

Catholic Education

Today



CATHOLIC
EDUCATION
MELBOURNE



Journey of the Magi

TERM 4, 2016

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Lead, Kindly Light

by John Henry Newman

Lead, Kindly Light, amidst th'encircling gloom,
Lead Thou me on!
The night is dark, and I am far from home,
Lead Thou me on!
Keep Thou my feet; I do not ask to see
The distant scene; one step enough for me.

I was not ever thus, nor prayed that Thou
Shouldst lead me on;
I loved to choose and see my path; but now
Lead Thou me on!
I loved the garish day, and, spite of fears,
Pride ruled my will. Remember not past years!

So long Thy power hath blest me, sure it still
Will lead me on.
O'er moor and fen, o'er crag and torrent, till
The night is gone,
And with the morn those angel faces smile,
Which I have loved long since, and lost awhile!
Amen.



**CATHOLIC
EDUCATION
MELBOURNE**

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From the Executive Director



Stephen Elder
Executive Director

As you read this column, our Year 12 students will be finishing their final VCE exams; schools will be preparing for the Advent season, before closing for a well-deserved break; and each of us will begin that period of coming together to celebrate the miracle of Christmas.

School Funding

At the federal election earlier this year, the Coalition Government committed to indexing education funding at 3.56% per annum from the end of 2017. I am part of Catholic education's team at a national level that is working with the government to ensure that Catholic schools receive their fair-share of the funding going forward.

There are a number of funding inequities affecting our system, and our efforts will focus on making sure each student in a Catholic school receives their fair share. Adequate funding support for our sector will help keep fees at reasonable levels, to ensure that each and every parent can choose a Catholic school for their child.

World Teachers Day

Melbourne Catholic schools celebrated World Teachers Day on 28 October. The day provided an opportunity for all of us to acknowledge and thank teachers for their significant contribution to the classroom and to school communities.

The classical Greek philosopher Socrates said 'I cannot teach anybody anything. I can only make them think'. Those of us with children can remember those teachers who inspired us to 'think' when we were at school. They inspired us to think about how we live our lives, to choose a profession, to be kind to one another.

Teachers are playing that role for your children right now. I was delighted to see how our school communities celebrate their teachers with morning teas, presentations and video messages being released on the day.

The Year of Mercy

The Extraordinary Jubilee of Mercy has come to an end. In my last column, I invited you to take a moment to reflect on the acts of Mercy in your own life, and how you have shown Mercy to others. In this Year of Mercy, Pope Francis invited all of us to open the physical and metaphorical doors that can prevent us from opening our hearts to the most vulnerable in our world.

Schools have used the year to look within their own communities and beyond, to search for compassion and understanding. In creating authentic learning opportunities and leaving a lasting legacy, the Year of Mercy has helped to reinvigorate the ways our schools respond to the important challenges of 21st century life.

In this edition

In this edition, our feature article examines how students interact with technology and the implications for schools and families to ensure our children are safe. Another article looks at our recently launched education framework, *Horizons of Hope*. And as we approach the liturgical season of Advent, St Bede's School in Balwyn North reflects on TS Eliot's poem, *Journey of the Magi*, to seek and explore a deeper meaning in Christmas.

To you and your family, I wish you a very Merry Christmas and a safe and Happy New Year. ✝



Christmas

Celebrating a birth or a death?

We are approaching the end of the year and school holidays with family gatherings for Christmas, with their moments of delight, in the midst of struggles with overtired children who strain their mother's patience and parenting skills.

When we adorn a Christmas tree with its lights and sparkling decorations, and spread presents around the base, some of us may extract the Christmas crib scene from the back of a cupboard, and recall the story that reminds us that Christmas celebrates the birth of Jesus, God's Son who became human. Christmas reminds us of the extravagant love of God in becoming a human person.

St Bede's School in Balwyn North, inspired by the TS Eliot poem, *Journey of the Magi*, has sought to explore with their staff and students a deeper meaning in Christmas:

Larissa Boyhan with St Bede's students



All this was a long time ago, I remember,
And I would do it again, but set down
This set down
This: were we led all that way for
Birth or Death? There was a Birth, certainly
We had evidence and no doubt. I had seen
birth and death,
But had thought they were different;
this Birth was
Hard and bitter agony for us,
like Death, our death.
We returned to our places, these Kingdoms,
But no longer at ease here,
in the old dispensation,
With an alien people clutching their gods.
I should be glad of another death.

(from *Journey of the Magi* by TS Eliot)

The staff asked: **Was the birth of Christ a birth or a death? What did this birth mean for Christ's first-century followers? What does it mean for followers of Christ today?**

According to the school's Religious Education leader, Larissa Boyhan, 'As a staff we came to an understanding that this was truly a birth but also a death. A birth of God among us, while also a death to a way of life. This birth and our faith call us to be in service to others. No longer can we view the world simply from our own perspective but we are called to see God in everyone around us and consequently care for all.'

Larissa continued, 'We wanted our children to grapple with the questions: *What does our God ask of us? What are the consequences of this birth?* We learnt that, through our understanding of the message of this season, our understanding of ourselves is transformed. We are called to be Christ for those in our world. When we truly understand this, our faith impacts on everything we do.'

What does Christmas mean for us?

This account of one school's work reminds us that because God became human, we can meet God in anyone. It raises the questions: how do we relate to others, both at Christmas and throughout the year? What attitudes and behaviours need to die in order for the birth of Christ to live in us? +

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We learnt that, through our understanding of the message of this season, our understanding of ourselves is transformed.

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The Next Generation:

Technology and your children

New technology may bring benefits but it is almost guaranteed that it will also come with challenges – and so it is proved with the smartphone. It has been less than a decade since the first iPhone appeared on the market but it and its cousins are now found everywhere.

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The Children’s eSafety Commission says our 14 to 17-year-olds spent 33 hours online each week – on social media platforms for more than 80 per cent of the time.
”

They’re more than the mobiles of old. Their cameras, email capacity and matching array of apps available for almost any purpose have made them the Swiss army knives of the digital age.

And smartphones aren’t the only new digital devices that have become part of our lives. Tablets, only launched in 2010, are now regarded as indispensable tools.

But like all tools they can be misused – or can be dangerous in experienced hands – making online safety such an important issue for students, parents and schools. This is particularly so against a backdrop of growing community concern after widely-reported cases in recent months of ‘sexting’ and sharing of inappropriate images of school-age children.

The care, safety and wellbeing of children and young people is a central and fundamental responsibility of Catholic education.

Online safety and appropriate conduct online is already an important part of the curriculum in Catholic schools, but school hours represent less than a third of an entire day and smartphones and tablets are very much 24/7 devices.

This makes it vital for parents to be involved in online safety and to provide the same sort of guidance in children’s digital lives that they offer in other aspects of their development – a daunting prospect for many of us.

It’s a double challenge for Australian parents as international comparisons show our teenagers are some of the biggest internet users in the developed world.

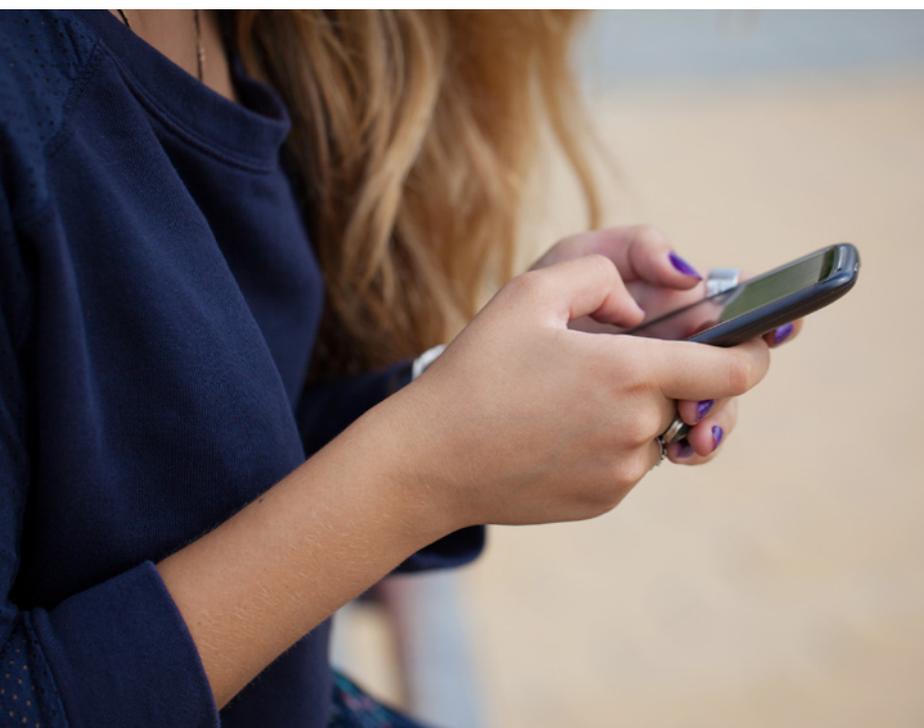
Research from the Organisation for Economic Co-operation and Development (OECD) shows that Australian teenagers clock up an extra hour online every day compared to their neighbours in New Zealand.

The Children’s eSafety Commission says our 14 to 17-year-olds spent 33 hours online each week – on social media platforms for more than 80 per cent of the time.

Their younger siblings in the 8–13 age group, the Commission says, are also avid net users, clocking up 19 hours of screen time every week.

Worryingly, the Commission has found just over a third of this age group – 34 per cent – are already using social media platforms, while around a quarter have mastered messaging apps.

Teenagers average five hours of internet time every day



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Online safety and appropriate conduct online is already an important part of the curriculum in Catholic schools, but school hours represent less than a third of an entire day and smartphones and tablets are very much 24/7 devices.

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Most social media sites – Facebook and the like – set minimum age requirements for use and will close the accounts of anyone found to be under the age of 13, but some parents are either unaware of or have chosen to ignore these basics.

The internet now provides us with immediate access to data and services and means of communication parents could barely imagine when we first began to read about ‘the information superhighway’ a little over 20 years ago.

Over that same period, the devices we use to go online have transformed from the bulky boxes of old desktop computers and their cathode-ray monitors to something the same size of a cassette tape – for those of us old enough to remember those.

But we have grown with this technology. To children, it’s a given – even if they are not old enough to reap its full benefits or understand, even know of, its risks.

Without proper guidance it potentially exposes them to inappropriate content – including the vilest pornography – and to grooming, cyberbullying and the risks of ‘sexting’ and sharing of images they may merely consider titillating or risqué, but which carry potentially serious legal consequences.

It is a challenge for us both as parents and Catholics as all of these dangers of the web violate so many of Christ’s teachings.

They also contradict a fundamental of our faith – that everyone possesses inherent human dignity as beings created in God’s image and must be treated with respect.

Testing boundaries is part of growing up, but so is learning. Young people need to know that their online activities leave a record – that a photo, say, sent using an instant messaging app such as Snapchat, can be screen-grabbed in the 10 seconds it shows for before supposedly vanishing forever, and potentially find its way to one of the darker corners of the web.

While all this may appear daunting, there is a wealth of resources available for parents and children to learn about online safety that complements the material used in schools.



Rapidly evolving technology makes it vital for parents to be involved in online safety

The website of the Office of the Children’s eSafety Commissioner – www.esafety.gov.au – provides the best starting point.

It offers guides backed by practical resources to all aspects of online activity: balancing online time, cyberbullying, digital reputation, offensive or illegal content, online gaming, photos, videos and social media, protecting personal information, sexting, social networks, trolling and unwanted contact.

There are dedicated resources for parents: detailed material to help them understand the digital environment, keep updated on their children’s technology use and manage different devices around the home, as well as tools to assist parents to discuss technology-related issues with their children.

The site also enables parents and children to report cyberbullying, illegal or offensive content and access to online and phone counselling.

At the same time, teachers and principals are also always available to assist with any questions or issues that may arise.

As part of its work on online safety, the World Economic Forum talks about learning good ‘digital citizenship ... the ability to use digital technology and media in safe, responsible and effective ways’.

For our Catholic school communities there is also digital discipleship, the ability to master the same technology to further help young people gain the knowledge, skills, hope and optimism to live meaningful lives and shape and enrich the world around them through the word of Christ. +

You might like also to revisit the [Anti-bullying article in the Term 2 issue of Catholic Education Today](#), on the [Catholic Education Melbourne website](#) www.cem.edu.au



Joey's boys *win* Herald Sun Shield by a point!

By Jack Blood*,
St Joseph's College,
Geelong, First XVIII
Football Co-Captain

In a sporting nation like ours, there is no more hallowed ground than the MCG and in schoolboy footy, there is no more highly valued prize than the *Herald Sun Shield*.



*Jack Blood was awarded the Neale Daniher medal for Best on Ground in the Herald Sun Shield Grand Final.

On 30 July 2016, in front of a supportive crowd of family and friends, and as a curtain raiser to the Collingwood vs West Coast AFL match, the First XVIII from St Joseph's College (SJC), Newtown, did what we hadn't done since 2006: we won the Grand Final against the highly fancied St Patrick's College, Ballarat.

It was a match that both sides could be proud of. Fiercely competitive from the first bounce to the last, there was little to separate the two sides. The St Joseph's midfield dominated in the early parts of the game, putting a lot of pressure on the St Patrick's boys and giving the forwards every opportunity to capitalise. Some wayward SJC kicking and some tough defence from the Ballarat students meant that

The St Joseph's team claim the *Herald Sun Shield*

at the end of the first quarter, scores were level at 1.7.13 to 2.1.13.

The second and third quarters were also characterised by both teams giving their very best. The Joey's defence held up well against the might of St Pat's and our forward line steadied to kick a stream of goals.

Although we led at every quarter the match came down to the final 10 seconds. When St Pat's marked inside the 50m line, we thought that all our dreams were about to be shattered. When their final kick sailed out on the full, the siren sounded and the stadium erupted. It was then that we realised our dream of playing on the MCG and winning had been realised. As awful and as tragic a moment as it was for our opponents, it was a joyful and spine-tingling moment for us.

Both schools deserve credit and acknowledgment for playing such a high-calibre game in the spirit of sportsmanship. Hasker Dawborn, the St Patrick's Captain, and Mr Howard Clark, the Head Coach, though disappointed with the end result, ought to be justifiably proud of the Ballarat team.

For the Geelong boys, it is a tribute to a lot of work from a lot of people that we were able to achieve this feat. For me, what stands out most has been the mateship. We bonded as a squad and were so lucky to have each other. We always wanted the best for each other and pushed each other to be our best all year. My co-captain, Darby Schilder, and I feel so grateful to have worked with such great blokes.

We were also lucky to have had two great coaches in Mr Chris Lynch and Mr Jono Holt. Both of these men went above and beyond the call of duty; they were always there to encourage us, to support us and to challenge us. They challenged us to be better players and challenged us to be better men. I know that all the players really appreciate what they did for us and we thank them from the bottom of our hearts.

To play on the 'G' with our mates and to be surrounded by our friends and families is something none of us will ever forget. Long after the final siren has sounded and the jerseys have been put away for the final time, the memories of that one day in July will linger for ever. +

Genazzano students umpire women's footy final

A group of Year 10 Genazzano College students were selected to officiate in the inaugural Swisse VFL Women's Grand Final on 18 September 2016. Students Kaitlin Barr, Mara Lunn, Lilah Flanigan, Tess Plowman and Kate Delaney joined some of the VFL's best field umpires in their first state league Grand Final. The group of boundary and goal umpires had been developing their skills each week in the first AFL Victoria metropolitan all-female, school-based Umpiring Academy held at Genazzano College. The new program invites students of all ages to learn the basic principles of umpiring across the three disciplines of field, boundary and goal. +



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The truly great advances of this generation will be made by those who can make outrageous connections, and only a mind which knows how to play can do that.

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AMERICAN PLAYWRIGHT
NAGLE JACKSON



Eat, Pray, Work, Play

Research shows that humour, games, roughhousing and fantasy are more than just fun; they are an important source of family bonding.

This is the final article in a four-part series from the Life, Marriage and Family Office in the Catholic Archdiocese of Melbourne www.cam.org.au/lifemarriagefamily.

The family that prays together stays together, so the saying goes, but *playing* together is definitely the next best thing according to findings from the National Institute for Play (NIP). The people we have the most fun with are also the people we want to spend more time with.

Transferring this observation into the family setting, it is evident that fun and games at home need to be fostered in order for children and families to continue to feel connected to one another.

New-Zealand-born Brian Sutton-Smith, the world's foremost scholar of play and philosopher of fun, spent his lifetime attempting to discover the cultural significance of play in human life. According to Sutton-Smith, 'playful parent-child relationships' lead to 'flexible, friendlier, and happier children', and 'pretend play begins a child's training in the social duplicities'. He suggests that children with early access to pretend play grow up to be 'more sophisticated in their mature social lives and more diplomatically adept in their everyday social relations'.

Other studies have found that a sense of playfulness can help ward off low spirits, is key to learning and is integral to creative thinking, innovation and problem-solving ability, making it one of the most important lessons to be learnt during childhood.

So, if play is such a powerful source of bonding, why is it that we so often neglect it?

All sorts of things constantly fill each moment of every day, but actively taking stock of what is most important can be the catalyst for making some schedule reshuffles to change life for the better. Social and recreational activities are good, but if the number of activities children or parents participate in leaves no room for family meals, storytime, board games, a walk or even an impromptu arm wrestle competition at the kitchen bench, then family life may be more than a little overscheduled.

The next time the kids are nagging you for some playtime, asking for a trip to the park or for you to join them for a tea party, remember the long-term social benefits that you are offering them, all for an hour of silliness. ✦

Brian Sutton-Smith (1924–2015) has a wealth of material about play, but one good article to start with is *Play Theory*. See www.journalofplay.org.

The 30th Australian Council for Health, Physical Education and Recreation (ACHPER) International Conference will be held 16–18 January 2017 in Canberra, with the theme of *Participating in an Active and Healthy Life: Valuing the Participant Voice*. See www.achper2017.com.

The National Institute for Play has information on the science behind and the patterns of play, with information on Imaginative and Pretend Play, Creative Play, Storytelling-Narrative Play, and much more. See www.nifplay.org.

Horizons of

Hope

Catholic Education Melbourne has released its new guide for the direction of learning and teaching in Catholic schools, *Horizons of Hope – An Education Framework for the Archdiocese of Melbourne*.

Horizons of Hope will support, in the words of Archbishop Denis Hart, 'the mission, and privilege, of the Catholic school to build a community where authentic relationships based on love provide the means and the support for all students to flourish and grow into the fullness of life.'

Horizons of Hope also draws on Pope Francis' recent statement that through Catholic education we celebrate all the opportunities that enable young people to embrace the hope of a better world with greater possibilities – the horizon of hope which propels us forward.

Students need to feel a sense of belonging, of connectedness, in their lives, families and communities in order to flourish – particularly in the face of the many challenges of the diverse, complex and ever-changing and globalised modern world.

While this environment offers great potential for learning, its pace and variety, our atomised cultured, can leave learners feeling isolated from one another.

A sense of belonging and working with others builds and strengthens the ability of learners to understand and manage their emotions, develop their sense of self, their ability to make a difference and their resilience.

The Catholic faith, which sees the infinite potential of each person and which challenges us to stand up in solidarity to make a difference in the world, is of the utmost importance in this context.



We all have a role to play in supporting our young people to make sense of their world and their lives within a faith community loyal to the mission of Jesus.

Horizons of Hope has already been warmly received by parents and teachers in the schools where it has been trialled.

'It provides a collective understanding and shared vision of what we are about,' one teacher said as part of the evaluation. 'It helps differentiate between secular and Catholic schools,' another observed, 'making people reflect and evaluate why things are done.'

One parent commented, 'You have captured for me what I hope for my kids.'

Teachers have praised the currency of the research that underpins *Horizons of Hope*, adding that the framework is easy to read, understand and put into practice.

They have also been impressed by the directions of the framework. 'It is focused on the growth of the whole person,' one said, while another felt *Horizons of Hope* 'sets a clear direction of what is expected while developing the whole child'.

The focus on the broader school community has also been praised. 'It highlights the importance of partnerships; students, teachers and family,' one participant said.

In a world of NAPLAN tests and the *MySchool* site, Catholic educators and school communities are challenged to value more than just results.

In Catholic education, learning is seen as a journey of endless possibilities – to the horizons of hope. †

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Students need to feel a sense of belonging, of connectedness, in their lives, families and communities in order to flourish.

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Student artwork has been used throughout the framework. See www.cem.edu.au/learning-teaching.

Canonisation of Saint Teresa of Calcutta

The Canonisation of Saint Teresa of Calcutta took place in St Peter's Square, Vatican City, on Sunday 4 September 2016. Over 100,000 people from all over the world travelled to share in the day that made Mother a Saint. The Cuni family was lucky enough to be present that day, with daughter Julia, seven years old and a student at Corpus Christi School, Kingsville, offered a special role in the ceremony. Julia's mother, Tina, reflects on the trip.



Julia at St Peter's Square in Vatican City

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Sharing in this sacred moment in our family's history allowed us to communicate with God and each other more openly.
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Whenever our family relationship to Mother Teresa is mentioned, the automatic response from most people is to question its truth, often with a tone of underlying sarcasm. Surely, someone that close to God could only have heavenly connections.

'How do you know Mother Teresa?' Julia was asked on our arrival in Rome.

'She is my dad's third cousin and my fourth cousin,' Julia proudly announced.

'How does it feel to be part of this special celebration?'

'I am very lucky.' Julia replied sheepishly. Whether or not she fully understood the magnitude of what she was a part of at seven years old is yet to be seen.

This was to be a pilgrimage for our family, and a once-in-a-lifetime experience. When Julia was asked by Missionaries of Charity if she would be willing to take part in the procession to present Mother's

relic to the altar, our once-in-a-lifetime experience became a once-in-an-eternity experience.

Julia became nervous when she saw how vast St Peter's Square was and how many people were there. Talking her out of her nerves was easier than expected.

'It's just like when we do the offertory at church, Julia, just with more people watching,' her brother, Mark, explained. Feeling calmer and confident, and now filled with excitement, Julia performed her duties beautifully.

It was the perfect start to our pilgrimage. Sharing in this sacred moment in our family's history allowed us to communicate with God and each other more openly. Our journey to Rome was not a just a family holiday, but the opportunity to develop our faith and trust in God. The prayers we shared with Christ and Saint Teresa as we travelled from city to city, asking for protection and care, were answered. It was heart-warming to hear our children say things like, 'Mum, I prayed that we would make it safely to our next city.' Or 'Dad, I hope God hears my prayers for the people in the earthquake.' Not just a holiday but a journey of faith.

So what were the thoughts of our seven-year-old after she took part in this historical moment? How did she feel after it was all over?

'I felt happy because Mother Teresa became a saint. Everyone who becomes a saint needs to be canonised at the Vatican. It means that she is with God and Jesus in heaven. I was looking forward to the job because I thought it would be a special day for Mother Teresa and me. It was fun being on TV too.'

The Cunis with Sisters of the Missionaries of Charity



Parent Leadership in Catholic Learning Communities

When we think of parent leadership in Catholic education we may immediately think of the Chairperson or members of the School Board, or the President and members of the Parents and Friends or Parent Council. While parents or carers who represent the school in these volunteer positions are highly valued leaders, there are many opportunities for all parents to demonstrate leadership and stay connected with their child's learning journey.

As soon as you enter the school grounds you are being observed by the very people who are at the centre of learning in our schools: the students. Leadership is demonstrated through actions and how you contribute to the development of a welcoming and positive learning culture and environment for all children.

Sometimes when we talk about leadership, we might put our leaders on a pedestal or view them through a lens of being a 'hero'. As parents, we are all leaders in our own families. However, we may have the view that leaders in schools have all the answers and can solve all problems.

If we think of leaders rather as 'hosts', it can alter the culture and perception of leadership in education and our role as parent leaders. Leadership in schools is about being involved and sharing in the responsibility of being part of a community and making a contribution.

As host leaders, or volunteers, there are many opportunities to demonstrate leadership by contributing to the life of the school, including:

By Rachel Saliba,
Executive Officer,
Victorian Catholic
Schools Parent Body

Leadership in schools is about being involved and sharing in the responsibility of being part of a community and making a contribution.



- attending school excursions to immerse yourself in learning
- helping with school events
- attending assemblies and open classrooms to view students' work
- helping in the classroom with reading
- coaching sport or assisting teachers to set up for lessons
- welcoming other parents with a smile or a chat (particularly new parents)
- joining a parent group, either at your school, or at Diocesan or State levels and making a contribution to meetings
- representing your school at an official event or when there are visitors to the school
- developing ideas, together with teachers and students, for building a positive school community.

Leaders as hosts take on a different role in that they collaborate and share ideas, and build community together. This is what is considered a genuine partnership approach, where each member of a learning community is a guide, leading by example, with a voice in decision-making and involved in the development of whole-school community culture. We can demonstrate selflessness and in the words of Mary McKillop, 'see a need and do something about it'. This is not about trying to be a hero, it is about being present in the community and working together to make a difference for others.

We are all leaders, learning from and with each other in our learning communities.

Everyone has a role to play in a Catholic learning community. Each experience we have as our children take their journey through school is a learning opportunity and a chance to show leadership. It is a shared responsibility and one that extends beyond the school gate. In your local community and in your home, you are always demonstrating leadership and guidance for your children.

Tweet of the Term

 **Catholic Education @CEMelbourne** · Oct 27

Happy World Teachers Day to all the teachers in our schools, who work tirelessly to make learning fun and to educate our students. Thank you for all you do. youtu.be/XQx58m2PhiU

 **World Teachers Day 2016**
youtube.com

Retweets: 3, Likes: 3

Josephine Blackley

PRINCIPAL, CHRIST THE KING SCHOOL, NEWCOMB

I have worked in Catholic Education for 34 years. During this time I have worked as a classroom teacher, held various leadership roles, including Deputy Principal, School Adviser, Learning and Teaching (Catholic Education Melbourne) and now in the role of Principal at Christ the King School, Newcomb.

The thing that I like most about working in a Catholic school is ... being part of a community where the values and teachings of Jesus Christ are lived on a day-to-day basis. It is a privilege to be responsible for developing the Catholic ethos of the school and I endeavour to do this by being a good role model and by respecting the human dignity of staff, students and parents.

A Catholic education requires ... a clear vision to enable others to develop a meaningful relationship with God and to make sense of their faith. Catholic education is also about helping the students in my care to develop a social conscience, so that they have the tools they need to shape a world that is socially just.

The greatest challenge for parents today is ... understanding the important role they play as first educators of their children. Parents have a very important role to play in working with the school to support their children to take responsibility, develop resilience and show respect for others. When schools and parents work together we have greater leverage in transforming lives.



By the time I retire ... I would hope to have made a difference to my school, Christ the King, not only in improving the facilities but also in strengthening the Catholic ethos of our school. I also want my students to have high aspirations and a strong sense of self-worth.

I also want to say ... that I will always be a teacher at heart. While I don't often work directly with my students, I take every opportunity I can to work with my staff to shape their skills and dispositions to be the best teachers. In my 34 years as an educator it has been a privilege to know and have worked with so many people across different settings. ✦

David Graham

TEACHER, ST JOHN'S REGIONAL COLLEGE, DANDENONG

In my second year of teaching, my overall experience in education has been challenging, rewarding, but overall a whole lot of fun! Having worked in sales and marketing for over ten years, nothing could have prepared me for what has been the most rewarding (almost) two years of my life.

I am fortunate ... to have landed a position in an amazing school that values all aspects of the individual. St John's Regional College in Dandenong is a co-educational secondary school with students and teachers from a diverse tapestry of backgrounds, abilities and personalities. The thing I like most about working in this Catholic school environment is that we genuinely put the students' wellbeing



at the heart of everything we do. School for our students is not just about the learning of content but development of the person as a whole, which underpins what a Catholic education should be about.

The achievement I am proudest of is ... surviving my first year! Being given four VCE subjects in my first year was a challenge I relished, but at times meant I was close to losing my sanity! In the end what got me through was the support of those around me, plus seeing the students grow and develop in our short time together.

I feel the greatest challenge for parents today ... relates to the alarming statistics around adolescent mental health, with one in four adolescents currently suffering from a mental illness. It's a shocking statistic that I feel has crept up on all of us, and I am unsurprised parents are feeling underprepared in this area.

By the time I retire ... I would hope that the model of education has changed significantly. While huge strides have been made towards student-centred learning, we all have a long way to go in meeting the dynamic demands of modern students.

I also want to say ... that I believe there has never been a better time to be a teacher. The world is changing at such a rapid pace, and I believe education is one area which is undergoing rapid change before our very eyes. Embrace the new, different and sometimes uncomfortable changes ahead, and we will all come out the other side better prepared to meet the needs of these amazing young adults in our care every day. ✦

World Humanitarian Day

Students from Our Holy Redeemer School, Surrey Hills, were invited by Caritas Australia to represent 800,000 Catholic students from across Australia at World Humanitarian Day at the State Library. There, they got to ask a question of the Foreign Minister, the Hon. Julie Bishop. World Humanitarian Day is an annual event which pays tribute to the hundreds of thousands of aid workers who risk their lives every day to help those in need. ✦



Our Holy Redeemer students with (L-R) Paul O'Callaghan, CEO Caritas Australia, the Hon. Julie Bishop, Suzy McIntyre of Caritas. Photo courtesy of Caritas.



Hooray for Collywood

In *Collywood 2016* students from St Joseph's School, Collingwood, combined four short films along with musical performances and circus acts. The performance brought together many of the partnerships with community groups and agencies, including Arts Victoria, Polyglot Theatre, Dance Fever, Circus Oz and the City of Yarra, that have all become a signature of the St Joseph's community under the leadership of principal Trish Taylor. ✦



Green and Gold

Ellia Green, a former student at Star of the Sea College, Brighton, was part of the Australian Rugby 7s team to win the first-ever Olympic gold medal in that sport. Ellia, who attended Star of the Sea 2007–2010, scored with six minutes left to play in the game, which, with Chloe Dalton's conversion, took the team to a 17–5 lead, winning at the final siren 24–17. The Rio Olympics was the first time that Rugby 7s has been a participating sport, and Australia went in as the gold medal favourite. ✦



Ellia Green and her mum Yolanta after Australia's gold medal Rugby 7s victory. Photo by Adam Head, courtesy of the Bayside Leader

Junior Lord Mayor

School Captain at St Louis de Montfort's School, Aspendale, Mason Dwyer, was named Junior Lord Mayor of Melbourne for 2016 with a long list of official duties, including raising the flag on Melbourne Day, cutting the official birthday cake, skipping the *Enterprize* for a day with his class and other mayoral duties throughout the year. The judges said of Mason that he was 'the outstanding candidate from six excellent finalists'. ✦



Mason Dwyer with Stephen Elder at the Sustainability Resource launch.

Lisa Tran's One Team, One Goal win

Killester College, Springvale, student, Lisa Tran, (Year 11) won the secondary division of the 2016 *One Team, One Goal: Celebrating Diversity* competition, designing a footy jumper that reflects Victoria's cultural diversity. Lisa explained her design: 'We want to welcome everyone from different cultures. That's why I drew hands from different races holding a globe, defining true diversity in our community'. ✦



Prayer flags at St Joachim's

To celebrate the school's feast day, staff, students and parents at St Joachim's School, Carrum Downs, made prayer flags inspired by their hopes and dreams for themselves, their family, the community and the world. Jarred in Year 4 explained, 'My prayer flag is a picture of a tree which represents my family. Love, happiness, and prayer are words I used to send out to the world to be a better family'. ✦



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St Aloysius' students feel the need for speed

Grace Butler, Inferno Falcons Team Leader, recorded a reaction speed of 0.09 seconds in her heat. Grace's time was the fastest time ever recorded by a student in the Fast Cars in Schools competition, a STEAM (science, technology, engineering, arts and mathematics) initiative aimed at engaging Geelong regional school children in Engineering, Design, Technology and Science. It is sponsored by Catholic Education Melbourne and supported by Deakin University. ✦



Photos courtesy: N. Sadler

From Bentleigh to Barcelona

As captain of the U14 Bentleigh Greens team, William Doumanis from St James College, Bentleigh East, had the 'trip of a lifetime' playing in the Mediterranean International Cup youth soccer tournament in Spain earlier this year. After competing with teams all over the world, William said, 'Having played in Spain has given me a glimpse of what I can do and what I want to aspire towards'. ✦



Team Marymede Australasian Pacific champions at Tournament of the Minds

Marymede students were recently crowned 2016 Australasian Pacific Champions (Secondary Maths & Engineering Division) at the annual Tournament of Minds. They competed against the other Australian state winners, along with teams from New Zealand, Hong Kong, Singapore and Thailand. ✦



Nathan Luke



Caleb Neyenhuis

Space Camp USA

Two Catholic secondary students, Nathan Luke (Salesian College, Sunbury) and Caleb Neyenhuis (St Joseph's College, Newtown), who are both visually impaired, attended Space Camp in the USA. Nathan and Caleb practised skills, trained and solved engineering challenges with immersive experiences such as training like an astronaut on a

multi-axis trainer, designing robots and experiencing the simulation of space missions. They completed the Camp programs and were awarded with a photo of their team and a badge. Nathan was awarded the highest achievement of the Camp for the student who had overcome their challenges and shown leadership qualities. ✦



Premier of Victoria Daniel Andrews with Ella Bater and Gabi Hollows. © State of Victoria (CC3.0 Attribution)

Tegan's award-winning film on homelessness

Tegan Joiner, a Year 11 student at Sacré Coeur, Glen Iris, was the Victorian winner of the Salvation Army's *Hidden Others* short film competition. The competition invites participants to create a short film that raises awareness of youth homelessness in Australia. Tegan has been given the opportunity to participate in a film-making course as part of her prize. Tegan said, 'I hope that my film has and continues to open up people's eyes to the truth about Youth Homelessness.'



Fred Hollows Humanity Award Junior Ambassador

Ella Bater was recently named the Fred Hollows Humanity Award Junior Ambassador for Victoria. The Award recognises Year 6 students who are making a positive difference in their community. The Premier of Victoria, the Hon. Daniel Andrews MP, said it was the highlight of his week to meet with Ella, 'Ella's done some pretty cool stuff to be nominated by St Louis de Montfort's School: raising awareness on issues facing refugees, fundraising for the Cancer Council and lending a hand to Backpacks 4 VIC Kids. She's done incredible work to make her local community a better place. I'm sure Fred Hollows would be very proud'.



National Plain English Speaking Award winner

Luke Macaronas, of St Kevin's College, Toorak, won the national 2016 Plain English Speaking Award (PESA) and will travel to London in May 2017 to represent Australia in England, where speakers from up to 50 countries will compete to be named the best young English speaker in the world. Luke's winning speech focused on 'the culture of hyper-masculinity' that pervades western society. He spoke of the role of schools in perpetuating a narrow 'image of masculinity that doesn't allow boys to feel comfortable in their own skin' and the role they should have in expanding definitions of male identity.

NAIDOC medal winner

Areeba, a student at Holy Name School, Preston, won a Prime Minister's medal for the NAIDOC Week 2016 short story competition celebrating National Aboriginals and Islanders Day. She wrote a fictional short story titled *The Day I Met My Indigenous Role Model* about meeting Cathy Freeman. Areeba was presented with the medal by Councillor Julie Williams, representing the City of Darebin, and Dylan Williams, representing NAIDOC and the Prime Minister's office.



Emmaus joins with French students to remember ANZACs

Three classes of Year 9 history students at Emmaus Catholic College, Burwood campus, are participating in a collaborative WWI Centenary project with Collège Mermoz near Fromelles, France, to investigate the lives and experiences of ANZACs. Students have researched soldiers buried at the Australian war cemetery in Fleurbaix and have sent the information to their French partners, who will be placing wooden crosses, courtesy of the Australian War Memorial, on these gravesites in time for Remembrance Day.

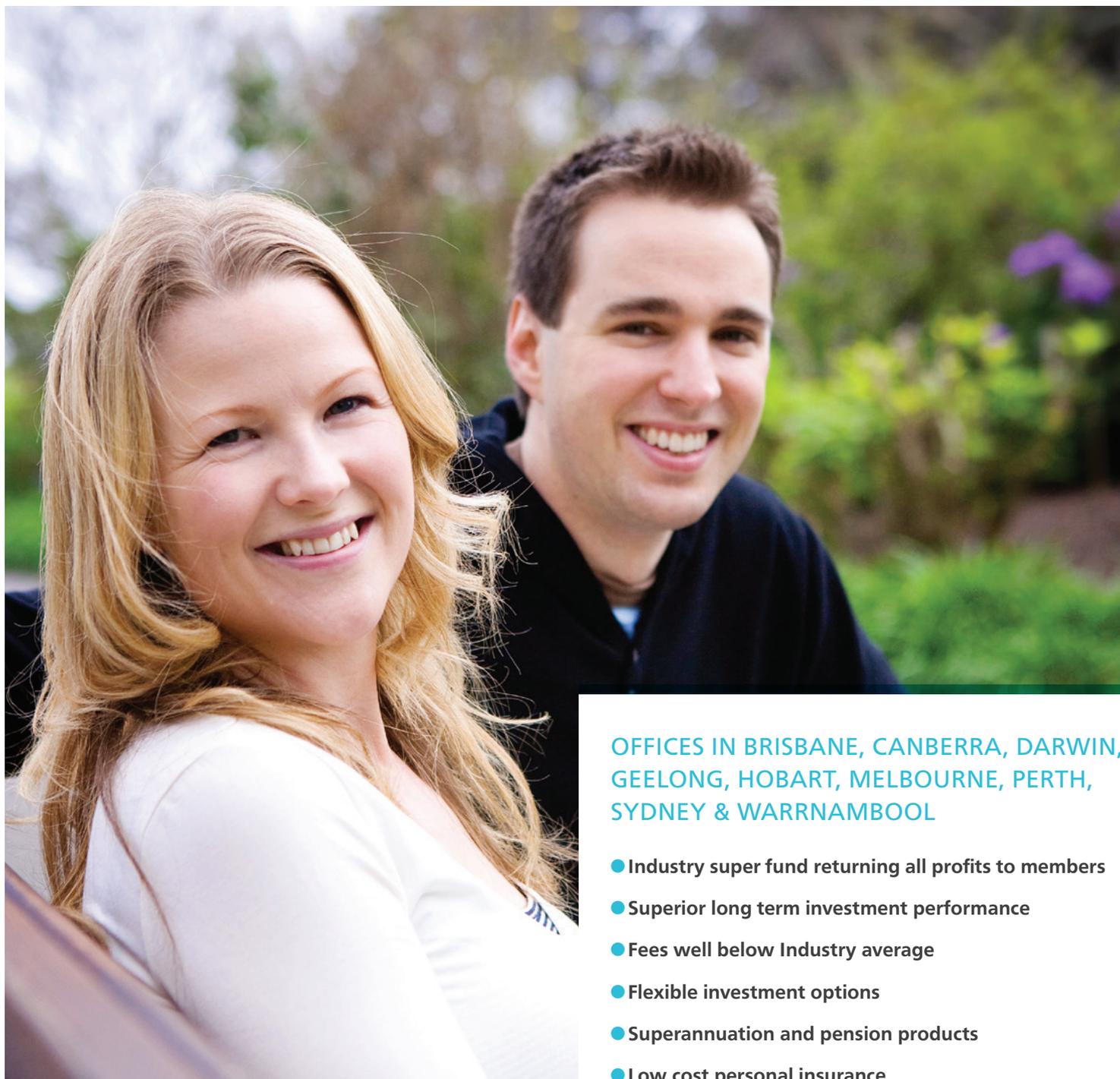
National Karate Champion



Photo by Steve Tanner from Lilydale and Yarra Valley Leader

Cassandra Banks of Mount Lilydale Mercy College, Lilydale, came first in the recent Kata Individual Female Children division of the Australian Karate Federation National Championships, held on 14-15 August. Cassandra began karate at the age of just four years, and she represented Australia in the 2015 World Karate Federation Commonwealth Championships in India last September.

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