

Catholic Education

# Today



CATHOLIC  
EDUCATION  
MELBOURNE



Taking action to  
protect what matters

TERM 3, 2019

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MEANINGFUL  
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ARCHDIOCESE

## A Christian prayer in union with creation

*Excerpt taken from Pope Francis' encyclical letter Laudato Si': On Care for Our Common Home*

Father, we praise you with all your creatures.  
They came forth from your all-powerful hand;  
they are yours, filled with your presence  
and your tender love.  
Praise be to you!

Triune Lord, wondrous community of infinite love,  
teach us to contemplate you  
in the beauty of the universe,  
for all things speak of you.  
Awaken our praise and thankfulness  
for every being that you have made.  
Give us the grace to feel profoundly joined  
to everything that is.



**CATHOLIC  
EDUCATION  
MELBOURNE**

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**Cover image:** (Back l-r): Kingsley, Fiona Dawson (principal), Luke, Clara, (front l-r): Angus, Lachlan and Eva from St Aloysius School, Queenscliff.



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## Editorial

While there is no doubt that good academic results are an important part of education, equally vital is the need for schools to promote a caring and supportive environment where students feel positive and confident, and where a strong sense of reciprocity and obligation to others exists.

It has been suggested that our society is becoming increasingly materialistic and ego-driven, with more and more students feeling anxious and concerned about the negative impact of social networking sites.

Given our uniquely religious character, Catholic schools are well-positioned to foster in students a sense of optimism and hope, drawing on the knowledge that God's grace and love provide a remedy to life's inevitable challenges and travails.

The call to 'love thy neighbour as thyself', the parable of the Good Samaritan and the Church's promotion of social justice also instil in students a willingness to help others and to commit to the common good.

Research, both in Australia and overseas, provides ample evidence of the positive and beneficial influence of Catholic education. The American researcher James Coleman, in his groundbreaking work on social capital, considers Catholic schools to be especially successful in promoting social cohesion and a sense of belonging.

Coleman argues that Catholic schools, their students and parents, and the school's community share a common commitment to and belief in faith-based morals and virtues not available in secular schools.

A survey commissioned by the Foundation for Young Australians investigating the incidence of racist bullying similarly concludes that Catholic schools, in particular, are very successful in encouraging a caring and supportive environment.

The survey notes that 'students at Catholic schools experienced significantly less racism' than those in other schools. The Australian researcher Andrew Norton, based on the results of the Australian Survey of Social Attitudes, also regards religious schools as beneficial.

In areas such as volunteering, working collaboratively and being willing to trust others, students who had attended faith-based schools, of which Catholic schools have the highest enrolments, achieved the highest rankings.

In this edition, we give parents and carers some advice about how to bring the deeper, moral questions home and have conversations worth having; we join four Lasallian schools as they celebrate 300 years of their founder's legacy; we recognise the efforts of St Aloysius' School, Queenscliff, as it sets an example and shows us how to care for creation; and we prepare to send our pilgrims to the Australian Catholic Youth Festival, with Year 12s from Our Lady of Sion College, Box Hill, passing the flame to the Year 10 students heading to Perth in December. ✦

# Conversations worth having

Making sense of the things that unsettle us

Our world is a wondrous gift from God in which we can see and hear the very best of what it is to be created in the image and likeness of God (Gen 1: 26–7). At times, however, we see and hear the opposite. I wonder what it's like for you and your children when they hear or see something that you have perhaps tried to protect them from – there it is, larger than life on the nightly news, on the front page of a newspaper, or in a conversation they overhear.

Teachers in Melbourne's Catholic schools are learning about an approach to dealing with these kinds of confrontations. It's called a pedagogy of encounter. But we could also call it **conversations worth having**. It's an approach you can use at home too. The approach is relational and conversational, drawing us closer to each other, to God and to graced and hope-filled moments.

For example, let's imagine you take your children on a day trip into central Melbourne and you come across homeless people sleeping on the pavement, their belongings gathered around them. You make a choice: do you avoid the homeless person you've spotted up ahead and cross to the other side of the road, or do you walk by the homeless person, allowing your children's questions to arise?

## Paying attention to the things going on around us

In conversations worth having we acknowledge these realities that so often confront us. It's not enough to pretend that our children didn't see, that our children didn't hear. When they're ready,

“ ... keep in mind that we should never respond to questions that nobody asks.”

POPE FRANCIS,  
EVANGELII GAUDIUM, N. 155



our children will ask the questions that they need to ask, and we need to take them and their questions seriously. Their questions matter to them and they should matter to us too. In having the conversation we don't need to have all the answers, we only need to listen and to respond to their questions in a way that is true to the gospels.

In conversation with our children we might ask: 'What makes you ask that?' 'What are you noticing?' 'What do you think is going on here?' 'What does it make you wonder?' 'What does this make you feel?'

>> CONTINUED PAGE 4

## Paying attention to what it means to be Catholic and in the world today

The life of Jesus, Scripture and Church teachings each help us to explore the religious dimension of what we find confronting. The Gospel of Matthew (25: 34–46) offers some really powerful ways of thinking about what it means to be Catholic today: ‘Lord, when did we see you hungry and feed you, or thirsty and give you something to drink?’ We might ask our children, ‘Where might God be in all of this?’ ‘How do the gospels help us to think about our own actions?’

## Bringing the cultural and religious realities together

The next part of the conversation asks us to think and to speak about both the religious and the cultural realities that we have been drawn to in our encounter with the homeless person.

There’s a well-known sculpture (*Homeless Jesus*) which is helpful in making clear what’s going on in conversations worth having. In this representation of Jesus as the homeless person, our religious and cultural realities become one. The conversation that brings the cultural and the religious together is a faith response to what might otherwise be left as a (tragic) cultural reality. The kind of questions that we might ask in response to the sculpture, depending on the age of our children are, ‘There’s space on the seat

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... we need to develop a broad and profound sensitivity to what really affects other people’s lives.”

POPE FRANCIS,  
EVANGELII GAUDIUM, N. 155



for others to sit. What might it be like to sit there?’ ‘What would it take for you to sit there?’ ‘Why do you think the artist has shown the homeless person in this way?’ ‘Why do you think the artist has shown Jesus in this way?’ ‘What might we learn from our own faith response to this image?’

## Going deeper

Our responses to the questions above open up the possibility of a deeper relationship with God and an understanding of who God is for us and for our children. We are all, adults and children, open to being changed, coming to a deeper understanding of what it means to be human, created in the image and likeness of God. Of our children and of ourselves too, we might ask, ‘What more do I now understand about God, about what it means to be Catholic in the world today, about what it means to be fully alive?’ ‘In what ways might I speak differently about the homeless, the hungry, the unloved, Jesus?’ ‘How is this cultural reality of homelessness actually about all of us – about me, you, your children and Jesus – and not just about the homeless person you encountered huddled on the pavement, on a day trip into central Melbourne?’

These conversations worth having present the Catholic faith in ways that are authentic, and faithful to the person of Jesus Christ, to Scripture and to the teachings of the Catholic Church. In these conversations we might respond, ‘This helps me to understand what it means to be Catholic’. To be real for today, these conversations worth having must also pay attention to the world in which we live our lives. So we can say: ‘I can see that it’s likely’ (**it’s plausible**), ‘I’ve experienced this before. This connects with what is real for me’ (**it’s relevant**) and ‘I get it’ (**it’s meaningful**).

Conversations worth having are open to hope-filled possibility: ‘There is something here about the City of God, the promise of the Kingdom, that I can begin to see and to make sense of’. These are graced moments where relationships with our children are strengthened through conversations and where we come to know more deeply and more fully the love that God tirelessly offers us. In conversations worth having, we are strengthened as people of faith, living in the reality of this wondrous gift that is our world. ✝

# Lasallian 300

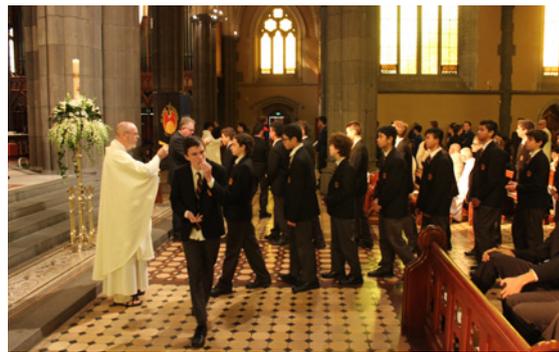
Three-hundred years after the death of St John Baptist de La Salle, Melbourne's four Lasallian schools have been celebrating the life and legacy of their founder in 2019.

De La Salle College, Malvern, St Bede's College, Mentone, St James College, Bentleigh East, and St John's Regional College, Dandenong, united under a single Lasallian banner for a series of events aimed at engaging different year levels in different ways.

All Year 7 and 8 students went to St John's Regional College, Dandenong, where Fr Andrew Jekot helped to unpack the theme and significance of the tercentenary, followed by a musical mystery ride through the values of the gospel with Andrew Chinn.

Year 9 students, hosted by St James College, Bentleigh East, took part in a Mass at St Patrick's Cathedral celebrated by Archbishop Peter A Comensoli. Following Mass, the students went to Academy of Mary Immaculate, Fitzroy, to discuss equality, homelessness and ways to make positive change.

Year 10 and 11 students gathered at St Bede's College, Mentone, for a day of prayer, reflection and hope. Beginning with Mass, celebrated by former collegian Fr Chris Monaghan, the experience continued with Fr Rob Galea sharing his story of transformation through song.



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With the colleges interacting together, the phrase 'we are Lasallian' had an added dimension.

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For Year 12 students, the day at De La Salle College, Malvern, combined prayer, conversation and music. With Mass celebrated by former collegian Monsignor Stuart Hall and concelebrated by Fr Peter Matheson, the event provided a chance for the most senior students from the schools to discuss their role as leaders of faith communities to maintain the vision of the founder.

There is something quite energising when you are among such a large gathering of young people and enthusiastic staff. With the colleges interacting together, the phrase 'we are Lasallian' had an added dimension. As St Bede's College Principal John Finn said, 'I think the founder would like to have been among the students.'

## Words of the Founder

As part of the tercentenary, St Bede's College, Mentone, coordinated the development of the *De La Daily* app.

*De La Daily* draws its inspiration from the spirituality of St John Baptist de La Salle (1651-1719), who recognised the centrality of prayer as a way to remember that we are always in the midst of our ever-present God. St John Baptist de La Salle was a prolific writer, and his theological, spiritual and pastoral works continue to affirm, challenge and inspire all Lasallians and beyond.

*De La Daily* is a collaborative, grassroots project, created and resourced by a coalition of six Australian Lasallian schools, emanating from St Bede's College.



# Healthy bodies –

# healthy minds

Clonard College, Herne Hill, is putting student wellbeing first, piloting a new program this year that seeks to improve student wellbeing and, in turn, learning outcomes.

Having become aware of the ever-growing levels of anxiety, depression, and social and emotional issues among students, the college's Stewardship Council and Leadership Team looked into student wellbeing and devised a program targeted specifically at Year 9 and 10 students.

'Fit2Thrive@Clonard' involves devoting time in each school day to develop knowledge and skills in areas such as:

- resilience and perseverance
- healthy eating
- physical fitness and wellbeing
- respectful relationships
- positive psychology and mindfulness.



“Everyone within the Clonard community believes providing a healthy environment is crucial to allowing students to thrive.”

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With evidence showing that supporting students' wellbeing helps to ensure they are learning at their best, the college focused on healthy eating as a way to support mental health. As part of looking at the food and drink on offer, the canteen moved to a healthier menu.

'Everyone within the Clonard community believes providing a healthy environment is crucial to allowing students to thrive. Part of this environment is the food we offer at the canteen. When this healthy eating proposal was first considered, we looked at what we needed to offer the students in the way of nourishing and healthy foods rather than any impact it would have on the financial performance of the canteen. I'm glad to say there has been minimal impact on takings' (Tom Harriot, Business Manager).

The Healthy Eating Advisory Service provided Clonard with the following free services and resources to help update the college's canteen menu:

- online training for schools to learn about planning a healthy canteen menu in line with the Victorian *School Canteens and Other School Food Services Policy*
- the online assessment tool, FoodChecker, for canteen staff to assess the products, recipes and menu, and even find healthier alternatives
- a whole-school approach to involve school leaders, staff, students and families in the process.

To enhance student wellbeing and learning outcomes, Clonard College has made healthy eating a priority. The healthy food options have been supported by students, whose entry in the 2019 'Capture Your Canteen' photo competition was one of 12 gaining a runner-up prize. +



# Care for *Creation*

With the first building dating back to 1902, St Aloysius' School, Queenscliff, has a long tradition as an integral part of the local community. In a narrow strip of land dividing Port Phillip Bay and Swan Bay, the school has used its unique location as well as partnerships to provide a truly immersive perspective on environmental sustainability. Principal Fiona Dawson speaks about the great work being done at the school.

Earlier this year, our school was named *Curriculum Leadership School of the Year (Primary)* in the 2019 ResourceSmart Schools Awards in recognition of a determined focus on and commitment to sustainability education over the past few years. But our story goes back further than that.

In 2015, we implemented a science curriculum across all year levels that linked closely with environmental sustainability. In 2017, that curriculum was extended to include one session of general science and one of environmental science per week for all students in Years 3 to 6. The general science and environmental science curriculums were closely intertwined, providing a platform to support student independent research and to develop programs such as the Zoos Victoria campaigns, 'Love Your Locals' and 'When Balloons Fly, Seabirds Die'.

In the past five years, our students have participated in local Kids Teaching Kids environmental conferences. In 2016 and 2018, we hosted our own local conferences. These events involved six schools and over 100 students from as far away as Williamstown and Drysdale. The Borough of Queenscliffe recognised the significance of these conferences by awarding St Aloysius' School the Australia Day Award for Community Environmental Project for both of these years.

In late 2017, we implemented our Outdoor Learning program that encourages all year levels to plan off-site outdoor learning experiences on a weekly basis. This program is designed to use our unique location to enhance student wellbeing through connectedness with the natural surroundings.

We have also partnered with Deakin University and Queenscliff's Marine and Freshwater Discovery Centre to develop a school culture of marine science excellence that has at its core the sustainability of our most precious resource: Port Phillip Bay and Swan Bay. ✦



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Our Outdoor Learning program is designed to use our unique location to enhance student wellbeing through connectedness with the natural surroundings.

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# Catholic schools prepare children for life

Catholic School Parents Victoria recently fulfilled one of its purposes as an organisation in promoting Catholic education as a first choice for parents. We were involved in organising an event for Catholic primary and secondary schools to showcase their learning in Science, Technology, Engineering, Arts and Mathematics (STEAM). While assisting, we learned so much about the amazing work our teachers and leaders are doing to prepare students for life beyond the classroom.

We were so impressed with the students and their work, but what stood out most was how much our teachers care. Many students had travelled from various schools across the state and their teachers and leaders were right alongside, supporting them as they performed and presented their work. We believe this is what sets our schools apart: genuine interest in seeing students achieve and encouragement to be their best selves.

Displaying project-based design and future-focused thinking and learning, many innovations demonstrated students' concern for challenges in their schools and the world around them. They are being encouraged to care, not only for the environment but for others less fortunate than themselves. Continuous reflection on the values at the heart of Catholic schools develops a culture of common understanding that we need to be good citizens.

Throughout the day, we filmed students' thoughts on what was best about being part of a Catholic community. Most of the responses related to the integration of pastoral care and genuine caring for others into the curriculum and culture of each school. As critical thinkers in a contemporary learning environment, students expressed an ownership and understanding of their learning agenda, and a feeling of safety in being surrounded by people who share their faith, values and beliefs.

Some of the feedback we received from the students, teachers, leaders and parents included the fact that faith-based education in 21st century Catholic schools looks beyond learning the gospel and explores incorporating faith throughout the curriculum, particularly for STEAM students designing solutions for real-world problems.

By Catholic School  
Parents Victoria

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When we think of Catholic schools, we know that our children are being nurtured in an education to form the whole person.

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Many schools shared that they have opportunities for immersive learning in foreign as well as Indigenous communities, where students can see the challenges and use their experiences to design real-life projects that can make a difference for others. Catholic education is a story of welcome, inclusion and belonging to a community. Pastoral care brings all these elements together under the domain of who we are and what guides us in our daily lives.

When we think of Catholic schools, we know that our children are being nurtured in an education to form the whole person, supported to become people who are spiritual, self-reflective and able to navigate the world around them, aware and caring for others in the community. We believe in our students and our schools, and we will continue to promote Catholic education as a first choice for families. ✦



## Are you a Catholic school parent or carer with a passion to make a difference in education?

Catholic School Parents Victoria are a team of passionate parents of children in primary and secondary Catholic schools. As volunteer delegates we contribute parent perspective in education at a system, state and national level under the pillars of Parent Engagement and Parent Leadership in:



CHILD SAFETY



WELLBEING



CATHOLIC COMMUNITY



CURRICULUM



PARENT ENGAGEMENT

**CSPV are seeking current Catholic school parents or carers to join our team in 2019-2021.**

As a CSPV volunteer member delegate you will have the opportunity to contribute and provide parent perspective on education issues and policy in Victoria through engagement with parents as well as State and Catholic education authorities.

To apply as a volunteer council delegate you will have had experience on a school board or parent group at your school.

Please visit the CSPV website for further information on how to join and to download the CSPV prospectus at [www.cspv.catholic.edu.au/join-us](http://www.cspv.catholic.edu.au/join-us).



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# Always be the *best* you can be

Angela Glennie shares her experience as a wellbeing leader, performing arts teacher, musician and community artist, and how her current role as principal of St Mary's School in Mount Evelyn creates the perfect link between education, faith and the arts.

## What does a Catholic educator require?

I've known I wanted to be a teacher since I was three. My father was a teacher and musician, and we went to as many community theatre experiences as possible when I was growing up. He retired from teaching the same year I began and advised me not to become a principal – which I've obviously ignored. He also advised me to work hard and give as much as possible when at the school, but then take time to indulge in music, art and family to replenish my soul. It's advice I've carried through to today.

When considering becoming a principal, I knew it would mean not having the same time to teach students about the performing arts. But my predecessor told me I'd be able to touch more lives once I was in the role, and she was completely right. It's so satisfying to work with teachers, families and students in a way that you just can't do in the classroom. Every situation is different and you never know what's going to happen next, but there are very few problems we can't solve.

## What do you like about working in a Catholic school?

Alongside my own Catholic education, my study to become a teacher, and my work as a classroom and specialist teacher, was my parish involvement in music. I've always seen the possibilities for music beyond performance: as a means of providing another connection to God and leading people to another form of prayer. It always sat alongside my professional work, but as a principal I can bring it all together. It energises and enables me to share faith and music with others.



Angela Glennie with the Year 5 & 6 dance group 'Stomp'

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When considering becoming a principal, I knew it would mean not having the same time to teach students about the performing arts.

But my predecessor told me I'd be able to touch more lives once I was in the role, and she was completely right.

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## What's the greatest challenge for families today?

Many of our students travel some distance to come here; gone are the days when families lived within a couple of streets of the school. There aren't the same opportunities for students to engage beyond school, so we work hard to ensure there are different things at school or in the local community. It might be drama, art, football or garden club, but it's important for students and families to have choices to find what works for them. It's about having the vision here, but opening it up to possibilities in the wider community.

## What are your hopes for the future?

I'm blessed to work in a community that keeps the school vibrant, and it's a wonderful place to come to every day. When our students leave here, I want them to leave with strength and confidence to pursue what they're interested in. I don't want them to avoid an audition or a tryout because they think others will be better than them. My hope for every child is that they leave here with the spirit that they'll always be a St Mary's person, and they'll always be the best they can be. ✦

# Don't be afraid to

# Sing

With preparations for December's Australian Catholic Youth Festival (ACYF) in Perth well underway, Our Lady of Sion College, Box Hill, Year 12 students and ACYF 2017 participants Grace and Sally spoke with Year 10 students and ACYF 2019 participants Alessia and Jordin about the festival, how it can change your perspective and how to have the best experience possible.

'There was something wonderful about being with people who believed the same thing', said Grace. 'It wasn't about hiding your faith, but about celebrating what we have in common. There were people of different backgrounds and ages, but there was something familiar about the way people expressed their faith.'

'At the end of one of our days in Sydney, we went back to our hotel and were sitting in the foyer reflecting on everything that had gone on during the day', said Sally, 'and then we all started crying. It wasn't about being happy or sad, but there was something overwhelming about being together and experiencing something unique. After ACYF, I realised my faith was very special to me and it really changed my perspective.'

'As well as being a reflective time, it was also heaps of fun', said Grace. 'Many of us went without really knowing what to expect, but by the end of the experience none of us really wanted to go home. It might sound drastic, but it could change your life.'

For Alessia and Jordin, it was hearing from students at their school that helped them decide to be part of ACYF 2019. 'I remember Sally and Grace speaking about the festival at an assembly and how overwhelming the experience was', said Alessia. 'It was something about their experience

“As well as being a reflective time, it was also heaps of fun. Many of us went without really knowing what to expect, but by the end of the experience none of us really wanted to go home.”

(l-r) Alessia, Jordin, Grace and Sally.

of the festival that made me want to go. It really helps to be able to hear from other students in the school who have gone.'

Jordin didn't hesitate when applications to be part of the group opened. 'When I got the chance to apply, I just jumped at it', she said. 'I knew it was something I wanted to experience. It's a way to be reflective and work out how I feel about my faith. Everyone sees their faith a little differently, and I'm hoping that going to ACYF helps with those questions and gives me a framework for thinking about these things. It's about how you see yourself and how you connect to God.'

Grace and Sally had some final words of advice for the 2019 pilgrims. 'Make the most of every opportunity while you're there', said Sally. 'It will stay with you for a while when you come back and you'll realise what a unique experience it is.'

'You'll be really tired', said Grace, 'but it's worth it. Oh, and don't be afraid to sing.'



## One Fire – with faith and love

The community of **St John's School, Mitcham**, celebrated the commissioning of their FIRE Carriers by unveiling the collaborative artwork *One Fire – with faith and love*. The Friends Igniting Reconciliation through Education (FIRE) Carrier program, an initiative of the Aboriginal Catholic Ministry (ACM), promotes a spirit of Aboriginal reconciliation in Victorian schools. The artwork was developed by students together with artist Heather Kennedy to represent the school's values and cultural diversity. ✦



## Learning about Parliament

Year 6 students from **Emmaus Catholic Primary School, Sydenham**, had the opportunity to participate in a Parliament incursion at their school. The purpose of this was to educate students about their rights as Australian citizens, as well as giving them a taste of what debating looks and feels like in the House of Representatives and Senate chambers. ✦



## Junior Chef

**Sacred Heart College, Kyneton**, hosted 'Junior Chef', a cooking competition for nearby Catholic primary schools. Year 4 students from Holy Cross Primary School, New Gisborne, Our Lady of the Rosary, Kyneton, St Ambrose's School, Woodend, St Brigid's School, Gisborne, St Mary's School, Castlemaine, and St Mary's School, Lancefield, were challenged to produce plates of delicious food for a panel of judges. The competition provided students with the opportunity to build on their culinary and teamwork skills. ✦



## Playing in the big leagues

Former **Mount Saint Joseph Girls' College, Altona**, student and 2016 sports captain, Steph Kelly, is living her dream of playing lacrosse at the highest level. While on a break from her lacrosse scholarship at Saint Joseph's University in Philadelphia, USA, Steph played in the Lacrosse National Championship for the victorious Senior Victorian Women's team, where she was the top scorer. ✦

## Jose De Piro Kabataan Orchestra visits Australia

The talented Jose De Piro Kabataan Orchestra performed a series of concerts at three of Melbourne's Catholic schools. The youth orchestra, comprising disadvantaged and impoverished young people from the Bataan Province in the Philippines, performed in full venues at **Thomas Carr College, Tarneit**, **Caroline Chisholm Catholic College, Braybrook**, and **Our Lady of Mercy College, Heidelberg**. ✦





## LitSTEM

**Nazareth College, Noble Park North**, has made connections with other schools, STEM (Science, Technology, Engineering and Mathematics) and Literacy through its LitSTEM initiative, exploring areas such as sustainability, robotics, art, health and medical technology. Students and teachers from Resurrection School, Keysborough, St Elizabeth's School, Dandenong North, St Gerard's School, Dandenong North, St Joseph's School, Springvale, St Justin's School, Wheelers Hill, St Mark's School, Dingley, and St Simon's School, Rowville, formed a collective with Nazareth College to not only explore STEM but the language around it. ✦

## Flushed Away

As part of their 'Flushed Away' inquiry unit, Year 3 and 4 students from **Our Lady Help of Christians School, Eltham**, have been visiting nearby waterway Diamond Creek to measure the health of their local environment. Together with environmental scientists from the CSIRO's STEM Professionals in Schools program, the students have tested the creek's water quality including pH levels, conductivity, oxygen levels, turbidity and temperature. They've mapped and removed litter, noted vegetation and inspected bugs in the creek. ✦



## Partnerships for playgrounds

The play spaces at **Holy Spirit Parish School, Manifold Heights**, were transformed thanks to the hard work of VCAL students from **Clonard College, Herne Hill**. Following months of planning and designing, the secondary students built and decorated cubby houses and a new playground at the nearby primary school. The project, driven by the students, allowed them to get real-world experience while giving back to the local community. ✦



## Buon appetito

The community at **St Kevin's School, Ormond**, celebrated their love of Italy with a day dedicated to Italian language, culture and cuisine. The school's Italian day began with a gnocchi-making workshop, leading into more activities to explore Italian language and culture. In the lead-up to lunch, the students paraded in outfits representing the diversity of Italian culture to demonstrate their learning across the year. ✦



## Spirit-filled people

Students from **Annunciation School, Brooklyn**, responded to the challenge of becoming 'spirit-filled people' by providing baby clothes for new parents. Following a successful fundraising drive, the Year 3 and 4 students put together care packs of clothing and supplies for new mothers who are experiencing financial hardship. ✦



## Taking music to the world

Marianna El-Assaad from **Antonine College, Pascoe Vale South**, took her love of singing to the other side of the world. The Year 11 student embarked on a tour of Italy as part of Vocal Arts Studios' biennial overseas performance trip. The trip included workshops and mentoring sessions with industry professionals, as well as performances and opportunities to co-produce music with other students. ✦



## Reading is my Secret Power

It was superpower central at **St James the Apostle School, Hoppers Crossing North**, as students and staff got into the spirit of 2019's Book Week theme: *Reading is my Secret Power*. Each year level learned a superhero song as part of the annual costume parade.



At **Our Lady of Lourdes School, Bayswater**, art was a focus for this year's Book Week, with students creating artwork which explored themes featured in books for young people. Along with other activities, the school held a parade to connect students and families to books.



Book Week was twice as good for the community of **St Paul's School, Coburg**, who had two authors visit to celebrate the week with them. Students enjoyed a visit from author and illustrator, Sally Rippin, and TV producer and writer, Adrian Beck. ✦



## 20-year champions

On Saturday 3 August 2019, **Marcellin College, Bulleen**, was awarded its 20th consecutive Associated Grammar Schools of Victoria (AGSV) cross country title. The college's cross country community keeps growing every year and these titles come only with the dedicated support of staff in charge and the families that are there every weekend, supporting the young men. ✦



## Always extend the olive branch

Students at **St Peter's School, Clayton**, have been working with their community to harvest a bumper crop of home-grown olives. Spending their lunchtimes tending to the school's garden and orchard, the students have been overwhelmed by the harvest and have been sharing the crop with friends of the school. The olives are either air-dried or bottled in vinegar or oil, and presented as gifts from the school community. ✦





## Down Memory Lane

To celebrate its 40th anniversary, **St Augustine's Primary School, Keilor**, presented an art show 'Down Memory Lane'. From abstract art and impressionist paintings to interactive art, the show allowed the students to experience the joy of creating their own art pieces and having them displayed for all to view and appreciate. ✦

## Physics Olympiad

Stephen Catsamas from **Marcellin College, Bulleen**, was awarded a silver medal at the International Physics Olympiad. As part of the UNESCO-sanctioned International Science Olympiads, the 2019 International Physics Olympiad took place in Tel Aviv, Israel. ✦



## Spirit in action

The Year 5 and 6 students at **St Mark's School, Fawkner**, have been investigating topics such as caring for the environment, helping sick children, supporting refugees and caring for the homeless. The students worked out ways they could assist with these challenges and presented their solutions at an expo for other students and the school community. ✦



## Young scientists at Holy Rosary

The young scientists from **Holy Rosary School, Kensington**, have been working on ways of understanding our world at the school's annual Science Fair. Students from every year level prepared a total of almost 100 entries, investigating areas of science they are interested in learning more about. This year's displays included working models, experimental investigations, videos, photography, creative writing, information books and posters. ✦



## Living our gospel values

The Mini Vinnies team at **St Luke's School, Wantirna**, has received a Leader Local Grant to help them continue to support families. Giving up their own time, the Mini Vinnies have been working during lunchtimes and after school for the last 12 months to prepare meals for vulnerable families. Parents also bring their expertise to the group with a focus on families helping families. ✦



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All of us can cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents.

”

POPE FRANCIS, *LAUDATO SI'*, N. 14