



Christ Church  
Grammar School

## **Headmaster's Report**

**March 2015**

### **Attachments**

- Analysis of Subject Types
- Trust and Transformational Leadership report
- Media clips
- Headmaster's travel plans

**Old Boys' Association  
Parents' Association**

## FROM THE HEADMASTER'S DESK

Given that it is just over three weeks since the last report to Council, one may assume that not a great deal has happened, but that would belie the fact that it has been the beginning of school! You will see in the content of this report and will have witnessed through [CCGS World](#) that a great deal has been happening.

It is pleasing to report that this early phase of the school year has been overwhelmingly positive and anecdotal feedback from parents and boys has been most affirming. I'm particularly pleased with the experience of new boys to the School as they have found their way in all Years from PP to Year 12. This particular group of parents have had the opportunity to hear from me and the Chairman at special dinners and it was at these dinners that a great deal of affirmation was heard. I would like to take this opportunity to acknowledge the staff of the School in all they have done to begin the year so well.

As you are aware I have taken the opportunity in the early part of this year to meet with the Vice-Chancellors of our three most popular graduate destination universities in Western Australia. It has been very gracious of these very busy people, Professor Paul Johnson (UWA), Professor Deborah Terry (Curtin) and Professor Cecilia Hammond (Notre Dame) to find the time to chat with me regarding our concerns for education into the future. I brought the provocation to these conversations that 'University's' kill creativity as a consequence of the use of ATAR as the primary source of entry requirement without any associated prerequisite expectation. It was both refreshing but unexpected that each of the VC's concurred with my concerns and each in their own way were seeking solutions to this conundrum across the breadth of faculties within their institutions. When set against my visit to Bond University as invited Principal in Residence in 2015 I feel very confident that the School's positioning in relation to the challenges ahead for the University/School interface will be well informed. In relation to this matter of the types of subjects chosen by students as they approach university entry, of interest to Council is the paper attached titled Analysis of Subject Types prepared by Assistant Head of Studies, **Mr Matthew Kameron**. It provides an interesting backdrop to the reality of subject choice for boys within the School and how the varied skills acquired through creative project based work are diminished in the later years and yet it is these types of skills that universities wish for in the students they attract.

Council will find attached to this report a Trust and Transformational Leadership report I have completed in the first few weeks of term. This is a reflection of 36 members of staff drawn from Executive, Middle Management & Support staff. It is normal practise for me to use tools of this type as performance feedback as a part of or in addition to my annual appraisal. In 2013 this was the Australian Institute for Teaching and School Leadership – Professional Standards for Principals tool. In 2014 the Council itself provided this feedback. This particular tool I have used in 2015 is based on the work of Dr Paul Browning which can be found [here](#). I found the outcome of this both affirming and informing. Unsurprising to those who know me well 'listen more and talk less' is advice to be drawn from my lowest numbers!

## **STUDENTS**

### **THE LW PARRY PREPARATORY SCHOOL**

#### **Academic**

Class teaching, Learning Development Centre staff and outsourced Speech and Occupational Therapy providers have completed standardised assessments, off level testing and screens. These assessments and screen provide invaluable information for classroom teachers and direct intervention and extension programs. The broad data collected also assists the Director of Studies to track boys' progress and program effectiveness over time.

Class teachers are continuing on from a trial of the Brightpaths writing assessments that also act to track student achievement in writing, over time.

More clear and direct communications from class teacher regarding program and homework and activities has received positive, anecdotal feedback.

New programmes, such as Drama (Years 3 to 6) and Philosophy for extension have commenced. The staff have been impressed by the boy's engagement and the boys have been enjoying the programmes.

#### **Pastoral Care, Planning and Co-curricular**

The Knightly Virtues and Year 6 Knights Quest have been embraced by staff and boys. The first Chapel service at Christ Church focused on the virtues of Love and Self Discipline, two of the eight Knightly Virtues.

All boys in Year 3 to 6 have completed a Goal Setting Session with the Head of the Prep School. The goals were set using the Specific, Measurable, Achievable, Realistic and Time bound (SMART) goal setting structure. The thought and variety of goals set impressed the Head of the Preparatory School, from achieving in the Champion Quest to swimming 50m freestyle in under 30 seconds.

The Preparatory School boys have begun attending Assemblies in Hadley Hall, MLC. The College has been generous with the access they have given to the facility and staff support provided in setting up the relationship.

The Year 6 Sailing experience has commenced with the first two classes completing the program. The boys achieve the basic sailing qualification in completing the Christ Church program. The second significant aspect to the Year 6 year, the Canberra Tour, has the planning complete. All is ready for departure on 29 March.

## **SENIOR SCHOOL**

#### **Academic**

The school year is well underway and allocation of classes, teachers, rooms and other facilities has generally been smooth and efficient. We have had a limited number of subject changes, indicating that refined counselling and choice confirmation communications are definitely working. Teachers are delivering new syllabi in Year 11 and the General courses have been submitted to SCSA for auditing, in line with new requirements to ensure state-wide rigour.

A total of seventeen boys in Years 11 and 12 have been placed on Academic Review with the Studies Office. This intensive monitoring and support is in place to assist the boys to gain at

least a C grade in each subject and to ensure that they are aware of WACE requirements and of what they each need to do to achieve the WACE. The Ad Astra Year 11 student day at St George's College and a follow up presentation for parents in the evening were both very successful; this program is now in its third year and the variety of speakers, both internal and external, was impressive. The boys attending MLC and girls attending CCGS have settled well and numbers are close to even.

**Ms Margaret Brophy** represented the School at the SCSA Awards Presentation Ceremony at Government House Ballroom last week. She was accompanied by three teachers whose students had won awards in the arts and mathematics. All six General Exhibition winners attended the ceremony, along with the winner of the Subject Exhibition in Media Production and Analysis. They and their parents were excited and full of appreciation for teachers' efforts. The 2014 dux, Richard Tien returned to the School this week and presented the Scholars' Awards for 2014 and addressed the Year 7 – 12 students. Richard spoke of the need for focussed commitment and discipline towards study balanced by engagement in the co-curricular. Richard came second in the state last year on Beazley medal calculations.

We now look to OLNA testing for the Year 11 and 12 students and the first round of parent interviews for Year 11s. Discussion of Columbia University's report into our fostering of global capacities has resumed, as has consideration of the options for Years 9 and 10.

### **Pastoral**

In the pastoral domain engaging over eighty percent of the student, staff and parent population after one week of school is key to setting the tone for the year. These important meetings between tutor, parent and boy enabled boys from Years 8 to 12 to reflect on their previous year's report and set goals for the year ahead. All tutors indicated that these meetings were very helpful in establishing good lines of communication with families and also providing a significant focal point for the boys. This year we also ensured that all boarders met with their tutors to complete this goal setting exercise.

The formal transition program for Year 7 students unfolded well. The program which commenced with an orientation day in November 2014 included the New Boys Orientation Day (the Saturday preceding School) and has now had two Friday mornings dedicated to making all Year 7 boys feel comfortable in their new surroundings. The Year 7 boys will now participate in the Koorinal Outdoor Education experience in House groups over the ensuing weeks. Key to the success of this transition is the role played by the Year 11 Peer Support leaders. To date they have conducted two timetabled sessions of activities and supported the boys in coming to terms with core school routines. These days included a morning at the beach learning about beach awareness from North Cottesloe Surf Life Saving and snorkelling with Koorinal staff which was a great activity for developing friendships amongst boys of the same House. On the alternate Friday boys spent time meeting significant staff and finding out about their roles within the School.

The student leadership team, led by Captain of School Jack Hawkesford have welcomed nine new School Prefects to their team.

Ellis Ormonde (Craigie)  
Michael Lukin (Hill)  
Anthony Tsang (Jupp)  
Julian Ming (Moyes)  
Chaithanya Jeganathan (Noake)  
Brendan Lim (Queenslea)

Jared Hee (Romsey)  
Mac Robinson (Romsey)  
Angus Barber (Worlsey)

### **Planning and Co-curricular**

The start of 2015 has again been influenced by technology and the on-going development of the Senior School Diary via the iPad diary app. A significant rollout has been the smart phone and iPad App for accessing the school calendar of events. This has been very well received by parents as reflected in feedback through Parent Association and Parent Auxiliary meetings. The Co-curricular in the Senior School has also now commenced in its entirety and anecdotal reports have been very affirming.

### **Tours**

Setting up for the SIA tour program has been a focus along with the appointment of the new Director of SIA, Mark Tait. Review of the current model and elements that will be sustained will be part of a bigger discussion under the new Director. The planning for the first SIA trip, to Burringurrah, is well under-way and the interim structure using a former staff member is working well.

At present the SIA trips to Burringurrah, Looma and Marble bar are full, as too are the west and east Kimberley Garnduwa trips. The final Kimberly trip to Yakinarra is still to be finalise. News about issues at Yippirinya and the stability of the school environment has seen that trip cancelled for 2015 and probably beyond. The intention is to find another co-operative opportunity with St Mary's Anglican Girls School (SMAGS) moving forward.

Review of the Cambodian trip to CCF with **Rev Richard Pengelley** and **Mr Patrick Loudon** has reinforced its importance to the SIA program. The relationship with SMAGS is strong and the transformational value for our boys significant.

### **Sport**

PSA sport has started with plenty of energy and a good level of success in the first three weeks of term. Having a bye in the second week enabled the initial frenetic rush to get teams on to courts to settle and teams to be stabilise particularly in senior years.

Significant issues around the closure of the Champion Lakes rowing venue due to water quality issues seem to have passed but confirm the issue of closure as a strategic risk to the rowing program. Meeting with Melville City Council proved productive in sourcing an alternate venue but with reduce opportunity to row. The swimming program is fast approaching the competitive phase with the Quads and Inters in successive weeks after mid term.

### **Arts**

The Arts: Drama, Music and Visual Art have all had busy starts to their annual programs. The Visual Artists in the senior school spent some time in Week two at their Annual Art camp held at Curtin University.

The Music Department has been busy with a first 'Friends' meeting in Week one and the Music Breakfast being held at Claremont Yacht Club last Wednesday. Entertainment provided by The Paul Millard Jazz Quartet. The preparations for the Combined CCGS/St Hilda's concert at the beginning of Term Two are well in hand.

The Drama Department under the guidance of Greg Jones and Nicky Garside have launched their season at an enjoyable social event and also the opening performance of 'Hoods' in the refurbished Drama Centre, post the storm damage in July last year. They are in to rehearsals for the Year 9 play, 'Teechers', and they have also cast the Year 11/12 play, 'Cloudstreet' for the Heath Ledger Theatre later this year.

### **Outdoor Education**

The annual Outdoor Education program is well underway with preparation of the Koorinal facility for camps which started this week with Year 5's and the Earth Keeper Program. The February period has seen a significant number of bushfires in the Darling Scarp area but these have not ventured too close to the Koorinal property. It is comforting that our fire management plan and facility protection is in place and of the highest order.

The last part of the term is dedicated to the Year 7 House camps prior to Year 8 Leeuwin program kicking off in Term Two. Work around creating student lists for both the Leeuwin trips and the Year 9 OE Program in Term Two have also been a focus in the annual set up processes now academic classes have stabilised.

## **STAFF**

### **TEACHING STAFF**

#### **Appointments:**

#### **Internal Appointments:**

**Mr Michael Masterton** BEd(Victoria College) – Head of Moyes House (effective Term 2, 2015)

Michael joined CCGS as Head of Science in 2009 from CBC Fremantle where he was Head of Department and also held an executive leadership position. In his time here he has lead a very successful Science Department and been a significant member of the Academic Committee.

**Mr Les Goh** BBus(Curtin), GradDipEd(ECU), MBA(ECU) ST1 – Head of Humanities (effective immediately).

Les joined the Humanities Department in April 2012 and was appointed as Accounting/Commence teacher. Prior to this appointment was the State Manager for Teach for Australia and he also taught at St Mary's Anglican Girls' School.

### **SUPPORT STAFF**

#### **Appointments:**

**Ms Lisa Ashby** has been appointed as the part-time Executive Assistant to the Director of Philanthropy. For the last six years Lisa has worked in development and fundraising roles, her most recent position was with Variety WA as a Fundraising Executive.

**Mr Mark Tait** has been appointed as the Director of Service in Action and the Risk, Compliance and Safety Officer. Mark was previously employed at the School as the Director of Koorngal from 2002 until 2011, his most recent position was at ERGT Australia as the Operations Manager.

#### **New Staff Orientation**

New staff have had the opportunity to provide feedback on the programme and overwhelmingly appreciated the high level of planning, attention to detail and support from colleagues they have received over the first four weeks at the School. New staff recently had the opportunity to meet each other and reconnect with Executive at a New Staff Lunch held in the Old Boys' Gallery.

#### **Christ Church Grammar School Initial Teacher Education Scholarship**

Earlier this year we awarded two 'Christ Church Initial Teacher' Scholarships to Megan Bonner and Clodagh Guildea. This is an initiative that has provided the School with the opportunity to access high performing trainee teachers through the Graduate School of Education at the University of Western Australia. The recipients will be working in the Science, Humanities and English departments.

#### **Digital Content Creator and Enabler's (DCCE)**

This project as described to Council last year by the Headmaster commenced this term with five digital curators being appointed from:

Art - **Anna Rowe**

Humanities – **Jason Lamb**

Science – **Nick O'Brien**

English – **Sharyn Flinn**

Physical Education – **Brendon Noble**

The Digital Content Creator and Enabler's (DCCE) has a class off and their primary focus is to develop digital resources in accordance with the SAMR model (SAMR = Substitution, Augmentation, Modification and Redefinition) for digital adoption, using Apple iBook Author in their discipline.

Apple Australia are a key partner in this project and recently hosted a workshop run by their product experts focussing on advanced iBook Author as well as design fundamentals, layout, workflow and copyright.

In addition, we are close to finalising a collaboration project with Apple Australia, St Peter's College, MLC & Walford Anglican Girls School.

Council are reminded that this project is being funded by the School Foundation for the next three years.



## COMMUNITY

Mitre and Impressions publications are being finalised over the next two weeks.

We will be represented at the upcoming Wagin Field Day with Boarding staff and myself in attendance. Media has also been arranged around this event that has the aim of recruiting future students to the School as well as engaging with past students and parents.

Our academic, music, drama and residential scholarship program for students commencing in 2016 has been advertised in *The West*, on the website and to our current Year 6 students. Applications close 27 April 2015.

The Synergetic Parent Portal now enables parents to access year group Friendship Lists which complies with privacy policies and encourages engagement with other parents and boys.

Multiple community engagement events including year group sundowners, Parents Auxiliary and Association and Midnite Youth Theatre meetings, Residential Community events have taken place over the past month.

New Director of Communications and Engagement, **Ms Jo Wheeler**, commences in her role on Monday, 9 March.

## PHILANTHROPY

The New Parent Dinners in week three of term for new families were well attended with 46% of new parents in Preparatory School and 39% of new parents in Senior School attending. Feedback for each of the nights has been very positive from both the families and the staff in attendance.

All new parents will receive a letter next week introducing them to our Annual Giving program for 2015 in preparation for the campaign launch in May 2015.

## ICT

Day 1 of Term 1 commenced and progressed without any significant ICT issues relating to infrastructure or devices. 2000+ mobile devices and 600+ desktop/laptop devices now connect to and are fully supported by the school's network infrastructure. The 1 Gigabit per second Internet bandwidth provided by AARNET peaks at around 500 mbps during the school day and averages at around 60 mbps throughout. This would indicate that we have ample capacity to the Internet for the moment.

In terms of iPads deployed, for the second year now CCGS has provided MLC students with iPads on the first week of Term 1. 36 MLC students were provided 2-year old iPads for the following reasons:

- MLC have a BYOD policy that is optional – which means that MLC students may or may not carry devices with them.
- Even if they were to carry devices these may not be iPads and therefore be incompatible with our resources (iBooks, LearningField, diary, apps etc.).
- Incompatible devices or the lack of devices typically forces teachers to provide alternate forms of content (e.g. Paper). This typically results in teachers placing more effort to produce the lowest common form of resource types (typically paper).
- If a teacher does not do this, then MLC students without compatible devices will be unable to partake in the lesson effectively.

Synergetic was upgraded from version 65 to 66 early February to take advantage of a few new features. Typically upgrades of this type are conducted during the holidays to avoid potential issues with daily use. Synergetic, however, were unable to comply with a holiday period upgrade request and only offered an upgrade date of 30 January 2015 instead. A date so close to the beginning of term would typically imply postponement until the next set of holidays. In this case however, the opt-in friendship list feature and the payroll audit feature, found as part of V66, influenced the need for an early upgrade. Considering that upgrades from version 63 to 64 to 65 occurred with marginal operational impact the risk associated with such a close to term upgrade was considered to be small.

This was not the case however. Initially Synergetic were unable to upgrade the system on their first attempt on the 30<sup>th</sup> of January. The upgrade was then rescheduled for the 6<sup>th</sup> of February and occurred as promised. The upgrade to V66, as compared to previous upgrades, was not issue free. At least 10 different significant issues were discovered within the first two days of implementation. This requires significant work on the part of the ICT Team to minimise disruption to services.

An introductory email was sent to all parents on the 19<sup>th</sup>/20<sup>th</sup> of February detailing both a change of password and a descriptive list of features currently available on the parent portal. With the exception of 80+ changes to parent details (change of email addresses, telephone numbers etc.), the email and the parent portal system seems to have achieved its purpose successfully. 754 parents/guardians have since logged on to the parent portal. Parents/guardians have also been asked to refrain from providing students with their portal passwords.

The features provided by the parent portal are as follows:

- Live Marks – When activated provides senior parents with up-to-date student marks.
- PTI – Parent Tutor/Teacher interview booking system.
- Timetable – Student timetable display (Academic, Co-Curricular, Pastoral).
- Finance Statements – Up-to-date finance statements and historic statements. This is only available to parents / guardians classed as debtors as well.
- Docman – Documents relating to students – primarily Academic reports from past years / terms.
- Friendship List – New in version 66 – this is an opt-in system whereby a parent/guardian can opt to share their contact information (either of 4 contact items) with the entire cohort. Any parent belonging to that cohort can now access this shared friendship list and the contact items within it. Each parent/guardian is given an individual login to be able to share their own details rather than their spouse's. This multiple password system is new in 2015. As at when this report was created 531 parents/guardians have already shared their details.

## **FINANCE**

### **Council**

The Brockway development application ('DA') was approved by the City of Nedlands ('CoN') on 18 February 2015. This DA has been with the CoN since 28 May 2014. The numerous approval conditions have been vetted by the School's consultants who believe they are reasonable.

The Department of Environmental Regulation ('DER') requires a mandatory audit report ('MAR') to be completed on Brockway. The MAR consultant has completed a desk audit of all the previously completed environmental studies on the site and has asked for an updated Site Management Plan and some additional air and water quality monitoring. The environmental consultants, RPS Bowman Bishaw Gorham are currently assessing this request and will provide the School with a quote for this additional work.

The School is in the final stages of completing the third draft of the Traffic Management Plan required by the Town of Claremont. The only outstanding matters now are a final position on the provision of buses servicing the campus and timing of the advertised community consultation phase.

The School has supported the initial meetings of the Council Audit & Remuneration and Building & Development working groups.

### **Finance**

The audit of the School and Foundation Financial Statements to 31 December 2014 starts on 9 March 2015. Deloitte are here for two weeks conducting these audits.

The final stage of a full service online banking solution has been delayed by three months. The existing online facility is already a big improvement but additional internal efficiencies are still to be delivered out of the next phase roll out.

The School issued a preferred tender for the campus power supply contract in December. This process has resulted in a move from the traditional supplier, Synergy, to Perth Energy who provided a significantly superior bundled offer (i.e. savings in excess of \$60k pa).

### **Facilities**

The Chapel project has been handed over to the builder, Western Projects. Quite a bit of activity is evident on site with the building space clearly delineated from the rest of the School.

The refurbishment of 10 Queenslea Drive is complete. **Mr Chris Coslani** has achieved a remarkable outcome from a property that was in a particularly run down condition. The property will be commercially let through a local real estate agency in the next couple of weeks.

**Mr Coslani** is also working on the pathway down to the Boat shed. This project is quite complex and has involved a number of consultants which has broadened the original scope. The Building & Development working group will liaise with the School to progress this matter.

**Staff**

The School is well advanced on reaching agreement with the Support Staff on a new EBA for the 2015-2017 period.

## Analysis of Subject Types that students study, Results and Implications

This entire analysis is based upon 2015 student enrolments and 2014 student results. However, I believe that these results are representative of the last several years, as I have observed similar patterns over the last few years.

### Definition

Skills/Quantitative-based subjects are those where a large portion of assessment involves the learning of standard methods and routines, often numeric in nature (not analysis).

Analysis/Qualitative-based subjects are those where a large portion of assessment comes in the form of extended essays, and analysis plays a larger role than does skills.

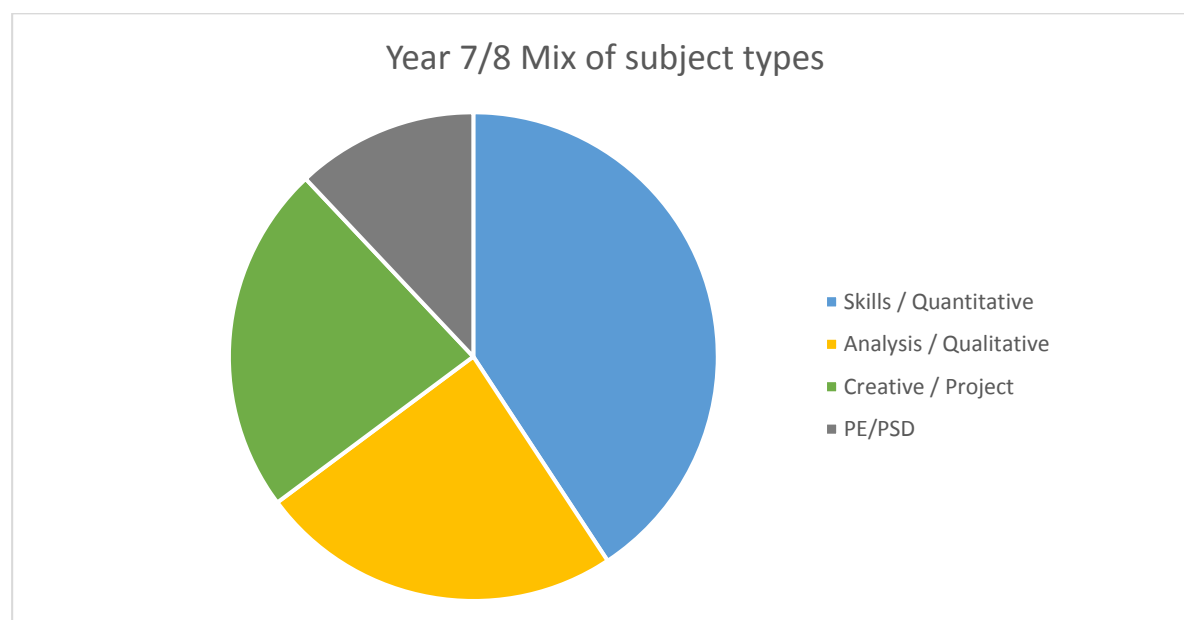
Creative/Project-based subjects are those where a large portion of assessment comes in the form of projects which are open-ended to some extent.

Skills / Quantitative	Analysis / Qualitative	Creative / Project
Maths	English	D&T
Science including Psychology	Philosophy, History etc	Liberal Arts including Media
PE Studies	Economics	Computer Science
Accounting	Geography (also in Skill-Based)	Music
Geography	Media (also in Creative)	
Languages		

PE and PSD are excluded from this analysis.

### Analysis – Year 7/8

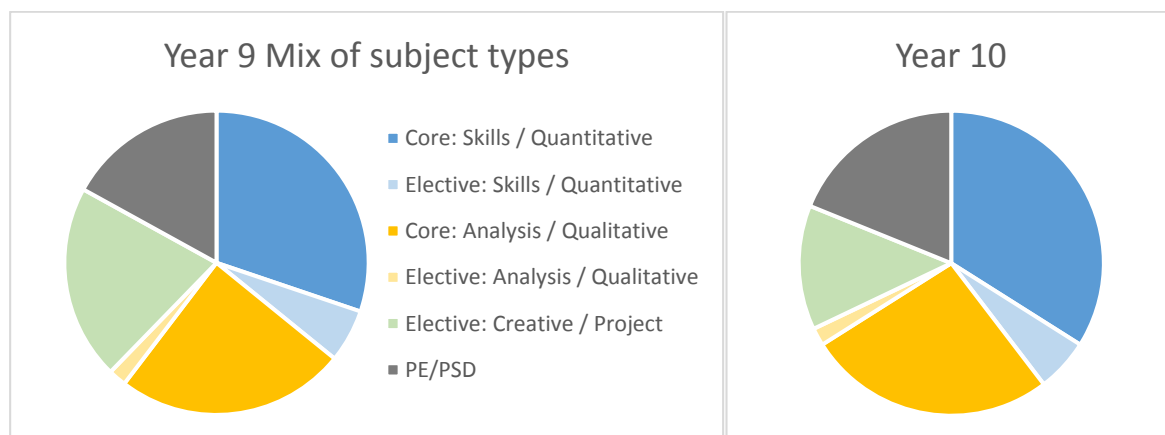
The following pie charts show how much time Year 7/8 students spend in each learning mode.



Here we see students learning a balance of all the “types”. It is also the period in which students spend the greatest amount of time learning Creative/Project subjects, largely due to the compulsory electives.

## Analysis – Year 9/10

The following graphs show time spent by Year 9/10 students in the learning modes.



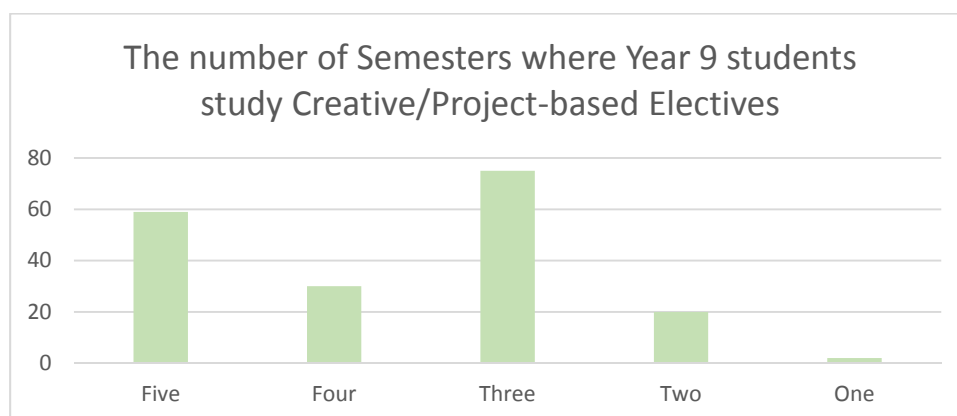
Here we see Year 9 and Year 10 are very similar. Darker shades are core, and lighter shades are electives. The decrease in Skills/Quantitative when compared to Year 7/8 is largely due to no longer studying a compulsory Language.

Note that now, all Creative/Project subjects are electives. The split allocation in the electives is based upon student enrolments in each subject. The majority of electives in Year 9/10 are Creative/Project based. Exceptions are languages, Investing & Enterprise, Sports Science, Astrophysics and Philosophy.

The decrease in Creative/Project time in Year 10, and increase in Core Analysis and PE/PSD time is attributed to the reduction in the total number of electives, giving increased time to Science, Humanities and PSD in these years.

In understanding how much time students in Year 9 spend studying Creative/Project-based Electives, the data is below. Students who study two semesters worth will study an average of 6/cycle throughout the year. Approximately half of the year group therefore studies 12/cycle over the year, and the majority of the other half students 6/cycle for one half of the year and 12/cycle for the other half of the year. Only two students study Creative/Project-based electives for just half a year.

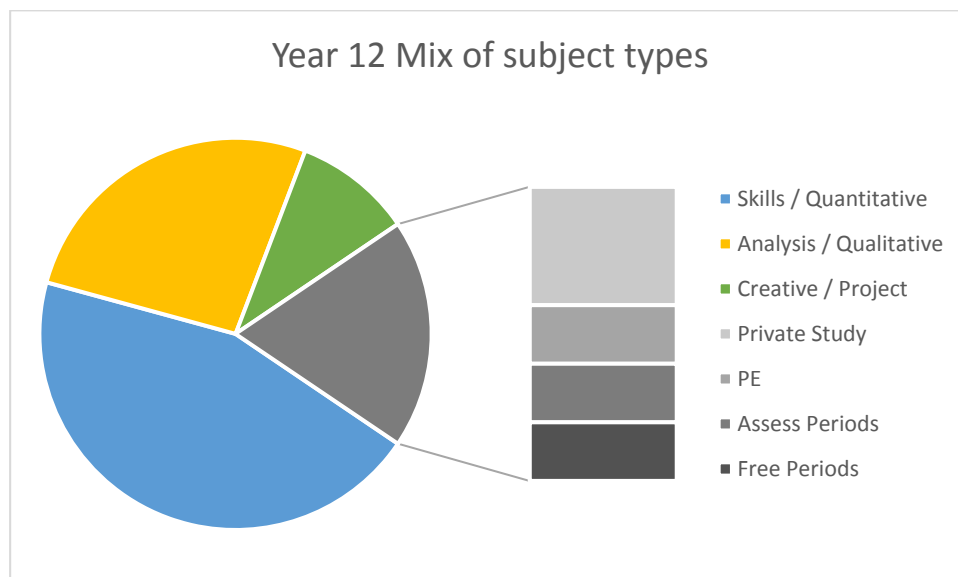
I suggest that this effect is related both to (1) The preference for students to study Creative/Project-based electives, which are more popular than other subjects, and (2) Due to the fact that the majority of offerings are Creative/Project-based.



### Analysis – Year 11/12

The data for Year 11 and Year 12 are equivalent, except that students in Year 12 are likely to drop a subject in favour of a Private Study. For simplicity, I have only presented data on Year 12.

The following is the amount of time students spend on average using each style of learning:

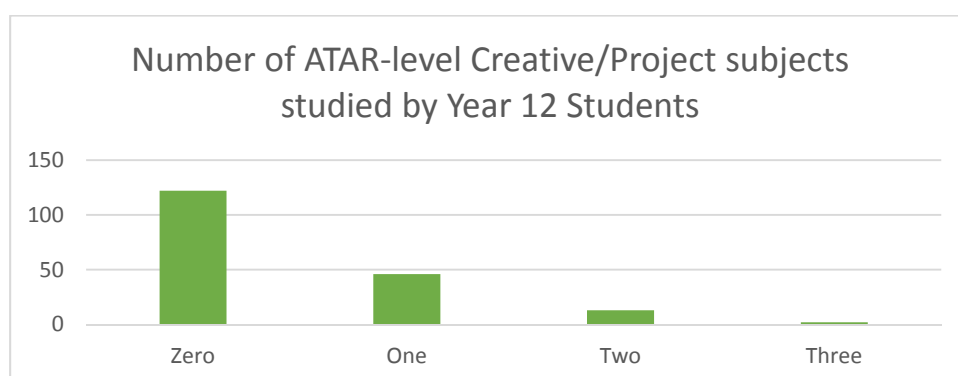


Here we see a further decrease in the amount of time spent studying Creative/Project courses, and a clear increase in time spent studying Skills/Quantitative courses. I would suggest that a large reason for this change is that, at CCGS, students may perceive that Skills/Quantitative courses are the easiest to study for, as repetition and practice have the clearest benefits.

Note also that I have included Computer Science and Applied Information Technology (at MLC) as Creative/Project, but this entry is debateable in Year 11/12 since the external WACE examinations have no practical examination. The time allocated to Creative/Project in the above graph is therefore a generous estimate of time spent, and the Skills/Quantitative is a more conservative estimate.

A further reason that the listed amount of Creative/Project time listed above is an overestimate is that General Pathway subjects are predominantly Creative/Project subjects, so a significant portion of that time cannot be attributed to students on an ATAR Pathway.

The number of ATAR-level Creative/Project subjects studied by our Year 12 students is as follows. Note that around two-thirds of students have chosen not to study any Creative/Project subjects.





When we look at how well each subject type has led to students achieving a high ATAR, there are two measures that we can use. The first is a “value-add” score, which is a tool I have created to measure how well students have done in a subject, relative to how well we would expect them to have done. This measure takes into account scaling, moderation and the academic ability of students. A second measure is the “percentage counted” score, which is a similar but coarser measure. I see this measure as a good way to check that the first measure is correct.

Also, it must be noted that students studying English 2CD (Analysis/Qualitative) and students student Mathematics 2CD or 3AB (Skills/Quantitative) courses suffer a scaling penalty, which will cause these two categories to be statistically disadvantaged.

	<b>Average Value Add across all student enrolment at CCGS</b>	<b>% of CCGS students who counted this course</b>	<b>Comments</b>
Skills / Quantitative	+ 1.12	77.4%	True value would be higher if the scaling effect of Maths 2CD and 3AB were removed
Analysis / Qualitative	+ 0.23	75.3%	True value would be higher if the scaling effect of English 2CD were removed
Creative / Project	- 0.10	74.3%	Highly varied; some did very well (MPA) but others did not

We can see from this data that Skills/Quantitative subjects, which seem to attract our students in Year 11/12, are the highest performing subjects, whereas Creative/Project-based courses tend to be the lowest performing and have the highest variance/unpredictability. This may be a reflection on the fact that our students tend to study hard in Year 12 (particularly near the end), which results in the greatest improvements in those subjects which are more reliant on study skills and less reliant on creative aptitudes.

### Impact on Global Perspectives and Year 9/10

The data reported here presents a picture: students *want* to study Creative/Project based courses, and when given the option to do so in Year 9/10, they choose to do so.

However, in Year 11/12, students are not so quick to choose to do so. There may be a multitude of reasons, but no doubt the lower-than-expected “student gain” scores in these subjects, relative to more traditional subjects, is a factor.

The Global Perspectives report that was issued was based on classroom observations which placed an emphasis on visiting extension classes in Year 8-10. Extension classes only run in ‘core’ classes, which entirely represent the Skill/Quantitative and Analysis/Qualitative areas. I believe that this resulted in an under-description of the amount of time that is spent on Creative/Project-based courses, which are more likely to include an emphasis on Global Perspectives.

If we are to increase the amount of time spent allocated to Global Perspectives including creativity and project-related skills, I think that it would be wise to leverage the expertise of the teachers of traditionally ‘elective’ subjects, who are experienced at teaching Creative/Project-based courses, which are popular among students before ‘high-stakes’ ATAR kicks in.

Print this page

## **TRUST AND TRANSFORMATIONAL LEADERSHIP ASSESSMENT REPORT FOR GARTH WYNNE**

Educational researchers have identified the importance and value of trust within schools and school leadership: trust is a critical ingredient of the social context of schools because it improves cooperation (Putnam, 1993; Tschannen-Moran, 2001); it enriches openness and health in a school culture (Hoffman, 1994; Hoy, et al., 1992); it is essential to leadership (Sergiovanni, 1992 & 2005); and perhaps most importantly, it facilitates student achievement (Bryk & Schneider, 2002; Hoy, 2002; Goddard, et al., 2001). Trust has consequences for a range of activities in the school including the way that teachers cooperate and work together, but trust is particularly important when the leader aims to take the staff somewhere unknown, to bring about change (Sergiovanni, 2005).

The topic of trust is both intriguing and elusive. The idea of trust is hard to define but we certainly know when it is missing. Baier (1986) noted 'we notice trust as we notice air, only when it becomes scarce or polluted' (p. 234). Betrayal and distrust are particularly insidious behaviours because the mission and objectives of the organization are so easily undermined (Geist & Hoy, 2004). Sadly, when trust is low, most people perceive danger and go into a self-protective mode; 'they personalise everything and assess risks in dealing with everyone, tending to cast themselves as the intended recipients of other people's harmful actions' (Reina & Reina, 2006, p. 25).

Recent research has found a strong link between trust and transformational leadership; that is, you cannot expect to transform your school unless you have the trust of the staff. Nor does trust grow with time; it does deepen, but a leader doesn't become more trust as time goes by, what you do as a leader matters. My research revealed 10 key practices that engender trust between a leader and his/her staff members.

In all 36 people responded to your survey. The results for trust in your leadership are marked on the rubric in bold. The right-hand column provides you with a score out of four for each of the ten practices. This gives you an accurate picture of your current practice, where your strengths lie and which are areas for growth. Celebrate your strengths, particularly your visibility and affirmation and work on areas such as active listening and demeanour.

## RUBRIC FOR ASSESSING TRUST AND TRANSFORMATIONAL LEADERSHIP PRACTICE

<b>Admit mistakes</b>	Never displays vulnerability nor admits his/her mistakes or accepts responsibility for poor decisions; blames others.	Rarely displays any form of vulnerability; acknowledges when a poor decision or mistake has been made but doesn't take any personal responsibility or acts to resolve it.	<b>On occasions displays vulnerability; accepts responsibility for his/her own errors and poor decisions but doesn't apologize; admonishes others for their mistakes and poor decisions.</b>	Displays professional and personal vulnerability; admits mistakes or poor decisions; apologizes publicly; is willing to accept responsibility for other's mistakes; actively rectifies mistakes.	<b>3.21</b>
<b>Offering trust</b>	Micro-manages staff; controls or interferes with staff members' decision-making responsibilities; ordering, directing, or commanding; feedback is primarily corrective, or limited, general.	Allows staff to perform their role to an extent, monitors and sometimes influences decisions and regularly checks on work; feedback is primarily in the form of advice.	<b>Allows staff to perform their role and make decisions that affect their work with minimal interference; provides supportive feedback when asked.</b>	Treats staff as professional colleagues by implicitly trusting them to perform their role; willingly provides mentoring and coaching when asked.	<b>3.14</b>
<b>Active listening</b>	Speaks far more than he/she listens; is easily distracted when the person is speaking; shows little interest; does not show empathy; is only keen to share his/her point of view.	Gives time for the other person to speak before he/she shares their point of view; can allow distractions to interrupt the conversation; demonstrates a level of understanding.	<b>Balances listening with speaking; is not easily distracted; demonstrates that he/she has heard and understood what the person has said by summarizing their main points.</b>	Listens far more than he/she speaks without distraction; asks clarifying questions; demonstrates empathy; can articulate succinctly what the person is feeling and what they have actually said;	<b>2.61</b>
<b>Affirmation</b>	Never or rarely gives staff members' affirmation or thanks.	Provides affirmation to staff members on occasions either publicly or privately for significant contributions and successes.	Regularly recognizes contributions staff members have made and provides affirmation either publicly or privately.	<b>Actively seeks ways to affirm and thank staff members either publicly or privately; affirms not just the significant contributions but also the little things staff do.</b>	<b>3.69</b>
<b>Decision making</b>	Either makes decisions with no consultation or consideration of its impact or rarely is able to make a decision; doesn't communicate a decision nor provides justification or explanation for it.	Makes considered decisions; superficial consultation that works to enact an agenda; enacts the decisions.	<b>Seeks staff input using consultative decision-making process; makes decisions and enacts them; communicates decisions to staff.</b>	Values staff input and views; uses consultative or collaborative decision-making processes; makes timely and informed decisions and enacts them; communicates the justification for decisions.	<b>3.23</b>
<b>Visibility</b>	Rarely seen around the school; mainly confined to his/her office or is away from the school; does not regularly attend assemblies, chapel services, events, etc.; not accessible to staff.	On occasions can be seen around the school; attends assemblies, chapel services, etc.; on occasions attends school events; staff can make an appointment to see him/her.	Often seen around the school speaking with students, staff and parents; often attends assemblies, chapel services and other school events; accessible to staff.	<b>Regularly seen on the grounds speaking with parents, staff and students modeling and reinforcing expectations; attends assemblies, chapel services and other events; is very accessible to staff.</b>	<b>3.67</b>
<b>Demeanor</b>	Is unpredictable; prone to losing control of his/her emotions in different situations; primarily focused on his/her agenda rather than the staff member.	Responds emotively to different situations, expressing their feelings accordingly; displays concern for both him/herself and the staff member.	<b>Is able to keep his/her emotions in check; shows a level of restraint in difficult or challenging situations; demonstrates respect for the staff member.</b>	Is consistent and predictable, always remaining calm and level-headed no matter the situation; always respectful of the staff member.	<b>3.11</b>
<b>Coaching and mentoring</b>	Displays little interest or support for staff professional development; feedback is primarily corrective and judgmental.	Supports staff professional development programs; feedback is primarily in the form of advice, or is limited or general.	<b>Takes a personal interest in the professional development of teachers; provides supportive and honest feedback when asked.</b>	Maximizes staff members' potential and career growth through coaching or mentoring; provides immediate, specific and accurate feedback aimed at promoting growth.	<b>3.11</b>
<b>Care and concern</b>	Does not display empathy for staff members; has little interest in knowing people as individuals.	Displays an interest in the wellbeing of staff members; knows staff members and their role in the organization; claims to know how others feel.	<b>Considers staff members' needs and wellbeing; displays empathy; knows staff members professionally and personally but knows where to draw the line.</b>	Extends a genuine care and compassion for individual staff members by offering practical support; invests time to get to know staff members as people.	<b>3.14</b>
<b>Confidentiality</b>	Does not keep a person's confidences when they come into possession of sensitive information; rumors occur on a regular basis.	Keeps information confidential when specifically asked by the member of staff.	<b>Keeps the confidences of staff members; will make a professional judgement as to whether that information should be shared.</b>	Keeps the confidences of staff members when he/she is entrusted with sensitive information; only shares information with permission.	<b>3.49</b>

Hers was stand-up  
sanity for parents,  
by **Helen Shield**

**H**er appeal was her honesty, her clear thinking and practical advice. Celia Lashlie, the New Zealand author and parenting expert who died suddenly on Monday, will be remembered for her droll, compelling storytelling ability, as well as her invaluable advice — particularly directed at mothers of adolescent boys.

Author of the bestselling *He'll Be OK: Growing Gorgeous Boys Into Good Men*, Lashlie regularly visited Perth and shared her firsthand experience of working with young men in jail, her insights into the minds of adolescent boys working their way to manhood and practical advice for parents.

"Don't let your fear poison your relationship with your adolescent son," she told a full auditorium of mothers and a handful of brave fathers at an evening lecture at Perth Modern School in May last year. "Your job is to laugh, relax and enjoy. It's scary to raise a boy in today's world."

Lashlie advised mothers of adolescent boys to say it and then shut up and fathers to step up. "He didn't come to fulfil your dreams," she said. "He came to find his own. Fathers, you need to walk with him."

Lashlie, a single mother,



**Irreverent: Celia Lashlie reoriented a generation fearful about parenting.** Picture: Ben Crabtree

worked as a probation officer and was the first woman to work as an officer in a male prison in New Zealand. She conducted extensive research on young men at risk and was a passionate advocate for struggling families and parents grappling with teenage boys.

In September 2004, she completed the Good Man project focusing on her research from discussions with pupils in 25 NZ boys' schools that informed her bestselling *He'll Be OK*. She wrote two other books, *The*

*Journey to Prison: Who Goes and Why* and *The Power of Mothers: Releasing Our Children*, and commanded an extensive following on the speaking circuit in New Zealand, Australia and the US.

In a statement posted on her website on Monday, Lashlie, the mother of two adult children and grandmother of five, said she had been too busy and had left it too late to investigate why she was feeling unwell last year. She was diagnosed with pancreatic cancer just after Christmas.

"No treatment, no cure, only palliative care," she said. "I'm now focused on the moments of magic that are appearing in front of me. The laughter of my children, a smile of a friend attempting to walk this journey with me and the pure beauty and strength of my adult children as they battle their anger, grief and sadness at what is happening to their beloved mother."

Lashlie died hours later. She was 61.

Christ Church Grammar School headmaster Garth Wynne

said Lashlie resonated with parents because she was direct, humorous and helpful.

"People would seek her out to get help," Mr Wynne said. "We had great affection for her."

Parents want to make sure their boys grow up to be happy, healthy and great brothers, husbands and fathers. So many of the guys she saw in prisons were there because of stupid errors — the 30-second moments — that could have been avoided. She affirmed parents and encouraged them to be confident in their parenting.

Scotch College head of senior school Rob McEwan said Lashlie had an uncanny ability to personalise a story or an experience.

"It's natural for us as parents to advocate strongly for our child," Dr McEwan said. "But sometimes we do this without fully understanding that by attempting to protect them, we are depriving them of an opportunity to learn when there's still a safety net."

Dr McEwan said Lashlie's message was clear: Let our boys make decisions and let them learn from the consequences. If we make decisions for our boys, rush to their defence or perform tasks for them, we have deprived them of an opportunity to learn, removing the lessons of accountability and responsibility that prepare them for life.

Or, in the irreverent words of Lashlie to her spellbound audience in May: "They learn when the consequences of their behaviour bite them on the bum."

AGENDA

W. Aust.  
21/2/15

# Opportunities for Year 6 boys

## Scholarships for entry Year 7, 2016

Christ Church Grammar School seeks to motivate boys to achieve excellence together in everything they do.

Boys learn in a caring community that honours individuals. Stimulating education programs encourage each boy to discover the best in himself and others.

Christ Church invites scholarship applications for entry into Year 7 in 2016 in the following categories:

- Academic
- Drama
- Music
- Regional Residential (Boarding)

Applicants need to sit an examination on Saturday 9 May 2015.

Visit [www.ccgswa.edu.au/admissions/scholarships](http://www.ccgswa.edu.au/admissions/scholarships) or call 9442 1555 to find out more about scholarship opportunities at this exceptional school for boys.



Christ Church  
Grammar School

Motivated to become,  
**free to be**

14

NEWS

West. Aust. 14/2/15  
Old boy Chris Shellabear (1974)

Respect: Surf club members Chris Shellabear, left, Tom Locke, Rob Turner and Ian Johnson with one of the boats containing the lists of WA soldiers killed at Gallipoli and club members who fought in WWI. Picture: Ian Munro

## Surf clubs dedicate boats to Gallipoli

■ Malcolm Quekett

When the Cottesloe Surf Life Saving Club boat makes its way along the Gallipoli coast before Anzac Day, it will pay tribute to two special groups of WA Diggers.

Inside will be a list of 1024 WA Diggers killed at Gallipoli in World War I and in the bow will be the honour board listing 46 club members who fought in World War I.

Next to the names of 10 club members, a small star indicates they did not come home.

The Cottesloe club also installed both lists in a second boat, which will stay in WA to be dedicated at a special sundown ceremony on February 27.

Boats from Cottesloe and Trigg Island SLSC will take part in Gallipoli 100 with other surfboats from Australia, New Zealand and Turkey off the Gallipoli peninsula coast on April 21 and 22.

Trigg also installed the list of 1024 WA fallen in its boat.

Cottesloe crew member Tom Locke said the club's participation was a mark of respect for the

sacrifice and commitment of our past and present armed forces.

He said that past and present members of the armed forces and their families were invited to the boat dedication, which would also be a fundraiser to help replace the club boat to be left at Gallipoli for local rowers to use.

Among those inspecting the Cottesloe boat yesterday was North Cottesloe SLSC president Chris Shellabear, whose great uncle Percy Mofflin was in the 10th Light Horse Regiment and was killed at Gallipoli.

# Boys' money spinner

By LLOYD GORMAN

**Dalkeith twins Daniel and Toby Whitley (13) are making inflation work for them.**

With seed capital from their dad, John, the boys set up a small business hiring out large blow-up soccer balls for parties and community events.

And after just one year of operation, they have repaid their dad his \$15,000 investment and made a few dollars for themselves.

Toby said the idea began when he and his dad were in Sydney in 2013 for the Australian All Stars soccer game against Manchester United.

"At half-time, these strange-looking large inflated soccer balls came out on to the field and we couldn't stop laughing," he said.

"I said to Dad that my mates would love this."

When they got back to Perth, they started researching the Zorb balls and agreed to set up a small hire business.

John ordered the balls and equipment from China, built a website and employed a part-time supervisor to help

• Please turn to page 100



Twins Daniel, left, and Toby Whitley have successfully combined their love of soccer and a way to make pocketmoney. Photo: Billie Fairclough

the boys with bookings. Daniel said he and Toby helped set up and take down the gear, and refereed games.

The boys take turns to attend jobs, so each gets every other weekend off to relax.

"The object isn't to make it a full-time job," Mr Whitley said.

"It's to help them learn a few lessons in life while still having a work-life balance.

"I'm incredibly proud of them."

Mr Whitley, an inventor, said that before setting up the business, he had thought long and hard about how his boys could earn some pocketmoney.

"Years ago, if you were 13 or a bit older, you would get a paper round from the newsagents, or a milk round on the weekends for home deliveries, or do a host of other things that helped teach us about the value of money and self-worth," he said.

"That's what I did when I was a lad, because I wanted my own money and knew I had to work for it.

"Today, most of these jobs no longer exist, and as a result the art and opportunity of teaching our children some of life's most important lessons, preparing them for adulthood and real life, are being lost."

Daniel said he had a second good reason for getting into the business.

"One of the reasons I was really passionate about it was because we were going on a six-week holiday to America, and Dad said I could buy anything I wanted with my own money," he said.

He saved enough to spend \$60 on skateboards, clothes and camera equipment, while Toby wanted to get an iPhone.

The boys are happy to run the business locally for now, but Toby said he had world domination in mind.

# SCHOLARSHIPS 2016

OPPORTUNITIES FOR BOYS

Christ Church Grammar School  
Hale School  
Scotch College

The examination will take place on  
Saturday 9 May 2015 at the school selected  
as the first preference.



Scholarships available for  
Year 7 entry in 2016  
ONLINE REGISTRATION  
[www.ccgswa.edu.au](http://www.ccgswa.edu.au)  
Enquiries: Admissions  
[admissions@ccgswa.edu.au](mailto:admissions@ccgswa.edu.au)  
(08) 9442 1555



Scholarships available for  
Year 7 entry in 2016  
ONLINE REGISTRATION  
[www.hale.wa.edu.au](http://www.hale.wa.edu.au)  
Enquiries: Registrar  
[registrar@hale.wa.edu.au](mailto:registrar@hale.wa.edu.au)  
(08) 9347 9701



Scholarships available for  
Year 7 entry in 2016  
ONLINE REGISTRATION  
[www.scotch.wa.edu.au](http://www.scotch.wa.edu.au)  
Enquiries: Admissions  
[admissions@scotch.wa.edu.au](mailto:admissions@scotch.wa.edu.au)  
(08) 9383 6809

West. Aust. 14/3/15



# Opportunities for Year 6 boys

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West Aust. 14/2/15

# Academic Assessment Services

## Scholarships 2016

Academic Assessment Services conducts educational testing for schools throughout Australia. Scholarship tests are a series of academic ability tests used by schools to select potential scholarship holders who will go on to be leaders at the school in their speciality of academia, music, drama or all-round excellence.

Academic Assessment Services is proudly conducting scholarship examinations in 2015 (for 2016 entry) for many of Western Australia's finest independent schools, listed below.

 ALL SAINTS' COLLEGE	 Christ Church Grammar School PERTH, WESTERN AUSTRALIA	 HALE SCHOOL	 IONA PRESENTATION COLLEGE	 METHODIST LADIES' COLLEGE	 PENRHOS COLLEGES STRIVE FOR THE HIGHEST	 Perth College Anglican School for Girls
 PETER CARNLEY ANGLICAN COMMUNITY SCHOOL	 PLC PERTH	 St Mark's Anglican Community School	 St Mary's Anglican Girls' School	 SCOTCH COLLEGE PERTH WESTERN AUSTRALIA	 TRANBY COLLEGE	 WESLEY COLLEGE By daring & by doing
 Peter Carnley Anglican Community School	 Presbyterian Ladies' College, Perth	 St Mark's Anglican Community School	 St Mary's Anglican Girls' School	 Scotch College	 Tranby College	 Wesley College

Please visit each school's website for more information or to register online for the wide variety of scholarships available.

For further information on test preparation please see: [www.academicassessment.com.au](http://www.academicassessment.com.au)

West. Aust 11/2/15

# Professor lifts lid on suicide taboo

Pat McGorry wants everyone to talk about youth suicide.

"People are worried about repeat suicides if they are reported or talked about," Professor McGorry said.

"It's a taboo and a myth," Professor McGorry, professor of youth mental health at the University of Melbourne and executive director of Orygen Youth Health, will give a public lecture at Christ Church Grammar School later this month.

He said talking about youth suicide was more likely to dissuade people from doing it.

He said relatives of people who had committed suicide were pushing for more mention of it.

"The evidence of mentioning suicides inspiring copycats is equivocal," Professor McGorry said.

"The field of suicide prevention often doesn't look at other types of evidence that might dis-

suaude people from suicide. "In some respects the field has been its own worst enemy."

Professor McGorry will discuss whether there is a crisis in youth mental health, and whether early intervention and prevention programs are helping young people transform their lives.

He said the news was not all bad.

"There are many more options for young people than there were five or 10 years ago," Professor

McGorry said. "The horizon looks better, and the federal government needs to stay in the game."

"It's the state governments that need to get with it."

Professor McGorry said around half of young people needed help with mental health, but only a quarter got it.

The lecture is on Tuesday, February 17, at 7.30pm.

Tickets from meetingforminds.com.au are \$15.



Pat McGorry will also discuss whether there is a crisis in youth mental health.

7/2/15  
The Test

# PUBLIC LECTURE – PROFESSOR PAT MCGORRY

Internationally recognised expert in youth mental health and former Australian of the Year.  
Professor of Youth Mental Health, University of Melbourne, Executive Director of Onygen Youth Health.

Professor McGorry is being brought to Perth by **MEETING FOR MINDS** to launch our 2015 Public Lecture Series on new trends in mental health research and treatments.

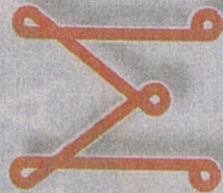
Our Mission is to develop a new conversation between neuroscientists, mental health researchers, clinicians, people with lived experience of mental illness and their families... We want to ensure that the lived experience of mental illness is placed at the centre of a new style of research.

## TOPIC:

“When we see young minds breaking down – what real help or hope is there?”

17th February 2015 at 7.30pm  
**CHRISTCHURCH GRAMMAR SCHOOL**  
Claremont  
(Senior Staff Common Room)

Admission: \$15 Book tickets on our website  
[www.meetingforminds.com.au](http://www.meetingforminds.com.au)

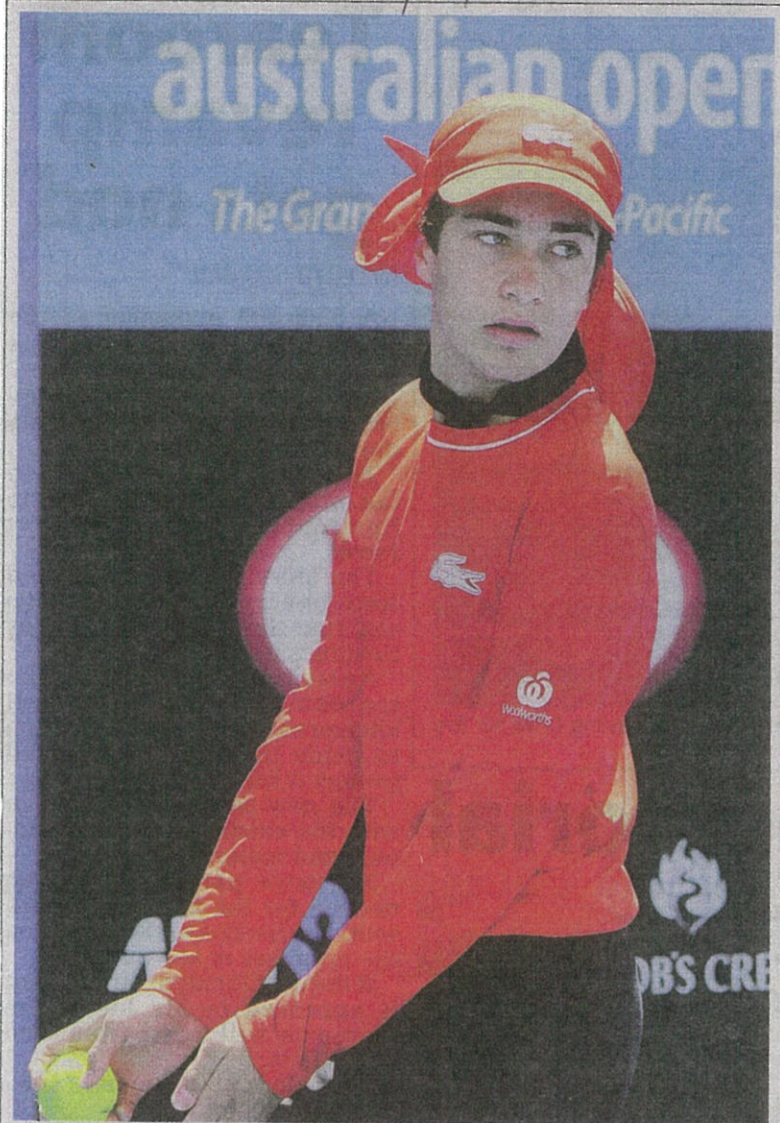


**MEETING  
FOR  
MINDS**



*The Post  
7/2/15*

The Post 7/2/15



*Court report ... Andrew Slee at the Australian Open in Melbourne.*  
 Photo: Katie Slee

## Andrew has a ball

**Andrew Slee was one of only three WA teenagers among the 380-plus ball kids hard at work at the Australian Open last week.**

The 15-year-old Christ Church Grammar School boy had warmed up for the big event by being a ball kid at the Fast4Tennis match, where Rafael Nadal beat Mark Philippoussis.

The new format saw the first player to four games winning a set with no seating breaks

allowed.

Players had 90 seconds to sit in between sets, with games ideally not lasting longer than 75 minutes.

Andrew's twin sister, Katie, took photos of him during a round one Open match between Richard Gasquet and Carlos Berlocq.

Andrew was on court with many other players, including Casey Dellacqua, Nick Kyrgios, John Isner, and veterans Pat Cash and Wayne Arthurs.

old boy Hamish Jolly (1983) W.S. Weekly 3/2/15

# Shark buoys may be tested in NSW

By JON BASSETT

WEST Perth-developed shark protection buoys could be tested in the Manly electorate of NSW Premier Mike Baird before a Cottesloe Beach shark barrier is trialled in WA Premier Colin Barnett's seat.

"We have indicated we are happy for the buoys to be trialled at our beach," Manly Mayor Jean Hay said, after her council helped prompt a review of offshore shark nets in NSW.

The council and residents are concerned netting kills harmless species and affects rare shark populations.

Mr Barnett has said that allowing the method, not used in WA, is inconsistent with opposition to baited drum lines.

On Australia Day, Mr Baird said that if he was re-elected in March the buoys, developed for an

undisclosed amount by Havelock Street-based Shark Attack Mitigation Strategies' (SAMS), would get a \$100,000 trial at undecided popular Sydney beaches.

It is claimed the buoys recognise passing sharks from a sonar signal sent out several hundred metres, before a warning is sent by satellite.

"They haven't been developed in the past mainly because of the costs associated with sonar, and developing the software," SAMS co-founder Craig Anderson said.

He said the Government could reconsider the buoys, which are not part of WA's shark attack mitigation strategy.

A Department of Premier and Cabinet spokesman said the Government would wait on the outcomes of eight research projects totalling \$2 million, including Curtin University sonar research.

The installation of drumlines to catch a resident shark before an attack will be opposed at a Scarborough Beach rally on February 8.



Shark protection buoy developers Hamish Jolly and Craig Anderson.

Old boy Jon Sanders (1955)

W.S. Weekly 3/2/15



Solo sailor Jon Sanders is welcomed home after his ninth circumnavigation of the world. Pictures: Tom Rabe

# Sanders says ninth trip around globe is his last

By TOM RABE

SAILING great Jon Sanders was welcomed home on Friday after completing his ninth circumnavigation of the globe on a yacht that was once sinking in its pen.

The 74-year-old Nedlands resident was met by friends and family two nautical miles off Fremantle before being escorted into the Fremantle Sailing Club.

Once described as "someone who always gets there" by Australia's first Olympic sailing medallist

when sailing solo.

"I wouldn't have thought I'm any different, I wouldn't think I'm very special but Rolly kept saying 'there's something about someone who always gets there,'" Sanders said.

Long-time friend Rohan Lewis, who was part of Sanders' welcoming party, said there was far more than luck involved in Sanders' achievements, which include the first double solo circumnavigation of the globe.

"I think his sailing is a culmination of a man born to the sea, who's spent so many years on the sea, that he's

"I just think he's a man who's very comfortable with the ocean and he knows that below him is a boat that he can trust."

Sanders, who grew up sailing on the Swan River with his brother Colin, said he had learnt something new from the ocean on each circumnavigation.

He said he did not mind the isolation of sailing alone, but was happy to be back in Perth.

"I get on well with me, I'm good friends with me, I think you're in a bit of a bad way if you're not friends with

completed the Sydney to Hobart and the past two circumnavigations, was close to complete disrepair in 2008 before friends and colleagues fundraised more than \$300,000 to upgrade the 40-year-old yacht.

Sanders, who has Jon Sanders Drive named in his honour, said he was humbled to be recognised for his achievements.

"I feel a bit embarrassed to think about that, because I can never believe it, it's sort of surreal," he said.

Sanders said his ninth trip around

## GEW Travel 2015 (as at February 2015)

	<b>Dates</b>	<b>Location</b>	<b>Meeting</b>
1.	14 – 16 March	Brisbane	ABSA Taking the Reins Conference & Board meeting
2.	11 - 18 April	Brisbane	IBSC AUS/NZ Regional Conference, Churchie, Leading and Learning through Service  Christ Church Community Function Bond University Principal in Residence
3.	22 – 25 May	Sydney/Canberra	Christ Church Community Functions AHISA Board
4.	4 – 19 July	Cape Town, South Africa	IBSC Annual Conference/Trustees Meeting/Annual leave
5.	6 – 8 August	Canberra	ASA Conference
6.	15 – 18 August	Alice Springs	ABSA Leaders in Residential Communities Conference & Board Meeting
7.	26 September – 3 October	Sydney	AHISA Biennial Conference/Go7

- + Adelaide Christ Church Community Function - date TBA
- + Melbourne Christ Church Community Function - date TBA
- + Singapore Christ Church Community Function - date TBA
- + Hong Kong Christ Church Community Function - date TBA

**Term 1** – 2 February to 2 April

**Term Break** - 3 April to 20 April

**Term 2** – 21 April to 3 July

**Term Break** - 6 July to 20 July

**Term 3** – 21 July to 25 September

**Term Break** - 28 September to 12 October

**Term 4** – 13 October to 4 December