All your children shall be taught by the Lord, and great shall be the peace of your children. - Isaiah 54:13
IN THIS EDITION

2 From The Administrator
5 St George's Cathedral
7 Amana Living
8 Anglicare WA
10 Parkerville Children and Youth Care
12 St Bart's
13 Anglican Schools Commission
15 Christ Church Grammar School
16 Esperance Anglican Community School
17 Frederick Irwin Anglican School
18 Georgiana Molloy Anglican School
19 Guildford Grammar School
20 Hale School
21 John Septimus Roe Anglican Community School
22 John Wollaston Anglican Community School
23 Perth College
24 Peter Carnley Anglican Community School
25 Peter Moyes Anglican Community School
26 St George’s Anglican Grammar School
28 St Hilda's Anglican School For Girls
29 St James’ Anglican School
30 St Mark's Anglican Community School
31 St Mary's Anglican Girls' School
32 Swan Valley Anglican Community School
33 Goldfields
34 Children and Youth Ministry
36 Liturgy
37 Nor’West Postcard
38 Bunbury Bulletin
39 Book Review
40 Archives
41 Crossword
42 Theatre & Arts
44 Around the Diocese
46 Classifieds
47 Where to Worship St George's Cathedral

ST GEORGE’S CATHEDRAL

School Visits
Stephen Day

ANGELICAN SCHOOLS COMMISSION

Anglicans – Falling or Rising?
Peter Laurence
FROM THE ADMINISTRATOR

A Lesson from Schools

CHILDREN AND YOUTH MINISTRY

Developing Children's Spirituality

5 MARKS OF MISSION

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

MISSION 2020+

PRAYER

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

Amen.

Reading on your mobile?
The Messenger now comes in a mobile-friendly view.

CLICK HERE
When I first started attending speech days in Anglican schools, I found myself very surprised.

I’d been at school only three decades previously, so I assumed I knew how presentation days would go.

The girls would receive the humanities prizes, while the boys would get the science awards. The academic prize winners would be quiet and a bit awkward, while winners of the athletic awards would be admired but might have a sideline in bullying.

Student leaders as I remembered them, were mainly Anglo and also blonde.

It’s just possible that my memories of those years have been distorted – but I did notice how things had changed when I got to know modern schools in the Anglican tradition.

Suddenly, student leaders came from every kind of cultural background, academic award winners were people with a different level of ability, the same person who won the prize for art was also the recipient of a football scholarship; quiet, bookish-looking people had their accomplishments cheered by classmates and the student body seemed genuinely pleased for anyone who achieved multiple awards.

Schools had become more inclusive than I had ever imagined possible.

And this was certainly not because schools gave away awards regardless of merit but instead worked hard to make sure all students had opportunities to do well.

When St Paul writes in Galatians 3:28 “There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus” he is not talking about people’s identities being erased so that they are indistinguishable from each other but about new possibilities of belonging in Christ.

To say that people’s identities don’t matter can be unintentionally insulting. I have just occasionally encountered people who’ve said
in a form of words “we don’t mind that you’re a woman priest, we’re very accepting about that” as though this is some sort of bizarre misdemeanour that I need to be forgiven for.

I can’t imagine how discouraging that sort of attitude is for people encountering barriers of other kinds.

St Paul’s words point to the overthrow of social stigma, to an understanding of deep connectedness in Christ, not to an artificial suppression of people’s distinctiveness.

All of us are made in the image of God and our differences are part of the intricacy and beauty of God’s supreme act of love in Creation. Where people face bigger obstacles, belonging equally means we find ways to allow everyone to bring their best abilities to whatever we’re doing.

So how are we going with that in our church communities and groups?

**Who sits at the back of your worship or around the edges?**

**Who leaves before morning tea?**

**Who has opportunities to exercise leadership?**

**Whose voice is heard when there’s discussion?**

**What changes are needed?**

**How can we look differently at who belongs?**

Jesus wasn’t a blonde, middle-class landowner or the married father of a “young family”.

But we belong to him, and to each other because of him. And that makes all the difference in the world.

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**WATCH THIS SPACE!**

Week by week and day by day we pray for him - Justin Portal Welby, bishop.

Ordained in 1992 after an 11-year career in the oil industry, Justin first spent 15 years serving as a priest in the Diocese of Coventry, often in places of significant deprivation. He was Dean of Liverpool 2007-2011, then Bishop of Durham 2011-2012, making him a very surprising choice in 2012 as 105th Archbishop of Canterbury, Primate of All England, and primus inter pares, a Latin phrase meaning ‘first among equals’ or senior bishop in the worldwide Anglican Communion!

**Archbishop Justin will be visiting Australia in early October ... first stop Perth**

details to follow . . .

come and pray with him . . .

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The ACF Supports Anglican Schools

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

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

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

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

Disclosure
Anglican Community Fund (Inc) is not prudentially supervised by APRA; and any investment in the Anglican Community Fund (Inc) will not be covered by depositor protection provisions of the Banking Act 1959 or the Financial Claims Scheme. All financial services and products are designed for investors who wish to promote the charitable purposes of the Fund.
School Visits

STEPHEN DAY  Dean’s Verger

Why visit a Cathedral? A tourist may think: ‘Old Buildings’ tick that box, let’s do lunch! Others may invest more time and be richly rewarded for doing so - I suggest bringing a smart phone, spot a name on a plaque and Google it - then dive into hidden histories.

Visits by schools can be equally diverse: 10 students for a 20-minute walk to 130 students in groups for 20-minute segments discovering the history, the architecture, the organs, the bells, the treasures, the robes, the Crypt, and, most importantly, the God that we worship.

School Visits can be wonderfully exciting for us, ourselves looking for inspiration, and nothing more inspires as the enquiring minds of children, it can also be a terrifying possibility of boring young minds to distraction.

I came to lead one of the school groups when the Cathedral’s Education Department knew a Youth Leader when they saw one and thought ‘he will do’.

Cathedrals with their history, plaques, and architecture offer much to consider. (Again, bring a smart phone!) Often however, too much! Your love for pre–Augustine English Church history may leave your heart bursting, students will soundly sleep through the most! I know, I tried.

There is no single guide for schools, the age bracket from pre-primary to late high school sets their own parameters. Likewise, no school is the same, or for that matter, no group. The dynamics of each will often depend on one or more individuals who can bring life to a group that others lack.

Whatever subject, the one focus should ultimately lead to God. This martyr died for God, this chalice holds his life offered for all, these robes all mean something different! That said the difference between a Dalmatic and a Tunicle will mean naught in an evangelical parish where a Chasuble is the instrument of Satan! Most (98% of students) will not understand such talk, they do however enjoy dressing up!

Dress them up, get the happy snaps, be there for that 2% with questions about Christianity but do not really know that much about the faith and try and have the rest leave thinking Christianity is not so boring after all, and, have their school Chaplain’s phone numbers on speed dial!

Pray for them and be grateful for the opportunity to present the concept of God to them.

ST GEORGE’S CATHEDRAL
At the time, Evangeline Kanagasooriam was a 17-year-old girl and, marking an innovation in enthronement liturgies, she was the first to address the Archbishop asking two important questions: ‘Who are you?’ and ‘Why do you request entry?’ The Archbishop responded: ‘I am Justin, a servant of Jesus Christ, and I come as one seeking the grace of God, to travel with you in his service together.’

Archbishop Justin’s simple reply in response to gentle yet firm challenge, goes to the heart of mission and what it might mean to be a Church together in mission. While I’m no archbishop, these questions still seem pertinent for all types of ministry.

‘Who are you?’

If we are to join in with God’s Spirit in both the world and the Church, the people of God must have confidence in who they are. We are called to be salt and light in the world, not arrogantly but in humility and with compassion. We are called to be ‘living love’, not anxious, not judgmental, but overflowing with joy. And, perhaps most importantly, we are called to actually live with hope as a people who have experienced the abundant mercy and grace of Jesus Christ. If we are not marked out by these qualities then we have drifted away from our identity in Christ who shows us very clearly who we are called to be and what that calling looks like.

‘Why do you request entry?’

Important to know who we are, so we must also know why we’re here. Mission starts and continues with God. We don’t participate in that mission for our own sake but because at the very core of our faith is the Incarnation – that very moment in space and time when God sends out from God’s own self and takes on frail flesh and brittle bone. If Christ didn't come to judge the world, then nor should we. As I come among you in Perth as a servant of the Gospel, it is yet another reply from Archbishop Justin in 2013 which captures something of my own heart at the moment:

“I come knowing nothing except Jesus Christ and him crucified, and in weakness and fear and in much trembling.”

God of mercy and Lord of our hearts, may your grace and love be sufficient for us, today and always.
Fulfilling lives in Bassendean

STEPHANIE BUCKLAND  Chief Executive Officer

This year is Amana Living’s 60th anniversary and we’ve been delving into the archives to uncover key milestones and moments of our organisation. A common thread has been our quick response to community need through developing and providing new services so older people can enjoy a fulfilling life.

In particular, Amana Living has been at the forefront of supporting people living with dementia in Western Australia since the 1980s. Our original training institute, The Sir James McCusker Training Project, developed some of the first dementia care training, and for more than 10 years the McCusker Nurse Service has been guiding carers through dementia diagnoses.

We’re continuously expanding our services so older people and their families can access the support they need. A growing area of demand is day respite and last month we took over a day club from the Town of Bassendean to provide people with a social outlet, while offering carers a chance to recharge.

Amana Living currently runs six day clubs – five in the Perth metropolitan area and one in Kalgoorlie-Boulder. Like all our day clubs, Club Bassendean caters for people of all backgrounds and abilities, providing an opportunity to meet new friends while doing the things they love. Activities are designed to reflect the interests of the clients and can include the likes of gardening, board games, quizzes, and craft, or simply relaxing in our homely environment.

Older people are supported by highly skilled professionals who are trained and experienced in engaging people in fun and meaningful activities. Families tell us their loved ones enjoy the focused attention and they come home happy and fulfilled.

Our day clubs also give carers time for themselves. People are often juggling their caring role with other responsibilities and this balancing act can leave them feeling overwhelmed. Day respite at a club, like Club Bassendean, can make a huge difference to the mental and physical health of both the carer and the senior attending the day club.

The benefits of day clubs are best summed up by the families themselves. Mike, whose wife Marilyn attends one of our day clubs, told us: ‘Marilyn always has people who can take care of her and spend time with her at the day club. Plus, all the club members are in the same boat, and they enjoy spending time together. It’s just me at home and, while I’m happy with her company, it’s not as stimulating for Marilyn.’

The time Marilyn spends at Amana Living’s day club also gives Mike time to catch-up on life’s admin. ‘It gives me a chance to get on with things so I can devote more of my time and attention to Marilyn when she’s home,’ he said.

If you know someone who is feeling isolated at home or they’re living with dementia, learn more about the support our day clubs provide by calling Amana Living’s friendly customer service team on 1300 26 26 26.
At Anglicare WA, the work we do naturally incorporates the third and fourth Marks of Mission. Our work on the frontline resonates with the third Mark of Mission. Supporting individuals and families in need sees us ‘responding to human need by loving service’ over a thousand times a week throughout the state.

While these interactions are occurring, we are also working behind the scenes to address the causes of social injustice such as poverty, inequality and homelessness. This aligns with the fourth Mark of Mission which asks that we ‘transform unjust structures of society, to challenge violence of every kind and pursue peace and reconciliation’.

This is such an integral part of what we do that our recently launched Strategic Plan 2022-25 is titled ‘Tackling Disadvantage’. It’s a bold and audacious title and we believe that a key component to achieving this is mobilising and empowering the amazing communities we work with.

School communities, in particular, are powerful hubs and we are lucky to have the support and partnership of the Anglican school network.

**Engagement with students comes in a number of forms with service learning engaging them on a practical level.**

It combines their academic studies with hands on experience and community engagement. It links their interest in social justice with the possible solutions to some of society’s most complicated issues.

Over the last year, our service-learning projects had students gardening at our youth homelessness services, making nutritious meal packs for young people in crisis housing and...
putting together cleaning starter packs for families moving into new accommodation after being displaced due to family violence.

We believe that young people should be heard, and their ideas and voices have the potential to bring about real, long-lasting change. Consistent with this we have talked with students about the importance of advocacy, provided information and skills and created opportunities for them to support us to advocate for systemic change.

Empowering students and school communities to become agents for change means that they are helping to tackle disadvantage when we can’t be there.

By providing them with the practical tools and skills needed to be advocates we can see the change starting to happen.

As well as service-learning projects, a powerful way for students to make a difference is through fundraising and they have made a huge financial contribution this year. Over the last financial year, Anglican school students raised close to $200,000 for Anglicare WA. This is a huge achievement and shows students that when they work together they can have a big impact.

Over the next three years, we will focus on tackling disadvantage by continuing to support, mobilise and empower our passionate school communities. These amazing young people will take up the challenges of the third and fourth Marks of Mission as they walk alongside Anglicare WA to transform the unjust structures of society.
We believe everyone who has the strength to conquer adversity and the resilience to bounce back from trauma has a superpower. For some young people, the traditional education system has been unable to accommodate to their unique needs, but for those young people, Parkerville Children and Youth Care is here to support them through their journey to learn and build their confidence in both education and life.

Sometimes when children aren’t thriving in the classroom it is because of the pressures they are experiencing elsewhere in their lives. The right intervention at the right time can be just the springboard these young people need to give them a new start.

Parkerville Children and Youth Care’s unique Education, Employment and Training program takes a very different approach.

For the young people who join the program, it’s a circuit breaker for a fresh start in an environment that understands their individual needs to learn and grow so they are confident and equipped to tackle life’s challenges in the future.
Hundreds of young people, from 14 to 16 years, have successfully completed the six-month program finding new confidence and skills to prepare them for a job or to go on to further education, with many going on to gain their trade qualifications at TAFE.

With dedicated Teachers and a Youth Worker who take the time to connect with young person, it’s no surprise the Education, Employment and Training program has endless success stories and positive feedback from students, families, and teachers.

The Education, Employment and Training program is registered with the WA Department of Education and caters for young people, aged 14 to 16, who have left school or are at risk of dropping out too early.

**The approach combines evidence-based child psychology and clinical care with good old-fashioned mentoring, support and practical skills to help students thrive.**

Elisabeth started on the Education, Employment and Training program after her school provided a referral as she was not attending most days and failing in her studies.

Elisabeth had been a victim of sexual abuse and was grieving her mother’s passing when she began to experience homelessness at a young age. While she was able to find friends to live with, Elisabeth experienced domestic violence in one of the homes she thought was a safe place.

Fortunately, the Education, Employment and Training program provided her with the stability she needed each day. Elisabeth thrived in the small classroom environment and the extra support given by staff helped her talk through the challenges she was facing to build her confidence and grow. With help from staff, Elisabeth was also able to get support payments from Centrelink so she could find a safe place to live. Elisabeth thrived in the program and went on to study Heavy Diesel Mechanics at TAFE.

Over the six-month program the team at Parkerville Children and Youth Care work closely with students to build literacy, numeracy, social and life skills. We also give them the opportunity to experience work and the demands and rewards that help build a fantastic work ethic.

The program is limited to 12 students at a time. Students graduate from the program equipped with a nationally recognised Certificate II of General Education for Adults, six months work experience, and training in work readiness skills such as safety, communication expected by employers.

Students work together in groups of four and spend no more than two hours at a time in the classroom. The rest of the day is spent working on campus or developing practical, work skills in the peaceful bushland setting of the Parkerville Campus.

Many graduates experience a profound turnaround. After six months they are ready to head to TAFE or into the workforce with fresh confidence, new skills and a sense of excitement and optimism for the future.

This important work relies on the ongoing support of local businesses in the form of sponsorship and work experience placements for our young people. Without their support, this program would not be so successful at giving these young people the tools they need to create a successful future.

To learn more about Parkerville Children and Youth Care and the Education, Employment and Training program, visit parkerville.org.au.

DONATE NOW
The Perth and broader Western Australian Anglican community have been loyal supporters of St Bart’s since our 1963 inception when The Most Revd George Appleton CMG, MBE and Dr James Watson founded the organisation as a small homeless shelter for men in East Perth. Nearly 60 years later, St Bart’s remains fortunate to enjoy the ongoing support of the Anglican community and, within it, schools and their students and families who partner with us to assist those we support.

Over the years, Anglican school students and their families have generously volunteered countless hours of their time and energy in support of St Bart’s. Recently, our residents and service consumers have enjoyed a range of meals cooked and provided to St Bart’s by students from Anglican schools across Perth. In April, Hale School students and their families generously provided us with more than 570 pre-made meals and, in June, Year 10 Christ Church Grammar School students used their cooking class to prepare meals of fresh pasta for St Bart’s residents and service consumers to enjoy.

We have also benefitted from the support provided by schools outside the Anglican community who acknowledge the value of partnering with St Bart’s to help us deliver on our Mission. Earlier in the year, we were pleased to welcome students from Holy Cross College to our onsite Café Lime in East Perth and to our Women’s Service to cook a hearty breakfast for residents and service consumers. While here, the students were able to learn more about homelessness and its impacts on those in our services who have lived experience. Here is a snippet of the feedback provided to St Bart’s from Holy Cross College after their visit; The kids all had a fantastic time and said that they loved having the opportunity to serve the people in your community’.

Mercedes College and St Stephen’s students have also generously spent time sprucing up the gardens at our various sites, with Mercedes College’s recent donations of potted succulents donated to the ladies in our Women’s Service proving popular and greatly appreciated.

Maintaining and building upon our existing engagement with the Anglican School community is a key component of St Bart’s recently updated Anglican Connection Plan. We look forward to enhancing our relationships with Anglican schools and their students and families through our delivery of the plan, which aims to broaden the invaluable learning experience around homelessness for students who engage with St Bart’s.

For any schools interested in learning more about volunteer opportunities for students, feel free to visit stbarts.org.au or get in touch with our Volunteer Programs Manager Carla Mele on 0467 968 533.
The headline is stark: ‘Ten Things we learned from the 2021 Census .... 1. Christianity is in decline...’

There is much talk around with the release of the first pieces of data from the 2021 Commonwealth Census a little over a month ago. On the surface of it, there is little joy for religion and especially Christianity. It’s down down down. Or is it?

Christianity remains the largest religious group in Australia, at 44 per cent of the population, down almost 10 per cent on only five years ago at the previous Census. Hot on our heels are those who selected ‘No religion’. At almost 40 per cent, this group is up almost 10 per cent from the last Census. Christianity is down by roughly the same percentage. With over 60 per cent of the population in the 2011 Census calling Christianity their religion, the significant drop in ten years tells an important story.

If we want to look for growth, it’s clearly in those who don’t subscribe to a religious belief, or who hold one other than Christian. With migration now coming primarily from countries where Christianity is not the dominant religion, it isn’t surprising that Hinduism and Islam have seen significant growth, the former by 55 per cent.

Interestingly, the ‘religion’ question has been in every one of the 18 Censuses and is the only one that is voluntary. Yet respondents to this question have increased not decreased over
the past five years. Curious isn't it? There is not a decline in religious interest among Australians, just in those who self-identify as Christian.

Back in the first Census of 1911, 96 per cent of Australians listed some form of Christianity as their religion. One hundred and ten years later, as evidenced by the 2021 Census respondents, Australia is no longer a majority ‘Christian country’.

Over the past five years, those who self-identified as Anglicans dropped from 13 per cent to just under 10 per cent, while self-identified Catholics dropped to 20 per cent.

The trend across the ditch in New Zealand is the same. A commentator wrote recently of Australasia Christianity: ‘If this slope continues, Christianity in Australia and New Zealand has approximately another 25 years’ (liturgy.co.nz).

Australia is truly a religiously diverse country, for the 60 per cent of people who self-identify with a religion.

It is this religious diversity that sees Anglican schools so well-placed to embrace the changing face of Australian society and belief.

Our schools always have been places of the highest standard of education, high expectations and standards and good pastoral care. They are open and welcoming to all, do not have entry quotas based on religious adherence nor do they require students or families to sign statements of belief before entry.

Anglican schools welcome families from all faiths or none.

It is undeniable that fewer Australians are choosing to engage with Christianity, and for we Anglicans that means fewer are choosing to engage in traditional ways. Yet over the same period of decline, we have seen considerable growth in Australians choosing to engage with our schools. Anglican schools are the face of the Church for many ‘Census Anglicans’ as well as for many Catholics, Hindus, Muslims and those who self-identity as ‘no religion’.

Our schools offer that quiet yet generous Christian witness every day, inviting those in our communities to consider the Gospel truths for themselves.

On the surface, the census numbers tell a grim story for Christianity and Anglicanism in Australia. But look around, and you’ll see Good News everywhere; that Australians across the country engage with the Anglican Church in many ways... some through parishes, others through our schools, Anglicare, hospital or prison chaplaincy or a myriad of other ways. Sometimes it is ‘we Anglicans’ who aren’t so good at recognising the many and varied ways of ‘being Anglican’ in 21st century WA.

Jesus said to his disciples ‘Though seeing, they do not see; though hearing, they do not hear or understand... But blessed are your eyes because they see, and your ears because they hear’ (Matthew 13: 13, 16).

The Anglican Church is alive, is well, and is growing ... just not in the traditional way that a Census records.
This year Christ Church Grammar School introduced a Dance program for Years 7 and 8 students. The program, the first of its kind for a single-gender boys’ school in WA, has proven to be wildly popular with students.

The School identified the need for a new program for Years 7 and 8 boys to assist them with forming new friendships and expressing themselves. The Dance program would engage these boys in a new and challenging activity that would inspire positive team-building and a shared celebration of each boys’ talents and expression.

Students entering Year 7 from the Preparatory School have learned and performed various choreographed dances as part of the Preparatory School’s musical productions and in Drama classes. Having some boys in the class already familiar with the language and process of learning Dance has been greatly beneficial to the teachers and other students.

The School decided to focus on the genre of Hip-Hop dancing due to its benefits of improving physical co-ordination, strength and rhythm. Professional Dancer and Choreographer Logan Ringshaw visited the School as a guest teacher and guided the boys through a three-week course in Hip-Hop.

The boys learned the fundamentals of Hip-Hop dance and developed their skills in rhythm, physical co-ordination, and creativity. The program culminated in a ‘dance battle’ competition in front of the entire year group, with boys from different teams facing off against each other, testing the new movements and skills learned.

Logan Ringshaw judged the competitors not only on their ability to perform certain dance moves but also on their timing and rhythm, creativity, and crowd-engagement.

After the winner of the grand final was announced the boys rushed on to the stage in celebration and to congratulate their champion classmate, demonstrating the level of enthusiasm and collaboration developed through the program.

The response to the Dance program was so enthusiastic it surprised even the teachers leading the program, “I think we underestimated how passionately the boys would take to learning Hip-Hop. The boys really took it and ran with it, their engagement during the lessons was impressive. I am very proud of all the boys for their enthusiastic participation and for giving it their all,” said Teacher in Charge of Dance and Head of Health & Physical Education Luke Farmer.

Including Dance in the Senior School curriculum aligns with the School’s emphasis on expanding the breadth and depth of Years 7 and 8 students’ interests and experiences. Encouraging teenage boys to get out of their comfort zone and learn new skills together with their classmates helps to break stereotypes and build positive teamwork.

In much the same way that boys may excel if given the opportunity to shine in a Theatre production, Mathematics competition or Football game, the new Dance program has given young men an opportunity they might not have had to express themselves in front of their peers and be celebrated and appreciated for their unique talents.

Based on the success of this new program Christ Church Grammar School is committed to growing the program and offer Dance as a co-curricular activity for Senior School students.

The School hopes to one day build a Christ Church dance troupe/ensemble that could compete in interschool competitions and perform for the community.
This term the Year 10 Big Picture students have been working towards completing a Community Service Project to benefit the local community or a non-for-profit organisation.

Some of the projects the students have completed or plan to complete include:

- Beach clean up
- Morning tea fundraiser for Cancer Council
- Mindfulness colouring-in book
- Bake Sale
- Donation boxes
- Dog walking services
- Handball competition
- Fundraising for local sporting clubs
- Art murals

Community Service is an essential part of the Big Picture design. The Year 10 students have learnt about connection to community, improving interpersonal, social and communication skills, establishing relationships with services of similar interest and giving to others who may be less fortunate.

Pictured is Year 10 Big Picture student Addison with her Donation Box going to Esperance Community Services. We’d like to take this opportunity to thank the families, students and staff who contributed to Addison’s community service project.

WA Heads of Churches Pastoral Care and Chaplains Annual Service of Blessing

Sunday 18 September 2022
3:00 PM - 4:00
Venue: St Georges Anglican Cathedral
38, St Georges Terrace, PERTH WA 6000

Tickets Available Now
www.trybooking.com/events/landing/931987
Frederick Irwin Anglican School is continuing to develop a strong relationship with Mandurah’s Christ’s Church Anglican Parish.

This relationship has been established since the days of its Founding in 1991, when members of the Church were involved with the School. In 1994, the School donated a beautiful stain glass window, of Jesus with children, to the Church, a symbol of this long-standing relationship.

On Sunday 19 June, the Anglican Parish of Mandurah held their first combined service with the school, in which a large number of school representatives took part and attended the service.

This was a momentous occasion, with our Prefects, including Chapel Prefect William Rugendyke, taking turns to present readings. The service also included some of our talented musicians performing during Communion, including an emotional rendition of Ave Maria by singer and Year 11 student Emily Tamplin.

The Official Address was presented by our Principal, Mrs Tracey Gray, who highlighted how proud she was of the strong relationship between the School and the Anglican church, and how important this relationship is moving forward.

Many school families were present, and Reverend James Tabor acknowledged the students who took part and attended, and their proud representation of the School.

A very moving moment was when The Anglican Church also presented a donation of a child’s violin, that was handed to Mrs Gray and the Performing Arts department, to be used by a family of the School who might struggle to afford their own instruments.

The School is extremely grateful to Reverend Ian Mabey for inviting the School to take part in this service. They are looking forward to this partnership growing from strength-to-strength, from involvement in services through to being part of the different events including the Church fete.
Rejoice in Service

Our students certainly reflect our school motto “Rejoice in Service”, which inspires our students to take up the challenges before them to make our world a better place through their faith, their sense of justice and their service to others.

At Baptistcare William Carey Court in Busselton, Easter came early. Our Georgiana Molloy Anglican School Community provided residents with Easter care packages.

Year 9 Service Leader, Drew West, gathered students to help assemble 30 gift packs for residents. The bags contained jigsaws, games, and books and Easter chocolates. There were also notes from Year 7 students included in the bags along with questionnaires they could fill out and return back.

Residents were surprised by the delivery. Drew said he wanted to “brighten their day”.

“Aged care has been hit hard by COVID, not just this year, but all the other years and I heard of restrictions and people not being able to get visitors and not being able to have contact for weeks so I thought it would be something nice to do,” he said. “Making someone else happy makes me happy too.”

Actions speak louder than words for our GMAS Service Club which began in 2021. The group has accomplished some great community initiatives including: 100 stationary packs for disadvantaged children; the precious plastics project to avoid bottle lids ending up in landfill; care bags for foster children; sewing together 500 white ribbons for domestic violence victims and helping in the kitchen for CANsurvive.

“Be the change you wish to see in the world,” rings especially true for these students as they give their time and skills to help others and impact the world positively.

GMAS Service Club students encourages you and the rest of our community to broaden their worldview by participating in service activities.

“You can make a difference to people’s lives, whether it is big or small” Drew said.
Guildford Grammar School appoints new Chaplain

Guildford Grammar School is excited to welcome their new Chaplain, Reverend James Stephenson to the School at the commencement of Term 3.

James and his family have travelled from the UK where they were temporarily located since moving from Zambia late last year. Together, the School is looking forward to welcoming the Stephenson family to the whole community. Archbishop Kay will officially commission Reverend James in a special service in the Chapel of St Mary and St George during Term 3.

James was ordained in 2012 and holds a Bachelor of Psychology from the University of Durham and a Bachelor of Theology from Oxford University. Most recently he has worked on the Zambian/Congo border helping resources from mining benefit the local people. Prior to this, he was the Chaplain at Reading Blue Coat School in the UK after holding a position as Chaplain and Director of Rowing at St Paul’s Collegiate School in New Zealand.

James has taught and been a Head of Psychology at several secondary schools and is an accomplished international sportsperson in Rowing, and an enthusiastic coach for all levels of sport, from coaching beginners to the recent Tokyo Olympics. His wife, Abbie Stephenson is also a highly accomplished educator, holding an Oxford University Classics degree. The School is excited about the valuable contributions Abbie will make to teaching and learning at the School.

James was appointed following a national and international search and a lengthy recruitment process involving students, staff, members of the Council of Fellows and in consultation with Archbishop Kay Goldsworthy, AO.

The religious, spiritual and liturgical life of the School is central to its mission, and extends beyond the Chapel to the classroom, on stage, on the sporting field or while travelling to and from school. James’ fit and alignment with the School’s Purpose and shared values were clearly evident throughout the process.

Staff, students, parents and Old Guildfordians anticipate meeting Reverend James as he leads regular Chapel Services and continues to guide the Anglican faith at Guildford Grammar School, inspiring all to live a life of purpose.
Spiritual wellbeing a vital part of the Hale School Journey

At Hale School we are soon to release our wellbeing plan, entitled ‘The Hale Journey’. The plan’s purpose is to promote excellent academic, physical, social, emotional and spiritual wellbeing that will in turn equip our boys with the skills they need to be resilient, respectful and responsible young men.

The plan is deliberately holistic and at its heart is the understanding that with increased wellbeing comes increased levels of joy, purpose and meaning. To be sure, we see spiritual wellbeing as a vital ingredient in that aim. But what is spiritual wellbeing?

When I was first contemplating the possibility of working at Hale, I did what most people today would do and started browsing the school website to try and get a feel for what Hale was all about. The first item I clicked on was the ‘Headmaster’s Welcome’ and within a few seconds of that video my interest was piqued. At the beginning, Mr Dean Dell’Oro relates his experience of entering Hale for the first time, seeing the Chapel of St Mark, the 48 hectares, the wide-open spaces, and the Tuart trees. He says: “It was just a very special moment, perhaps even spiritual.”

Today we are often quick to distinguish between so-called ‘spiritual’ and ‘ordinary’ activities. Spiritual activities are generally applied to those moments when we are engaged in things like going to church, praying, meditating, reading sacred texts or practising our faith, whatever that may entail. The rest of the time we are merely doing ‘ordinary’ things. But what if there are no ordinary or ‘unspiritual’ things?

That question is not a bad place to start when thinking about spiritual wellbeing. In fact, I’d argue that we are spiritually well to the extent that we are open and attentive to the possibility that there are no ordinary things. That there is always more to creation, to each other and to God than we might dare to imagine. That everything is spiritual.

Of course, if that's true, then spiritual wellbeing is something we should all take very seriously. If we don’t, we are in danger of walking through life oblivious to those special and indeed spiritual moments that are happening around us all the time. Moments that are important not to miss because they fill us with joy and give meaning and purpose to our lives.

As the incoming Chaplain to Hale an important part of my role will be to provide spaces where the community can slow down, be still and practise being open and attentive to these moments. Open and attentive to a world “charged with the grandeur of God” as the poet Gerard Manly Hopkins once put it. As an Anglican school this is an important part of our aim and ethos. It’s a great gift we have to offer. It’s my belief that we offer this best by delving deeply into our Anglican traditions of prayer, hymnody, giving thanks, breaking bread, and hearing the stories of Jesus Christ. These are spiritual practices that nurture both our individual and collective spiritual wellbeing. At their best they do so not by cordoning off the spiritual but by helping us to make connections and encounter the spiritual in every facet our lives: talking with friends, eating a meal, taking a walk, or even, driving through the gates of the school.
Catalyst 23 was launched in January 2022 as John Septimus Roe Anglican Community School’s official Service Learning program. The name combines the word “catalyst” (to create an action) and Matthew 23:11 - *The greatest among you will be your servant*.

The program aims to provide an opportunity for all our students to learn about the benefits of supporting the community and giving of one’s time as a benefit not only to the community but also to self-wellbeing. The program will be rolled out as a Kindergarten to Year 12 initiative over five years. While the program will roll out through year groups and with the support of Pastoral Care Groups, Heads of Departments are encouraged to use Catalyst 23 as a vehicle to support the curriculum through singular and ongoing opportunities.

At John Septimus Roe Anglican Community School each cohort of students has a theme on which their experiences are based. In Year 7, the theme is ‘Change’. As such, students are encouraged to change the way that they see themselves and their place in the community. Year 7 students have an opportunity on their camp at the beginning of the year to work in the gardens at Anglicare’s Y-Shac. Y-Shac assists young people between 15-20 years old who are homeless or at imminent risk of homelessness in crisis accommodation and 16-25 year olds in transitional housing. In Term 2 and 3, Year 7 students work in groups as they take turns creating meal packs for residents at Y-Shac. Here students learn about healthy eating choices and give their time to prepare meals under the guidance of our school’s Year 11 and 12 Hospitality students. This is a great mentoring opportunity for the Year 11 and 12 students. In Term 4, Year 7 students will be baking and decorating Christmas cookies for the residents at Y-Shac. Finally, select students will be invited to travel to Y-Shac and decorate the residence with Christmas lighting just in time for the festive season.

The School’s Year 8 theme is ‘Community’ As such, Year 8 students will be involved in a revegetation/planting activity commencing in Terms 3 and 4. Year 8 students will be mentoring Year 3 students as they learn about native plant species and revegetate various sections throughout the school grounds. An ongoing watering schedule will allow for the continuation of this mentoring program between Year 8 and Year 3 students.

With our first year well underway, we are excited about the opportunities for our students in Year 6 and Year 9 for 2023 as we expand Catalyst 23 to include all year groups over the next few years. We are teaching our students about Faith, Hope and Love – the core values of our school. With God’s blessings, we can create leaders in our community who look to use Matthew’s words to guide their leadership as servant oriented. This can only bode well for how our students view their role in creating a community filled with love, compassion and understanding.
Ongoing restrictions on collective worship in schools have encouraged the Chaplaincy team at John Wollaston Anglican Community School to be more creative. Worship has gone beyond the Chapel into classrooms, undercover areas, and gardens.

Singing can be heard in the Primary classrooms, biblical re-enactments are performed in the Early Learning Centre, and all students have been learning some AUSLAN. It is all part of a drive led by the Chaplaincy team to make worship more interactive, engaging, and inspiring students to start their own personal faith journey.

‘It can be a challenge to remain interesting and relevant when you are seen as a distant figure on a screen.’ says our Chaplain, The Revd Justine Coverdale, ‘We have developed ideas to present a more interactive approach. Our team set out to use the gift of technology to our advantage and telling the Good News story in imaginative ways for students across the campus’.

In addition to the Chaplain, the team comprises a Chapel intern, accomplished musician and former student, Ms Camellia Schwe; a formation student at Wollaston Theological College, Mr Noah Mbano, and Duffy, the Chapel dog. The Chaplaincy team works with students in the Chapel Council who provide feedback, make suggestions and serve the Chapel as Sacristans.

Encouraging students to become actively involved in worship is the highest priority for Chaplain Justine. One of the most effective activities was making a movie for the online Easter service. Student knowledge and skills were invaluable in using a green screen to create a setting outside the empty tomb where disciples and sceptics were interviewed about the resurrection for the evening news. Another Easter event involved the whole school learning to sign the song *We are Australian* in AUSLAN, celebrating diversity acknowledging the challenges faced by our students with hearing loss when wearing face masks. Students have engaged in online services through Microsoft Teams, taken part in mini pilgrimages around the campus and participated in re-enactments on the playground equipment.

Principal Anne Ford commented, ‘In many respects, moving beyond the Chapel building has blessed the School with opportunities to think outside the box and be more resourceful. We have all benefitted from an increasingly innovative approach to worship’.
A Heritage to Hold with Care: 120 Years of Perth College

We’ve been reflecting on a Perth College catch cry, A Heritage to Hold with Care, as we celebrate 120 years since the Sisters of the Church took the then-radical step of starting a school to educate girls for meaningful public roles in the development of Western Australia.

In that time the school has moved, from West Perth to Mount Lawley, and the world and the opportunities it holds for women have changed dramatically.

The Sisters’ Vision of a “higher education” for girls to make a contribution to the world around them is still our central purpose. But we deliver this very differently.

Perth College is committed to rich learning, discovery and innovation, self-leadership and wellness, healthy activity and competitive sport and creative, musical and artistic pursuits.

We encourage our students to Be Brave, Not Perfect. We encourage risk taking, failure and the creativity, critical thinking and problem solving that comes from having another go. Our desire is for each student to leave our School knowing their strengths, equipped to innovate, explore and make a generous contribution.

We are doing this by integrating wellness, self-leadership and positive psychology, our InsideOut initiative, into our curriculum. Also embedded is innovation and self-directed learning, via sparc, designed to Spark Passions, grow Attributes and build Relationships to Contribute to the world in a rich learning environment. Some of these activities are integrated into our service-learning, Side by Side, where we collaborate with a community partner to help bring awareness of, or solutions to, real-world problems. This year, we introduced our Sport Development Performance Program, designed to combat lower overall participation rates of girls in sport. Sport Development, which runs from Junior to Senior School supports our elite athletes and encourages those with potential but, most importantly, it enhances participation and community club membership to ensure our students benefit from activity and belonging well beyond their School years.

Our leadership team is also designed to support this vision, including a Principal, Vice Principal, a Director of Wellbeing, a Director of Innovation, a Director of Learning and Teaching and a Director of Junior School.

More recently, our Principal Helen Aguiar joined the public discussion about teacher burnout and wellbeing. Perth College has also expressed concern about the harmful effect of the emphasis on the Australian Tertiary Admission Rank (ATAR). We believe it stymies creativity and inhibits the sort of risk taking and critical thinking that leads to innovation, invention and problem solving – all critically important for our students’ future.

We have all been challenged by COVID-19. But we have been buoyed by the strength and generosity of our Perth College community, including our many supporters and Old Girls, and our parents who have shared their expertise in and out of the classroom.

We believe that Perth College today embodies the ambitions of the Sisters 120 years ago and we are grateful for their Vision to create a girls’ education designed to Set Them Free from any constraints on achieving their potential.
On Tuesday 21 June, 2022, Peter Carnley Anglican Community School celebrated the dedication of their newly built Grace Chapel, an occasion most fitting for the 15th Anniversary year of the School.

The Archbishop of Perth, The Most Reverend Kay Goldsworthy AO, formally dedicated the Grace Chapel, taking its name from the School Motto “Grace and Truth” with the side chapel named The Chapel of All Saints in honour of the local Anglican Parish of Kwinana.

The Service began with the Welcome to Country, delivered by Whadjuk Noongar elder, Councillor Barry Winmar. It was a beautiful service where the Archbishop delivered the Homily and blessed the font, lectern and aumbry in preparation for services to be held by School and Parish. Words of thanks and acknowledgement were given by The Reverend Peter Laurence OAM, CEO of the Anglican Schools Commission, Mr Philip Goldsworthy, Chair of School Council and the Principal, Ms Felicity House. It was an honour for School Patron The Most Reverend Dr Peter Carnley AC, to participate in the service.

Notable community and church members included The Right Reverend Kate Wilmot, The Venerable Angela Webb, Archdeacon of Perth, The Reverend Jacob Legarda, Archbishop's Chaplain, The Reverend Joe Sullivan, Deacon of the Eucharist, and Her Worship The Mayor Carol Adams OAM. The students were represented by the School Prefects, Student Council and Junior School Captains who joined community, church and school leaders from across Perth to be part of history.

Principal, Ms Felicity House spoke with pride during the dedication ceremony.

‘This beautiful chapel will be a place where we gather, celebrate, sing and dance, a place where life’s milestones will be marked. A place of joy, prayer, reflection, stillness and movement, a place where we will laugh, cry, mourn, say goodbye and thank God for our blessings. My hope that our students find the guidance in their faith journey here at school and in this beautiful chapel and that it will bear fruit in their lives in the years to come. The Grace Chapel will now be an important part of the PCACS journey.’

In the building of Grace Chapel, a sacred place has been created for the School community and the parish. The building’s design is inspired by the eucalypt leaves on the Schools grounds and by the Christian symbol for fish (ichthus). Through the use of timber, natural tones, coloured glass and large windows looking out across the oval and trees, the Chapel is peaceful and serene, a place to find sanctuary and stillness in a busy world.
Yipirinya School

‘Those who give freely gain even more’ (Proverbs 11:24)

Peter Moyes Anglican Community School (PMACS) teacher, Kristina Oxley, has led a community outreach initiative to help students in a Northern Territory school.

Ms Oxley, who teaches Health and Physical Education, and PMACS Chaplain, The Revd Jean-Pierre Schroeder recently had the opportunity to visit Yipirinya School in Alice Springs to explore a potential Service Learning partnership.

Yipirinya School is a small school that delivers teaching and learning in the Indigenous language, with English taught as a second language. 100% of the students at the school are Indigenous. The visit was very successful, with the Principal of Yipirinya School keen to develop an ongoing relationship.

During her visit, Ms Oxley noted that the students at Yipirinya often travelled hundreds of kilometres each day to and from school, and with temperatures sometimes dipping below zero in winter, they are in dire need of appropriate winter clothing and footwear for the colder months.

On her return to Perth, Ms Oxley organised a winter clothing appeal to collect pre-loved clothing and shoes for the children of Yipirinya School.

After an overwhelming response to her original request for donations, more collection points across the Perth metro area were made available to allow the wider community to continue contributing. Other Anglican Schools Commission (ASC) schools assisted in providing collection points and promoting the appeal within their School communities.

In total, the appeal resulted in the collection of well over 100 boxes of clothing, shoes, bedding and blankets for the Yipirinya School community. Our students and families showed wonderful community spirit and care in donating to this worthy cause, living the Peter Moyes value of ‘personal excellence with compassion for others’.

The efforts of Ms Oxley and the wider Peter Moyes community have been a great start to our relationship with Yipirinya School and we look forward to continuing many years of partnership to foster respect, learning and reconciliation between our Schools and communities.
A New Place to Encourage Reading, Study and Imagination

February 2022 saw a new library, The Laurence Library, established at St George's Grammar School in the heart of the City of Perth.

The Laurence Library is a wonderful place for all students to explore. It offers peace and quiet for those looking for a bit of respite, it inspires productivity for times when students need to crack down and get things done, and it offers a wide range of books and resources for students to discover. It also inspires a love of reading.

We were very fortunate that much of the collection from Murdoch College was still in storage. This we unpacked and reprocessed. We also received a comprehensive ‘starter’ collection from Campion. So, by the end of Term 1 we were able to start issuing books to both students and staff alike.

The Laurence Library has quickly become the vibrant heart of St George’s. While books are our core business, there are many other activities initiated by the Library.

The Library is the place for the collection and dissemination of information. Every teaching space in the School has an e-board and the Library is responsible for the creation of...
informative slides for this space. We feature themed displays of library books that we have named ‘Bookflix’. Using a similar format to Netflix we curate collections of books available for borrowing. We have featured, for example, Refugee Week and NAIDOC Week.

We also create slides of outstanding student work such as, for example, Year 9 picture books. We run a series of slides focussed on grammar, philosophy, and current affairs. During the recent election campaign we featured information about the election and who was standing. The slides are designed to be eye-catching and we hope they provoke student discussion, thinking and learning both inside the library and beyond.

In Term 2 we launched the ‘Wider Reading Program’ to our Years 7-10 students. The Program has been introduced to provide students with greater opportunities to engage with fiction and to help them develop reading stamina and sustained levels of concentration that come from consistently reading for twenty-five minutes. All members of the English and Languages Department staff participate in these reading sessions and the ensuing conversations that are emerging about favourite authors and genres with students and between staff.

To encourage and facilitate staff reading we have ‘Uber Reads’. A menu of book titles is placed in the staffroom each fortnight, and staff can request a book using the Library Admin system. Their selection is delivered to their desk with a small chocolate treat in a uniquely designed Uber Reads package. We recognise that teachers are busy and want to make it easy for them to enjoy reading. It was a hive of activity in the lead up to the July Holiday break.

The Library also hosts the Lego Club. Year 7 students applied to join this club at the beginning of the school year. They are building the Titanic, which is likely to take all year. The idea is that this diverse group of students learn to work collaboratively and then the fruits of their hard work will be on display in the Library once the Titanic has been completed. Students work independently of teaching staff,
The last two years have seen much uncertainty for our society, but for those doing it tough, through poverty, illness or discrimination, COVID has had an even greater impact. In schools as privileged as St Hilda’s Anglican School for Girls, the focus on contributing back to the community is increasingly a priority.

Underpinning our School’s values of Excellence, Belonging, Authenticity and Imagination, St Hilda’s develops habits of mind, courage and character that empowers students to become passionate advocates within their local communities and abroad. A wide range of initiatives provide opportunities to develop social awareness and realise the value and impact of our contribution. As an Anglican school, we affirm the dignity and worth of all people and encourage social, ethical, civic and environmental responsibility.

As Head of Community Service, I have seen St Hilda’s go from strength to strength in this area. From our youngest students in Junior School all the way to our Year 12s, St Hilda’s girls are incredibly generous when it comes to volunteering or raising money for those in need.

Our students incorporate giving into their daily lives. By adopting a culture of serving we ensure they understand the profound impact it will also have on their own journey. Real-life challenges and time for self-reflection lead to diversity in thought and are essential elements for viewing our world as something we have influence over.

Community service programs through Anglican agencies and other bodies enable young people to engage in Christian ministry and service to others, especially to those in need.

Our aim has been to provide a wide range of opportunities for girls to volunteer and raise money for causes that they are passionate about. It changes from age and stage. A simple act of kindness such as the letter-writing activity that we do through Warrior Mail teaches our younger students’ empathy for children doing it tough through illness or disability.

For our older girls, they have been inspired by Share the Dignity, a not-for-profit that seeks to overcome period poverty. My role is to offer the opportunities and guide the girls in how they best serve the cause.

This year St Hilda’s started the Community Services Committee in the Senior School to give students greater agency in this area. We’ve been incredibly impressed by the maturity they have displayed and the way in which they have harnessed the energy of the broader student body to bring about change. They are spearheading a culture of service in this school, and for that we are immensely proud.

They are supported by the Community Service Club for Years 9 to 12 and Helping Hands Club for Years 7 and 8. In Junior School our Service Captain works with a group of interested girls to lead our community service activities at Chidley.

When I think about the Spirit of St Hilda’s, for me it’s how we all engage in community service and the spirit of paying it forward.
Student Voice an Important Influencer

In the day and age of influencers, YouTubers and bloggers, the Executive teaching staff at St James’ know the importance of including the voice of the students to influence different aspects of learning within the Senior School.

St James’ Anglican School founding Principal, Mr Adrian Pree, says, ‘St James’ is in the enviable position of dictating its own direction, and not inheriting the dreams of others.’ This has never been truer for the Senior School students at the School, who have the opportunity to influence key areas such as gridlines and subject options, as well as well-being programs. They have even influenced building designs as the school continues to grow with its students.

The St James’ Trade Centre was built ahead of the planning schedule as an investment in the future of the students. It was designed to provide options for those who seek to experience and develop skills beyond the perceived traditional academic routes. A welcomed addition to the School by many students and one that would not have happened without the feedback and discussion from current students who saw the need to include these facilities ahead of the original schedule.

Option subjects have also been heavily influenced by the voice of the Senior School students. 2023 will see the inclusion of many new and exciting option subjects including:

- Film Making
- Journalism and Publishing
- Game Design
- Creative Media and Communication
- Media Production and Analysis
- Certificate in Music
- Marine and Maritime Studies
- Engineering

Offering these courses in 2023 is a representation of the student’s voice that has been heard. Students will be able to discover their passion by choosing from a wide variety of subject options as they progress through the Senior School. These newfound passions and skills provide students with a well-rounded toolkit that will see them well into the future, beyond their time at St James’.

At St James’ the student’s voice is one that matters. Creating mutually beneficial relationships between teacher and student, making changes to learning areas. Giving students a platform to speak up and make positive changes for all students and creating a legacy that will stand the test of time.
Over the last ten years, research surrounding adolescent well-being translating to academic success has focused on the importance of our teenagers feeling connected to each other, their school and the wider local community.

This sense of belonging and connection equates to students feeling happier. At St Mark’s, we strive to create opportunities for everyone to belong, make life-long friends, and make a deep connection with their school. In January this year, we asked our Year 12s to commit to 20 Hours of Service in 2022 (‘20 in 22’). As part of this, every Year 12 student chose from a range of service activities; working with Anglicare, running lunchtime activities for Middle School students, or organising and running Spirit Week for Year 12 students (a week focused on ‘giving back’ to the St Mark’s School Community and spreading joy) and connecting with our local community.

The students who chose the local community option decided to give out flowers to the elderly in our community – the aim was to spread joy (or, as one student said, “we are spreading love and kindness”) and connect with and recognise these community members for their contributions. In collaboration with local organisation, Soul Gestures, spearheaded by Catherine Kolomyjec, and the Westfield Whitford City Shopping Centre, an energetic group of Year 12 students, made their idea a reality. This included liaising with the shopping centre, sourcing brightly coloured gerbers, designing cards, scheduling distribution rosters and distributing the flowers during lunchtime.

The amazing feedback from the seniors, retail workers and shoppers were overwhelming. As Catherine said, “This project has shown how the simplest of connections can transform lives. It was created by a magnificent bunch of young people who went outside their comfort zone to bring joy, connection and comfort to many seniors in their community.”

There were many stories; people going through hardship, people who just wanted to talk to someone and people who experienced an incredible sense of joy as they received a flower. The most amazing part of all of this was the transformation in our students. Whilst we watched the smiles, tears, and excitement of those who received a flower, we were also overwhelmed by the joy our students experienced. This one simple gesture taught them how helping and connecting with others brings joy.

These comments from our students resonated with the research that equates belonging and connectedness to happiness and academic success:

“I can’t believe how good I feel – I want to do this every day.”

“The lady wanted to share her story, she wanted a hug, and it felt good to share that story and show her that I was there for her.”

“I think we should do more – what else can we do so that people in our community feel valued and heard?”

“I have had the best week at school ... ever! I just feel energised and happy. I don’t usually feel like this at the end of term.”

If our students stay forever connected with the values of our School; Knowledge, Community, Respect, Responsibility and Confidence, then we will have succeeded.
The origins of liturgical dance have become somewhat lost in the mists of time.

In Jewish tradition, we have examples of celebratory dances, such as Moses' sister, Miriam, gathering the women to perform a worship dance after they crossed the Red Sea (Exodus 15:20-21). In 2 Samuel 6, King David dances before the Ark of Covenant in his loin cloth (much to the horror of King Saul's daughter, Michal), in Ecclesiastes 3 there is “a time to mourn and a time to dance”, and there are other examples of the Israelites dancing as they celebrated the great deeds of God. In the Christian scriptures, dancing is associated with weddings and great celebrations, like the return of the Prodigal.

Sadly, for much of Christian history, dancing has been treated with suspicion as, at best, a frivolous distraction and, at worst, some kind of ‘devilish activity’. Fortunately, it has been reclaimed in the last few decades and now stands as an integral part of worship for many Christian communities. This is particularly true in schools with dance programs and at St Mary's Anglican Girls' School we are very privileged to have plenty of talented dancers and choreographers at our disposal. In 2020, the School formed its Liturgical Dance Ensemble under the direction of dance teachers Mel Pepper and Jenna Knights. The ensemble has performed annually at our patronal full school Eucharist and were a feature of the School's Centenary celebration at St George's Cathedral last year. They also recently recorded a dance for the upcoming Anglican Schools Australia conference.

In a conversation for this article with Mel, Jenna and Ella Talbot, St Mary's 2022 Dance Prefect, I asked them what they thought liturgical dances added to our chapel services. Their responses included, “It adds to the music, readings, prayers and helps students understand the service's theme”, “it appeals to different learning styles, especially for those who are visual or kinesthetic learners” and “it engages the body, as well as the mind.”

When asked why St Mary's students were keen to perform liturgical dances, they offered, “It provides an aspirational element to our dance program”, “students and teachers often said that our dancers were skilled and cool”, “it is recognised as ‘different’ and ‘sacred’, and the dancers strive to do their best” and “we feel like part of a team who is doing something greater than us”.

Ella felt privileged to be a member of the Liturgical Dance Ensemble, who she believed helped students to better understand service themes and stories.

“We are using our skills to a high level to help others,” Ella said.

“We get a sense that the audience is respectful of our skills and the dances deepen everyone's respect for chapel, chaplaincy and the Christian message”.

I feel very privileged to be ministering in a school with such talented and motivated staff and students at our disposal as we create liturgies to bring the message of God's love to our community. I am deeply grateful to all involved.
To celebrate the 15th anniversary of Swan Valley Anglican Community School, Primary students worked together to create an Indigenous-inspired artwork. The project was guided by SVACS parent Bethany Farmer, who helped students understand the importance of the relationship between the local Indigenous people and their land and how this could be incorporated into the story being told through the students’ artwork.

The concept for the painting incorporates a SVACS student’s journey through the school, along with the story of the local area. The blue circles represent each year the school has been open, 15 years in total. The footprints represent a student’s journey from Pre-Kindy to when they finish in Year 12. The footprints thus get bigger as the students get older throughout their school journey.

The red, yellow and black feathers represent Indigenous Elder Yagan who ruled over the local Whadjuk Noongar people. Yagan was a Noongar leader and resistance fighter during the early years of the Swan River Colony. In the conflict that ensued, Yagan was both feared and admired by Europeans as a patriot fighting for his land. In today’s Noongar community, Yagan is an iconic figure in the fight for Noongar rights and recognition.

The swan not only represents the school but is also designed with open wings to represent the teachers giving students their wings to fly. The grapes and vines represent the Swan Valley. The Valley, of course, is noted for its abundantly fertile soil and the recent expansion of tourism-based destinations, including wineries, restaurants, cafes and a myriad of primary and artisan producers.

Larger circles painted in the school colours (orange, maroon, blue and green) represent the school meeting place. The handprint of the school’s youngest Indigenous student can be seen in the top left corner. To complete the painting, every Primary student left their fingerprint around the central path in a choice of varying shades of yellow, orange and red.

Principal Melissa Powell said, “We are absolutely delighted with our stunning painting which tells such a powerful story. I have no doubt that through this project our Primary students came to better understand and appreciate the story of our local Indigenous people and their land, as well as our own school’s history.”

The painting is now hung in pride of place in Student Services Reception for the enjoyment of all.
Kalgoorlie has a fine little outpost of the WA Museum. There’s a gallery with the history of gold mining, some tiny, early gold rush buildings and union banners, and a courtyard that hosts community events. You can take the lift up the historic headframe for a grand view across the town, explore a garden of local Aboriginal food and medicine plants, and find a family member’s name on a memorial to the thousands of people killed in mining accidents over 130 years.

This month, the museum invites us to add our bit to a rug-making project. Imagine a host of hula hoops and an assortment of old sheets. They are torn into narrow strips to make, first, spokes of a wheel, then longer strips to weave from the centre, around in a spiral, to fill the space within. Each rug will be one tiny dot in a giant project to “reclaim the void”, covering with art an old mining pit somewhere out the back of Leonora.

The project co-ordinator gets me going on a rug she has begun in shades of blue. She shows how right strand goes over left, then left goes under the next spoke. There’s another clever trick for joining a new strip of cloth to the end of an old one. You add new spokes, as the weaving expands from the centre and the gaps between the original spokes grow wider.

I have a go. I discover, yet again, that I’m a slow learner at 3-D ins-and-outs and over-and-unders. I have to unpick half of what I weave when it goes sadly wonky. Around the room, there’s friendly chit-chat among the participants, mostly women, some of whom I know from other networks and some of whom are new acquaintances. Other museum visitors poke their heads around the door. I am better at inviting them to have a go at ‘my’ rug than I am at actually weaving it. Having learnt how to join the strands, I love showing the trick to interested children. Names, languages, skills are shared, and time passes quickly.

Ministry is often like this. I pick up something that someone else has begun, and try to add my bit. But what I really enjoy is stepping back and inviting others in. They may only have a short time to give, but better they should have a go, be involved, add something, than stand by, watching me muddle along.

Ministry needs experts, and I have confidence in my own fields of expertise, especially verbal creativity and down-to-earth Christian teaching. But every expert was a beginner once. Someone made room for them to have a go. Someone made room for them to try, for the first time, something they would take to with delight.

I plan to buy up old sheets, the more colourful the better, at the Southern Cross Anglican Op Shop. I may contribute to a wonky rug, but someone else will make a fine one, if I invite them to have a go.
CHILDREN AND YOUTH MINISTRY

Developing Children’s Spirituality

THE REVD LINDA PILTON  Chaplain, Perth College and member of the Anglican Children and Youth Ministries Commission

As most of us are probably aware by now, the most recent census has recorded a decline in religious adherence in Australia. Many of the students in our schools might describe themselves as open to the possibility of God, but not quite sure how this could be relevant to their lives.

Equally, many students in our schools come from diverse religious backgrounds. Much of my work involves sharing the Good News of the Gospel of Jesus Christ in a way that is both hospitable and meaningful. It often means acknowledging the inherent spirituality that each individual has and exploring how their story might connect with the story of Jesus.

There are many different definitions of spirituality, one that I like to work with comes from Brené Brown, “Spirituality is recognizing and celebrating that we are all inextricably connected to each other by a power greater than all of us, and that our connection to that power and to one another is grounded in love and compassion. Practicing spirituality brings a sense of perspective, meaning and purpose to our lives.”

One framework that I have found useful to nurture children’s spirituality is outlined by Rebecca Nye. Nye offers six criteria for supporting childrens’ ability to connect with God and with each other in loving and compassionate ways. She also develops a handy acronym:

Space
Process
Imagination
Relationship
Intimacy
Trust

The way we shape space, demonstrates what is valued. Is the physical space a welcoming, safe and sacred area that suggests that God is here? Emotional space is also important. Is the space
one where a child can both be themselves as an individual and feel part of a community? Nye also suggests that we pay attention to auditory space that both takes silence seriously and gives an opportunity for a child to be heard.

The author suggests that the spiritual life is about process rather than an end product. This might mean worrying less about a set outcome and more about enjoying the thoughts, feelings and relationships we develop as part of the journey. This could mean being open to flexibility about how we structure our time with children.

Imagination and creativity can help us go deeper into our spiritual journey Christian art, literature and drama are useful tools here. Encouraging a sense of awe and wonder, as well as playfulness are useful skills that help us and our children navigate the complex world of meaning.

When we prioritise our relationships we enhance our sense of connection with each other and with God. This doesn't mean that we need to be in deep relationship with every person around us, but it might mean we value each person and their perspective.

Nye suggests the central factor for intimacy is feeling safe. This is a long term venture, requiring patience, which can too easily be broken. Becoming closer to God and to each other is a central aspect of spirituality but must be worked at carefully.

Trust is central to our spirituality. We need to be comfortable with different kinds of knowing. We also often need to draw on our trust reserves when life is not going to plan. Trusting in God, is something that we ourselves need to be comfortable with if we are going to teach this to our children.

I wonder how your childrens’ ministry might use these guidelines to assist the flourishing of their spirituality.

References
1  Brown, Brené, brenebrown.com/articles/2018/03/27/defining-spirituality
I went to school many years ago and was fortunate not to be exposed to the feel good hype that I have heard at many speech nights like ‘you are the most important person in the world’ and ‘you can be whatever you want to be’.

However I do remember being reminded at assemblies, under the Moreton Bay fig tree, of truths like: ‘you are very fortunate to be able to receive an education’, and ‘along with every other person you are important, therefore serve and respect them’. ‘You ought to grasp the opportunity before you’ [Carpe Deum was our motto] so that you can be as faithful and competent as possible in whatever work you find yourself doing’.

These ‘other-person-centred’ aspirations flow out of the Scriptures read each Sunday and are reflected in our prayers. The Collect at Morning Prayer with its phrase ‘whose service is perfect freedom’ liberates us from the twin fallacies, implied by the ‘you are the most important person in the world’ fallacy, that others are there to serve our aspirations and career path, and that success is gauged by how many servants we have.

The two set prayers to be used following the 1st form Holy Communion reflect this sense of humble responsibility no matter what path of human endeavour, be it paid or given without any need for financial reward to the nurture of children in the home or the ministry of the gospel in our local churches and community. The first runs: And here we offer and present to you O Lord, ourselves, our souls and bodies to be a living sacrifice, humbly beseeching you that all we who are partakers of this holy communion may be fulfilled with your grace and heavenly benediction. All that we learn comes from God’s world and word, through the God given gift of our [and countless others] minds, experience, example and endeavour. As such, though we derive great joy from the endeavour of learning it is never simply for our benefit, financial reward or kudos. What we receive from God’s hand and mind is to flow through ours to others. Wonderfully if this is the desire of our hearts we will receive, and be ever so grateful to God, for his promised grace. Sadly this Reformation re-discovery that ‘everything is sacred and everything is secular’ has been lost. Work has become either drudgery, a meal ticket or a status symbol, rather than a God given way of honouring Him and serving others.

The alternative prayer runs with the same theme: And we humbly beseech you, Heavenly Father, so to assist us with your grace, that we may continue in that holy fellowship, and do all such good works that you have prepared for us to walk in. By reminding us that God is so wonderfully sovereign in ordering and preparing our studies, aptitudes, opportunities and circumstances we can give ourselves wholeheartedly to our studies and work with confidence that he will sustain us, and help us to be content, rather than envious of others higher salaries, opportunities or profiles. Based on Ephesians 2:10 and flowing from the previous two verses, this grace-laden understanding of life assures us that our freedoms are given, maintained and enjoyed for responsible service, and that our preparatory schooling, whether formal or in the ongoing ‘university of life’, are full of satisfying purpose when given over to Him for others. Every new day is another opportunity where we can serve others with the good works God has prepared for us to do. Getting up joyfully is so much easier, and exciting with this perspective.
Nor’West Postcard

JOCELYN ROSS OAM

Karratha Parish recently met up with the Christians in Roebourne. It was such an encouragement when they all meet together as family, with the Aboriginal Fellowship there.

Bush Church Aid National Director, Greg Harris with his wife Karen, recently visited BCA Missioners in the Pilbara, starting at Newman seeing Roger and Amanda Kyngdon and their family. In Karratha Greg encouraged Frank and Jo Nicols and the congregation there with text from Philippians 1:5, to rejoice in the partnership we share in the gospel, with Christians locally, afar, past, present and future. They went on to Exmouth not only meeting missioners Simon and Alison Roberts, but also had time with our Diocesan Registrar, Khim Harris holidaying with Eugenie and sons, Samuel and Luke.

The Revd Ian Porter, recently retired from the position of Senior Chaplain at the Sydney Mission to Seafarers is in Carnarvon as locum tenens at St George's, Church for three months. He continues there following The Revd Jonathon and Pascale Deeks’ lovely time with the congregation. The Revd Roy Davidson with his wife Karen and daughter Jessica are returning to Brisbane after a much appreciated seven weeks as locum tenens in Kalbarri.

The Cathedral of the Holy Cross Jubilee Service held in July was fantastic! The service got off to a great start with organist Marjorie Smith’s testimony, early in the service. Archbishop Kanishka Raffel was interviewed by our locum Dean, David Seccombe. It was brilliant. He then spoke so encouragingly on Romans 1:1-17. Our hospital chaplain and former Dean, Jeremy Rice led the proceedings in his usual warm but polished style. There is now an historical display in the Cathedral reminding us to thank our Almighty God, for those earlier Bishops who travelled up and down our Diocese reminding the pastoralists, farmers, miners and those living in towns and small settlements that there is a living God whose Son, Jesus is our Saviour and Lord. Following the service, the newly published history book Boldly Proclaiming Christ was available to buy during the scrumptious high tea in the marquee.

Saturday night’s Jubilee Concert was wonderful!! Birthed out of an offer by the Cathedral architect, Edwin Whitaker’s daughter, Claire Whitaker who is part of the Philharmonic South West, to bring four other violinists whom she accompanied on the flute.

Alexander Scutt visited from Melbourne to play the organ and also accompanied an emerging young Perth soprano, Elizabeth Seng. And items by our great Geraldton City Brass Band! Sunday afternoon an event was held for youth in the marquee with fresh snags, live music, and the centre piece was a Bucking Bull, enjoyed by all! There were games and the band, Jesse Owuor members gave a brief talk about their faith and the limitless love that God provides.

“O come to the Father through Jesus the Son, and give Him the glory, great things He has done” and is doing!

For more news about the North West visit anglicandnwa.org | @northwestanglicans or sign up to receive the North West Network magazine
The Diocese currently has a full time Priest-in-Charge vacancy in the parishes of Kojonup and Katanning and part time positions in the parishes of Augusta/Margaret River, Boyup Brook, Carey Park, Collie, Narrogin, Southern Forests and Southern Ranges.

If you are interested and would like more details, please view some of these under ‘Vacancies’ on our website at bunburyanglican.org and/or contact Bishop Ian by email at bishop@bunbury.org.au.

The Grammar School will also be looking for a new chaplain!
BOOK REVIEW

REVIEWED BY SHIRLEY CLAUGHTON

Sacred Space - The Prayerbook 2022/2023

Available for free online, book available (about $35)

An excellent resource consisting of a daily Prayer Book designed to give readers a sense of rhythm to their lives. For the past 23 years, Sacred Space - the Prayer Book has allowed people to gather together (in groups or personally, and now, on-line), and is available, amazingly, in over twenty languages.

Each week, a short story is presented, and the reader encouraged to think about the meaning of the story each day of that week. The following is adapted from the current 2022 book, with credit to Brian Grogan SJ “Creation Walk.”

A teacher used to say ‘Talk to the grass, children’. So, consider a simple leaf: gaze on it and admire it. Learn about it: its arteries and veins – complex pipelines that transport water, carbon and nutrients to where they are needed, learn how twig and leaf enrich each other.

Now with a touch of imagination take a step further: just as people talk to their pets and plants, invite the leaf to tell its history. Think of childhood books like The Wind in the Willows which are so captivating because Rat and Mole are portrayed as having histories and emotions like ourselves. The Psalmist tells the hills to sing for joy and clap their hands, and Pope Francis speaks of each creature singing the hymn of its existence. God, he says, is trying to teach us even through a leaf.’

The structure of the book is to introduce a theme, like the above; and then proceed through some ‘steps’ in preparation before reading the scripture for each day of the week, enhanced by six steps of prayer and reflection.

The readings follow the Lectionary which is a great asset, and is available in book form or on-line so can be used on computer or mobile. Whichever form is used, it is an invitation to step away for a few minutes a day to find some Sacred Space.

The book is published in Ireland and available in Australia from Brumby books www.brumbysunstate.com.au but you will find it free on-line at the website of the Irish Jesuits www.sacredspace.ie

The website lists as providing a trusted online prayer guide since 1999, serving millions of spiritual pilgrims of many faiths around the world.

The illustration here is the 2022 edition. should be also available as a download. The online version is excellent and has many extras to explore as well. Enjoy discovering all the website of the Irish Jesuits has to offer.

books@stjohnsbooks.com.au

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An Australian Lectionary 2023 Year A available now from St Johns Books
RRP $15.95, Discount price for parishes/clergy $14.00

Please enquire and order via email books@stjohnsbooks.com.au
Lectionaries can be posted (postage charged at cost) and invoiced Payment preferably by bank transfer
Other arrangements (eg for collection in Fremantle) can be made (please enquire by email)
The purpose of The Mothers Union is to bind together in a strong chain of fellowship and prayer Christian women who wish to uphold the highest ideals of marriage, motherhood and home life’ (Jubilee Book, 1948).

The first branch of Mothers Union was formed in Fremantle in 1898. East Fremantle, Kalgoorlie and York forming not long after. Mrs Watkins was elected as the first president in 1903.

Mothers Union also occupied a roll in advocacy. Mrs Huddleston, Diocesan president explained it as;

While never losing sight of the fact that we are a society that exists mainly for Prayer and Home life yet we realise that we must keep in touch with all questions that bear upon the life and homes of women and children (Howard-Wright, 1999, p15).

Branches grew steadily with the formation of the Diocese of Bunbury (1915-95), Diocese of the North West (1907-90) and Diocese of Kalgoorlie (1906-98). In 1926, Archbishop Riley dedicated a caravan which was donated by Mothers Union England to support those who migrated to the south west after the war (Howard-Wright, 1999).

In addition, groups of Young Members Department of Mothers Union were formed. This eventually became known as Caritas. There was no qualification needed for membership, only that a leader is a communicant member of the Anglican Church (Howard-Wright, 1999).

Over the years, Mothers Union has participated in setting up and managing a kiosk at Claremont Mental Hospital in the period after World War Two. They were regular hospital visitors to patients (Howard-Wright, 1999).

Within the Archive collection, we hold records of Mothers Union, the Diocese, and its branches. These include, minutes, reports, publications, photograph albums and correspondence which provide a picture of the organisation throughout the years.

Mothers Union was founded by Mrs Mary Sumner in 1876 in Hampshire, England. Branches were established across the world attached to parishes within the Anglican Church.
School for Saints

THE REVD TED WITHAM

The Revd Ted Witham has been helping Messenger readers flex their brains for more than a decade, setting challenging crosswords in his spare time. Ted is fascinated by linguistics and teaches French and Latin at the University of the Third Age.

Clues

DOWN
1., & 9 down. We are in May. It’s her month. (4)
3. How much empathy Quakers initiate. (2)
4. Yardstick for the governor. (5)
5. Broken pane at low tide. (4)
6. The Earl I mistook for an angel. (4)
7. Railway termini. (2)
9. See 1 down.
12. Company made copies for the pyx left off the tailbone. (6)
13. Peer at the iteration. (6)
14. Weep for the mental disorder. (6)
15. The processed ham Lyn used to sing in worship. (6)
17. Iceberg spill, I hear. (4)
18. Head to the Perth Model Working Railway museum. (4)
20. Poet in gabardine. (4)
21. Probation round Ball. (4)
23. Head Abbot. (2)
25. Download envelope. (2)
27. Snobby wayfarers cross the road less travelled. (5)
28. Lichen nothing to move the music along. (5)
31. Mown in rolling little fish. (6)
32. Al sings backwards for A note. (2)
33. Knot wisteria with a bow. (5)
34. Short answer in Hansard? (3)
36. Transgress head motion, I hear, in Church government. (5)
39. Left off our early city. (2)
40. Scripture in Réunion. (2)
41. Odd: left off higher theology qualification. (2)
42. Seek sacramental knowledge, in short. (2)
43. Brown friar? (2)
45. Bat right away to a degree. (2)
46. The elder knew Rose was mixed up in the Dorcas society. (13)

ACROSS
1., & 8 across. Just a special kind of lake, I hear. (5)
2. A wild rebrand for the Cistercians. (7)
8. See 1 across.
10. The question in the grotesquery. (5)
11. All turns up in the French romance. (3)
13. Hold back the distressed leper. (5)
16. Possession in the roof? (2)
18. By way of a WA airport. (3)
19. Science workshop in billabong. (3)
21. Through Bunbury. (2)
22. Fasten a brace across catholic lamps. (5)
24. Insane am I, lady? (5)
26. Gossamer in the workhorse net. (6)
28. Reformer lines crossed by Arthurian wizard. (6)
29. You be out of the farewell. (2)
30. Refurbish any dorm for the Saint to Call the Midwife. (7)
32. Al sings backwards for A note. (2)
33. Knot wisteria with a bow. (5)
34. Short answer in Hansard? (3)
36. Transgress head motion, I hear, in Church government. (5)
39. Left off our early city. (2)
41. Make the same again. (2)
43. We Americans? (2)
45. Bat right away to a degree. (2)
46. The elder knew Rose was mixed up in the Dorcas society. (13)

See page 47 for solution
From one side of the Atlantic to another, to Theatre 180’s production of Blue / Orange by UK playwright Joe Penhall. I recently spoke with Director Stuart Halusz on radio, and I could not help but be impressed with the energy and enthusiasm shown by Stuart as we talked. He said: ‘I am thrilled to be directing a stellar cast in this compelling modern classic which challenges our notion of ethnic prejudice and mental wellness in society.’ Stuart explained that the character, Christopher, stands on the cusp of release from a psychiatric ward. The problem is he still thinks oranges are blue. Psychiatrists Robert and Bruce are juggling the moral compass between their own personal and professional gain as they argue over whether Christopher should be released back into society. Bruce believes he still needs professional help whereas Robert, his senior, feels he would be better placed amongst...
‘his community’...and besides 'he'll be less of a drain on resources'. Stuart quoted two of the London theatre critics when I asked about humour in the play. His first quote: ‘In the great way of comedy, Blue / Orange touches on great themes: self-advancement at the expense of others and perceptions of sanity – The Independent.’ His second quote: ‘Exuberant...Penhall has the gift of making serious points in a comic manner and of conveying moral indignation without preaching...Stinging satire.’ - Guardian.

Blue / Orange plays 20 August to 3 September, Burt Memorial Hall, St George’s Cathedral. Last word from Stuart: The Burt Hall is ideal for Blue / Orange – it’s so intimate, but do book, seating is limited. theatre180.com.au

The stage version of Disney's hit Frozen, from the producers of Aladdin, The Lion King and Mary Poppins opens at the Crown Theatre on 25 August, following successful seasons in Sydney, Melbourne, Brisbane and Adelaide. All reports say it is an ideal family production, with performances, technical devices, music and costuming classified as ‘excellent’. Frozen opened on Broadway in March 2018 with the highest box office advance in Broadway history. It was also the highest grossing new musical of its Broadway season in its first year there. The production has been seen in North America, London's West End, Japan and Hamburg. It has a fine pedigree: adapted from the Disney film and original 1844 fairy tale by Hans Christian Andersen, you may well remember as The Snow Queen. I suggest this as the high quality escapism we all need!

photos credit: Lisa Tomasetti

Organ Recital - Joseph Nolan

Holy Trinity Church, York
Saturday 27 August, 2022 | 2.00pm

Joseph Nolan, “one of the great organists of our time” (ABC Radio National), returns to Holy Trinity Church, York, to present a concert of music by Buxtehude, Mendelssohn, Franck, Boellmann, Vaughan Williams, Dubois and Widor.

The Church’s pipe organ, the only surviving instrument, built by Albert Pease, in Australia, is a charming one with beautiful flute stops; the concert will display the colours of the organ and show that organ music can be “musical”!

Tickets $25.00
Bookings: www.trybooking.com/CAXCO or use QR code
AROUND THE DIOCESE

Wollaston Theological College Duo Launch Free Online Bible Software Exegete.app

Over the past year, a Bible study app has been developed and is now freely available to use at http://exegete.app. The online Bible software that supports close reading can be accessed via a web browser on a computer or mobile device.

Grahame Bowland, a formation student in the Diocese of Perth, and Dr Robert Myles, Senior Lecturer in New Testament at Wollaston Theological College, have joined forces to collaborate on this unique resource. The idea emerged from Grahame while undertaking biblical studies units with Drs Sue Boorer and Robert Myles as part of his formation studies. His passion for the subject led him to think about ways he might bring his background and skills in software engineering to the critical interpretation of the Bible. The result is a Bible app which seeks to do something different from existing software packages, especially major commercial platforms which tend to be prohibitively expensive for your average theological student or clergyperson.

‘Whereas existing software is often geared towards the task of translation,’ explains Dr Myles, ‘Exegete.app is designed to aid close reading and direct interaction by the reader with the structure and form of the text itself.’

What’s behind the name? An exegete is someone who draws out the meaning of a text. Exegesis means the interpretation or explanation of a text. It is sometimes contrasted with eisegesis which means to import extraneous ideas or meanings unsupported by the text itself.

There are various critical methods scholars use to unpack a text, and it all starts with close reading. Viewing similar passages (such as parallel stories in the Gospels) side-by-side, for instance, allows us to compare differences more easily. Identifying repeated words or patterns in a passage can indicate important topics or themes. Understanding how key words are used by other texts—whether other biblical books or texts from the wider collection of Jewish and Greco-Roman writings, can help us figure out what the author of a text was attempting to communicate to their ancient audience.

Exegete.app has tools that assist users with all this and more. It is user-friendly and has significant benefits for those with some training in biblical studies, although it should be of interest to others as well. Grahame ‘hopes the new app will aid deep engagement with the Bible’.

Users can work with the biblical text in the original languages or English translation, or both side-by-side. Currently, the app supports the New English Translation (NET), the New Jewish Publication Society Hebrew Bible (NJPS), and the Society of Biblical Literature Greek New Testament (SBLGNT). Grahame and Robert are currently seeking further funding to add more translations (such as the New Revised Standard Version Updated Edition) and new features in future updates.

Initial development of the Exegete.app project was funded by a grant from the Australian Research Theology Foundation Inc.
High Tea and Musical Afternoon at St Paul’s, Woodlands-Wembley Downs

On Sunday afternoon 3 July Mrs Jenny Warner arranged a wonderful Music Afternoon and High Tea in the hall at St Paul’s Woodlands-Wembley Downs.

Jenny conceived the idea of doing something to help some of the Ukrainian folk who have recently arrived in Perth fleeing from the conflict in their home-land. Jenny marshalled a troop of helpers and knowing that her step-daughter Sarah (Fr John Warner’s daughter) and Sigmund her husband were coming from Norway to stay with the Warners, she got to work. Sarah and Sigmund are professional musicians who play in an orchestra in Norway (Sarah plays the bassoon and Sigmund the violin) and Ann a local pianist joined them to provide a wonderful selection of music concluding with the Ukrainian National Anthem.

The music was matched by a delicious array of ‘goodies’ to be eaten. The weather was beautiful, and the hall was packed. The hall had been decorated with blue and yellow balloons and streamers and Ukrainian flags to add to the atmosphere. To add to the moment Elena, who is the leader of a volunteer group helping Ukrainian people settle into Perth, came and spoke about their work and she was accompanied by four young people from Ukraine who told us something of the terrible situation back in their homeland.

The afternoon raised in excess of $2,300 which will be sent to help people settle in Australia. Thank you Jenny and all who helped make this a very memorable afternoon - all done in the name of outreach from our local parish church of St Paul.

Jesus: A life in Class Conflict
A Public Lecture by Dr Robert Myles

What made the Jesus movement tick? How does it compare with other Jewish social and religious movements from the first century? What can history tell us about the material conditions of Jesus’ time and place? Come and hear Dr Robert Myles talk about his forthcoming book on the historical Jesus and class conflict.

Holy Trinity Church, York
Thursday 11 August | 6.00pm
All Welcome - Admission Free
Book your tickets: www.trybooking.com/CAXEM

About Robert Myles:
Robert Myles (PhD, Auckland) is Senior Lecturer in New Testament at Wollaston Theological College, Perth, and the University of Divinity. He is the author or editor of several books including Jesus: A Life in Class Conflict (2023), Class Struggle in the New Testament (2019), Sexuality, Ideology and the Bible (2015), and The Homeless Jesus in the Gospel of Matthew (2014).
The Parish of St Philip’s Cottesloe, Perth, Western Australia is seeking an experienced priest, rooted in biblical teaching and prayerful spirituality, who is gifted with vision and energy to lead our congregation with its vision of “growing young” and its mission of making disciples who make disciples.

The role of Rector of St Philip’s is a demanding, multifaceted one, well supported by a skilled and passionate Associate Minister, a part time church administrator, lay volunteers, sound finances, and a committed, multigenerational congregation eager to build on its strengths to share Christ’s love in our community and for our world. St Philip’s is situated in the well-to-do coastal western suburb of Cottesloe and is surrounded by multiple private and state schools.

We are seeking a priest who is

- committed to biblical teaching in the evangelical tradition of the Anglican Church of Australia
- committed to strong pastoral care
- committed to develop and upskill lay leadership by women and men
- committed to support the equal role of women in ministry
- committed to developing our vision to grow the parish’s ministry among young adults in partnership with nearby schools
- experienced in successful effective leadership of a Christian community, and in fostering positive relationships within and beyond the church walls
- skilled in leadership of a ministry team
- spiritually uplifting and compassionate and able to inspire adults and children through preaching, teaching, example, and pastoral care

We would welcome a dynamic Senior Minister to inspire and lead us in love, in faith, and in mission.

For more information about St Philip’s please visit our website at stphilips.net.au
All enquiries and expressions of interest including curriculum vitae to be addressed to Bishop Jeremy James at jjames@perth.anglican.org
Crossword solution

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Phone: 08 9425 7200
Email: messenger@perth.anglican.org

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

PHOTOGRAPHS: Permission needs to be sought from parents/guardians/carers for photographs with children. Digital photos should be a high quality.

A Gift in your Will, regardless of size...

... is one of the most generous things you could do for our charity. This lasting gesture will support a family somewhere in WA.

For more information or a private conversation: 9263 2076 or bequests@anglicarewa.org.au
WHERE TO WORSHIP

St George’s Cathedral

The Cathedral is open – COVID-19 restrictions apply
Information about our services and events can be found on the website at www.perthcathedral.org

SUNDAY SERVICES

<table>
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<tr>
<th>Time</th>
<th>Service</th>
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<tbody>
<tr>
<td>8.00am</td>
<td>Holy Eucharist (BCP)</td>
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<tr>
<td>10.00am</td>
<td>Choral Eucharist</td>
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<tr>
<td>5.00pm</td>
<td>Choral Evensong</td>
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MONDAY TO SATURDAY SERVICES

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<tr>
<td>Monday-Saturday</td>
<td>8.00am</td>
<td>Morning Prayer and 8.15am Holy Eucharist</td>
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<td>Monday, Tuesday, Thursday, Friday</td>
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<td>10.30am</td>
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<td>Monday-Saturday</td>
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<td>Evening Prayer</td>
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SPECIAL SERVICES

- **Tuesday 2 August 12.15pm Service for Healing and Wholeness**
  A special celebration of Holy Communion that includes prayer for healing and wholeness. This service is held on the first Tuesday of every month.

- **Saturday 6 August 12.15pm Eucharist for the Transfiguration of Our Lord as part of the Deacons’ Day Out**

- **Sunday 7 August 5.00pm Choral Evensong - Celebrating with Crosslinks and L’Arche**

- **Tuesday 9 August 10.30am Mary Sumner Day Eucharist with the Dedication of the Diocesan Mothers’ Union Banner**

- **Sunday 14 August 8.00am Holy Communion joined by Anglican Schools Commission Chaplains**

- **Sunday 28 August 5.00pm Choral Evensong – Beheading of John the Baptist**

SPIRITUALITY SERIES

- **Enrolments to Bishop David Murray, Cathedral Centre for Spirituality spirituality@perthcathedral.org or phone 9325 5766**

  **A Day in the Spiritual Life of the Cathedral - Wednesday 10 August 9.30am-2.00pm**
  **Celtic Spirituality with Bishop David Murray, Director of Centre for Spirituality**
  The day begins in Upper Burt Memorial Hall with tea, coffee and prayers. The day includes the presentation, Theological Reflection, Eucharist and prayers. (Entry $12, includes lunch)

  **Coffee, Prayers & Spirituality - Wednesday 24 August 9.30–11.30am**
  **Spirituality and Bells Dr Ian MacLeod, Heritage Conservation Solutions and Bell Ringer**
  Coffee or tea, prayers and a presentation, in Upper Burt Memorial Hall. (Entry $5)

MUSIC

- **Wednesday 3 August 1.00-1.45pm Concert-at-One: John XXIII College**
- **Thursday 11 August 7.30pm Magellan Concert: Beloved**
- **Sir Francis Burt Memorial Concert: Thomas Wilson (St Mary’s Cathedral Sydney) plays our magnificent West Organ. Tickets available through Perth Concert Hall: perthconcerthall.com.au**
- **Sunday 14 August 5.00pm Carols for Our Lady in Winter with the Senior Combined Choir, St Mary’s Anglican Girls’ School**
- **Wednesday 17 August 1.00-1.45pm Concert-at-One: Prendiville Catholic College**
- **Wednesday 31 August 1.00-1.45pm Concert-at-One: UWA Conservatorium of Music**

Theatre

**Theatre 180 presents Blue/Orange by Joe Penhall**, in the Burt Memorial Hall
Saturday 20 August – 3 September