



Newsletter

From the President

Lynne Thomson

President

Mid August will be upon us in no time and the 2007 AASN Conference will be underway at Trinity Grammar School Melbourne. The Wired Generation: Faith, Learning and Community with Generation Y is the focus for the conference. Along with excellent keynote speakers and workshop leaders, the opportunity to have a private tour of the Guggenheim Exhibition at the National Gallery of Victoria and attend a worship service in the newly restored St Paul's Cathedral, will no doubt be highlights.

If you have not registered for the conference, there is still time to do so. I suggest that you contact Ros Christie, the Conference Convenor, at ros.christie@bccm.com.au for a registration package.

Trevor Cooling, one of the keynote speakers at the Launceston Conference in 2005, will be the AASN's Travelling Scholar in 2008. Arrangements are being made for him to run workshops and hold seminars in each state and also attend the 2008 Conference in Perth next August. Schools still wishing to be involved with Trevor's programme should contact their state representatives, listed below:

NSW and ACT – Tim Wright
 Queensland & NT – John Fradgley or Peta Smith
 SA – Phillip Grutzner
 Tasmania – Stephen Norris
 Victoria – Rev'd David Cole
 WA – Rev'd Peter Laurence



At the end of this year, Stephen Matthew, Principal of St John's Grammar in South Australia, will retire from his headship. I wish to acknowledge the excellent contribution that Stephen has made to the Australian Anglican Schools Network, both as a member of the Management Committee, and also as part of the organising group for the Adelaide Conference in 2004. Many people have worked to make the AASN a vibrant and growing network. Stephen is one of them.

Again, I look forward to seeing you at the Melbourne Conference.

Lynne Thomson
 President
 AASN



INSIDE THIS ISSUE

From the President	1
State Reports	2 - 3
Conference 2007	3
Special Interest Article	4 - 6

WELCOME

*TO THE NEW ANGLICAN
ARCHBISHOP OF MELBOURNE*

Dr Philip Freier has been installed as the new Archbishop of Melbourne.

Dr Freier was previously Bishop of the Northern Territory and prior to his ordination in 1984, was employed as a teacher on Thursday Island and at the Kowanyama and Yarrabah Communities. He had also fulfilled an advisory teacher in Aboriginal education with the Queensland Education Department.

His work as a priest has included appointments in Brisbane, Bundaberg and Darwin. Qualifications include a Bachelor of Applied Science, a Bachelor of Divinity from the Melbourne College of Divinity, and a Master of Educational Studies, and more recently he completed a doctoral research program at James Cook University focussing on the topic - "Living with the Mumpitch : The History of the Mitchell River Mission, 1905 – 1967".

We warmly welcome Archbishop Philip Freier to the Melbourne Diocese and are delighted that he brings to us a diversity of experience from the Northern Regions of Australia, and in particular, his understanding of the complex issues which relate to Indigenous Australia.

SPECIAL INTEREST ARTICLES

If you have a special interest story for the next issue, please contact:

Dawn Andersen
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DEADLINES FOR COPY

Deadlines for copy for the next issue as follows:

Submission due: 9 September 2007

Issue due: October 2007

STATE REPORTS**WESTERN AUSTRALIA**

Reverend Peter Laurence

The Diocese of Perth Turns 150

This month marks the 150th anniversary of the founding of the Diocese of Perth. Key celebrations focus around the visit of the Archbishop of York, Dr Sentamu. The Archbishop, the second most senior bishop in the Anglican Communion, will be visiting Anglican schools in all three WA Dioceses. Next year, Hale School celebrates its 150th year of educating boys.

Peter Carnley Anglican Community School

At the beginning of this year, the eight school of The Anglican Schools Commission (Inc) opened at Wellard in Perth's southern suburbs. Peter Carnley Anglican Community School has approximately 150 students from Kindergarten to Year 8. Numbers are anticipated to grow during the year to approximately 200 students. By 2011, all classes will be offered from Kindergarten to Year 12.

The first three days of classes were held at neighbouring ASC school John Wollaston Anglican Community School, Kelmscott, as the first building was not ready for occupancy. However, all was well by Week Two for an excited group of teachers and students to occupy their brand-new classrooms.

The official School Opening will be held on 31 August, conducted by Archbishop Roger Herft and Dr Peter Carnley AC.

Esperance Anglican Community School

One of the final decisions of the former WA Minister for Education and Training, the Hon Ljiljana Ravlich last December was to approve the Esperance Anglican Community School, to open in January 2008. In WA, the non-government schooling sector faces enormous difficulty in gaining approval from the government to open any new school. The decision came after numerous rejections and a lengthy Ministerial appeal.

Esperance Anglican Community School will open with two Year 8 classes in 2008, growing through to Year 12 by 2012. It will be a co-educational day school, located on a green-fields site in the Esperance suburb of West Beach, some eight hours drive from Perth.

Mr Ian McKay has been appointed as Foundation Principal and commenced last month. Ian comes to WA from Queensland where he served most recently as Principal of Blackheath Thornburgh College in Charters Towers. Prior to that time, Ian was Principal of the Cairns School of Isolated and Distance Education for twelve years.

Ian was commissioned as Foundation Principal by Archbishop Herft on Friday 6 July in Esperance.

New Principal for Georgiana Molloy Anglican School

At the end of Term One, Mr Ross Switzer concluded his term as Foundation Principal of Georgiana Molloy Anglican School in Busselton to take on the Principalship of West Moreton Anglican College, Ipswich. This month, Mr Bruce Rixon commences as the School's second Principal. Bruce comes to the West from Shore School in Sydney, where he held the position of Director of Activities.

Bruce will be commissioned as Principal on Friday 7 September by the Bishop of Bunbury.

VICTORIA

Rick Tudor

Mark Robertson has commenced as Head at St Paul's Anglican School Warragul.

Archbishop Philip Freier provided a strong message at the recent Synod emphasising the importance of harmony in the Diocese and the mission of the Church in engaging in outreach to those in our community who are needy.

During his recent meeting with the Anglican Heads, Archbishop Freier referred specifically to:

Ø Planning for an Educational Centre associated with St Paul's Cathedral.

Ø The forthcoming AASN Conference to be held at Trinity Grammar School, Melbourne.

Ø The support for aspiring School Chaplains through the Anglican Schools' Chaplaincy Fund.

Archbishop Freier is planning a retreat day with all Victorian Anglican Heads, later in the year. His strong support for work within Anglican Schools has been warmly received.

QUEENSLAND

Peta Smith

The Secretariat of the Anglican Schools Commission has been very involved with Industrial Relations issues in relation to the enterprise bargaining agreement which needs to be finalised for Queensland Anglican schools.

The Commission has also looked at:

- Governance training focusing the relationship between boards and CEO's has been provided
- Formation programs in conjunction with the Ministry Education Commission are being developed to senior leaders in schools as well as new staff who teach RE in schools
- Ways to grow the area of Chaplaincy in schools is also being considered
- RE programs in our schools have been reviewed by a consultant with a view to providing insights into how each of our Schools is able to provide students with quality instruction and how to provide better support to Principals, Chaplains and Religious Education Teachers in its delivery.
- The annual Heads Retreat is scheduled for 30-31 August 2007 and the program for this event is currently being planned.
- The Anglican Schools Commission has welcomed a new Chair to the Commission, Mr Andrew Knox who is partner at law firm Allans Arthur Robinson.
- On Wednesday 25 July the Diocese of Brisbane consecrated two new Bishops into the Diocese. They are

Bishops John Parkes and Geoff Smith.

We have also welcomed two new Principals into our schools this year. They are

- Mr Ross Switzer at West Moreton Anglican College at Ipswich. Ross came to us from Western Australia and his induction was held on Friday 27 July 2007; and
- Revd Chris Ivey who has been appointed Principal at St Andrew's Anglican College at Peregrine Beach. Chris was formerly Principal at The Cathedral School, NSW. His induction was held on 1 April 2007.

TASMANIA

Stephen Norris

Tasmania has advised they will submit a report for the next newsletter issue

NEW SOUTH WALES

Tim Wright

New South Wales has not submitted any copy.

ANNUAL GENERAL MEETING

Friday 17 August 2007

Papers for the AGM were circulated to all member Schools 27 July 2007

SOUTH AUSTRALIA

Phillip Grutzner

Recently I interrupted a lower primary class. I asked them "What do we do at Easter?" To them, Easter meant lots of Easter eggs, hot cross buns, holidays, "its cool because there is no school", sleeping in, going to the footy, video games and watching movies. The responses to my question raise more questions than answers. Are our religious education programs being out-manoeuvred by crafty commercialism? How can Anglican Schools do more with less time in our already crowded curriculum? The very attractive educational package we provide is supported strongly by so many of our parents, yet why does one of our core values slip down the list in the eyes of our parents and students?

In an increasingly materialistic society we have to work harder to promote the importance of Jesus Christ, the nobility of his sacrifice and his divine example to us all.

Lent is a time of reflection and giving. I hope the following helps you in your reflection.

One Solitary Life

He was born in an obscure village
The child of a peasant woman
He grew up in another obscure village
Where he worked in a carpenter shop
Until he was thirty

He never wrote a book
He never held an office
He never went to college
He never visited a big city
He never travelled more than two hundred miles
From the place where he was born
He did none of the things
Usually associated with greatness
He had no credentials but himself
He was only thirty three

His friends ran away
One of them denied him
He was turned over to his enemies
And went through the mockery of a trial
He was nailed to a cross between two thieves
While dying, his executioners gambled for his clothing
The only property he had on earth

When he was dead
He was laid in a borrowed grave
Through the pity of a friend

Twenty centuries have come and gone
And today Jesus is the central figure of the human race
And the leader of mankind's progress
All the armies that have ever marched
All the navies that have ever sailed
All the parliaments that have ever sat
All the kings that ever reigned put together
Have not affected the life of mankind on earth
As powerfully as that one solitary life

(Source: Dr James Allan 1926)

CONFERENCE 2007

Rick Tudor

The 2007 AASN Conference will be held in Melbourne on August 17, 18 and 19. As a member of the National AASN Committee, I have been assigned the task of co-ordinating the Conference.

I welcome all who are involved with educating young people through our Anglican Schools network and church organisations to this Conference, which is to be hosted at Trinity Grammar School in Kew.

The title of the Conference "The Wired Generation: Faith, Learning and Community with Generation Y" is both challenging and contemporary in its context.

As Members of Anglican School Communities we all possess a passion to be able to communicate meaningfully with the young people with whom we are associated. The topic of spirituality and of the "Y Generation" continues to attract much in the way of reflection and discussion. Understanding our young people and working with them in appropriate ways is fundamental to our work as educators - "new generation" ways of connecting, relating, and scanning and understanding vast arrays of ever increasing, complex fields of information is the world of our students - a pragmatic world, but a world where there is a thirst for life that has meaning within the realms of faith and spirituality.

This Conference will highlight many of the challenges within which we are inextricably enmeshed in working in our schools - yes! It is important that we share and are able to articulate these. The answers, however, may not be so clear. But it is vital that we all keep striving for new and engaging ways of working within this modern paradigm, whilst at the same time emphasising the central and essential essence of our rich Anglican tradition.

Key speakers at the Conference will include:

Archbishop Philip Freier - the newly appointed Archbishop of Melbourne: The Archbishop will deliver the address at the Conference Service to be held in St Paul's Anglican Cathedral, Melbourne.

Professor Richard Jones - Professorial Fellow at the Victorian College of the Arts, University of Melbourne, Victoria: 'Public good in the digital age'.

Bishop Stephen Hale - Bishop of the Eastern Region, Diocese of Melbourne, Chair of the Board of the Council for Christian Education in Victorian Schools: 'Understanding student spirituality' - an interactive panel with students responding to the recent Christian Research Association's report on Youth Spirituality, Facilitated by Bishop Hale.

Associate Professor Ruth Webber, Director of the Quality of Life and Social Justice Flagship at the Australian Catholic University, Melbourne, and Dr Andrew Singleton, Lecturer in Sociology, School of Political and Social Inquiry, Monash University: 'The spirit of Generation Y: young people, spirituality and citizenship'.

The Reverend Peter Corney OAM, Senior Minister at St Hilary's Kew

for 24 years, Founding Director of the Institute for Contemporary Christian Leadership at St Hilary's Kew, Founding Director of the Australian Arrow Leadership program, Member of the Advisory Council of Ridley Theological

College and the Panel of Reference for Overseas Council International: 'Communicating a living faith to Generation Y'.

A broad spectrum of Interactive Forums (one hour sessions: 30 minutes presentation and 30 minutes discussion) will be hosted and will be presented by:

The Reverend Huw Luscombe, School Assistant Chaplain, St Luke's Grammar School, New South Wales: 'Alt worship and virtual communities and "Blogging"'.
Mr Jeremy Thewlis, St Andrew's Lutheran College, Queensland: 'Playing it safe in cyberspace'.

Principal Fellow, Faculty of Education, University of Melbourne, Consultant, Author and past Principal of Kinross Wolaroi, New South Wales, MLC and Wesley College, Victoria: 'Y? Because we do!'.

Dr Sue Perillo, Human Resources Customer Service Manager, Mentone Grammar School, Victoria: 'To be or not to be - relevant'.

Dr Felicity McCutcheon, Head of Philosophy and Religious Studies Melbourne Grammar School, Victoria and *The Reverend Dr Ronald Noone*, Senior Chaplain, Melbourne Grammar School, Victoria: 'Harvesting absence - why technology can't speak to spirits'.

Julie Nardol and Hagar Bulliwana, Indigenous teachers and church leaders, and *Joy Freier*, Victorian MindMatters Project Officer, Victoria: 'Working with youth, faith and education in western Arnhem Land indigenous community'.

The Reverend Jeanette Acland, Junior School Chaplain, St Catherine's School, Victoria: 'Telling sacred stories for deep reflection'.

The Reverend Andrew Stewart, Chaplain, Caulfield Grammar School - Caulfield Campus, Victoria: 'The journey from people of the book to people of the screen'.

Mr Michael Urwin, Headmaster, Brighton Grammar School, Victoria: "Reflections of an Anglican in a Senior Position of Educational Leadership".

Associate Professor David Loader, *The Reverend Nikolai Blaskow*, Chaplain, Radford College, ACT: 'Death and resurrection: a personal journey of faith into a techno-matic 21st Century'. *Dr Vivienne Mountain*, Chaplain, Firbank Grammar School, Victoria: 'Fostering the use of imagination in the service of spiritual development'.

The Reverend Richard Browning, Chaplain, Radford College, ACT and *Mr Stephen Harrison*, Spiritual Co-ordinator, Coomera Anglican College, Queensland: 'Gen Y spirituality: language and the construction of meaning'.

Mr Stephen Meek, Principal, Geelong Grammar School, Victoria: 'The role of Chaplains in schools and the relationship between Principal and Chaplain'.

The Reverend Elroy Mee, Chaplain, Canterbury College, Queensland: 'Engaging the "Y Generation" in Christian education courses'.

The Reverend Peter Turnbull, Head of Religion and Chaplain, Trinity Grammar School, Victoria: 'Contemporary ideas of presenting and interacting the Christian faith; presenting a new curriculum via a new textbook'.

The Conference Organising Committee in Melbourne hopes that as many Chaplains, Principals, Council Members and Heads as possible will be able to attend this annual Network gathering.

The time together promises to be both worthwhile and enjoyable, and will no doubt be an occasion during which ideas can be shared and collegial relationships will be strengthened.

SPECIAL INTEREST ARTICLE

Rick Tudor

"Indigenous Young People within Learning Communities – a Conundrum"

We often claim to live in a just and fair society – I wonder! The playing field is not level and our indigenous brothers and sisters have neither the wealth nor the privilege, nor opportunity that many of us in the twenty-first century Australia, enjoy. Former Prime Minister Bob Hawke's claim that no child would live in poverty in Australia, by the year 1990, is far from achieved today.

I write this article about the original custodians of this wonderful land, who sadly, are still communities, who are extremely poor – poor in terms of housing and living conditions, poor in terms of management skills, poor in terms of dealing with the ever increasing complexities of our society, poor in terms of educational provision.

In the nineteenth century, aboriginal communities were decimated, as waves of white settlers swept across Australia. In the earlier twentieth century, many aboriginal families faced the trauma of the separation of children from their parents. We now know, all too well, the reality of the "stolen generation", and what its aftermath has meant to aboriginal people. When I was at school over forty years ago, the only time I can recall a reference to aboriginal people, was one relating to Jacki Jacki, who crossed the Nullabor Plain with Edward John Eyre. Recognition of aboriginal communities and their particular education needs, only became a more important item on the educational agenda with the Reconciliation Movement of the 1980's and 1990's.

Today the National *Dare to Lead* educational movement, attempts to

inform non-indigenous young Australians, about aboriginal culture, heritage, tradition and language. It also attempts to provide indigenous students with the support that they require in their learning, to take their place in a modern and complex twenty-first century Australia.

In Victoria, Worawa Aboriginal College, provides meaningful educational programs to indigenous students from around Australia, some of whom are potentially at risk. New curriculum initiatives are currently being trialled at this school, and amongst students of Worawa there are a number of success stories. Within the Northern Territory, Kormilda College in Darwin, provides a first rate Anglican Independent School education to aboriginal students from a vast range of communities in Northern Australia. This school is now well recognised for the diversity of its programs and the high standard of education it provides as it reaches out through its mission to Indigenous Australia.

Yes, there are successes – but they are still small in number. The mission of all educational institutions must include improved educational outcomes for indigenous Australians, and a greater mutual understanding between indigenous and non-indigenous Australians. Surrounding such well meaning and high aiming ideals, however, lie a number of areas of tension that need clarification and resolution.

What then are these tensions that trouble indigenous learning communities across our country? Within Victoria the major tension resides in identity. Following the removal of Victorian aboriginal people from their lands, and the separation of aboriginal children from their families, Victorian aborigines, in a sense, went "underground". They avoided being noticed, and those of us who were non-aboriginal chose not to notice them.

This "assimilation" continued – with almost no-one paying any regard to family backgrounds, origins, culture, traditions or language. Aboriginal Victoria, for many years, became hidden – and yet the life blood of these people continued to pulsate, and culture, tradition and (to a lesser extent) language was maintained, albeit by relatively few.

Since the 1970's, however, there has been a reawakening and rediscovery amongst indigenous Victorians. This has been reflected by schools embracing studies pertaining to local aboriginal cultures, within their mainstream curriculum. Today many schools focus segments of their curriculum around indigenous studies that embrace history, geography, cultural studies, language

and spiritual understanding. In a sense there has been a “coming out” within the educational community and an engagement with studies related to Koorie Victoria.

Notwithstanding this, for aboriginal students, the tension of identity is still very much present. Whereas in the past aboriginal people tried to disguise their aboriginality, they now assert it with increasing confidence. What remains still, however, is for aboriginal and non aboriginal people to interpret what it means to be aboriginal in twenty-first century Australia.

I now want to focus on a remote community in Western Arnhem Land: one of many which have recently been highlighted in the press and have been the target of Mr Howard’s “initiatives” for Indigenous Australians.

Oenpelli grew as a settlement of the Anglican Church Missionary Society initially providing refuge for indigenous people from the ravages of buffalo shooters and advancing pastoralists, and later providing health care, structured employment and education. By 1973, the Oenpelli School was run and staffed by the Commonwealth Teaching Service, but mission life underpinned the learning environment in which children attended regularly, alcohol was 25 kilometres away across the East Alligator River, and social harmony, by and large, prevailed.

My wife, Liz, has been connected with the Oenpelli community since those missionary days of the early ‘70’s – for me, the association is more recent. During a visit to Oenpelli some five years ago, we met an engaging youngster called Renee. On the occasion of our first meeting, Renee took an immediate liking to our digital camera and we didn’t see it again for some hours, when it was returned with a memory card filled with photos. Renee was a special little girl – highly intelligent, very engaging, with a beautiful dark brown (almost black) skin, and a sparkling row of bright white teeth – extremely naughty but irresistibly delightful. She had no parents in Oenpelli – her father had passed away and her mother had removed herself to Darwin.

Renee was not well; the result of rheumatic heart disease leading to congestive heart failure. In the intervening years since we first met her, Renee has undergone four long sessions of open heart surgery in Melbourne and now has a pig valve on the left side of her heart. This appears to be working effectively, and Renee is enjoying reasonably good

health. Renee has stayed with us in Kew several times during all of her periods of recuperation after surgery. During her first visit as a twelve year old, we realised that her reading age was barely that of a Prep child in Victoria. She desperately wanted to read and Liz and I took up reading stories again. Stumbling, she would read simple sentences, but only after she had been coached again and again, and again.

Renee is not an avoider – she desperately wants to read well. But she struggles to decipher only a few simple words. And she desperately wants to write – many times we have found Renee copying text from a book, beautifully, and completely accurately, but without a clue as to the meaning of the words. The desire to learn certainly burns within Renee, but the way to fan this small flame has yet to be found.

Lack of ability to read, lack of ability to articulate, lack of ability to write – all these together add up to the word DISEMPOWERMENT. Without any of these skills, Renee is powerless to converse, discuss or negotiate her future, with those who hold the power in modern Australia.

So what is at the bottom of all this – why is it that a lively, young aboriginal girl, who has attended school, can at the age of 15 have so little literacy?

In the title of this article, I have used the word “conundrum”. Yes conundrum – that is what we see when we view education in Oenpelli.

The Oenpelli Primary School consists of a cluster of classrooms surrounding a pleasant, shaded open area of cut grass. Many of the classrooms are well resourced, and despite being fairly basic in design, are imaginatively decorated.

The Secondary School is little better than one would find in a third world country. Small dark classrooms confront visitors, as they walk through the dilapidated gap in the front fence which serves as a front gate, and along the veranda. Double desks are arranged in rows. The incessant “thump, thump” of ceiling fans move waves of hot air across the rooms. At the back of the room are bundles of Maths books, which present times tables, and multiplication and division in the form of extended lists of black and white numbers and interminable exercises involving dry, academic number arrangements.

The paintwork outside the classrooms is worn and marked. A piece of graffiti dated 2002, suggests no attempt to smarten up the school with an annual paint up – thank goodness for Program Maintenance at Trinity, who busy themselves each holiday to provide a smart, maintained and optimistic environment for the boys to start work in at the commencement of each term. Some of the rooms have

broken windows, and the doors have been irreversibly locked. The concrete path sits in a grimy, dusty front courtyard and at the rear of the building long grass clings to the cyclone wire fence.

In order for young people to learn effectively, they must have an environment that is optimistic, colourful, well resourced, light and well maintained. There must be a positive engagement with the learning environment, and a pride and interest in the surroundings. Without this, learning becomes very difficult indeed.

Liz and I were fortunate to be able to visit the Secondary School at a time when morning lessons were concluding. As we waited outside one of the classrooms we could hear a wonderfully enthusiastic young teacher, exploring the difference between “wants” and “needs”. In my mind I applauded the energy that this young teacher was investing in his lesson; and yet the class emerged from the room with a look of dull detachment in their glazed expressions.

We entered the girls’ classroom and noted maps of Europe on the back wall. A blackboard covered the wall at the front of the room, there was no overhead projector, no TV or DVD player, and no digital whiteboard. The young teacher welcomed us and we asked if we could chat to her. She seemed glad to do this. This was now her second year in a Secondary College after training in one of our major cities. She had felt enthusiastic about giving her energies to children in a remote community and had been posted to Oenpelli. What a gem of a young teacher – energetic, well trained, enthusiastic, with a real will to make some difference amongst these young people. And yet, as she spoke, she shared more and more of her frustrations. Resources; surroundings; heat; remoteness; no proper induction program; little cultural background before arriving; and very little encouragement or pastoral care relating to her own needs. It’s tough up there – it would be tough for an experienced teacher, but it is triply tough for a young teacher. Even with the best of resources, well motivated students, a positive culture of learning, and a strong professional development and support network, young city based teachers still need regular encouragement, help and a genuine listening ear from a senior colleague. In Oenpelli there is none of this.

And so on returning to Melbourne, and maintaining email contact with this young teacher, we were not surprised to hear that before term four had commenced she had moved on from Oenpelli School. A replacement teacher no doubt had to be found for Term 4, and with this, for those students, another set of adjustments and re-familiarisations.

After 32 years of teaching, I have no doubt that consistency in learning is the most powerful shaper of the mind. Good learning without doubt depends very much on "time on task". Consistent and well planned sessions of learning day by day is the key to effective learning. When learning is interrupted, knowledge acquisition and acquired understanding are minimal. Any disruption to the learning routine, such as a change of teacher, or a significant alteration to the program, will reduce the effectiveness of the learning process.

And so for Renee, the wearying changes of teachers, and the persistent disruption of the program, have greatly inhibited learning, despite her bright mind. Moreover, the materials utilised and the resources employed may not in any way equate to those enjoyed on a daily,

basis by our fortunate children.

But there is more. Learning is also most effective when young people see some relevance in their learning, and is most effective when particular learning strengths are acknowledged. The corollary of all this – poor facilities, low level resources, lack of relevance, failure to engender any level of excitement and failure to identify learning strengths, is that children stay away from school. At Oenpelli the roll exceeds 200 children and yet on any one day less than 100 might attend.

Other complex cultural factors might also be involved in this high absentee level. Inadequate nutrition in children is closely linked to alcohol consumption in the community. Many children are left to fend for themselves at mealtimes, whilst their parents drink at the "club" between 6 and 8pm. Alcohol fuelled fighting in and around their crowded homes then disturbs their night's sleep. They wake the next morning ill prepared for a day of learning.

There may be "sorry business" that takes children and their families away from Oenpelli for days or weeks. There may be tribal feuds, or fights within the Oenpelli community, that force families to remain apart. The complexities are endless – but the plain fact is that with irregular attendance, learning does not progress, literacy levels remain low, disempowerment prevails, and futures are jeopardised. Time on task? This certainly happened in the time of the missionaries, and outcomes from this are rarely acknowledged. But in this age of self-determination, the learning of young aboriginals, in many remote communities has been compromised.

So what does this all mean for those of us who work and learn in more privileged

Anglican Schools. First of all, we need to genuinely care about the future of our Indigenous brothers and sisters. And within an attitude of genuine care we need to reach out with the hand of friendship: not for any other reason than to merely seek to establish a relationship of friendship. So often, we make a connection with indigenous people, because there is something to be done: how much more powerful will our relationship be if it is to extend the warm hand of humanity?

Following on from this, there is much we can do in our schools by way of exchanges with indigenous communities. Welcoming aboriginal youngsters into our schools, to listen, to understand and to develop friendship. And in the reverse direction, for our young people to venture to remote homelands, to also listen, to understand and to further establish friendship.

From such relationships will develop other opportunities: contributions to schools, community centres and families through the energies and initiatives of our schools. Who knows how this might play out. Each encounter will lead to its own unique relationship and contribution – and such contributions and relationships are "two way" in that they enhance learning in our schools and also within the schools of our indigenous friends. And the basis of all this is friendship and love. May our Anglican Schools continually seek to foster such friendship and love within their daily endeavour.

SCHOLAR PROJECT

TRAVELING SCHOLAR PROJECT

Perth 25.08.08 to 27.08.08

Adelaide 28.08.08 to 30.08.08

Tasmania 01.09.08 to 02.09.08

Melbourne 03.09.08 to 06.09.08

Brisbane & Regional visits
08.09.08 to 12.09.08

Shore 13.09.09 to 19.09.08

St Paul's NSW 20.09.08 to 23.09.08

TRAVELING SCHOLAR PROJECT

The Traveling Scholar project originated from the need to build on the work of the 2005 AASN Conference. Dr Cooling's presentations at the Conference inspired the AASN Management Committee to investigate how his work could be used to support teaching and learning in our schools.

Dr Cooling is the Director of the *Transforming Lives Project* based at the Stapleford Centre for Christian Education, Nottingham, UK. Dr Cooling is a leader in the field of Religious and Moral Education and his research is widely published.

The Traveling Scholar project will focus on a series of workshops and seminars in AASN schools. The primary objective of the project is to enhance the development of Christian Education in AASN schools.

WIRED GENERATION: FAITH, LEARNING AND COMMUNITY WITH GENERATION Y

Can you follow a group of teenagers having a conversation and understand every word? Are your texting skills up to scratch (no – not Text and Traditions, but SMS!)? Do you struggle for ways to communicate the Gospel to this new generation of students? If so, the AASN 2007 Conference is for you!

We will be looking at how Generation Y view faith and spirituality and what this looks like practically, how we can communicate successfully with them and how we can help Christian students to effectively share their relationship with Jesus with their friends.

The conference will be held at Trinity Grammar School, Kew, Melbourne from Friday 17 August to Sunday 19 August 2007. Registration brochures were sent out in March 2007 and an iPod postcard will be sent to you shortly as a reminder.

So – don't follow the trend of Generation Y and only come to the conference at the last minute if your mates decide to come too – put it in your diary now and come to Melbourne from 17 - 19 August 2007!

For further details please contact BCC Management, Ph: 03 9646 3734 or Email: ros.christie@bccm.com.au

Australian Anglican



Schools Network

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VISION STATEMENT

Australian Anglican Schools Network, giving honour to God, putting God first and working within God's will, seeks to:

- Provide a forum at the national level for Anglican schools to facilitate discussion on spiritual, moral and values related issues as they have bearing on education.
- Be an effective network of General Synod of the Anglican Church.
- Achieve recognition of Anglican schools as part of the mission of the Anglican Church.
- Be a forward-looking, dynamic organisation aiming to develop a strong unity of purpose among Anglican Schools.

(The Australian Anglican Schools Network was established in 1999)

STATE REPRESENTATIVES - Management Committee

Mrs Lynne Thomson, St Mary's Anglican Girls' School, Karrinyup, WA	President
Mr Tony Horsley, Broughton Anglican School	Immediate Past President
Mrs Peta Smith, Anglican Schools Commission QLD	President-Elect
Mr Stephen Norris, Launceston Church Grammar School	Tasmania
Dr Timothy Wright, Sydney Church of England Grammar School (Shore)	New South Wales
Mr John Fradgley, Chair, All Saints Anglican School	Queensland
Mr Rick Tudor, Trinity Grammar School, Kew	Victoria
Mr Philip Grutzner, St Peter's College	South Victoria
The Rev'd Peter Laurence, Anglican Schools Commission	Western Australia
The Rev'd David Cole, Chaplain	Western Australia

Should you wish to contact your State Representative, please do so via the AASN Secretariat, details above.