

Catholic Education

# Today



CATHOLIC  
EDUCATION  
MELBOURNE



A year like  
no other

TERM 4, 2020

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IN CATHOLIC  
EDUCATION

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CHILDREN'S  
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MAYOR FINALISTS  
HAVE THEIR SAY



## Promise of restoration and protection

But now thus says the Lord,  
he who created you, O Jacob,  
he who formed you, O Israel:  
Do not fear, for I have redeemed you;  
I have called you by name, you are mine.  
When you pass through the waters, I will be with you;  
and through the rivers, they shall not overwhelm you;  
when you walk through fire you shall not be burned,  
and the flame shall not consume you.  
For I am the Lord your God,  
the Holy One of Israel, your Saviour.  
Because you are precious in my sight,  
and honoured, and I love you.

Isa 43: 1-3, 4b



**CATHOLIC  
EDUCATION  
MELBOURNE**

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**Cover image** Students at Glowrey Catholic School, Wollert



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## Editorial

In 2020 our schools have faced unprecedented challenges that they have overcome and risen above through the efforts of principals and teachers, and with the contributions of our parents and school communities.

Term 4 of 2020 brings with it the hope of an end to this challenging year for everyone connected to Catholic education across Melbourne.

The easing of restrictions means we can look forward to an Advent of faith and family, crowned by Christmas celebration.

As we await the coming birth of Christ, let us remember that 2020 has also given us other things to celebrate.

A new era in Catholic education has been announced with the creation of Melbourne Archdiocese Catholic Schools Ltd (MACS) to enable a transition of governance arrangements and the appointment of a board chaired by Mr Gerard Dalbosco. There is more on the governance changes in this edition.

Our Year 12s will soon move into the next phase of their lives as active leaders and contributors to society. They have received incredible support from their parents and families, peers, school leaders and teachers through that journey.

While the celebrations that normally accompany this success will be more muted than usual as we comply with the COVIDSafe principles that keep us safe, our congratulations and best wishes for their future are undiminished.

We can all be proud of our young people and their hard work and dedication.

We can be equally proud of our teachers and the contribution they make every day to Catholic education in the Archdiocese.

The critical role they play was recognised recently on [World Teachers Day](#), which was celebrated on Friday 30 October.

Our Catholic vision is for all those in our care to be given the opportunity to develop to their full potential, and to be given opportunities to succeed and contribute in ways that deepen their faith and benefit humanity. This work is impossible without the expertise and skills that teachers offer every day, day after day.

I would like to thank teachers for all the work they do in educating, nurturing, protecting, supporting and growing each child and young person in our schools.

In this last edition of *Catholic Education Today* for the year I would like to wish everyone in our educational community 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.



# A new era in Catholic education

Ushering in a new era in Catholic education, Archbishop Peter A Comensoli has established Melbourne Archdiocese Catholic Schools Ltd (MACS), which from 1 January 2021 will be responsible for the governance and operation of 290 parish and Archdiocese-owned schools.

The establishment of MACS is a necessary and positive change to operations for schools that reflects community expectations about how schools will operate. Archbishop Peter also says that it will 'keep our Christ-centred mission at the heart of all we do in Catholic education'.

From the founding of our first schools in 1842, Catholic education in the Archdiocese of Melbourne has grown to be the largest single diocesan Catholic education system in Australia.

Catholic schools in the Archdiocese equip more than 150,000 students with the knowledge, skills and hope to become active leaders and contributors to society across 335 schools through the dedication of over 20,000 teachers and support staff.

The new governance model brings opportunities to improve how we serve students and their families into the future as schools focus on continuing to deliver a high-quality, uniquely Catholic education.

## More opportunities for parent involvement

Catholic schools see parents as partners in learning, and this is reflected in the new School Advisory Councils (SACs) that will be formed at primary and secondary levels as part of the new governance arrangements.

The advisory councils will provide another avenue for parents to make a contribution to their children's school through shared leadership and collaborative decision-making.

More information on the appointment process and how parents can get involved will be shared by your school.



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## Stewarding the mission

The new governance model will bring many benefits.

MACS will take on complex and time-consuming accountability, compliance and reporting requirements, which will enable our clergy to take a stronger leadership role in the religious life of the parish and school. Parish priests will continue to lead, and be responsible for, the religious life of the parish and school, alongside the principal.

The new governance model is consistent with the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse and the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, and aligns with community expectations regarding accountability and transparency.

>> CONTINUED PAGE 4





Shared governance will also foster an even greater spirit of sharing and collaboration across the Archdiocese.

The governance arrangements for the 39 schools in the Archdiocese that are congregational and ministerial public juridic person (PJP) schools will not be impacted. MACS will continue engaging with those schools to ensure that the partnerships and collaborative arrangements so central to our identity as a sector are preserved and assured under the new governance model.

### Strengthening the uniquely Catholic character of schools

The uniquely Catholic character of our schools is at the heart of the new company's purpose and role.

This is reflected in the *Statement of Mission* and MACS Constitution, which enshrines the purpose of Catholic schools 'to provide the young with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising'.

### A stronger connection to parish

Parishes are the core of Church life in Melbourne.

The rich tradition of Catholic education is a gift from the many parish priests, clergy, Catholic educators, parents and students who have contributed so much over nearly 200 years.

Parish communities have not only planned but in many cases built and paid for schools out of their own pockets because of their understanding of the need for Catholic education in the Archdiocese.

While the governance model will change one aspect of the relationship between parish and school, MACS will work closely with parish priests and parishes, which will continue to be central to the care and education of Catholic school students.



The uniquely Catholic character of our schools is at the heart of the new company's purpose and role.



Mr Gerard Dalbosco (left) and Mr Jim Miles (right).



#### STATEMENT OF MISSION (EXCERPT)

With parents and parishes, Catholic schooling seeks to fulfil the mission of the Church to proclaim the Good News by providing an environment in which students are enabled to:

- encounter God in Christ and deepen their relationship with him
- pursue wisdom and truth encouraged by a supportive academic culture
- grow in the practice of virtue, responsible freedom and serving the common good.

By cultivating a maturing of faith and the intellectual life through the modelling of good relationships, Catholic school students are prepared for living fruitfully in the world.

The full *Statement of Mission* is available at <https://governance.melbourne>.

### Strong, experienced leadership

Archbishop Peter has appointed Mr Gerard Dalbosco as the inaugural Chair of MACS to lead this historic new path for Catholic education in Melbourne.

Mr Dalbosco has had a distinguished career holding several significant leadership roles with Ernst & Young across Oceania and the Asia-Pacific. He also has significant governance experience, with current roles including positions with the Committee for Melbourne, Loreto Mandeville Hall Toorak and Newman College.

The Executive Director of Catholic Education Melbourne, Mr Jim Miles, will serve as MACS Executive Director.

Archbishop Peter said, 'I have no doubt that Jim and Gerard, along with the rest of the MACS board and staff, will continue to ensure that each Catholic school is a valued and essential community in the life of the Catholic Church, and honour the relationships of trust and friendship between school and parish communities.'





# Supporting vulnerable families *this Christmas*

For many families and individuals, Christmas can be a difficult time of year.

But this Christmas will be a little different. After the Black Summer East Gippsland bushfires, and now the COVID-19 pandemic, we know our community will be in far greater need for services and support compared to recent years.



Students from Marymede Catholic College, South Morang (supplied)

**W**ith the ongoing impact of both the bushfires and COVID-19, many are now living in very vulnerable situations.

People have lost their livelihoods, their homes and their loved ones ...

Family conflict has increased and intensified; those living on their own have experienced crushing loneliness and isolation, and families and individuals have been left wondering where their next meal will come from.

'Families are really struggling, we're seeing so many people coming to us in search of help', said Netty Horton, CatholicCare Chief Executive Officer. 'Our heart goes out to them, and we are doing all we can to give them the support they need to get through this difficult time.'

Over the last 10 months we have experienced a significant surge in requests for assistance. We have supported over 5,500 individuals with counselling and financial aid, as well as almost 700 refugees. With your help, we want to make Christmas a brighter and happier time for the most vulnerable in our community.

**By CatholicCare |  
Greater Melbourne,  
Geelong & Gippsland**

## CatholicCare Giving Tree Appeal

In partnership with Catholic Education Melbourne, CatholicCare launched the Giving Tree Appeal with the aim to deliver **food hampers to 500 families and individuals in need** and, with extra support, provide subsidised and much needed services like counselling to support mental wellbeing.

We are inviting schools and families to get involved and help raise funds for vulnerable families and individuals this Christmas. Together, we can achieve our mission to help others live life to the full.

Schools can get involved by creating their own fundraising page on CatholicCare's website, and families can contribute to the cause by making a donation of their choice. Every gift, great or small, will make a difference for people in need this Christmas.

We are excited to run this campaign and look forward to seeing schools and families get involved!

Learn more at [www.ccam.org.au/givingtreeschools](http://www.ccam.org.au/givingtreeschools). ✦

“  
We are inviting schools and families to get involved and help raise funds for vulnerable families and individuals this Christmas.  
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A watercolor painting of waterlilies. The background is a mix of soft purple, blue, and pink washes. Several green stems with leaves hang down from the top. In the foreground, there are two large, vibrant red waterlilies with yellow centers and green leaves.

# Focus on our children's wellbeing has never been more important

Artwork: *Waterlilies* by Grace (Year 5) St Cecilia's School, Glen Iris

The circumstances of the COVID-19 pandemic, including lockdown, remote learning and the accompanying personal challenges faced by families have tested us like never before and made care for our children's wellbeing more important than ever.

As our community emerges from the intensive lockdown phase towards a longer-term management and recovery phase, the ability to adapt and respond to the diverse needs of children and young people will continue to be essential.

For each family, the 'new normal' will be different due to their context and circumstances. Uncertainty, questions and concerns about COVID-19 will no doubt continue in the weeks and months ahead.

Reassurance and strategies to reduce anxiety and promote coping for children will be fundamental to creating positive climates where a sense of safety, belonging, relational trust and optimism among children, families and schools prevails.

We are all aware that many children and young people have experienced heightened levels of concern and anxiety regarding the impacts of the pandemic. These thoughts and feelings are normal and understandable.

Many adults and children will be able to manage these feelings through being resilient and practising positive coping skills. However, some may feel overwhelmed and unable to adequately express their concerns. This may result in escalated levels of distress or worry.

We asked our **Team Leader of Student Wellbeing at Catholic Education Melbourne, Dr Lina Di Paolo**, to provide some advice for parents and carers to help support children and young people to cope and stay healthy in these challenging times.





[The] COVID-19 pandemic is a threat in many ways – physical, social, political and economic. But it's also putting pressure on the mental health of many people in ways both seen and unseen ... In th[e] Social Justice Statement, [To Live Life to the Full: Mental Health in Australia Today](#), the Catholic Bishops of Australia encourage faith communities, governments and each one of us, to make mental health a priority.'

66

For each family,  
the 'new normal'  
will be different.

99

In a COVID-19 environment, it is important to understand the following:

- It is **natural for children and young people to feel a range of emotions** such as stress, worry, fear, anger, anxiety, guilt, frustration or low mood. Listen carefully to their concerns, reassure them that their fears are natural and valid, and encourage questions. Remember to also 'listen' to what is *not* being said. This can provide valuable insights into underlying issues and emotions.
- **It is okay as a parent to say 'I/we don't know'**. This releases the pressure to have all the answers, helps keep the lines of communication open and enables opportunities for further conversations.
- Initiate opportunities for conversations and acknowledge feelings through **regular check-ins** with children. This provides time to discuss and share experiences, including successes and challenges, and helps build relationships and resilience.
- **Encourage help-seeking behaviours** by providing information about broader networks of support, such as teachers, other trusted adults/relatives or organisations such as Kids Helpline.
- **Maintain routines** where possible: structure promotes a sense of predictability and safety.
- **Communicate information in clear and factual ways**: sharing details in 'small, regular chunks' avoids overwhelming children and helps maintain perspective.

- **Focus on the things that are within your control**, rather than what is not.
- **Switch off the 'noise'**. Encourage children and young people to switch off social media, TV and radio for lengthy periods. Relying on reputable sources of information periodically during the day promotes a feeling of comfort through knowledge, rather than being overwhelmed through the constant bombardment of information and chat.
- **Encourage and facilitate self-care practices** such as regular exercise, quality sleep, and relaxation or meditation and mindfulness. These are vital to support a greater sense of physical, mental and emotional wellbeing.
- **Focus on accomplishments and progress rather than losses**, especially those caused by the pandemic. Explore creative opportunities to recognise and celebrate achievements with children.
- **Embrace optimistic thinking and belief** in the shared ability of the community to continue to adapt, learn, improve and emerge better and more capable from the COVID-19 experience.
- **As always, what matters most is being 'present'** for your children and showing warmth through expressions of affection, love and support. ✦

### More information

Horizons of Hope Foundation  
Statement: Families as  
partners in Catholic school  
communities [www.cem.edu.au](http://www.cem.edu.au)

Mental health support  
resources for parents  
[www.coronavirus.vic.gov.au](http://www.coronavirus.vic.gov.au)

Student Wellbeing  
Hub parents site  
[studentwellbeinghub.edu.au/  
parents](http://studentwellbeinghub.edu.au/parents)

Beyond Blue healthy families  
[healthyfamilies.  
beyondblue.org.au](http://healthyfamilies.beyondblue.org.au)

Kids Helpline 1800 551 800  
or [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

headspace 1800 650 890  
or [headspace.org.au](http://headspace.org.au)

World Health Organization  
Helping children cope with  
stress during the COVID-19  
outbreak poster [www.who.int](http://www.who.int)

Raising Children Network  
[raisingchildren.net.au](http://raisingchildren.net.au)

Emerging Minds  
Supporting children  
during the Coronavirus  
(COVID-19) pandemic  
[emergingminds.com.au](http://emergingminds.com.au)



# What we can learn from our children about *staying positive*

For many families 2020 has been an ‘interesting’ year. With the changes the COVID-19 pandemic thrust upon schools, families and the community, my little home of four has had to adjust. Our two teenage girls at secondary school had to adapt quickly to remote learning.

By Catholic School  
Parents Victoria

My daughters have watched the news unfold, formed opinions and held robust discussions about the issues we are all facing. This provides me with hope that the future will be filled with these young people who have endured challenges and changes we never imagined.

Through this experience they have developed an understanding of what a privilege it is to be educated, as they have missed their school community and the value of face-to-face teaching. They miss the classroom discussions, teacher support and sense of belonging that they perhaps took for granted.

They have missed their family and friends, and I know will embrace their relationships in the future with a deeper understanding of the importance of these people in their lives. My hope is that they will tackle the future with a greater appreciation for the opportunities available to them and a resilience to tackle whatever challenges the future will hold. ✦

“ We have used this time to listen to one another, share family time and create our own sense of fun. ”

I have watched with pride the way in which my daughters have maturely adapted to the changes they had to make. They immediately lost physical contact with their friends, social activities and sporting groups. Thankfully, they have such a great grasp of technology that they have used it to stay connected with others.

As a family, we are all working or learning from home. We have used this time to listen to one another, share family time and create our own sense of fun. I feel more connected to their learning as we have daily discussions on the class content and can assist if required.

We have also become aware of the value of our local community and discovered the wonderful facilities and surroundings available to us at our doorstep.

I look at what the future holds for them – it is uncertain. We will not know for some time the effects this pandemic has had on the economy, and on the social and emotional wellbeing of the community. What I do know, as I have seen it firsthand in my daughters, is that young people are more resilient, more accepting of change and many have been able to adapt.

## 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](http://www.cspv.catholic.edu.au/join-us) or contact our Executive Officer on 03 9267 0458.



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Find us on



# Contribute something special to the world



**St Mary's College for the Deaf, Wantirna South**, works in partnership with five schools across Melbourne to provide Catholic education to deaf and hard of hearing students. Principal, **Amanda Purcell**, shares her thoughts about her role leading this unique school and the opportunities available for all students.

“

One of my biggest hopes for society is that we get better at embracing diversity and celebrating difference.

”

## What does a Catholic educator require?

A Catholic educator has the right character and words and deeds, and through that they can build the mission of the Church by preparing students to live life with the right qualities based on gospel values. At St Mary's, we have a number of teachers from various faith backgrounds and, for us, this is a blessing as they bring a depth of spiritual development for our students.

## What do you like about leading a Catholic school?

It's the sense of community and connectedness that's really unique in Catholic schools. Leading individuals and teams, I've seen the opportunity to change the lives of people spiritually, morally and personally. It's not just about simply achieving outcomes and targets.

## What are the greatest opportunities for your families today?

Educational choice is one of the greatest opportunities for families. That flexibility and responsiveness of a special school working in partnership with mainstream schools means that families with children who are deaf and hard of hearing can choose a Catholic education and have access to all the experiences available to all students. They have a dedicated team of teachers and specialists onsite every day to provide solutions to getting over barriers so they can have every advantage that a Catholic education can offer.

To increase the opportunity to experience our education, we're about to commence our sixth school partnership with Thomas Carr College in Tarneit for families in the west of Melbourne. We're finding there's a real need for this type of education for families who have come to Australia since their child was born who haven't had the early intervention input that other families have received.

## What are your hopes for the future?

My personal hopes are intrinsically linked to my hopes for the school. One of my biggest hopes for society is that we get better at embracing diversity and celebrating difference. So much suffering is caused by fear or lack of tolerance of difference. As educators we can always do better, and this will help all of our students reach their full potential to contribute something special to the world. ✦

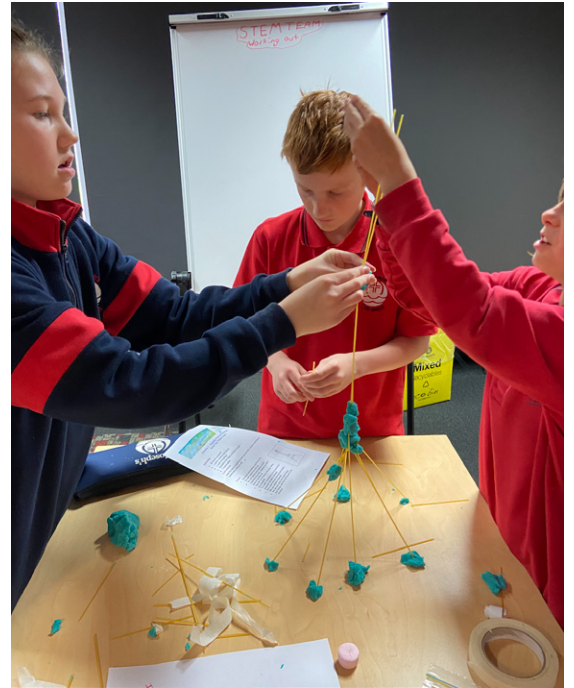
# STEM MAD: *inspiring curiosity for the common good*

VIEW  
**STEM MAD**  
DIGITAL SHOWCASE

There has never been a more important time to empower our students to create solutions for the benefit of society, as celebrated by this year's STEM MAD showcase.



Students at St Joseph's School, Crib Point, put their building skills to the test with the spaghetti tower challenge.



“  
This year, 108 student teams worked together and submitted entries related to solving an issue that either affects their local community or environment, or an issue on a wider, global scale.

”

The STEM MAD student showcase returned once again this year. Despite being held entirely online, 36 schools and over 700 students logged in to participate in the day's activities.

Now in its third year, STEM MAD encourages primary and secondary students to harness their energy into designing and creating an innovative project using skills in science, technology, engineering and maths (STEM). However, STEM MAD is no ordinary problem-solving competition.

### STEM with a difference

The MAD in STEM MAD stands for 'making a difference' and it is this feature, as well as the learning journey involved, that differentiates the showcase from other STEM competitions. There are two benefits of this approach. As **Shelley Waldon, Science and STEM Lead at Catholic Education Melbourne**, explains, not only do students have the opportunity to choose what they are motivated by and interested in, they also have to consider their project through the lens of 'justice for all'.

'We're wanting kids to engage with their own learning, but also explore the deep questions of life, to seek truth and, of course, be inspired by the Holy Spirit to actually act for justice and the common good.'

This year, 108 student teams worked together and submitted entries related to solving an issue that either affects their local community or environment, or an issue on a wider, global scale. Students were encouraged to relate their solutions back to Catholic stewardship, solidarity, the common good, citizenship, humanity and wellbeing.

In light of the difficulties faced this year, with devastating bushfires and the ongoing COVID-19 pandemic, the submissions were especially inspiring, with entries spanning a range of issues from mental health initiatives and plastic pollution, to saving bees and finding new ways to navigate our COVID-19 world. Entries demonstrated a commitment to Catholic values in many ways — some by linking back to the Pope's encyclical *Laudato Si'* and others engaging local community groups to pull their projects together.

'This showcase is important because it allows students to take action that matters. This year has been a year of crisis and one of the ways schools have supported their students to come to terms with these dominant issues is by giving students some control. They feel empowered to contribute real solutions to the issues they're most worried about.'



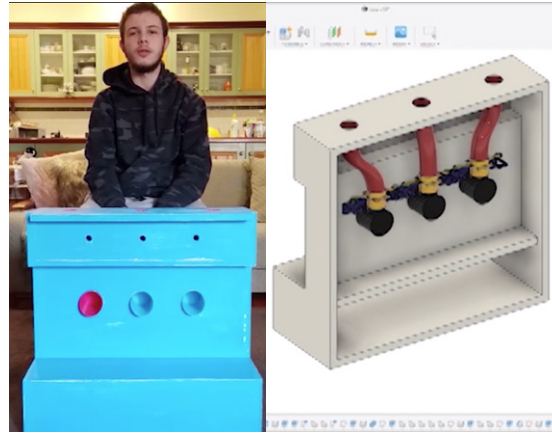
## Hope for the future

While the emphasis on STEM subjects might seem relevant only to students with a specific interest in science, technology, engineering and maths, the truth is the skills developed are transferrable across a range of disciplines and indeed, real-life scenarios, which prepare students for their futures outside the school environment.

‘We are preparing students to be informed global citizens who are flexible and adaptive in an unpredictable future.’

Children are naturally curious and challenges like STEM MAD give them the freedom to examine the world around them and explore something deeply important to them, as well as giving them space to imagine and create without limits. And it is this freedom that brings out some truly exceptional and creative outcomes from our innovators of the future. ✦

Above: *Med-Serve* — St Monica’s College, Epping  
Right: *Swoop’en Tiger Broz* — Emmaus Catholic Primary School, Sydenham



## STEM MAD showcase award highlights

### Save Our Native Bees St Anne’s School, Sunbury

St Anne’s School took home three awards for its bee apartment project aimed at providing sanctuaries for our native bees in smaller spaces.

- Royal Botanic Gardens ‘Inspired by Nature Award’
- Zoos Victoria ‘Conservation Award’
- National Gallery of Victoria ‘Artful Ingenuity Award’

The team was praised for their empathetic and sustainable design that was simple to implement in any backyard, big or small.



### Vending Machine Shelf Our Lady of the Sacred Heart College, Bentleigh

Our Lady of the Sacred Heart College won two awards for its vending machine shelf – designed to help people reach items on high shelves.

- AKORN Educational Services ‘Best Assistive Device Award’
- Monash University ‘Change it — Social Entrepreneurship Award’

The judges were impressed with the functionality and thought behind the design, as well as its potential to address a genuine need and give a wide variety of people — from those with disability or mobility issues to the elderly or injured — greater independence.



Congratulations to everyone who participated in STEM MAD 2020. The full list of winners, and a link to the finalists’ videos, can be found on the Catholic Education Melbourne website [www.cem.edu.au](http://www.cem.edu.au) under [News and Events](#).

## DEVELOPING STEM SKILLS AT HOME

STEM may sound daunting but there are simple ways to develop your child’s STEM-related skills at home – whether during periods of remote learning, or at any time. Below are some examples of ways to build STEM into at-home activities:

- **Cook something together.** Cooking helps with skills in following instructions, logic and chemistry (how ingredients change as they are combined and/or cooked).
- **Encourage observation skills.** This could be as simple as looking at the clouds, exploring your local area, splashing in a puddle, or cuddling with a pet. Ask your child what they can see, what they can hear, what they can feel.
- **Practise building** by stacking common household items to create something new.
- **Develop spatial awareness.** Ask your child to describe the location of an item in relation to another item, or ask them to give directions to a familiar place.
- **Plant seeds** and help your child to care for the plants as they grow.
- **Explore how we care for the environment at home** – by recycling, walking instead of driving, using less electricity, etc.

ENCOUNTERING THE SACRED THROUGH

# Christian Meditation

Catholic schools actively cultivate a sense of the sacredness of each day, where God is present, ready to meet us in ordinary moments. The *Encountering the Sacred* initiative from Catholic Education Melbourne is supporting schools to cultivate openness to encounter and a sense of the sacred through Catholic prayer practices.

In this edition, Beth Walsh, Religious Education Leader at **St Clare's Catholic School, Truganina South**, shares her story about the benefits of embedding Christian Meditation as a whole-school practice over the past four years.

**A**s a new and growing school in Melbourne's west, it was important for St Clare's to find and develop practices within the school that would help build our Catholic identity. It was also important that we connected the faith life of the school to the spirituality of our patron saint, a contemplative who spent her life in communion with God, most often in silent prayer and contemplation.

The school's Wellbeing Leader, Jan, said, 'It is a beautiful way to start the day and connect with the wider community with a shared understanding of time to stop, reflect and be still.'

Students have reported an increased sense of closeness to God and feeling less anxious and stressed, which is reflected in a decrease of late attendance. Staff feedback has also been positive.

St Clare's Deputy Principal, Jane, said: 'I am delighted with the way that our students and staff reverently spend time in meditation each morning without fail. It sets a wonderful tone for the day across our school.'

Our students have explored how Christian Meditation is an important part of the prayer life of their school as it was in the life of St Clare herself. Developing their knowledge of meditation within the Christian tradition has also provided a context for students to understand the practice of meditation in other faith traditions.

“

It sets a wonderful tone for the day across our school.

”



Learning and Teaching Leader, Laura said, 'I have been surprised by how capable the students have been at independently running Christian Meditation for the whole school.'

Students are also encouraged to consider the benefits of meditation on a personal and communal level, reflecting on how the practice of Christian Meditation can further develop their relationship with God.

St Clare's Principal, Andrew Leighton, added: 'Christian Meditation highlights that we are a Catholic school through a calm prayerful experience. It provides opportunity for parents and family members to be involved in our morning prayer. It puts us in good stead for our learning for the remainder of the day. It is rewarding to often see parents remaining to participate in the learning areas with students and staff.'

Implementing Christian Meditation as a whole-school practice has helped shape the Catholic identity of our school and has been an overwhelmingly positive experience. ✦



# Junior Lord Mayor finalists have their say

Special congratulations to four Catholic school students who were finalists in **Melbourne's Junior Lord Mayor 2020** competition. Now in its eighth year, the competition aims to raise awareness about Melbourne and our city's Aboriginal history and culture, and to instil civic pride by highlighting our journey since being founded 185 years ago.

The competition gives primary school students a voice, showcasing their capacity to form deeply considered views and offer solutions to improving life in our community.

Here's some of the actions the finalists would prioritise as Junior Lord Mayor:



**Sophie Williams, 10, Stella Maris Catholic Primary School, Point Cook**

*My passion is to make Aboriginal History and Language a compulsory subject in schools.*

*I want all students to know the true history of Australia. As an Australian citizen it is my right to know what really happened. If Canada and New Zealand can do it, why can't Australia?*

*We should celebrate people for who they are, not the colour of their skin.*

**Gabrielle Kobayashi-Walsh, 12, Genazzano FCJ College, Kew**

*I love all aspects of Melbourne, especially the arts and culture it offers.*

*I would give more support to business owners. This would help them during COVID-19, especially with their mental health and wellbeing, and for them to remain financially stable.*

*I would also create a website to help small businesses, providing photos of products and behind the scenes videos of these shops and their owners. The site would include an option for people to donate money to support struggling businesses.*



**Alessia Rossello, 10, St Mary's School, Malvern East**

*I love the feel of our city with its beautiful parks, and the culture of Melbourne because of the different heritages of our citizens.*

*I would provide free disposable facemasks in parks during the COVID-19 pandemic. Government-funded car sharing services to decrease traffic congestion would also be a priority and we also need more goods manufactured here in Australia.*

**Chris Ji, 12, Our Lady of Mount Carmel School, Sunbury**

*I would work to improve Melbourne by increasing job opportunities for those who have lost their jobs, especially during the COVID-19 pandemic.*

*I would also donate to scientists to make vaccines and cures, and to make more effective masks.*

*What I love most about Melbourne are the great people with their own personalities. There are so many different cultures who come together to make Melbourne special. I would work to foster and encourage individuality and multiculturalism.*



# We achieve together

Working within the limitations placed by COVID-19, Catholic schools have continued to grow and develop with many refurbishments across Melbourne.



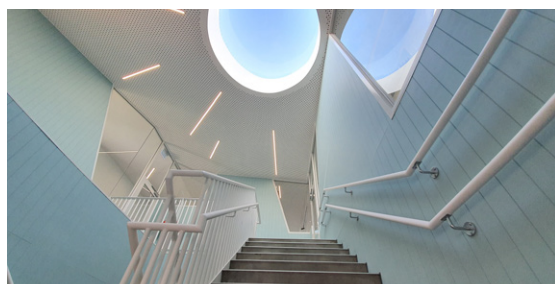
“We work together,  
we achieve together  
and now we  
celebrate together.”

“

”

Left: Salesian College, Sunbury

Below: St Clare's Catholic School, Truganina South



**S**t Clare's Catholic School, Truganina South, completed the third stage of its building plan in the middle of the year. The latest construction at the school, which opened in 2015, is made up of six new learning spaces on the first floor and specialist learning spaces, plus student and teacher amenities on the ground floor.

The ground floor footprint is set back from the first floor providing a new weather-protected external space for students. Covered walkways are also provided for all-weather access between floors.

The community of **St Brigid's School, Mordialloc**, celebrated the opening of their newest building comprising administration, staff amenities and learning spaces. 'We work together, we achieve together and now we celebrate together', said principal Michael Russo at the virtual opening of the building.

Member for Mordialloc and Parliamentary Secretary for Schools, Tim Richardson MP represented the state government, which had provided a \$1.75 million grant for the development of the new facilities. With the new spaces blessed by parish priest Fr Andrew Jekot, the school was ready for a return by students to onsite learning in October.

At **Salesian College, Sunbury**, the college's Catholic identity has been a focus of redevelopments. A mural dedicated to founder St John Bosco was completed earlier this year. 'This mural not only recognises our heritage as an orphanage when it began in 1927, but highlights Bosco's influence on our diverse and inclusive community', said principal Mark Brockhus.

'It is a daily reminder about our inherent connection to our Salesian charism, and reminds all of the great legacy we have had bestowed upon us by Don Bosco to continue in our educative endeavours of reason, religion and loving kindness in all aspects of our relationships with each other.'

The college was also joined by Salesian Provincial Australia-Pacific Rev. Fr William Matthews SDB at the blessing of a new belltower and cross. The cross towers over seven metres in height and reinforces each day when you walk past it the spirit of the Salesian College community. †





## St Brendan's supports families in housing towers

St Brendan's School, Flemington, showed support towards the families of its 33 students locked down in the area's community housing towers.

Staff pitched in to pack boxes of goods, including food, personal items and even nappies.

The school also delivered iPads and Chromebooks to ensure that students and families had access to the technology they needed to stay in touch with the school and resume remote learning.



## The Governor in classrooms

Students at St Monica's College, Epping, had the opportunity to meet Her Excellency the Honourable Linda Dessau AC, Governor of Victoria, and learn more about the role the Governor plays in our democracy and system of government.

Twenty-five Year 11 and 12 students gathered to meet the Governor online and ask a series of questions.



## School camp 2020

Senior students at St Margaret Mary's School, Spotswood, went on their annual camp ... with a few differences.

Working with the limitations of COVID-19 restrictions, teachers at the school prepared the camp for students to enjoy from their own homes. They put together camp packs for the children to pick up at school to support their camp experience, including activities and hot chocolate with marshmallows. The students all shared their camp dinner together online.

## Brigidine Celebration Day



Marian College, Sunshine West, celebrated its vibrant past and future as part of the school's Brigidine Celebration Day.

Over many years, the college has acknowledged its special day by gathering to celebrate Mass, listening to guest speakers, having fundraising stalls, enjoying lunch together and having lots of fun. This year's celebration centred on the theme of justice and was streamed to the community so students, parents and supporters of the college could enjoy the celebration from home.



## Fun Fridays at St John's

The community at St John's School, Mitcham, set a trend with their new Fun Fridays initiative aimed at boosting the wellbeing of staff and students during remote learning.

They chose a theme each week and turned up to the morning Google Meet all dressed up. The students suggested themes and helped coordinate the afternoon activities.



## St Mary of the Cross MacKillop

Celebrating the feast day of Australia's first saint, St Mary of the Cross MacKillop, looked a little different this year.

Students and families from St Mary of the Cross MacKillop Catholic Parish Primary School, Epping North, received a special learning pack to mark the day. Created by the school's leadership team, the packs included information and activities to keep students connected with the school.







## Nativity of the Blessed Virgin Mary

**Our Lady's School, Craigieburn**, celebrated the feast of the Nativity of the Blessed Virgin Mary with the addition of a new artwork at the school.

The *Our Lady of the Southern Cross, Help of Christians* painting by Paul Newton hangs in St Mary's Cathedral, Sydney. This painting was recreated into a modern sculpture that is now displayed in the school's office area. The school involved students and staff through discussions and sharing of ideas about how this icon of Mary could be represented in an unusual way to attract the students' attention. ✦

## Nazareth student wins national competition

**Nazareth College, Noble Park North**, Year 8 student Julie won the Short Story (Years 7-9) category of the Jacaranda Writing Competition.

Julie's short story details the journey of a young Northern Vietnamese girl looking for her father after he disappears to go to war. Julie was awarded a winner's certificate, a \$200 cash prize and her story will be published in next year's Year 7 Jacaranda textbook. ✦



## Sewing for safety

Year 12 VCAL students at **Thomas Carr College, Tarneit**, made reusable masks as part of their Personal Development and Work Related Skills project this semester.

Building on the college's long-standing partnership with the local St Vincent de Paul group, the students gave support to those within the community who were in need and struggling with the COVID-19 restrictions. ✦

## 100 days of Prep



Prep students at **Corpus Christi School, Kingsville**, celebrated 100 days of learning in Term 3.

The Prep teachers put together a fun-filled pack with goodies and activities, which they mailed out to Prep families for the children to enjoy on their special day. ✦

## A secret mission marks 100 days

Students at **St Anne's School, Sunbury**, went on a mystery-solving mission in Term 3. Teachers created a series of videos for them, 'Catholic School Investigators', and included a special storyline to celebrate the first 100 days of learning for the school's newest students.

In the storyline the Preps were 'missing', but in reality they were on a 'secret mission' to find the best hiding places in their homes and become Junior Catholic School Investigators. ✦



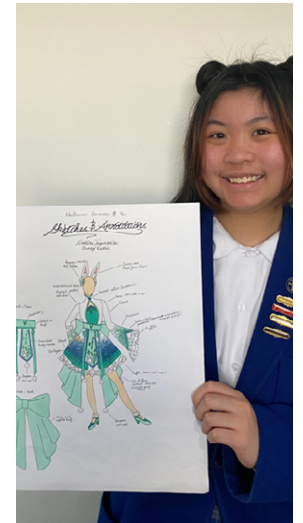




## Junior Mayor of Greater Dandenong

Sanjay Karthesan from **St Anthony's School, Noble Park**, was named Junior Mayor of the City of Greater Dandenong for 2020.

Sanjay and fellow school captain Vanessa Nguyen both attended the Junior Mayor election for the City of Greater Dandenong earlier this year. ✦



## Dressed for success

Students Vivian Ly and Miriam Trezise from **St Monica's College, Epping**, and Bridgette Veneris from **Kilbreda College, Mentone**, were recognised in the national Wool4School competition for 2020.

Vivian won the Senior Category, while fellow classmate Miriam was awarded runner-up, and Bridgette was the winner of the Junior Category.

This year, Wool4School challenged students to design a garment or outfit inspired by flora and fauna, while incorporating fibres that are gentle on the earth. ✦

## LEGO Masters bring books to life

The LEGO Masters at **Emmanuel College, Altona North** and **Point Cook**, have been working on weekly challenges to test their creativity, imagination and LEGO skills.

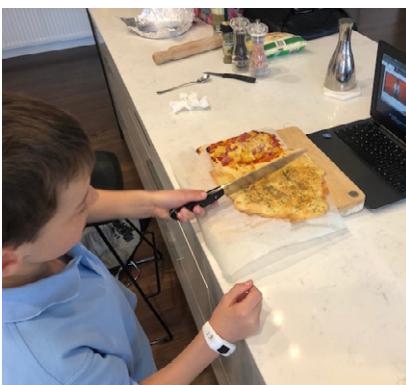
Over the weeks of Term 3, the themes have included 'robots', 'rooms' and 'bring a book to life'. The competition has been a huge success and has given the students a great way to have creative fun and engage with their friends at school. ✦



## Activities for everyone

During the second round of lockdown, Year 3 and Year 4 students at **Our Lady's Primary School, Surrey Hills**, were involved in real-time, face-to-face literacy lessons on procedural texts, cooking chocolate cakes and making pizzas.

The activity resulted in high levels of family engagement, purposeful learning and big smiles! ✦



## Principals Day

**Mount Lilydale Mercy College, Lilydale**, celebrated Principals Day on 7 August with a special message of thanks to Philip Morison from the Student Representative Council.

On this day, they acknowledged everything Mr Morison has done to guide the school this year. ✦





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