

Catholic Education

# Today



CATHOLIC  
EDUCATION  
MELBOURNE



## Telling tails about reading dogs

TERM 3, 2016

**4** CHILD SAFETY

**6** REMAR IN  
REMAND

**8** WORLD  
YOUTH DAY

**10** FAITH  
TO LEAD

**12** AROUND THE  
ARCHDIOCESE

## A Franciscan Benediction

May God bless us with discomfort  
At easy answers, half-truths,  
and superficial relationships  
So that we may live from deep within our hearts.

May God bless us with anger  
At injustice, oppression,  
and exploitation of God's creations  
So that we may work for justice, freedom, and peace.

May God bless us with tears  
To shed for those who suffer pain,  
rejection, hunger, and war,  
So that we may reach out our hands to comfort them  
and to turn their pain into joy.

And may God bless us with just enough foolishness  
To believe that we can make a difference in the world,  
So that we can do what others claim cannot be done:  
To bring justice and kindness to all our children  
and all our neighbours who are poor.

Amen.



**CATHOLIC  
EDUCATION  
MELBOURNE**

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**Cover Image** Seven-year-old Daisy with Cindy and Stumpy  
from Story Dogs.



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## From the Executive Director



Stephen Elder  
Executive Director

Along with 150 other pilgrims from the Archdiocese  
of Melbourne, I recently returned from one of the  
most profound experiences any of us had ever shared:  
World Youth Day in Kraków, Poland. We joined  
3 million pilgrims for an opportunity to share our  
faith with Catholics from all over the globe.

At the climax of the week, Pope Francis celebrated  
Mass, appealing to the young throng gathered for  
miles around him that they continue to believe in the  
gentle and unassuming power of mercy.

'But do not be afraid,' the Pope urged, 'Think of the  
motto of these days: "Blessed are the merciful, for  
they will receive mercy" (Mt 5:7). People may judge  
you to be dreamers, because you believe in a new  
humanity, one that rejects hatred between peoples,  
one that refuses to see borders as barriers and can  
cherish its own traditions without being self-centred  
or small-minded. Don't be discouraged: with a smile  
and open arms, you proclaim hope and you are a  
blessing for our one human family.'

Mass was all the more electrifying as the sky erupted  
with thunder and lightning. I might have been  
pushing up the average age of the attendees but I,  
like so many present that day, was awestruck by the  
magnitude of the moment and the real hope of the  
future of the Church, gathered around me as far as I  
could see, unafraid beneath the sheer force of nature.

Fortunately no one was struck. We probably could  
have done without the torrential downpour on the  
many kilometres walked home, but the adventure  
served as a reminder to us all that while faith isn't  
always an easy road to walk, you can draw strength  
from those walking beside you.

As we come to the conclusion of Term 3, and towards  
the end of this Extraordinary Jubilee of Mercy, I invite  
you to take a few breaths and to think about the acts  
of Mercy in your own life, and ways in which you can  
show Mercy to others.

Pope Francis ended World Youth Day with a call to  
action; 'The times we live in do not call for young  
couch potatoes, but for young people with shoes,  
or better, boots laced.'

Though he was more than four times the age of  
some of the younger pilgrims at World Youth Day,  
the relevance he continues to have to people of all  
ages shows us that youth isn't only for the young.  
It is a reminder that every one of us has a part to  
play; that even those of us somewhat longer in  
the tooth still represent 'the future of the Church'.  
His is a message for us all.

You can find more about the experiences of our  
students who attended World Youth Day on pages 8  
and 9, and there are powerful videos and testimonies  
from our pilgrims available on the Melbourne Catholic  
website [melbournecatholic.org.au/wyd](http://melbournecatholic.org.au/wyd).



# Story Dogs

Meet Stumpy, one of the stars of the Story Dogs program. Stumpy was born with only three and a half legs, is now five years old, and listens to local students read in his spare time.

Jackson, six years old and halfway through Prep at Our Lady of Mount Carmel (OLMC), Sunbury, said his favourite thing about the Story Dogs program is 'when I'm reading beautifully, Stumpy wags his tail'. For a child who was finding it difficult to concentrate in class, the program has increased his focus and improved his reading hugely.

Cindy McGregor, Stumpy's owner, was working as a dog trainer when she was asked if she was interested in being a volunteer for Story Dogs, a program aimed at improving student literacy through the use of friendly canines. Since her own children were grown and she was looking for a new challenge, she contacted the company, which agreed to train Cindy if she could find a school willing to take her on. So Cindy dropped flyers at a few local schools in the Sunbury area.

'Trish called me back the very next morning!' she laughed, referring to OLMC's curriculum coordinator, Trish Cairns.

While the program is normally aimed at Year 2 students, Trish suggested that there were a few Year 1s and a Prep student experiencing reading difficulties who might benefit from the program, and so they began. Once a week, Cindy brings Stumpy into the school so that he can sit and listen to the students read.

OLMC Principal Paul Hogan has been delighted with the results. 'The improvements in attitude have been great. Kids who didn't want to read at all have been going home and practicing to read to Stumpy when he comes in,' he said.



Cindy, Connor and Stumpy share a story.

The four students in the OLMC program – Addison, Daisy and Connor from Year 1 and Jackson from Prep – have all thrived under Cindy and Stumpy's tutelage. Seven-year-old Daisy said, 'Stumpy listens to me, and sometimes he does funny things', while six-year-old Addison said, '(I like reading to Stumpy) because he's quiet and he listens to me. I'm starting to read better and to know all the words'.

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The improvements in attitude have been great. Kids who didn't want to read at all have been going home and practicing to read to Stumpy when he comes in.

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PAUL HOGAN  
PRINCIPAL, OLMC

Trish praises the work Cindy has done to improve the students' reading, 'She's a very committed volunteer. There has been a flow-on impact to the children's writing skills as well, because they like to write down what they've done with Stumpy, so that has been wonderful.'

For Cindy, the program has been a joy, 'I want to stress that the support for the program from the school, and particularly from Paul and Trish, has been tremendous. The Story Dogs program is free of charge and we provide the books but Trish often picks out extra books from the library. The idea is to make reading fun, and if the kids don't want to read one morning then I will read to them instead. The program is very non-judgmental; it's all about encouragement.'

And she's very keen to get other volunteers on board; 'Not many schools have heard of the program and the benefits are so wide-ranging. It would be great to get more volunteers and their dogs involved in other schools.'

Story Dogs is a registered not-for-profit organisation designed to help children with reading difficulties. More information about Story Dogs is available at [www.storydogs.org.au](http://www.storydogs.org.au). Schools and interested volunteers can register on the website, or can contact Cindy McGregor directly at 0405 191 956 or [cindy@storydogs.org.au](mailto:cindy@storydogs.org.au).

Cindy and Stumpy with some of OLMC's Prep students.



# Child Safety Today

‘There can be no keener revelation of a society’s soul than the way in which it treats children.’

NELSON MANDELA

As parents, you understand the importance of a good education for your children. You want a school that makes the wellbeing and happiness of its students its highest priority.

The past treatment of children subject to terrible breaches of trust in Catholic schools has affected us all.

Inquiries by the Victorian Parliament, and the current Royal Commission into Institutional Responses to Child Sexual Abuse, have highlighted the deficiencies of the past and invite a period of serious reflection.

Today, there is no greater responsibility of all Catholic school principals, teachers and staff than ensuring a safe and secure environment for every child under their care.

Learning from the mistakes of the past helps shape the future and our schools are united and absolutely committed to ensuring the terrible abuses of trust that have been brought to light never happen again.

In recent times school leadership teams have been reviewing and strengthening their child-safe practices, working with all staff and parents to ensure a culture of child safety is maintained across all our school communities.

The Victorian government has set Child Safe Standards into law for all schools across the state – Catholic, independent and government – as a way of providing constant standards of child safety, but this is only the start of the story.

‘Catholic Education Melbourne believes upholding these standards goes beyond mere compliance,’ Executive Director Stephen Elder says.

“I’m looking forward to undertaking this opportunity to further enhance our understanding, as leaders, what we can do to ensure the very best for our young people in our care.”



ADAM RIEUSSET

‘We believe it involves raising awareness, enhancing cultures, minimising risk and strengthening our capacity to prevent and respond to abuse by creating a zero-tolerance environment.’

Catholic schools in Victoria are already acting to give students a proactive voice in current child safety reforms through a pilot project, *Child Safety: Empowering students as researchers*, an initiative that seeks to obtain students’ perspectives and allows them to have a say about their personal safety and contribute to their school’s practices and policies.

At the same time, Catholic Education Melbourne has worked with the Australian Catholic University to launch a new Graduate Certificate in Education: *Safeguarding Children and Young People*.

The course, the only one of its kind in Australia and one of a handful available internationally, will enable teachers and other education professionals to develop their knowledge and understanding of contemporary issues and response to safeguarding children and young people.

‘Catholic Education Melbourne is striving to be a leader in child safety,’ Mr Elder said.

‘The course will help ensure that staff in our schools have the necessary knowledge and skills to create cultures of safety for all young people in their care.’

‘We want to make sure that the coursework is informed by the latest child safety research and best practice, and grounded in the rich social and moral teachings of the Catholic Church and theological understandings of the child.’

Up to 40 school leaders each year will undertake the course and the first cohort of teachers began the course in September.

‘I’m looking forward to undertaking this opportunity to further enhance our understanding of what we can do to ensure the very best for our young people in our care,’ said Adam Rieusset, Year 12 Coordinator at Our Lady of Sion College in Box Hill and one of the initial students.

## Parent involvement in child safety

Maintaining child-safe environments for children and young people is a responsibility for entire school communities and parents to make an invaluable contribution in dealing with teachers and school leaders to help shape procedures, curriculum and practice, and to forge an organisational culture of child safety.

Catholic Education Melbourne hopes to create a culture where parents, children and teachers can work together to ensure that their school complies with the Child Safe Standards.

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Catholic Education Melbourne is striving to be a leader in child safety.

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STEPHEN ELDER

For more information about child safety in Catholic schools visit the Catholic Education Melbourne website [www.cem.edu.au](http://www.cem.edu.au).

For more information about the new Child Safe Standards visit the VRQA website [www.vrqa.vic.gov.au/childsafef](http://www.vrqa.vic.gov.au/childsafef).

The views of students about their feelings and awareness of safety and those of parents are vitally important in working to reduce the risks of harm and build an understanding of expectations of adults when working with children.

Parents also play an important role in working with schools to develop their child-safe practices, reporting and responding to child abuse and monitoring their school's adherence to its policies. Parents and children alike should be confident their concerns will be listened to and acted on if they believe there are potentially unsafe situations at their school.

This is central to a safe school environment that is responsive to children and young people and all school members are empowered to raise concerns.

Students can also provide feedback on a range of safety measures while at school. This type of consultation helps create a climate of respect where

people feel they are valued and school policy-making is based on practical and mutually beneficial experience, which strengthens student-teacher interaction.

Schools have been asked to inform school communities about the strategies, both current and new, as they develop, to embed an organisational culture of child safety.

Schools will also support students to develop the skills and procedures necessary to take action if they feel unsafe. Parents and teachers have a shared role in encouraging children to understand acceptable standards of behaviour and to develop healthy and respectful relationships based on Christian teachings of love, justice, respect for the individual and the sanctity of life. As we work toward ensuring that our schools are leading best practice in creating child safe environments, we invite you to get involved with your local school, to make sure our schools are safe now, and into the future. +



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# Remar in Remand

The Remar program at Marcellin College, Bulleen, has had a long-standing relationship with the Melbourne Youth Justice Centre (MYJC) in Parkville. MYJC has young men aged 15–17 years who have committed multiple or serious offences in its custody, but students from Marcellin who visit the remand centre on a regular basis sometimes find that the inmates are not so different from themselves.

Walking into MYJC for the first time can be a daunting experience for students. Remand centres are associated with criminals; criminals are bad, therefore, surely the people in these centres must be bad. There is a sense of nervousness, of anxiousness. Anything could happen behind these doors.

So why even go in the first place?

In reflecting on their experiences one Marcellin student, Lachlan, said that he first chose to go on an MYJC visit 'to experience something new and see how some of the less fortunate live'.

“The boys at MYJC are just like me and my mates at school. Each with different lives, backstories, personalities – and it only really takes one bad decision to change a person’s life.”

TOM, MARCELLIN COLLEGE

Another student, Samuel, admitted, 'when I first went, I was very nervous. I had never been in an environment like MYJC. However, the nerves were alleviated soon after when I saw that the boys were just like me.'

From the college's perspective, the program aims to promote social justice to students and raise awareness for the challenges faced by other teenagers of a very similar age. As the boys continue to attend the MYJC visits, they come to realise that they are not too dissimilar to the young men at MYJC.

'The boys at MYJC are just like me and my mates at school,' said student Tom, 'Each with different lives, backstories, personalities – and it only really takes one bad decision to change a person's life.' The students can see these similarities and realise that they could easily be in the same position, had their circumstances been different, or should they make a poor decision one day.

But there is also a sense that the boys can set a better example for their new friends, and the realisation is as much a spiritual exercise as any experience could be.

'I felt like Jesus would be alive through me if I were to help those in need, and those in the MYJC are examples of young men who might benefit from visits from Marcellin boys,' said Samuel.

As Pope Francis said in a homily earlier this year, it is not 'the powerful that are saved, those who have strength, money, power ... salvation comes from the small and simple things of God'. A common reflection from the boys after visiting MYJC suggests that they walk away with a small but important appreciation of what they have.

'After visiting MYJC, I am far more aware of what I have, and I definitely won't take it for granted any more. I can choose what I eat, what I wear, who I talk to,' said Lachlan. +



Marcellin students outside the Parkville Youth Justice Precinct.



## Eat, Pray,

Work

## Play

This is the third article in a four-part series from the Life, Marriage and Family Office in the Catholic Archdiocese of Melbourne [www.cam.org.au/lifemarriagefamily](http://www.cam.org.au/lifemarriagefamily).

I recently spent a couple of days helping a friend building a shed on a country property. As someone who spends most of his work hours at a desk, I enjoyed the physical exertion – cutting, lifting, drilling, nailing – thankfully under the eye of a carpenter.

The hard work meant I enjoyed dinner more than usual. Working with wood is a noble endeavour. Jesus spent more of his adult life at a carpentry bench than preaching. That says a great deal about the importance of work!

But getting the place of work right in our lives isn't always straightforward.

St John Paul II – no stranger to hard physical work – adapted Jesus's words about resting on the Sabbath to say, 'Work was made for man and not man for work.' Done the right way our labour can be our participation in God's ongoing work of creation. At its best it makes us more human. However, it can also do the opposite.

Throughout much of World War II, the man who would become Saint John Paul II, Karol Wojtyła, was, like millions of other Polish people, forced into work under Nazi occupation – first in a chemical factory and later in a quarry. The Polish Pope knew firsthand how work can be used to destroy human beings rather than to help them to flourish.

In his recent exhortation on the family, *The Joy of Love*, Pope Francis notes how work and cultural pressures can combine to harm families. Amid a society that tends to value possessions and pleasures more than people, work can turn us into slaves. Some of those forces are difficult to combat. However, others can be of our own making. Either way, the Pope notes, the result can be that, 'parents come home exhausted, not wanting to talk, and many families no longer even share a common meal'. He also identifies how the pursuit of money can create, 'stress on families, who seem more caught up in securing their future than enjoying the present'.

Regardless of whether it is remunerated or the often undervalued but essential work done in the home, getting the balance right is often hard. It can help to ask ourselves if the work we are doing is allowing us to have sufficient time with the people we love and live with – our spouse and our children? Is it helping us to become a better, more loving and united family or not? Is what might be good for 'me' good for 'us' as a family?

If not, can we change something? Can we say 'no' to the extra hours so that we can be home in time to share a meal? Can we leave folding the laundry until tomorrow and play a board game or read the children a story? Are we in a position to choose a job that may pay a little less but allows for more time together?

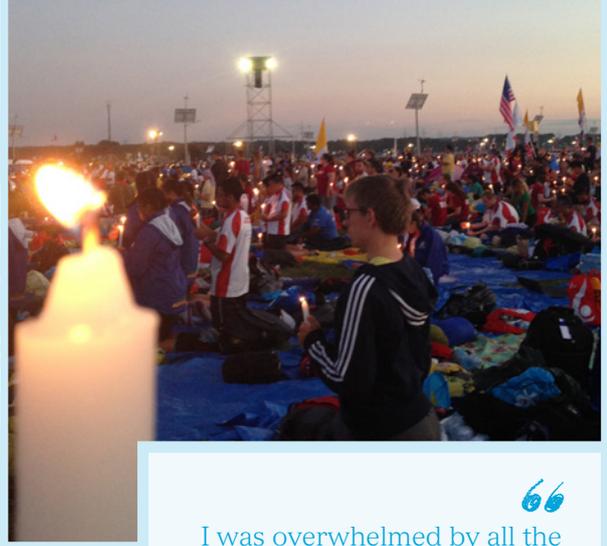
It is important to talk about these things in the family. In the busyness of life we can think we are doing what is best for our marriage and family but may not have discussed it for a while.

Pope Francis recognises that finding the right balance isn't always easy. 'I thank God,' he writes, 'that many families, which are far from considering themselves perfect, live in love, fulfil their calling and keep moving forward, even if they fall many times along the way.'

While 'ideal' may seem a long way off, it is good to think about how tomorrow could be a little 'better'. ✦

*Matthew MacDonald is the Executive Officer of the Life, Marriage and Family Office.*

# World Youth Day



“  
I was overwhelmed by all the flags and different languages; I saw the universal church.”  
”

STEPHANIE, MERCY COLLEGE, COBURG



“  
I got to learn more about myself and my faith while being surrounded by so many happy, generous and accepting people from all over the world.”  
”

DANI, OUR LADY OF THE SACRED HEART COLLEGE, BENTLEIGH

## KRAKÓW, 2016

Kraków in Poland welcomed hundreds of thousands of young people from around the world to take part in World Youth Day 2016. 150 pilgrims from 54 Catholic schools in Melbourne joined them for a week-long celebration of what it means to be a young Catholic in a 21st century world. The pilgrims are now sharing their profound experiences with their local school and parish communities.

“  
The joy that you have freely received from God, freely give away: so many people are waiting for it.”  
”

POPE FRANCIS, FINAL MASS AT WYD KRAKÓW 2016



“

To think that I barely knew anyone in my group as we got on that plane. We are family now.

”

LUCAS, EMMANUEL COLLEGE, ALTONA NORTH



“

United as one to celebrate our faith and closeness to God.

”

STEPHANIE, CATHOLIC REGIONAL COLLEGE, CAROLINE SPRINGS



“

Connecting with strangers, brothers and sisters through Christ, with just a smile.

”

SIENA, ACADEMY OF MARY IMMACULATE, FITZROY



The next World Youth Day will take place in Panama in 2019.

### Parent Engagement at the heart of the NCEC Conference

By Nicole Wiseman –  
VCSPB Council member

In June of this year I had the privilege of attending the Perth-based National Catholic Education Commission conference – *Faith to Lead, Lead to Faith* – as one of six Victorian Catholic School Parent Body (VCSPB) delegates. New to the VCSPB, I particularly appreciated the chance to learn about issues of national significance for Catholic schools and where education is heading. As a Victorian, I also appreciated the brief respite from a bitter winter!

It was inspiring to sit among 1,300 delegates at the Perth Convention Centre, knowing that we all – educators, administrators, church leaders and parents alike – shared a common purpose of working collaboratively to enhance student learning, faith and wellbeing. Of particular interest to me was the area of engaging – specifically parent engagement in their children’s learning.

Like most parents, I am aware that I influence my children. Many a moment springs to mind, not all of them pleasant, when my children have echoed my words or behaviour. I have experienced the joy of helping my children learn to read, to tie a shoelace, to count to 100. And yet, as my children have progressed through school I have taken more of a back-seat role. Assuming education to be primarily the responsibility of teachers, I have slogged away at the ‘other stuff’ such as attempting to instil manners and responsibility for personal hygiene, learning to share, aiming for household chores to be completed without resorting to nagging or bribery.

“  
Parent engagement is one of the most important factors in education and developmental outcomes for children and young people.”

So it was a revelation to learn of the body of evidence that demonstrates that parent engagement is one of the **most important** factors in education and developmental outcomes for children and young people. Schools that undertake effective parent engagement have seen large improvements in learning areas such as literacy and numeracy, and also children’s behaviour, including an increased enthusiasm for school.

Engaging in children’s learning is not about replacing the role of the teacher, nor does it require parents to be expert in every subject matter. It can be as simple as having a conversation at the dinner table, or showing an interest in what happens in the classroom.

The conference was a great opportunity to meet those working to equip both schools and parents with the tools to empower effective parent engagement. †

The VCSPB is currently researching various organisations through a parent-connectedness project to develop effective strategies to engage and maintain connection with parents of Catholic school students. It is also engaged with Catholic School Parents’ Australia (CSPA) on a national research project (funded by the federal government) to ascertain what works in parental engagement and why, and to ensure that the views of parents across Australia are heard and acted upon.

If parents have a view on a state or diocesan issue, I encourage them to raise it with the VCSPB so that together we can work with schools for the benefit of all young people. Contact **03 9267 4458** or [secretary@vcspb.catholic.edu.au](mailto:secretary@vcspb.catholic.edu.au).

### Your Say

*Catholic Education Today* is a dynamic way for us to share the wonderful work of Catholic schools throughout the Archdiocese of Melbourne with you, the parents and families that help make our system so successful.

We are also keen to know if there are any specific areas of teaching or wellbeing you would like us to cover and, as always, your opinions as partners in education are welcome.

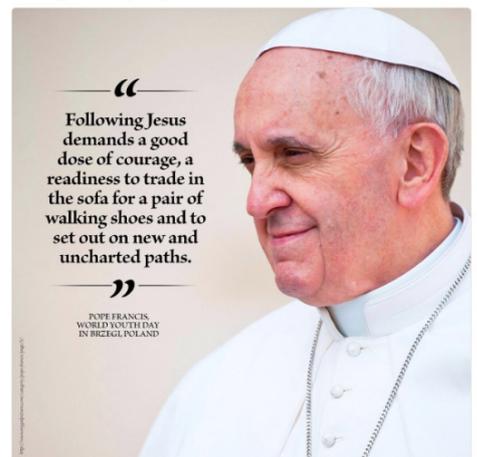
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 @CEMelbourne

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### Tweet of the Term

 Leni Robredo @lenirobredo · 26m  
[A] As we celebrate the World Youth Day, let's be reminded of the noble cause of serving the underprivileged.



60

## Michelle Cotter

PRINCIPAL – MERCY COLLEGE, COBURG

As a principal and teacher in Catholic education every day has been different; at times challenging, oftentimes exciting and enriching and always energising.

**The things I like most about working in a Catholic school are ...** the common values that bind us together. The basic elements of the relationships between students, staff and parents are very much lived out in the micro of our daily school lives as well as recognised, celebrated and promoted in the macro of how we are a 'learning community' for the 21st century. Our commitment to the best interests of our students as young people that we are helping to shape as they embark on contributing to the world is a privilege and a gift that we might experience immediately but we might also see in the fullness of time.



**A Catholic education means ...** a shared commitment to growing in the image and likeness of God as a leader and as a learner. Being a witness to the Gospel messages of faith, hope and love in personal and community relationships is woven authentically in Catholic school communities.

**The greatest challenge for parents today is ...** being confident that their 'best intentions for their children' are based on values and beliefs that are about the growth and development of their children holistically. Seeing the diverse potential of their children joyously and being confident to let these young people find their way amidst all the messiness of adolescent life, making mistakes and discovering hidden potential requires trust and belief.

**By the time I retire ...** I would hope to have been a career-long learner, still energised by the experience of seeing a young person discover, explore, unpack or understand a concept or skill for the first time. I would want to have a plan for a fulfilling future beyond working formally in education but rich in understanding the contemporary world I am a part of, knowing I have more to offer.

**I also want to say ...** principalship is a most rewarding life opportunity that I am blessed to have experienced. The celebrations and the challenges on this career journey are often all-encompassing and they often span a bridge of professional and personal. They are also nearly always shared; a passionate leadership team at the local school level, a network of friends and colleagues, membership of and support from Mercy Education and the support and guidance of Catholic education in the Archdiocese of Melbourne are all vital cogs in the successes of our school and my leadership. ✦

## Julie Wynne

WELLBEING AND SUSTAINABILITY LEADER – ST LOUIS DE MONTFORT'S SCHOOL, ASPENDALE

I began my teaching career at Sacred Heart College, Newport, and have been at St Louis de Montfort's for the last 15 years in numerous roles. For me, education is a vocation in supporting those around me to be the best they can be.

**The things I like most about working in a Catholic school are ...** the opportunities available to me. I began working at St Louis as a classroom teacher. Since then I have been level coordinator, literacy leader, wellbeing leader and now a combination of wellbeing and sustainability leader. I have also had opportunities to further my studies by completing a Masters of Education, Post Graduate Student Wellbeing, Certificate in Literacy Leadership and a Certificate IV in Education and Training.

**A Catholic education means ...** providing communities based on gospel values. It means providing education that strives to make a difference in the lives of individuals and the wider community by challenging young people, to reach their full potential. It means providing hands-on learning opportunities to become sustainable citizens, now and in the future.

**The greatest challenge for parents today is ...** allowing children to take risks not only with their learning but in their environment. I think that many parents have unreasonable expectations of children, which puts immense pressure on children and as a result they don't have opportunities to learn through their mistakes.

**By the time I retire ...** I would hope that I have made a difference in the lives of many children. I hope that I have developed in students the desire to be the best people they can be. I hope that they have an understanding of empathy and walking in other people's footsteps and if they have an environmental conscience, all the better.

**I also want to say ...** you can only achieve what you achieve in schools by having the support and vision of an inspiring principal. Working in a positive school community is also important in what you can achieve. There are also many 'sliding door' moments when you just happen to be in the right place at the right time with the skills and passion to do the job at hand. ✦

*Julie was named joint Victorian Environmental Educator of the Year in 2016.*



## 2015 VCAL Achievement Awards

On Monday 20 June the VCAL Awards were presented at Federation Square. Narelle Dickson from Sacred Heart College, Geelong, was named VCAL Teacher of the Year; Sacred Heart College, Geelong, received the VCAL Partner Achievement Award for VCAL Promotion with their partner, Samaritan House, Geelong; and the Senior VCAL student team at Mount Lilydale Mercy College received the VCAL Student Achievement Award for Senior Team Achievement. +



Narelle Dixon is VCAL Teacher of the Year.



The Senior VCAL team from Mt Lilydale Mercy College.



## Father James Wall Bursary

Congratulations to the four students who have won the 2015 Father James Wall Bursary Award: Aisha Buckle from Academy of Mary Immaculate, Fitzroy; Sophie Dowling from Sacred Heart College, Newtown; Piwainashe Kahonde from Our Lady of the Sacred Heart College, Bentleigh; and Isaac Travers-Hucker from St Joseph's College, Newtown. +

(L-R) Executive Director of Catholic Education Melbourne, Stephen Elder, Sophie Dowling, Piwainashe Kahonde, Archbishop Denis Hart DD, Aisha Buckle, Isaac Travers-Hucker, and CEO of Catholic Development Fund, Matthew Cassin.

## Royal flavour

Catholic Regional College (CRC), Sydenham, played host to His Majesty King Carl XVI Gustaf of Sweden. As part of the visit King Carl attended a private function for 300 guests where the CRC Sydenham bakery students catered for dessert and made an enormous, themed, celebratory cake to feed the entire party. +



His Majesty King Carl XVI Gustaf of Sweden with Fr John O'Reilly, Mr Stephen Elder, and staff and students from CRC Sydenham



## Art for Justice

The Art for Justice program at Siena College invites students to create a digital artwork with the aim of deepening their understanding of a current social justice issue. The artwork will form part of a travelling exhibition of all students' work from participating schools. The exhibition will travel to each of the participating schools in early 2017. +

## Leading the way in all things environmental



St Louis de Montfort's School principal Tom Lindeman and Julie Wynne receive the UNAA Environmental School Award.

On 6 May Wellbeing and Sustainability leader at St Louis de Montfort's, Julie Wynne, was named one of the joint Victorian Environmental Educators of the Year. 'Julie's can-do approach has made significant impacts in her school, community and the broader Victorian educational community,' said the Environment Education Victoria judging panel. 'Her work is outstanding.'

St Louis de Montfort's also received the Environmental School Award in the United Nations Association of Australia (UNAA) World Environment Day Awards for their whole-school program, *From Little Things, Big Things Grow*.

## Premier's VCE Awards

The 2016 Premier's VCE Awards were presented at the Palladium at Crown where Nathan Cheng was awarded a Top All-Round VCE High Achiever Award (awarded to students who have achieved study scores of 46 or higher in at least five VCE studies).



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## Malaya Borneo Remembrance Service

On Monday May 9 Thomas Carr College held its annual Commemorative Service for the Malaya and Borneo Veterans Association in the College Chapel. A fixture on the college calendar for nearly 15 years, veterans, invited guests and the college community gathered to honour those that have made the ultimate sacrifice for Australia. The Ode was recited by highly decorated veteran, Mr John O'Regan, while Thomas Carr College Year 10 Student, Kirubel Mengistu, played a stirring rendition of the Last Post. +



## Rupertswood Harvest Eggs

In 2015, Salesian College, Sunbury, student Zoe Carter was in charge of finding chickens to purchase for the college's VCAL Enterprise project. After searching, she found an advertisement for 50 ex-battery hens that needed homes. The college has since rescued 200 chickens and rehomed 80, and regularly sell the eggs to parents in a drive-through. +

## With courage let us all combine

Refugee Week (19–25 June) offered the opportunity to celebrate the contribution of Catholic schools in welcoming and helping refugees, both in schools and in their wider communities.

Friday Night School, 'a remarkable program where students from top high schools volunteer their time to tutor younger children, mainly from refugee or migrant backgrounds', was featured on ABC's *Lateline* earlier this year. The story by Hamish Fitzsimmons can be viewed or read via the *Lateline* website [www.abc.net.au/lateline](http://www.abc.net.au/lateline).

For more information on Friday Night School visit [www.fridaynightschool.org](http://www.fridaynightschool.org). +



## The Aquinas Long Walk for Reconciliation

To mark National Reconciliation Week (27 May–3 June), Aquinas College, Ringwood, hosted the Aquinas Long Walk in support of Reconciliation with Indigenous Australians. The walk involved 20 Catholic primary and secondary schools, led by Long Walk Foundation founder Michael Long and 1993 Brownlow Medallist Gavin Wanganeen. +



Aquinas students join 'The Long Walk' from Federation Square to the Melbourne Cricket Ground.

Aquinas Community Long Walk led by Michael Long and Gavin Wanganeen.



## Graduate Teacher Welcome

Earlier this year approximately 200 people, including graduate teachers, principals, principal association representatives and staff from Catholic Education Melbourne, gathered for the 2016 Graduate Teacher Welcome. ✦



## Pop Up Art Garden



From 20 May to 12 June at the Royal Botanic Gardens a 'beautiful, colourful and bright flower' sculpture was on display in the Observatory Gate precinct as part of Melbourne's participation in the Chelsea Fringe Festival, created by students from St Joseph the Worker School, Reservoir North. ✦

## St Bede's race against the world



St Bede's College in Mentone has a place on the grid for the F1 in Schools Technology Challenge World Finals in Austin, Texas. Despite finishing fourth at Nationals, where only the top three teams automatically win through to the World Finals, initial disappointment was replaced with great joy when Team Velocity was given a wild card invitation to Texas in October. ✦

St Bede's F1 racers: Joel Bright, Will Clifton and Peter Russell

## Reach for the skies

Earlier this year two Australian Airforce Fighter Planes on their way to the Grand Prix pierced the Yarra Valley skies as they flew over Mount Lilydale Mercy College.

One of the F/A-18 Hornets was piloted by a Mount Lilydale Mercy College Old Collegian. Last year he returned to the college to speak to the Year 11 students in an effort to inspire the students to reach for the skies – as he did! ✦



## St Martin's celebrates Family Week (15–26 May)

Like many schools in the Archdiocese, St Martin de Porres School, Avondale Heights, celebrated Family Week, 'because it reminds us of the importance of families, how different they all are, how much we love them and why we need to cherish each member'. ✦



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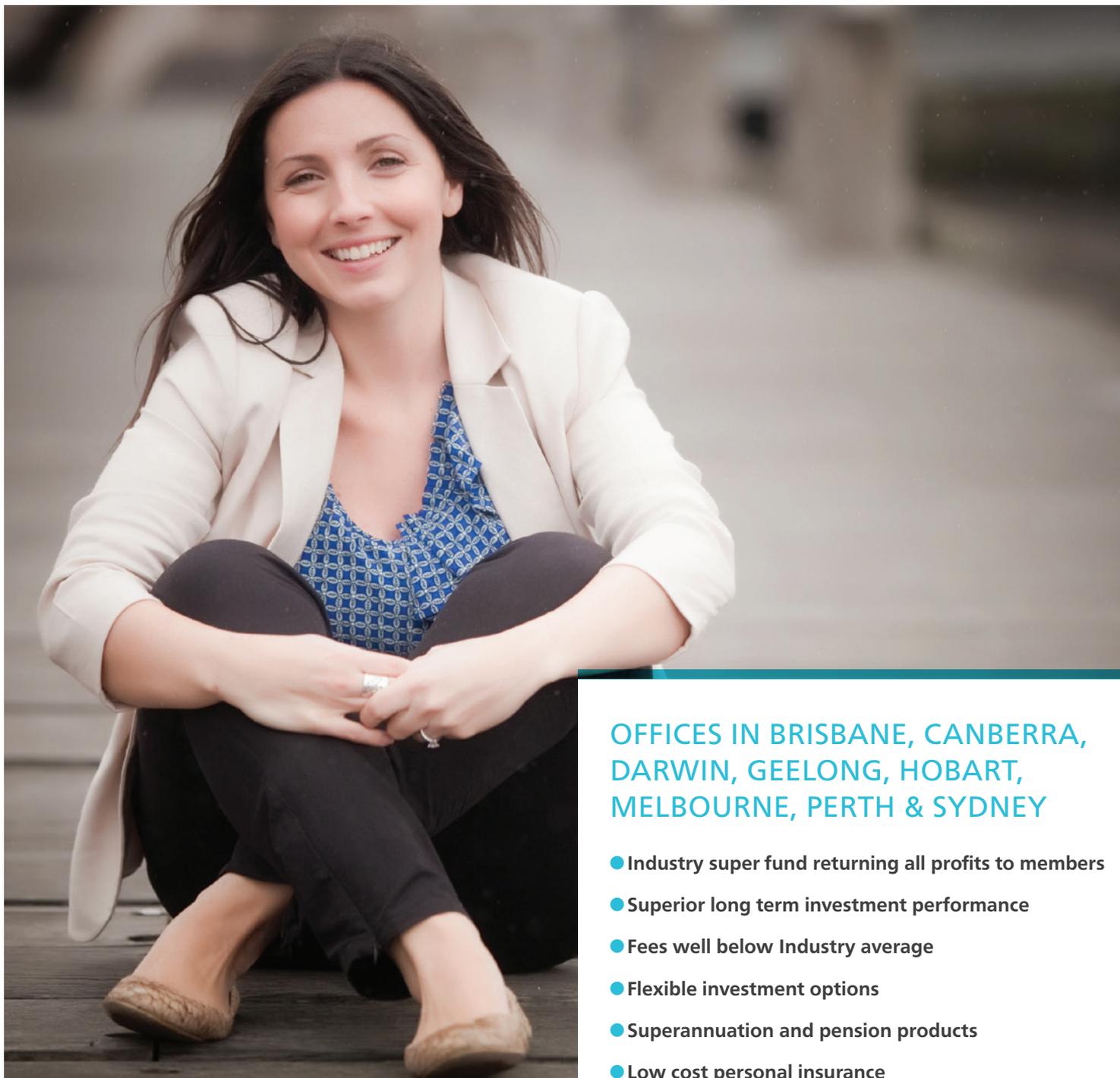
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