Why must we discover the Past behind the Present?
As Australia’s oldest independent school, we possess a proud and rich heritage, a past that has witnessed generations of young men of The King’s School emerge to make significant contributions to the world about them. Often we celebrate our traditions and customs that have evolved over the past 182 years but in doing so I believe it important we pause to reflect why we do this? How and why is the narrative of our past significant and how does it shape who we are today? One could argue that it is the here and now that is of greatest relevance. Some throughout history have attached little value to historical study; Henry Ford claimed ‘History is more or less bunk’ while Napoleon Bonaparte asserted, ‘What is history but a fable agreed upon.’

If we are to understand our civilization an awareness of our past is imperative, for it is only through knowledge of what has gone before are we able to comprehend our attitudes, values and practices of the present. Traditionally, the study of history has been associated with the humanities alongside other disciplines concerned with the study of human culture such as literature, art, music and philosophy. From the perspective of the humanities, the thoughts and works of mankind are seen to be of intrinsic interest and of lasting value, irrespective of the practical implications their study may yield. According to Tosh1 ‘the historian, like the literary critic and the art historian, is the guardian of our cultural heritage, and familiarity with that heritage, and insight into the human condition is a means to heightened self-awareness and empathy with others.’ An historical approach to education is essential in enabling us to comprehend and address contemporary issues. It sheds light upon taken for granted assumptions of contemporary practice, revealing they developed historically and were implemented for specific purposes, often of a social, political or economic nature, and in many instances they are relatively recent in origin.2 Historical research can explain the complex and varied nature of educational experience and practice of previous generations and encourage the adoption of a viewpoint detached from immediate concerns.

The assumptions and expectations we possess concerning the education process are products of the past that have developed in response to varying cultural and environmental forces. This is true of particular schooling structures we have constructed, the manner in which we administer education, of curriculum content and of methods we employ to assess learning effectiveness. Not only the major issues but also the minutiae of classroom provision, the very artefacts of education such as desks, textbooks and classrooms are all historical inventions. If one was to observe life at King’s with no knowledge of our historical content one could be forgiven to thinking many current practices are bizarre or even verging upon the ridiculous. Why do we wear a uniform reminiscent of an American Civil War soldier? How did we come to play games such as rugby and cricket? Why do we engage in cadet activities and parade in the way we do? An understanding of our past enables us to comprehend the present.

An investigation of the origins of such educational phenomena enhances our understanding of how and why they developed, the challenges and alternative practices they confronted and reasons why they have continued to be utilized or were eventually discarded.\(^3\) An historical approach towards educational principles unearths their historical components, some of which may no longer be relevant or in the light of advancing knowledge, viable.\(^4\) An important function of this process is that it assists us to adopt an objective, critical eye towards current educational practice. As long ago as the mid-twentieth century, Sir Fred Clarke already saw the role of historical study in education as most valuable in developing a ‘critical self-awareness’ in teachers. He argued that ‘to live unquestioning in the immediate present is to run the danger of developing a conditioned response to current practice: a set of attitudes unconsciously determined rather than consciously formed’.\(^5\) Brian Simon, arguing from a Marxist perspective, advocated researching the educational past to sharpen our comprehension of the present. He viewed education as fulfilling a ‘social function’ of primary importance in every society. He stated ‘it should be one of the main tasks of historical study to trace the development of education in this sense, to try to assess the function it has fulfilled at different stages of social development and so to reach a deeper understanding of the function it fulfils today’.\(^6\) Albeit from a very different political perspective, Simon shared the keen interest of Briggs,\(^7\) and subsequently of Richardson and McCulloch,\(^8\) in the reciprocal relationship between education and society.

Simon believed ‘a crucial issue, to which historical study can and should make a contribution, is that of the relation between education and social change.’ Simon does not claim the study of education history will directly affect educational practice in the classroom but believes its primary function should be indirect, where it develops that ‘critical self-awareness’ that had been articulated by Clarke.

Sikes concisely encapsulates the value of historical inquiry in education:

‘Education and schooling are always changing and being changed in an attempt to better meet the changing and various needs of society. On the basis of the view that history is to society what memory is to the individual, some awareness of what has gone before and explanations as to why things might be as they are, would surely seem to be of great value.’\(^9\)

The contemporary educational environment is dominated by a research culture seeking to find solutions to present-day concerns by way of social scientific methods that are clearly measurable and quantitative in nature. Considerable authoritative opinion exists that clearly demonstrates historical study of the educational past provides a perspective and comprehension of contemporary educational practice and issues that makes it an essential prerequisite for finding solutions to present day problems.

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**SUBMISSION OF ARTICLES**

Please note that all submissions must be forwarded to Susan MacDonald by 4.00pm on the Tuesday preceding the publication date, as per below.

Suitable items with minimal formatting and of **no more than half an A4 page** should be emailed to srm@kings.edu.au.

*Please note that this includes Membership forms, Dinner invitations and the like.*

**Submission of articles for The King's Herald**

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Susan MacDonald 0412 522 028

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**CADET CORPS**

**The King’s School Cadet Corps Annual Ceremonial and Passing Out Parade**

The King’s School Cadet Corps will conduct its Annual Ceremonial and Passing Out Parade on the JS White Oval this Friday 21 June 2013.

The Parade will commence at 10.45am and guests are encouraged to arrive some time before to secure a good vantage point. As in past years, the parade will be oriented towards the east, so the eastern bank above the JS White Oval would offer the best positions to view the parade.

The Parade will be commanded by Cadet Under Officer **Matthew Jacob** in one of his final duties as Adjutant of The King’s School Cadet Corps. The Parade will be reviewed by Brigadier Phillip Bridie AM, Director General Reserve – Army.

The Parade gives the Cadet Corps an opportunity to conduct a large scale ceremonial activity, exposing its participants to military traditions dating back centuries. More importantly it provides the Cadet Corps with an opportunity to farewell its departing Year 12 members, who have been members of the Cadet Corps for four years and have been charged with its leadership during the last twelve months.

**Major (AAC) Andrew Mansfield**

Commanding Officer

The King’s School Cadet Corps

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**World Record Broken**

Last weekend two King’s Old Boys, **Sam Loch (‘01)** and **Matt Ryan (‘02)** broke the world record for a continuous ergometer session.

For those who crunch numbers … they “rowed” 380.274m for 24 hours, at an average rate of 1:52.

This is a fantastic record and a wonderful effort in raising funds for the Leukaemia Foundation.

If you would like to donate to their cause, the link is https://give.everydayhero.com/au/dropthehammer
Endurance and Perseverance
I want to speak today about a remarkable story of human endurance and perseverance; a story about a man, James Scott, who in 1991 was an Australian medical student from Brisbane. He was trekking in the Himalayan mountains in Nepal with a fellow trekker he had met several days earlier, Mark Fulton.

As they left a lodge at Phedi, high in the Himalayas, they were totally unaware that they would encounter heavy snowfall and that James Scott would not be seen again for 42 days – lost in the Himalayas.

As the snowfall intensified mid-morning, the trail was covered. They struggled over slippery rocks, encountered a sheer cliff and turned back. As the Sun Herald reported, “Scott was worried about altitude sickness and was desperate to get back to Kathmandu to phone his fiancé on Christmas Day. He was wearing a padded jacket, a favourite straw hat, tracksuit trousers and tennis shoes rather than boots. Fulton decided to press on but James said he would go back. They separated . . . “

Tim Hooper made it back to Kathmandu expecting to meet James on 25 December. Instead, two days later he faxed James’ father, Professor Ken Scott, to inform him that James was missing. He then informed James’ sister, Joanne Robertson. Initially, the Foreign Affairs Department in Canberra thought James must have been snowed in. On 30 December, the first search party from the Himalayan Rescue Dog Training Centre went out.

A false report of a sighting diverted searchers and helicopters away from where James now lay – on a Lost for 42 days, his ordeal makes for riveting reading. To give you a glimpse of what James experienced, I have chosen a few extracts from his book *Lost in the Himalayas*:

23 December 1991
I perched on a rock near the cliff face. Clawing with my fingers, I tried to get a grip that would allow me to scramble up the surface. No grip available, I decided to jump and grab for the top of the cliff. My hand fell short and I slid painfully down the rock face, up to my thighs in the icy waters of the stream.

After struggling for a further fifteen minutes, I came to a small ledge that barely provided a metre of shelter form the snow. ‘This will have to do’, I thought. I threw off all my wet clothes, drying myself down fastidiously, taking extra care with my feet and between my toes. There were still no black patches, but my feet had gone a disturbing shade of blue.

24 December
Bitterly cold, hungry and exhausted, I began to reassess my situation. I was very quickly getting myself into territory from which I could not return. I no longer had the strength to get out of this gully in which the snow appeared to deepen the further down I went. I knew that my only hope, in the short term, was to get dry and warm as soon as possible. It was very probable that I might perish because of the cold. Above all else, it seemed essential that my body be found one day so that those at home, whom I loved so dearly, could continue with their lives knowing what had happened to me.

‘I’m very hungry and very cold, too exhausted to care. I hope that God is kind enough to take my life tonight so that I may stop suffering. I’m not worried about dying, but I am furious at myself that I could do this to you and to my family.’

28 December
‘Gaye, believe me, there is a Christian God and I know He is going to take care of me after I leave this life. Please continue to have faith in Him, to trust Him and to love Him. I know He exists. This knowledge has made me very comfortable. I have no fear of death and I can honestly say that the good Lord will take care of me.’

I’d suffered unimaginable pain every night because of the cold but had established a routine during the days by which to obtain water, sleep and help pass the time. I could not believe the snow kept falling.

The nights were the worst. During the day, I could sleep, read or get up to gather snow to keep my mind occupied. Once darkness came and with it the extreme cold, I would lie awake on the uncomfortable, rocky surface, shivering uncontrollably and find my spirits flagging.

1 January 1992
I made an excursion into the clear patch to the right of my rock. The snow was incredibly deep, but I felt that there might be some form of food under the thick, icy blanket. I dug away, wearing my frozen ski gloves, until I hit rock and soil. Here were small bushes that had been covered and flattened by the snow. I tried one of the brown leaves. The taste brought to mind rotting vegetables. Even in my famished state, I could not stomach it. I imagined the bushes would produce wild berries in spring.
2 January
The cold, cold air that accompanied nightfall brought on the string of prayers that I’d said every night. Now I prayed harder than ever that all would be well at home and that God would be good enough to bless me with more of the fine weather I’d come to enjoy so much. I still held no fear of death for I knew that God was on my side.

15 January
Gathering my snowballs one day, I was amazed to find a caterpillar sitting on one of them. I had seen no other insects or spiders. It was possibly three to four centimetres long with smooth, green skin. Disappointingly scrawny, unlike the fat, juicy grubs I had seen flourishing back home. Nonetheless, I ate it without a second thought, savouring the morsel of protein that it would provide. It had no distinct taste, just a soft squidginess as I chewed. I sucked on a snowball and washed it down.

22 January
I lay in my bag, a bundle of misery. Very little had gone my way. Every day was harder to deal with. The suffering seemed relentless. It was no surprise that I had developed an infection in my upper respiratory tract.

Possibly my most effective coping mechanism, however, had been established through rigorous karate training over the previous six years. The philosophy behind karate of never giving up until the battle was over had helped me go beyond the boundaries of pain from hunger and cold, to persevere. When the pain became insurmountable, I would reflect upon my karate training, focusing on the physical techniques themselves.

27 January
Today my patience was rewarded. I heard the howling of the rotor blades again. The noise quickly grew louder and I leapt up with my sleeping bag. My heart sank as I watched the helicopter fade into the distance, and disappear around a bend.

31 January
As I said these prayers, a soft voice answered in the distance. At first it was a muffled shouting which I strained to hear. I was not sure if I was hearing voices, hallucinating or if they were real people. Concentrating, I waited until I was certain what I was hearing was real.

2 February
Finally, I could actually hear their voices clearly. Amidst their shouts, they were chattering excitedly in Nepali. With great agility, they leapt up onto the ledge and one of them asked, much to my amazement, if I was James Scott from Australia.

At that, tears came streaming out of their eyes. They raced up and started hugging and kissing me, paying no attention to my filthy condition. They just seemed so overjoyed, so overwhelmed to have found me. I choked back tears and fired questions. They replied in an unintelligible mixture of Nepali and English. There was something about my little sister in Kathmandu and another Australian on the mountain who had been searching for me. They sat marvelling at me, stroking my hair and face.

James was duly rescued. His reflection on his ordeal follows:

There is only one thing of which I am certain. There is nothing extraordinary about me. Before these terrible events occurred I would not have believed for a moment that I would be capable of overcoming such seemingly impossible odds. Yet I am still alive to tell the tale. The lesson I have learnt from this whole event—simplistic as it might sound—is that no difficulty is impossible to overcome. There is no challenge in life that is too hard to confront. I am just an ordinary person who fell into an extraordinary situation and, with the help of many others but especially Joanne, we achieved a remarkable outcome. It is my wish that my experience will serve as an inspiration to others to overcome life’s obstacles. For it is only by overcoming difficult challenges that one truly appreciates the rewards that life has to offer.

Rob Chandler

Congratulations
The Premiership 1st Tennis team represented the GPS to defeat the respective winners of the CAS (Knox Grammar) and the ISA (SCEGGS Redlands) to become the CIS Tennis Champions recently.

Kevin Shu, James Green (Captain), Jono Engel and Jack Whittaker
John 3:16
John 3:16 is the most famous verse in the Bible. I remember watching the start of the Olympic 100 metre race on television only to discover a spectator holding a sign with the reference John 3:16 for all the world to see. Then there was the “316 game” when Denver Broncos quarterback, Tim Tebow, painted the reference John 3:16 on his eye black. Coincidentally he threw a total of 316 yards for the game in an upset playoff win over the Pittsburgh Steelers. Burger Chains put it on the bottom of their cups, clothing manufacturers place it on the hem of their items – John 3:16 is everywhere. But the reason that it is most famous is because as Charles Cameron said … John 3:16 is the Gospel in a nutshell.

During the term, at Chapel and at Church, we took a deeper look at this most famous verse and discovered the riches that it held.

For God so loved the world ... We are comforted to know that the one who holds all the power in the universe does so in love. Although the “world” opposes him, God still loves us.

that he gave his one and only Son ... Loving is giving. It is giving something that is special and appropriate. God gave us Jesus who sacrificed his life so that we might live. The death and resurrection of Jesus proves to us without a shadow of a doubt that God loves us.

that whoever believes in him ... God’s gift is available to all. We do not have to have special gifts or abilities, but anyone can believe. Belief is more than just head knowledge, but it is also a matter of the will. We trust Jesus with all of our life.

shall not perish but have eternal life ... It does not take much persuasion to highlight to people that we live in a perishing world. Jesus is able to reconnect us back to the source of life so that we will share life how it is supposed to be lived both in this life and the next.

What an amazing verse that talks of an amazing God who offers us an amazing hope.

As Max Lucado said of John 3:16 ... If you know nothing of the Bible, start here. If you know everything in the Bible, return here.

chaplain@kings.edu.au
@rev_ed29

Confirmation
Confirmation for Boarders, Dayboys and the King’s Community
Confirmation is an opportunity for a person to publicly declare their faith in Jesus. The Confirmation Service will be held on Thursday, 19 September 2013 at 7.00pm in the School Chapel.

Both Boarders and Dayboys from Year 9 and above are eligible to be confirmed. Even family members may consider being confirmed - Mums, Dads, brothers and sisters are all welcome.

With regards to preparation, Boarders will meet commencing Thursday, 15 August from 8.00-9.00pm for the remainder of the term. Dayboys and other people interested will begin their preparation on Sunday, 18 August from 5.00-7.00pm at the Chapel and on the following four consecutive Sundays.

If anyone is interested then please contact the Rev Stephen Edwards on 9683 8414 or chaplain@kings.edu.au for an information sheet and application form.

Reverend Stephen Edwards
CURRICULUM MATTERS

Academic Tips No. 9

Subject Selections for 2014

Early next term students who are currently in Years 7, 8, and 10 will be entering online their subject selections for 2014. For some students the decision about which subjects to choose is easy but for others it can be very difficult.

Key considerations about which subjects to choose are:

- Choose the subjects that you enjoy.
- Choose the subjects in which you have shown some ability.
- Chose the subjects that you are motivated to study because they interest you or because they may relate to what you would like to do when you leave school.

Do not choose subjects based on:

- What your friends are choosing.
- How you think a subject may scale in future (there is often misunderstanding of how scaling works and so I will be addressing scaling at 5:30pm in the CLL on the evenings of the Year 10 and Year 11 Parent/Teacher interviews).

Students who are not sure about which subjects to choose should make use of:

- The Junior or Senior handbook (available on the intranet under Curriculum Matters at the bottom of the page – look for "NEXT YEAR - 2014 Subject Choice Information"
- Further information on courses is available from teachers including Heads of Department and the Careers Advisor, Mr Anthony Attard.

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Subject Choice Forms 2014

Before the holidays, boys in Years 7, 8 and 10 will receive handbooks outlining subject choices for next year. Enclosed with each boy’s report will be a Subject Choice Form for Years 8, 9, 11 and 12 (2014). Details of the online registration for boys in Years 7, 8 and 10 will be provided to the boys early next term.

Year 7
The Year 8 (2014) Subject Choice Form - completed online by Friday 26 July (Week 2 Term 3).

Year 8
The Year 9 (2014) Subject Choice Form - completed online by Friday 26 July (Week 2 Term 3).

Year 10
The Year 11 (2014) Subject Choice Form - completed online by Friday 2 August (Week 3 Term 3).

Year 11
The Year 12 (2014) Subject Choice Form - completed and returned to tutors by Wednesday 4 September (Week 8 Term 3).

Justin Walkden-Brown

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Parent/Teacher Afternoons
Year 10 Friday 26 July (Week 2, Term 3)
Year 11 Friday 2 August (Week 3, Term 3)

On both these afternoons I will be giving a presentation to parents on Subject Choices for 2014. The presentation will be held in the CLL Auditorium.

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The 2013 Year 12 Valete Dinner will be held at

Le Montage Event Centre
38 Frazer Street, Lilyfield
In the Sarah Grand Ballroom on Friday, 20 September 2013.

Invitations to the dinner will be mailed out at the start of Term 3.

Please note that this event is limited to Year 12 students and their parents/guardians only.

RSVP by Friday, 23 August 2013, together with a completed Response Form and payment.

Michelle White
Valete Dinner Coordinator


**DIRECTOR OF BOARDING**

**Stage 2 – Boarding Redevelopment**

Now that Broughton Forrest is fully established and operating, the School Council is planning to commence the redevelopment of Baker House to create the new Baker Hake House. Initial planning meetings have been held with the Architects, Peter Mayoh & Co and preliminary concepts are beginning to emerge. Comprehensive feedback from the Broughton Forrest community will be an important element in the detailed design of the new House. It will not be exactly the same design we used for Broughton Forrest. To this end, all boys, parents and staff in Broughton Forrest have been invited to complete an on-line survey, which went live this week. All members of the Broughton Forrest House should have received an email this week with the log in details. Responses will be collated on Monday 22 July (Week 2 of Term 2). The plan is to relocate all of the Baker boys to Hake Harris and Macarthur Houses from the end of Term 4 2013. Construction will take most of 2014. The intention is that the new Baker Hake House will be ready for occupation from the commencement of 2015.

**Australian Boarding Schools Association**

The King’s School community was well represented in the most recent edition of the quarterly magazine of ABSA known as *Lights Out*. The Headmaster, Dr Tim Hawkes wrote his regular column as Chairman of ABSA on ways that boarders can find success. In addition, Andrew Mansfield penned a piece giving his perspective as the Housemaster of the restructured Broughton Forrest House. Finally, Karl Sebire, boarding assistant in Hake Harris House wrote an article on *Technology in Boarding.*

**ICT Policy**

The School is in the process of developing a policy about the management of technology in boarding. This will be particularly important to be in place from the commencement of 2014, when boys in Years 7-9 will have their own laptops or tablets. Details of the policy are still being finalised, but it should be ready for publication around the middle of next term.

**Staffing Changes**

After ten years of faithful service, Mr Peter Wearne has announced his intention to stand down as Housemaster of Bishop Barker House at the end of this year. He will move off site, but continue as a member of the teaching staff. I thank Peter and his wife, Natalie, and their three daughters for their pastoral care of boys in Bishop Barker.

The new Housemaster of Bishop Barker (for 2014) will be announced next term. As Mr Wearne will be taking Long Service Leave in Term 4, there will be an Acting Housemaster appointed for Term 4. This announcement will also be made next term.

**Malcolm Powys**

**LIFE EDUCATION**

It has been a busy term at King’s and our boys have been challenged and extended in many ways beyond the classroom. A flurry of assessments and examinations have joined with the onset of winter to bring a wonderful close to Term 2. The final week of term perhaps signals the beginning of the “end” for our Year 12 students, with the Regimental Dinner and Passing Out Parade - the first marker of the end of secondary schooling in the calendar.

The Cadet Corps is central to our development of leadership capacity in students and it has been wonderful to note the diligence of boys in preparing themselves for this occasion under the leadership of Major Mansfield and his dedicated staff.

As we look ahead to Term 3 there is one initiative in place that I think reflects how we are trying to expose students at TKS to worlds beyond their own - to provide authentic learning experience. Mr Lovell, our Head of Biblical Studies, has organised a wonderful tour for Year 11 boys to experience Arnhem Land in the Northern Territory where they will be immersed in indigenous culture and community. Organised and run by “Red Earth Connections” the expedition is aimed at providing students with an opportunity to actively participate in a service project within the context of an indigenous homeland, whilst experiencing the beauty of the remote regions of the NT.

Forging relationships with communities less fortunate and resource rich as our own, helps assist our students in understanding their place in the world and the manner in which they, through service to others, can enrich lives. I commend Mr Lovell and encourage interested parents of Year 11 boys to contact him via email at **CLO@kings.edu.au** for further information.

**Steve Middleton**
CAREERS

Year 12 Work Experience 2014
Year 11 Non-Corps students are reminded that your Work Experience placement for 2014 needs to be sorted out by the end of this year. If you need any assistance with this -such as finding previous employers that have accepted King’s students – please come and see me. A comprehensive and certified RSA/RGC/Barista training course is also available during the Work Experience week. If interested please send me an email and your name will be added to the provisional list.

Excellent Careers Resource
The King’s School subscribes to an outstanding careers service that allows students and parents to be kept up to date with Careers News and Events. To access this information go to www.mhscareers.net and login with: student or parent and the password: mhs2013. On the website, have a look at the News Pages and Events Calendar and the many other useful careers pages.

Tax File Numbers
The Australian Taxation Office, with the cooperation of schools, offers students aged 13 years or over the opportunity to apply for a tax file number through school. Applying for a TFN through school is easier because students do not need to show identifying documentation. Students need a TFN for employment, applying for Centrelink benefits, opening a bank account or deferring university fees. TFN Application forms are available in the Careers room.

University Information 2014
• Year 11 and 12 students are reminded that the scholarship window is now open. Students are encouraged to visit University Websites and examine what scholarships are available. Remember not to rule yourself out of contention. Sell yourself and aim high.
• Students interested in Early entry options are reminded that all Universities are different. What one offers, others may not. Students in Years 10, 11 and 12 need to be proactive and begin searching University websites to see what they are offering.
• University Open Days are just around the corner. A comprehensive list of Universities and Colleges in NSW (and the dates of their Open days) is available outside the Careers room in the CLL.
• UTS is offering a number of Scholarships for students interested in a range of Science Degrees. Visit www.science.uts.edu.au/scholarships/
• UTS - Engineering Information Evening to be held on 25 June 2013 at 6.00pm, at the UTS Broadway Campus. There is no cost. Contact Jenny Donovan on Jenny.Donovan@uts.edu.au or 9514 4302.
Event Description: Engineering Undergraduate Courses Info Evening, UTS.
• UTS - Engineering Scholarship Information Evening on 2 July 2013 at 6.00pm at the Broadway Campus. There is no charge. Contact Jenny Donovan on Jenny.Donovan@uts.edu.au or 9514 4302.
Event Description: Engineering Undergraduate Courses Info Evening, UTS.

Young Film Makers - Metro Screen's Young Film makers – to be held on 2 July 2013 from 10.00am-5.00pm at Metro Screen. The cost is $350.00. Contact Robert Gadsbey metro@metroscreen.org.au.
Event Description: Young Filmmakers Workshop They say it takes 10,000 hours of practice to become a genius at something, so if you are between 11 – 17 years old, now is the perfect time to start! Under the watchful eye of a highly experienced filmmaker, kids learn how to take a story from script all the way to screen. They get to make either a short film or trailer or behind-the-scenes documentary. Have a chance at trying different crew roles at this very interactive, hands-on creative school holiday course. This workshop is fantastic for boosting self-confidence, while working on a creative endeavor with new friends. Participants will gain lots of new skills while building on existing ones.

Game Development and 3D Animation
AIE Industry Experience Day to be held on 3 July 2013 from 10.00am. The venue is AIE Sydney and the cost is free. Contact Simon Freeman on 8514 8800 or simonf@aie.edu.au.
Event Description: Are you thinking about an exciting career in game development, 3D animation or visual FX? The Industry Experience Days at AIE Sydney, Canberra and Melbourne are a great opportunity to learn about the size and structure of the local and international game development, 3D animation and visual effects industries, common careers and key areas of skill specialization, 3D animation and game development production processes. Students will also learn about the different pathways to get into the industry, what to include and how to best present your portfolio.

Business, Commerce and Accounting Cadetships
Nexia Australia is offering cadetships for students interested in studying these subjects at University in 2014.

Meet the Business Leader
On Tuesday 30 July, The Institute of Chartered Accountants is holding an information night for students in Years 10, 11 and 12 interested in Accountancy and Business Careers. For more
information and to register, visit www.charteredaccountants.com.au/students.

**Engineering Summer School**
Prospective Engineering students in Year 11 are invited to attend the Honeywell Engineering Summer School, which will be held in early December.

**Defence Force Recruiting** are offering information sessions:
- ADFA Information Session – Monday 24 June
- RMC Info Session – Wednesday 26 June

The Information Sessions will be held at Defence Force Recruiting Parramatta – Level 4, 9 George Street, Parramatta, at 6.30pm.

These information sessions will be attended by an ADF member who will give specific presentations on the night relating to the particular aspect of the Australian Defence Force. If students wish to attend then RSVP to cptnsw@dfr.com.au specifying the name of the session and the date you wish to attend, and you will be booked in. Questions can be directed to Miss Jordan King, Activity Co-ordinator on phone 8831 2243, fax 8831 2300 or joking@dfr.com.au

**Resource for Year 10 students**
Year 10 students are welcome to borrow a copy of *University entry requirements 2016*.

**Federal Government Resources**
Three useful resources (websites) provided by the Federal Government for school leavers are:

**Careers Room**
Open every day, both before school (from 7.30am) and during Lunch. Senior Students are also welcome during study periods in the CLL.

**Anthony Attard**

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**ARCHIVE SNIPPET**

The chatter of young voices can be heard coming down the road as Year 2 approach the Museum to discover what artifacts can tell us about the history of the School. Both Year 2 Indigo and Year 2 Blue have visited recently, and it is refreshing to view the Museum through their young eyes. They are curious, perceptive and keen to learn about the history of their School.

We discuss changes to the uniform and they point out the typewriters, the “desktop” model and the “laptop” one. We discuss pen and nibs, being an ink monitor and how you were smacked across the knuckles if you were a “lefty” so you didn’t smudge your work. But all this paled into insignificance when the boys told me stories about how some of their fathers received the cane. Did I have one they could see? Of course, and then the Flogging Stand had to be tried out.

Another popular artifact was the training rifle used by the boys during World War I to practice drill when the army requisitioned the School rifles for the war effort. Questions abound and then all too soon the visit is over and the chatter goes back up the hill.

Year 6 also visited during Term 2 as the boys completed their Enterprise assignment. This time they have to find out about an artifact that interests them and so the 1920 1st VIII oar, the 1999 Rugby Premiership photo, the 3D glasses, the WWI mortar and the miniature soldiers are high on the list of interesting artifacts. Hopefully along the way they have also learnt the School motto and found out about the Burns family and can now tell you what is meant by the phrase “ora and labora” inscribed above the door of the Chapel. The boys of the Preparatory School are well on the way to understanding why we have a Museum and the significance of the objects contained within.

**Jenny Pearce**

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The King's Herald Page 10 Issue No. 9 – 21 June 2013
Da Vinci Endeavours
Four teams of boys from Years 7-10 ventured to Knox Grammar recently to contest the da Vinci Decathlon enrichment day. The King’s teams were primed after an exacting entry test. Teams from fifty schools participated. All King’s teams acquitted themselves with distinction, with the top result from King’s going to our Year 10 team. They took first place in the Mathematics, Cartography and General Knowledge sections and third place in English and Creative Producers. They were unlucky to not take a place on the podium, but competition was strong!

The Year 9 team gained a second in both Mathematics and Cartography and Year 8 picked up third in Science.

Well done to all team members and to those who trialled for a team place and missed out. Special congratulations to Year 10 for their top result!

The Year 10 boys were:
Matthew Bojanic
Jake Brighton
Stanley Hu
Harris Loxton
Alex Moore
Alick Song
Michael Young
Jason Zhang

Accelerated Study
Several approaches to meeting the needs of highly able students are possible, with enrichment, extension and acceleration being three common areas. Each of these can be considered at King’s - with enrichment and extension often taking place in or out of class time by differentiating teaching and learning activities or providing optional tasks.

The Board of Studies provides that for a very small number of high ability students - the outstanding and the exceptional - acceleration beyond their enrolment cohort into a higher cohort may be considered. Such cases are taken on an individual basis and parents who wish to discuss acceleration are asked to contact me directly in the first instance.

In order to plan for next year, discussions need to be underway early next term so please be in touch before 26 July, the end of Week 2 in Term 3.

Nick Green
njg@kings.edu.au
Excelsior Co-ordinator

Trinity College London
Congratulations to the following boys on their success in the recent practical music examinations.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clement Chiu</td>
<td>Grade 6</td>
<td>84%</td>
</tr>
<tr>
<td>Frank Xue</td>
<td>Grade 7</td>
<td>81%</td>
</tr>
<tr>
<td>Michael Young</td>
<td>Grade 7</td>
<td>82%</td>
</tr>
<tr>
<td>Jinyang Tao</td>
<td>Advanced Certificate</td>
<td>86% (Dist)</td>
</tr>
<tr>
<td>Drum Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Spittaler</td>
<td>Grade 8</td>
<td>91% (Dist)</td>
</tr>
<tr>
<td>Flute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sebastian Hacker</td>
<td>Grade 5</td>
<td>70%</td>
</tr>
<tr>
<td>Saxophone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arunan Brabaakaran</td>
<td>Grade 4</td>
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</tr>
<tr>
<td>Jazz Clarinet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex Feng</td>
<td>Grade 6</td>
<td>63%</td>
</tr>
<tr>
<td>Jazz Saxophone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Mahler</td>
<td>Grade 7</td>
<td>79%</td>
</tr>
<tr>
<td>Andrew Ho</td>
<td>Grade 7</td>
<td>82%</td>
</tr>
<tr>
<td>Guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogan Leahy</td>
<td>Initial</td>
<td>75%</td>
</tr>
<tr>
<td>Jack Staley</td>
<td>Initial</td>
<td>88% (Dist)</td>
</tr>
<tr>
<td>Alexander Simson</td>
<td>Grade 2</td>
<td>71%</td>
</tr>
<tr>
<td>Razeen Parvez</td>
<td>Grade 3</td>
<td>80%</td>
</tr>
<tr>
<td>Archibald Weston</td>
<td>Grade 3</td>
<td>76%</td>
</tr>
<tr>
<td>Singing</td>
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<tr>
<td>Lachlan Nye</td>
<td>Grade 2</td>
<td>80%</td>
</tr>
<tr>
<td>Tinashe Mangwana</td>
<td>Grade 3</td>
<td>81%</td>
</tr>
<tr>
<td>William Lesslie</td>
<td>Grade 4</td>
<td>80%</td>
</tr>
<tr>
<td>Alexander Moore</td>
<td>Grade 8</td>
<td>75%</td>
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Performance Workshops
British conductor, Mark Eager has spent a number of days in the Music School working with boys and ensembles on refining their performance skills. This has been a worthwhile experience in which everyone has learnt a great deal.

We hope that Maestro Eager will be able to return at the start of Term 3 in 2014 for an even longer duration of workshops at King’s.

Barry Walmsley
LANGUAGES DEPARTMENT

Language Perfect
Term 2 saw the annual staging of the Language Perfect World Championships. Language Perfect is an online vocabulary-learning platform that forms an integral part of the languages program at King’s. The World Championships runs every year for 10 days and is a fun way for our students to expand their vocabulary in the target language, while competing against each other and students from around the world. This year we placed 125th out 1054 schools internationally and had two students reach “elite” status by achieving more than 10000 points in the competition.

The Languages Department ran an internal competition for all TKS language students and the following 3 boys will receive their certificates and iTunes awards at the assembly to be held on Languages Day next term:

**Nicholas Morley**
10982 points – Year 8 French (elite)

**Andrew Chen**
10271 points – Year 10 French (elite)

**Leo Zhang**
4444 points – Year 7 French (gold)

HSC Speaking Skills Day - German and Chinese
With the HSC Speaking Examinations scheduled to occur in early Term 3, King’s Languages will play host to 17 schools on Saturday 20 July, with over 80 HSC German and 50 HSC Chinese students to attend. Each student will have the opportunity to undertake two “mock” speaking exams with different examiners, providing them with invaluable practice and feedback in the lead up to the real thing a few weeks later. The organisation of this day is a huge undertaking and I am grateful to Mrs Sampson and Ms de Jong for their time in getting this initiative off the ground.

Languages Day 2013
Wednesday 31 July is our annual Languages Day at King’s. This year sees incursions for all of our language students Years 7-11 as well as a school-wide art competition, the inaugural “Tour de King’s”, inter-house Ping Pong competition, French, German and Chinese food and much more. Further details are to be found on the school’s intranet and iLearn sites.

Merci et au revoir
After eight years of service to the School, Mr Kitzinger is returning to his beloved homeland where he has accepted a position as Head of Languages at King’s College Taunton, Somerset. During his time with us, he has been a passionate and dedicated teacher of French and an excellent Acting Head of Department. He contributed greatly to the development of the Languages Exchange Program, coordinated and accompanied many tours abroad and was instrumental in lifting the profile of languages at King’s. I wish to publicly thank him for all that he’s done and on behalf of the Language Department, wish him every success in his new role.

Alison Dean
Head of Languages
Answering the Call

Matthew 25:35-40

Living in a country of order, comfort and prosperity it is difficult to gain a complete understanding of other communities that constantly live under the spectre of hardship and survival. Conceptualising life within a depressed third world existence is difficult enough for an adult, let alone for a child. How can we educate our children about these circumstances in a meaningful and yet non-confronting manner, so that they are more aware of the realities of life in some of the financially depressed areas of the world?

To address this conundrum, the Prep School used the format of simulation activities this week to enable the boys to develop a greater understanding of life in a third world slum. Labelled a Helptathlon, House group structures were utilised to take the boys through four activities designed to present real life scenarios faced by people living in slum areas of the world.

The Village activity saw House Patrol groups split into two villages, with each patrol acting as a family. Each family was required to accomplish certain tasks – fetch water, make food, plant crops etc. One of the villages had access to an individual that was educated with specific health and life skills, who could guide the group about safety matters. The other village did not have such a resource. Teachers monitored the activities and intervened at different points, sending members to a medical centre (time out area) when safety rules were not followed, as that would cause illness within a family. The activity emphasised the need for education to promote change, not only within an individual, but within a wider community.

The second activity placed students in the scenario of becoming workers within a factory. Boys were given various pieces of equipment and they were required to make as many items as they could for sale within a set timeframe. Teachers took on the roles of merchants and tourists and walked through the factory area, haggling over sales and beating down the prices to unfair levels. Some students were not paid as promised for their wares. This activity allowed the boys to recognise how difficult it was to produce goods for sale from limited resources and how some people are powerless to exploitation.

The third scenario required patrol groups to construct a slum area. Using cardboard, string and tape, students were required to construct a shelter that could hold the ‘family’. The ‘slum village’ faced a number of real life challenges to their survival – demolition of the area, fire, relocation etc. This exercise reinforced to the boys the good fortune they enjoy in simply coming home to a safe, comfortable, stable dwelling.

The final activity saw students required to use their creativity to develop equipment and games for their group to enjoy during recreation time. Using rags, plastic bags and other materials they made balls and other items and then developed team games such as relays and soccer. This exercise reinforced the simplistic way in which children used items within their environment for recreational purposes; quite a stark contrast to the x-Box generation!

Each session concluded with a debriefing component, where the boys were able to share about their involvement, challenges, feelings and thoughts as a result of the experiences. Teachers guided the students into making connections with real world situations. These were recorded in their student passport.

Prior to the Helptathlon Day, students were given a passport that they personalised and recorded the names and donations of sponsors for the Helptathlon event. It also had areas to record details of the activities and their reflections as a result of experiencing each scenario. The money raised from the event is to be devoted to the work of International Care Ministries, a Christian organisation that works with those families in extreme poverty in the Philippines, and Watoto Ministries that work with orphaned children and vulnerable women in Uganda. Blaxland Housemaster, Jonathan Hunt will be utilising some of his long service leave in the second half of this year, to head to the Philippines with his wife and two young children to work with ICM in caring for families living in slum areas.

In the weeks preceding the Helptathlon day, the students were able to hear from two guest speakers who helped the children to build a better understanding about people living in depressed, slum circumstances. The School Chaplain, Rev Stephen Edwards, spoke about life for some communities in Uganda. He shared about the work of Watoto in supporting families in crisis, and about the practical
ways in which students, teachers and parents from King’s had assisted the organisation on their visits to Uganda. The Reverend Canon Dr David Claydon, a long term member of the TKS School Council, attended Chapel last week to share with the boys about his experiences and work with an organisation that supports some of the most economically depressed communities in India. He explained about the power of education in altering the cycle of poverty within these communities.

The Helpathon activities were the brainchild of Jonathan Hunt, ably assisted in preparation by a small working party of his wife, Deb Hunt (currently working with students of 5P) and Woodwork/PE teacher, Mike O’Connor. The ideas were developed during the staff professional inquiry learning program where time is set aside for staff to explore the development of their understanding and practice, with the goal of improving student outcomes. It was a bold, creative and consuming project to undertake. However, the rewards were great in meaningfully educating the boys about a quality of life that is so far removed from their own existence, but one that is still so prevalent and often hidden within our world. It also raised very valuable funds that will support the work of two organisations making a difference in vulnerable and oppressed communities.

Year Three Multicultural Day
This week, Year 3 boys and their parents enjoyed a memorable experience of performances, presentations and a scrumptious feast to mark the end of their latest Unit of Inquiry. This was the culmination of the boys’ learning as they had investigated how, ‘Culture and beliefs influence individuals and groups’. The boys used their skills in art, music, class research, use of technology, public speaking and organisation of information.

International Trivia Night
Saturday evening saw a packed Horrocks Hall looking more like the United Nations Assembly. Over 160 parents from the Prep School joined together for a night of fun and fundraising in an International Trivia Evening. Dressed in various international costumes, the participants enjoyed the challenge of answering questions which spanned the continents. In addition to the community building focus of the evening, the event helped to raise $12,000 for the boys.

My congratulations to the Fathers’ Association for coordinating the event and most particularly to the organising committee of President, Aaron Malouf, and Sub Committee members Wayne Barton, James Pattinson, Stefan Engsall, Cameron Ball, David Levy, Ian Coleman, Dave Williams, Denis Wright and Vice President, Neil Armstrong.

Peter Allison
RUGBY

Last Saturday’s match against Newington resulted in mixed results for our teams. Overall, it was quite a successful day with the School winning or drawing 21 of the 31 games played, although only winning two As fixtures from 13As to 16As, and one of the premiership matches in 1sts to 3rds - collecting a win in the 3rds.

The 1st XV were up against one of the strongest Newington teams that has played King’s over the last 100 years. They were clearly a bigger and quicker team than King’s, which made for a hard day’s work for our boys. What compounded our situation was that we lost our highly rated NSW schoolboy, Will Davies in the first 30 seconds of the match and then ten minutes later lost our prop James King as well.

Newington proved very hard to stop across the paddock, especially in the mid field where they used their big centres to make inroads throughout the game. The 1st XV, even though out-gunned by a superior team, never stopped trying and continued to put their bodies on the line for the full 70 minutes led by Captain Jack McCalman and the gutsy half back Rory Davis. They never gave up and even though the score line read 50-3, they still were pushing themselves until the final siren.

The 2nd XV game was one that got away from us, with the score at half time being 8-5. The game was a very close affair. However, a ten minute lapse in concentration saw Newington score three quick tries and then the game was lost. King’s did finish the game off well, scoring a try on full time to lose 23-12. The back row of Captain Hugh Taylor, Sam Connor and Toby Moore worked tirelessly throughout the game, whilst the big boot of Hugh Yates gained some great territory.

The 3rd XV kicked off their premiership chase with a solid 13-0 victory, based around a solid defensive effort and playing to a good team structure. With Jackson Garrell’s controlling play from fullback and man of the match, Scott Munro continually challenging the opposition defensive line, the 3rd XV put into practice what they had been working on at training during. Special mention to William White who directed play well at 5/8 and Hugh Morgan, who was playing his first game for the 3rd XV, was in everything and ran the ball strongly at prop.

The 16As had a very strong victory winning 36-12 against a strong opposition. They played as a team and with a style of fast tempo rugby. With Alex Moore again dominating the line-outs, and Fergus Ryan dominating the breakdown, the backs were able to show how dangerous they can be when given quick possession.

The 15As let a very promising 17-nil lead slip away late in the game to lose 31-20; a disappointing result in the end after playing some good rugby for three quarters of the game.

The 14s age group had a very successful afternoon, winning all 5 matches. The 14As looked very sharp winning 42-5 with Hamish Southwell creating a lot of opportunities at inside centre. The 14Cs also had a memorable win scoring a 91 points to nil victory.

The 13s age group had some big results as well, with the 13Ds winning 76-12, the 13Fs winning 101-0 and the mighty 13Fs recording a 88-7 victory. The 13Fs have come up against some very strong opponents in their first two matches, so it was really pleasing to see them have a match where they had some possession, and the result was that they scored some terrific tries.

The GPS Opens teams were selected at the completion of Round 2, with Jack McCalman and Will Davies gaining selection in the 2nd XV and Corey Tulloch selected in the 3rd XV. Having had two very difficult away losses, it was hard to gain many selections in this year’s teams, although the 1st XV half, Rory Davies, must consider himself very unlucky not to be selected, given his good form over the start of the season.

The President’s 1st and 2nd XV teams for under 16s players was also selected on the weekend with the following boys being selected in the two teams that will participate in the NSW Schools’ 16s championships this weekend.

President’s 1st XV
Jacob Richards, Fergus Ryan, Harrison Chapman
President’s 2nd XV
James Williams, Nick Peper, Cameron King, Louis Heaton, Jake Laferla, Chris Orpen.

Billet Assistance Needed
Finally with the term coming to a close, I am asking The King’s School Rugby community for some assistance in relation to hosting a visiting English school Bryanston, for a two night period from 22-24 July. Bryanston has 41 boys to billet from the ages of 16 to 18 and we will be trying to have these boys billeted in pairs for that two night stay.

If you would like to take a couple of billets, or even just one billet, your assistance would be greatly appreciated.

Stephen James sjames@kings.edu.au
FOOTBALL

The lacklustre start to the football season gave the players and coaches of the 1st and 2nd XIs plenty to think about over the long weekend. Going back to basics was the key to progressing our season and the return from Matt Hooke from injury gave team and added boost. Jackson Kang’s pace had also been causing problems to many defenders in training and he was looking to use this to the team’s advantage on the wing.

And so we went to Newington College last Saturday with a quiet confidence amidst some trepidation. Newington is always a big challenge and one of the top footballing schools in the GPS. This was very evident in the results sheets with most teams going down to admittedly superior opposition.

The 2nd XI were up against a very well drilled Newington team and found themselves down 3-0 after twenty five minutes. The more the game went on, the more our boys acclimatised and following a lambasting from Mr Blaker at half time, produced a much better second half performance. Somar Alhajali came on to provide some much needed steel in the midfield and Newington looked uncomfortable with the more competitive approach our boys showed in the second half. One unfortunate goal conceded mid-way through the second half to close the game at 4-0 was evidence of their improved finish to the game.

Given the strength of the Newington College 2nd XI, the 1st XI knew they were going to be up against it. It was crucial to take the game to the opposition and compete aggressively at every opportunity. Our boys carried out the game plan perfectly. The youthful central defensive partnership of Seb Croker and Matt Hooke looked impressive and quashed any threats on our goal that broke through the midfield. The question from the coaches at half time was whether they could maintain the intensity for the duration of the second half. To the surprise of many, they did and a late move saw the Croker brothers combine to find Sam Read who threaded an inch-perfect ball through to super-sub Jack Ormiston who finished with great composure, much to the chagrin of the home team!

The cheer from the spectators echoed for a long time throughout the College and was testament to some great support we have been receiving of late from other students and parents. Special mention to Sam Read who had his best game in a King’s shirt this season and to James Shepherd who kept us in the game with two fantastic reflex saves.

The boys knew this game was important in building momentum and morale and because three GPS selectors were watching. So impressed were they that two of our boys were named in the GPS 1st XI squad (Reuben Vijayakumaran – Vice Captain and Seb Croker) and another two in the GPS 2nd XI (James Shepherd and Ben Safari). Congratulations to these four boys on a fantastic achievement.

Other special mentions must go to the 13Gs who managed to score their first goal of the season although they did go down 12-1 in the end. Well done boys and keep on trying – more goals are sure to come! The 3rd XI are also looking a high quality and unified team and battled for most of the game holding on to a 1-0 lead, only to concede in the second half to earn a hard fought draw; Pode Bunchonphoklang scoring a fantastic goal following a perfect pass from Henry Cockerton. I hope all of the boys enjoy a well-earned break over the holidays and come back energized as we look towards the start of the competition rounds.

Tim Nurcombe
Master in Charge

The King’s School Football Club
Season Launch 2013
Parents and players of the 1st and 2nd XI and Prep School 1st XI are cordially invited to the GPS season launch.

Thursday 25 July, 6.30pm – 9.00pm in the Trophy Room

Further details to follow soon
NOTICES

What a performance it was!
Last weekend the Great Autumn Regatta was held at the Sydney International Regatta Centre, Penrith. 30 crews of mums and dads from King’s, Newington, PLC Sydney and SCEGS Redlands with varying degrees of experience, battled it out for rowing supremacy over the gruelling 500m course, the site of the Sydney Olympics and GPS Head of the River.

This was the culmination of a short, sharp season of rowing tuition and training during the month of May, offered at the Boatshed, that launched some from zero experience, whilst for others rekindled memories of times past…way past! In trying conditions of driving rain, crews lined up for unseeded heats and then backed up for one of four finals based on times rowed.

Our intrepid group of enthusiasts acquitted themselves famously with our Mixed VIII (the Gladi8Oars) placing 3rd in the D-Final, our all-Ladies VIII (the Krewdashians) making the B-Final (no small feat for an all-female crew) and the Mens’ VIII ending Gold Medallists in the same race!

They flew the King’s School flag proudly and with distinction and are all to be congratulated.

Gladi8Oars:
Jeanette Curry, Priscilla Mueller, Margaret Mitchell, Martin Lukersmith, Igor Bojanic, Chris Chapman, Andrew Bell, Annette Saling, Justin He (cox)

Krewdashians:
Jo Horton, Kathy Pieris, Tania Gordon, Robyn Miller-Walton, Linda Jones, Kate Tinkler, Rosemary DeLambert. Amay Jain (cox)

GJsM8s (Graeme Jones’ M8s):
Graeme Jones, Terry Shanahan, Charlie Olssen, Michael Wood, Bill Croker, Kel Black, Dom Penna, Chris Adams, Matt Creighton (cox)

Roger Brighton
Club President and Corporate Rowing Convenor

PS And for those with too much time on their hands, take a look at this “training” video TKS have just released for next year’s crews! It’s really worth a look (particularly at about 2’30”).
http://www.youtube.com/watch?v=JDr8OQB5z6Q

UPCOMING EVENTS

The Rugby Lunch – 26 July 2013
Bookings can be made via trybooking.com/C5B5
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Saturday 22 June</td>
<td>Boarders’ travel day</td>
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<tr>
<td>Sunday 23 June</td>
<td>9.30am Church@Kings, Auditorium</td>
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<td></td>
<td>6.00pm Church@the Chapel</td>
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<td></td>
<td>NSW Schools U16 Rugby Championships, Knox</td>
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<tr>
<td>Sunday 30 June</td>
<td>9.30am Church@Kings, Auditorium</td>
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<td>Gold Duke of Edinburgh Trip returns</td>
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<td>6.00pm Church@the Chapel</td>
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<td>Monday 1 July</td>
<td>Australian Schoolboys’ Rugby Championships (to 5 July)</td>
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<td>7.30pm Basketball Club Meeting, Sports Centre</td>
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<td>Wednesday 3 July</td>
<td>Snowsports Championships, Perisher (to 6 July)</td>
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<td>Saturday 6 July</td>
<td>Shooting Camp, Brisbane (to 13 July)</td>
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<td>Sunday 7 July</td>
<td>9.30am Church@Kings, Auditorium</td>
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<td>15 A/B Rugby Tour to Gold Coast (to 12 July)</td>
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<td>Wednesday 10 July</td>
<td>HSC Drama Camp (to 13 July)</td>
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<td>1st XV &amp; 2nd XV Camp (to 13 July)</td>
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<td>Sunday 14 July</td>
<td>9.30am Church@Kings, Auditorium</td>
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<td>6.00pm Church@the Chapel</td>
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<tr>
<td>Monday 15 July</td>
<td>Boarders’ travel day</td>
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<td>Tuesday 16 July</td>
<td>Term 3 commences</td>
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<td></td>
<td>9.00am AAGPS Shooting, Hornsby</td>
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<td>Wednesday 17 July</td>
<td>9.00am AAGPS Shooting, Hornsby</td>
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<td></td>
<td>12.00noon Bridge Club, Harrisford Room</td>
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<td></td>
<td>6.30pm Shooting Dinner, Thomas Memorial Pavilion</td>
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<tr>
<td>Thursday 18 July</td>
<td>7.00pm Football Club Meeting, Thomas Memorial Pavilion</td>
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<tr>
<td>Friday 19 July</td>
<td>9.00am NSW All Schools Cross Country, Eastern Creek</td>
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<td>7.00pm Broughton Forrest At Home</td>
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<td>Saturday 20 July</td>
<td>Rugby v Shore (H), Football v Shore (H)</td>
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<td>10.00am Cross Country, Centennial Park</td>
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<td>6.30pm OBU Current Old Boys’ Parent Dinner</td>
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<td>Sunday 21 July</td>
<td>9.30am Church@Kings, Auditorium</td>
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<td>10.00 Rowing Club AGM, Governors’ Room</td>
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<td></td>
<td>6.00pm Church@the Chapel</td>
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<td>8.00pm Evening Service – All Boarders</td>
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<tr>
<td>Monday 22 July</td>
<td>3.30pm Cadet Corps Promotions Courses</td>
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<td>7.00pm Friends of Music Meeting</td>
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<td>Tuesday 23 July</td>
<td>7.30pm Scipionic Circle, Tom Barrett Society, Twelve and Cartesian Club Meetings</td>
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<td></td>
<td>7.30pm Rugby Club Meeting, Thomas Memorial Pavilion</td>
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<td>Wednesday 24 July</td>
<td>12.00noon Bridge Club, Harrisford Room</td>
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<tr>
<td>Thursday 25 July</td>
<td>Football Club Season Launch</td>
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<td>Friday 26 July</td>
<td>12.30pm Rugby Club Luncheon</td>
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<td>Year 10 Parent Teacher Interviews</td>
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