



Spirit

of Sandhurst

Issue 11
June 2015

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(St Francis of the Fields Primary School Strathfieldsaye)

Front Cover:
- *inside:* St Francis' Primary School Nathalia (mosaic)

Back Cover:
- *top left:* Noah Jorgensen-Slimmon
(St Liborius' Primary School Eaglehawk)

Back Cover
- *right bottom:* Addison Duryea (St Patrick's Primary School Tongala)

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From the Director...



At the time of my appointment to the role of Director of Catholic Education Sandhurst, one of the first things my predecessor, Philomena Billington, gave to me was several copies of *Spirit of Sandhurst*. At the time, I thought these were well prepared, attractive magazines which were used to promote the Diocese, with a particular focus upon education. Having been in the Diocese of Sandhurst now for five months, I can understand why Philomena made the gift of *Spirit of Sandhurst* a priority.

This is so much more than a magazine. Each edition highlights what it is as Catholic educators and people of faith that we prize, what makes this region and its people special, what we are and what we aspire to be. The central focus is always (and should always be) our young people and their interactions with God. In my short time here I have been so impressed by the overt commitment to the Catholic Faith. I see this in our schools and parishes, in the many meetings I attend and in my social interactions with good people.

Sandhurst Catholic Education has at its core a genuine devotion to the call to pass the Word of God on to the next generation. Educating in the Faith is a challenge, but it is also one that is enormously rewarding. Our schools are propelled by good men and women who seek only the best for those in our care - and the best in Catholic education reflects a deep immersion in faith experiences. As was the case with our forebears, our hope is that these experiences and learnings will equip our young people with a fortitude and wisdom to meet with the vast array of challenges which life will present to them. Each time I visit a school I witness educators doing their utmost to prepare the next generation for all that life will hold for them - the remarkable possibilities, the many joys, loss and sadness, the responsibilities of adulthood, the seemingly limitless brutality of poverty and inequality.

These life lessons are underpinned by the great treasures of the traditions of our Faith. We know our work on a daily basis influences the future and we encourage our young to be audacious in their actions of working for justice and to be a voice for those who cannot be heard. And always, always the message is clear:

'Life is a gift from God, it is good; live it fully and well'.

A handwritten signature in black ink that reads "Paul Desmond". The signature is written in a cursive, flowing style.

Mr Paul Desmond
Director of Catholic Education Sandhurst

A portrait of Bishop Leslie Tomlinson, an older man with white hair, wearing a dark suit, white clerical shirt, and a gold tie. He is standing in a cathedral aisle, with rows of wooden pews on either side. In the background, there are large Gothic arches and a balcony with colorful stained glass windows. The lighting is warm and focused on the bishop.

Bishop Leslie

Tomlinson

Bishop of Sandhurst

“...now, as in the past, the Catholic School must be able to speak for itself effectively and convincingly...”

In recent decades, as both the Church and Australian society have changed, Catholic schools have continued to develop and to grow in quality and public esteem. In fact, Catholic schools have been a major component of Australian education for over 175 years. During that time they have adapted to changing circumstances and changing times and are greatly valued in today's globalised world.

I was brought up just north of the Sandhurst Diocese, where I attended Sacred Heart Primary School and St Joseph's College, Mildura, so I learned at a very early age what Catholic Schools were all about. The nurturing, care and education given to me during my primary and secondary schooling as a student in a Catholic School, provided me with an excellent basis to discern my vocation and move forward in the many challenges over the years.

Furthermore, in reflecting on over forty years of my Priesthood, I believe that the richest and most fulfilling aspect of my ministry has been my work as a pastor, which has involved me working closely with principals, staff and students of a number of Catholic Schools. As bishop and pastor of the clergy and people of the Diocese of Sandhurst, I continue to be humbled, yet at the same time very honoured and pleased to be sharing in the mission of education in this diocese.

Growing up in a Christian family and participating in the life of the parish is a great blessing for all of us who have that experience. We learn gradually, over many seasons, how Christians respond to life. We observe how Christians feel about others; we learn how Christians celebrate and what kinds of things bring us together for celebration. In conscious and unconscious ways, our feelings are formed by our Catholic values.



Bishop Tomlinson (front row, second from left)



Bishop Tomlinson (second row, fifth from right)

Education is greatly important for the individual and for society and debates continue in most countries, as to how best to educate the young. Moreover, education is now recognised as a lifelong process! So, we know that the formative years of a child's development are all-important, in inculcating values and skills to support them on life's journey. This confirms the value of ensuring that this happens in a Catholic environment.

However, what makes a Catholic School distinctive is its attempt to generate a community climate that is permeated by the Gospel spirit of freedom and love. The following quotation sums this up:

“... now, as in the past, the Catholic school must be able to speak for itself effectively and convincingly. It is not merely a question of adaptation, but of missionary thrust, the fundamental duty to evangelise, to go toward men and women wherever they are, so that they may receive the gift of salvation”.

We have a legacy to build upon, to bring Christ to our world and our world to Christ. As Pentecost approaches, I hope that readers of the Spirit of Sandhurst will ponder on the work of the Spirit in Sandhurst Diocese. I ask that you unite with me in prayer that God may continue to empower you and me to each use our talents and gifts to fulfil our respective responsibilities in His Church, particularly in our Catholic Schools, in the Diocese of Sandhurst. May God who has begun this good work in us, bring it to fulfilment:

*In the
Name of Christ
Amen*

The art of *languages* in Sandhurst Felix Siddell

Language competence is not new to the Diocese of Sandhurst. In the days before colonisation, the first inhabitants spoke numerous different aboriginal languages. People were often multilingual and were capable of recognising the origin of whomever they met by their language, dialect or accent.

The founding of British colonies in Australia firmly established English as the official language, but many other nationalities and languages were also represented amongst the early settlers. This diversity became prominent on the goldfields with the arrival of migrants from China and Afghanistan.

Dr. Henry Backhaus, the first Catholic priest in the Victorian goldfields, whose business acumen helped establish Sandhurst as the thriving diocese we know today, was German. Post-war migration brought Italians, Greeks and other European migrants to the farms and towns of the Goulburn Valley and North East, a process which is continuing up to the present with new arrivals from Africa and Asia.

There has been a long tradition of teaching Languages in Catholic secondary schools, while up until the 1960s proficiency in Latin was a requirement of preparation for the priesthood, as Latin was the language of the Mass.

So it is not surprising that Sandhurst schools responded enthusiastically to the launch in 2014 of *Languages – Finding Your Voice*. This strategy for Victorian Catholic schools

aims to ensure that Languages are offered in all Catholic schools, to increase the number of students continuing with a language and to promote and facilitate professional development for Languages teachers. Achievement of these goals involves

In a first for Victoria, St Joseph's Kerang is introducing Bulgarian, an exotic language with a long history...

challenges – remoteness, staffing, the monocultural mindset, to mention just a few – but languages teachers and school leaders are showing that these can be overcome with commitment, persistence and creativity. The Languages Strategy is supporting new initiatives with funding for Partnership Grants and Professional Learning. One of the main priorities of the Strategy is the strengthening of Languages programs in primary schools.

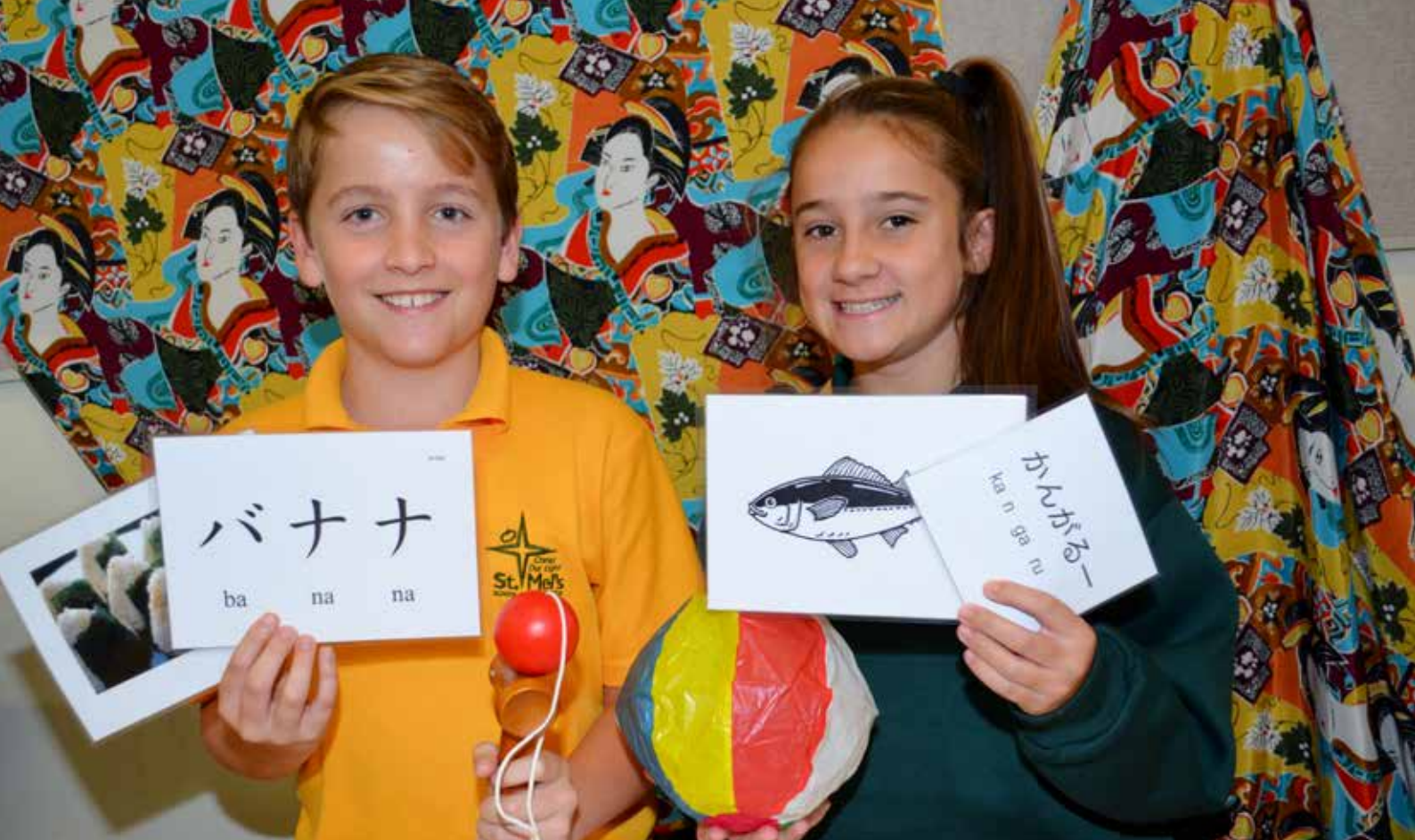
So which languages are being taught and what has been happening? Indonesian

is going from strength to strength in the Western Deanery. St Therese's Kennington is working together with other schools in the area to develop shared online learning resources.

St Mary's Inglewood has been providing Indonesian classes to St Patrick's Pyramid Hill using remote delivery. In October last year the Pyramid Hill students travelled down to Inglewood to enjoy an Indonesian cultural day, which involved dance, mask making, composing on traditional musical instruments, Indonesian games, traditional rickshaw rides and an Indonesian feast! The day concluded with a concert where all children performed and wore Indonesian costumes.

St Augustine's Wodonga and St Michael's Tallangatta are also using distance education effectively to deliver their French program. French is being successfully taught using the gesture method - at St Francis Nathalia, with an emphasis on story telling, and at St Monica's Wodonga West, with an emphasis on art.

As one of Australia's heritage languages, Italian is widely offered in the Diocese. Many of the Goulburn Valley schools are reinvigorating their Italian programs with a new emphasis on cultural activities and community connections. Japanese is offered at St Mel's Primary Shepparton, Catholic College Wodonga and Sacred Heart College Yarrawonga. Students are drawn to the study of Japanese not only for its relevance as a



Learning Japanese at St Mel's Primary Shepparton

business language but also by a fascination for the distinctive culture of Japan, from calligraphy and anime to food and fashion. Last year the Language Strategy helped fund an excursion to permit students from Sacred Heart College to experience this fascinating culture first hand. The Strategy has also contributed resources to the new German program at St Patrick's Tongala.

In a first for Victoria, St Joseph's Kerang is introducing Bulgarian, an exotic language with a long history, source of the Cyrillic alphabet used by many Slavic languages.

This brief snapshot shows something of the energy pulsing through the Languages scene in Sandhurst, an exciting vibe pushed along by funding from the Strategy: eleven schools successfully applied for Partnership Grants in 2014 and ten in 2015.

The *Languages – Finding Your Voice* Strategy has also directed funding towards professional learning opportunities for staff. In 2014 four schools participated in the Leading Languages Professional Learning Program, facilitated by the University of Melbourne. This permitted Languages teachers, Principals and Curriculum Leaders to engage in some deep reflection about

the place of Languages in their schools. The participants heard presentations by leading academics on the latest research on learning and teaching Languages, observed best practice in action and worked collaboratively to draft an implementation plan to try out some of these ideas in their own context over a two-year time frame. Participation in this program has strengthened and renewed Languages programs at St Brendan's and St Mel's in Shepparton, St Monica's Wodonga and St Francis' Nathalia. Four more schools will follow this process in 2015: Frayne College Baranduda, St Francis of the Fields Strathfieldsaye, St Augustine's Wodonga and Sacred Heart Corryong.

By empowering teachers and school leaders to consider the latest approaches to Language teaching and to tailor this knowledge to the context of their school, the study of Languages, more than a mere add-on, is coming to be seen as an essential component of a rich school curriculum, whose benefits extend far beyond the acquisition of a single language to the development of skills in literacy and cognition.

The appointment of three Multilingual Languages Learning Community Leaders has

been another step towards ensuring that best practice in learning and teaching is reaching Languages classes in schools. Donna Stewart, an Indonesian teacher at Catholic College Bendigo, will be working with teachers in the Western Deanery. Christian Steri, an Italian teacher at St Augustine's in Kyabram and part of the new wave of Italian migration to Australia, will be working in the Goulburn Valley Deanery. Gina Nero grew up in Australia speaking Italian in her family. She teaches Italian at Chiltern, Rutherglen and Wodonga and will support Languages teachers in the North Eastern Deanery.

Whole Diocese Professional Learning Days have also been organised to build the capacity of Languages teachers. Topics covered so far include AusVELS and the Australian Curriculum, the new Language Strategy and Differentiation in the Languages Class. Future topics on the 2015 calendar include: The Role of Language and Culture, Assessment and CLIL (Content and Language Integrated Learning). The response of schools to all these initiatives has been overwhelmingly positive, a sign that languages are definitely on the radar and many more great outcomes are on the horizon for Sandhurst students.



calling SANDHURST Home



Joseph Mount



As the eldest of seven children I was raised in Essendon, at the foot of Windy Hill, the home of the Essendon Football Club, but spent most Saturdays down on the fence at Princess Park, home of the once mighty Carlton Football club.

I was educated at St Bernard's College and St Kevin's College before completing a Bachelor of Science and a Diploma of Education at Melbourne University. My first teaching appointment was Science Coordinator at Loyola College, Watsonia and later at St Kevin's College Toorak as Head of Science.

My wife Briony and I moved from East Ringwood to the North East of Victoria as I took up the position of Deputy Principal - Teaching and Learning at FCJ College, Benalla. The move to Benalla was deliberate as we wanted to witness, and hopefully embrace, all there is to being a part of a real, breathing, thriving community. We wanted to raise our four children, Freya (6), Lola (5), Thomas (4) and Samuel (2) in a safe and caring environment immersed in the natural environment.

We have a strong connection to our church and St Joseph's Parish led by Father Peter Taylor. We have a parish priest who is caring and hope filled. The FCJ Staff, students and families have been, and continue to be, a life giving community. I enjoy spending time working and playing on our 40 acres in Upper Lurg.

FCJ College Benalla

Vicky McGowan



My appointment as Principal of Marian College came from within the College where I have been Deputy Principal with responsibility for Faith and Community Development.

My career in Catholic Education started in Springvale and thereafter travelled only a short distance to Mentone, where I spent more than 20 years in the education of girls through the Brigidine ministry. For the last three years I have been entrenched in the north east of Victoria as part of the Catholic Diocese of Sandhurst and have revelled in the opportunity to continue my career in one of the most beautiful parts of our State.

Leading into my passion for teaching, I spent time as a Youth Worker and as a member of a Theatre Company, whose aim was to work within educational systems. Over the years I have taken on a myriad of teaching and leadership roles, all of which remain loyal to the conviction of educating the 'whole' person – academically, behaviourally, culturally, physically and spiritually.

Much of my work has been seen through the lens of the performing arts. I am an avid lover of theatre and theatre maker, and an advocate for the enhancement of the arts in all schools. I have been a member of Catholic Education Sandhurst Arts Network (CESAN) since 2013 and am now a proud member of Catholic Education Sandhurst Council for the Arts (CESCA).

I feel blessed to have been part of so many young peoples' lives, and I am excited about the journey I am taking with the community of Myrtleford as I take guardianship of the College for the next 12 months.

Marian College Myrtleford

Luci Quinn



I have come to the position of Principal at St Augustine's College in Kyabram with a passion for learning and teaching within the context of a vibrant faith community. This passion has been formed through my experience

as teacher, Deputy Principal, Principal and member of the Catholic Education Office in the Sandhurst Diocese. My professional and personal journey has been shaped by the Augustinian and Brigidine charisms which are both an integral part of the story of St Augustine's College and the Kyabram parish community.

As an avid reader and researcher, I am well versed in contemporary educational thinking and am excited by the innovative practices already in place at St Augustine's College. I am committed to building cultures of learning that improve student outcomes, wellbeing and engagement, supported by authentic partnerships with parents and the wider community. I believe that a strong learning culture presents experiences and challenges to students, teachers and leaders that are worthy of their endeavour and engagement, touching hearts and minds.

When I am not pursuing my love of learning, teaching and leading, I am spending time with my family, husband David and daughters Emma and Hannah where we might be found water-skiing on the Murray River, at the local football/netball club or enjoying the cosmopolitan treats of cities near and far.

St Augustine's College Kyabram

Michael Delaney



My first impressions of St Joseph's College have exceeded my expectations, it is a positive place where students are focused on learning, and I thank the vibrant community of St Joseph's for providing such a warm and genuine welcome to my wife and myself.

I've been an educator for more than 35 years, spending the past 15 years as Principal of Mary McKillop College in Leongatha and three years before that as Deputy Principal.

Originally qualified to teach in the areas of Science and Mathematics, I also have postgraduate qualifications in theology and leadership. As an educational leader, I maintain strong interest in continuous improvement in teaching and learning. My focus at St Joseph's College is student centred, reflecting the importance of building high levels of achievement for all students within a framework of pastoral wellbeing and support.

St Joseph's College has undergone a period of significant growth in recent years under the outstanding leadership of Ms Kate Fogarty and I wish to build on that success.

St Joseph's College is a vibrant educational community with a strong focus on Catholic identity, enhanced teaching and learning, and student wellbeing. It is a privilege to be a part of this wonderful educational community and I look forward to forging new relationships within the environment of Echuca-Moama.

St Joseph's College Echuca

Chris Summers



I am delighted to have been appointed as the Principal of St Francis' Catholic Primary School in Nathalia. It has been a wonderful start for me as Principal this year and being new to the position, my experience so far has been above and beyond what I had expected or anticipated. I am very grateful for the opportunity to be leading our community and I am looking forward to the future with optimism and confidence that we can continue to build on the great traditions that our school is renowned for.

Currently I am living in Shepparton with my wife Sophie and our four children, Chloe (15), Lily (13), Bridget (5) and Liam (3). I am 43 years of age and have many interests including running, fishing, camping, socializing with friends and going on holidays with my family. We have been living in the Shepparton area now for the past 15 years.

Teaching has been my one and only profession and I have been teaching for the past 23 years. I hold a Bachelor of Education and have completed a post graduate course in Theology. I have had experience teaching in a variety of country school settings across Victoria. My home town is Echuca and both my wife and I have family still living in the region.

I am thrilled to be part of the Nathalia community and look forward to continue to make connections and helping our community thrive in all ways possible.

St Francis' Primary Nathalia

Daniel Gooch



As the first Catholic School in the Sandhurst Diocese St Kilian's has a rich and proud history and it is my privilege to be able to lead this vibrant school community. My wife Raelene and our two children Courtney (10) and Alex (9) have been warmly welcomed into the St Kilian's school and parish communities.

My education began in Western Australia where I completed a Bachelor of Arts in Education and a Bachelor of Education and last year I completed a Masters of Education in System Leadership with the Australian Catholic University.

I have taught in a variety of schools in Western Australia including City Beach Primary School, Hale School in Wembley Downs, Good Shepherd Catholic School Lockridge, and I was Deputy Principal at Our Lady of Lourdes School Nollamara and St Denis School Joondanna with particular responsibility for Religious Education and Curriculum between 2005 and 2011. My previous appointment was as Principal of St. Mary's Primary School, Donald in the Ballarat Diocese.

Along with my passion for education I have been an AFL boundary umpire where I was lucky enough to officiate at 154 AFL games between 1993 and 2002, including 19 finals and 2 grand finals. I am an Executive Member and Hall of Fame Member of the West Australian Umpires Association and a Life Member of the Australian Football League Umpires Association.

I believe that we educate our young people for the present and for the future, we must nurture the love of learning and the love of self to ensure our focus is and continues to be our children. The privilege in educating young people is exciting, motivating and rewarding; a privilege which is both inspirational and life giving.

St Kilian's Primary Bendigo

Elizabeth Vaughan



As a new Principal to St Michael's, I was delighted with the warm and hospitable welcome I received from the parent community and students and look forward to the year ahead.

My educational journey began in Ballarat where I completed a Diploma of Teaching and a Bachelor of Education at Australian Catholic University. My first appointment was teaching Grade 5 at St Brendan's Primary school in Shepparton.

In 1988 I moved abroad and taught Grade 4/5 in Kuwait City for 18 months before teaching in Japan for the next 12 years. In 2004 I took up a position in Melbourne at the International Security Training Academy (I.S.T.A.) as an Educational Consultant prior to returning to the Sandhurst Diocese in 2006. For the past nine years I have worked at St Francis', Nathalia and most recently at St Patrick's in Wangaratta where I was Deputy Principal at both schools.

I believe that parental engagement and support are vital to student success, education is a team effort and parents are an important part of the team. Each new school year brings joy, excitement, and anticipation for the many great opportunities our children will experience at St Michael's Primary School. I am fortunate to be a part of such an amazing, close-knit school community. My goal is that everyone that enters our school will feel welcomed, loved and safe.

St Michael's Primary Tallangatta

Catholic Education Sandhurst also wishes the following Principals all the best in their new school communities this year:

Paul Wilkinson

(from St Kilian's Primary Bendigo to Holy Rosary Primary White Hills)

Jennyne Wilkinson

(From Marian College Myrtleford to Frayne College Baranduda)

Reuben Johnson

(from OLSH Primary Elmore to St Monica's Primary Kangaroo Flat)

Ashley Marsh

(from St Michael's Primary Tallangatta to St Mary's Primary Myrtleford)

**Elizabeth
Trewick**



This is my first year as Principal at Our Lady of the Sacred Heart School, although I have been a member of the school community since 1997 when I taught Prep, One and Two for a year. At that time I had only been a member of the Elmore community for 2 years. Since 1997 I have been a parent of OLSH between 2004 and 2013; and permanent staff member since 2006.

Students come to school to learn, and in order to do this they need to be part of a supportive community that extends from a happy and healthy home life. Schools only influence 20% of a child's learning. That is why my philosophy on learning and teaching is based solely around the home, family and community. At Our Lady of the Sacred Heart School my priority is to bring school and home together to grow the capacity of families as they support their child's learning.

My goal is to be a member of a school community that facilitates a safe and positive school environment that stimulates and challenges all learners by providing a holistic approach to learning, teaching and leadership.

I am a proud and active member of the wider Elmore community together with my husband Darren and our three children, Tom (16), Jack (14) and Sarah (12).

Our Lady of the Sacred Heart Primary Elmore

**Sally
Mills**



I was inspired to become a teacher over 30 years ago during my secondary education at Mary's Mount, Loreto College in Ballarat. Guided by the 'Mary Ward' values where young women were affirmed, and encouraged to fulfill personal and academic potential in an atmosphere of freedom, care and respect for others, my teachers were instrumental in not only inspiring me to strive for my personal best but also instilling within me a passion to pursue my dreams.

After graduating from school, I attended Aquinas College, now known as Australian Catholic University, in my hometown of Ballarat, where I completed a Diploma in Teaching, and then headed north to begin teaching full time at St. Paul's Primary School in Mildura. I completed my Bachelor of Education and taught at St. Paul's for six years.

After relocating to Geelong with my family my teaching career continued when I taught at St. Joseph's Secondary College and St. Francis Xavier Primary School. In 1996 we moved to Shepparton, and I commenced teaching at St. Brendan's Primary School, where I was provided with many experiences and opportunities to develop my leadership skills. I was appointed as Deputy Principal at St. Brendan's in 2012.

As I reminisce and particularly reflect on the past 18 years at St. Brendan's as a parent, teacher, school leader and parishioner of St. Brendan's Parish, I am so grateful for the opportunities and experiences which have strengthened and deepened my professional practice, enhancing my journey in Catholic Education in the Sandhurst Diocese.

I am married to Simon and we have a son, Nick, who is a pharmacist and currently studying medicine in Geelong. I enjoy staying in touch with family and friends, and finding time to garden, walk and travel with my husband. My current appointment as Principal of St. Luke's Catholic Primary School for 2015 ensures our vision and belief that 'every student can learn and our school can improve', will continue in an environment which celebrates the uniqueness of each student in a faith-filled community, with a focus on learning and teaching, which guides our students to be the best they can be, as they grow and develop, learning with and from each other.

St Luke's Primary Shepparton

**Sharee
Whiteacre**



I am a country girl. I grew up on a wheat and sheep farm near Sea Lake and attended school there too.

After completing my teaching degree in Ballarat, I have taught in Charlton, Castlemaine, England, Swan Hill and more recently two years in Sharjah, United Arab Emirates.

I am married with three children. My husband James is a teacher and working in Bendigo. My three children are attending school where he is; Milana is in Grade 3, Harriett is in Grade 2 and William is in Grade 1.

I enjoy reading and listening to music. I am a netball umpire, I play a bit of tennis and enjoy watching AFL, cricket and netball. Actually, I enjoy watching most sports!

I am excited about what the year brings, especially getting to know the families and children at St. Mary's Inglewood and watching the children grow and learn.

St Mary's Primary Inglewood

Leading for Mission

The 2015 Monsignor Peter Jeffrey Oration



In *Leading for Mission*, it is our Catholic Identity and our commitment to all that this Identity entails, which sets us apart. Catholic Identity lies at the very heart of our Mission and it is those qualities that identify the religious dimension of our schools as distinctively Catholic in their curriculum, their environments, their traditions, their priorities and their relationships. In *Leading for Mission* each of you is charged with the responsibility to guide your school to an articulation of its distinctive Catholic identity in a changing social, religious, cultural and political context. No small nor insignificant challenge. Our *Leading* is not simply about helping our young to learn to find their place in the world and yet we see this as a vital part of what we do, nor immersing fully in their culture and yet we do this, nor just preparing them for the workforce and yet we know this is integral in all we undertake. Our Mission is so much more than these things.

The Catholic educator should know the Mission - which is to bring our young people, those entrusted to the care of our schools, to a closer relationship with Christ, to a deeper understanding of their Catholic Faith, to a love of life and a knowing that they have a purpose in this life. Our Mission as education leaders is also to underpin this work with a theology

and a pedagogy and a set of processes and protocols which pay homage to all that goes on at the coalface and gives due respect to the Government and Statutory bodies which oversee education across the nation. It is a fine line we walk. The road to our Mission is often bumpy. Not everyone agrees with our Mission or sees value in it. Some would have it that the Finns and the Japanese have it right. Both those nations have very solid systems of education, but neither spoke to me of hope in a world that is often bleak, neither addressed virtue as key factor in the fuller development of the individual, neither propelled 'the common good' beyond their national borders in an era which focuses upon the individuals accrument of status and goods.

Neutral societies, like neutral schools, can serve an amazing purpose. But this educational leader firmly believes that we must never lose sight of the fact that the contribution that Catholicism can make, does make, to education, to dialogue, to health, to individual and societal wellbeing, to the protection of human rights and freedoms - these are remarkable contributions in the breadth and depth of their impact. You as Leaders for Mission have inherited a magnificent enterprise, one that is far from

perfect and so often criticised, and it is your duty to protect it and ensure that it is passed on to those who will follow you in your *Leading*.

Our system is an extraordinary one and we have work to do in bringing our young to an ownership of their Catholic heritage and a love of their Catholic identity. Our primary responsibility is one of witness to the Faith. Education should make the young aware of their own roots and provide points of reference which allow them to define their own personal place in the world.

With the advancement of secularisation, we now find that we are in a missionary situation. So it is important that we, leaders of Catholic schools, remain aware of the risks that arise should we lose sight of our purpose for existing. When the values of individualism, the subtle attraction of competition, the all-pervading pressure to conform to the expectations of society, the urgency of bureaucratic formalism or the unbridled search for external approval, when these are given too much liberty, they can erode our Catholic identity. So we must know who we are and what our purpose is.

Those of us who Lead for Mission know that our role is a demanding and, often, a difficult

one. But across this land, hundreds of thousands choose us and our places of Mission for their children. What we do, people want. What we have, people are drawn to. With each annual census we find that Catholic schools are thriving.

Future challenges for Catholic schools and for our Leading for Mission.... are immense. However, Pope Francis' words encourage us to renew our passion to educate younger generations:

"Do not be disheartened in the face of the difficulties that the educational challenge presents! Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people, to accompany them in the stages of their growth and to set ourselves beside them. Give them hope and optimism for their journey in the world. Teach them to see the beauty and goodness of creation and of man who always retains the Creator's hallmark. But above all with your life be witnesses of what you communicate. Educators [...] pass on knowledge and values with their words; but their words will have an incisive effect on children and young people if they are accompanied by their witness, their consistent way of life. Without consistency it is impossible to educate! You are all educators, there are no delegates in this field. Thus collaboration in a spirit of unity and community among the various educators is essential and must be fostered and encouraged. School can and must be a catalyst, it must be a place of encounter and convergence of the entire educating community, with the sole objective of training and helping to develop mature people who are simple, competent and honest, who know how to love with fidelity, who can live life as a response to God's call, and their future profession as a service to society".

We draw strength in our Leading for Mission from belief that our work is Christ's work. In all you do and in all you say as a leader, in all you seek for your students, in all you purport your school community to be, remember you are a witness to something much greater than neutral education. We have a purpose far more profound than the imparting of information and the development of skills. Our Mission impacts on the mind and the spirit. This is our awesome responsibility.

Mr Paul Desmond

Director of Catholic Education Sandhurst

(extract from the Monsignor Peter Jeffrey Oration 2015)





re-imagining the school portable

Outside the **BOX**

**...it seems that all
has been forgiven
and schools
are once again
embracing the
concept of the
school portable...**

Long gone are the days when the school portable was seen merely as a temporary solution for increased enrolments that came at the cost of comfort and design. Most Australians of a certain age will remember the cold winters and the unbearably hot summers spent in these second rate classrooms, where insulation and modern comforts were secondary to convenience and cost.

However the tables are starting to turn and schools are once again seeing modular classrooms as a viable alternative to bricks and mortar, and the newly ergonomically designed classrooms, which bear little resemblance to the portables of old, are enjoying a resurgence in Australia that is quite remarkable given their dubious history.

In the 1970s the prayers of principals were answered when student numbers swelled beyond the means of the existing school facilities and the school portable was born. These classrooms came ready-made and were delivered onsite with little inconvenience to the school community and at a fraction of the cost of a permanent structure.

The problem came decades later when these temporary classrooms, which were not manufactured to last long term, remained a part of the school landscape well beyond

their intended expiry date. In fact many of the portable buildings were built with a life expectancy of 20 years, in reality however, at some schools students were educated in the same portable, temporary classrooms that their grandparents were educated in.

Often schools found the means to provide maintenance to these skeleton buildings; and if they were really lucky parents groups would raise the funds to provide upgrades in the form of heating, and for some schools the luxury of air conditioning was introduced to replace the ceiling fans which did nothing more than push hot air around the room.

Another disadvantage of the school portable was that they were often placed around the perimeter of the school grounds so as to not encumber future building projects; the result was an unattractive and disjointed environment which did little to attract new

enrolments to the school community or to instil confidence in prospective parents. To add further to the downfall of the portable was the safety risk posed to staff and students as the rooms were often lined with asbestos and other inferior materials.

But it seems that all has been forgiven and schools are once again embracing the concept of the school portable, the new and updated versions are barely recognisable from the primitive classrooms which rattled and shook as you mounted the stairs. Today the humble school portable has a new lease on life, complete with all the mod cons and designed to enhance the school landscape rather than be hidden from view.

The transformation of the humble re-locatable or 'portable' classroom into an interactive space for 21st century learning is absolute, these dynamic spaces are expertly

tailored and designed to respond to digital technologies and changes in teaching and learning methods which include breakout areas and learning hubs.

Another feature of the new portable classroom is that they are sustainable, something the 1970 models never considered or even claimed to address, many of the new portables achieve an incredible six star rating.

Gone is the attitude that portable classrooms are a necessary evil in Australian schools, the design brief now includes the environment and how these spaces can integrate into the landscape of the school, in actual fact many of the new portables seem more harmonious in the school setting, particularly rural settings, than some of the more permanent buildings.

For remote areas relocatable buildings are a viable consideration when you consider the challenges around access to materials and labour, while schools with limited space appreciate the versatility of a re-locatable classroom which can be tailored to fit in a smaller area to meet the needs of the school until a permanent structure is built.

The prefabricated classroom offers a number of benefits, including shorter building time, less waste, less disruption in areas surrounding the site and most significantly the potential to reduce construction costs with minimal site preparation. For schools the greatest advantage

is the flexibility to custom design the portable learning space to meet students' needs and the budget of the school.

Modular and portable buildings are a practical solution to meet the growing demand of enrolments in schools and address accommodation needs arising from capital works and maintenance projects. Beyond the classroom, modular buildings are being used in various applications including office sites, emergency housing, commercial businesses and custom made family homes.

With the Building the Education Revolution (BER) funding from the Rudd Government in 2010, schools have enjoyed unprecedented building programs that have resulted in expansive community areas, language learning centres, outdoor covered areas and science centres that schools had previously only dreamt about building. But as student numbers increase, the need for more classrooms and joint learning areas has also increased and the current portable building has become a desirable alternative to the high prices of construction.

Many will say that there is no substitute for bricks and mortar, but the new portable buildings which are convenient, affordable and stylish are making Australian's question the stigma attached to the cramped and flavourless portables of old, as the impressive 21st century models are beginning to attract attention for all the right reasons.



The Rhodes to Oxford Alex Eastwood



Head of the Neural Plasticity Laboratory - Florey Institute of Neuroscience and Mental Health, Professor Anthony Hannon with Alex (right) at the Awarding Ceremony at Government House.

In October last year former Catholic College Bendigo student Alex Eastwood was announced as the Victorian Rhodes Scholar for 2015, in recognition of his outstanding academic achievements in the area of Neuroscience.

In the illustrious company of Prime ministers, Nobel Prize winners, medical pioneers and more, Alex joins the ranks of notable Australians who have been awarded a Rhodes Scholarship to study at Oxford University in England.

The former student of Holy Rosary White Hills and Catholic College Bendigo has already been recognised locally for his remarkable academic record and commitment to social justice and environmental conservation. In 2008 Alex was named dux of Catholic College and was also presented with the Bishop Noel Daly Award which recognises the Year 12 student whose conduct best espouses the values of the College during their six years as a student. In 2010 Alex was named City Of Greater Bendigo Young Citizen of the year for his social and environmental advocacy.

Following graduation Alex worked at Catholic College Bendigo as a Faith and Ministry trainee for 12 months before commencing tertiary studies at Melbourne University. Alex completed a Bachelor of Science (Neuroscience) and a Diploma in Languages (Spanish) and spent a semester abroad at the University of St Andrews in the United Kingdom. Alexander recently completed Honours at the Florey Institute of Neuroscience and Mental Health as a Frances Elizabeth Thomson Scholar, where he researched Autism Spectrum Disorder and social communication.

The Rhodes Scholarship will enable Alex to complete a four-year neuroscience program including a masters and D.Phil (PhD) at Oxford University where he hopes to further his research on Autism and associated conditions. On his return this exceptional young man hopes to inspire a renaissance of science education in Australia.

How did a Catholic education prepare you for tertiary studies and what influence did it have on your academic journey and your commitment to community?

The emphasis of my teachers and staff at both Holy Rosary White Hills and at Catholic College Bendigo was always one of social justice. Their faith was a hope that one's inherited or honed talents can – and perhaps should – be used to alleviate the plight of others of less privilege. This is what has stayed with me since commencing tertiary study: what use is intellect without application?

Rhodes Scholarships are presented to students who achieve at the highest level academically but also takes into account character, leadership, and commitment to service; who have been the biggest role models in your life and what opportunities have you had for leadership?

My parents, Helen and Glenn, have been my constants in a world of many variables. They remain my mentor and muse for the 'good life'. Their lives – in my lifetime – have revolved around my brothers and I. They invested limitless love and time into our intellectual, spiritual, and emotional development. I am eternally grateful and indebted to them both.

Malcolm Fraser and Bob Brown are another two role models who come to mind. Although I was not alive for his prime ministership, in his later years, Malcolm dedicated his passion and position to the defence and agitation for the persecuted: those seeking asylum in Australia. Since the 1970s, Bob helped lead a movement for a new consciousness about our wild places, a temple of their own: an engrained sense of stewardship that persists in our national psyche today to the benefit of all.

You leave Australia in August to study at Oxford; what's on the itinerary before studies commence?

In the year between receiving the Rhodes and commencing at Oxford I have had the pleasure of engaging my many and varied interests ahead of beginning intensive study and research for the next four years. I have been able to continue to work on my project at the Florey Institute, work for the University, tutor at Newman College and Janet Clarke Hall, as well as represent Teach For Australia on campus. It has also gifted me the time and energy to assist with the operations of Road to Refuge (www.roadtorefuge.com), a community education organisation whose work with secondary school students on their understanding of asylum seeker issues excites and inspires me. Our team is visiting the Sandhurst Diocese for our first Regional Schools Tour in July (Shepparton and Echuca) and November (Bendigo). A group of fellow Rhodes recipients and I are currently planning to catch the Trans-Siberian train from Beijing to St Petersburg before arriving at Oxford in September.

The study you undertook at the Florey Institute of Neuroscience and Mental Health researching communication impairments in autism was a key contributor in your scholarship; will your study at Oxford further explore this research?

I feel incredibly lucky to have had the time and resource invested in me by the Florey Institute at the University of Melbourne. Autism is one of the enigmas of our time. An increased understanding of its causes and progression will enable researchers to develop better therapies to improve the lives of those with Autism and their families. The one-year Masters of Science and subsequent three-year D.Phil (PhD) in Neuroscience at Oxford will add to my skills set, complementing the rigorous behavioural training that I received at the Florey Institute; and, I hope, give me the space and supervision to further understand the elusive aspects of Autism. Much of what I will be able to investigate there will depend on their research focuses; but as a nexus of neuroscience, I have no doubt that I will be able to navigate toward this area of deep personal relevance and interest to me.

You are now part of an elite group of Australians who have been awarded Rhodes Scholarships; what responsibility does this bring and what do you hope to achieve in your studies abroad?

Malcolm Fraser and Bob Brown each departed their comfort zones of post-prime ministerial retirement and respected medical profession, respectively, to campaign and champion social and environmental justice causes alike. Neither had to; neither were probably expected to – but both did. Similarly, my parents – neither of whom went to university – similarly chose to invest in my family, rather than in their material life. I have been graced with many other such role models in my short life.

The Rhodes is a lot like Charlie's 'golden ticket' to the Chocolate Factory in some ways. The choice for me is whether to stay inside and gorge myself on its spoils; or to return from the experience to share my findings within with the world. My hope is that my return on this profound investment in me will be a lifelong service to the Australian community, namely, in education and the sciences.

The Arts

Discover, Wonder, Make & Learn...

The Beauty of The Arts

The role of a teacher in a Catholic school is to reveal the presence of God's beauty that is already present in all that happens around us. To be a teacher of the arts is indeed a privilege. To teach about beauty is to invite an awakening of the deep sense of the divine in each of us. To teach a child to look at beauty through **music, dance, drama** or **painting** is to give permission for imagination to flourish and go beyond the realms of what might be possible to what is possible. As Nelson Mandela said, "God sets no limits. We do."

It is through experiencing and embracing **The Arts** that we beautify our children, our liturgies, our schools and our entire community. Including **The Arts** in our daily lives is certainly worth the effort because its spiritual beauty increases the opportunity for each individual to experience transcendence.

The theme this year, **Leading for Mission** is about shaping culture, building capacity and enhancing performance. In the spirit of embracing this challenge we all need to be ready to grow at any given moment. Every time we see something that students would call a 'mistake' we must get excited to see that they are right on the edge of their learning and continue to encourage and lead by example.

Be the change you want to see in the world.

Ghandi



CESCA

Catholic Education Sandhurst Council for the Arts and the Arts Network have engaged in some very interesting and exciting dialogue. These conversations will contribute to the flourishing of students in Catholic Education, Sandhurst by providing rich cultural experiences that engage and influence the whole person, enabling them to be creative, to imagine, to grow, to learn, to express and to be fully alive.

Festival of the Sacred

This year we return to the magical event of **Festival of the Sacred** and we look forward to showcasing our performance talents for our new Director of Catholic Education Sandhurst, Paul Desmond. The talented staff from the a3 Australian Arts Alive team are travelling to the North Eastern Deanery this term to engage students and staff in choral singing, drama and body percussion.



North Eastern Deanery

Wednesday 24 June

Western Deanery

Wednesday 9 September

Goulburn Valley Deanery

Wednesday 2 December

MacKillop Art Exhibition - New Awards

We are currently in the process of organising this years MacKillop Art Exhibition, which will open at Sacred Heart Cathedral, Bendigo on Friday 13th November at 6pm.

Again this year, our celebration of the fine arts will include the **Senior Art Award** and six **Highly Commended Awards**. In addition to this we have introduced two new awards for 2015. These include, a second major award, the **MacKillop Spiritual Art Award** and a **Primary Art Award**.

Artworks nominated for the major prizes have largely been produced as part of the students' regular study in the visual arts. However, the **MacKillop Spiritual Art Award** will encourage students to create artworks that focus on the spiritual and religious imagination. How a student creates an artwork from a spiritual or religious perspective will hopefully be diverse and mysterious, considering expressive feelings of the soul or literal interpretations of scripture.



Sr Geraldine Larkins RSJ, (CESCA) Jade Litter –Year 12 (2014 Senior Art Award Winner) FCJ, Benalla and Monsignor Frank Marriott PAVG



Zoe Hickey –Year 3
St Mary's, Echuca



Lucy – St Patrick's, Wangaratta

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