

Catholic Education

Today



CATHOLIC  
EDUCATION  
MELBOURNE



A rich past,  
a bright future

TERM 1, 2018

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THAT GROWS

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EDUCATION WEEK

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OF YOUTH

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ARCHDIOCESE

## A Prayer of Guidance

*St Benedict*

Almighty God,  
Give us wisdom to perceive thee,  
Intellect to understand thee,  
Diligence to seek thee,  
Patience to wait for thee,  
Vision to behold thee,  
A heart to meditate upon thee,  
And life to proclaim thee.



**CATHOLIC  
EDUCATION  
MELBOURNE**

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ISSN 1441-2802



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**Acknowledgments** Thank you to those who contributed to the articles and to the staff and students of the schools featured in this issue.

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**Printing** Printgraphics, Mount Waverley

Views expressed in this magazine are not necessarily those of Catholic Education Melbourne. The editor reserves the right to amend or reject any item submitted for publication.

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*Catholic Education Today* is printed on environmentally friendly recycled paper.

### Twenty years of *Catholic Education Today*

It's been twenty years since *Catholic Education Today* launched. The school leaders of St Monica's College, Epping, featured on the front cover of that edition. We went back to the school to meet this year's school leaders who feature in this edition's cover photo (below left to right: Jesse, Gerard and Alexandra).



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## From the Executive Director



Stephen Elder  
Executive Director

Catholic education across Victoria has begun 2018 on a bright note.

The first day of term saw four new schools across the state welcoming students for the very first time and at the start of March, 15 Catholic schools were recognised for showing 'substantially above average gain' in their NAPLAN tests in the essential building blocks of learning, reading and numeracy.

Both represent significant endorsements of the strength of our system; from education authorities and, more importantly, the families that make up our school communities.

However, Catholic education's mission to provide affordable, accessible, faith-based education to all those who want it remains under a cloud, due to the Turnbull Government's funding policies.

While we won a review of the key factor in deciding non-government school funding, school socioeconomic status, or SES scores, more than 180 Catholic schools across the state have already faced funding cuts this year.

Despite disquiet in the Government, Mr Turnbull and his Education Minister, Simon Birmingham, have shown no willingness to back down or seek a compromise over funding.

### ALP funding commitment

In contrast, Opposition Leader Bill Shorten wrote to the Australian Catholic Bishops Conference at the start of March committing to restore over \$250 million in Catholic school funding cut by the Turnbull Government in the first two years of a Labor Government and billions more over the following decade.

Contrary to media reports, this was not some 'special deal', but an outlining of the specifics for Catholic schools of a broader Labor pledge to restore some \$17 billion the party says all school systems have lost under the Government.

I wrote to parents in the local school communities in the northern suburbs seat of Batman ahead of the 17 March by-election there, contrasting Labor's policy with the Greens' opposition to Catholic education (the Liberal Party did not contest the seat).

We will continue to fight against policies that could lead to the doubling or trebling of some school fees or make many of our local Catholic parish primary schools unviable.

The hard work of parents, principals and school communities was crucial in winning breathing space from the Government last year.

We will need to call on you again in the coming months not just to fight for fair fees, not just to save our schools, but to protect your right to choose a Catholic education for your children. ✝



# Fostering a faith that grows with our children

Faith lies at the very heart of Catholic education, yet fostering faith in the face of a culture obsessed with superficial materialism, the cult of ‘me’, and the here and now – not the values that enrich our world and bring true happiness – is an ever increasing challenge.

**P**aul Sharkey, Director of Catholic Identity at Catholic Education Melbourne, talks about the challenge of what he calls ‘somethingism’; the ‘I know there’s something out there but I’m not sure what it is’ view of religion so many Australians now hold.

How can parents and teachers strengthen belief and enable children to develop a mature faith as they become young adults in a society where the word of the gospels is just one of a myriad of messages our children are bombarded by each day?

That’s where the Enhancing Catholic School Identity project – ECSI – comes in.

For over a decade Catholic Education Melbourne has been working with academics at the Catholic University of Leuven in Belgium and the Australian Catholic University to develop religious education programs that truly speak to young people and place their values in a specifically Catholic context.

‘Our Catholic education system seeks to serve and reach out to an increasingly diverse community here in Victoria,’ Dr Sharkey says. ‘Young people today are immersed in a globalising world and exposed to a multiplicity of cultures, world views and beliefs

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We can no longer presume that students will place values such as forgiveness and friendship with a Catholic framework and directly link these values with faith and belief.

”

DR PAUL SHARKEY

through the media, pop culture and their own personal experiences. Our schools need to work with parents and parishes to respond to this in what they teach.’

Enhancing Catholic identity is about more than teaching and theology. The ECSI project has developed tools to allow Catholic Education Melbourne and individual schools gather information about how Catholic identity is perceived in their own communities. This creates the starting point for a process that allows schools to shape and deepen the faith of students.

‘We can no longer presume that students will place values such as forgiveness and friendship with a Catholic framework and directly link these values with faith and belief,’ Dr Sharkey says. ‘We have to join the dots. We have to work directly with students and invite them to engage not only with their values, and not only recognise these values as key parts of the Catholic faith, but encourage them to appreciate that faith can provide a foundation and meaning of their ideals.’

>> CONTINUED PAGE 4

Fostering a faith that grows with our children  
(CONTINUED)

‘At the same time, we need to engage with religion in a way that ensures young people’s Catholic identity deepens and grows as they grow themselves. We need students to understand that the Church wants to accompany them as they mature and develop a greater appreciation of their local communities and the wider world, and the big issues of life we all wrestle with.

‘One of the most important lessons the enhancing Catholic identity process has taught us is that students will reject religion if they feel their real questions or viewpoints are disrespected or not addressed authentically in the religious education process. We need to take students seriously, and we also need to place what they have to say into a Catholic context.’

In the first years of education, most Catholic school students have a strong, simple, literal faith. But as they grow and begin to wrestle with the big questions of life themselves, many simply find it easier to disengage with their religion and succumb to ‘somethingism’. They choose the comfortable cop-out, instead of Christ’s challenge. ECSI seeks to keep these students engaged.

“  
One of the most important lessons the enhancing Catholic identity process has taught us is that students will reject religion if they feel their real questions or viewpoints are disrespected or not addressed authentically in the religious education process.  
”



The ECSI project doesn’t reshape Catholic belief or tradition so it’s a comfortable cultural fit for students. The ECSI approach also avoids reshaping students’ views into an easy alignment with Catholic beliefs. The approach is rather to promote open discussion and exchange of views to find points of reference that are important in students’ lives and relate them firmly back to Christ’s teachings; giving young people anchor points that engage them with the hope, faith and love of the Church.

‘One of the things we teach our children is to have a go, to ask questions in every curriculum area, so Religious Education should be no different,’ Erin Macdonald, Principal of Sacred Heart School, Sandringham, says.

Sarah Brundell, Middle School Team Leader and a teacher at St Peter’s School, Epping, tells how this operates at a classroom level. ‘Throughout our learning we interview students, we ask them to share their ideas and make links to their lives and then share back that learning with us.’

Her colleague Stefanie Nicosia speaks of the difference this makes working with children in RE lessons. ‘Because they’re more engaged they’re learning more and wanting to learn more. We’re not talking at them as we found we were doing in the past. It’s about them investigating it ... driving their own learning rather than us standing up at the front of the class.’

Director of Catholic Education at Mount St Joseph Girls’ College, Altona, Danielle Fairthorne, steps us through the experience.

She opens with a question. ‘In six years’ time, if they’ve gone from [Year] 7 to 12, what do we want them to know, what do we want them to walk out with?’

'I've had students in my class who have never been able to express their faith or their own questioning of faith because they feel like in an RE classroom in the past there's been a barrier to sharing their own voice,' Ms Fairthorne says.

'I've seen a shift in their thinking, they're inquiring into it more, they're going home and opening that discussion with their parents, so its enabling them to inquire into their own spirituality, which allows them to flourish.'

For Ms Fairthorne, the process delivers a clear outcome. 'Their questioning helps them understand the place of religion in their world today.'

Emily de Kort, Director of Faith and Mission, has seen something similar at St Peter's. 'The students are really beginning to understand the role of our Catholic rituals and how they are lived throughout our day-to-day life,' she says.



The ECSI approach is to promote open discussion and exchange of views to find points of reference that are important in students' lives and relate them firmly back to Christ's teachings.



'I think the students are able to make that link between faith and life, that it's not separate, that it actually is something that we engage with on a day-to-day basis in all the conversations that we have.'

St Peter's Principal Kerry Miller talks of how the process 'really opens up the opportunity for families and children to be wondering... getting responses to things'. She describes the experience as 'freeing', in contrast to older styles of teaching which saw students disengage from conversations of faith.

Monica Ryland, Foundation Teacher at Christ the King School, Newcomb, speaks of the experience as 'a very engaging process'.

Christ the King Principal Chris Hansen describes the final outcome. 'We now have kids at this school who are awakened to the difference they can make.'

## Deepening understanding, expanding faith

When St Peter's School at Sunshine South West were looking at ways of making their Religious Education curriculum more engaging, they began by asking the most important participants – the students.

St Peter's knew students had a strong appreciation of values but a limited understanding of Catholic traditions and how the two went hand-in-hand. So, with help from their Enhancing Catholic School Identity partners from the Australian Catholic University and the Catholic University of Leuven, in Belgium, they went back to the drawing board, giving

students a say in their curriculum.

The results have been a huge success, according to Principal Karen Bergin.

'The children are telling me they're excited about religion, they are wanting to learn about their faith and the faith in the community,' Ms Bergin says.

Bringing students into discussions about changes to the curriculum has led to an approach that first ensures a firm foundation of faith and listens to their interests so RE classes can create greater engagement with the Catholic Church and a greater understanding

and appreciation of its traditions.

'The teachers listened to us and took our opinions and made new activities for us to do while we're learning in Religion,' says Year 6 student Chantelle.

One of these key initiatives has been the introduction of Bibliodrama, where students act out stories from scripture to get a greater understanding of their meaning, symbols and values and how they relate to their own lives and the world.

The changes in curriculum have also inspired teachers as they see firsthand how students are embracing their religious studies.

'They've not only learnt about the scripture as a whole but they've also learnt about what it means to recontextualise it to them to help them connect with it.'

Ms Bergin is delighted at what St Peter's ECSI project has delivered and

how it has expanded student's understanding of religion while deepening their faith.

'I'm so proud of the children who have shared their voice with us and what they expected from us,' she says.



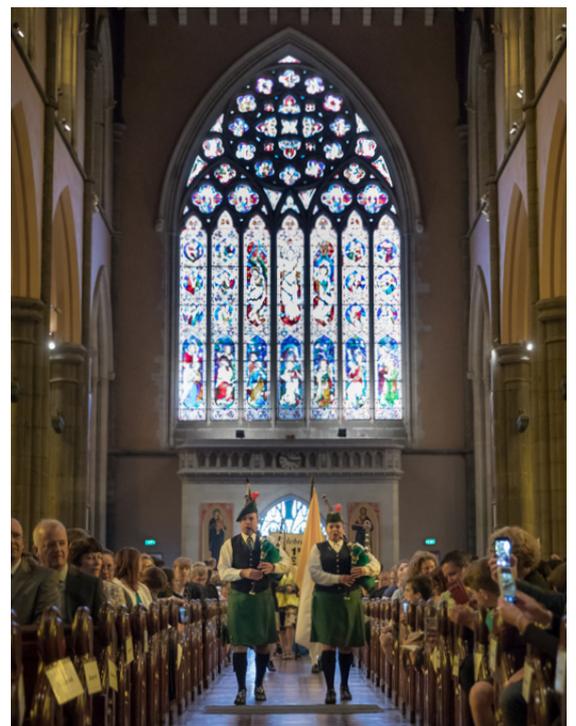
# Honouring the past, looking forward to *the future*

Catholic Education Week draws on the rich heritage and history of the Church in Victoria while celebrating the achievements, strength and faith of its leaders of tomorrow – the more than 210,000 students, almost one-in-four Victorian school students, who are enjoying a Catholic education in one of nearly 500 schools statewide.

‘Catholic Education Week gives school communities the chance to celebrate the spirit of life and hope that creates the Catholic school difference,’ Catholic Education Melbourne Executive Director, Stephen Elder, says. ‘Its climax, the **Mass of St Patrick for Schools**, lets us come together to share that spirit, recall our history and restate our faith and mission.’

St Patrick and the Melbourne Church are inextricably entwined. From the earliest days of the Port Phillip Colony until the middle of the twentieth century the vast majority of Victorian Catholics were Irish born or of Irish origin, along with their priests. They named Melbourne’s Cathedral in honour of the Patron Saint of Ireland, and made St Patrick the Patron Saint of the Archdiocese.

Unsurprisingly, St Patrick’s Day became a focal date in Melbourne’s Catholic calendar, but in 1919, amid the bitterness that followed the First World War – the conscription referendums of 1916 and 1917, the 1916 Easter Uprising in Dublin against British rule in Ireland and allegations Catholics had not ‘done their bit’ in the War – the Melbourne City Council banned the annual march.





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The week reminds us, as Pope Francis said, quoting the words of St Benedict, 'the Lord often reveals to the younger what is best. It is a time to celebrate and strengthen their faith'.

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The next year, undaunted, Melbourne's doughty Archbishop, Daniel Mannix, threw down the gauntlet to the city fathers. The Church would have its day.

He organised a St Patrick's Day march that would be led by 14 Australian winners of the Commonwealth's highest military honour, the Victoria Cross. Melbourne Lord Mayor John Aitken relented. Mannix's parade went ahead, with the Victorian Cross winners mounted on grey chargers, the Archbishop behind them in his carriage, followed by 10,000 war veterans and throngs of Catholic school children, while thousands more lined the city streets to cheer them on.

The march to St Patrick's Cathedral that crowns Catholic Education Week today is very different. It is still led by Celtic pipers, but students are front and centre as they parade with their school banners. The marchers now come from the four corners of the earth and represent the waves of migrants and refugees we have welcomed to our city over the past 70 years from across Europe, Asia, the Middle East, South America and, most recently, the nations of Africa.

Echoes of Mannix's parade remain. We restate our faith in an age where religious liberty faces insidious threats, and media reporting of the Church is all too

often shamefully similar to the sectarian smears of yesterday – but, more importantly, we look forward to the future embodied in our young people.

When he announced the Church's 2018 Year of Youth, Pope Francis told young people 'A better world can be built ... as a result of your efforts, your desire to change and your generosity ... The Church ... wishes to listen to your voice, your sensitivity and your faith; even your doubts and your criticism ... Make your voice heard'.

That is the promise of Catholic Education Week.

Vas Clementine, from the Religious Education and Catholic Identity Team at Catholic Education Melbourne, tells how its key events 'express something of the Catholic identity as it is reimagined in every generation' and echoes the Church's conversations with the world, 'bringing the spirit of the Gospel into dialogue with the spirit of the age, helping us renew and express our Catholic identity.'

The week reminds us, as Pope Francis said, quoting the words of St Benedict, 'the Lord often reveals to the younger what is best. It is a time to celebrate and strengthen their faith'. +



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# Everyone's engaged with

# APPLIED learning

Coding is old hat for the students at St Thomas More's School, Hadfield. Instead, they're stepping off from their STEM studies and taking their digital deftness several strides further – applying their acumen developing apps for mobile phones.

But they're not just gaining technology training. They're looking and learning from an electronic landscape where once mighty brands like MySpace can rise and fall in a matter of years and pitching their products to a panel of experts, like the budding entrepreneurs of the television series Shark Tank, discovering that even the best ideas often need an equally clever sales pitch.

Working in teams, the would-be tech titans organised themselves into project management, coding, user experience, user interface and marketing divisions to develop concepts and bring them to reality.

By taking on these real-world roles, the students not only experience the technology behind the apps we take for granted but the processes that sees an app move from concept form to our smartphones.

'The children realise that their potential is way beyond what they could ever imagine,' St Thomas More Principal Marcy DeNardis says.

The young digital entrepreneurs – or digipreneurs, as they're known at the school – have used mobile technology to find solutions for issues ranging from sharing favourite bike paths and trip routes to strengthening relationships between children and working parents, helping young people identify and cope with emotional issues, and even to assist family members suffering from dementia.

'They researched and worked collaboratively with other people, including experts, so they could achieve a solution to their problem,' Ms DeNardis says.

Once they had their concept, the students had just 10 minutes to pitch their products to a Shark Tank-style panel for evaluation, posing the problem they were seeking to tackle and showing how their apps would respond to it.

As well as educators, the panel included a representative from Melbourne app developers Curve Tomorrow, who also provided technical support to students during the project.

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[The students] researched and worked collaboratively with other people, including experts, so they could achieve a solution to their problem.”  
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The children realise that their potential is way beyond what they could ever imagine.

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MARCY DENARDIS, PRINCIPAL, ST THOMAS MORE



After the initial panel process, the top 12 teams were given time to further refine their app before braving the 'sharks' once again.

The new approach to learning has equipped the students with a different approach to technology, Ms DeNardis says, while investigating how it can be applied to help with human issues with significant everyday implications.

'It's all about engagement and something that's new and different,' Ms DeNardis says. 'The learning happens in a deeper and richer way. It means that everyone's engaged.' +

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# The Year of Youth *in action*

The Year of Youth, announced by the Bishops Conference in 2017, is an invitation to celebrate the importance of young people in the Church and in society. Pope Francis and the Australian Bishops are calling on us to focus on the reconnection and renewal of young people in the life of the Church.

Many things have changed since we were young; new technologies and methods to communicate, greater exposure to world issues, and more opportunities for young people to collaborate to make a difference globally, not just locally – yet the fundamental foundations of our upbringing as Christians stem from our family and school life.

So what does being a member of the Church and Catholic learning communities mean for young people today? Are they connected and inspired by the mission of the Church? What are we as their parents and guides doing to lead by example and help them feel inspired to fulfil the mission of the Church, seeking and acting to help others?

I recently heard a wonderful story from a friend who took her 13 year-old, Georgie, on a trip to Cambodia to explore volunteering to help communities in need. They experienced a life-changing trip that has led to a social enterprise to make a difference to the health and hygiene of children just outside the town of Siem Reap.

Their trip involved helping to build, by hand, a wash house with tap water for local children, a luxury in these small communities. Encouraging children to have a simple daily hygiene routine is now a possibility.



So what does being a member of the Church and Catholic learning communities mean for young people today? Are they connected and inspired by the mission of the Church?



By Rachel Saliba,  
Catholic School  
Parents Victoria

Following their return Georgie and her mother set about raising money for more wash houses and so Arkoun – thank you in Khmer – was born.

Georgie, a student at St Ignatius College in Drysdale, now makes unique soaps and sells them through the Arkoun website. She aims to return to Cambodia and to encourage others to take the journey with her.

Developing the venture has not been easy, but her family has led by example and focused on the unique strengths of Georgie and developed her charity, her social awareness, her emotional intelligence and of the needs of the fellow young people she met in Cambodia.

Supporting Georgie to establish her enterprise, learn how to run a business and help others in the process has helped her to realise her potential and assist others reach theirs.

Soaps that will make a difference to the children of Cambodia are available from Georgie's website [www.arkoun.org](http://www.arkoun.org).



## 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, who contribute parent perspective in education at a system, state and national level across five key areas of advocacy.

The CSPV five key areas of advocacy are:



**CSPV are seeking current Catholic school parents or carers to join our team in 2018-2020.**

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

To apply as a volunteer council member you will be currently involved on a school board or parent group at your school.

For an information pack please contact the CSPV Executive Officer, Rachel Saliba on 03 9267 0458.



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# Something *Special*

From a rich tradition to the challenges of twenty-first century life, Allison Nally, Religious Education Leader at Emmaus College, Vermont South, discusses the rewards of teaching in a Catholic school.

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

This is my nineteenth year of teaching in Catholic schools in Melbourne. From teaching at St John's School in Mitcham and St Leonard's School, Glen Waverley, to becoming a secondary teacher at Emmaus College and also the Learning Area Leader of Religious Education at this present school – I could say, there is something I definitely love about teaching in Catholic schools.

It might sound a little strange, but I have heard from others and also believe that you feel 'something special' the moment you walk into a Catholic school and you walk around the hallways. For me, personally, being able to teach our young people about the rich history and practices of the Catholic Church, with the hope that they will maybe come out of my classroom as better thinking young men or women from the learning that they have been immersed in, not necessarily immediately, but perhaps even later in their lives – this is an idea that I love and definitely what I would wish for my students.

## A Catholic educator requires....

As well as all the other skills of our colleagues, a Catholic educator needs to hold onto their own faith and be able to share this with their students in a way that might, hopefully, inspire some of these young minds that are part of our audience.

Being able to get up and teach a lesson on Confirmation and to be able to bring in personal experiences and photos from my own Sacraments is something my students have always loved. So just



being that model to the students in our classes of our own faith journeys in the Catholic Church can be very powerful tools.

## The greatest challenge for parents today.....

Well I am not a parent myself, but if I use examples from what I can see around me, encouraging our youth today to want to study Religion at school can be very tricky. In a world of social media where more and more big questions are being asked from children at a younger age, I think trying to encourage teenagers in particular to participate in Religion (in or out of school) is a huge challenge to our parents.

## By the time I retire.....

This is still a long time away for me (hopefully), but my main hope would be that I may have helped to shape many of my students into men and women who are out in the world carrying lots of the values and morals that I helped to nurture in them. I also hope that some of them will be able to take with them something valuable that they gained from the Religious Education programs I have taught!

## I also just want to say.....

Thank you to Catholic Education, I would not want to be anywhere else. From my own schooling days, through to studying at Australian Catholic University, teaching in Catholic schools and now also doing some further studies at Yarra Theological Union, I think this speaks for itself about my commitment to this wonderful sector of education that I can proudly call myself a part of. ✝

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It might sound a little strange, but I have heard from others and also believe that you feel 'something special' the moment you walk into a Catholic school and you walk around the hallways.

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## Archbishop's Conversation with Student Leaders

**Caroline Chisholm Catholic College, Braybrook**, hosted over 30 schools at the 2018 Archbishop's Conversation with Student Leaders. In the Church's Year of Youth the meeting took on a special emphasis and the theme was taken from the Year of Youth's theme 'Open New Horizons for Spreading Joy'. Archbishop Denis Hart shared his personal testimony with the students and encouraged the students, 'don't be afraid to make mistakes' and to 'show to the world the reason for the hope that is in you'.

The Archbishop's Conversation with Student Leaders is an opportunity for the Archbishop to directly dialogue with students and gather their thoughts and ideas in preparation for the Pentecost Letter to Young People. [+](#) [MORE ►](#)



## Second Screen It Award for St Anthony's

Last November the filmmaking group from **St Anthony's School, Noble Park**, were presented with their Junior Live Action (Foundation to Year 4) *Screen It Award* at an award ceremony at ACMI. The team from St Anthony's won the award for their short film *Back in My Day..* which the judges called 'hilarious' for its depiction of 'a grandad talking to a granddaughter about how hard it was back in his time'.

As well as their award-winning film, the team at St Anthony's also collaborated with students from Springvale Park Special Development School to make another entry. *Screen It* is a national competition for student filmmakers, animators and game developers. [+](#) [WATCH ►](#)



## Revitalised pool brings joy

Work to transform the warm-water pool at specialist school, **St Paul's College, Kew**, finished mid-February, giving hundreds of children and adults with disabilities a fantastic start to the new year.

The unique and much-loved pool was built in the 1970s and was in desperate need of renovation when St Paul's set about campaigning to raise funds in 2016.

Money raised through a number of events and donations has seen some huge changes take place, including a vibrant digital sea-life feature wall, new pool seating and sound system, safety features, tiling and painting. [+](#) [MORE ►](#)



## Project Compassion launch

Project Compassion, Caritas Australia's annual Lenten fundraising and awareness-raising appeal, was officially launched on 13 February by Archbishop Denis Hart at a special event at Cardinal Knox Centre. Attending the event were representatives from several schools from the Archdiocese.

The Year 10 students from **Sacred Heart College, Oakleigh**, who attended were keen to start their fundraising for this year's Project Compassion with a presentation at school assembly to tell their school community what they learned. Erin said, 'I think the main reason [to support Project Compassion] is because you're opening your hearts to other people and making sure that you're helping others'. [+](#) [WATCH ►](#)

## One giant leap for womankind

Three students from **St Aloysius' College, North Melbourne**, blasted off on a trip to the US to take their STEM learning to outer space. As part of a trip organised by Alliance of Girls Schools Australasia, the girls took part in the Hasse Space School Program in conjunction with NASA. Participating in a variety of activities, including rocket building and launch simulations, the girls are now bringing their new knowledge back to North Melbourne to inspire their fellow students.

Olivia in Year 8 said, 'the Camp was one of the most inspirational things I've ever done in my life and I'm sure I'll have a career in that field'. [+](#) [WATCH ▶](#)



## Lego for the future

The Cre8te the Future team from **Christ the King School, Newcombe**, are taking their innovative ideas all the way to Europe.

The school participated in the National First Lego League competition in Sydney in early December and walked away as winners of the Inspiration Award. Their project saw them design a self-sufficient tourist attraction for Point Henry which didn't use any of Geelong's water supplies. The students pitched the idea to their local MP Christine Couzens, who then mentioned it in State Parliament. [+](#) [MORE ▶](#)

## Larissa's Spirit of Anzac

Year 11 Sacred Heart College, Geelong, student, **Larissa Zanardo**, is one of twenty-two students who will head to Darwin and Singapore in April, joined by three teachers, two veterans and parliamentary tour leader, Mr Frank McGuire MP for the Premier's Spirit of Anzac Prize tour in 2018.

Students won their place on the 2018 tours by submitting entries that considered the impact of war on Australian society. Larissa's entry to the competition started life as her Personal Project in Year 9. The recipients attended the announcement ceremony at the Park Hyatt, Melbourne, on 5 February. [+](#) [MORE ▶](#)



## Footsteps of Frederic

In January, **Nilushi Siriwardhana**, who just finished Year 12 at Mercy College, Coburg, participated in the inaugural Footsteps of Frederic Leadership Camp – a new initiative from Vinnies Victoria which aims to develop a clear pathway for recent secondary school graduates who show leadership potential, empowering them to impact social change.

Nilushi said 'I personally really enjoy being a part of this program because it exposes me to huge issues in our society that need more attention. Helping those in need is such a rewarding experience. I always leave with my heart so full.' [+](#) [MORE ▶](#)



Nilushi and Mercy College Principal, Lila McInerney





## St Joseph's hosts Queen's Baton Relay

In February, **St Joseph's School, Sorrento**, was the host school for the Sorrento leg of the Queen's Baton Relay (QBR) as it makes its way to the Gold Coast for the 2018 Commonwealth Games. The school nominated Year 4 student, **Casey O'Shannessy**, to be the QBR Junior Ambassador for being hardworking and respectful with others.

At the ceremony on the grounds of St Joseph's, the school community combined with neighbouring Sorrento Primary School to watch the baton arrive. Casey said he was honoured to be chosen to be the Junior Ambassador and answered questions from the crowd about the features of the baton he held. ✦

[MORE ▶](#)

## Kids Conference at ACU

Last November, six students from **St James' School, Brighton**, presented at the ACU (Australian Catholic University) Kids Conference – an event held once a year where schools all around the globe get to present some of the amazing projects that they have been working on. The St James' students talked about the podcast that they had made called 'Pass It On' which combines the work of star writers in the school, as well as some well-loved books from their favourite authors. ✦

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St Joseph's parent Jodie Carroll and Casey with the 2018 Commonwealth Games baton

— CATHOLIC EDUCATION MELBOURNE PROUDLY PRESENTS —

# TIME TO Shine 2018

**SATURDAY 28 JULY 2018**  
State Theatre, Arts Centre Melbourne  
Tickets on sale 27 April [www.cem.edu.au/T2S18](http://www.cem.edu.au/T2S18)

## Father Wall Bursary winners

On 7 March four outstanding young Victorian student leaders were presented with the Fr James Wall Bursary award by Archbishop Denis Hart, in a reception at Melbourne's St Patrick's Centre.



They are:

- **Nathan Fox**, St Joseph's College in Newtown, Geelong
- **Himash Wijesekera**, Mazenod College Mulgrave
- **Madeleine Crothers**, St Ignatius College Geelong
- **Jordan Whitty**, Parade College Bundoora

The Father James Wall Bursary provides leadership achievement awards of \$4,000 to each student. It is made annually to Year 10 Catholic secondary school students who demonstrate leadership potential in a range of areas. These include science, arts, public speaking, sporting activities, community service and social justice activities.

The bursary, provided through the sponsorship of the Catholic Development Fund, assists with school fees and other expenses during the student's Year 11 and 12 studies. [+](#) [WATCH ▶](#)



## St Jude's softball state champions

**St Jude the Apostle School in Scoresby** proudly celebrated the achievements of 12 Year 6 boys in their softball team who won the Victorian State Softball Championship at the end of 2017.

Beginning in June, the team remained undefeated winning through their district, division and regional competitions before successfully winning all three games and their final at the State Competition held on 15 November at Jell's Park. [+](#) [MORE ▶](#)



## Thomas Carr College's Mission Immersion

On 3 January, eight Year 12 students from **Thomas Carr College, Tarneit**, along with Dr Andrew Watson, Principal, and Fr Jude Pirota M SSP, Canonical Administrator, departed Australia to participate in the College's first mission immersion trip to the Philippines.

While in the Philippines they were engaged in a range of service projects, pastoral visits, faith formation and educational activities. The team worked in orphanages, visited the poor and sick in their homes, and facilitated a range of workshops for the local children. [+](#) [MORE ▶](#)

## 2017 Victorian Schools Garden Awards

Over 500 students and teachers from across the state gathered in the Royal Botanic Gardens to celebrate the 40th Anniversary of the Victorian Schools Garden Awards (VSGA). The Victorian Schools Garden Awards have a long history of bringing gardening skills and the joy of learning to school-aged children through their school gardens.

Schools from across the Archdiocese of Melbourne were presented with awards, including: State Winner: **Parade College, Bundoora**; Most Engaging for Play: **St Louis de Montfort's School, Aspendale**; Regional Award – Primary: **Mother of God School, Ardeer**; and Regional Award – Secondary: **Catholic Regional College, St Albans**. [+](#) [MORE ▶](#)



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