

Catholic Education

Today



CATHOLIC
EDUCATION
MELBOURNE



The future
is listening

TERM 1, 2020

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FOR CATHOLIC
EDUCATION

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GOVERNANCE
ARRANGEMENTS

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OF LENT

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APPEAL

17 AROUND THE
ARCHDIOCESE

Praying with Pope Francis

Prepared by Amer Youhanna with inspiration from the Pope's conversation with secondary school students in Rome (21 December 2019)

In this new school year,
we come with all our mixed feelings.
We might be excited, anxious,
happy or something else.
Some grateful for the last year,
others need a break from it.
We pray that we may be able to overcome our egoism
and see in 'the act of loving the real reward'.
That 'our sights be purified and humanised',
so we can see in the other a real person.
Give us the courage to 'let go and not corner ourselves',
but bear witness to our faith in our everyday life.
Be with us God
when 'we browse the pages of our heart',
to recognise our failures
and to trust that the good in us will prevail.
Lead us God to 'know the meaning of our feelings,
not to master them,
but to read the message behind the feelings'.
Amen.



**CATHOLIC
EDUCATION
MELBOURNE**

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Cover image: Christian and Lucas, starting in Year 7 at
St John's Regional College, Dandenong



@CEMelbourne

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views and discussion designed for parents.

Editorial

The start of a school year is an excellent time for us
to reflect on the role we play in the learning journeys
of our young people. Whether as parents, teachers,
support staff, clergy or students, we all have a role
in helping each and every person in our school
communities to flourish.

Pope Francis wrote that creating environments for
this to happen 'requires a continuous and profound
conversion, in which personal holiness and moral
commitment come together to promote the credibility
of the Gospel proclamation and to renew the
educational mission of the Church'.

These words, taken from his apostolic letter on
the protection of minors and vulnerable persons,
are a call to everyone in a school community to
work together to shape the academic, spiritual,
physical, social and moral elements of the students
in their care.

Educating each student in a Catholic school involves
a partnership between parents as the first educators
of their child and the school they entrust their child
to. Building deeper connections with parents as
partners leads to better outcomes and opportunities
for learners.

Essential to a successful partnership is
communicating information on the achievements of
students and school communities, so that parents
and teachers can keep up to date with the many ways
Catholic schools provide a holistic education.

Throughout the year, Catholic Education Melbourne
regularly reports on activities, events and news of
note from around the archdiocese for the 'News and
Events' section of our website www.cem.edu.au.

A highlight of Term 1 is Catholic Education Week,
which brings schools across Melbourne together
to celebrate their Catholic identity and the strength
of the sector. This significant event showcases
the best of our schools, enabling students, staff,
friends and families to rejoice in the spirit of their
school community.

This edition includes reflections on the amazing
experiences of the 2019 Australian Catholic Youth
Festival, and provides inspiration for the upcoming
season of Lent.

The centre pages feature a calendar of events,
term and other key dates, which can be removed
and retained for reference.

Also in this issue, Tim and Robyn Kelly share their
unique insights as married principals in 'Educators
in Profile'.

We welcome our new students and two new schools,
as well as those students returning for another year.
2020 will be a great year for Catholic education,
with much to look forward to for us all. ✦



Welcome to Catholic education for 2020

2020 is shaping up to be an exciting year for Catholic education.

A full calendar of events and activities during this year will give students and parents the opportunity to stretch themselves, and grow their sense of belonging and purpose.

School communities will come together to celebrate their Catholic identity across a wide variety of events during Catholic Education Week in March.

In September, Melbourne will host the 2020 National Catholic Education Conference, bringing Catholic educators, parents and students together to share best practices from around Australia and overseas.

The conference will also feature this year's STEM MAD Showcase – a presentation of STEM learning initiatives that address real-world problems and demonstrate how students are making a difference through science, technology, engineering and maths.

It is exciting to welcome the parents and students of two new schools for the growing Geelong/Surf Coast area, St Catherine of Siena Catholic Primary School in Armstrong Creek and Iona College in Charlemont.



“A holistic education nurtures a student’s unique talents and shapes their awareness of the broader common good.”

These new school communities join us at a time when the Victorian and Australian governments and Catholic Education Melbourne are increasing investment in upgrading facilities and adding student capacity.

This investment will ensure that, as Victoria continues to grow, more parents will have access to a quality Catholic education focused on developing the individual as a whole.

A holistic education nurtures a student’s unique talents and shapes their awareness of the broader common good. It enables students to develop positivity, confidence, and a strong sense of reciprocity and obligation to others.

The commitment to holistic education from the more than 17,000 teaching and support staff in Melbourne Catholic schools continues to reap academic rewards.

University of Melbourne research has found that Catholic schools add an average of six points to tertiary admission ranks, or ATAR scores, at the crucial career-defining end of a student’s school journey.

A Curtin University study also makes special mention of the social capital available to those from Catholic schools.

The year ahead promises much for our students as they, with the support of parents and school communities, continue on their learning journeys. +

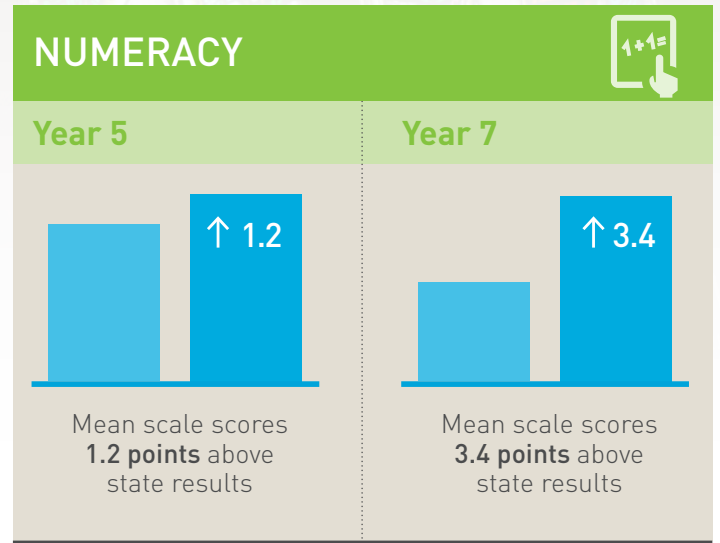
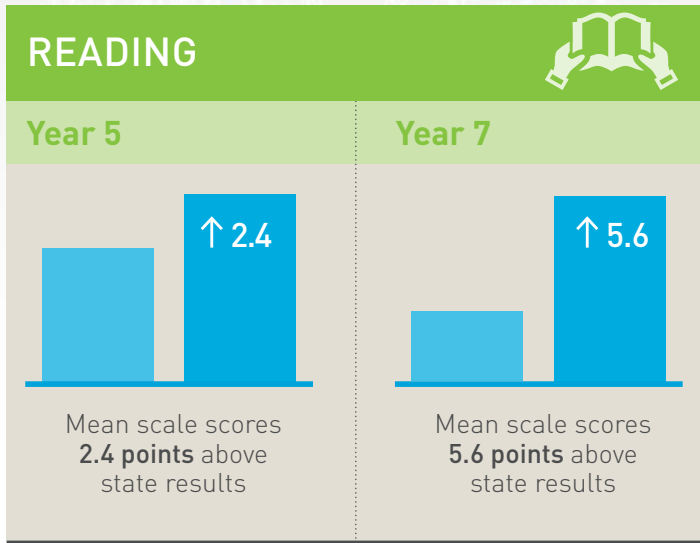
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Foundations for life and learning

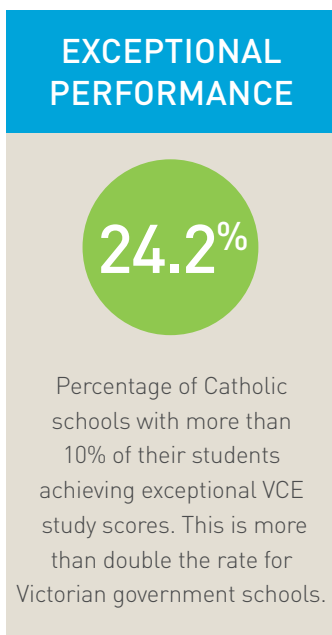
Melbourne Catholic schools continue to return outstanding academic results across all year levels, setting students up for success.

NAPLAN

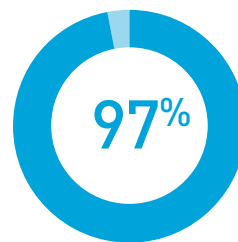
In 2019, Melbourne Catholic schools excelled in numeracy and reading, the crucial building blocks of learning, with higher mean scale scores than the state average in key NAPLAN results.



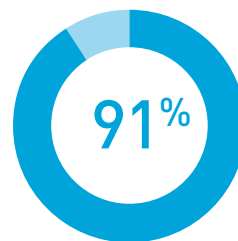
2019 Year 12 results



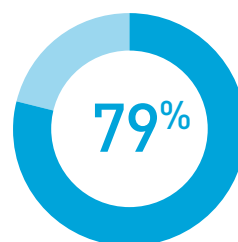
Completion rates



Percentage of Catholic schools with **VCE** completion rates at or greater than 98%.



Percentage of Catholic schools with **VET** completion rates greater than 90%.



Percentage of Catholic schools with **VCAL** completion rates greater than 90%.

ATAR

Independent Melbourne University research shows a Catholic education adds an average of six ATAR points to the career-defining end of a student's journey.

6

points higher than government schools


Pathways to higher learning

The Melbourne Institute's long-running HILDA survey has found up to 75% of parents of both primary and secondary Catholic school students reported that their child would go on to university, compared with 49% from government schools.



75% of parents of Catholic school students say their children will go to university

Wellbeing and wages

8/10 life satisfaction rating 

Catholic students surveyed seven years or more after graduation report increased life satisfaction compared to the national average, according to a Curtin University study. The study also found that Catholic school graduates have a 10.2% higher income than the national average. Professor Mike Dockery, the author of the study, attributes 3% of that increase to the additional social capital available to Catholic school students.

Catholic identity

3 OUT OF 4

primary school students, asked about their views by Catholic Education Melbourne's student survey, report that they have a very positive view of their school's Catholic identity.



2020 National Catholic Education Conference: The future is listening

This year Melbourne will host the 2020 National Catholic Education Conference (NCEC 2020), bringing together participants from across the country to be inspired by the richness and responsibility of Catholic education within a contemporary Australia.


From 6–9 September at the Melbourne Convention and Exhibition Centre, the conference provides an opportunity for families to join a conversation with school and system leaders, educators, clergy, students, education professionals and researchers, and plan future directions to continue the flourishing of vibrant Catholic learning communities.

What makes NCEC 2020 so unique is that everyone involved in education is represented in the organisation of the event. Education system administrators and principals sit with clergy, parents and students in helping to define and shape the content of the conference.

NCEC 2020 participants will be able to immerse themselves in topics relating to Catholic identity and mission, leadership and governance, school improvement, and communication and community engagement.

This year marks the dawn of a new decade and a new era, and NCEC 2020's theme – *The future is listening* – is an invitation for all involved in Catholic education to consider the imprint Catholic education can make on the future of not only the young people in our care, but Australia as a whole.

The conference will also provide a special opportunity to celebrate 200 years of Catholic education in Australia and to reflect on how the Catholic school sector has flourished.

More information on this exciting event, including how to register interest, is available from ncec2020.edu.au. 



2020 NATIONAL CATHOLIC EDUCATION CONFERENCE

The future is listening

MELBOURNE • 6-9 SEPT 2020

New governance arrangements

By January 2021, new governance arrangements are planned to be in place for parish primary schools and diocesan colleges in the Catholic Archdiocese of Melbourne.

A consultation process is currently underway with stakeholders to establish the form of those arrangements.

A Steering Committee comprising stakeholder representatives is leading the process and aiming for a seamless transition to minimise the impact of the governance change.

While the change in governance will not disrupt the work of schools, it is important to keep teachers, parents and staff informed about the project.

Why now?

A number of factors have led to the need for a change in governance arrangements. These include recommendations that have been made from a royal commission and a parliamentary inquiry. More importantly, the new governance arrangements will need to preserve and strengthen the Catholicity of our schools in the future.

With legislative and compliance requirements rapidly becoming more complex for our schools, a governance model based on one person in which the school is unincorporated, as currently found in

“We must ensure that the rich legacy of Catholic education entrusted to us is protected, and that our mission is the primary focus of our work.”

ARCHBISHOP
PETER A COMENSOLI



our parish schools and regional colleges, is no longer viable. The new governance model seeks both to ease the administrative burden on our schools and parishes, and to allow the parish priest more time to focus on the mission of education in the parish.

While the governance model will change one aspect of the relationship between parish and school, it is essential that parishes and schools continue to be partners in the faith development of students. The connection between parish and school enables our young people to participate in the celebration of the Eucharist and the sacraments: the ‘source and summit’ of our Christian lives. It is the essence of an educational experience that is truly Catholic.

What difference will it make?

The governance reforms will enable schools to continue delivering an outstanding faith and values-based education, without being burdened by the increasingly complex legislative and regulatory requirements.

Proposed governance reforms will also preserve the critical pastoral role of the parish priest in the school community.

Governance Fast Facts



261 parish schools



31 regional and archdiocesan colleges



In 232 parishes



With 112,000 students



Supported by 15,000 staff

Who will be affected?

Not all Catholic schools in Melbourne will be affected by the governance change, as congregational and ministerial public juridical person (PJP) schools fall outside the group of schools in the archdiocese governed by the new model. They will however continue their service relationship with Catholic Education Melbourne.

Seamless employment transition

There will be a seamless transition to the new governance arrangements for teachers and other employees within parish, regional and archdiocese-owned schools.

As schools transition to new arrangements, employees will receive new offers of employment on the same terms and conditions, with their prior service being recognised.

There has been consultation with the union and the Victorian Registration and Qualifications Authority (VRQA) to ensure this transition will be smooth.



The governance journey is an opportunity to revitalise the partnership between parish priests and principals, review and update a variety of system policies and procedures, and strengthen reporting and accountability measures.



The parish and the school

The central role of parish priests and the value of their leadership to the mission of Catholic education within the wider context of the parish community will continue. A charter will be developed with input from priests, principals and other stakeholders to ensure that the roles, rights and responsibilities of all are properly understood and safeguarded.

An important part of the model will be to provide an opportunity at each school for parents – as partners in the education of their children – to have a voice, and a forum for the school community to work effectively with parishes and Catholic Education Melbourne.

Change

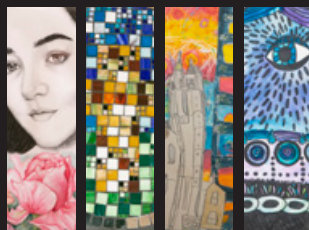
While acknowledging the complexity of the legal and operational issues involved in moving to a new governance model, this change process is a positive opportunity to further enhance the evangelising and educative ministry of Catholic education. We will continue to focus on being faithful to God's mission, with the school as an educational expression of that mission within the parish. +

CATHOLIC
EDUCATION
WEEK 2020

The future
is listening

CREATIVE ARTS EXHIBITION 2020

PAINTING FASHION PHOTOGRAPHY SCULPTURE



CATHOLIC
EDUCATION
MELBOURNE

GALLERY OPENING HOURS

Mon 16 to Fri 20 March: 9 am – 3.30 pm

Sat 21 March: 12 pm – 4 pm

Catholic Leadership Centre
576 Victoria Parade, East Melbourne



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CATHOLIC EDUCATION TODAY | 7



The significance of Lent

Lent is a time for letting go, of stripping back to what is essential, in a word: hope.

Traditionally Catholics do this through prayer, fasting and alms-giving to prepare our hearts for Easter. For those living in Australia, Lent comes at the beginning of autumn, and in many ways the sense of Lent is mirrored in the autumn landscape as the deciduous trees lose their leaves. The maple leaves turn glorious yellow and orange; the jacaranda blooms and its leaves fall in shades of brown, as their brief and beautiful seasonal life comes to an end. Stripped to their branches, the maple and jacaranda retreat into themselves, into their core self, and begin the slow regenerative process. It is their hope. How can we be like the maple and the jacaranda? What might we let go of this Lent? How might we retreat into our core selves to regenerate? How might we rediscover our hope?

The recent bushfires have brought on an early Lent and altogether displaced the season of autumn for much of the landscape. While many still ponder what Lent might mean for us this year, others have already been stripped of their home and possessions, millions of wild animals perished and hectares of bushland left in ashes well before Ash Wednesday. Those Lenten words 'remember you are dust and to dust you shall return' have been marked early on our foreheads and on our land. It would seem hopeless.

“
For those living in Australia, Lent comes at the beginning of autumn, and in many ways the sense of Lent is mirrored in the autumn landscape as the deciduous trees lose their leaves.
”

In the ash and smoke of this year's fires, we are compelled to grapple with the reality of climate change and an appropriate Lenten penance might be to reduce our carbon footprint. Not as an act of desperation, but as an act of love, of hope. Pope Francis has written that: 'If present trends continue, this century may well witness extraordinary climate change and an unprecedented destruction of ecosystems, with serious consequences for all of us' (*Laudato Si'*, n. 24). In the encyclical letter, he calls for an ecological conversion, which involves educating ourselves about climate change, as well as adopting new habits and a change of our daily lifestyle. The Pope suggests cycling, carpooling or taking public transport instead of driving, reducing our energy consumption, seeking to reuse and recycle, and simply planting trees.

This Lent, like the maple and the jacaranda, we begin again. Not naïve to the realities of our world, but galvanised by the challenges and opportunities of this new decade. Deeply motivated by a hope that we believe conquers death. Pope Emeritus Benedict XVI wrote that: 'The one who has hope lives differently; the one who hopes has been granted the gift of a new life' (*Spe Salvi*, n. 2). May we return to our hope this Lent, let go of our fears and receive the gift of a new life. †



2020 Calendar

Term 1

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
JANUARY				Solemnity of Mary, Mother of God New Year's Day public holiday	1	2	3	4
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26 Australia Day	27 Australia Day public holiday	28 START OF TERM 1 (Teachers return)	29 Students return	30	31		
FEBRUARY							1	
	2	3	4	5	6	7	8 International Day of Prayer and Awareness against Human Trafficking	
	9	10	11	12	13	14 VCE Top Talks	15	
	16	17	18	19	20	21	22	
	23 VCE Top Class: Dance	24	25	26 Ash Wednesday Launch of Project Compassion	27	28 VCE Top Class: Sound	29	
MARCH	1	2	3	4	5 VCE Top Screen	6	7	
	8 International Women's Day	9 Labour Day public holiday	10	11	12	13 VCE Top Class: Music; VCE Top Arts	14	
	15	16 Creative Arts Exhibition (until 21 March)	17 Mass of St Patrick for Schools, Concert in the Park and Young Speakers Colloquium	18 Graduate Teacher Celebration	19 Creative Arts Exhibition presentations	20 National Day of Action against Bullying and Violence VCE Top Designs	21 Harmony Day	
	15–22 March: Catholic Education Week (<i>The future is listening</i>)							
	22	23	24	25	26	27 END OF TERM 1	28	
	29 VCE Top Class: Drama and Theatre Studies	30	31					



Term 2

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
APRIL				1	2	3	4	
	5	6	7	8	9	10 Good Friday	11	
	12 Easter Sunday	13 Easter Monday public holiday	14 START OF TERM 2	15	16	17	18	
	19	20	21	22	23	24	25 ANZAC Day	
	26	27	28	29	30			
MAY						1	2	
	3	4	5	6	7	8 VCE Top Acts	9	
	10 Mother's Day	11	12 NAPLAN on paper (until 14 May) NAPLAN online (until 22 May)	13	14	15 15-21 May: CatholicCare Family Week	16 International Boys' Day	
	17	18	19	20	21	22	23	
	15-21 May: CatholicCare Family Week							
	24	25	26 National Sorry Day	27	28	29	30	
	31 Pentecost Sunday							
JUNE		1	2	3	4	5 World Environment Day	6	
		27 May - 3 June: National Reconciliation Week (In this together)						
	7	8 Queen's Birthday public holiday	9	10 VCE General Achievement Test	11	12	13	
	14	15	16	17	18	19	20	
	Refugee Week							
	21	22	23	24	25	26 END OF TERM 2	27	
28	29	30						

2020 Calendar

Term 3

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
JULY				1	2	3	4	
	5	6	7	8	9	10	11	
	NAIDOC Week <i>(Always was, always will be)</i>							
	12	13 START OF TERM 3		15	16	17	18	
19	20	21	22	23	24	25		
26	27	28	29	30	31			
AUGUST							1	
	2	3	4	5	6	7	8 Solemnity of St Mary of the Cross (MacKillop)	
	9	10	11	12	13	14	15 Solemnity of the Assumption of the Blessed Virgin Mary	
	16	17	18	19	20	21	22	
	Science Week <i>(Deep blue: innovations for the future of our oceans)</i>							
	23	24	25	26	27	28	29	
Book Week <i>(Curious creatures, wild minds)</i>								
Melbourne Day Social Justice Sunday World Day of Migrants and Refugees	30	31						
SEPTEMBER			1 World Day of Prayer for the Care of Creation	2	3	4	5	
	Father's Day	6	7	8 STEM MAD	9	10	11	
	6-9 September: NCEC 2020 <i>(The future is listening)</i>							
	National Child Protection Week							
	13	14	15	16	17	18 END OF TERM 3	19	
	20	21	22	23	24	25 AFL Grand Final public holiday	26	
	27	28	29	30				



Term 4

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
OCTOBER					1	2	3	
	4 Plenary Council 2020 <i>(Listen to what the spirit is saying)</i> until 11 October	5 START OF TERM 4	6	7	8	9	10 World Mental Health Day	
	11 International Day of the Girl Child	Anti-Poverty Week					16	17
	18 World Mission Sunday	19	20	21	22	23	24	
	25	26	27	28 Universal Children's Day VCE written exams (until 18 November)	29	30 Day for Daniel World Teachers Day	31	
National Children's Week								
NOVEMBER	1 All Saints Day	2	3 Melbourne Cup Day public holiday	4	5	6	7	
	8	9	10	11 Remembrance Day	12	13	14	
	15 World Day of the Poor	16	17	18	19 International Men's Day	20	21	
	22	23	24	25	26	27	28	
	29 1st Sunday of Advent	30						
DECEMBER			1	2	3 International Day of People with Disability	4	5	
	6 2nd Sunday of Advent	7	8	9	10	11	12	
	13 3rd Sunday of Advent	14	15	16	17	18 END OF TERM 4	19	
	20 4th Sunday of Advent	21	22	23	24	25 Christmas Day	26 Boxing Day	
	27 Boxing Day public holiday	28	29	30	31			

Catholics unite to aid bushfire recovery

Catholics from Victoria and across the nation have come together to assist communities affected by the devastating bushfires. But more is needed and our schools, students and parents have the opportunity to add their support to that of the Church.

The St Vincent de Paul Society (Vinnies) has set up a 'Bushfire Appeal' and people can make a tax deductible donation via the website www.vinnies.org.au.

Vinnies is on the ground helping people as they deal with the immediate aftermath of fires, and will continue to be there as communities recover and rebuild.

Donations go towards providing food, clothing, essential items and grocery vouchers for those who have lost everything.

They also support Vinnies to refer people onto a range of other organisations providing crisis accommodation and specialised services.

The generosity of donors, and those parishioners who contributed to the special Australia Day collection, has moved the Victorian Bishops to offer their thanks.

They wrote: 'There is something truly remarkable, and exceptionally humbling, about the spirit of our shared humanity that gives its all without question.'

Alongside these important local efforts, and in response to the widespread devastation, the Australian Catholic Bishops Conference is coordinating a national response.

The response includes facilitating a national network to connect those affected by the bushfires with people who can help with tasks such as preparing meals, clearing properties, rebuilding communities, as well as providing pastoral and counselling support.

Key national agencies such as Catholic Health Australia, Catholic Social Services Australia (CSSA), the National Catholic Education Commission and Vinnies are collaborating to ensure as effective a response as possible from the wider Catholic community.

Vinnies is responding in all affected states and territories. Its network of local conferences and support services has seen them rapidly respond throughout the nation as the fire crisis has spread.

Special prayers and other resources are being distributed for use in parishes, families and other Catholic communities.

The experts on the ground – from agencies like Vinnies, CatholicCare and Centacare, in parishes and other Catholic communities, including Catholic hospitals and aged care providers – know this will be a long-term process to help people and whole towns rebuild.

CSSA plays a unique role, with CEO Dr Ursula Stephens explaining that the strengths of agency members in responding 'are in areas of trauma-informed counselling and support services, critical incident debriefing, financial counselling and children and family therapies'.

'For Catholic social services responding to disasters, the efforts are targeted and sustained for weeks, months and years – well after the national spotlight has faded.'

Working together, the Catholic community can make a real difference in helping these communities recover.

As the Victorian Bishops have written: 'Despite the anguish caused by this ongoing crisis, God's love and comfort is present. It's here and now, and it comes through our own witness of love towards our neighbours.'

'Let us give generously, in whatever way that we can.'

“

There is something truly remarkable, and exceptionally humbling, about the spirit of our shared humanity that gives its all without question.

”

Koala Family
by Mia, Year 2, Corpus Christi School, Werribee



Parent engagement in learning

The beginning of the school year is hectic in many ways for both teachers and families. While families are returning to the routine of school, work and extracurricular activities, teachers are getting to know their students and how they learn.

As students make their way into new year levels, whether it be their first time in primary or secondary school or moving into another year, parents have a critical role to play as their child's first guide and supporter of their learning.

We know that school is only one environment where a specific type of learning takes place, with most learning actually occurring outside the school setting. Therefore, every experience a child has in each of these places impacts the others.

In other words, learning in the home is connected with and impacts learning at school, and vice versa. This is why the parent-teacher partnership is so important, enabling parent engagement in learning to guide and support children as they journey through school.

So, what is parent engagement and what does it look like from a parent perspective?

While there are many definitions, the Australian Research Alliance for Children and Youth (ARACY) website states parent engagement 'involves all people in the life of a child or young person working together to create a stimulating and supportive environment for their learning and development'.

Practically, this occurs when parents are aware and supportive of their child's learning strengths, interests and goals, and are guided and supported through interactions and conversations with their child's teacher or school contact person.

It means positively and actively engaging in school information sessions, attending activities your children are involved in (when possible), reading information that comes home and discussing learning with your child.

It's also about providing enhanced learning opportunities outside school to build life skills, improve wellbeing and support learning happening at school. It is essential for a parent to be engaged in their child's learning, building their confidence and encouraging them to excel according to their abilities.

One of the best ways to begin the parent engagement journey is to share information or 'parent knowledge' of your child with their teacher. This provides the teacher with the opportunity to learn about your child's interests, strengths, any challenges they may

By Catholic School
Parents Victoria

66

One of the best ways to begin the parent engagement journey is to share information or 'parent knowledge' of your child with their teacher.

99

have, or other important details that can enhance the learning relationship.

Parent engagement and family-school partnerships are a key focus in Australian education, with the recent launch of the Education Council's *Alice Springs (Mparntwe) Education Declaration*, which recognises a stronger commitment to partnerships in learning with families as a main priority.

Catholic Education Melbourne's *Horizons of Hope: Leadership in a Catholic School* states that: 'welcoming and inclusive school communities ... provide the context for dialogue that ensures parents and teachers are authentic partners in each student's learning and wellbeing'.

Catholic School Parents Victoria advocates for parent engagement as essential for improvement in all schools. As well as providing various opportunities for parents to develop understanding of their role as critical partners in their children's learning, we recently contributed to a national parent engagement toolkit, which can be accessed from www.parentengagementcspa.edu.au.

How informed are you when it comes to supporting your child's learning?

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



We achieve this through establishing relationships with critical partners in education, sourcing parent feedback via school representatives and CSPV parent forums, writing submissions for government and other bodies.

CSPV promotes Catholic education, parent engagement and parent leadership through forums and workshops, committees and policy development groups as well as communication with parents and schools.

CSPV invite you to subscribe to our newsletter, follow our Facebook page, visit our website or enquire about becoming a council delegate so you can be more informed to support children through Catholic education.

Visit www.cspv.catholic.edu.au/join-us or contact our Executive Officer on 03 9267 0458.



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Leadership is about building relationships

Since they first met as teachers at St Monica's Primary School, Moonee Ponds, married couple Tim and Robyn Kelly have dedicated themselves to Catholic education. Tim, principal of Glowrey Catholic School, Wollert, and Robyn, principal of Annunciation School, Brooklyn, discuss what drives them to make an important difference in their communities.

What do Catholic educators require?

TIM: We must have the ability to build relationships with all members of the community and be able to walk in their shoes. It's about having the drive to want the best for every student in our care.

ROBYN: It's important to be inclusive and welcoming to everyone. When people come into our schools, they should see all of us being respectful, welcoming and living the gospel. We don't just teach it and say it, we walk it as well.

As principals, what's each other's best quality?

ROBYN: Whenever I come to him with an issue or I need some advice, Tim can always see everyone's point of view. He has an ability to understand where everyone is coming from.

TIM: Robyn's best quality as a principal is that she's an outstanding teacher. As education leaders, we can never forget our commitment to teaching.

What do you like about leading a Catholic school?

ROBYN: You encourage people around you to be leaders too. Annunciation is a small school, so it's about making everyone on staff see themselves as a leader. It's been challenging and rewarding at the same time, and it's lovely to see graduate teachers thriving and aspiring to leadership.

TIM: The work of a leader is really varied and there's a whole range of different relationships you can build. My style of leadership is collaborative, so I like being part of the leadership team, working with others and hopefully empowering them. Leadership is about building relationships and making a difference.

What are the greatest challenges for parents right now?

TIM: Families have huge demands placed on them and they're always trying to find the balance in their busy lives. Technology and extracurricular activities are so time-consuming, and finding genuine family time is a significant challenge for parents.

ROBYN: Education today doesn't look the same as it used to. When I was at school, family involvement meant parents being physically present in school. Now, it's about finding ways to connect parents to school when they're out working all day. We have to think about how to make our parents feel included and valued in their child's learning. Sometimes it requires a bit of creativity to make sure their voices are heard.

What are your hopes for the future?

ROBYN: Developing children with empathy is something we all need to aim for. It doesn't matter what jobs they have in the future – if they don't have empathy, how can they face the challenges of living in a world with a diverse range of needs? Results are always important, but without empathy they don't mean much.

TIM: Schools will continue to change and that's something we should celebrate. Part of that change is listening to our community and I hope that our schools continue to be places where kids want to be: child-centred, contemporary and a vital part of our community. †

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An ACYF experience

Over 6,000 young people gathered in Perth from 8–10 December for the 2019 Australian Catholic Youth Festival (ACYF). Vas Clementine accompanied our city's pilgrims on behalf of Catholic Education Melbourne and shares his reflections on the event.

Sunshine bouncing through the windows warmed our faces and slowly woke us to the day. We were sitting in the boarding lounge, waiting for the flight to Perth. Some Melbourne pilgrims were softly singing their favourite pop and worship songs, reminding us why we had gotten out of bed at 4.30 am. This was the same group of young people who walked from St Augustine's Church to St Patrick's Cathedral in November and they were on the move again, on pilgrimage.

Our first major event in Perth was a Mass in St Mary's Cathedral, with over 1,000 Melbourne pilgrims. As we settled in our seats, beautiful voices sang a gentle refrain. On arrival, Archbishop Peter introduced the cathedral dean, who had us laughing about the fate of old bishops buried under the building. It was an educative experience, especially when Bishop Mark walked into the middle of the sanctuary to proclaim the gospel from memory. Nothing was taken for granted; everyone was welcome.

The festival group came together each morning and evening for plenary sessions with live music, entertainment and inspiring speakers. On the Sunday night, the young Australian representatives who attended the Roman Synod on Youth spoke about their experience. 'Listen to the spirit in your own life. Challenge the status quo. Be protagonists of change.' They embodied this message and echoed Pope Francis' 2013 World Youth Day address: 'It is

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the young who want to be the protagonists of change ... You are the ones who hold the future!'

At the festival's Melbourne expo stall, pilgrims could add to the gratitude wall which evoked the amber stained-glass windows of St Patrick's Cathedral. Many had the opportunity to meet Archbishop Peter and all received a letter in which he invited them to write to one of the Melbourne parishes to share their joy. Each day the pilgrims received a text message with a highlights video which helped link the various experiences together. It was so rejuvenating to be part of the Melbourne group: to see our students making connections with the bishops and other young people from around Australia, and to witness them experiencing the Church at its most vibrant.

On the last day, we heard a special message from some older members of our Church in Melbourne. They reminded the pilgrims that they have a place in the Church, that they are not just the future, but the present. Our Archbishop closed the final gathering, encouraging young people to be adventurous and to set out into new frontiers, to be 'horizon hunters'. What this will look like we don't know but, if anything is clear, it is that the bishops are ready to be surprised and are open to new ideas. As Pope Francis exhorted: 'Youth is more than simply a period of time; it is a state of mind' (*Christus Vivit*, n. 34). †



St Louis de Montfort's new facilities

Students at **St Louis de Montfort's School, Aspendale**, now have bigger, better classrooms and a new performing arts and learning centre. The facilities were blessed by Archbishop Peter A Comensoli and officially opened by Education Minister James Merlino on Friday 15 November 2019. ✦



In God we grow

Students and teachers gathered to celebrate a special anniversary and reunion at **St Aloysius School, Caulfield**, in November last year. Since first opening 100 years earlier, the school served the local community for generations. Friends shared stories while looking at photos and reports, and walking through classrooms that had changed significantly over the century. ✦



Found in translation

Alex De Cesar from **Marcellin College, Bulleen**, was awarded third place globally and named Oceanic champion in a Chinese language and culture competition against students from around the world. He was one of 120 students from 20 countries to have made it past their local round and compete in the 'Chinese Bridge' Chinese Proficiency Competition for Foreign Secondary School Students in China. ✦



NAIDOC Medal of Excellence

Mariana from **St Leo the Great School, Altona North**, and Kristen from **Corpus Christi School, Werribee**, were among the 20 Victorian students recognised with a NAIDOC Medal of Excellence. As part of last year's NAIDOC Week activities, Mariana entered the colouring-in/short story competition, while Kristen entered the poetry competition, where she explored the theme of reconciliation. ✦

Mini fete

Late last year, students at **St Paul's School, Sunshine West**, created games and activities for their 'mini fete', and the community was the winner. The fun event was held to raise funds for the St Vincent de Paul Foundation to support people through difficult and challenging times. ✦



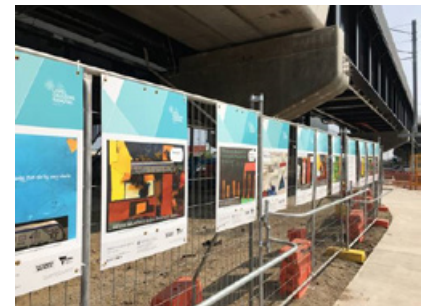
Choirs inspire with Remembrance Day song

Student choirs from **St Fidelis' School, Moreland**, and **St Matthew's School, Fawkner North**, came together at Coburg RSL to perform at the Remembrance Day commemoration last year. The choirs performed an original song that explained the minute of silence in memory of those who have died in war. ✦



Where is the Reservoir train?

Teachers at **St Gabriel's School, Reservoir**, used the local station's redevelopment and Mem Fox's *Where is the Green Sheep?* as inspiration to create original storybooks titled *Where is the Reservoir train?* In Art, students designed backgrounds, folded cardboard trains and developed their own scripts. During Digital Technology, students photographed their backgrounds and train props, uploaded them to the ebook software and added their text. ✦



Music from the Heart

Following a year of planning and with the help of teachers, former students and a local choir, students from **Sacred Heart School, Preston**, professionally recorded and publicly launched their own CD, *Music from the Heart*. Funds raised from the CD launch were donated to Rural Aid to support young people from rural communities learning a musical instrument. ✦



LitSTEM Expo

The inaugural LitSTEM Expo brought students and teachers from seven Catholic primary schools in Melbourne's south-east to **Nazareth College, Noble Park North**. Students presented a wide range of projects and answered questions to share and celebrate their literacy and STEM learning with each other. The projects were assessed by a group of judges and prizes awarded to recognise the great work. ✦



Australia's highest MS Readathon fundraiser ... again!

For the second year running, **Lumen Christi School, Point Cook**, was named MS Readathon's top fundraising school in Australia. Collectively, the participating students raised close to \$25,000 by reading as many books as they could during August to help children who have a parent living with MS. ✦



You've got a friend in me



Evan, the school captain at **Annunciation School, Brooklyn**, designed a superhero-inspired character to promote inclusion. Friend in Me, an organisation which creates all-inclusive events to encourage wellbeing, was looking for students to design a mascot. Evan's entry was one of only two mascots chosen by the organisation. ✦

Christmas cheer for kids in care

Students from **Kolbe Catholic College, Greenvale Lakes**, donated gifts to the MacKillop Family Services annual appeal last December to ensure kids in care had a present to open on Christmas day. The Minister for Public Transport, Melissa Horne, and Transdev also provided support in the form of Victoria's first locally built, fully electric bus, which was used to collect the donations from schools and businesses in the area. ✦



Victorian Schools Garden Awards

Four of Melbourne's Catholic schools were recognised with Victorian Schools Garden Awards for 2019. **St Raphael's School, Preston West**, and **Bethany Catholic Primary School, Werribee North**, were recipients of regional awards, while **Catholic Regional College, Sydenham**, received a Maxicrop: Best Edible Garden award. **St John's School, Footscray**, was a double-winner, taking out a regional award and a Catholic Education Melbourne: Most Engaging Garden for Learning award for their urban farm. ✦



Science Talent Search success



Holy Rosary School, Kensington, was awarded the Peter Craig School Award (non-government primary school category) in the 2019 Science Talent Search in November. The school received 12 bursaries, including seven major and five minor, for its entries into the competition. These were selected from the Science Fair Holy Rosary held earlier in the year. ✦

Award winner: landscaped outdoor learning area

St Mary MacKillop Catholic Primary School, Bannockburn, established its identity and values, and earned an architectural award in the process. The school won the 'Landscaping/Outdoor Learning Area' category for Victoria in the 15th Learning Environments Awards, which celebrate the standards of educational planning and design, and showcase best practice in the industry. ✦





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