a not-for-profit organisation that works with people with a variety of special needs. Aimee is covering a leave of absence for Semester 2.

Mrs Margaret Stewart has an extensive background working as a Geologist but most recently has been working at the School in a relief capacity. Margaret is covering a leave of absence for an Educational Assistant in the Senior School PMC six weeks of Term 3.

Mr Mark Crawford joins the residential Community as a non-residential Community Assistant. Mark is an Old Boy (2011).

COMMUNICATION AND ENGAGEMENT

Student Achievements

News stories for June and July 2015 include:

- Boys achieve great results in global languages competition
- Boys impress at the Australian Computational and Linguistics Olympiad
- Boys swim for the Leukaemia Foundation
- Christ Church musicians take the stage
- Christian Keller's wrap-up of the 2015 Federal Budget Breakfast
- Fierce competition for the House Arts Trophy
- First XVIII celebrates Indigenous round
- Inter-House Cross Country Carnival Champions
- Jazz talent on show at The Ellington
- NAIDOC Week celebrations
- Old boys share their wisdom with the Class of 2015
- Planes fly for the Australian Red Cross
- Prefects take back The Great Divide trophy
- Prep boys attend a Panda's Picnic
- Stormie Mills inspires young artists
- Surfers motivated following PSA Surfing Titles
- Using iPads at CCGS
- Wolsey House support homeless youth in Perth
- Year 8 boys tackle the ocean in a trip of a lifetime
- Year 8 Father, friend and son breakfast
- AFL starts in the making
- Future Christ Church boys launched into the School
- Boys head to the snow in the holidays
- Midnite Youth Theatre Company perform Cloudstreet
- How to raise a modern man
- Preparatory boys practice hip-hop moves
- Boys explore the Montebello Islands
- Physical education classes projected on the big screen
- Scitech's explosive incursion

Parents Association and Auxiliary

Our parent Sundowners have all been well attended in Term 2. (Year 9, 3 May and Year 12, 6 May). The next Sundowner is for Year 10.

Michael Kimmel presented to boys and School community during the week commencing 27 July on matters associated on gender. He was incredibly well received by all audiences.

On Friday 26 June, more than 250 guests gathered at the UWA Club for the Year 12 Father / Friend and Son Breakfast. This year, the guest speaker was member of Council Professor Paul Johnson, Vice-Chancellor of The University of Western Australia. Paul spoke to the boys about preparing themselves for the future, a future he commented, where only fifty per cent of the current jobs may exist.

Old Boys' Association

Reunions and Events

- 10 Jun 2015 Unforgettables BBQ (19)
- 16 Jun 2015 Careers Breakfast (65)
- 17 Jun 2015 Careers Breakfast (47)
- 18 Jun 2015 Careers Breakfast (51)
- 18 Jun 2015 Class of 1961 quarterly lunch (14)
- 3 Jul 2015 Class of 1965 – 50 year reunion (38)
- 10 Jul 2015 Unflappables Winter luncheon (33)

OBA Scholarship Trustees

The Trustees met with Carolyn Turner, Director of Philanthropy and John Harriott on Monday 22 June. Progress has been made regarding drafting of a new Trust Deed for management of the old scholarship fund, and is likely to be signed in August.

Art acquisition

Gregor Kregar and his assistant were on campus from Friday 10 July to Tuesday 14 July installing the Foundation Art Collection acquisition for 2015. The stainless steel sculpture, comprised of over 100 individual pieces, is located on the Refectory promenade.

Centre for Ethics

The Centre had a full schedule during Term 2 with some outstanding speakers. In the later months of the Term the CCGS community were invited to attend the following:

- Embracing fatherhood facilitated by Frank Sheehan and Miles Protter
- Cyber safety solutions presented by Susan Maclean

Other projects

- 1) Beyond Christ Church – the objective of this project is to create a practical, activity-based program that commences in Year 10 and continues throughout Year 11 and 12. Administered by the career counsellor it ensures that all boys engage in activities and develop a range of essential soft skills that complement their academic studies.

The content will include:

- How to create a CV
- Interview questions
- Preparing for an interview
- Decisions on Universities

Step one involves determining content for each Yr group, establishing a webpage and trialling the concept and content with a small group of students.

- 2) Boarding e-newsletter – At the conclusion of Term 2 CCGS issued the first Boarding e-Newsletter to all boarding families. It contained a review of the Term by each of the Year Group Co-ordinators. Seeking feedback on the newsletter will commence this term and is planned to follow the first three editions.

PHILANTHROPY

Diversity

To better understand future scholarship opportunities we have prepared a snapshot of how diversity looks at CCGS in 2015. The Diversity attachment chart look at the number of boys in each diversity sector either in Seniors School or as a reflection of the whole school population.

Across both campuses 'language and ethnicity' diversity shows:

Student born overseas	19.3%
Minimum one parent born overseas	43.5%
English as a second language at home	9.5%

ICT

Preparations were made in anticipation of the Term 2 break to cater for some important system changes.

The Learningfield digital textbook system, as used by year 7 - 10s, underwent a significant facelift in terms of its User Interface design and functionality during the break. In preparation for this migration, all iPads allocated to boys in years 7 - 9 were collected and updated before the end of term. The update occurred during physical education classes, where the iPads were not required. As the year 10 iPads are allowed access to the App store these were updated wirelessly. The cut-over to the new version of Learningfield occurred without incident and boys were able to use the new App on day one of Term 3. The advantages of the new system include:

- A modern user friendly interface.
- Ability to handle multi-page maps on iPads
- Ability to monitor reading time and provide better statistics
- A more stable iPad app
- Better integration with authentication systems

A major change to the Senior Academic Report was conducted over the last few weeks of Term 2. The new reports now resemble the Preparatory School reports and cater for a significant number of additional descriptors and comparisons. These modified reports were delivered on time as per the schedule of the Studies Office.

Synergetic was also upgraded to version 66R2 during the break. This new version addresses a number of bugs encountered in the previous version. One of the more prominent bugs fixed included the reinstatement of the docman tab which did not function for the entirety of Term 2. In addition the upgrade provides a new medical interface which caters for the entry of in-depth and iterative medical data for students. Upgrades to the web front end were also evident by the perceived operation speed of the web interface as observed by staff. An upgrade to version 67 is being planned for December when the version exits its beta stage. The new version promises modules for online application entry and automation.

GOVERNANCE/FINANCE/FACILITIES

Council

The Building & Development working group has been meeting with the school architects, Donaldson+Warn, to further develop the school infrastructure master plan as one of the final components of completing the School's strategic plan 2011-2015:

4.3. Reassess the School's Master Plan balancing financial capacity and the needs of the School programme. This reassessment will lead to the further refinement of the School's Master Plan 2011-2020, which will at all times take into account environmental responsibility.

This process involves a decision tree approach to how the school proposes to approach the next couple of capital projects.

MLC has informed the school that a draft legal agreement outlining the Pre-Kindergarten/ Kindergarten arrangement is almost complete.

Clayton Utz have completed a proposed Deed of Acknowledgement (including right of indemnity, insurance and access) for Council and Foundation members. The Deed needs to be approved by Council prior to execution which requires the affixing of the common seal of the school.

The school has accepted the successful tender for the remediation of the Brockway site. The proposed contract is currently being vetted to ensure it adequately protects the school's interests. It is expected that the process should be completed in the next couple of weeks.

Finance

The school has recently had the auditor, Deloitte, in to undertake an investigation of the accounts receivable business cycle. The formal report will be with the school in the next week.

The finance department is currently completing the preliminary work on developing the 2016 Budget. All departments were required to have their requests in to the relevant area by 31 July 2015.

Facilities

The Chapel project is at a very exciting stage and continuing to progress well. **Mr Chris Coslani** and the architect remain happy with the progress and quality of the work completed by the builder, Western Projects. The project is currently on time and budget.


IBSC

 International Boys'
Schools Coalition


LESSONS FROM MADIBA

INTERNATIONAL BOYS' SCHOOLS COALITION
22ND ANNUAL CONFERENCE

BISHOPS | CAPE TOWN | 7 – 10 JULY 2015



BISHOPS
COLLEGE AND PREP



RONDEBOSCH
BOYS' SCHOOL



SA COLLEGE
JUNIOR AND HIGH SCHOOLS



WYNBERG
BOYS' HIGH AND JUNIOR SCHOOLS



WP
PREPARATORY

IBSC Action Research Program, 2014 – 2015

Boys as Global Citizens

In 2005, the IBSC launched *Action Research in Boys' Schools*, an expression of our mission to promote the collaboration of educators in member schools from around the world. Since then, research teams have completed projects and reported their findings at IBSC Annual Conferences throughout the globe. To date, more than 350 teachers have participated in the program, and many have become instructional leaders for action research in their schools, and have presented at many conferences beyond the IBSC. Learn more about this year's Boys as Makers team, and the Boys as Global Citizens team for 2015-2016 on the IBSC website.

Congratulations to the team for their outstanding work! Please visit our website to read bios and learn more about the IBSC Action Research Team Advisors and their work.

The IBSC Action Research Team will be presenting their research finding in Indaba 3. See page 34 for more information.



Program Coordinator
Di Laycock, The Kings School (Australia)



2014-16 Team Advisor
Trish Cislak, Crescent School (Canada)



2014-16 Team Advisor
Bruce Collins, St Alban's School (South Africa)



2014-16 Team Advisor
Margot Long, St John's Preparatory School (South Africa)



2015-16 Team Advisor
Josh Norman, City of London School (United Kingdom)



2014-16 Team Advisor
Laura Sabo, St Christopher's School (USA)

2014-15 Action Research Team

Angelina Giannarou, City of London School, United Kingdom
Alison Gill, City of London School, United Kingdom
David Grant, Crescent School, Canada
Jonathan Gunning, St John's Prep, Johannesburg, South Africa
Todd Igelman, Saint Augustine High School, USA
Elisabeth Jean, Selwyn House, Canada
Hugh Jones, City of London School, United Kingdom
James (J.D.) Jump, St. Christopher's School, USA
Matthew Kameron, Christ Church Grammar School, Australia
Greg Longney, Barker College, Australia
Patrick Loudon, Christ Church Grammar School, Australia

James Maistry, Maritzburg College, South Africa
Jill Margerison, The Southport School, Australia
Gabriel Maynard, Selwyn House School, Canada
Carson McGregor, Crescent School, Canada
Stephen McLean, Scotch College (Perth), Australia
Daniel McLachlan, The Ridge School, South Africa
Martha Miller, Crescent School, Canada
James Moloney, Churchie, Australia
Marjorie Morrison, St. Mark's School of Texas, USA
Tanya Neilsen, Brisbane Grammar School, Australia
Magalan Pather, St Alban's College, South Africa
Dan Pieraccini, Delbarton School, USA
Nathaniel Piper, The Roxbury Latin School, USA

Carey Pohanka, St. Christopher's School, USA
Terence Prezents, St. Andrew's College, Canada
David Rennie, Lindisfarne College, New Zealand
Robbie Quinn, Montgomery Bell Academy, USA
Elijah Reynolds, Montgomery Bell Academy, USA
Steven Riddell, Scotch College, Australia
Jonathan Rose, Shore School, Australia
Stephen Ross, St. George's School, Canada
James Santosa, Cathedral School for Boys, USA
Frank Snyder, San Miguel Academy of Newburgh, USA
Geoff Stanbury, St. Mark's School of Texas, USA
Andrew Stark, The Southport School, Australia
Sarah Stone, Christ Church Grammar School, Australia
Kate Turner, The Hutchins School, Australia
Betsy Tyson, St. Christopher's School, USA

The Hawley-Jarvis IBSC Service Award

The Hawley-Jarvis IBSC Service Award is named for Dr Richard Hawley and Reverend Tony Jarvis, early influential leaders of the International Boys' Schools Coalition. This is the first annual award presented by the IBSC that honors outstanding educators who celebrate the lives and education of boys, and honours the spirit of servant leadership that continues to inspire the work of the Coalition. This year's recipient is Dianne Patricia Laycock. Ms Laycock is the Head of Library Services for The King's School, Sydney. Since 2005, Ms Laycock has been an active member and leader of the IBSC Action Research Program, and the current coordinator since 2011. All of us in the IBSC thank Ms Laycock for her dedicated service and outstanding research.

IBSC Student Forum

In coordination with the Annual Conference in Cape Town, Montgomery Bell Academy (USA), St Christopher's School (USA), and boys from across the IBSC global community participated in the third annual IBSC Student Forum: *Civil Rights, Human Rights, and the American Experience* in Nashville, Tennessee (USA). This incredible opportunity is based on the principle that education includes learning not only how to grow intellectually, physically, and emotionally, but also how to provide those opportunities for others while simultaneously offering opportunities to build a stronger community. Participation in programs that teach historical lessons about common challenges that face our communities help the boy move beyond single-minded thinking about personal well-being by broadening his awareness of others. Emphasis was placed on the importance of informed optimism, focused generosity, deliberate planning, and energetic action to effect positive change.



IBSC and Online School for Boys



The IBSC and Online School for Boys: Online Education in the Independent School Tradition

Join the IBSC and Online School for Boys (OSB) for an exciting collaboration in online learning. These programs will allow boys' school faculty members and administrators to become familiar with new teaching paradigms and explore those with a cohort of fellow boys' school educators. We have already hosted three successful online classes, and so consider joining us for one of these upcoming courses.

Single Gender Education: A Course for Teachers New to Boys' Schools

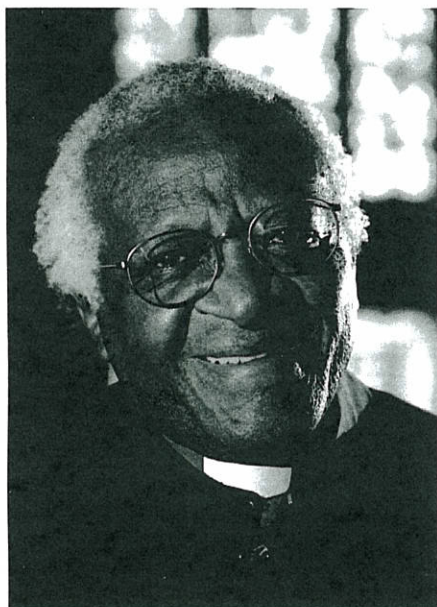
Summer 2015: 22 June – 17 July; 20 July – 14 August; 13 October – 06 November

Introduction to Blended Learning

Summer 2015: 20 July – 14 August

Visit the IBSC website for in-depth class descriptions, registration, and future classes as they enroll. We hope to see you online with us soon!

Plenary Speakers



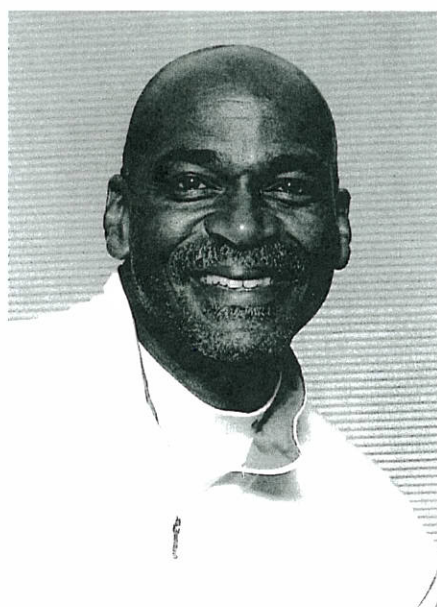
Archbishop Emeritus Desmond Tutu Tuesday, 3:00 – 5:00 PM

Archbishop Tutu, a Nobel Peace Laureate, is one of the greatest living moral icons of our time. He was a key player in the fight against apartheid in South Africa, and was also the first black South African Archbishop of Cape Town and primate of the Anglican Church of South Africa. Archbishop Tutu became embroiled in controversy as he spoke out against the injustices of the apartheid system, and was a prominent crusader for justice and principal mediator and conciliator in South Africa's transition to democracy.

In 1995 President Nelson Mandela appointed the Archbishop Chairman of the Truth and Reconciliation Commission, a body

set up to probe gross human rights violations that occurred under apartheid. His policy of forgiveness and reconciliation has become an international example of conflict resolution, and a trusted method of postconflict reconstruction. In recent years Tutu has turned his attention to a different cause: the campaign against HIV/AIDS. The Archbishop has made appearances around the globe to help raise awareness of the disease and its tragic consequences in human lives and suffering.

Today Archbishop Tutu is regarded as an elder world statesman with a major role to play in reconciliation, and as a leading moral voice. He has become an icon of hope far beyond the Church and Southern Africa.

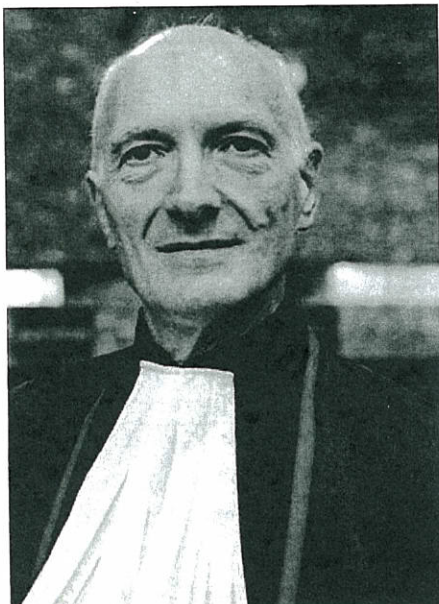


Professor Khalil Osiris Tuesday, 3:00 – 5:00 PM Topic: Overcoming Self- Imposed Limitations

Professor Khalil Osiris is founder of the COC Mentoring Program, an initiative designed to provide schools with a researched-based framework for teaching and supporting positive behaviour for all learners. He is an author, educator and pastor who spent 20 years of his life in prison. While incarcerated, Professor Osiris earned his bachelors and masters degrees from Boston University. Professor Osiris has co-authored two books: *Psychology of Incarceration* and *TLC-Talking and Listening with Care*. *Psychology of Incarceration* is a text book for an accredited university course and a groundbreaking eight-part DVD series used in correctional and therapeutic settings throughout America. His latest works include

Taking Responsibility; Healing From Within; and COC Mentoring Program: The Power of Choices. Professor Osiris is an internationally recognised expert on restorative justice and reclaiming youth engaged in at-risk behaviour. He lives the transformation he facilitates. In 2013 Professor Osiris established the first Positive Behavioural Interventions and Supports (PBIS) AFRICA School in Africa at Vuleka School in Johannesburg, now referred to as a National Demonstration Site.

Professor Osiris resides in Johannesburg, South Africa where his work focuses on strengthening the cultural and economic ties between South Africans and Americans through educational, faith-based and social entrepreneurial initiatives.



Judge Edwin Cameron
Wednesday, 9:00 – 10:15 AM
Topic: South Africa's
Future-Prospects and Perils

Judge Edwin Cameron has been a Justice of South Africa's highest court, the Constitutional Court, since 1 January 2009. Cameron was educated at Pretoria Boys' High School, Stellenbosch and Oxford, where he was a Rhodes Scholar and won top academic awards and prizes. During apartheid he was a human rights lawyer. President Mandela appointed him a judge in 1994. Cameron was an outspoken critic of then President Thabo Mbeki's AIDS-denialist policies, and in 2005 wrote a prize-winning memoir, *Witness to AIDS*, about his own experience of living with AIDS. *Witness to AIDS* was co-winner of the prestigious *Sunday Times* Alan Paton award. Cameron chaired the governing council of the University of the Witwatersrand from 1998

to 2008, and remains involved in charitable and public causes.

He has received numerous honours for his legal and human rights work including a special award by the Bar of England and Wales in 2002 for his 'contribution to international jurisprudence and the protection of human rights'. He is an honorary fellow of the Society for Advanced Legal Studies, London, and of Keble College, Oxford (2003), as well as an honorary bencher of the Middle Temple, London (2008). He holds honorary doctorates in law from King's College London (2008), the University of the Witwatersrand, Johannesburg (2009), Oxford University (2011) and the University of St Andrews (2012).

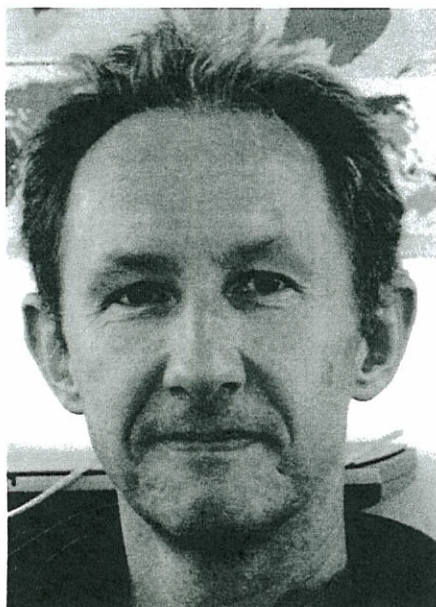


Suzie Nkambule
Wednesday, 3:45 – 5:15 PM
Topic: Lessons from Mandela
– Africa's Economic
Transformation and the
Need for Regional Cohesion

Suzie Nkambule, 27, is an Allan Gray Fellow and a Civil Engineer by profession. She is currently with Aveng Construction and Engineering as a Risk and Strategy Manager. Suzie is the former President of the Association of Allan Gray Fellows and an active member of various charitable organisations focused on Education, skills development and mentoring support to disadvantaged schools and communities. Her professional interest is in the improvement of infrastructure efficacy in sub-Saharan Africa and finding innovative ways to fund the growing deficit and accelerate the delivery of

urgent trade enabling infrastructure projects.

She grew up in Matsulu, Mpumalanga and is a Wits Faculty of Engineering and Wits Business School Alumni.



Dr Wilhelm Verwoerd

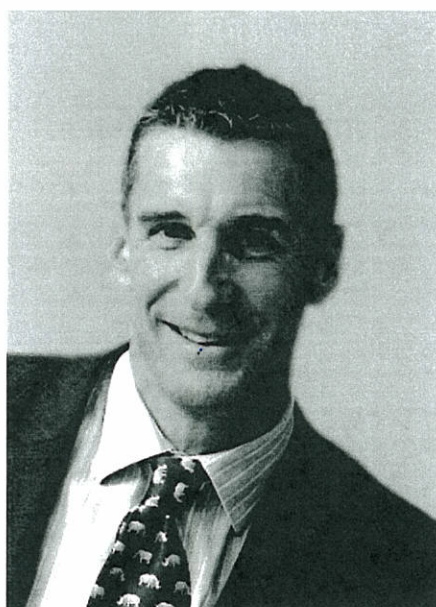
Thursday, 9:00 – 10:15 AM

Topic: Reconciliation Lessons from Mandela

Dr Wilhelm Verwoerd was born in South Africa in 1964. He grew up during the heyday of the system of apartheid, within a white, Afrikaner family and with former Prime Minister Hendrik Verwoerd as grandfather. It took Wilhelm more than 20 years to face the systematic dehumanisation of apartheid, leading him to join the African National Congress in the early 1990s and to work as a researcher within the Truth and Reconciliation Commission. During the 1990s Wilhelm was also a lecturer in Political Philosophy and Applied Ethics at the University of Stellenbosch. Wilhelm's personal and professional journey of reconciliation continued on the island of Ireland, where he worked as a coordinator and facilitator of the Glencree Survivors and Former Combatants

program. During this period Wilhelm worked closely with Alistair Little to help develop the Journey through Conflict process. At the end of 2012 Wilhelm moved back to South Africa to help develop the work of Beyond Walls in that challenging context.

Wilhelm is the author of *My Winds of Change*, and co-edited *Looking Back, Reaching Forward: Reflections on the South African Truth and Reconciliation Commission*. In 2008 his PhD was published, *Equity, Mercy, Forgiveness: Interpreting Amnesty Within the South African Truth and Reconciliation Commission*. Wilhelm is also the author and co-author of a number of articles on topics such as reconciliation, forgiveness and apology. He has an MA (Politics, Philosophy, Economics) degree from the University of Oxford and a PhD in Applied Ethics from the University of Johannesburg.



Rory Steyn

Friday, 11:00 AM – 12 NOON

Topic: Witness to Greatness

Rory Steyn has had a unique career, to say the least. After rising through the ranks of the South African police force, Rory ended up as Chief of Security and personal bodyguard of Nelson Mandela. What Rory learnt from the man, once seen as a terrorist by South African authorities, changed his life forever. "I was a cop for 18 years and in those days, we were trained in the ideology that the freedom liberation movements were considered the enemy. The problem with police is that they are the ones that enforce the laws and if the laws are unjust ones, such as those that were on the statute books under apartheid, then those are the ones that you enforced, so we considered them to be terrorists." How did a policeman who believed Nelson Mandela is a terrorist, end up leading Nelson Mandela's personal

security? "It really only happened in 1994 when Mandela became President ... It was only when I began to engage with the President and watch him, bearing in mind I was very privileged to be in the position that I was, it only took a matter of months for me to see that it wasn't a facade, that he was genuinely committed to reconciling black and white South Africans and to build a nation ... That was his main agenda – nation building – and of course he'd had 27 years in prison to sit and contemplate what he was going to do ... [Mandela] came out with a very precise, very well thought out agenda of stretching out the hand of reconciliation and not doing what anybody else, me included, would have done and get your own back on those who imprisoned you." In 2001, Rory Steyn released his memoir, *One Step Behind Mandela*. (Bio by Nick Gerber, Australian Broadcasting Company.)

Indaba 2 - Learning from the Past | Celebrating the Present

12 NOON – 1:00PM

Join delegates for these fast-paced workshops. Throughout this hour, you will hear three 10 minute presentations, with questions and answers to follow. The workshops are grouped with similar themes/topics, and will follow one right after another. When all three have finished speaking, there will be opportunity for a facilitated Q and A session with the presenters.

Indaba 2-1 Presentations



Topic: Collaboration Across Networks

Presentation Time: 10 minutes each

Room: J2

Connecting Classrooms, Connecting Minds

Today's students must have a deep understanding of other countries and cultures. Our work is to help students realise their rights and responsibilities as global citizens, and nurture in them the skills needed to work in a global economy to build a better tomorrow. It is equally crucial for teachers to gain understanding of the education systems of other countries, and become better endowed to help their students connect with global issues and identify with the rest of the world. Learn how our school created a space for our big wide world in the consciousness and imagination of our students.

Presenter: Kathika Dasgupta, Assitant Teacher, M. C. Kejriwal Vidyapeeth (India)
[Upper/Senior School (Ages 15-19)]

International Research, Global Capacities, Student Outcomes – a Story of Collaboration and Consequence

Join us to examine how schools cultivate global capacities in students. Envision how a framework can lead to common language and a shared vision to deepen global capacities – e.g. empathy, citizenship, global problem-solving, and multiple perspectives – in teaching and learning. This presentation will provide opportunities to gauge the potential for adaptation and implementation of the Global Capacities Framework as a universal institutional tool for reflection, planning, and improvement in schools' efforts to develop essential capacities for learning and living in our contemporary world.

Presenter: Garth Wynne, Headmaster, Christ Church Grammar School (Australia); [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Parent Power: Partnering with Parents K-12 to Support Upper School Exchange Students

Exchange students provide our students with valuable opportunities to become comfortable working with peers from different backgrounds. But when time is short and teachers are busy, how can we help provide exchange students and host families with the support they need? Come hear about one school's answer. St Christopher's has recently started a partnership with parents to help welcome international students, support host families, and raise the profile of the exchange program.

Presenter: Frances Turner, Director of Global Engagement, St Christopher's School (USA)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Indaba 3 - Celebrating the Present: Action Research

Boys as Makers | 2:00 – 3:00PM

The contemporary Maker Movement puts a label on something that humans have always done and will always do; make things to solve problems that are personally meaningful. However, what distinguishes the contemporary Maker Movement from previous notions of making is the potential use of technology that allows traditional making to be extended and reshaped, and new forms of making to be pursued. Technology also enables what has often been considered a private pursuit to become a shared one. Along with its potential to foster creativity, critical thinking, problem-solving, and decision-making, the practical hands-on and technology focus of Making render it a natural fit with the learning styles of many boys. It is for these reasons that Boys as Makers was designated the research topic for the IBSC Action Research Program in 2014-2015. In this conference strand, thirty-nine action research projects offer examples of Maker Learning across a wide range of topics, grade levels and subjects. As well as enhancing the researchers' own practice, the research findings will make a significant contribution to research into Maker Learning and add to the knowledge base of pedagogy in boys' schools.

Indaba 3-1 Presentations

Presentation Time: 15 minutes each

Room: Hyslop Hall

Creating a Storybook on the Hopscotch iPad App to Develop Creative Thinking in Grade 4 Boys

Presenter: Sarah Stone, Primary Teacher, Christ Church Grammar School (Australia)

Incorporating Storytelling into Kindergarten Maker Days to Develop Empathy

Presenter: Kate Turner, Senior Classroom Teacher, The Hutchins School (Australia)

Participating in a Series of Group Maker Projects to Develop Empathy in Grade 1 Boys

Presenter: Betsy Tyson, First Grade Teacher, St Christopher's School (USA)

Indaba 3-2 Presentations

Presentation Time: 15 minutes each

Room: N9

Participating in Group Maker Projects to Create a Sense of Belonging in High School Boys

Presenters: Carey Pohanka, Upper School Academic Instructional Technologist, and J.D. Jump, Multimedia and Technology Specialist, St Christopher's School (USA)

Making Wearable Electronics to Inspire Self-Expression in Grade 5 and 6 Boys

Presenter: James Santosa, Science Teacher, Cathedral School for Boys (USA)

Creating and Composing a School Anthem to Create a Sense of Belonging in High School Boys

Presenter: Dan Pieraccini, Teacher, Delbarton School (USA)

Indaba 3-3 Presentations

Presentation Time: 15 minutes each

Room: N8

Making Movies in English to Empower Grade 7 Boys

Presenter: Bill Bedard, IT Instructor, Selwyn House School (Canada)

Making Castles in Minecraft to Enhance Grade 7 Boys' Engagement with and Understanding of Historical Concepts

Presenter: Greg Longney, Head of History, Barker College (Australia)

Learn to Make - Make to Learn - Making's Role in Student Engineering

Presenter: Marc Crompton, Head of Library, St George's School (Canada)

Indaba 3-4 Presentations

Presentation Time: 15 minutes each

Room: Heatlie

Designing Games to Improve Grade 9 Boys' Comprehension of Shakespeare

Presenter: Geoff Stanbury, Humanities Teacher, St Mark's School of Texas (USA)

Making to Enhance Grade 8 Boys' Responses to Literary Texts

Presenters: Jill Margerison, English Teacher, and Andrew Stark, Head of Libraries and Information Services, Associate Dean – Staff Professional Learning, The Southport School (Australia)

Making to Enhance Grade 9 Boys' Engagement with Literature

Presenters: Robbie Quinn, Assistant Librarian and Debate Teacher, and Elijah Reynolds, Technology Integration Specialist / Director of Social Media / English Teacher, Montgomery Bell Academy (USA)

Indaba 3-5 Presentations

Presentation Time: 15 minutes each

Room: J5

Making to Improve Grade 9 Boys' Motivation in Design and Technology

Presenters: Steven Riddell, Design and Technology Teacher, and Stephen McLean, Design and Technology Teacher, Scotch College (Australia)

Making to Improve Grade 8 Boys' Perseverance in Design and Technology

Presenter: Annabel Barber, Design and Technology Teacher, Poole Grammar School (United Kingdom)

Using a Deliberate Focus on Reflection During a Maker Project to Deepen the Learning of Grade 9 Boys in Technology

Presenters: Martha Miller, IT Integrator, and Carson McGregor, IT Integrator, Crescent School (Canada)

Indaba 3-6 Presentations

Presentation Time: 15 minutes each

Room: J8

Making Wind Turbines in Specialized Skill-Set Groups to Develop Autonomy in Grade 9 Boys

Presenter: Jonathan Rose, Master Assisting Technology and Applied Studies, Sydney Church of England Grammar School (Australia)

Deliberately Focusing on the Design Process in Design and Technology to Deepen Learning in a Maker Project for Grade 6 Boys

Presenter: Jonathan Gunning, Head of Design and Technology, St John's Preparatory School (South Africa)

Making Prototypes to Encourage Creativity and Support CAD Learning in Grade 8 Boys

Presenter: James Moloney, Head of Faculty, Middle School Design and Technology, Anglican Church Grammar School (Australia)

Indaba 3-7 Presentations

Presentation Time: 15 minutes each

Room: N1

Incorporating Peer Feedback Strategies into Making to Enhance Complexity in Grade 10 Boys' Robotics Projects

Presenter: Robert Bell, Assistant Head of Science, St Kevin's College (Australia)

Using Student-Directed Instruction in the Building of 3D Vehicles to Enhance Year 11 Boys' Comprehension of the Design Process

Presenter: Terence Prezents, Computer Science and Engineering Teacher, St Andrew's College (Canada)

Participating in a Robotics Competition to Build Perseverance in Boys

Presenter: Sarah Cormio, Science Teacher, Barker College (Australia)

Indaba 3-8 Presentations

Presentation Time: 15 minutes each

Room: N11

Incorporating Maker Days into a Project-Based Learning Program to Enhance Engagement in Grade 8 Boys

Presenter: Frank Snyder, Academic Dean of STEM Development, San Miguel Academy of Newburgh (USA)

Making 3D Structures to Develop Intellectual Risk-Taking in Grade 9 Boys

Presenter: David Rennie, Head of Faculty Technology, Lindisfarne College (New Zealand)

Providing Tinkering Workshops to Enhance Grade 9 Boys' Curiosity

Presenter: Martin Chambers, Head of House / ICT Teacher, The Hutchins School (Australia)

Indaba 3-9 Presentations

Presentation Time: 15 minutes each

Room: J4

Making Videos and 3D Graphic Models to Build Problem-Solving and Risk-Taking Skills in Honours Geometry (Mathematics) for Grade 9 Boys

Presenter: Marjorie Morrison, Teacher and Associate Director of Visiting Scholar Programs, St Mark's School (USA)

Making an Interdisciplinary Self-Imagined Product in Computer Science and Engineering to Encourage Perseverance in Grade 10 Boys

Presenters: Patrick Loudon, Design and Technology and Engineering Studies Teacher, and Matthew Kameron, Assistant Director of Studies, Christ Church Grammar School (Australia)

Using Blogging as a Reflective Tool in the Making Process to Enhance Self-Management in Grade 11 Boys

Presenter: Christopher Fox, Art Department Chair / Art Instructor, The Haverford School (USA)

SNAPSHOT 2015

THE INDEPENDENT SCHOOL SECTOR

INDEPENDENT SCHOOLS IN AUSTRALIA

Characteristics of the sector include:

- a significant and growing share of the number of Australian students
- schools that have strong community links
- a diversity of schools in terms of type, size and focus, educating boys and girls, students with special needs, and overseas students
- sound autonomous governance arrangements
- a comprehensive range of accountabilities of schools to parents and other stakeholders
- giving parents choice by providing a wide range of educational programmes, and settings
- Independent schools are not-for-profit organisations.

Size of independent sector

NUMBER OF INDEPENDENT SCHOOLS			SCHOOL TYPE	
Primary	222	22%	Boys schools	5%
Secondary	53	5%	Girls schools	7%
Combined	669	66%	Coeducational schools	88%
Special schools	72	7%	Boarding schools	14%
Total	1,016	100%		

Australian Bureau of Statistics (ABS) data does not categorise Independent Catholic schools as independent. These schools are a significant part of the Independent sector and when included there were a total of 1,078 schools and just over 576,000 full-time equivalent students in 2014.

Make up of independent schools

Unlike other sectors, the majority of Independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, and are separately accountable to their parent and school communities. Some Independent schools with common philosophies operate within approved systems. These include Anglican, Lutheran and Seventh Day Adventist Systems. There are also some other groupings of Independent schools. All Independent schools comply with state and federal education regulations and standards.

School size

- 10% of schools have less than 50 students
- 37% of schools have less than 200 students
- 44% of schools have 200 – 999 students
- 17% of schools have 1,000 – 1,999 students
- 1%, or 16 schools, have 2,000 or more students
- the average size of independent schools is 521 students
- the average size of a government school is 360 students

Location of independent schools

Metropolitan	68%
Provincial	29%
Remote	3%

Affiliations of independent schools

85% of all independent schools have a religious affiliation.

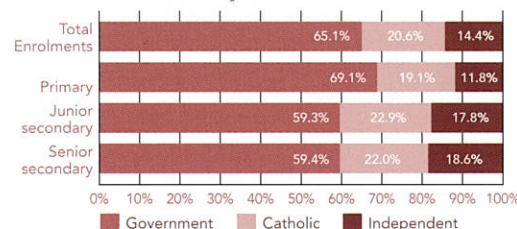
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	151	144,906	25.2%
Non-Denominational	192	77,054	13.4%
Christian Schools	137	62,007	10.8%
Uniting Church in Australia	45	50,439	8.8%
Catholic	55	43,247	7.5%
Lutheran	86	39,764	6.9%
Islamic	38	28,068	4.9%
Baptist	42	19,932	3.5%
Inter-Denominational	26	19,564	3.4%
Seventh Day Adventist	46	12,310	2.1%
Presbyterian	14	10,339	1.8%
Jewish	18	8,923	1.5%
Steiner School	44	8,104	1.4%
Pentecostal	16	7,735	1.3%
Assemblies of God	10	6,067	1.1%
Brethren	8	4,611	0.8%
Montessori School	36	4,480	0.8%
Greek Orthodox	8	3,718	0.6%
Other Catholic	7	3,473	0.6%
Other Orthodox	5	1,962	0.3%
Other Religious Affiliation*	12	5,700	1.0%
Other**	83	13,729	2.4%

Other Religious Affiliations include Churches of Christ, Ananda Marga, Hare Krishna and Society of Friends

Other includes special schools, international schools, indigenous schools, and community schools.

STUDENT ENROLMENTS

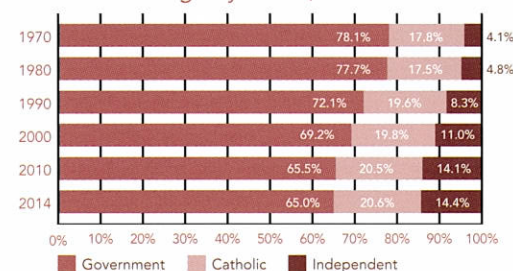
School enrolments by sector and level 2014



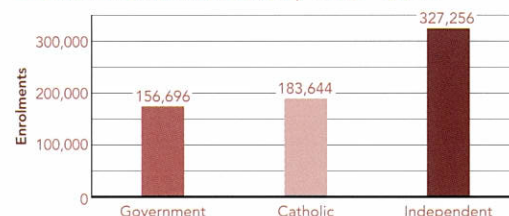
Enrolments in independent schools, 2014

	MALE	FEMALE	TOTAL
Primary	129,083	126,536	255,619
Secondary	136,422	136,929	273,351
Total	265,505	263,465	528,970
Indigenous students			11,120
Students with disabilities			18,008
Overseas students			5,638
Boarding students			15,728

Enrolment change by sector, 1970 to 2014



Growth in enrolment share, 1985 – 2014



INDEPENDENT SCHOOL TEACHERS

Independent schools employ nearly 17% of all teachers in Australian schools.

Total number (full-time and part-time)	50,599
FTE (full-time equivalent)	43,930

Teachers in the Independent sector by gender and level (FTE) 2014

	PRIMARY	%	SECONDARY	%
Male	3,973	22.9%	11,727	44.2%
Female	13,404	77.1%	14,825	55.8%
Total	17,378	100.0%	26,552	100.0%

Student teacher ratios 1973 – 2014

YEAR	GOVERNMENT		NON-GOVERNMENT			
	Primary	Secondary	CATHOLIC		INDEPENDENT	
			Primary	Secondary	Primary	Secondary
1973	25.1	16.2	29.6	22.2	17.1	14.2
1980	20.2	12.2	23.9	16.6	17.3	13.3
1990	17.9	12.0	21.1	14.0	16.9	12.2
2000	17.1	12.6	19.1	13.4	15.7	11.4
2010	15.4	12.3	17.6	12.8	14.9	10.5
2014	15.4	12.5	17.2	12.8	14.7	10.3

Sources: Figures in *Snapshot* are derived from data provided by the Australian Bureau of Statistics, the Australian Government Department of Education and Training, and the Productivity Commission. Depending on the availability of data, enrolment figures are either full-time or full-time equivalent (FTE). Some figures include Independent Catholic schools and enrolments. Some figures may not add due to rounding.

SNAPSHOT 2015

HOW GOVERNMENTS FUND INDEPENDENT SCHOOLS

SOURCES OF INCOME FOR INDEPENDENT SCHOOLS

Private sources of funding (mainly parents) 60%

All government sources 40%

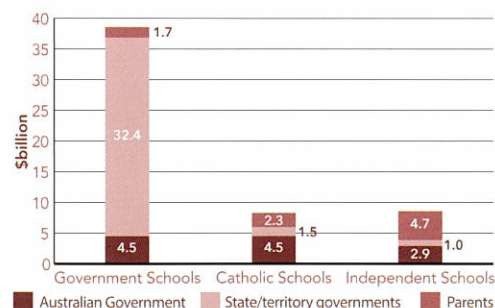
The proportions of private/government funding vary greatly from school to school.

Estimated recurrent savings to governments from the Independent schools sector \$4.2 billion p.a.

Public funding of Independent schools

All state and territory governments and the Australian Government share responsibility for the public funding of schools in Australia. State and territory governments are the main public funding sources for government schools and provide 26% of total government recurrent funding for independent schools. The Australian Government is the main public funding source for non-government schools.

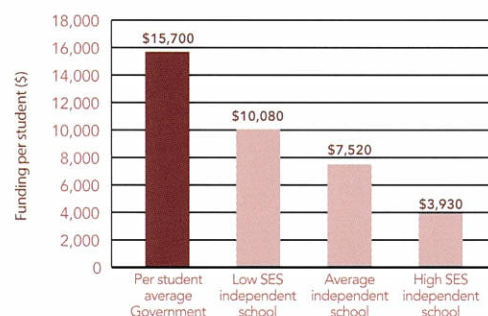
Recurrent funding for school education, 2012-13



Average government recurrent funding per student 2012-13

Government school	\$15,703
Catholic school	\$9,362
Independent school	\$7,522

Total government recurrent funding per student 2012-13 (All government sources)



The amount of funding received from all government sources varies significantly depending on the circumstances of the school.

Australian Government funding from 2014

During 2011 there was a major review of school funding undertaken by a panel chaired by Mr David Gonski AC which recommended that funding for all schools be based on a new schooling resource standard with loadings to address educational disadvantage.

A funding model was then developed by the Australian Government and the Australian Education Act 2013 was passed by Federal Parliament enabling Australian Government funding for schools from 2014. From 2014 a complex transition arrangement to the new funding model commenced.

The 'SRS' Funding Model

The new funding model includes base funding plus loadings to address educational disadvantage. The per-student component is based on the Schooling Resource Standard (SRS) which aims to measure the cost of effective and efficient provision of education.

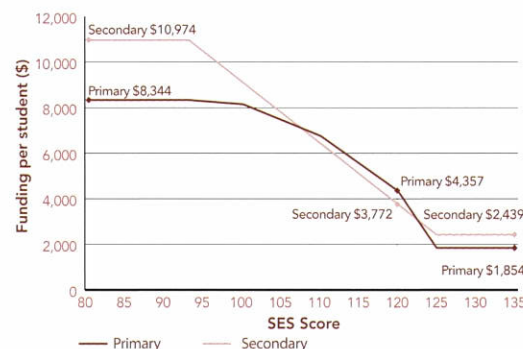
The main difference between how government and non-government schools will be funded is that non-government schools are subject to 'capacity to contribute', which means that the amount of base funding they receive is dependent on their schools' community's estimated capacity to pay. Schools with a higher estimated capacity to pay receive less per capita funding.

The loadings in the model are for:

- Location,
- Size,
- Low SES,
- Indigeneity,
- Low English language proficiency, and
- Students with Disability.

Once fully implemented, loadings will be fully publicly funded. The loadings replace Targeted Program funding which also served to address areas of educational need.

'Capacity to Contribute' (based on 2014 SRS)



Unlike the previous SES funding model, under the current capacity to contribute settings from SES score 108 to SES score 122 there is a section where the primary per student allocation is higher than the secondary per student allocation. At the widest point the difference between the two is \$585 per student.

Transition to SRS

All schools in existence pre-2013 are in a process of transitioning to their estimated SRS funding entitlement, either through the receipt of a percentage of additional funding each year or through being held at a static level of indexation. Each state and territory has a different transition path.

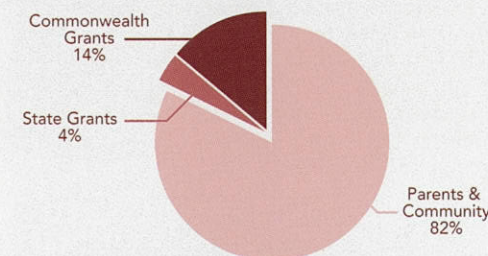
New schools will go straight on to their calculated SRS funding entitlement.

CAPITAL FUNDING

Parents and Donors

On average, parents and donors in Independent school communities in 2013 contributed 82% of funds for capital developments, such as school buildings, grounds and equipment.

Main sources of capital funding in Independent schools 2013



Capital Grants Program

Independent committees called Block Grant Authorities in each state and territory administer capital grants for non-government schools on behalf of the Australian Government. In 2014 it is estimated that grants for the independent sector totalled approximately \$62 million. In the Independent sector Australian Government capital grants are distributed on a needs basis, with priority given to disadvantaged school communities with the least capacity to raise funds.

State and territory government assistance

In Queensland some capital grants for Independent schools are provided by the state government. Several state and territory governments also provide interest subsidy arrangements.

Note: Funding figures in *Snapshot* use the latest available data which is for the financial year 2012-13, or for the calendar year 2013.

For more information visit:
www.isca.edu.au

Scholars for Semester One, 2015

At the end of Semester One, students from Year 11 and Year 12 who achieved four or more A grades in courses undertaken that semester have had their achievement recognised by being included in the list of **Scholars for Semester One, 2015**.

In Year 10, students who achieved five or more A grades, with four in the core subjects and one in an elective have also been included on the list of Scholars for Semester One.

Congratulations to these boys who are our **Scholars for Semester One, 2015**.

Year 10	Year 11	Year 12
Lumina Gajanayake	Jonah Allen	Angus Barber
Edward Galluccio	Ben Anderson	Joseph Brough
Vincent Goodwin	James Blaxill	Jack Hawkesford
Andrew Lawrance	James Borshoff	Jared Hee
Alex Lindsay	Zack Bowles	Tim Holden
Joshua Moore	Alec Broadhurst	Chaithanya Jeganathan
Jaxon Passaris	James Chu	Julian Ming
Daniel Robbins	Sam Collins	Nicholas O'Callaghan
Kohsuke Sato	Oliver Cull	Victor Oloworaran
Gary Song	Jack Dale	Daniel Pelkowitz
Liam Tien	Cameron Everett	Terry Pham
Keaton Wright	Jeff Ge	Albert Qiu
Jesse Zhou	Devin He	Ganathy Shanmugakumar
13	Ananathu Koloth	Samuel Thompson
	Nowar Koning	Stefano Tudor
	Matthew Lauw	15
	Leo Li	
	Brodee Lockwood	
	Hector Morlet	
	Harry Nicholas	
	Nicholas Pizzino	
	Tom Robins	
	James Sier	
	Thomas Waring	
	Matthew Wilson 25	

Cover story

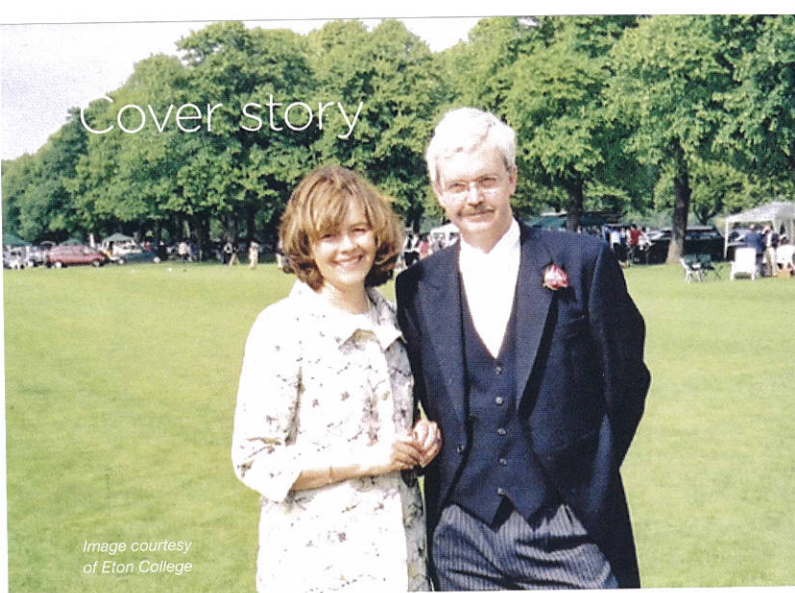


Image courtesy of Eton College

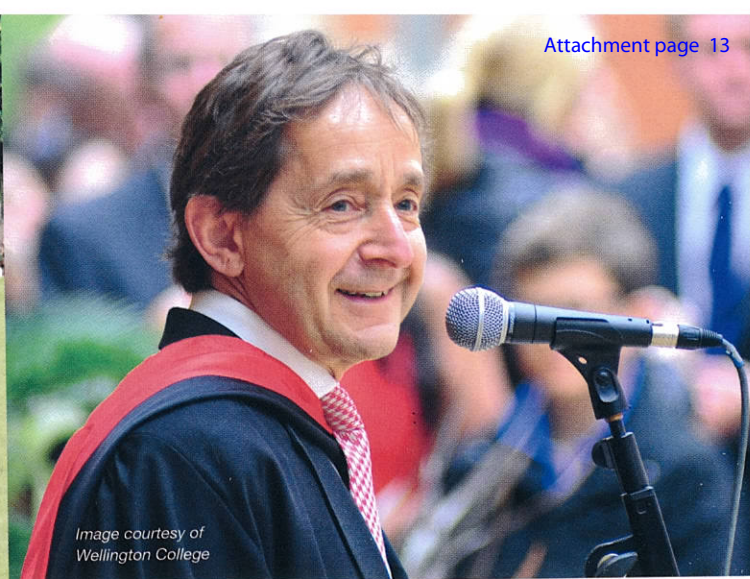


Image courtesy of Wellington College

Tony Little and Anthony Seldon: How to fit our pupils for the 21st century

At the end of the summer term, two of the most prominent school leaders of recent times, Tony Little, Headmaster of Eton College and Sir Anthony Seldon, Master of Wellington College, are stepping down. They spoke to *Insight* about the urgent need for schools to transform teaching and learning, prepare pupils for adult life and improve transition to university.



Tony Little
(Eton College)

What is at the top of your mind as you prepare for your final term?

I am determined to have our new Centre for Innovation and Research in Learning (CIRL) up and running in the heart of the school to promote a wide range of ways to think about how we learn. The urgency of addressing the gap between current teaching methods and those which will fit all pupils for life in the 21st century has grown on me in the last couple of years and it is fuelled when I see really interesting new developments.

With the current pace of change and the way in which young people are accessing knowledge, we could soon discover the way we teach may seem irrelevant. Imagine a generation of 16-year olds saying: "What is going on here? This doesn't mean anything to me."

We are on the cusp of something quite extraordinary in terms of understanding learning but the way things are structured

in the UK is mitigating against us taking advantage of it.

So what would you like to see change?

We need to see the breaking down of the silo mentality that exists in all schools. My school is typical. Each subject is very well taught in itself, but I am exasperated by an exam system which makes it difficult for teachers to make links and pupils to see things in different ways. It's about encouraging them to see things laterally and be more nimble.

The exam system is like an egg timer. There is a wealth of experience and learning at the top, then it is all squeezed through the narrow bottleneck of exams and pushed out of the other side. I am not against exams or rigour, quite the contrary; it's the way exams are designed. And we are controlled by a university admissions process focussed solely on exam results. No one wants to prejudice students' chances, which locks us into a rigid system.

What would you like CIRL to focus on?

There are three main areas which I would like to see develop significantly: technology, neuroscience and teacher training.

To date, educational technology has been about finding a new piece of kit to make the teacher better able to convey a message. We are about to see the most monumental shift in new technologies and this will transform the way students take charge of their own learning. The "flipped" classroom would allow for this, for example, with pupils taking



Image courtesy of Eton College

Cover story

information online and using lesson time to spark off each other. A new way of teaching young people the precision of thought needed to interact with robotics and artificial intelligence is also required.

Meanwhile, we are in the infancy of neuroscience which will show us more clearly how adolescents think and learn. I tell my parents that, developmentally, their 15 year old son is quite literally not all there. He is not all joined up yet and if you bear that in mind his behaviour makes a lot more sense.

Differentiation is key; teachers need to become navigators. This requires a higher level of skill as teachers are spinning plates and need great spatial awareness of where they are with each and every pupil. Tough love is often also needed – especially with teenage boys!

What does this mean for training our teachers?

We have made rather a mess of teacher training in this country. I would like to see teaching as a highly trained profession, but not as it is now. I take unqualified teachers because I think we can train them better in my school. In the future I would like a new national framework which would open up teaching initially to people without professional qualifications but with good subject knowledge. Those wishing to become career teachers would have to work towards a charter mark which would have to be refreshed and which would include research.

We need to make the leap from a pretty hit and miss affair, to a structure of professional

“Successive governments have spent a lot of money on structures and systems but that money would be better spent on teacher training.”

competency in which research is obligatory and becomes a state of mind allowing teachers to develop their own practice on the basis of evidence. Successive governments have spent a lot of money on structures and systems but that money would be better spent on teacher training. In the end, it doesn't really matter what type of schools we have if we do not have really good teachers.

Do you see changes in your pupils' mental health and wellbeing?

There are more pressures on young people than ever before not least 'virtual' pressures – and there has been a welcome shift in schools from simply responding when things go wrong to promoting good mental health. These days at Eton we have access to a full-time clinical psychologist and a part-time adolescent psychiatrist. They are effectively and fully involved.

At the same time there has been a growth in some parents living their lives vicariously through their ambitions for their children. They have an outcome template and when that doesn't happen this can add to the stresses. The majority of parents are supportive and relaxed but the range of

parenting seems more marked than in the past. For some it feels like bereavement when something goes unexpectedly wrong; others are in denial.

Are you concerned that pastoral care lessens when your pupils leave?

Yes, we hear from our old boys that this is a problem. For example there was an autistic boy who was supported very well here and achieved his grades, but lasted only four months at university because he couldn't cope and there was nothing like the level of personal support he had received at school. The transition was too stark. There is a fundamental difference between US and UK universities. American universities have their own problems but at least they try and see students in the round.

How would you sum up your 26 years as a headmaster?

I am ready to leave but will sorely miss the strong sense of community of a boarding school – and listening to wonderful music in chapel, or watching boys do remarkable things.

In ten years, people may look back on my time and gasp in amazement at how cack-handed we were because we will have learnt so much more about how adolescents think. But if children get a better deal because of the progress that has been made, I am all in favour of that.

Tony Little will become Chief Education Officer of Dubai-based school chain Gems on 1 September 2015.



Anthony Seldon
(Wellington College)

Have you enjoyed being a headmaster?

I have hugely enjoyed Wellington and I enjoyed the first time I was an acting Head, at St Dunstan's, but Brighton was very tough. It was in a poor state and I had to yank it around a good deal to get it performing well. Heads must be kind, but this is often mistaken for being kind just

to colleagues. In fact, we have to be kind to the kids and to parents by not taking on poor performing colleagues or bad practices. Children have one chance so I had to be particularly tough at Brighton and that took the fun out of it, though there were lots of great people. There was quite a big turnaround job to do at Wellington but it was much easier. There were fantastic colleagues and parents, and bold, imaginative governors who helped develop so much innovation.

How should Heads be trained as leaders?

Unfortunately, Heads can easily become managers rather than leaders. They manage the status quo and are not leading to a

clearly defined set of goals that will really change their schools. Governors, especially those who are alumni, often don't want to appoint leaders but, instead, seek to build a better past. Survival is hard for some schools and that requires leadership. I would love to see an independent schools' Leadership College, to learn about leadership in the abstract but also by doing and watching others. The country badly needs a vibrant independent sector, but it needs it to use its independence to be hugely dynamic, innovative and strong as well as more self-critical. There is so much scope for the sector to help transform independent and state schools.

Cover story

What do you think the role of parents should be?

Parents need to be partners from the beginning. The expression "helicopter parents" is an excuse for schools to push them away. We need to educate parents about good parenting and work together to educate the child. Preparing for exams is about 25% of what schools are for and the other 75% is helping young people develop intellectually, emotionally, psychologically and artistically, and we need parents to understand their role in that. Too many parents don't have a clue what it is to be a good parent. Government and schools need to be clearer about what good parenting means.

A poor parent damages their child, doesn't let them become independent and wants their children to become a mini-me. They shout at the touchlines, they spend all their time at the school play videoing rather than watching the performance. This is a form of parental narcissism. Rather than letting the child be what they want to be they atrophy their child's sense of development and autonomy.

If I was Prime Minister I would make everybody vote and all Heads would be able to insist all parents come to parent evenings. I tend to be quite strong with parents.

They must respect the school and its teachers and are not permitted to speak to them in certain ways. On the school's side, all children need to be respected, especially the naughty ones.

What conclusions have you come to about pastoral care, given the emphasis you have placed on this?

It can be seen as a river surging into a waterfall – we need to do much more to stop pupils being sucked down. Once they crash to the ground and break it can be harder and much more expensive to put them back together again. Some children obviously have

specific problems and we need a much better referral system for them. I have seen a great deal of positive psychology in the US and at Wellington we have great counselling services and wellbeing programmes, but the UK is generally way behind.

Are you concerned about the change that pupils make from school to university?

Higher Education has committed a dereliction of duty on mental health issues. It is very difficult for children to be suddenly bundled off somewhere with no boundaries.

Schools could do a better job on transition, too, but kids are not interested in courses about the future in the run up to A Levels. And then they are gone, so they need help with this through their whole time at school, alongside help with marriage and parenting. I find more boys than girls want to have children, for example, as the girls are

conflicted but boys still think it will make zilch difference to their career development. Fundamentally schools are about preparing children for life, bringing out all the multiple intelligences they have. We are in danger of convincing ourselves that exams are the only things that matter. In many schools, league tables have been allowed to squeeze out individuality and experimentation. For heaven's sake, if that doesn't happen in schools when else is it going to? ■

Anthony Seldon will become Vice Chancellor, University of Buckingham on 1 September 2015.



Image courtesy of Wellington College



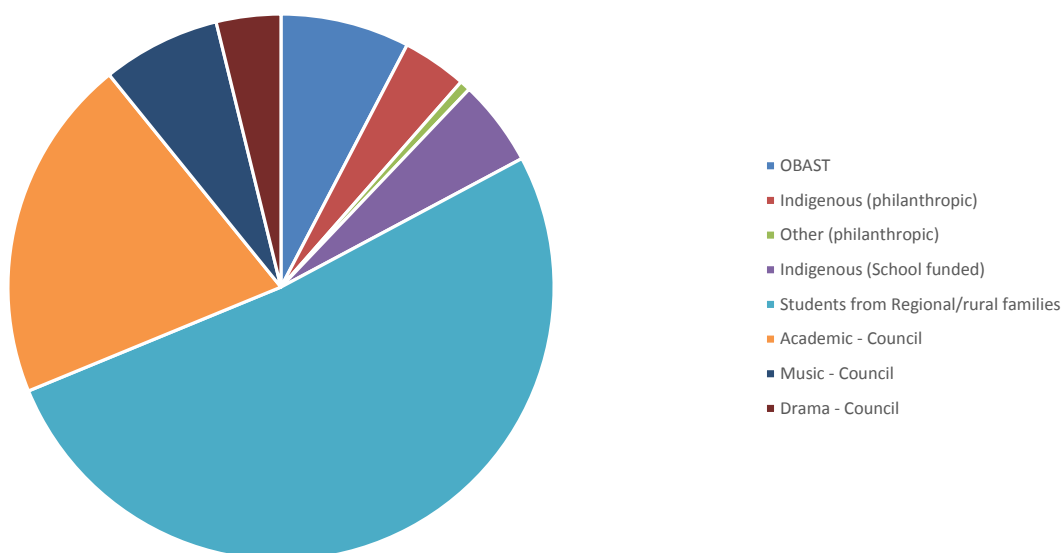
Image courtesy of Wellington College



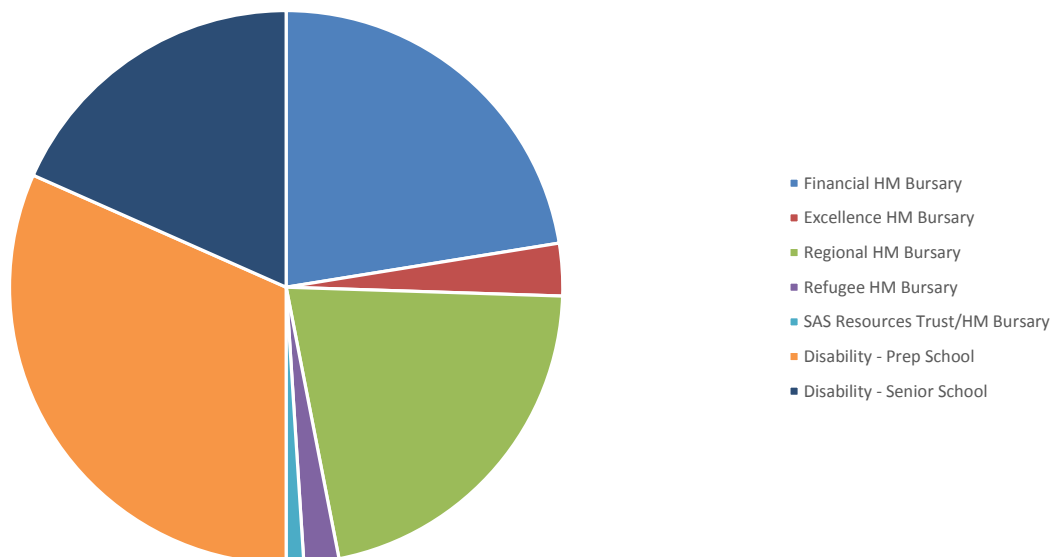
Christ Church
Grammar School

Diversity 2015

Diversity
Senior School
(16.3%)



Diversity
Whole School
(13.5%)





Entrepreneur: China-based Nick Van Leeuwen imports organic WA wine.

Wine niche in China

■ Angela Pownall

Nick Van Leeuwen is not even 30 but the Perth entrepreneur is having success where many have failed, in cracking the lucrative Chinese market.

Mr Van Leeuwen is among a new breed of Australians doing business in the world's biggest economy, replacing the traditional expats in China on a Western company wage.

The former Christ Church Grammar School pupil spent three years in Beijing learning Mandarin before launching his business.

Mr Van Leeuwen then joined forces with friends, two Australians and a Chinese, to establish Australian Natural Exports, which sells organic and biodynamic wines from WA and South Australia in Beijing. "Organic and biodynamic

wines was a niche market that no one was specifically engaging in," he said.

The Dalkeith-raised University of WA graduate identified a market among China's young middle-class for mid-range WA wines. "That market is your 20 to 35-year-olds, well-educated and young, earning enough money that they can purchase a bottle of wine and they're also interested in it," he said.

Mr Van Leeuwen sells wines by WA vineyards Frankland Estate and Cullen Wines and several SA labels. ANE focuses on family-owned wineries, because this is appealing to Chinese consumers, and wine priced about \$15-\$25 a bottle.

Since March, ANE has sold 25 per cent of 5000 bottles imported into China through bars, restaurants and five-star hotels.

1/6/15

West Australia

Post June 13.

Isaac's art soars



Isaac Davies and Stormie Mills admire the result of their collaboration. Photo: Paul McGovern

Will Isaac Davies become the first RAAF pilot to win an Archibald Prize?

If he does, Stormie Mills will be able to take some of the credit.

The artist worked with Year 6 boys at Christ Church Grammar School over a fortnight that saw their creations take flight.

Isaac and his mates explored the subject matter of aeroplanes.

They drew, painted, and detailed their craft with pencil, acrylic paint, and pens.

Walls at the school were covered with jets, propeller-planes, an Apple spaceship, rockets and a Zeppelin.

"There's a few little Fokkers here ... do you think that's a Spitfire or a Mustang?" Stormie asked.

Art teacher Claire Donald said the boys relished the opportunity

to work with Stormie, who won the children's prize for his giant pink bunny at this year's Sculpture by the Sea.

"It was clear they idolised him and appreciated every moment they had in his presence," Claire said.

Isaac said he wanted to become a pilot but the arts were important too.

"Maybe I'll win an Archibald Prize," he said.

June 13-19

ER
RY

TV

River of tragedy

There's a WA edge to this TV adaptation of Kate Grenville's novel. **William Yeoman** chats to Tim Minchin about his role as a bitter Irish emancipist.



Tim Minchin as
Smasher Sullivan.

Somewhere near the Hawkesbury River in New South Wales. Sometime in the early 19th century. You're walking through the bush when you catch a glimpse of chimney smoke rising into the air. You follow a rough path down to the waterside. Chooks are scratching around in a pen near a small cottage. Two men — one carrying a butchered pig, the other accompanied by a dog — are talking animatedly to a settler family. You move closer, hoping to make out their words.

Suddenly there's a shout. "OK, let's try that one more time!" The spell is broken, and you remember this is Lake Tyers, Victoria, the year is 2014 and you're on the set of the highly anticipated television adaptation of Kate Grenville's classic 2006 novel, *The Secret River*. And if you'd felt, just for a moment, like you'd stepped into a Fred McCubbin painting, it would have been with good reason.

"We drew on the 19th century paintings of Fred McCubbin as a tangible conduit to the past," *The Secret River*'s director Daina Reid says. The Perth-born WAAPA graduate would have been familiar with iconic Australian paintings such as McCubbin's *Down on His Luck*, which hangs in the Art Gallery of WA.

As the director of other TV series that examine our admittedly more recent past — *Paper Giants: the Birth of Cleo*, *Howzat! Kerry Packer's War* and more — she would also have been familiar with portraying Australia's history with a punchy fidelity. But the Stephen Luby-produced *The Secret River* brought its own challenges.

"It was a very daunting prospect filming such a classic book," she says. "The script has to be its own piece, especially with the calibre of screenwriters such as Jan Sardi and Mac Gudgeon. I run the film in my head and I shoot that. And I have to be clear I'm not running the movie of the book; I'm running the movie of the script."

Grenville's evocative, highly textured novel tells the story of pardoned convict William Thornhill's struggle to make a new life for himself, his wife Sal and their children in colonial Australia after being transported from England. He squats on land by the Hawkesbury, initially without realising and then not caring that it is already occupied by members of the local indigenous

population, the Dharug. It's a decision that will have tragic consequences, not just for the Dharug people but for Thornhill's own humanity.

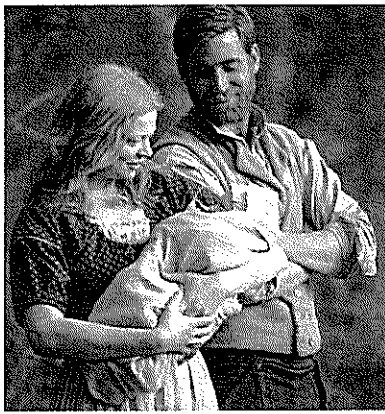
"The time is fascinating for how unjust it was," she says. "What the English were doing to themselves. And then what they did to the Aboriginals. I was just struck by the brutality of it. I just hope this (TV) series is another step in the right direction for the acknowledgment of those less attractive parts of our history."

Watching the epic two-part series, you're instantly gripped not just by the magnificent cinematography and the superb design of *The Secret River* but by the intensity of the performances, which recall those in Andrew Bovell, Neil Armfield and Stephen Page's brilliant stage adaptation for Sydney Theatre Company.

Reid says she never saw the play, "which personally was a good thing, as you can't help being influenced by such great works", but was fortunate to be working with Trevor Jamieson, who also appeared in the stage adaptation and who plays Dharug elder Greybeard in the TV series.

"All the indigenous actors (some from the Kimberley region) were fantastic actually," Reid says. "One of the hardest things for a white person is stepping into that world, and I was very much in the hands of Trevor and others in terms of understanding their culture."

Indeed, Reid worked extremely closely with each member of the cast in order to bring a palpable authenticity to their roles while allowing a certain flexibility in their interpretations. "I'm blessed in having



Sarah Snook and Oliver Jackson-Cohen as Sal and William Thornhill in *The Secret River*.

been an actor and having gone to WAAPA," she says. "You get to learn different approaches to acting, and I can use those as a director."

English actor Oliver Jackson-Cohen, who plays Will Thornhill is "a very instinctive, emotional actor in a contentious role", while Sarah Snook, who plays Sal Thornhill is different again. "It's one of the greatest female roles I've ever read," Reid admits.

"With Will, there is inertia. He fails to make a decision and gets carried along. Sal's the opposite of inertia. She's just unadulterated drive. She does everything to save him and her journey is phenomenal before we even meet her."

With Lachy Hulme, who plays former Thames waterman Thomas Blackwood, Reid was in familiar territory. "I've worked with Lachy before so I'm aware of how he likes to do things," she says. "We had quite a shorthand between us during the shoot, which made things so easy."

And with Tim Minchin, who plays bitter, baleful Irish emancipist Smasher Sullivan?

"This is a very different, risky role for Tim and we spent a lot of time working through it," she says. "I didn't want Smasher just to be a bad guy. I wanted him to have all the warmth and charm that Tim has."

Talking to Minchin during a break in shooting, you get to sample some of



Lachy Hulme as Thomas Blackwood and Tim Minchin as Smasher Sullivan.

performer, inactivity drives you nuts."

The Perth-raised actor, musician, comedian and writer and director of the West End and Broadway hit musical *Matilda* says TV acting is "a totally different thing".

"My only other real TV experience has been *Californication*, where I did 10 episodes," he says. "That was a really good apprenticeship. Because your fear, coming from a theatre background, is that you pitch it wrong. But the amazing thing about film is you can be a big actor or a tiny actor and in the final edit it all matches. You can be whatever you want."

Minchin, whose new musical based on the 1993 Bill Murray film *Groundhog Day* premieres on Broadway in 2017, says playing a character such as Smasher is "totally uninteresting" if you're just going to portray him as a comic-book baddie.

"I think Daina's interest in casting me was because I have a friendly face," he says. "A less intuitive director might cast someone angular and craggy, with a hooded brow. Now, I'm not playing him as good but I am

"I'm not playing him as good but I am trying to find sympathy for him."

TIM MINCHIN

and the responsibility of Australia's mistreatment of people who were here before us lies in the hands of humans and not psychopaths. There's no point in playing Smasher as a psychopath."

Minchin admits he found some scenes "incredibly emotionally difficult to play". Because he's not Smasher. "And that's been profoundly shaking-up, as it was reading the book, to go through." It's a journey he was willing to make, however, because he knows Smasher is one of the many kinds of people who made Australia.

"That's the whole point," he says. "Will's making a new home, Blackwood's integrating, Smasher's fighting. Unfortunately Will gets sucked into that fighting."

"But he's Australian, he's our nation. He has to live the rest of his life successful but broken and scarred



Art collaboration the perfect storm

CHRIST Church Grammar School (CCGS) Year 6 students have spent the past two weeks working alongside Australian contemporary artist Stormie Mills.

Mr Mills mentored the boys over four sessions, providing advice and feedback for the budding artists.

During the sessions, he introduced them to short videos, which demonstrated the significance of the elements in his work.

"Black represents dirt, white speaks of erasure, grey is drawn from the cityscape and silver is the language of dreams," Mr Mills said.

CCGS art teacher Claire Donald said the boys

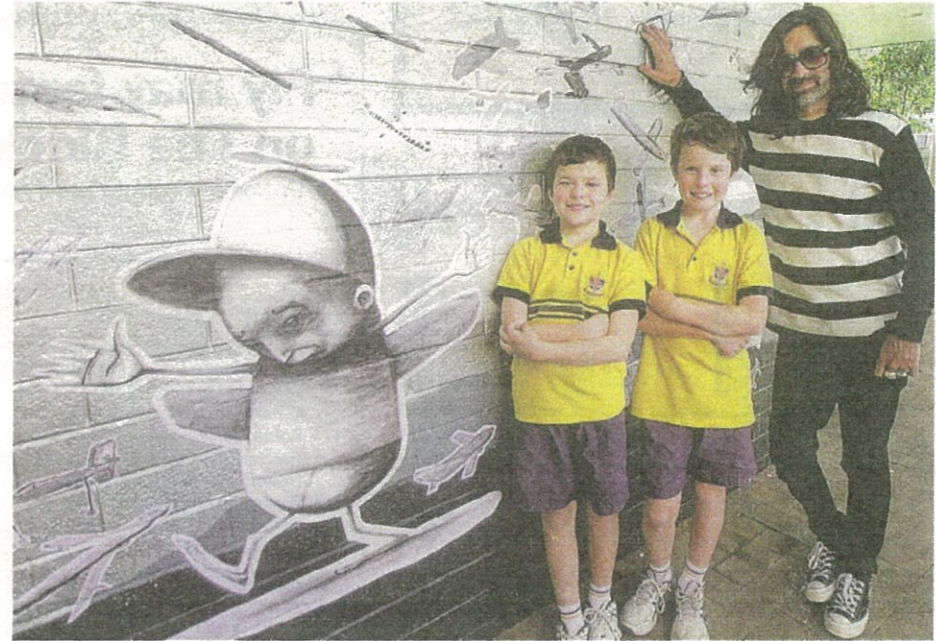
relished the opportunity to work with Stormie, soaking up his every word.

"Working alongside Stormie, the boys were given direct access to an internationally acclaimed artist and his authentic art process," Ms Donald said.

"It was clear they idolised him and appreciated every moment they had in his presence."

The students explored the subject matter of airplanes; drawing, painting and detailing their planes using pencil, acrylic paint and fineliner pens.

Mills and the Year 6 boys completed an installation outside the Preparatory School office.



Stormie Mills with students Thomas Andrews and William Warner.

*Western Suburbs
June 16*

Online safety tip for kids

What are kids doing online?

Susan McLean will give a free lecture next week at Christ Church Grammar School about cyber-safety.

Ms McLean was a Victorian

police officer for 27 years and is the author of *Sexts, Texts and Selfies*.

The event is on Thursday, June 25, at 7.30pm.

RSVP at www.trybooking.com/129260.

The Post, June 20, 2015

Page 6 – POST, July 25, 2015

Between Two Rocks and a soft place

By DAVID COHEN

Hunter Jackson ran 65km from Two Rocks to Cottesloe beach last weekend.

Hunter's sister, Ella, has cystic fibrosis, so he ran to raise funds for medical research and facilities.

"I've never been much of a runner," Hunter (17) said.

"But I stuck to a plan – I set a slow pace from the beginning – and it paid off."

Hunter started running at 4am last Saturday and ran into the ocean at Cottesloe six hours and 41 minutes later.

"I was looking forward to that moment for most of the run," he said.

"It was freezing, but it was exactly what I needed."

Hunter, who lives in Mosman Park, had not told his parents about the run until a few weeks before it happened.

His family get information about fundraising events from Cystic Fibrosis WA, including the 65 Roses Challenge, where people can do 65 of something to raise money.

"You can swim 65 laps, or bake 65 cakes – it doesn't have to be physical," Hunter said.

"But I figured to get the most donations you had to do something pretty out there."

"I thought I'd wait until Year 12 so I could maximise the donations."

Hunter's target was \$6500, but



Ella Jackson with brother Hunter. INSET: Hunter crosses the Cottesloe finish line.

so far he's raised \$9970.

"There's still a sausage sizzle at school. Hopefully, I can crack \$11,000, which is way beyond what I expected," he said.

Ella (23) said her brother, who is deputy student head at Christ Church Grammar School, was "pretty tenacious".

"He's a straight-A student. He's decided he wants to be a doctor, he does a lot of community

work," she said.

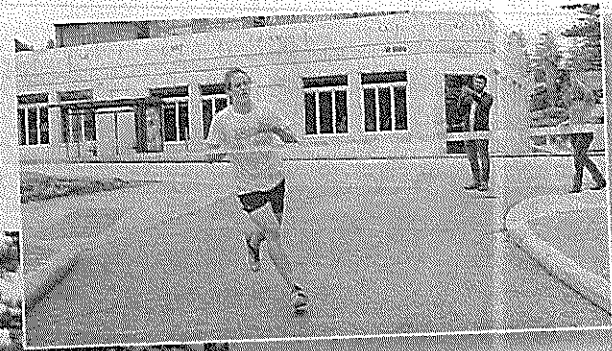
"He packs it all in. He even has a regimented diet, which is unusual for a teenager."

Hunter said he got into healthy eating a couple of years ago.

"I started ticking off more foods that were bad for me," he said.

"For this run I had to have snakes and LCMs."

"And my dietician told me to



have a choc milk afterwards."

Hunter's father was his support driver during the run and half-a-dozen mates joined him for the second part of the journey.

Hunter said cystic fibrosis was not something many people knew about.

Ella, who is majoring in German and linguistics for her UWA arts degree, said she didn't tell many people she had CF.

"It's a hard one to explain," she said.

"I became pancreaticly insufficient about a year ago."

"Typically, people with CF need to have a high-salt, high-fat diet."

"But I'm lucky I don't have that extreme."

There is no cure for CF, but medicine helps.

"I went on Kalydeco in December, which is an amazing life-changing medication," Ella said.

"I waited three or four years before it was on the PBS."

Hunter's great-grandfather was Cecil Harvey, who was Cottesloe mayor from 1961 to 1974.

Donations can be made at <https://65roseswa2015.everydayhero.com/au/65-kilometres-for-65-roses>.



Janet Pyke hopes to dish out much help from her Empty Bowls charity event. Picture: Andrew Ritchie www.communitypix.com.au d439074

Bowled over for charity

JANET Pyke is up to her eyeballs with bowls.

The Dalkeith resident has more than 500 bowls in her garage and stacked on the dining room table ahead of her inaugural Empty Bowls Perth charity event this Sunday.

Ms Pyke said everyone was invited to Christ Church Grammar School refectory to enjoy a delicious soup and bread lunch and take home their specially chosen bowl for \$20.

All money raised will go to Foodbank WA. "One day I found \$5 on the ground so I offered to buy my friend a cake," Ms Pyke said.

"She told me: 'When I find money I give it to a homeless person', and I thought, 'Oh, I think I could do a lot better than just \$5.'"

"Unfortunately, there are children arriving at schools without breakfast and this affects their ability to learn.

"Foodbank has an excellent breakfast in schools program which goes a long way to fixing this problem, but they need all the help they can get."

Ms Pyke said she had been overwhelmed with support for the project, with everyone from Moerlina School students to local AFL stars volunteering to make and hand-decorate bowls.

Twenty bowls signed by West Coast Eagles and Fremantle Dockers coaches and players are being auctioned online, including 2014 Brownlow medallist Matt Priddis and Matthew Pavlich.

The lunch is donated by local eateries including Steves in Nedlands, Cottesloe Beach Hotel, Vans Cottesloe, Jeremy's Exclusive Butchers, Barrett's Bread and New Norcia Bakery. Visit emptybowlsperth.com.

Changing of the guard

New WAFC chairman Murray McHenry tells **Steve Butler** his plans for the game's future.

As a businessman and long-time football powerbroker, Murray McHenry has always done his best work behind closed doors.

But as new chairman of the WA Football Commission — and at possibly the most challenging time in the history of the game in WA — McHenry will need to draw on all of his private negotiating skills, while also providing a strong public voice.

In his first in-depth interview since replacing Frank Cooper at the head of the WAFC earlier this month, the former West Coast chairman admitted WA football was locked in a state of financial limbo while the decision of who will win the right to manage the new stadium at Burswood hangs in the balance.

He also backed the WAFL's polarising AFL alignment model, claimed the most financially-strapped clubs in the competition were fighting back, said violence would not be tolerated at any level of the game and believed football would remain king against the rising threat of other sports such as soccer.

But McHenry would not be drawn on debate surrounding issues such as funding cuts for regional development or a potential increase of monies coming back to clubs that produced AFL draftees, claiming it was impossible to provide true assessments until a management deal on the new stadium was done by the end of the year.

"The contract to run the new stadium is a five-year contract, so it's very hard for us to put that into the sums of saying, 'Well there's going to be an income, but it may only last for five years'," McHenry said.

"So to a certain degree we've got to leave that income potential as well-earned income, not part of the financial restructure of football. It's our job as a commission to get the financial outcome."

McHenry is the chairman of Perth Stadium Management, one of four bidders short-listed for those management rights.

The consortium includes the WAFC, Ticketmaster, Live Nation and caterers Delaware North and McHenry said it was the only bidder which would keep revenue totally in sport, but he understood there were financial pressures stemming from the State's reduced revenue because of the mining industry downturn.

"It's certainly challenging, but a lot of the work has been done... you just don't do these things at the last minute," he said.

"We've done a lot of work to prepare ourselves for where we are today, on a number of fronts, but mostly the economic position of the game."

"Financially, it's in a quandary because we haven't had questions answered yet. It's probably the most challenging time for the Government as well and we've got to be mindful of



On a mission: New WAFC chairman Murray McHenry has a record of success in football. Picture: Ben Crabtree

that. The Government is spending a lot of money on the stadium and it's probably income (from the mining industry) that was earmarked that is now not happening.

"It's challenging for the Government to deliver what they'd like to deliver and it's a challenge for us to get what we need. So, interesting times ahead over the next few months."

"There's a lot going on, but I am optimistic that common sense will prevail."

"Most of our eggs are in the basket of running this stadium (Domain) until 2017 and running the new stadium from 2018."

"I think the outcomes will come our way, but we shouldn't take anything for granted."

McHenry said WA football had a binding peppercorn lease

which still had 77 years to run at Domain Stadium, but stopped short of saying the game would stay there if management rights at the new venue were lost.

But he said football was proving it was adept at running the State's main sporting venue and also cited history as a positive guide, where each past improvement at Subiaco Oval had resulted in a revenue boost for the game.

McHenry said all certainty in football funding into the future remained on hold.

"We couldn't go there (the new stadium) unless the economic conditions were making football as well off as it is today, if not improving it," he said.

"We don't take funding away from people lightly and we

would like it to increase, but that's the job we've got in front of us, to make sure that we do create that level of funding to give the grassroots clubs."

"I think we should wait until we see the outcomes of all the negotiations with the Government over the stadium and the financial outcomes for football."

"Once we've got that, we'll know where we sit in the scheme of things and what our income is likely to be from 2018 onwards. There are so many balls in the air and the whole lot of them are financial ones which have massive impact."

McHenry was adamant the WAFL was building a stronger base on and off the field.

He said all clubs were being run by more professional

administrators and even tipped Perth supporters would soon "come out of the woodwork" as the club began a revival.

He is a passionate supporter of the alignment model and claims it has proven a success at East Perth and "created a survival" path for Peel.

However, he admitted there were several "unique" player retention issues that still needed to be addressed at the Thunder and conceded the extra Dockers players in the club's squad had limited the bid to create a stronger WAFL pathway for players from the region.

McHenry denied football faced any real threats over dominance from other codes and said West Coast star Nic Naitanui had been a powerful ambassador in attracting new players into the game from foreign shores.

"We're seeing some terrific participation from African migrants," he said. "You're starting to see more of them playing and there is just a fantastic culture coming through from these kids who come into our country and want to play our game."

McHenry did not play football past his teens, preferring instead to pursue a successful rowing career.

A decade ago, he made the random discovery of a strong family connection to East Perth.

"About 10 years ago, the chap who ran the Margaret River flip rang me and said, 'I've got a surprise, I'd like you to come past,'" he said.

"It cost me \$1000 to go into his charity in Thailand, but he found a photograph of the East Perth board of management in 1933 to 1935."

"My father died when I was eight years old and I had no idea what he did in terms of football."

"But he was on that board of management, so I've got that photograph in sepi."

However, it did not translate into him being a Royals fan.

"My early memories of going to the footy with my father weren't good because I couldn't see (through the crowd) because he was too short," he recalled.

"So I was cheeky enough to barrack for the opposition. He (his dad) was with the Royals and I went with the Sharks, or Old Easts in those days."

McHenry said his 12 seasons as a West Coast board member, including a stint as chairman, had given him a strong foundation in understanding the WA football system and what it needed to succeed.

With WA's two AFL teams high on the ladder, WAFL crowds 19 per cent up and television ratings up 90 per cent on last year, he believed the game was on a strong footing.

"I think it's great for WA," McHenry said. "People come to watch winners, don't they, and we need people to come to the footy. A lot is going right."



SURFER TELLS: HOW I ESCAPED SHARK P3

The West Australian

Thursday, June 25, 2015

thewest.com.au

\$1.50

Gascoyne Shark: Bay \$1.60, Pilbara, Kimberley \$2.35, GST INC.

JILTED LOVER DEATH WISH

Gunman
posted to
Facebook
during
police
stand-off

MORE REPORTS P4-6



Above: Police watch over Daniel Ashley as he lies on the ground after being shot. Left: A picture of Mr Ashley from Facebook.

Gabrielle Knowles, Grant Taylor, Tayissa Barone, Grace Millimaci and Liam Croy

A gunman posted chilling messages on Facebook during the Mosman Park siege to tell friends he would be shot dead by police that night.

The West Australian understands a failed relationship sparked Daniel Ashley's deadly plans on Tuesday night, with claims he went to the home to confront a former girlfriend and threatened to shoot five people inside.

Hostages were able to make "secretive" brief triple-0 calls for help without the gunman noticing, sparking a two-hour stand-off that ended when Mr



Facebook posts to and from Daniel Ashley while dealing with police.

Ashley was shot twice by police after refusing to surrender.

Mr Ashley survived the shooting but his deadly premonition was revealed in brief Facebook messages written about an hour after he took the two women and three men captive.

At 10.13pm on Tuesday evening, he wrote: "Tonight I am going die (sic)."

A minute later, he posted:

"I will be shot police (sic)."

Assistant Commissioner Michelle Fyfe said yesterday that the 26-year-old was "prepared for what was going to unfold" when he forced his way into the rental home about 9pm armed with a weapon and cable ties.

He bound and gagged his captives — women aged 22 and 59 and three men aged 21, 24 and 25.

During the stand-off, Mr Ashley also posted messages that may give authorities an insight into his state of mind.

"Good bye world. To everyone, i (sic) hope my death makes you reflect on who you are and to realise that when someone wants to talk that maybe you should," he wrote.

"Asked f..... everyone to call me or contact me or f..... go to a

movie but no one did." He also posted a photo of a can of Coke, adding: "The last can of Coke I will ever drink."

At 11.20pm, a family member Facebooked Mr Ashley to tell him someone was on their way to help.

But it seems it was already too late because 10 minutes earlier, after extensive negotiations, Mr Ashley walked out of the house, refusing repeated warnings to drop his gun.

Tactical response group officers shot him twice, hitting him in the upper body and face.

But the danger did not end.

Police evacuated nearby residents until the bomb squad

▶ CONTINUED P6

Page 26 – POST, July 25, 2015



DJ Naz ... By day Jacob is a western suburb news hound, by night he turns tables at nightclubs. Photo: Paul McGovern

POST reporter scoops DJ prize

By RHIANNON SHINE

POST reporter Jacob Nazroo, who moonlights as a disc jockey, has taken out a Perth DJ competition.

Jacob, a former Christ Church student, won the 2015 Habitat DJ competition last weekend and scored himself an all-expenses-paid trip to Melbourne, \$200 spending money and a new set of headphones.

Jacob, who goes by the DJ name "Naz", started mixing in his bedroom two years ago after he bought some equipment on Gumtree.

He then spent a year studying in Germany, where techno music is popular.

"I got inspired by that," Jacob said.

"It [techno] is not as deeply appreciated in Perth. I hope I can contribute to making it more popular here."

Jacob said he had only per-

formed in public once before he entered the DJ competition.

"I wanted to play in front of people," Jacob said.

"I entered the day after I broke my leg playing soccer and I didn't expect to be successful."

More than 100 people entered the competition, and a panel of industry professionals judged Jacob's mix the best of the seven DJs who made it to the final heat.

Jacob said he would perform at underground club Revolver while in Melbourne. "It will be really cool," Jacob said.

"I'm naturally a bit nervous."

Jacob said he hoped to make his own music one day and was looking forward to performing more around Perth.

"I'd like to be deeply involved in the music industry one day," he said.

Asked whether DJing and journalism were at all similar, Jacob said they both required creativity.

Post 1, August 2015



The next generation ... Dr Michael Kimmel, (pictured) with MLC students Jess Mackie and Mikaela Brown and Christ Church students James Lloyd and Harry Vijayasekaran, says men have conflicting attitudes about emotion and caring. **Photo: Paul McGovern**

Masculinity is like fraud: expert

US masculinity expert Michael Kimmel says we separate young men from their mothers too soon.

"It has terrible consequences for boys," Dr Kimmel told Christ Church Grammar School boys and Methodist Ladies' College girls on Wednesday.

"What do you [boys] say? 'I'm never going to get dependent on them [women] again'."

Dr Kimmel, a US sociologist who writes on men and masculinity, said masculinity was like a fraud.

He said he was proud his 16-year-old son still cuddled his mother.

"Kids need love, support and

a massive amount of time," Dr Kimmel said.

"I often think we as a culture focus on form, rather than content."

Dr Kimmel said single parents and gay couples were capable of raising happy and healthy children.

"What matters is what kids get, no matter who's giving it to them," he said.

Dr Kimmel said when he was at university his fellow students asked each other if they would let their wives work.

"There are some ways in which your lives have changed a lot," he said.

"Most of you will assume your

wives will work outside of home and be as committed to their careers as you are.

"You assume your life will look nothing like Don Draper's."

Dr Kimmel said this generation of young men was the first to assume they would be involved fathers and have close non-sexual friendships with women.

"It's going to mean less discrimination in the workplace," he said.

Dr Kimmel said young men sometimes told their peers: "Brother, I love you so much."

"The problem is, we're drunk when we say it," he said.

"We should say it when we're sober."

Spirit of our Community

Lockie Cooke takes out WA social entrepreneur of the year award

- GEMMA KELLY
- PERTHNOW
- JULY 31, 2015 3:47PM



Lockie Cooke has recently been awarded the 2015 Western Region EY social entrepreneur of the year.

ONE of the brains behind the viral video campaign “I Trust You”, Lockie Cooke has been awarded Western Region EY social entrepreneur of the year.

The video I Trust You was a social experiment that aimed to highlight reconciliation and has been watched almost 10 million times worldwide since March this year.

The 25-year-old made the video alongside YouTube sensation Peter Sharp.

Mr Sharp’s most recent video of him singing *Over the Rainbow* with Perth train passengers received almost 200,000 views.

Mr Cooke was only 16 when he founded the non-profit organisation ICEA, Indigenous Communities, Education and Awareness, which now has 600 volunteers.

ICEA brings together young Indigenous and non-Indigenous Australians to create positive experiences and promote cultural understanding of the shared history of Australians.

The awards for entrepreneurial innovation in the community sector were held on July 23.

Mr Cooke said he was pleased to be among other young entrepreneurs.

“There were probably about 300 people at the awards ceremony and to be able to rub shoulders with some of the most dynamic business owners in the state and globally was amazing,” he said.

“I think I’m in a unique position and it’s an honour. We are significantly smaller than other organisations and for us to be recognised is amazing.

“It’s part of our innovation that we manage to have a huge social impact with such a lean basis.”

Mr Cooke said the award honoured ICEA’s innovative ways in generating youth engagement and social change.

“This viral video is seen as a great success of ICEA and a way we are promoting reconciliation as it has stimulated millions of conversations throughout the world,” he said.

“This social capital we are creating is something of huge societal value that really doesn’t cost much to do in the scheme of things.”

Mr Cooke is now working hard on a new project, ICEA Yarn.

“It’s is a youth run, youth lead history sessions. It’s bicultural and facilitated by an Indigenous and non-indigenous body and its educating schools and community groups around sharing history,” he said.

The young entrepreneur will now move onto the next stage where judges will decide on the national category winners and the overall Australian Entrepreneur of the Year.

National judging will start on the October 14.

Post, 1 August 2015



This action for social change on Cottesloe beach has led to Lockie Cooke being named Young Social Entrepreneur of the Year.

Small hugs bringing huge change

On Cottesloe beach, a young Aboriginal girl stands wearing a blindfold next to a sign reading "I trust you. Do you trust me? Let's hug."

The video of this event designed to change community attitudes was viewed 7million times on social media.

It has also led to Lockie Cooke from ICEA (Indigenous Communities, Education and Awareness) being awarded the 2015 western region Ernst and Young Social Entrepreneur of the Year.

Lockie (25), a former Christ Church student, believes his nomination honoured ICEA's innovative ways in generating youth engagement and social change through its viral "I Trust You" video campaign.

Lockie founded ICEA, a not-



Lockie Cooke

for-profit organisation committed to Indigenous reconciliation, in 2006 when he was 16.

He believes entrepreneurship is about finding innovative ways to achieve goals and devising a solution to a problem socially

and commercially.

"[It] is all about including our young people in the decision-making process as these are the people we represent and do stuff for," he said.

"Everyone ends up having a lot of fun and being engaged."

He said the viral video was seen as a great success in reconciliation for ICEA because it had stimulated millions of conversations throughout the world.

"It inspires young people all around the world to realise that they, too, through little gestures and action, can make huge change," he said.

National judging starts on October 14.

The video can be viewed on <https://www.youtube.com/watch?v=ulroZ4zikX8>.