TARTAN TIES
NEWS FROM MACARTHUR ANGLICAN SCHOOL
WINTER 2014

MUSIC AND INTELLECTUAL DEVELOPMENT
PAGE 10

PAGE 5 CHRISTIAN MINISTRY AT MACARTHUR
PAGE 7 ARISTOTLE AND SOCRATES PROJECTS
PAGE 9 SCIENCE IN THE JUNIOR SCHOOL

ENTER TO LEARN GO OUT TO SERVE
There is little doubt that music is a critical element in developing the intellect of young children. For this reason, music is a key part of the education young children receive at Macarthur. It’s also the reason we employ specialist music teachers to work with young children and why we encourage children to take up an instrument and learn music.

The benefits of learning music accrue to the individual as well as to the school as a whole. Clearly, a well-structured music programme is needed if we are to produce young musicians who will mature in the skill and knowledge necessary to take their place in the school’s ensembles, bands, choirs and orchestra. However, the primary purpose of music education, especially at an early age, is to assist in the intellectual development of individual children.

In an earlier issue of Tartan Ties, (Winter 2013), the newly appointed Chief Conductor and Artistic Director of the Sydney Symphony Orchestra, Mr David Robertson, was quoted as saying that, “any kind of musical activity at the formative stage... really does help build a better brain. It just makes many more connections when you are involved with music at an early age.”

I am sure Mr Robertson knows what he is talking about. But let’s not take just his word for it. What do others say? Here are just a few of the benefits of music in the development of young children, as published in the journal Early Childhood Connections:

- Music is a language, and children are orientated toward learning language.
- Music evokes movement, and children delight in and require movement for their development and growth.
- Music engages the brain while stimulating neural pathways associated with such higher forms of intelligence as abstract thinking, empathy, and mathematics.
- Music’s melodic and rhythmic patterns provide exercise for the brain and help develop memory.
- Music is an aural art and young children are aural learners. Since ears are fully mature before birth, infants begin learning from the sounds of their environment before birth.
- Music is perfectly designed for training children’s listening skills. Good listening skills and school achievement go hand in hand.

And from another source, Jackie Silberg, a respected musician and early childhood educationalist says, “Music researchers have found correlations between music making and some of the deepest workings of the human brain. Research has linked active music making with increased language discrimination and development, Maths ability, improved school grades, better-adjusted social behavior, and improvements in spatial-temporal reasoning, a cornerstone for problem solving.”

The internet is replete with information concerning the benefits of music in the development of young minds. Even though many more opinions could be presented, I am convinced we are on the right path at Macarthur with the emphasis we give to music education among our younger learners. Apart from the employment of specialist music teachers, this emphasis can be seen in the establishment of music ensembles and choirs from Kindergarten onwards and in the string and wind instrument programmes we conduct in Years 4, 5 and 6.

But our commitment to music doesn’t end there. Mature musicians continue to be nurtured through their secondary years and are encouraged to participate in the great variety of school music groups. To this end, I was delighted to announce at Speech and Awards Night 2013, that the school has engaged the services of Mr George Ellis, to work with our older musicians and to “take them to the next level” in performance and musicianship. Mr Ellis is superbly qualified for this role, as you will read in the article about him on the opposite page.

On a completely different matter, I encourage you to pray for the work of Mr Richard Hooper, a member of the Faculty of History and International Studies, who will take leave this year and teach at Christ Church International School in Arusha, Tanzania. You can read more about this as well on the next page. Our school has a long association with Tanzania, with its support for St Michael’s Secondary School in Kilolo. As Mr Hooper and his family seek to serve God in this work, I trust that we will all support them in prayer.

DR DAVID NOCKLES
Mr Richard Hooper, who has taught at Macarthur for ten years, plans to serve God on the mission field in Tanzania.

Mr Hooper is a member of the Faculty of History and International Studies but also has experience teaching English and Science. He expects to head for Tanzania during the second half of 2014, along with his wife Jenny and three boys Ben (7), Matthew (5) and Adam (2). Mr Hooper will be working in a small, though growing Anglican International School in Arusha, in the north east of Tanzania, close to Mt Kilimanjaro. The school contains a mixture of missionary children as well as local Tanzanian students.

“We have a strong call to mission work in Africa and really believe this is where God wants us at this point in our lives,” Mr Hooper says. “We are excited and yet nervous and overwhelmed all at the same time.”

Mr and Mrs Hooper will draw on their past experience of several short-term mission trips to places such as Kenya, the Northern Territory, Thailand and Papua New Guinea. They look forward to now involving their children in overseas mission work as well. They believe this is an essential ministry, providing missionaries and local Tanzanian parents with a safe, stable Christian environment where students can learn about God and acquire an education of an international standard. In addition to teaching full time, one of Mr Hooper’s tasks will be to help with the introduction of an International curriculum and will help the school gain accreditation.

“In addition to teaching and once established, we intend to become involved in a local church and over time would like to be involved in various ministries that the church is running,” Mr Hooper says. “As in Australia, there will be endless ministries in which we could become involved. We are excited to see what God has in store for us.”

Mr George Ellis meets the School Orchestra for the first time.

Mr George Ellis

Director of Orchestras Appointed

Mr George Ellis

At Speech and Awards Night 2013, The Headmaster announced the appointment of Mr George Ellis as the school’s first Director of Orchestras. Mr Ellis is a well-known conductor, composer and musical arranger, holding a Master of Musical Education degree. He has conducted orchestras throughout Europe, the United States and Asia, as well as in every capital city in Australia.

Mr Ellis has a broad repertoire of performances including a variety of musical styles – symphonic, choral, operatic, musical theatre, jazz and popular. He has conducted music composed by Bach, Mozart, Beethoven, Mendelssohn, Dvorak, Bizet, Tchaikovsky, and Stravinsky, to name a few as well as modern masters such as Karl Jenkins and Peter Sculthorpe.

“It is my huge pleasure to help the students of Macarthur explore the beauty of orchestral music,” Mr Ellis says. “Adding to their existing discovery of great composers in the classroom, I look forward to making this music come alive for the students on stage. I note that they are keen to learn and respectfully respond to my musical requests and instruction.”

Drawing on his rich experience of conducting, together with studies in Australia and abroad under a range of famous conductors, Mr Ellis will work with the school’s musicians to help them reach excellence in performance. At his first meeting with the School Orchestra in early May, Mr Ellis delighted the students with his knowledge and with his clarity of communication. Students left the rehearsal feeling they had already reached a new level of understanding in how to work towards an excellent orchestral performance.
Maire Playford, School Captain

Maire is involved in a wide range of sports and has travelled with Macarthur groups to Malaysia on a study tour, on the Thailand Outreach and to New Zealand for the Gold Duke of Edinburgh’s Award hike. She is a member of the Community Service Team, took part in GATEway8 and Socrates programmes, competed in Public Speaking and was the Narrator in the 2012 production of A Christmas Carol.

As School Captain, Maire wants to see Macarthur as a place of positive interaction and kindness, with negative behaviour quite rare. Beyond school, Maire plays soccer and cycles, has a part time job and attends a youth group in Camden. She attends Crusader camps and was part of the Christian Ministry team since Year 7. She says the Christian ethos of Macarthur shaped her journey as a Christian and her perspective towards service in the community.

Maire is inspired by Médecins Sans Frontières, (Doctors Without Borders) for how it addresses inequality in health care around the world, providing humanitarian aid, immunization programmes, safe water and sanitation. Maire would like to study medicine after completing the HSc.

He plays several sports, participates in school musicals, choir and orchestra programmes and the Christian Ministry team. He works in the community, visiting elderly residents at Carrington, and attends a youth group in Camden.

As Vice Captain, Samuel wants to see the Christian community of Macarthur grow in their relationships with Christ, producing faith that can stand against what the world represents. He says the Christian ethos and bible-based teaching of Macarthur is paramount in his own faith. He sees Macarthur as a mission field where Christians can live out and grow in faith to face the trials of life.

Samuel is concerned about ‘ lukewarm Christianity’ – living lives in compartments of work, sport and home, with Jesus tacked on the side. The challenge he says, is to place Christ at the centre, transforming our whole life. He believes the rewards and joy of a Christ-centred life are truly limitless. Samuel would also like to study medicine, preferably at the University of Western Sydney.
MACARTHUR
CHRISTIAN MINISTRY

CHRISTIAN MINISTRY

‘As a Christian school, Macarthur seeks to honour God every day, bringing the word of God to the students and teaching them of Jesus’ saving love for each individual.’

Headmaster’s Welcome: School Website: www.macarthur.nsw.edu.au

Often when thinking of Christian ministry at Macarthur, the activities that come to mind are those frequently advertised or featured in school publications – Oasis camps, outreach trips and community service activities. But they are only part of the picture, as you will read below.

The annual Oasis Camp at Telford on Port Hacking, led by the School Chaplain, The Reverend David Hayman, together with senior students, is a time for fellowship and learning from God’s word in a setting that could only have been created by the Lord’s hand. Annual outreach programmes to North Queensland for Year 6 and the Thailand Outreach for Year 11, provide students with a time for Christian outreach in word and in service. In addition, they give students a valuable insight into the needs of people less fortunate than themselves. Other school activities such as the Duke of Edinburgh’s Awards, community service activities and peer support also give students the opportunity to engage in Christian service. The Dads and Daughters camp, run by Mr Hayman and a small team of Macarthur staff, is a weekend of fun, reflection on God’s word, and relationship building for fathers and their daughters in Years 3 to 7.

Although many day-to-day activities take place at school, in classrooms, around the grounds, in music, outdoor education and technology, at the heart of Macarthur’s existence is the mission as an independent Christian school to Know Christ and to Make Him Known to its students. So every week, often in quiet corners of the school, several Christian activities are flourishing. These activities are voluntary and quite separate from the formal Chapel services, Biblical Studies lessons and seminars that form part of the school’s curriculum.

As a place for students to explore Christianity and learn how to live out their faith at school, Oasis meetings are the fundamental opportunity for students to share and explore the Christian faith. Oasis meetings occur during lunch periods and are open to all students who wish to attend. Oasis is a time to receive input from God’s word, to pray, and to enjoy a time of fellowship and fun. It’s a time for Christians to witness by their commitment to be there, and a time to be encouraged and challenged in the Christian faith.

A Senior Oasis (Year 7 to 12) group runs on Mondays in the Cranmer Room, led by members of the group and overseen and co-ordinated by Mr Hayman and Assistant Chaplain, Mrs Christina Wong. Oasis in the Middle (Years 5 and 6) runs on Tuesdays in the Chapel, led by Mrs Wong and Junior School teacher, Mr Peter Groves, while Junior Oasis (Years 3 and 4), is led by senior students, Mr Langley and Mrs Cassidy and meets on Fridays in St Paul Room 1.

Although Oasis groups are available to all students from Year 3 to Year 12, these are not the only groups that meet in the school. Bible Studies run at various times for small groups of students, currently a Year 4/5 girls group, a Year 7/8 group, a Year 9 group, a Year 10 to 12 group and a Year 12 boys group. A member of staff often leads these activities with input from Mr Hayman and Mrs Wong. A morning devotions group, known as ‘HESED’, runs from 8.00 to 8.08am and is a time for prayer and reflection on God’s word. And a Wednesday meeting of the Christian Ministry Team is a time of encouragement, fellowship, co-ordination, training and prayer for ministry among fellow students at Macarthur. This group, led by Mr Hayman, plans and rehearses student contributions for Chapel services and assemblies. Clearly, there are many opportunities for Macarthur students to explore their faith during school hours.

CHRISTIAN GROUPS MEETING AT MACARTHUR

Senior Oasis (Years 7 to 12): Monday lunchtime, Cranmer Room
Oasis in the Middle (Years 5 and 6): Tuesday lunchtime, Chapel
Junior Oasis (Years 3 and 4): Friday lunchtime, St Paul Room 1
Bible Studies: Senior groups, Robinson and Patrick Rooms; Junior groups, Chapel Foyer. Check with the Chaplain for details and times.
Morning devotions (HESED) (Years 7 to 12): 8 to 8.08am, MC1
Wednesday Ministry Meeting (Years 7-12): Wednesday lunchtime, Chaplain’s office.

TARTAN TIES – WINTER 2014 5
RESEARCH IN THE STODDART CENTRE

Readers may not be fully aware of the high standard of library services available to Macarthur students of all ages. The concept of a library as merely a collection of books available for borrowing is well and truly superseded.

Macarthur’s library has moved with the times and apart from containing a very large and wide ranging collection of fiction and non-fiction books, periodicals, and teaching resources, it provides users with online resources in the form of subscription databases allowing access to countless articles and books for students’ research.

Another focus of the library is the teaching of research skills and the importance of using resources in an ethical manner. Even our very youngest students are encouraged to acknowledge the sources of information and ideas, to use reliable sources and to express information in their own words. They are taught that creators have the right to own and profit from their creations, whether stories, articles, pictures, cartoons, websites, games or other copyright works. This culminates in the Board of Studies programme, All My Own Work, which all students must complete before they enter Year 11. At Macarthur, we take seriously our responsibility to educate students in such matters by requiring them to pass a test to demonstrate that they understand the issues.

“We are, of course, keen to encourage wide reading for pleasure and the improvement of skills,” the Head of Information Services, Mrs Pat Low says. “To that end we are constantly buying books and recommending them to students. Fortnightly reading periods for Years 7-9 students assist in this process, while lessons in the Junior Library encourage a love of reading and support the development of information literacy skills and research of topics covered in the classroom.”

There are many challenges for a library in the Twenty-first Century, such as helping students to discriminate in selecting from the plethora of information online, supporting teachers and students in implementing the Australian Curriculum, keeping up with technological change and assisting students to retrieve the deep meaning in their research rather than using the easy option of cutting and pasting.

“Our aim for 2014,” Mrs Low says, “is to develop a library webpage that will enable students and teachers to easily find and access resources and texts. It will also help in the development of research practices that will encourage effective research and deep learning. It will recommend books that will enhance students’ understanding of themselves and the world and give them a lifelong leisure activity. Reading is the key to academic success, to the development of literacy and comprehension skills and of empathy, as well as being a pleasurable pastime in itself.”

THE STODDART CENTRE

The Macarthur Anglican School Library is known as the Stoddart Centre, and as such, honours the invaluable contributions of the former Chairman of the School Council, Dr Lindsay Stoddart and a former Head of the Libraries, Mrs Jan Stoddart, who did much to set up the library in its present form during the early years of the school’s relocation from Narellan to the present Cobbitty campus.

Since that time, the most important physical change to the Stoddart Centre was the extension to the original building and creation of a Junior Library section along with a new Senior Study area. The building also now incorporates the Cranmer Room, a facility that has proven to be an outstanding facility for meetings and school functions.

The Stoddart Centre is generally open during the holidays and is often used during this time by teachers running sessions for Year 12 classes. All students are welcome during vacations if they wish to study away from the distractions of home.
ARISTOTLE AND SOCRATES

Socrates (about 470 BC–399 BC): a Greek philosopher credited as one of the founders of the western philosophic tradition. The Socratic method of teaching involves a series of questions to draw out individual answers and to encourage fundamental insight into an issue.

Aristotle (about 384 BC–322 BC): a Greek philosopher and scientist who lived after Socrates and wrote on a wide range of topics including but not limited to physics, biology, zoology, logic, ethics, poetry, theatre, music, politics and government. He was a tutor for Alexander the Great.

Gifted and talented students at Macarthur have the opportunity to develop their gifts and display their talents through the school’s Aristotle and Socrates Project. Aristotle is the lead-in programme for Year 8 students and operates during Spring and Summer Terms. Socrates, which operates during Autumn and Winter Terms, is a programme for Year 9 students involving mentoring by students from the University of Western Sydney.

While the Socrates Project has been running for some years already, the first Aristotle Project has just been completed. “The aim of these programmes is to ‘ignite the fire’ of the joy of learning among gifted and talented students,” says Mrs Rebecca Fitzpatrick, the Co-ordinator of Teaching and Learning Innovation. “Some students of very high ability can easily fly beneath the radar and therefore be under-performing academically. This project provides an alternative method of individual learning that builds their motivation and confidence.”

Students taking part in the Aristotle and Socrates Project work within a collegial, motivated community of students and teachers. Both programmes have a deep learning focus involving higher-order cognitive skills, critical analysis of new ideas, thinking meta-cognitively to construct long-term understanding and retention of knowledge, autonomous and collaborative learning and exploring multiple perspectives of a subject or problem.

Each project is organised around a driving focus question. Deep learning involves an inquiry methodology of questioning, locating information, conceptualising, evaluating, analysing, synthesising and applying information, sharing the knowledge and reflecting on learning through self and peer evaluation.

The Aristotle Project just completed focused on the theme ‘Ants’. The project commenced with a series of deep thinking tasks and challenges communicated through a collaborative Google Drive document. This ‘live’ document enabled all participants, students and staff, to contribute relevant and thought provoking points. (See the Aristotle Amazing Facts section on Page 12.) Once these initial tasks were completed students worked in pairs or groups to consolidate their personal focus or interest area, as applied to the ‘Ants’ theme.

“The Aristotle Showcase was an exciting and valuable opportunity to observe the work completed by the Aristotle group,” Mrs Fitzpatrick says. “The aim of the Showcase was to highlight the critical thinking skills of all participants in the project. The students gained valuable insights into the skills needed for Socrates next year in terms of higher order thinking, collaborative learning, self-reflection and peer evaluation. It was an honor to work with a wonderfully motivated group and I am excited about their learning journey into the future!”

One student’s completed work including an ant model.
This conversation from J K Rowling’s novel, *Harry Potter and the Deathly Hallows*, suggests that cynicism towards ‘The Law’, and the various people involved in it, can be found almost anywhere. However, Hermione’s view, or that of Ms Rowling herself, is not the view of everyone and has no impact on the significant number of Macarthur students who seek to study Legal Studies for the Higher School Certificate.

Legal Studies, a Year 11 and 12 subject taught within the Faculty of Social Science, is designed to give students a general understanding of our legal system. During Year 11, students gain an overview of the Australian law system – the historical origins in British law, basic law concepts, types of law, how courts work, the Australian Constitution, international law, and how the law relates to Aboriginal and Torres Strait Islander customs.

In Year 12, a core study investigating the topics Crime and Human Rights is followed by option studies that focus on Family Law and Workplace Law. (Option studies may also include the law in relation to consumers, world order, global and environmental protection and indigenous peoples.) Throughout the course, students are referred to famous cases that have shaped today’s laws, as well as particular cases that illustrate aspects of the legal system. They also study current cases and how these may have an impact on the changing nature of the law in our society. At all times, students use a wide range of resources to support arguments for and against the effectiveness of our legal system. They also make judgments on how laws balance or protect the rights of all individuals.

So why does a student decide to take up Legal Studies? “You don’t need to be aiming at becoming a lawyer to do Legal Studies,” Mr Jonathan Oliver, one of the teachers of Legal Studies says. “The subject appeals to a wide range of interests, including some students who will progress to the study of law at university, while others have no intention of following that path.”

When you ask students why they take Legal Studies, you find that some are actively seeking a career as a lawyer, while others have an interest in human rights or intend doing a degree in International Studies. Some take it because of their interest in politics or the intention to work in a law-related field such as policing or juvenile justice. Some students majoring in mathematics and science courses do it because they want to balance their course with a humanities subject that involves a high level of analysis.

Legal Studies is currently taught by Mr Oliver, who is a solicitor, and Mrs Nadine James. Their teaching expertise is supported by visits to courthouses and by talks given by people currently working in the field of law, such as a senior Police detective and a Supreme Court defence lawyer.

Returning to the views of Miss Granger (or Ms Rowling), there are on the contrary countless opportunities for students to “do good in the world” by studying Legal Studies and continuing towards a career as a lawyer or in a law-related field, to work as an advocate for an individual, a community or a cause.
Remember when you discovered that Earth rotates around the Sun? Or when you learnt that water quite remarkably can be a solid, a liquid or a gas? Children naturally enjoy observing and thinking about nature.

Because of their innate curiosity, they eagerly embrace all types of science activities. Early exposure to scientific phenomena leads to a better understanding of the scientific concepts studied later in a formal way.

All Junior School classes at Macarthur are engaged in the study of Science. For example, Year 3 students recently investigated insulation materials by testing the levels of heat conduction through a range of materials. In a simple experiment, they put hot water in several cups, and then covered them with a variety of materials such as plastic bubble wrap, fabric and a rubber glove. Thermometers in the cups allowed the children to take readings at fixed intervals to see which cup cooled most slowly, leading to the conclusion that the rubber was the best insulator.

Science is certainly a fascinating subject. It arouses young children’s curiosity about the nature of everything happening in our everyday life. For instance, it helps children understand better their own bodies, the nature of living and non-living things, energy, electricity, magnetism and forces.

In addition, children can now learn Science in a much more interactive way, as our usage of technologies expands exponentially. Science learning is also beneficial because of close links with learning in other subjects such as English, Mathematics, History, Geography and Creative Arts.

In the Junior School, teachers make Science learning enjoyable and practical. Learning can occur anywhere and Science investigations are often found outside the classroom, utilising resources such as the school farm and the Junior School vegetable garden (see cover photo) or by taking an off-campus excursion.

Many of the Science units and big ideas developed throughout the Junior School are modelled on the ‘Primary Connections’ programme, an initiative of the Australian Academy of Science in Canberra. The programmes aim to enhance learning outcomes in Science and place importance on the literacies of Science. Students work through the learning phases of Engaging, Exploring, Explaining, Elaborating and Evaluating.

Science programmes in the Junior School provide lots of opportunities for co-operative group work in which discussion and negotiation facilitate co-construction of meaning. Research has demonstrated that co-operative learning facilitates gains in achievement, higher order thinking, generation of new ideas, and in social and communication skills.

Our students bring their cultural heritage to the classroom. They have all experienced Science learning outside the classroom and can form and express their own views about what they observe. This means that they have their own attitudes towards Science education, which we endeavour to take account of in our teaching.

Isaac Barrett engrossed in microscopic observation.

Liam Penich, Nelle Jansen, Jessica Green and Oliver Tyshkovsky mixing substances in an experiment to see how they can then be separated. Results are being recorded on an iPad.

Isaac Barrett engrossed in microscopic observation.

Liam Penich, Nelle Jansen, Jessica Green and Oliver Tyshkovsky mixing substances in an experiment to see how they can then be separated. Results are being recorded on an iPad.

JUNIOR SCHOOL SCIENCE CLUB

From time to time, the Science Club operates as a co-curricular activity for children with a very keen interest in Science who want to explore their world even more closely. Information about the Science Club is provided to children and parents when co-curricular activities are due to begin.
At Macarthur we have a graded programme of teaching music, which gradually introduces children to the experience of preparing for and participating in musical performance.

As the Headmaster has noted in his message on Page 2, a lot of research studies have found that involvement in music is beneficial in the intellectual development of young children. One study of children (Forgeard M, Winner E, Norton A, Schlaug G, 2008) who had three years or more of musical instrument training, demonstrated that they performed better than those who did not learn an instrument in auditory discrimination abilities and fine motor skills. They also tested better on vocabulary and non-verbal reasoning skills, which involve understanding and analysing visual information, such as identifying relationships, similarities and differences between shapes and patterns. It is fascinating to see how learning to play an instrument can help students develop such a wide variety of important skills.

Clearly, such research proves that music has its place in the overall education of young children. At Macarthur, musical activities commence in Transition and Kindergarten, and continue as an integral part of the curriculum all the way to Year 8, after which it becomes an elective subject. Choir, band and orchestra programmes, as well as co-curricular music activities in the Junior School, augment classroom activities.

Until now, the usual approach has been to perform musical compositions that are considered to be within reach of an individual, a class or an ensemble of students, allowing them to give a competent performance. Naturally, the complexity of compositions increases in performances by our older and more experienced musicians.

Now, a major shift in the focus of the Band Programme throughout the school will involve students in attempting improvisation in the context of performance. This has been seen in past performances by the Senior Stage Band, but is something new for younger performers. This change in focus for younger students will be seen in an emphasis on the jazz style of performance, starting with the Year 5 and 6 programmes and the establishment of a Middle School Swing Band.

Why are we taking this approach? In another study published by The International Music Council, the research shed important new light on the complex relationship between music and language. The study at Johns Hopkins University in the United States focused on tracking the brain activity of jazz musicians ‘trading fours’, a process in which musicians participate in spontaneous back and forth instrumental exchanges, usually four bars in duration.

Improvisation between the musicians activated areas of the brain linked to syntactic processing of language. The brains of these jazz musicians engrossed in spontaneous, improvised musical ‘conversations’ showed activation of brain areas traditionally associated with spoken language, areas we use to interpret the structure of phrases and sentences. So in rehearsal and in performance, we will be encouraging children to improvise – to use their musical skill to create their own ‘musical conversation’.

What about students playing in a school orchestra? Improvisation is an individual activity that fits within the band format. Performing in an orchestra, when we
are interpreting the works of the great composers, is another matter. In further reading, I came across the work of Carolyn Phillips, author of *The Twelve Benefits of Music Education*. One of the benefits of music and education that Ms Phillips mentions is that students of music learn ‘craftsmanship’ as they study, meaning that they learn how fine details are put together and what constitutes a good performance, as opposed to a mediocre one. High standards demand a level of excellence and require students to stretch their inner resources. It is only by much hard work that a successful and excellent orchestral performance is achieved.

Through music study of this kind, students learn the value of sustained effort to achieve excellence and they learn the concrete rewards of hard work. Music study of this kind enhances teamwork skills and discipline. In order for an orchestra to sound good, all players must work together harmoniously towards a single goal, being the performance, and must commit to learning music, attending rehearsals, and practising.

We are truly blessed to benefit this year from the expertise and experience of Mr George Ellis, a renowned conductor, who as our Director of Orchestras has already helped our students towards that achievement of excellence in performance. Our Senior Orchestra has been transformed to the next level under his guidance and I have no doubt that audiences will also discern the difference when they come to future orchestral performances.
AGRICULTURE SUCCESSES

Members of the Macarthur Anglican School Show Team had a busy lead up to the Royal Easter Show, competing in a number of sections of the Kangaroo Valley Show, Moss Vale Show, Goulburn Show and Camden Show throughout the Summer Term. Students exhibited steers, goats, and poultry with several gaining places in various competitions. An outstanding success at the Royal Easter Show was in the State Final of the Angora Judging Competition where Caitlin Bowman received the Champion ribbon, Tareva-Chine Atkin-Zaldivar the Reserve Champion ribbon, and Merryn Bowman the Fifth Place ribbon. Caitlin and Tareva-Chine will compete at the National Finals in 2015.

KIDS LIT QUIZ

An exciting competition which rewards students 13 and under who read widely, is the Kids Lit Quiz, a nationwide and worldwide trivia competition. Macarthur teams have been successful in winning state and district heats, defeating several larger schools. Our students really enjoy Tuesday Trivia in the T-6 Library and are determined to win the National Title and the right to compete at the International Final in the United States in 2015.

LOVE IS IN THE AIR

It’s been a big year for Macarthur’s new Junior School teacher, Mr Peter Langley. Apart from taking up his appointment to the school at the start of this year, Mr Langley was married during the Autumn Vacation to the delight of his class, 2L. Eleven of the students attended the wedding of Mr Langley and his wife Roslind at St Aidan’s Anglican Church, Hurstville Grove on 12 April. Mr and Mrs Langley then travelled to Japan for their honeymoon.

AMAZING ARISTOTLE FACTS

From the Bible:

You lazy fool, look at an ant. Watch it closely; let it teach you a thing or two. Nobody has to tell it what to do. All summer it stores up food; at harvest it stockpiles provisions.

Ants live for up to thirty years.

Ants are among the world’s strongest creatures in relation to their size.

Ants can lift things fifty times their own size.

Most ants can survive for twenty-four hours under water.

Ants have two stomachs, one to hold food for themselves and one for others.

Ants don’t sleep.

Dozens of English words contain ants: brilliant, elegant, giant, tantalising, relevant, abundant, Santa, Antarctica, romantic, accountant and Triantwintonelope, just to name a few!

There are songs about Ants:

Ants in your Pants – Eric Herman

Ants – John Williams

Ants in My Pants – Hi 5

Little Brown Ants – The Wiggles

Ant Rap – Adam and the Ants

Observations of ants have led to a number of studies that may help humans. For example, in designing evacuation plans, developing anti-cancer drugs, smoothing human traffic flow, solving world hunger issues, in sensing oncoming earthquakes, and inspiring home designs…
Thank you to all who generously donate to our school.

The increased level of support we receive at Macarthur in a variety of ways is very encouraging. Thank you to those who have financially contributed by donating to the voluntary Building Fund and other funds this year. In-kind donations are also appreciated as they assist Macarthur in the constant growth and development of the school. Thank you to everyone who assists in this way. Never underestimate the value of your giving.

The annual New Family Breakfast was held in February to welcome new members to the school community. The event was well attended by new families, staff and representatives of Women at Macarthur (W@M), and Men at Macarthur (M@M). It was great to see families new to our school made to feel so welcome.

The third Annual Headmaster’s Golf Challenge was held during the Easter break. This proved to be a great day for all the keen golfers who attended. Congratulations Bernie Rowe and team for your win on the day.

Macarthur Anglican School continues to build strong and lasting community relationships. We welcome back our five Community Partners for 2014. We thank MAD Excavations and Landscaping, Chisholm and Turner Travel Associates, Handprint Photography, Kaczanowski and Co and Macarthur Automotive Mercedes-Benz for once again committing to this programme.

Mercedes Benz have pledged $1,000 back to the school for every car sold to school families and staff. Please remember to mention your association with the school on your first visit to Mercedes.

Remember to refer to the School Calendar when sourcing a business. Our Calendar provides contact details for a variety of businesses associated with our school community. Please support those who support us!

This year Macarthur has had opportunity to offer sponsorship and support to both the Camden Show Society and Australian Decorative and Fine Arts Society (ADFAS). At our local Show, staff and students worked together to produce a fun and interactive display for children from our community. The wet weather experienced at the Show made for a true country experience! Macarthur also participated in the Camden Council Play Day in May.

The Mothers Day Stall and Mothers Day Breakfast were again a great success. Students loved the fresh new approach to the Stall and enjoyed shopping for that special something for their mum. Without the assistance of school mums this event would not be possible.

The Mothers Day Breakfast provided a lovely opportunity for mums and children to spend time together at school.

The W@M High Tea was a sellout event enjoyed by all in attendance. Sarita’s A Collective Emporium provided fashion for the fashion parade. Yvonne Butler shared her expertise in flower arranging showing us the art and simplicity of creating a table centerpiece. Linda Ebeling excelled as MC. Thank you

With grateful thanks to our Annual Community Partners
Charmaine Smith, Cut It Out Hair Design for spoiling all the models with a hair do fit for a model!

Cancer Council events always feature on our school calendar. W@M partnered with Café Macarthur to host an Australia’s Biggest Morning Tea for patrons. Thank you Anna and team for the contribution. Another Biggest Morning Tea was provided by the W@M for all staff at a staff morning tea. Funds generated exceeded $650 and were directed to the Cancer Council. The morning tea provided an opportunity for the W@M to work with staff and Café Macarthur, while raising funds for this worthy cause.

Playgroup continues on Monday mornings. We welcomed many new children this year and said farewell to some of the playgroup members as they moved into Transition this year. Playgroup was awarded a NSW Government grant this year and have purchased new play equipment. Dr Nockles and Mrs Elling joined playgroup for an official opening of the newly fitted out Playgroup room. The students are enjoying all the new additions to our playgroup room. Thank you Karen Newman, Robyn Haoui and Fiona Jones for your constant dedication in leading this group.

What’s on Thursday (WoT), a group providing an opportunity to explore Christianity, enjoyed a visit to the Evangelical Sisters Of Mary for Easter. This outing provided a great time of fellowship and reflection. Thank you Beth Taylor for the passion and fantastic leadership. If you would like to join this group please contact Sharon Pascoe-Thomas on (02) 4629 6207.

M@M continue to hold monthly barbecue breakfasts. Thank you Manny Ornelas for providing a heater to make the winter morning barbecues a more enjoyable experience! Thank you Michael Banks, RAMS Home Loans for providing produce for these events.

Macarthur is a great place to make friends. A group of mothers who met when their children were in Junior School talked for years about going on a trip together. Finally they did. They left their children and husbands at home and spent a week in Paris and Mothers Day in Dubai.

SAVE THE DATE!

THE ANNUAL FUNDRAISING DINNER WILL BE HELD ON SATURDAY 16 AUGUST.
Please set this date aside.
It is sure to be an enjoyable evening. If you are interested in the sponsorship opportunity or donating to the Auction please contact me using the details below.

Watch out for details concerning performances of The Conductor and The Clown, featuring our Director of Orchestras, Mr George Ellis together with George Washingmachine. Two shows to be held on Thursday 18 September at the Campbelltown Arthouse are sure to delight all who attend.

For more information about any of the above please contact:
Sharon Pascoe-Thomas
Community Relations Manager
P: (02) 4629 6207
E: spascoethomas@macarthur.nsw.edu.au
Our Donors

BUILDING FUND DONORS
(1 November 2013 to 22 May 2014)

Mr B and Mrs R M Abdoo
Mr M and Mrs C Abdy
Mr N and Mrs C Alexander
The Reverend A R and Mrs R Alexander
Mr M Apps and Mrs K Guinter
Ms L Atkin
Mr M and Mrs L Azzopardi
Mrs C Bagley
Mr D and Mrs J Baird
Mr P and Mrs M Baker
Mr D J and Mrs K E Baker
Mr G and Mrs A Barr
Mr T and Mrs R Bazdaric
Mr M and Mrs K Biggart
Dr M and Mrs A Booy
Mr N Bowman
Mr and Mrs D Bren
Mr I and Mrs D Brinkworth
Mr D J and Mrs K Buda
Mr M and Mrs C Byers
Mr R and Mrs L Campisi
Mr P and Mrs L Cannarella
Ms S and Mrs E Cavagnagh
Mr and Mrs K Chillmaid
Dr P and Mrs K A Clapham
Mr C and Mrs N Cooper
Mr L and Mrs M Corby
Mr B Crossman and Ms S Foley
Mr R Cruz and Dr L L Ban
Mr A and Mrs C D’Alia
Mr V and Mrs A D’Onofrio
Mr M and Mrs A J Daley
Mr P and Mrs TDickey
Mr P Dobing
And Mrs K Dayton
Mr C G and Mrs S Drysdale
Mr D and Mrs H Dunkier
Mr G and Mrs J Egan
Mr I Favretti and Mrs N Gava-Favretti
Mr S and Mrs K Ferguson
Mr J and Mrs C Fielder
Mr A and Mrs R Fin
Mr R and Mrs K Franklin
Professor B Frankum OAM and Dr A Wegerhoff-Frankum
Mr W and Mrs M Fry
Mr M Fuller and Ms J Zurlene
Mr E and Mrs J Fyffe
Mr A and Mrs J Gooden
Dr M and Dr J Gray
Mr B and Mrs S Grounds
Mr D and Mrs R Hackney
Ms R A Hampi
Mr M and Mrs C Hand
Mr B Sidebottom and Dr T Hanley
Mrs R Haoui
Mr A Hartley and Ms S Bradshaw
Mr D and Mrs L Harvey
Mr R and Mrs D Hawkins
Mr A Hazlett
Mr S and Mrs J Hennings
Mr G and Mrs K Henry
Mr R Herta and Mrs S Kamandi
Mr A and Mrs K D Hey
Mr D and Mrs C Hollanders
Mr P and Mrs B Houghton
Dr J and Mrs A M House
Mr R and Mrs J Howard
Mr J Y Hsiao and Ms M J Luo
Dr S Hughes and Mrs J Diana
Mr D and Mrs S Hughes
Mr B and Mrs K Ingram
Mrs N James
Mr T and Mrs J Jansen
Mrs K Jankins
Mr T and Mrs S Jensen
Mr I Jenssen
Captain G Jones
Mr D and Mrs N Jovicic
Ms A Kaluzyn
Mr T Kautz and Ms J Kennett
Mr G Kellner and Mrs K Haines-Kellner
Mr R and Mrs C Kennedy
Mr M Smith and Mrs K Kennett-Smith
Mr J McLaughlin and Mrs G Kennett
Mr M and Mrs T King
Mr E and Mrs M Knox
Mr A R and Mrs C Kokic
Mr M and Mrs L Kolanovic
Dr K Kowalski and Dr A Merkel
Mr D and Mrs L Lane
Mrs L Lazic
Mr D and Mrs S Lidbetter
Mr C and Mrs M Lim
Mr M and Mrs D Locke
Mr B and Mrs M Lockwood
Mr P and Mrs K Lyons
Mr A and Mrs S Macdonald
Mr T and Mrs K Mackie
Mr J and Mrs H Macklinshaw
Mr S Mann
Mr C Marshall and Dr N Alexander
Mr C and Mrs J Matthews
Ms C Mavroidis
Dr and Mrs A Maximos
Dr K McCrosrey
Mr A and Mrs B McIntosh
Mr D McNally and Mrs J Drel
Mr G and Mrs S Medich
Mr and Mrs A Michie
Mr P and Mrs S Mingay
Mr M and Mrs J Mistry
Mr A and Mrs M Monger
Mr T and Mrs L Moore
Mr P R and Mrs L Morgan
Mr A and Mrs L Mortier
Mr G and Mrs S Myers
Dr S and Mrs A Naiq
Dr D P and Mrs R S Nockles
Mr R and Mrs L O’Brien
Mr R and Mrs J A Ottford
Mr J D and Mrs J Oliver
Mr M and Mrs E Ornelas
Mr and Mrs S Pace
Mr T and Mrs N Panetta
Mr P and Mrs S Pascoe-Thomas
Mr M and Mrs E Pearce
Mr W & Mrs K Perich
Mr M and Mrs H Perich
Mr M and Mrs F Perich
Mr D Petrovic and Mrs A Kragh
Mr B and Mrs K Phillips
Dr M and Mrs S Playford
Dr M and Mrs S Playford
Dr P and Mrs J Procui
Mr A & Mrs L Prpic
Mr F Rahaman and Mrs N Siddiqui
Mr J and Mrs R J Relyesa
Mr B Robinson and Mrs J Meadows
Mr S Roy and Mrs D Thompson
Mr R and Mrs A Ruttle
Ms K Beal
Mr M and Mrs H Sampson
Mr D and Mrs K Saunders
Mr F and Mrs V Scheffer
Mr A and Mrs D Scullino
Mr A and Mrs R Seton
Mr D Shao and Mrs C Yang
Mr P and Mrs L Sherrill
Mr J and Mrs F Siemon
Mr J and Mrs K Sierra
Captain B Simpson and Ms D Porter
Mrs M Smith
Mr B Sproule
Mr G and Mrs J Steen
Mr B and Mrs E Steilzer
Mr A Stephenson
Mr D J and Mrs S Stewart
Dr H and Dr A Stone
Dr P and Mrs J Stotthard
Mr R and Mrs J Tanner
Mr S and Mrs L Taylor
Mr A and Mrs J Tegel
Mr I and Mrs G Theriaque
Mr M and Mrs K Tisdale
Mr V and Mrs J Towell
Mr J and Mrs C Trimarchi
Mr S and Mrs B L Tripp
Mr I and Mrs J Turner
Ms E Steen
Mr H and Mrs S Veil
Mr P and Mrs G Walker
Mr D and Mrs M Warwick
Mr B and Mrs N Wearn
Dr D and Mrs S Webster
Mr A and Mrs D Whittle
Mr G and Mrs M Willis
Mr G and Mrs A Wilson
Mr M and Mrs B Wilson
Mr D Dixon and Dr M Wright

SCHOLARSHIP DONATIONS
Ms A Watson
Dr A Beavis OAM and Mrs R Beavis
Mr R and Mrs P Sim
Mr R Warren AM and Mrs P Warren

IN KIND DONATIONS
Mr M Banks, RAMS Macarthur Home Loans
CPF Tree Services
Dinoffert Fertilizers
Mr M Orrelas
Mrs C Smith, Cut It Out Hair Design
Mr J Fuller, Plus Fitness
Solutions Outsourced

COMMUNITY PARTNERS 2014
Chisholm and Turner Travel Associates
Handprint Photography
Kaczanowski & Co
MAD Excavation and Landscaping
Macarthur Automotive Mercedes-Benz

THANK YOU TO OUR DONORS
Mrs Allen is a Physical Education teacher. She was appointed to the staff at Macarthur in the Faculty of Personal Development, Health and Physical Education in October 2007, after commencing her career teaching at Georges River Grammar School and St George Christian School. At Macarthur, she says she would like to continue to develop as a teacher and be a positive role model for her students. In particular, Mrs Allen would like to contribute to the growth of house spirit and sporting opportunities within the school.

When asked what she has enjoyed about working at Macarthur, Mrs Allen says, “I work in a great and very supportive faculty who have a lot of passion for PDHPE and sport. It is a privilege to work in a Christian environment.” Mrs Allen has also enjoyed working as the Head of House of Johnson House in fundraising for less privileged students living in Tanzania. She also regards her role as part of the Thailand Outreach and North Queensland Outreach teams to be very significant experiences during her time at Macarthur.

Mrs Allen sets an active example for her students through her own participation in sport and fitness activities. She keeps active playing touch football and oz-tag and adds to her fitness with yoga and by going to the gym. Apart from these pursuits, Mrs Allen appreciates opportunities to spend time with her friends and family of parents and two brothers.

Together with her husband David, Mrs Allen says she has been fortunate to experience a lot of overseas travel over the past seven years. They have travelled to Bora Bora, (one of the Society Islands in French Polynesia), Thailand, the United States and Mexico.

Mr Garrett commenced at Macarthur this year as the Head of English, after filling the same role at Chevalier College Bowral. He has been teaching for twenty-eight years in both public and independent schools. He has also worked at mowing lawns, furniture removals, in an electrical workshop and in music tutoring.

Mr Garrett and his wife Leanne have three daughters, two of them studying at university, and the youngest at high school. Everyone in the family plays the piano, so there’s a queue to get at it when everyone is home together. Mr Garrett also plays guitar and describes music as a huge part of his life.

Personal fitness is clearly a high priority for Mr Garrett. He likes to run and cycle, and still runs a couple of marathons each year as well as competing in triathlons. He’s a passionate supporter of Liverpool FC and the Australian Test Cricket Team.

At Macarthur, Mr Garrett is looking forward to working with the rest of the staff to help in providing the students with their “passport to the future”, a valuable education and the lifelong skills that are a part of that. “I enjoy working with a great group of people who are all very capable, and with the friendly and interested students of Macarthur,” Mr Garrett says. “The beautiful school grounds add to the welcoming atmosphere of the school.”

When his isn’t teaching, playing piano and guitar, running a marathon, or cheering Liverpool on, Mr Garrett has interests in travel and reading, especially his favourite Australian authors – Tim Winton and Peter Carey.

Mrs Williams is a former student of Macarthur. Since graduating, she has had a richly varied experience of continuing education, work and raising a family. She completed a degree in Early Childhood Education and Special Needs, and worked in public schools for thirteen years. In 2012, she completed further studies graduating with a Master of Education degree in Teacher Librarianship.

Along the way, Mrs Williams has had five children, all of them attending Macarthur, including her oldest Tynan who was Vice Captain in 2013 and now attending university. Harry in Year 6, Paris in Year 4, and twins Flynn and Jonah in Year 2. With boys outnumbering girls in the family, Mrs Williams says her yard resembles the SCG with football posts and a mowed cricket pitch. Weekends involve countless games with all of the children involved in sport. Time with family and friends is precious.

Of Macarthur, Mrs Williams says it is a unique workplace with exceptional staff working tirelessly to serve the students, families, fellow staff and the school. “I would like to inspire and motivate my students to become lifelong learners,” Mrs Williams says. “I want to help create and be part of a transformational teaching staff, facilitating teaching techniques, environments and experiences reflecting the needs of Twenty-first Century students. I also want to work alongside students wanting to serve God in a global society and instill in them that although they have one voice, they can make a difference.” Mrs Williams also has an ambition to set up a classroom library in a Third World country.
In the previous segment of this series, the beginning of a new era was described, under the school’s second Headmaster, Mr Riley Warren. During this time, the school continued to develop its distinctive Christian character with a strong academic focus. But perhaps the most significant development since its inception in 1984, was the commencement of the Junior School.

Following surveys of parents, it was decided to commence the Junior School on Tuesday 2 February 1993 with three classes – one Kindergarten, a Year 5 and a Year 6 class, totalling about sixty young children. By 1996, the Junior School had grown to one hundred and sixty-one, with children in every year group from Kindergarten to Year 6, and was about to exceed two hundred in the following year.

The first Head of Junior School was Mr Andrew McPhail, assisted by Mr Richard Turnbull, who remains a member of staff at Macarthur, and by Mrs Karen Oliver. However, getting the Junior School underway was not the only thing happening during this time.

In accordance with the aim of providing a rigorous academic education, at a time when the conduct of the New South Wales School Certificate courses was widely criticised for its lack of rigour, Mr Warren introduced more challenging courses in most secondary subjects, leading to the award of the International General Certificate of Secondary Education (IGCSE). The courses and examinations were set by Cambridge University. The IGCSE led to better results for Macarthur students in statewide testing and in the School and Higher School Certificates. The subsequent reforms of the McGaw Report lifted the standard of the School Certificate courses such that retention of the IGCSE was no longer necessary. The school remains an accredited Cambridge Examinations Centre, which explains the plaque still seen in the foyer of the Administration Centre.

Ongoing growth in Junior and Senior enrolments meant that by 1996, total enrolment on the two hectare Narellan campus was in excess of six hundred and fifty and set to exceed seven hundred the following year. The School Council, recognising that the site was too small, instigated a search for a new, larger site for the school. Initially the school sought to purchase land adjacent to the Narellan Campus in Studley Park, but a rare plant growing in the area brought that search to an end. Locations adjacent to Camden Valley Way, now part of the Harrington Grove Estate, and some land owned by St Paul’s Anglican Church, Cobbitty were considered.

Finally, a parcel of one hundred and ten acres (forty-four hectares) of the historic Denbigh property in Cobbitty, where the school now stands, was purchased in 1995. On 22 September that year, the entire school travelled to the Cobbitty site for a picnic as the school community ‘claimed’ their new campus by walking on it for the first time.

Planning then began in earnest to build new, higher standard facilities at Cobbitty. The School Council chose the firm of Malone Campbell-Allen, now known as MCA Architects, to design and supervise construction of the first stage of building. The Council was attracted to MCA’s concept of a central spine (the covered way) with buildings ‘plugging in’ on either side. Throughout 1996, earthworks and construction took place, leading to the erection of the School Chapel, Music classroom, Administration Centre, Library, Art and Technology classrooms, Science laboratories, playing fields and student facilities including the canteen. In addition, plans were laid for the efficient transfer of demountable buildings over the 1996/97 Summer Vacation from Narellan to Cobbitty, for use as general classrooms.

By the beginning of 1997, the Cobbitty campus was ready to receive all secondary students, including the largest intake of Year 7 students to that point, while Kindergarten to Year 6 students continued classes in the remaining buildings at Narellan. All this was achieved without the loss of a single day of schooling, an amazing achievement and a testament to the efficiency of planning carried out by the Council, Headmaster and staff.

Next issue: Running a school on two campuses.

The first Macarthur Kindergarten class in 1993 with the Headmaster, Mr Riley Warren and Mrs Karen Oliver.
Keiran Tolley (now McLaren, 1988) lives in Albion Park and runs his own business called ‘South Coast Shuttle’ taking people from the Wollongong area to Kingsford-Smith Airport, overseas terminal.

Andrew Warren (1991) and Chris Warren (1993) flew to Adelaide in May to celebrate the fortieth birthday of their friend from Macarthur days, Thomas Owens (1991). Also present was Gavin Watson (1991) who flew in from where he lives and works in Darwin.

Alex Palmer (1993) is a Major in the Australian Army. He has been married to Vanessa for five years and has three children. Alex says his role in the Army has provided many opportunities, for which he is extremely grateful. He was deployed to Afghanistan on a number of occasions, but this year he faces a new challenge in the form of a transfer to Malaysia, where he will be honoured to represent the Australian Army at the Malaysian Armed Forces Staff College in Kuala Lumpur. Alex and his family departed for Malaysia in December 2013 and will remain throughout 2014.

Sarah Drysdale (née White, 1994) holds Bachelor and Master degrees in Economics, is a CPA and has a Graduate Diploma in Secondary Education. Together with her husband Christian and family of three girls, Sarah has been living outside of Australia for eight years, only returning to Australia at the beginning of this year. On account of Christian’s work for Macquarie Bank, the family was based initially in Hong Kong, then Mumbai, India for three years and then back to Hong Kong. At the same time, Sarah ran her own business in e-commerce and as a development consultant. Living abroad gave many opportunities for travel and the Drysdale family managed to visit some sixteen countries. Sarah’s oldest daughter, Annalise, who now attends Macarthur, attended the French International School in Mumbai where she became fluent in French, and the Australian International School in Hong Kong, where she learnt Mandarin. She continues to be tutored at Macarthur by one of the school’s international students from Beijing.

Francesca Musico-Rullo (née Musico, 1994) completed a BA(Hons) at Sydney University majoring in Ancient History, Archaeology and Literature. She wrote her Honours thesis on Italian Art and Artists in Nineteenth Century Sydney, who were brought to Australia to complete many of the sculptures on the grand sandstone buildings of Sydney and to establish an Art School. She worked at the University of Sydney, Macquarie University and UWS for a couple of years as a History Tutor, before taking casual positions in schools, leading to an appointment to the staff of St Patrick’s College, Campbelltown. Fran married Paul, in 2008, a detective in the NSW Police Force.

Tony Bertwistle (1994) completed an apprenticeship in aircraft maintenance with de Havilland. When the company was taken over by Boeing and a transfer to North America was likely, Tony moved into the harness racing field for ten years, driving and training his own horses and training a stable of horses for about a dozen clients. At the beginning of 2013, Tony bought the Hogsbreath Restaurant franchise in Forster NSW. Tony and his wife Alison have five boys ranging from teenagers to young adults in age.

Matthew Low (1999) has announced his engagement to Amanda Parker from The Oaks. Matthew is a Primary-trained teacher and is part of a contingent of ex-Macarthur people teaching at Shellharbour Anglican College. (Nathan Alterator, Mark Whitelock and Andrew McPhail are the others.) Amanda is completing a Health Science degree at the University of Western Sydney in Diversional Therapy. Matthew and Amanda are to be married at St Paul’s Anglican Church, Cobbitty on 6 December 2014.

Timothy White (nee Grant, 2000) won a scholarship to attend Williams Business College and completed a Bachelor of Business and Tourism Management. She worked for IATA (the International Air Transport Association) in Sydney and then for Singapore Airlines. Currently she works in the development area for Penrith City Council. In September 2013, Lauren and her husband Matthew were delighted to welcome their first child, Mabel, in June 2013.

Lauren Wright (nee Grant, 2000) married Clem in 2011 and is teaching at Riverside Girls High School in Gladesville.

Luke Koteras (2004), who will be remembered by his friends for his fabulous ability with guitar, appeared on The Voice in May this year and was successful in being chosen to go further in the competition under the guidance of Joel Madden.
Reunion

**Patrick Daly (2005)** married Amanda in August 2010 and now works in the IT field.


**Molly George (née French, 2005)** completed a Bachelor of Nursing at the University of Wollongong. Molly now works for the Northern Sydney Area Health Service as a community nurse. Her work involves the provision of community based nursing care to people within their homes and in clinical environments, rather than being admitted to hospital for the same treatment. Molly and her husband Tim currently live in Annandale to be close to their work.

**Rhys Cornock (2006)** is a materials scientist working in conjunction with St Vincent’s Hospital and the University of Wollongong in the area of 3D printing applications in medicine. Rhys was featured in a Technology article and video in March in The Age newspaper, describing how hydrogels and polymers can be formulated using 3D printing to create three dimensional constructs, which may in the future be implanted in the body to encourage regeneration of body tissues.

**Gabrielle Gunter (née French, 2007)** trained at the University of Newcastle to become a physiotherapist. Initially, she also worked on the North Shore, but now Gabrielle and her husband Ben have moved back to settle in the Newcastle area.

**Lloyd Grant (2008)** completed a Bachelor of Music degree and a Bachelor of Music Education at the University of New South Wales. Following graduation, he was appointed as a member of staff at Wollondilly Anglican College, teaching junior music classes up to Year 8, training the Junior and Senior Bands and working as the musical director for school performances. At university, Lloyd continued to be in demand as an accompanying pianist for other students sitting their examinations, just as he was during his years at Macarthur.

**Russell Henshaw (2008)** competed in the Winter Olympics at Sochi, Russia in February 2014. Russell attended Macarthur to the end of Year 8 and then transferred to Snowy Mountains Grammar School so that he and his family could live closer to the ski fields and pursue their passion for skiing. Russell has competed around the world in Freestyle Skiing, winning a silver medal at the 2011 Winter Games at Aspen Colorado.

**Charles French (2010)** has completed a Bachelor of Nursing at the University of Wollongong and is currently completing his new graduate year at Wollongong Hospital. Charles and his sister Emma French (2011) share accommodation in Wollongong, while Emma also studies at the University of Wollongong for a Bachelor of Arts degree. Emma has a part time job as a Library Assistant in a particularly prestigious institution, the Stoddart Centre of Macarthur Anglican School.

**GOLD DUKE OF EDINBURGH’S AWARDS**

The following students have completed their Gold Duke of Edinburgh’s Award and have or will soon be presented their awards at Government House by the Governor of New South Wales:

- Amy Bartlett, Anna Clinch, Lawson Grant, Katie Harris, Chloe Maric, Daniel Robinson, Zachary Clinton, Benjamin Hackett, Emily Newton, Janusz Prociuk, Rees Taylor, Ellie Beggs, Jessica Dali, Adrian Guy, Emily Mackie, Tynan Williams.

---

**20 YEAR REUNION FOR CLASS OF 1994**

**SATURDAY 11 OCTOBER 2014**

**CRANMER ROOM,**

**MACARTHUR ANGLICAN SCHOOL**

5.00 pm for welcome and tour of school
6.00 pm drinks and canapés
Dinner at a local restaurant afterwards.
Book on the school’s website closer to the date: www.macarthur.nsw.edu.au

Enquiries: Pat Low
Email: plow@macarthur.nsw.edu.au
Phone: 02 4647 5333

---

**10 YEAR REUNION FOR CLASS OF 2004**

**SATURDAY 18 OCTOBER 2014**

**CRANMER ROOM,**

**MACARTHUR ANGLICAN SCHOOL**

5.00 pm for welcome and tour of school
6.00 pm drinks and canapés
Dinner at a local restaurant afterwards.
Book on the school’s website closer to the date: www.macarthur.nsw.edu.au

Enquiries: Pat Low
Email: plow@macarthur.nsw.edu.au
Phone: 02 4647 5333

Find us on Facebook
www.facebook.com/MacarthurAnglican
AROUND THE JUNIOR SCHOOL