

Catholic Education

# Today



CATHOLIC  
EDUCATION  
MELBOURNE



Joy to the  
world!

TERM 4, 2017

**3** ADVENT CALLS  
US TO HOPE

**4** 2018 THE YEAR  
OF YOUTH

**6** DIGITAL LEARNING  
- THE SIX Cs

**10** PARENTS AS  
MAPMAKERS

**12** AROUND THE  
ARCHDIOCESE

Shout for joy  
the whole earth,  
and everything within.  
Rejoice!  
For Light has come into the world.

The mountains sing,  
the seas resound  
to the praise of your name.  
Salvation  
once promised is here on earth.

The angels' song  
rings in the air,  
a child has been born.  
Hallelujah!  
The Saviour of the world is here.

(John Birch, Faith and Worship website  
[www.faithandworship.com/prayers\\_Christmas.htm](http://www.faithandworship.com/prayers_Christmas.htm))



**CATHOLIC  
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MELBOURNE**

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**Cover Image** Alana (Year 1), Pia (Prep), Xavier (Year 1) and Archie (Year 2)  
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## From the Executive Director



Stephen Elder  
Executive Director

We have come to that time of year as our faith  
community prepares for the coming of the Advent  
season, and a well-deserved break over the  
Christmas period. It is the time of year where many  
of our Year 12 students will be awaiting their results,  
having returned from leaving celebrations and  
community-building projects overseas. It is the time  
of year where we prepare for the fresh break that the  
New Year brings us.

2018 in Catholic education has been yet another busy  
year. The achievements of our students and of our  
school communities should rightly be celebrated. Our  
annual *Year in Review* showcases just some of the great  
things that our schools have been up to this year, and  
you can visit [www.cem.edu.au](http://www.cem.edu.au) to view the film.

### School Funding

School funding has again been the dominant issue  
for our school sector. In this column at the same time  
last year, I wrote about the Turnbull Government's  
commitment to growing our funding consistently, and  
our commitment to make sure we worked with the  
Government to ensure that Catholic school families  
received their fair share of funding going forward.

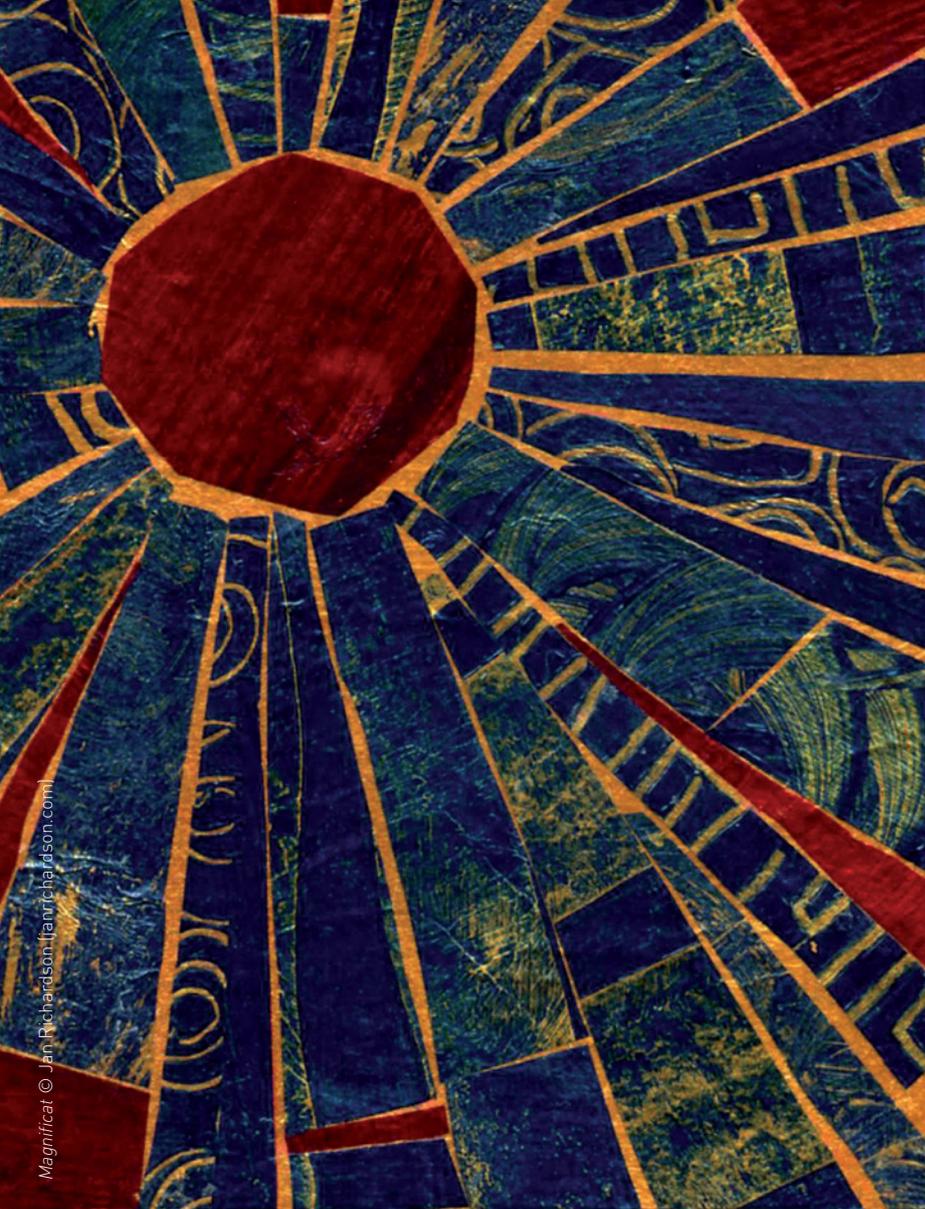
It was a great disappointment in May this year,  
when Minister Simon Birmingham went back on his  
commitment to all of us in Catholic education, with  
a deal that will see Catholic schools in Victoria lose  
\$1.1 billion over the next decade. Such a significant  
loss will have an impact on the programs we run in  
schools, the salaries we pay our hard-working staff and  
the fees you as parents contribute, if we don't continue  
to work to turn the government's policy around.

So many of you have played a vital role in this critical  
debate this year. Your letters and meetings with  
MPs are causing many Coalition MPs to question  
the policy and to bring your concerns to Minister  
Birmingham. We will need parents and school  
community members to keep this up in 2018 if  
we are to have any hope of success for our sector.

### Year of Youth

The Church's liturgical Year of Youth begins on the  
First Sunday of Advent. As a Church, the Year of  
Youth invites a dialogue about the importance and  
life-giving presence of young people in the Church  
and society. The Year of Youth reminds us that young  
people, those aged 15-30, including students and  
teachers, must be the centre of any renewal strategy  
for the Church. The theme for the Year of Youth  
- 'Open New Horizons for spreading joy' - will also  
serve as the theme for the Archdiocese's Catholic  
Education Week, beginning on Sunday 11 March 2018.

To everyone in our education community, may I  
wish you a very Merry Christmas and a safe and  
Happy New Year. To the families of those leaving  
our schools, thank you for entrusting us with the  
education of your children. We hope that we have  
provided them with the tools to make a thoughtful  
and faith-filled contribution to society, and wish  
them every success as they move on to further  
study and into the workforce. ✝



Magnificat © Jan Richardson (janrichardson.com)

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We need to rediscover the common horizon toward which we are journeying ... ‘the Horizon of Hope’.

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In Advent we wait upon the presence of God, which arrives always as a gift in our lives. Francis presents the Virgin Mary as modelling for us the open and receptive spirit we need. Mary is a ‘simple girl from the country who carries within her heart the fullness of hope in God’. In her womb, God’s hope took flesh, God’s hope became human, it became history.

In her openness, Mary shows us the way of being and journeying that we need in our own lives. This way of being is expressed beautifully in the *Magnificat* (Luke 1: 46–55), which we will encounter on the Third Sunday of Advent as a Responsorial Psalm:

My soul glorifies the Lord, my spirit rejoices in God, my Saviour. He looks on his servant in her nothingness; henceforth all ages will call me blessed.

The Almighty works marvels for me. Holy his name! His mercy is from age to age, on those who fear him.

He fills the starving with good things, sends the rich away empty. He protects Israel, his servant, remembering his mercy.

We can make Mary’s words our own during the Advent pilgrimage. Our souls can glorify the Lord and our spirits can rejoice – we can acknowledge the ways in which we are lowly but still call ourselves blessed. We can recognise the marvels that God has worked in our lives and we can come to see the universe as merciful. We can believe in a God that fills the starving with good things and protects us.

The beauty of Christian faith is that we know God’s vision unfolds with us and through us and so it is we who are called to fill the starving with good things.

The Horizon of Hope that this vision of the universe opens up is surely one worth living for and dying with. It is no accident that in Melbourne we have named our framework for learning and teaching *Horizons of Hope* and it is increasingly being seen by schools as providing a foundation for all of the learning and teaching that unfolds across our sector.

Let us commit ourselves during this Advent to the Horizon of Hope and all that opens up before us. Let us also commit ourselves to opening up a curriculum where students encounter the Christ who is born in our midst, often in the most surprising and unexpected places. ✦

# Advent

Once again we are about to enter the season of Advent, the beginning of the Church’s liturgical year.

Pope Francis said at the beginning of Advent 2013 that each liturgical year is a new journey, a new pilgrimage toward a common goal. Francis asked a series of questions that are worth repeating: Where are we journeying? Is there a common goal? And what is this goal?

The answer is that the journey never comes to an end because we always need to begin again, we need to get up again and we need to rediscover the common horizon toward which we are journeying.

## What is this common horizon?

The common horizon, Francis tells us, is ‘the Horizon of Hope’, and the season of Advent restores this horizon of hope. This hope does not disappoint because it is grounded in God.

# Seeking *Understanding* in the Year of Youth

Pope Francis and the Australian Bishops are seeking to build new bonds with young people and enhance their role in the Church as we celebrate the Year of Youth in 2018.

‘Open new horizons for spreading joy: young people, faith and vocational discernment.’ That is the theme of the Church’s Year of Youth that begins on the first Sunday of Advent, 3 December 2017, and will run through to 25 November 2018, the last Sunday of Ordinary Time. It is a year of special events to deepen, strengthen and renew the bonds between young people and the Church.

This year of special focus on young people will mark the 10th anniversary of the 2008 World Youth Day in Sydney and build on Pope Francis’ challenge from the 2016 World Youth Day in Krakow, Poland. There, Pope Francis declared: ‘My friends, Jesus is the Lord of risk; he is the Lord of the eternal “more”. Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and set out on new and uncharted paths; to blaze trails that open up new horizons capable of spreading joy’.

As a sign of his commitment to young people, Pope Francis has called for a General Assembly of the Synod of Bishops on the theme ‘Young people, faith and vocational discernment’, writing in a special letter to young people introducing the theme

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The Year of Youth invites the Church into dialogue about the importance and life-giving presence of young people in the Church and society.

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‘I wanted you to be the centre of attention because you are in my heart’.

In response, as they prepare for the synod with Pope Francis in Rome, the Australian bishops have dedicated the coming year to listening to the voice of young people; learning what concerns them, what awakens their hearts and passions, and what injustices they see, experience and want to overcome.

Even more importantly, the bishops want to encourage and assist young people as they seek to make a positive impact on our nation and the world and determine their life calling.

Pope Francis has made his belief in young people clear. ‘In Krakow, at the opening of the last World Youth Day, I asked you several times: “Can we change things?” And you shouted: “Yes!”;’ he has written in his letter introducing the Year of Youth.

‘That shout came from your young and youthful hearts, which do not tolerate injustice and cannot bow to a “throw-away culture” nor give in to the globalisation of indifference. Listen to the cry arising from your inner selves!’ the Pope continues.

He has drawn on the words of Jeremiah to remind young people that where their mission takes them, they will not be alone: ‘God encourages you to go where He sends you: “Do not be afraid ... because I am with you to deliver you”.’

Pope Francis has written of the power of young people. ‘A better world can be built also as a result of your efforts, your desire to change and your generosity,’ he says. ‘Do not be afraid to listen to the Spirit who proposes bold choices; do not delay when your conscience asks you to take risks in following the Master.’

He has promised the Church will heed their words. ‘The Church also wishes to listen to your voice, your sensitivities and your faith; even your doubts and your criticism,’ his letter tells young people. ‘Make your voice heard, let it resonate in communities and let it be heard by your shepherds of souls,’ he continues, reminding them ‘St Benedict urged the abbots to consult, even the young, before any important decision, because “the Lord often reveals to the younger what is best”.’

## The Year of Youth

The Melbourne Group attending the Australian Catholic Youth Festival will mark the start of the Year of Youth by marching across the Sydney Harbour Bridge from the Shrine of Mary of the Cross MacKillop in North Sydney to the final Mass in the Domain.

In Lent 2018, Project Compassion will focus on the stories of six young people, while early in March the Archbishop’s Conversation with Student Leaders will create new opportunities for inter-school conversations, prayer and reflection as Archbishop Hart discusses the themes of the Year of Youth with students.





Archbishop of Melbourne Denis Hart, on behalf of the Australian Catholic Bishops Conference, has described young people as a 'crucial part' of the journey towards the 2020 Plenary Council for the Catholic Church in Australia, which will examine the role of the Church and faith in the modern world.

'As we prepare with joy for this Year of Youth, we invite all the People of God to join us on this journey,' Archbishop Hart has written. 'Leaders and older members of the Church must continue to listen to and benefit from the many graces of youth, supporting them to discern their vocation and identify their call in the world, in communities where they are safe, nurtured and respected.'

'Working in partnership with young people's passion and energy,' Archbishop Hart says, 'will help us all become more fully alive as the Body of Christ'.

The Australian Catholic Youth Festival (ACYF), to be held in Sydney on 7-9 December, will officially open the Year of Youth in Australia. It will be followed by events across the country throughout the year.

Elli Kyriazopolous, Kim Truong and Nithya Nettar, Year 11 students at Mount St Joseph Girls' College, Altona, who attended the last ACYF back in 2015, are among those planning on attending this year's events in Sydney.

They are full of enthusiasm for the ACYF experience.

'I went to ACYF to experience something I'd never done before,' Elli said, adding how it increased her appreciation of spirituality.



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ARCHBISHOP HART

'I thought this was an opportunity to strengthen my faith,' Kim said, 'to strengthen my relationship with God.' Kim talks excitedly of her experiences sharing her faith and learning with others, saying 'It's fun and very interactive'.

Nithya set off to ACYF with similar goals in mind. 'I thought it would just be a great experience to have and to share my faith,' she said, telling how it deepened her understanding and appreciation of living the word of Christ.

'I realised that prayer doesn't have to be done in a church, that you can do it through song, through writing, that there are so many things you can do.'

Does she recommend the ACYF experience? 'One hundred percent,' Nithya replied emphatically.

The Festival will mark a new and decisive direction for the Catholic Church in Australia as well as serving as an introduction to the 2020 Plenary Council, where the voice of young people will be central.

'The Year of Youth invites the Church into dialogue about the importance and life-giving presence of young people in the Church and society,' the festival notes say. 'It calls for dialogue and active engagement focused on the reconnection and renewal of a new generation of young people in the life of the Church.'

More than ever, the Church will use the Year of Youth to listen to the voices of young people and engage them in local, grassroots dialogues that will open new horizons for spreading joy.

As Archbishop Hart concludes his message, 'In this Year of Youth, we ask you to listen to the deep questions in your life. Do not be afraid to question and to seek understanding'.



# Digital literacy for learning and life

The new focus on digital technologies in learning is creating new opportunities for everyone – including parents.

Digital technologies are revolutionising classrooms and learning, just as they are transforming so many other aspects of everyday life. Multimedia, online services, mobile devices, cloud computing and interoperable systems – devices that ‘talk’ to each other – along with an ever-expanding range of productivity tools and apps are giving our children access to knowledge, people and ideas in ways never experienced before. They are able to connect, collaborate and build relationships with their fellow students, teachers and the wider world of knowledge, regardless of time and distance.

Like all new technologies before them, digital technologies come with challenges of their own.

But just as education was once spoken of as the three Rs, digital learning in Melbourne’s Catholic schools is being guided by six Cs – the capacity to collaborate, connect, create, communicate, critique and contribute, as Catholic Education Melbourne Improved Learning Outcomes Manager, Simon Lindsay, explains.



Digital technologies enable learners to collaborate with their peers, teachers and others beyond the classroom on a shared purpose in ways not previously possible.



‘Digital technologies enable learners to collaborate with their peers, teachers and others beyond the classroom on a shared purpose in ways not previously possible,’ Simon says. ‘This collaboration creates the conditions for collective learning, where students share ideas and build on each other’s knowledge for improved outcomes.’

Digital technologies provide a platform for learners to put the Church’s teachings into action and contribute to their world.

‘By having a wider reach and greater impact than previously possible, learners can now address social justice issues in more effective ways,’ Simon explains. ‘By engaging in dialogue online about ways to contribute to the common good or raising awareness of issues such as poverty, homelessness or sustainability, learners work to improve, to innovate and reimagine ways to assist others in their lives. When their own emerging worldview is informed in this rich way, they are able to respond and contribute in a more thoughtful and considered way.’

‘Students learn how to turn ideas into action. They use digital platforms to crowd-source and leverage the talents of others to find new solutions to issues and problems. By capturing and building on the ideas of others, not just those in their own community, learners are able to contribute more deeply to a just and equitable world.’

Learning is enhanced when families are engaged with their children’s work, and Catholic Education Melbourne is developing new ways to connect the classroom and home using digital technology so parents can more easily track the progress of their children and monitor what they’re working on at school.

At the same time the curriculum trains children not only to use digital technologies to consume information, but also to harness the power at their hands to create new knowledge and new solutions. ‘Through the use of new and emerging technologies, learners are able to use their creative talents in a way that makes the world a better place, where they become animated learners, filled with the Holy Spirit and inspired into action through the learning process,’ Simon says.

And while the communication powers of digital technologies are well known, now their pace and reach assists with further learning and developing the skills that turn children into well-rounded young adults.

‘Online platforms can be fast-moving,’ Simon explains. ‘Engaging with others often demands the capacity to communicate ideas succinctly and clearly. This requires students to become fluent in the use of new literacies in online spaces; to use text, images, sound and other media to express themselves and to communicate their knowledge, understanding and worldview.’

‘For students to connect with others and build learning relationships online, they are mindful of others and treat their opinions with respect.’

Digital technologies put a dizzying array of knowledge, information and perspectives at our fingertips. With such diversity available at such a pace, time to pause and reflect is also needed.

That’s why the final aspect of digital learning involves the ability to critique, for students to be able to evaluate and consider the accuracy of the information and the validity of the ideas that they engage with.

‘Within the digitally connected world, it is important that learners be given the opportunity to take the time to reflect on what they have read, to consider different perspectives and develop their own belief, stance and worldview,’ Simon says. ‘In offering their emerging ideas for critique – not just by their peers and

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By capturing and building on the ideas of others, not just those in their own community, learners are able to contribute more deeply to a just and equitable world.  
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teachers but also with those beyond their school environment – learners come to understand the ways in which their ideas contribute to the creation of new knowledge.

‘Purposeful engagement in online spaces empowers learners to question and critique the prevailing norms of modern society. Our young people are empowered to engage critically and creatively as a learning community, and through engaging meaningfully with Catholic beliefs and practice they discover the ways in which they can participate in the transformation of their world.’ +



### STEM to the front

St James’ School at Brighton has been a leader in digital learning among Melbourne’s Catholic primary schools.

In September it hosted STEM to the Front, an opportunity for nine Catholic schools in the region to showcase their science, technology, engineering and mathematics learning.

‘Schools often work in silos and work independently,’ St James STEM Leader Lucas Johnson said, ‘so for the students to have an opportunity to come down here, share their learning with everybody, I think it’s really an opportunity. They’re all excited.’

For the day students explored a broad range of interests along the theme of ‘Future Earth’, including robotics, virtual reality, environmental sustainability and rebuilding a community following a natural disaster.

The students spoke of their excitement at not only presenting their own work, but getting a glimpse at other projects.

‘I think that it’s pretty cool that we get to meet the students from all the other schools and see what they’re up to,’ was one typical remark.

St James’ Principal Brendan Flanagan captured the mood of the students when he said ‘They’re really enjoying each other’s company and celebrating their learning.’

And he put the students’ achievements in a broader context, saying ‘They can actually make change to make sure that it’s a better world.’

‘That’s important because as a Catholic sector we must have a strong impact in ensuring that we have good kids, well-formed, with a great social conscience.’ +

# Learning for Leadership and service

Mercy College, Coburg, Co-Captain for 2018, Nicole Nabbout, tells how she is pursuing her passion for community change and empowering women as one of the newest and youngest members of the Multicultural Youth Network, and backed by inspiration from her school and the love of her family.

Earlier this year I received an email from Peter Khalil, our local Federal Member for Wills, recommending me to be part of the Multicultural Youth Network (MYN). The MYN is a team of 20 young members or emerging leaders of the community aged between 16 and 25 years old who liaise with ministers and work together with members of parliament or other officials to implement youth-led projects on employment, mental health, newly arrived young people – any issues that affect the diverse youth of our community.

It's an incredible opportunity to network and really build on my leadership capacity and interpersonal skills, but also to really represent my community.

Here at Mercy College we are so fortunate to be surrounded by linguistically, religiously and culturally diverse individuals on a day-to-day basis, so it's an opportunity for me to really network with the people around me and get some ideas out there.

I believe that we need so many more women representing Australia and leading our country, as we have here in school. There are so many leadership opportunities in my school and I think leadership is something so important for young females today. That's an incredibly rewarding opportunity we have here at Mercy College.

We are the future leaders of our country, so this will be a rewarding opportunity, to become an emerging leader, and to learn from the people around me. I most likely will be one of the youngest members on the team but I am so willing and so eager to learn from older and more experienced individuals, and to really gain the skills to help me to strive to be a better individual myself; to grow and develop into a young leader.

My family are over the moon. Without the support of my family I wouldn't be the person I am today and I definitely would not have had the confidence or the belief in myself to achieve what I am achieving.

They believe in me and they support me regardless of whatever it is I am doing. They are just the most incredible people in my life. ✦



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It's an incredible opportunity to network and really build on my leadership capacity and interpersonal skills, but also to really represent my community.

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# Making a *difference*

After many years of teaching, Matthew Shawcross is about to make the transition from Deputy Principal at Mother of God School, Ardeer, to Principal of Sacred Heart School, Fitzroy. Matthew talks about the values that drive his work in Catholic schools and his hopes for our students and their families.

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

The thing I like most is that everything we do in a Catholic school is done within gospel values. I've been fortunate to work with many students over the years from migrant and refugee backgrounds, and there's something very rewarding about helping students and families take their first steps in a new country and a new culture.

## A Catholic educator requires ...

the ability to go above and beyond. It's about understanding that education doesn't just happen in the classroom, and that it's also about the social, emotional, physical and spiritual education of our students, not just academic outcomes.

A Catholic educator also needs the ability to listen to other people's stories and make decisions based on those stories and to make decisions based on empathy and compassion. In lots of ways, we're challenged by the gospels to look at things from a different perspective.

## The greatest challenge for parents today ...

is finding quality time to spend together with their children. Parents are working longer hours and there are the constant distractions of technological devices that have become important parts of our lives, but parents still need to see themselves as important teachers in the lives of their children.

One of the things we've worked on is helping parents develop their skills in supporting the learning that happens in the classroom. Our parents spend much more time with our students than we do, so it's a great opportunity for them to support and extend the learning of their children. It can be frustrating for parents when there's a language barrier, but it's worth the hard work.



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It's about understanding that education doesn't just happen in the classroom, and that it's also about the social, emotional, physical and spiritual education of our students, not just academic outcomes.

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## By the time I retire ...

I'd like all of our students to be achieving the best they possibly can. I'd like all young people to leave school with a toolkit of skills and experiences, but as graduates of Catholic schools to also come away with the values that permeate our schools. I'm a great believer in Restorative Practices, and the values of empathy and compassion that develop from that approach make a real difference to our students and our world.

Everyone likes to try and make a difference, and I hope the difference I can make as a leader is to enable students and families to feel empowered. It's about educating the whole person, and I want to help people develop the confidence to be able to achieve whatever they want to do in life. +

## Parents as Mapmakers

A simple metaphor for parenthood reveals the richness and responsibility of our role.

In an interview with ABC Radio earlier this year, parenting expert and author Michael Grose said, 'As parents we need to remember that our job is to make ourselves redundant from the earliest possible age and make our kids independent'.

It's something I've heard him say in various forms over the years and, while the concept resonates with me, the practice is sometimes more difficult. With the ever-increasing number of influences on our children there is a strong temptation to tighten the apron strings rather than relinquish control and allow the independence that is so necessary to our children's development.

As parents we are our children's first nurturers and teachers, and so it is understandably hard to take a step back and embark on a campaign of planned obsolescence. But we can draw inspiration from Dr Debbie Pushor, Professor of Curriculum Studies at the University of Saskatchewan, in Canada's west.

Dr Pushor likens parents to mapmakers. Mapmakers, she reminds us, work with other experts to chart a perhaps unknown landscape. They might never accompany the map reader on their journey, but their knowledge and experience can make the road clearer. Like mapmakers, we can guide our children on their own journey, equipping them with the skills to become adults.

How do we create these maps, remembering that what we're providing is not step-by-step direction, but rather a picture of territory yet unseen? What challenges lie ahead? How can we empower our children to use their talents to navigate the mountain ranges that will cross their paths in life? What do our children need from the adults in their lives to feel empowered? How can we co-create these maps with our children?

Here, we can draw on other experts.

The Victorian Child Safe Standards were introduced and enshrined into law in 2016. The seventh of these focuses on 'Strategies to promote the participation and empowerment of children' and recognises the

By Rhyannon Elliott  
Council Member,  
Catholic School  
Parents Victoria

importance of the ideas, opinions and needs of young people. The Commission for Children and Young People suggests that empowerment is helping children to find and use their voice, safe in the knowledge it will be welcomed, heard and valued.

Empowering and nurturing children and young people is everyone's responsibility. It is in this spirit that Pope Francis has declared 2018 as the Year of Youth. The year will focus on local renewal and engagement with an aim – among others – of creating an authentic sense of involvement by Church leaders in the challenges and successes of young people's lives, complete with a commitment to upholding the dignity of young people, ensuring an environment safe from physical, emotional and spiritual harm.

Our children deserve to feel safe and to be safe, to feel valued, to grow in skill and experience, and to know that they have influence in their own lives, communities and world.

What our children require of us – parents, teachers, and Church and community leaders – is authenticity and the assurance that the maps we are making will safely guide them into the future.

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# Developing virtuous children:

## Prudence

In Pope Francis' 2016 apostolic exhortation, *The Joy of Love*, he speaks about the role that parents play in developing and nurturing faith and virtues in their children. Here we examine the final of four virtues, prudence.

**P**rudence – sound judgment or wisdom – is the ability to recognise how to act in a situation, weighing the various considerations which at times can compete with one another.

There are two aspects to this virtue. On the one hand it is the habit of readily recognising what is right and true and, on the more practical side, it is the habit of making sound judgments about what to do. The first refers to sincerity and conscience, and the second to effective critical thought. Making such judgments is difficult without having developed the virtues of temperance, fortitude and justice, needed to do what is right when facing opposition and other challenges.

Pope Francis writes; 'Were maturity merely the development of something already present in our genetic code, not much would have to be done. But prudence, good judgment and common sense are dependent not only on purely quantitative growth factors, but rather on a whole series of things that come together deep within each person, or better, at the very core of our freedom'.

Encouraging children to talk about difficult decisions and trying to help them articulate and weigh competing interests is helpful in developing this virtue. The foolishness – and consequences – that comes from making hasty or impulsive choices can also be instructive.

As parents, we can help our children to think creatively about situations where there are a number of good options, such as receiving multiple party invitations, that need to be chosen between and how to weigh the choice. Open discussion, often around a family meal, can be opportunities for children to see how difficult situations are talked



This is the fourth in a series of four articles from the Life, Marriage & Family Office, which explores the virtues of temperance (self-control), fortitude (courage), justice (giving to others what is rightly theirs) and prudence (good judgment), and how to foster these virtues in our children.

“Encouraging children to talk about difficult decisions and trying to help them articulate and weigh competing interests is helpful in developing this virtue.”

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through and how ideas, which might appear to be good at first, may not be. Reflecting on poor choices and encouraging them to consider how they would act if faced with the same situation again can also be powerful moments for learning.

There is no doubt that as parents we have a responsibility for fostering, teaching and modelling the virtues of temperance, fortitude, justice and prudence for our children.

In a young child the foundations of virtue are built up by example, encouragement and affection, clear, consistent guidelines, routines, close follow-up and punishments imposed without anger. When a child is older the focus continues on orderly routines and clear parental expectations, with attention to motive becoming more important.

Virtues are not fostered impersonally. As parents we must be close to each child, talking frequently to our son or daughter individually so that we can encourage these virtues. The foundations for such a relationship are sown in time spent together during childhood. Only if such a close relationship exists will the firm, clear guidance they need in later years be accepted – and only through such a close relationship will we have an adequate understanding of our child's personality and character, and a healthy respect for their personal freedom.

As Pope Francis sums up: 'What is important is the ability lovingly to help them grow in freedom, maturity, overall discipline and real autonomy. Only in this way will children come to possess the wherewithal to fend for themselves and to act intelligently and prudently whenever they meet with difficulties'.

## Welcoming our newest teachers

Our newest teachers received a special welcome at the graduate teacher celebration at the Catholic Leadership Centre. Archbishop Hart celebrated Mass for the group of new teachers who have begun their teaching journeys in Catholic primary and secondary schools over the past year.

The Mass was followed by an afternoon tea hosted by Executive Director of Catholic Education, Stephen Elder. 'I can promise you this – that the knowledge and inspiration you instil in young minds will act like that proverbial pebble in a pond – sending ripples in all directions with consequences no one can foresee.' ✦

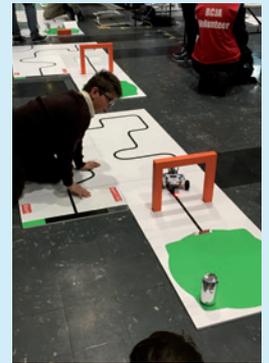


## Sienna is the new Junior Lord Mayor

St Louis de Montfort, Aspendale, student Sienna Koop was declared the new Junior Lord Mayor at a ceremony at Melbourne Town Hall. She was chosen by a panel of judges, including Acting Lord Mayor Arron Wood, Radio 3AW presenter Denis Walter, Channel Nine newsreader Peter Hitchener, 13 CABS' Head of Client Services Simon Pursey and Melbourne Day Committee chairman Campbell Walker. It is back-to-back wins for St Louis de Montfort's, after the school's captain, Mason Dwyer, won the competition last year. ✦

## Singing with Glee

Singers from St Mary Magdalen's School, Chadstone, recently came first in a national singing competition. Students from Years 3–6 represented the school in the National Championship of the TFT Sports and Events Glee Competition, held on the Gold Coast, Queensland. Students performed the song 'Flashlight' by Jessie J and this was inspired by the movie 'Pitch Perfect'. ✦



## Robotics at St Augustine's

Since beginning its robotics program five years ago, St Augustine's Primary School, Keilor, has achieved a first place in either the Melbourne or Victorian RoboCup Junior Championships each year.

At this year's Melbourne Championships, two Year 4 students became RoboCup Junior Soccer Champions. It was also the first year the school competed in all three RoboCup disciplines – Soccer, Dance and Rescue – in the Victorian finals. Students work in teams on their robot's design and programming in a Lunchtime Club run by Chris James, IT and Digital Technologies Coordinator at St Augustine's. The dedicated Lunchtime Club students work on their robotics projects for most lunch times over a 20-week period to prepare for RoboCup. ✦



## St Monica's World Drone Champion

Thomas Bitmatta, Year 12 student at St Monica's College, Epping, won dual titles at the World Drone Championships in Indiana, USA. Thomas, who has been flying drones since he was 12, was invited to compete after winning the Australian Drone Championships in Sydney earlier this year. He won in two events, the World Cup Race and the Spec Race, beating over 300 competitors of all ages, from around the world. ✦

## Another vintage year for Mount Lilydale Mercy College

Assistant Agriculture Minister Senator Anne Ruston has joined with students from Mount Lilydale Mercy College on Melbourne's north-eastern fringe to launch their 2017 vintage wines. The unique Cabernet Sauvignon is made by agriculture students from grapes grown on the College farm, McCauley Park. The 2017 vintage consists of 300 bottles made from some 400 kilos of grapes harvested from the 260 vines growing at McCauley Park. ✦



## Students learn to lead for a sustainable future

Year 6 students at Stella Maris School, Beaumaris, participate in the Tomorrow's Leaders for Sustainability (TLfS) program, funded by Bayside City Council and delivered by Port Phillip EcoCentre, focusing on developing leadership skills, understanding the local environment and strengthening student's connection to specific environments. This year's project continues to strengthen the links to their local marine sanctuary at Ricketts Point. Their story is featured in the National Science Week resource. ✦



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## ADF Long Tan Award

Major Terry Fulton presented the ADF Long Tan Youth Leadership & Teamwork Award to Year 12 student Justyn Green at MacKillop Catholic Regional College, Werribee, for his outstanding efforts in raising awareness of mental health issues. After experiencing the loss of those close to him, Justyn decided to raise awareness and funds for headspace.

Justyn used his interest as a DJ to organise a live music event in Geelong to help raise money for headspace Geelong and awareness of the serious issues related to mental health. Through this event he raised over \$2,000. ✦

## STEM 4 All

Year 8 students worked as science mentors for Year 4 students during the recent STEM 4 ALL program at Avila College, Mount Waverley. Over seven weeks, 180 primary and secondary students worked in teams to devise research questions, plan experiments and present their findings. The Year 4 students from Good Shepherd School, Wheelers Hill; Holy Family School, Mount Waverley; St Christopher's School, Glen Waverley; and St Leonard's School, Glen Waverley, started their investigations in their school before moving to Avila College to use the college's science facilities. ✦



## Another goal from Aquinas' Ben White

Aquinas College, Ringwood, student Ben White has stunned suburban league football fans by winning his eighth successive best and fairest award. Ben, who plays for Bayswater in the Eastern Football League, was named the competition's most valuable player in the under-17s, but says he's still aiming for a grand finals win. Ben brought his 2017 football year to a strong close as part of the Aquinas team winning Division 2 of the *Herald Sun* Shield with a crushing 13.13.91 to 4.3.27 victory over Woodleigh College. ✦

## Engineering Stars

Year 8 students from Star of the Sea College, Brighton, were presented with a challenge that only engineering could solve. With the guidance of *Engineers Without Borders*, the students were asked to create a chair out of cardboard without any glue or tape that would be sturdy and quick to assemble, to make life a little easier for refugees.

In groups of five, the students worked through their prototypes before scaling-up to produce their finished chair. The eight finalists demonstrated creativity and imagination to engineer furniture that was innovative, robust and could withstand the 'sit test' from a brave member of the college's staff. ✦



## Art for safety's sake

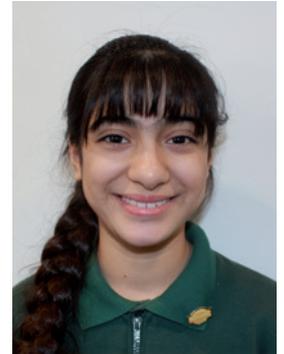
Year 6 student Marcus Messner at Our Lady of Good Counsel School, Deepdene, won the 'Safe Travel on Metro Trains' poster competition.

Marcus' winning design depicts a train from the past with one of our modern trains, with the message that rail safety never goes out of date. Marcus was presented with a PlayStation 4 for his efforts, and has decided to include it in a raffle to raise funds to go towards books for the school library and a turtle for the science room. ✦



## Refugee student wins Young Journalist Award

Sara Sona from St Dominic's School in Broadmeadows is this year's Junior Section (Years 5 and 6) winner of the Young Journalist Award. *Australian Catholics* magazine, in conjunction with Australian Catholic University, selected winners from more than 1,000 students from across Australia. This year's theme was 'Justice Heroes' and students were asked to write about a hero from their own community. Sara, a refugee from Iraq, wrote about how her family fled ISIS into Jordan, where she encountered her 'justice heroes' – Caritas. ✦



## Never see a need...

St Margaret Mary's School, Brunswick North, held a Pyjama Day this week to raise awareness of and collect donations for people in the community facing homelessness. The idea for this day came from the school's MiniVinnies social justice group.

Members of the group were concerned about the rising number of people facing homelessness and how they were coping in the cold weather. The group decided that instead of donating money, they would ask people in the school community to donate socks. These socks will be donated to the St Vincent de Paul Society who will then distribute them to families or individuals in need. ✦



## UN Model Conference in Indonesian

Year 11 and 12 Indonesian language students at St Bede's College, Mentone, participated in the first Indonesian Model UN Conference at Treasury Theatre. The students' hard work and preparation paid off as they spoke confidently using their language skills. The St Bede's students showed they were very well researched and informed on their allocated countries (the USA, the Congo, the United Kingdom and Papua New Guinea) and very keen to debate topical issues. ✦

## Food Bank Cook Off

Students and parents from St Bridget's School, Greythorn, together with students and staff from Siena College, Camberwell, attended the very first 'Food Bank Cook Off' at Siena College. The purpose was to use some produce from their school gardens or donated vegetables to create soups, which will be stored and frozen at St Bridget's Greythorn Parish. These soup meals will then be distributed to families in need. ✦



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