FROM THE HEADMASTER

At last year’s Speech and Awards Night, I explained the importance of Enduring Understanding. The simple example I used to illustrate what I mean by this term concerned the dimensions of Noah’s Ark. I made the point that the accepted dimensions of the Ark were three hundred cubits long, fifty cubits wide and thirty cubits high. This is factual knowledge I can learn and repeat and even teach. However, all this has no meaning without understanding what a cubit means.

I went on to explain that with an understanding of the cubit, we can understand that the Ark is longer than the school oval, about two thirds the length of Titanic and half as long as the Queen Mary. While the knowledge of the dimensions I mentioned above are likely to disappear from memory, the understanding of how large the Ark was in relation to something familiar, is more likely to be retained.

At Macarthur, we are preparing students to live productive and influential lives in a very rapidly changing and dynamic world. Syllabi set by the New South Wales Board of Studies, Teaching and Educational Standards, (BOSTES) outline the content that we are required to teach. In other words, committees of experts determine the knowledge that is important and the knowledge that is not so important to include.

As part of our teaching staff professional development, I introduced the notion of teaching knowledge with the aim of it becoming Enduring Understanding. This key term will continue to be central within Macarthur’s teaching and learning culture. We go beyond teaching the content of each syllabus and encourage deep learning – learning for enduring understanding, learning that is long-lasting.

Teaching in this way is an integral part of the Academic Culture at Macarthur. What do I mean by Academic Culture? Culture is a wide-ranging word with several nuances of meaning. It may refer to the intellectual achievements of a society, its literature, music and philosophy, or it may mean those things we believe are of good taste, refinement and sophistication. However, when I speak of academic culture, I am thinking of our customs, traditions, habits and values that make our school the unique and successful learning environment that it is. Moreover, I am referring to the teaching structures, consistent messages, expectations and coherent goals that lead to the best outcomes for our students.

A particular academic culture does not come about overnight. In this school, we chose many years ago to pursue academic excellence. This is not just about getting top results by the best students, although there have been plenty of those over the years, including the outstanding HSC results of the Class of 2014. It’s about creating a culture where every student continues to make personal improvements year by year, until their graduation with results exceeding their own initial expectations.

In this issue of Tartan Ties, I have asked two of our most senior teachers to add further meaning to the notion of Academic Culture, as it pertains to Macarthur Anglican School. Our Deputy Headmaster, Mr Andrew Kokic, and our Dean of Studies, Mrs Melissa Gould-Drakeley, present their understandings on pages 10 and 11 on what constitutes the academic culture of Macarthur and how it has contributed to the success of our students. As well, you can read how two of our English teachers are using specific strategies to improve our students’ writing skills, important work that can improve outcomes in all subjects.

An Academic Culture does not imply that there is a continuing series of successes. Failures and setbacks occur and it is important for students to learn how to overcome these. I also commend to your reading the text of a speech given by one of our Year 10 students, Matilda Offord, on overcoming failure. (Page 8)

Finally, it should be said that our academic culture fits within the original mission statement developed at the inception of the school, that ‘Macarthur Anglican School was founded to provide an education which in its content and environment allows for full individual development in the spiritual, academic, physical, artistic-creative and social domains based on a clear biblical perspective in accordance with the doctrines and principles of the Anglican Church of Australia in force in the Diocese of Sydney.’

DR DAVID NOCKLES
HEADMASTER
A surprising number of former students have become employees of Macarthur Anglican School.

The total number over the years would take some calculating, but currently, there are twelve members of staff who attended Macarthur in their school years, and who now perform a range of roles from the Head’s Executive, to classroom teaching, administration and technical support.

They also span the history of the school, from one Foundation Student to quite recent graduates.

There are distinct advantages in the employment of Macarthur graduates, among them being the understanding of the school’s culture that they bring with them. As well, the Headmaster says, it is an encouragement to the school to see that former students have had such a positive experience at Macarthur that they wish to continue as part of the school community. The same encouragement, he says, stems from seeing alumni enrol their own children in the school.

Having said all that, every former student who is now a member of staff has had to apply in the same manner as anyone else and show that they are the best candidate for the position they seek to fill.

Jonathan Békés

Jonathan graduated from Macarthur in 2010. While studying for his degree in Music, he was until recently a tutor in Macarthur’s Peripatetic Music Programme, passing on to current students his extensive knowledge and skill on the cello. Jonathan completed a Bachelor of Music (Performance) in 2014 at the Sydney Conservatorium of Music and has now moved to Melbourne to continue his studies at the Australian National Academy of Music (ANAM).

Several solo recitals by Jonathan have delighted Macarthur audiences over the last four years. However, more recently he became a member of a piano trio called Estivo Trio, which is in demand at many venues. During 2014, the trio travelled to Europe, giving several recitals. Recently, Estivo was accepted to compete in the Melbourne International Chamber Music Competition. MICMC is Australia’s most prestigious Chamber Music Competition and Estivo was one of only two Australian groups out of eight piano trios selected worldwide – a remarkable honour for the group.

For further information about Estivo check at www.estivotrio.com.

For the present, Jonathan is working hard at ANAM on refining his performance technique, practising and rehearsing six to eight hours per day. At the end of the course he will seek to join a professional orchestra while continuing to work with Estivo Trio. Macarthur would be honoured to see Jonathan again as a tutor or for a future recital.
LEADERSHIP AT MACARTHUR 2015

‘Learning to serve will help all of you become better leaders. Our hope is that you will take leadership roles in your life that will bless your home, work place and community...’

From The Macarthur Way, Middle School and Senior School Diary, 2014, Page 9

School Captain: Tracy Gidiess
School Vice-Captains: Lachlan Hanley and Sarah Stone
House Captains: Tracy Gidiess (Barker), Danielle Glynn (Broughton), Lachlan Hanley (Hassall), Jhett Kellner (Heber), Jacklyn Favretti (Johnson), Rachel Newton (Marsh)
Captains of Activities: Isobelle Offord (Swimming), Jhett Kellner (Athletics), Grace Murphy (Cross Country), Joel Sawyer (Snowsports), Tayler Raymond (Theatre Performance)
Christian Ministry Leader: Jonah Gray
Music Leaders: Katrina Azzopardi (Bandmeister), Ruedi Holbeck (Orchestrameister), Suzanne Purvis (Choirmaster), Henry Cartwright (Drum Major)
Middle School Prefects: Sophie Frankum, Elizabeth Guy, Kate House, Flynn Kellner, Claudia Petrini, James Stelzer, Thomas Wood, Michael Zengis
Year 6 Student Leaders: Ruth Alexander, Mikayla Elling, Alexander Frankum, Emily Groves, Cameron Ha, Rhys Jensen, Makenzie Kautz, Madeline Mingay, Sophie Patterson, Thomas Patterson
Peer Support Leaders: Jessica Attard, Jasmine Brooker, Ellé Burke, Emma Bywater, Patrick Dickinson, Madeline Elliott, Monique Ewald, Justina Hanna, Sabrina Harris, Isabelle Ingram, Abbie Jenkins, Ante Kolanovic, Valeria Leonova, Tate Lindsay, Nathanael Locano, Elise Mackie, Ernst Nel, Austen Perich, Jessica Pierce, Aimanur Rahman, Liam Tucker, Patchanom Tungkiatsilp
Academic Peer Support Leaders: Jessica Attard, Jasmine Brooker, Ellé Burke, Patrick Dickinson, Madeline Elliott, Justina Hanna, Jemima Henry, Isabelle Ingram, Julian Jankowski, Ante Kolanovic, Tate Lindsay, Nathanael Locano, Ernst Nel, Nathasha Panapiti, Austen Perich, Jessica Pierce, Aimanur Rahman, Sabrina Singh, Rachael Soto, Megan Sproule
In a 2014 issue of Tartan Ties, we reported the imminent departure of Mr Rick Hooper, a member of the Faculty of History and International Studies, to work in a new Anglican School in Arusha, Tanzania.

Mr Hooper, together with his wife Jenny and three boys Ben, Matthew and Adam, left in August 2014 and have settled into life in Arusha, answering what Rick called “a strong call to mission work in Africa”.

Here we provide an update on how the Hooper family is managing to work and live in Arusha, through a report provided by Rick earlier this year.

“Christ Church International School is located on the outskirts of Arusha and is nestled at the base of Mount Meru, a picturesque dormant volcano. Part of the vision of the school is to provide affordable, Christian education to missionary children and local Tanzanians. This is a real need in this area, as the popularity of the school suggests. My wife Jenny is currently teaching Years 1 and 2 and I am currently teaching Years 3, 4 and 5.

The school was founded over two years ago, and has been growing rapidly since we arrived from around thirty students when we began, to now having forty-two students. Each day the children are provided with morning tea and lunch (usually local food such as ugali (maize porridge), sukuma wiki (shredded kale) and beans. We have children from a wide range of nationalities including Australians and children from Tanzania, Kenya, Uganda The Netherlands, America, Sweden, Belgium, England, Denmark, Iran, Korea and India.

We also have a waiting list of around twenty-five students. Unfortunately we had to stop adding names, or the waiting list would soon exceed the number of students enrolled in the school. This is a good problem for a school to have, but with just a small school building at this stage, there is simply no room to squeeze in any more. We are hoping that very soon the last of the funds will become available so we will be able to purchase an adjacent block of land and house. Then the process of renovating and converting the old house into new classrooms will commence. We will have the task of working out how to connect up water and power to the new facilities, not to mention the challenge of recruiting additional and much needed teachers.

The local wildlife is amazing here with squirrels, hedgehogs, chameleons, tortoises, vervet monkeys and snails the size of your hand. The locals are particularly scared of chameleons as for some reason they believe that if one bites you on your nose, then it can only be removed by your maternal grandmother.

Our three boys are settling in well and are slowly picking up the basics of Swahili, although they still cannot step outside the compound without being greeted with cries of “Mzungu! Mzungu!” (white person) and being asked what their parents put in their hair to make it go red.

With intermittent power and the diverse range of languages and abilities of the students, we are finding we have to be flexible, adaptable and always willing to learn. My time at Macarthur has been invaluable in preparing me for this experience as one thing is certain – whatever the language and culture you are working in, kids are still kids, and they can be needy, cheeky, funny, demanding, shy, keen, mischievous and delightful. It has been such a rewarding experience so far and it is the children who make it so worthwhile. We have certainly appreciated the ongoing support and prayers of the Macarthur family in this adventure.”
Basic understandings in Science are developed in the Junior School years and through the compulsory Science course for Years 7 to 10. Physics and Chemistry are electives taught by staff of the Faculty of Science and Agriculture to Year 11 and 12 students.

On asking the Head of Faculty, Mr Paul Looyen, about the value of these subjects, he spoke of the development of analytical and problem solving skills and the vocational opportunities for science graduates. Graduates in science are found in the fields of engineering, medicine, architecture, pharmacology and metallurgy to name a few. However, many workers in business, banking and finance are also science graduates, drawing on the same skills of analysis and problem solving for their respective fields. As there is a continuing need for science educators in schools and universities, science graduates are also needed in education to inspire future generations. Research physicists work in a myriad of fields such as the growing field of quantum computing, while researchers in health and medicine are producing safer drugs with fewer side effects.

Students studying Physics and Chemistry need to be inquisitive, Mr Looyen says, and unafraid of tackling hard concepts. They need to be patient, as often there is no quick or easy solution to a problem. Good numeracy and literacy skills are also essential, to deal with scientific calculations and the language of science discourse in reports and journals.

The principal areas of study in these HSC courses include many of the topics of “classical” Physics and Chemistry, so familiar to those who have studied these subjects in the past: Mechanics (motion and forces), Electrodynamics (electricity and magnetism), Energy (heat, temperature, light) Astronomy, Cosmology and Quantum Physics.

In Chemistry, studies include the Production of Materials through chemical reactions and processes, the ‘Acidic Environment’, and Chemical Monitoring and Management, with options such as Biochemistry, Industrial and Forensic Chemistry.

Although this may sound familiar, the emphasis in science teaching is changing. In 2015, a greater focus on investigative and inquiry skills, interpretation of observations and communication of results is central to the current approach. With less emphasis on the rigorous mathematical approach to classical Physics and Chemistry, discussion of the wider implications of science on society and the environment is important. A more holistic view of science engaging students in an understanding of the things that underpin life and the universe is now very important.
Anyone arriving at the Junior School from the Parents’ Carpark will notice the display of characters representing the current Junior School Theme. For 2015, the theme is Bima the Bee, but more on him below.

Junior School themes are used to motivate and engage students, and to increase levels of achievement. They help to create a common language, a distinctive culture and here at Macarthur, a link with *The Ten Pillars of The Macarthur Way* (the statement of values underpinning a Macarthur education, printed in the School Diary). They also help to co-ordinate activities as they are carried through in Chapel services and assemblies, giving students a focus as they participate.

“Themes make it easy to co-ordinate all aspects of the educational programme,” Mrs Kylie Elling, Head of Junior School says. “They serve as great motivators for the children who see the displays as they arrive and depart from school each day. The characters and their meaning are a good talking point as children arrive holding hands with Mum and Dad. Having a theme helps to foster relationships and connections within the school context. These are important values that children remember long after they progress beyond the Junior School.”

Teachers of the Junior School decide on the theme before the end of the previous year, allowing time for them to search for resources over the holidays and to decorate classrooms and help with engaging the students. One year, a competition was held and children came up with the theme for the following year. From the first day of school, the character who is chosen for the year’s theme is always on display at the entrance to the Junior School for all to see as they arrive.

A special Theme Day is held each year, usually with associated fund-raising to purchase bibles and for students in schools in developing countries. This year, Bee Day was held on 26 May.

Past themes have included:
- **2011** – FROG: Forever Rely on God
- **2012** – TIGER: Trust in God, Everyday Rejoice (created by Laura Whitelaw)
- **2013** – CICAK: Celebrate in Christ Almighty King’ (Cicak = an Indonesian gecko)
- **2014** – OWL: Our Wonderful Lord

And now to BIMA THE BEE – the theme for 2015. Bima is an Indonesian boy’s name. Bima the Bee reminds children of everything they should aspire to be: Bee Godly, Bee Humble, Bee Kind, Bee Respectful, Bee the Best you can Bee, Bee Honest – qualities to aim for that were selected by the children themselves.
As you can see, the focus of this issue of Tartan Ties is the school's 'academic culture'. But an academic culture is no guarantee that Macarthur students will not experience difficult challenges, setbacks and even failure from time to time. It is how students show resilience in these circumstances and how they are supported by their teachers that count towards academic success. As Winston Churchill said, "Success is not final, failure is not fatal: it is the courage to continue that counts."

Matilda Offord of Year 10 is a high achiever in long distance running. Following her recent third place in the Australian Junior Athletics Three Kilometre race, a success by any measure, Matilda was invited to address a Headmaster’s Assembly, where she chose to speak about her experience of failure! Her address, reprinted below, demonstrates that her extraordinary achievements are matched by wisdom beyond her years.

Michael Jordan the great American basketballer once said, "I’ve missed more than nine thousand shots in my career, I’ve lost almost three hundred games. Twenty-six times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed."

A quotation like this is something that resonates with me. Running is something I love to do and I’m not just talking about one lap around the track when I say running, I mean a lot of kilometres – about fifty to sixty kilometres per week! Crazy for some, I know!

But I see those kilometres as a challenge; a goal to reach a distance in the quickest time possible. Yes, running is something that comes naturally to me. But it also takes hard work, determination and a whole lot of training to be able to reach these goals.

I’ve had my fair share of disappointments and injuries – thus the colourful tape [on my legs]. But even when I felt like giving up, when it all seemed too hard or when others appeared like they were so much better than me, I re-focussed and I moved forward, ultimately being able to reach my goals of running and medalling on a national stage.

Now some people say that if you’re good at sport you couldn’t possibly be the brightest bulb in the box, but I beg to differ. Just like my running, I view achieving academically as something you have to work towards, whether it comes naturally or not. The balance that I’ve had to achieve between running success and schoolwork comes from my determination to do better in both.

I’m a firm believer that you get out what you put in and sometimes it is tough, but when you do achieve that little bit of success, all the hard work seems so worthwhile. I’ve seen this too many times for it not to be true. What has also been a huge asset in balancing everything are a supportive family, coaches, friends and teachers – all have helped me at sometime or to various degrees to keep it all together and to achieve my personal bests.

Sport is about achieving ‘PBs’... always bettering your previous achievements – never settling for ‘that will do’ and I’ve always taken that into my schoolwork as well, not so much comparing myself to others, but trying for ‘PBs’ in my grades, my exams and always aiming to better my achievements.

So yes! Sport and schoolwork do go hand-in-hand, but sport and school is also about sacrifice and giving up things to achieve an end result. It’s weighing up what’s important and how much you really, really want something. This might mean doing homework at lunchtime, studying on the way to training, catching up with a teacher for some extra help, or missing out on hanging with your friends, but I guarantee if you really work hard, set yourself an achievable goal and go for it, remaining focussed on the end result, you will achieve.

And just as Michael Jordan said, when things don’t go your way, that’s okay. Get up, move on and try again, because without such an attitude you will never reach your potential.

I often freak out before exams, as many of my teachers know, and I can get stressed when I have a pile of assessments, but I try to take one thing at a time, keep my routine the same and ultimately give it my best shot. Remember, worrying will get you nowhere and if a race, game or exam doesn’t get the result I was hoping for, then it didn’t go my way this time for whatever reasons, and next time I’ll work harder and try again.

I guess one thing I haven’t said is ‘enjoy what you do’. Yes work hard, but have that balance of still having fun. The same can be said for whatever you’re good at – be the best you can be, but always enjoy it. Otherwise it loses that X-factor of why you did it in the first place.

What draws all this together for me? What is the centrepiece to my sport and school and life? It is God. I believe God has given me a gift to run, and now it’s what I do with this gift and how I rely on God and his plans for my life that determines where to from here. I know what I’d like, but God might have other plans, and I’m okay with that.

And I’m no different to you guys. You each have gifts and whether that gift is music, a language, sport, maths or something no-one else knows your good at, it is important to remain focussed on your goal, work whole-heartedly and keep it real, remain true to yourself, never compromising or giving up.
Towards the end of 2014, a group of excited students set off on a new type of adventure, conceived to answer a need for younger secondary students to experience an exciting adventure between the Year 6 North Queensland Outreach and the various senior adventures such as the Thailand Outreach and History Tour.

Accompanied by the School Chaplain, the Reverend David Hayman and Mrs Erica Looyen, the group travelled to the Victorian High Country, made famous in the A B (Banjo) Paterson poem (and film) *The Man from Snowy River*.

The adventure started some weeks before, when Mr Hayman and Mrs Looyen met with the students to determine the food and shopping list so that students could be involved in campfire cooking, culminating in a ‘feast’ on their last night away.

During the week away, the students stayed at the High Country Holiday Park in Mansfield, Victoria. From this base, they set out each day to enjoy a very full programme, starting with a three-hour mountain trail horse ride, climbing to a ridge where they saw some of the sites where *The Man from Snowy River* movie was shot. By lunchtime, the group reached the property of Mr Jeremy and Mrs Sally Madin, with its magnificent views of Mount Buller and beyond. (Mr Madin is the recently retired Headmaster of Cranbrook School, and a passionate enthusiast for all things to do with the Victorian High Country). The evening was spent around an open fire with a barbecue including damper and maple syrup.

The following days included a visit to the notorious Stringy Bark Creek, where surrounded by dense bush, Mrs Looyen recounted the encounter by Ned Kelly and his gang with four policemen, three of whom died in the shootout. There was also a combined drive and hike to the summit of Mount Buller. On a perfectly clear day the students enjoyed the spectacular view, with just enough snow remaining for some fun on the descent.

The trip home included a stop at Glenrowan, where Ned Kelly made his last stand, followed by a delightful few hours in historic Beechworth, where the shops and especially the bakery, were a great attraction.

Adventure, fun, friendship and community were indeed enjoyed by all in this inaugural activity that is now expected to recur every two years. Something for students in Year 6 and 7 to look forward to in 2016!
MACARTHUR LEARNING

ACADEMIC CULTURE – WHAT DOES IT MEAN?

At Macarthur, we say that we foster an ‘academic culture’. Does this mean we focus on just those students who are ‘academic’? Or does it mean that we only celebrate the achievements of those who get the best results? Neither of these interpretations is correct. The results of our academic culture are observable.

They can be seen in the achievements of students, not only following the results of the Higher School Certificate, but at several points along the journey towards that point. However, defining Macarthur’s academic culture is not so easy because there are so many dimensions.

So what do we mean? Much of the teaching at Macarthur is based on the extensive research of John Hattie, Professor of Education at the University of Melbourne. Professor Hattie’s work over more than fifteen years involved the synthesis of many thousands of smaller studies by a wide range of researchers, who collectively examined the learning of more than eighty million students. Hattie’s findings led him to identify several effective influences on student learning, such as formative evaluation (ongoing monitoring of student learning), teacher clarity, teacher feedback, and reciprocal teaching (a dialogue between teacher and students to question, clarify, summarise and predict), to name just a few.

Mrs Melissa Gould-Drakeley is the Dean of Studies at Macarthur and is therefore responsible for overseeing the learning of all students in the school. Mrs Gould-Drakeley says that the strong academic culture at Macarthur is one in which students are encouraged to take responsibility for their own learning. They become aware of their own strengths and weaknesses and areas that require improvement. They see themselves as part of a team with their teachers and track their own academic progress using grade-point averages, which were introduced a few years ago. After getting used to the system, students now see the value of applying themselves across all subjects in order to preserve or increase their grade-point average.

For this reason, many senior students willingly accept the help of study coaches (teachers who volunteer to work individually with students after hours), while many younger students accept the help of Academic Peer Support Leaders, a new position of responsibility for Year 11 students keen to help younger learners.

Thinking habits or routines are taught, and ‘visible thinking’ is encouraged. This approach is based on the work of educators Ron Ritchhart, Mark Church and David Perkins at the Harvard Graduate School of Education. Just as classrooms have behaviour routines to manage interactions and the completion of work, thinking routines lead to ‘deep thinking’ (to connect and distill the essence of ideas), critical and creative thinking, thinking that involves reasoning, explanation, and diverse perspectives. Through these thinking routines students develop ‘enduring understanding’, which was illustrated by the Headmaster in his Speech Night address in 2014 (See page 2).

Visible thinking means exposing one’s thoughts through speaking, writing or drawing, rather than keeping them to ourselves, or invisible to others. It means documenting our thinking so that one can return to it at a later time for further reflection. In class, time to think, problems to promote curiosity, questions and discussion, and activities requiring students to explain their thought processes, lead to ‘visible thinking’. To achieve success, Mrs Gould-Drakeley says, the student’s ‘connection’ with the teacher, in order to create a culture of thinking, is important. For more information about how thinking is taught, see the series of articles by Mrs Gould-Drakeley in the School Bulletins of 2015.

Mrs Gould-Drakeley also believes that for students to improve, teachers must also continue to improve in their teaching practice. Part of the academic culture at Macarthur is therefore the ongoing professional learning culture among teachers. This means that the focus among teaching colleagues is on observing the learning in a colleagues classes as it takes place, rather than simply checking each other’s results. This leads to evidence-based improvement in teaching.

Mr Andrew Kokic, the Deputy Headmaster, offers several observations concerning the school’s academic culture. Firstly, he says, the academic success of the school has been built over time, but that the momentum of success has accelerated over the last ten years. Secondly, he says it’s the teachers who make the difference. “Teachers are personally invested in the students”. Mr Kokic says, “as you can see when around thirty teachers give up time in their holidays to attend the annual Year 12 Champ Camp, and also in the fact that the great majority of our teachers of Year 12 are developing professionally by working as HSC markers.”

Mr Kokic has also observed particular consequences of the school’s academic culture, which allows popular or ‘cool’ students to be seen as smart, or as musical or as ‘academic’. Excellence is described throughout the school as continually striving to improve on your personal best, whether you are a high level or moderate level student. Part of the culture is that we refuse to believe that students of southwest Sydney are not up to the task of achieving high-level results. This was shown in the latest HSC results placing Macarthur in the
Apart from these factors, the school’s curriculum is geared towards ‘deep learning’ through the extensive range of subjects that help to develop literacy and ICT skills and involve students in critical and creative thinking. Enrichment through the GATEway B programme, plus the Aristotle and Socrates Projects also promote deep thinking. As noted in Tartan Ties, Winter 2014, “these programmes have a deep learning focus involving higher-order cognitive skills, critical analysis of new ideas ... autonomous and collaborative learning and [the] exploration of multiple perspectives of a subject or problem.”

Part of the academic culture is a focus on literary skills to enable students to express the results of their ‘deep thinking’ activities – to be able to demonstrate their ‘enduring understanding’. Teachers of the Faculty of English have been engaged in decisive work towards these ends. (See separate item on this page.) Worthy of note is the fact that the work done in this area has a payoff in subjects across the board, not just in English.

Top ten percent of schools throughout New South Wales. (For further details on the outstanding results of the Class of 2014, see the Alumni Section on Page 19.) The school ‘raises the bar’, setting high expectations. Success, Mr Kocic says, sometimes comes late in a student’s schooling career. Not every high achiever at the HSC is a student who was identified early on and placed in the highest classes. This shows that the academic culture of the school is applicable to students of all perceived abilities. Finally, the school encourages effort and achievement across all subjects, rather than focus on a few favourites.

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Ms Nikki Raeburn and Mr Stuart Hughes teach Advanced English to HSC level. As with most teachers in the Faculty of English, Ms Raeburn in an HSC Marker and Mr Hughes is a Senior Marker leading a team of ten HSC markers. Ms Raeburn and Mr Hughes have these things to say about developing the writing skills of students so that they can achieve the best outcomes in school examinations and the HSC.

Ms Raeburn says that a high expectation is the key. She provides ‘explicit instruction’ and ‘strong models of writing’, making students account for every sentence they write in response to a question. Detailed and purposeful analysis takes place once a student commits to a drafting process that is ongoing with personalised feedback, leading to improvement in understanding and the ability to communicate precisely. Communication between the student and teacher is crucial. Ms Raeburn says, in developing a relationship built on trust and respect, which in turn allows an appreciation for honest, purposeful and explicit feedback. So if a student has a wrong understanding or their ideas are unfounded as they seek to gain meaning from a text, they appreciate a direct approach to correction and re-evaluation. Often this is done through questioning and discussion, rather than by direct instruction.

Ms Raeburn also says she has a strong focus on ‘enduring understanding’, through a willingness to engage with literature that shapes human interactions and understanding. “The lessons of the literary text manifest as empowering life lessons for the students,” Ms Raeburn says. “They then find greater purpose to their learning and writing when it is characterized by this human focus.”

An after-school Year 12 study session Ms Raeburn runs, assists students in feeling comfortable and confident about demonstrating their skills and expressing their ideas under examination conditions. As well as gaining a great deal from his work as a Senior Marker, Mr Hughes is extending his professional knowledge by working to complete a Master of Educational Studies degree, majoring in pedagogy (the method and practice of teaching). Research shows that for students to perform at the best of their ability, constant practice of writing skills is critical. Mr Hughes encourages students to improve their written responses by handing in practice essays and then works with students through feedback that includes a variety of technologies including moodle forums and padlets. He aims to increase their metalanguage (the terms we use to describe the language we write) and the lexical density of students’ writing (the ratio of content words to grammatical words we use to link them together in sentences.) This higher level of analysis of student responses has paid dividends in recent years through better results in HSC examinations. As well, Mr Hughes challenges students to reapply their understanding of a work unit to new situations. This approach is based on the work of Dr Fred Newmann of Yale University on ‘authentic learning’ – learning where students can see a practical reason behind what they are doing. Or as Ms Raeburn says above “is characterised by a human focus.”

Worth the note is the fact that the work done in this area has a payoff in subjects across the board, not just in English.

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MACARTHUR NEWS

Musical performance at Macarthur moved into a new and challenging area in 2015 with the school’s production of the rock musical AIDA.

Elton John and Tim Rice’s AIDA (School Edition) is a contemporary musical take on a grand classic opera tale composed by Giuseppe Verdi. It is a timeless story of the bond between an enslaved Nubian princess and an Egyptian soldier. As forbidden love blossoms between them, the young lovers are forced to face death or part forever. Together, they set a shining example of true devotion that ultimately transcends the vast cultural differences between their warring nations, heralding a time of unprecedented peace and prosperity.

With a pop-rock score that features stirring ballads and rousing choral numbers, Elton John and Tim Rice’s AIDA is a modern crowd pleaser that embraces multi-cultural casting and exuberant dancing, staging and singing. When it premiered on Broadway in 2000, AIDA ran for 1,852 performances over four years, won four ‘Tony’ Awards and a Grammy Award for Best Musical Show Album. The Macarthur performances from 27 July to 1 August will be featured in the next issue of Tartan Ties.

MACARTHUR REMEMBERS – 100 YEARS ON

Each year, Macarthur students take part in a Remembrance Service to commemorate Anzac Day at the Memorial Wall near the front of the school. From time to time former students, who have become members of the Australian Defence Forces, have attended the service. As well, the school hosts a catafalque party each year from one of the armed services and welcomes the attendance by members of the Camden Returned Services League. (See back cover of this issue.) The service in 2015 was particularly poignant as it marked the hundredth anniversary of the landing at Gallipoli. The Catafalque Party this year was from 145 Signal Squadron with the Co-ordinating Chaplain for the Liverpool Military Area as guest speaker. The student speaker for 2015 was Year 11 student Sabrina Harris, who spoke on the significance of Anzac Day.

STUDENTS VISIT IWM LONDON

Another significant event for Macarthur students occurred during the History Tour to Europe, conducted during the Autumn Vacation. The tour includes visits to the Somme Battlefield area in northern France, as well as tours of Rome and Pompeii. This year, the students visited the recently re-opened Imperial War Museum in London, which was completely refurbished for the hundredth anniversary of the outbreak of The Great War and had only just been opened prior to the Macarthur students’ visit.

SNOWBOARDING SUCCESS

Callum Masjuk (Year 9) qualified and was invited to compete in the 2015 US Snowboarding Nationals held at Copper Snow Resort, Colorado USA. Callum travelled to the United States in March to prepare for the competitions in late March and April. While there, he enjoyed the opportunity to train with the Australian Olympic Snowboarding team. Callum competed in the GS, Slalom and Halfpipe events, achieving impressive improvements to his US rankings in GS from 71st to 40th, Slalom 78th to 24th and in Halfpipe 70th to 22nd.

OUTSTANDING ACHIEVEMENT

During the Summer Vacation, Henry Cartwright (Year 12) was one of several Macarthur students who attended the Angus Youth Roundup held at Wodonga Victoria, an event designed to train and build confidence in young agricultural enthusiasts. Henry prepared a written submission and attended a panel interview leading to the award of the Te Mania Most Potential Breeder Scholarship, part of which included the award of Henry’s own pure-bred Angus heifer. The heifer, named Jedd, is due to deliver her first calf in August 2015 when she will be two years old. Henry, who is hoping to study Agricultural Science, will show Jedd at the Camden and Sydney Royal Shows in 2016.

ALWAYS REMEMBERED: THE REVEREND VICKI WAID

With sadness, the school learned in February that The Reverend Vicki Waid passed away peacefully after a lengthy stay in hospital. Miss Waid joined the staff in 1993 as a receptionist and subsequently worked in the photocopy room with responsibilities for textbook ordering and distribution. She held a Bachelor of Arts degree in Music and a Bachelor of Theology and was ordained a Deacon in 1989. She conducted junior choirs and also taught some Biblical Studies classes. Teachers always appreciated Miss Waid for her willingness to help in fulfilling their many varied requests. Miss Waid retired in 2007 and moved to Kiama, where she was an active member of Christchurch Anglican Church.
It is an exciting time in the life of Macarthur Anglican School as we prepare for the future. School Council has engaged in much discussion in recent times with regard to the ongoing development of Macarthur. This future development will have significant benefits, not only for current students, but also for future generations. You may remember seeing a building master plan displayed by Dr Nockles at Speech Night or in the last issue of Tartan Ties. With a development plan comes the need for significant funds. Funds raised through last year’s Annual Appeal and Annual Fundraising Dinner totalled $80,230 and have become the seed funding for future development. I thank all of you who have donated to these causes.

I also thank all who have donated to our School Building Fund, Library Fund and Endowment Fund this year and in previous years, as well as all who have donated in kind recently. Our Snowsports, Equestrian and Robotics teams and many other school clubs have been supported in this way. It is with generosity such as this that we are able to offer so many co-curricular opportunities that set Macarthur apart. Our thanks as well to those who donate their time to our many Parents and Friends groups, classroom activities, canteen duties and so on. The commitment of families and our strong sense community at Macarthur are qualities in which we can take pride.

As we consider the plans for future development, we look to our school community, including our staff and other members of our local community, for support. There will again be opportunities to support financially throughout 2015. Please prayerfully consider these opportunities when they are presented to you.

Thank you also to our Community Partners for their ongoing support over the past years. It is encouraging to see all partners recommit to supporting Macarthur for another year. Thank you to M.A.D Excavations and Landscaping, Chisholm and Turner Travel Associates, Macarthur Automotive Mercedes-Benz, Handprint Photography and Kaczanowski & Co. Your support directly enriches the lives of our students.

Macarthur is blessed to have the support of many parents and friends. The Parents and Friends here at Macarthur have many groups that fall under their banner. Talk Back Thursday, a group created to offer opportunity to explore the Christian faith in more detail, Women at Macarthur and Men at Macarthur, these two groups were formed to organize activities to build a healthy School community and Playgroup, an opportunity to introduce younger children to Macarthur. Thank you to all members and leaders of these groups.

A Tears and Tissues Morning Tea was held during the first week of school term this year. This was a new initiative for the Parents and Friends. The event offered new families an opportunity to debrief after dropping their children at class for the first time. The morning tea was well received and proved to be a source of encouragement for those new to the Macarthur family. Approximately thirty-five people attended. Thank you to the Women at Macarthur (W@M) and Talk Back Thursday (TBT) groups for hosting this event. Thank you to the TBT ladies for the care packs put together for the new families.
Another opportunity to welcome new families to Macarthur was the New Family Breakfast. Approximately fifty new family members and staff came together for this event. Thank you to the W@M who assisted with the morning.

While we at Macarthur seek sponsorship of our major events, we also look into our community and offer sponsorship throughout the year. This year to date we have sponsored the Camden Show Society and The Association of Australian Decorative and Fine Arts Societies Baby Proms.

Camden Show each year provides a fantastic opportunity for us to showcase our School and this year was no exception. Thank you to all staff and supporters who assisted with our interactive school display. For the children who visited us, face painting and the kinetic sand were definitely the winners this year. It was also great to see our students participate independently in the many show competitions. Well done to all!

The Headmasters Golf Challenge holds an important place on the Macarthur Calendar, at least for the avid golfers in our community. This event was held at the Glenmore Heritage Valley Golf Club during the second week of the Easter School holidays. Thank you to all who helped support the event along with those who participated. It was great to see our community partners represented also.

Talk Back Thursday (TBT), finished last year with a fundraiser for a project supported by Ruth Lesmana. Ruth works for Global Arms as a Community Liaison Officer and is located on the Thai/Burma boarder. TBT is financially supporting a sewing class run by Ruth. This class empowers young girls at risk by providing them with skills and ultimately a livelihood. TBT held a stall and sold Christmas decorations created by the girls from the sewing classes. TBT continues running every Thursday between 8.30 and 10.00am. The group has relocated to St Pauls 3 as the group has grown in number. TBT welcomes all new members.

Women at Macarthur (W@M) continues to build the school community through various activities. Last year, in preparation for Christmas, the group held a Ham Drive for school families. This was a fresh and innovative idea, which was received well by families. Thanks go to the women who organized this along with Community Partner, Kaczanowski and Co for supplying us with their award winning hams. I believe some hams didn’t even make it to the Christmas table!

A Hot Cross Bun Drive was held in celebration of Easter this year. It was great to see the fun taste testing occurring around the school at various events. Thank you to local bakery Sweet 4 U Patisserie at Oran Park for providing us with freshly baked produce.

The Parents and Friends Playgroup finished last year with a Christmas party. It was bittersweet to say goodbye to a number of our little Playgroup children as they progressed to Transition and Kindergarten, however also rewarding to see them adapt so well to “big” school this year. Playgroup have welcomed many new students this year who have now settled in well and are enjoying their time with us. The group has also delighted in having visits from some of the graduated students. Playgroup hosted an open day earlier this year, with the children showing off their classroom and artwork to all who attended. Playgroup has enjoyed welcoming back Mrs Amanda Dobson to the leadership team this year. The team has also welcomed alumni Arabella Schofield and Suzette Rochester to the team. It is a fantastic opportunity for past students studying education to gain some experience. Thank you Mrs Kareena Newman, Mrs Robyn Haoui and Mrs Fiona Jones for your continued commitment to this programme.
Men at Macarthur (M@M) continue to host the monthly BBQ breakfasts every fourth Friday of the month. This event continues to grow in popularity. Thank you to all the men who donate time and resources every month. Thank you Michael Banks of RAMS Home Loans for providing all our fresh produce each month.

The Mother’s Day Stall is always a highlight of the school calendar for our junior school students and this year proved to be no different. It was a delight to watch your children’s faces light up when they entered the room and saw all the wonderful gifts they could choose from. A special thanks to all who assisted in some way to make this stall such a success. The Mother’s Day Breakfast also provided a lovely opportunity for mums and children to spend quality time together at school.

The W@M High Tea was held on Saturday 23 May at the Harrington Grove Country Club. It was great to see many women from our school community join in a casual and relaxed afternoon, enjoying good food, great company and a fantastic guest speaker. Thank you Mrs Janet Binns for imparting the experiences she had in her journey through womanhood. It was also a great opportunity to do some shopping. Thank you Solveig from Holala. 100% Made in France for bringing to us her beautiful display of all things made in France.

Annual Fundraising Dinner: Thank you to all who so generously sponsored this event either through cash donations or through the donation of items for the silent auctions. I would also like to thank all of you who bought tickets to attend this outstanding evening in support of our school. I would particularly like to acknowledge our new Gold Sponsor, Integrity Homes and thank them for their contribution, along with our ongoing Community Partners, Handprint Photography, MAD Excavations and Landscaping, Chisholm and Turner Travel Associates, Kaczanowski and Co. and Macarthur Automotive Mercedes Benz. Thank you also to our Silver and Bronze Supporters of the Annual Fundraising Dinner, listed in the next column.

Unfortunately, with so much happening within our community until now, there is insufficient space in this issue of Tartan Ties to list all of the generous supporters of our Building, Library and Scholarship Funds along with Annual Appeal donors and those who provide ‘in kind’ support. A full list of donors will appear in the next issue of Tartan Ties before the end of the year.

THANK YOU TO OUR DONORS

GOLD SPONSOR: Integrity New Homes
SILVER SPONSORS: Wards Accounting
Hills Commercial Cleaning, BM Management, Absolutely Fabulous event decorations, Oran Park Podium and Schwarz Family Practice.


Thank you also to Oran Park Dental Care for their contribution.

Building Fund Donor List January-March 2015
A full list of Annual Appeal donors and donors to the Building, Library and Scholarship Funds will be included in the next Tartan Ties issue.

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Musicals are a showcase for the extraordinary talents of Macarthur students, whether they be singers, actors or musicians. Countless students have been ‘discovered’ at auditions and have shone in most unexpected ways. For those who were not chosen for lead roles, most musicals called for large choruses to add depth to the performance. For those not given to acting dancing, singing or playing, there are always additional roles in building sets, applying makeup, costuming and operating sound and light equipment.

Sadly, the archives are not always replete with photos and programmes from these wonderful events. Only a few black and white photos can be found for one of the musicals below. If any readers have extra copies of photo prints from early musicals they took part in, the school would be grateful to receive them to add to the archive collection.

In this issue we go back to the last century, to 1999, when two musicals took to the stage. Lionel Bart’s musical Oliver, based on the Charles Dickens story of Oliver Twist, was a Junior School musical, directed by the Head of Junior School, Mr Steve Stretton. Lead roles were performed by Timothy Ash as Oliver, Rebekah Davis as the Artful Dodger, Michael Knibb as Bill Sykes, Jennifer Brett as Nancy and Aaron Billyard as Fagin. Every student from Year 3 to Year 6, about one hundred and seventy students, was involved as a member of the cast, choir or backstage crew.

Later in the same year, senior students presented the Rodgers and Hammerstein musical, South Pacific. Produced by Mr Rex Harris, and directed by Mr Michael Bunyan with choreography by Mr George Shuter, there were outstanding and comical performances by Yvette Silady as the nurse Nellie Forbush, Jason Dixon as the planter Emile de Becque, Garth Hodgson as Lieutenant Joseph Cable, Timothy White as Seebee Luther Billis, Amy Rantfl as Bloody Mary and Michael Grogan as Captain George Brackett.

We will recall some other musicals in the next issue and then take a look at some of the drama productions of the past.

Over several previous issues of Tartan Ties we examined documents and photos from the archives showing how the school grew from three Foundation classes in temporary premises, through the Narellan Campus phase, to the school almost as it is today. Running parallel with this growth was the development of a tradition of outstanding musical productions, which began slowly and eventually, reached one per year, sometimes two.

MACARTHUR’S PAST MUSICALS (FROM THE TWENTIETH CENTURY ONLY)

1989 Return of a Man Called Bat
1992 Joseph and the Amazing Technicolour Dreamcoat
1994 The Boyfriend
1995 Call Me Madam
1996 Go Go Jonah (Junior School)
1997 Joseph and the Amazing Technicolour Dreamcoat (Junior School)
1998 The Pyjama Game
1999 Oliver (Junior School) and South Pacific
Mr Jenkins commenced at Macarthur in 2002. At the time he was employed as an Art teacher, but is now a member of the Faculty of Technology and Creative Design, with duties covering a wider spectrum. He holds a Bachelor of Fine Arts degree from the University of Newcastle, a Diploma of Education, a Diploma of Fine Arts and an Advanced Diploma of Fine Arts.

While accumulating these qualifications, Mr Jenkins was also a member of the Army Reserve, where, he says, he spent a lot of time acting as the enemy for other units to attack! He also worked in a nursery called ‘Renaissance Herbs’, working on the propagation of heritage plants.

Mr Jenkins enjoys his work as a teacher at Macarthur and would like to continue working here well into the future. Recently, he became involved in the school’s Snow Sports programme. Apart from teaching, he is also responsible for putting together the extensive displays we enjoy each year, prior to the commencement of the Annual Speech and Awards Night.

Mr Jenkins and his wife Renee live in the lower Blue Mountains with their daughters Poppy and Ivy. Fortunately, the Jenkins home was spared during the dreadful bushfires in that area in 2013. Mr Jenkins was a member of the local Bushfire Brigade that took part in the cleanup following those fires.

Beyond the demands of his school role, Mr Jenkins enjoys spending time with his family and carrying out renovations on the family home.

Mrs Looyen (née Stootman) commenced teaching at Macarthur in 2005 after working at Green Point Christian College, Bishop Druitt College and Park View High School in Virginia, USA. However, prior to these positions she was a student of Macarthur from 1986 to 1991. While training as a teacher, Mrs Looyen worked at Whiteman’s Department Store in Camden, until her graduation from the University of Sydney.

Mrs Looyen teaches Ancient History and Geography. Her particular interests in Greek and Roman History are the Julio-Claudian Emperors of Rome and the Greco-Persian Wars. More generally, she loves teaching History and Geography so that her students learn about the causes and consequences of the actions and choices people make.

Mrs Looyen was for several years, the Head of Sport at Macarthur. “I loved organising Sport and seeing the school spirit and success grow”, Mrs Looyen says. She is involved in Duke of Edinburgh Award walks and in 2014, accompanied Year 8 and 9 students on the High Country Adventure to Victoria.

Travel has figured prominently in Mrs Looyen’s recent experience. “I had the wonderful privilege on three occasions of accompanying students on the Senior History Tour to Europe”, she says. “As an Ancient History teacher, my first visit to Pompeii was very special for myself and for the students I was teaching”.

Mrs Looyen and her husband Paul spent several years living and working in the United States. They have three children, Jessica, Joshua and Joel. The Looyen family attends Camden Presbyterian Church.

Mr Ash is a former student of Macarthur and one of several members of the Ash family connected to the school. His father (Mr David Ash) was a member of the Faculty of Science and his mother (Mrs Susan Ash) a former Head of Junior School. As well, his four siblings (Jonathan, Timothy, James and Rachel) all attended Macarthur. While he was a student, Mr Ash developed an interest in computers, studying computer subjects and outside class times, helping Mr Murray Benn, an IT teacher at the time.

After leaving school Mr Ash gained several Apple Certifications and worked as an Apple Certified Technician at Computers Now in Crows Nest. In June 2006, he joined the IT Team at Macarthur as a Technical Support Officer, with responsibilities including rostered times on the web help desk, network operations, audio-visual setup and operation, firewall configuration and maintenance, backups, lease turnovers, asset records and emergency responses during power outages.

Through these duties, Mr Ash sees his aim as firstly, helping students in their learning through the use of technology in the classroom and secondly, in providing support for teaching staff in their use of technology. At the same time, Mr Ash has been working on his own skills and at the end of 2014, graduated from the University of Newcastle with a Master of Information Technology degree.

Mr Ash has been married to Christiane since 2004 and volunteers his expertise in helping with sound and lighting at his church. Recently, he took up cycling, which he finds both challenging and enjoyable.
Adrian Tyson (1993) completed a Bachelor of Arts, double majoring in Psychology at the University of Western Sydney. He then spent twelve years operating the family businesses in automotive conversions. In recent years Adrian has actively pursued his interest in filmmaking and screenwriting, with his most recent film accepted into the prestigious Cannes Film Festival in France, where as the film’s writer and director he attended the world premiere of his film. Adrian married Rebecca in 2002 and has an eight-year-old son, Harrison and a six-year-old daughter, Chloe. The trailer of his film ‘Genetics’ can be seen at http://vimeo.com/105619390.

Kelly Cook (née Moon, 1994) completed a Bachelor of Economics and Finance at the University of Sydney and worked for several years for AMP. Her work took her to New Zealand where she met her husband Simon. Kelly and Simon now have five children, Joshua 17, Cameron 15, Samuel 13, Sienna 9 and Charlie 4. Kelly is currently working for the Fairfax Foundation.

Darren Moon (1996) took up an apprenticeship on leaving school and is now a qualified landscape gardener. He is married to Erin and they have two boys, James 3, William 18 months and baby Lilah, born in May 2015.

Alison (née Jennings, 1996) and Peter Buckley (1997) were recently featured in an issue of Woman’s Day about families in southwest Sydney with triplets. Alison and Peter have three girls – identical triplets Eliza, Bronte and Chloe – who are now two years old, together with their son Fraser who is four. The article featured Alison and Peter’s strategies in raising four young children, colour-coding their clothes and working as a team. Alison is active in the Southern Sydney Multiple Birth Association.

Amy Maloney (née Donaldson, 1997) is teaching PDHPE at Ascham School in Edgecliff. She has been married for ten years to James and they have two boys, Lachlan, 6 and Sam, 4. Since leaving school Amy has taught in the USA and the UK. She spent time in the mid-west of the US teaching PE to at-risk youth. She worked at a ski resort in Colorado where they will be taking the boys in December for the holidays. The boys and Amy will be part of the wedding party later in the year when Amy’s sister Lisa is married.

Paul Waterhouse (1997) and Tyson Williams (2002) work together at Channel 7. Paul is a producer and Tyson is an editor on the show Sunday Night. As Tyson was only commencing at Macarthur in the year Paul graduated, they didn’t know one another as students and only recently recalled that they attended the same school. While studying Design and Technology, Paul and Tyson both used an application called Media 100, cutting edge at the time but now superseded. They agree that it was this work that gave them the platform from which they gained places at university, and ultimately the great jobs they now have in the media industry.

Paul is married to Beth and they have a one-year-old daughter Elsie. His work entails much travel and has taken him to the United States twice this year, to Nepal following the earthquake disaster in April and to Denmark. Tyson married Nadia (née Galea, 2002) and in June this year had their first child, a boy named Cruz.

Lisa Donaldson (2000) is a member of the Royal Australian Air Force and was promoted in 2014 to the rank of Squadron Leader, when she took up a new Flight Commander role at a Combat Support Squadron. Her recent work in the RAAF has led to travel throughout Australia on exercises and training courses. In September 2014, Lisa was engaged to Shannon Hudson, also a Squadron Leader in the RAAF, just before he was posted overseas at short notice. Shannon has now returned to Australia and they are planning their wedding for September 2015. Lisa has almost completed a Masters degree in Strategic Organisational Development at the University of New England.
Blair Colella (née Cameron, 2007) married Luke Colella on 7 March 2015 at St John’s Anglican Church, Camden. Blair and Luke met while studying at the University of Wollongong. Blair completed a Bachelor’s degree at the end of 2011, with qualifications in PE and English, and has filled a number of positions at Macarthur. Luke is also a teacher, qualified in PE and Science.

April Joss (née Bamford, 2011) has a passion for helping others and to ‘give back’. She has several qualifications, including Certificate III and IV in Disabilities, allowing her to work in community roles, such as residential facilities and group homes, training centres, day respite care and open employment services. She also completed Certificate III (Educational Support) and has been working part-time as a Teachers Aide at Macarthur for three years. April is a volunteer with EDC (Everyone Can Dance), a registered non-profit charity organisation in the Macarthur Region offering weekly dance classes to all ages and abilities. At present, April is seeking support to raise funds for the Everyone Can Dance Goes to Queensland Tour, which will take place in September 2015. Sponsorship or donations, with no amount too small, are being sought. To be involved, email everyonecandancecharity@gmail.com

April Bamford at work as a teaching aide

Courtney Alchin (2011) recently graduated from the University of Western Sydney with a Bachelor of Health Science degree. She is currently working for South West Sydney Area Health Service as a Diversional Therapist at Broughton House, Camden. Courtney recently announced her engagement to James Sweeney, an electrician, and they will marry in 2016.

Nicholas Masjuk (2014), who was always a prominent member of the Macarthur Snowsports Team, qualified for the US Nationals this year in a number of events. Nicholas competed in the Rocky Mountain Snowboarding and Freeski Series competitions, a requirement to qualify for the US Nationals. Nick achieved first in Rail Jam, second in Board Cross, third in Slopestyle and GS, fifth in Slalom and Halfpipe. While in America, Nicholas and his brother Callum (Year 9) were given the opportunity to train with the Australian Olympic Snowboarding team. At the US Nationals against very experience competition, Nicholas achieved second place overall in the Open Division, a remarkable achievement. Nicholas has also received a scholarship with the South Eastern Regional Academy of Sport (SERAS) run by the NSW Institute of Sport in conjunction with the Australian Institute of Sport. He recently attended his first training camp with the AIS.

Nicholas Masjuk on the podium after coming 2nd Overall in the open division of the US Nationals.

2015 REUNIONS
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
Phone: 02 4647 5333

20 YEAR REUNION FOR CLASS OF 1995
SATURDAY 10 OCTOBER 2015

10 YEAR REUNION FOR CLASS OF 2005
SATURDAY 24 OCTOBER 2015