

Spirit

Catholic Education Sandhurst



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inspiring dreams
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Thailand CEC Conference

Catholic Education Office Sandhurst

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From the Director...



What is it like to be in a crowd of 2.5 million people?

Extraordinary!

What is it like to stand in a crowd of 2.5 million committed young Catholics who, standing in total silence, are listening attentively to their Spiritual leader, Pope Francis?

A month after the event, words still fail me.

Ours is a remarkable Church. Its energy is matched only by its stability. From every nation the youth heed the call of the Holy Father to gather every two to three years, united in their common Faith. World Youth Day 2016 was a series of amazing faith-filled events, all designed to inspire and uplift. I had the privilege of attending WYD 2016 in Poland with 295 Victorians, including senior secondary students and young adults. The week-long celebration of faith held so many highlights, it would be unrealistic to nominate one or two moments as the 'ultimate'.

To be in the presence of the Pope is something special; to watch the people of Poland warmly welcome, accommodate, feed and secure such a huge number of visitors was something to behold; to listen to quality speakers from all over the Catholic world was a privilege; to experience the diversity and vitality of the global Catholic Church was beautiful!

The future of our Church is in good hands, have no doubt. I will always remember how deeply impressed I was by those with whom I travelled and how alive and rich their personal faith appeared. These young Catholics are aware of and overtly devoted to the Faith. They see the Church in its strengths and its frailties and embrace it. They have studied its teachings and hold them warmly. They possess a spirituality which was a delight to witness. Their reverence for the traditions of the Church was matched by the passion with which they participated in these traditions.

The youth from the Diocese of Sandhurst gave me many reasons to smile during my time with them in Poland. In a world which too often seeks to remind us that our young are not connected to the Church, WYD sent a strong message to the contrary. Together, with millions from across the globe who assembled in the ancient city of Krakow, they provided those of us who were not so young with great confidence and much hope for the future.

A handwritten signature in black ink, which appears to read 'Paul Desmond'.

Mr Paul Desmond

Director of Catholic Education Sandhurst

ENGAGING MINDS, TOUCHING HEARTS AND INSPIRING DREAMS

early career teachers

In Sandhurst we believe that every student can learn and every school can improve. It is this vision that calls us forth to the growth and improvement in the education for all students in our care. The flourishing of our students will only occur through the deliberate act of nurturing the growth and development of the teachers within our schools.

The Diocesan Induction Programme aims to provide engaging opportunities for professional learning, formation and growth. The positive response to these initiatives by participants and the consistently high rates of participation are evidence of the value and importance placed on induction across our schools.

The programme also serves to strengthen the partnerships and connections between the Catholic Education Office and Sandhurst schools, growing together in community and faith.

‘Engaging Minds, Touching Hearts and Inspiring Dreams’ was the theme for the Graduate Teachers Conference, 2016. Forty-eight graduates arrived in Harrietville for three days of professional learning, including workshops focusing on Catholic Identity, Religious Education, Reconciliation, Prayer and Spirituality. All sessions were aimed at building participants’ skills and confidence in classroom practice.

This year we were privileged to have Glen Pearsall work with our graduate teachers. Glen is a dynamic and engrossing presenter on student engagement in the classroom. He has a demonstrated history of making a difference to the classroom practice of all teachers, with his wide range of instructional techniques and deep understanding of pedagogy.

Glen’s workshop explored practical strategies for developing more engaged and effective classrooms. Sandhurst graduates relished the opportunities to explore techniques for fostering responsible behaviour, raising the level of student engagement, and eliciting better quality work from their classes.

The workshop provided a strong foundation for ongoing dialogue with and amongst our graduates. At Sandhurst we believe that it is imperative for our teachers to engage in professional learning that not only nurtures their teaching craft,

but their spirit and passion for education.

The celebration of the Eucharist is always a highlight of our conference as it is an expression of our unity in Christ. Kerri Hill’s workshop guided our graduates to a deeper understanding of how celebrating, giving thanks, praying, listening and singing are all integral parts of great liturgical celebrations. The graduate teachers planned together, prepared and participated in the Mass, with Father Peter Ferwerda leading the celebration.

The conference also provided graduate teachers with a forum to discuss their individual experience in their new roles. Research suggests that new teachers frequently report feeling isolated and challenged by both the idealism they bring as new

teachers and their struggle to establish their own professional identity in the classroom environment.

The graduate teachers openly discussed how they were adjusting to full-time teaching, classroom management and establishing relationships with colleagues. These conversations help us as an educational system to be strategic and proactive in our induction of new staff; this knowledge is critical in shaping the quality of our teachers.

Mr. Paul Desmond, Director of Catholic Education Sandhurst led the closing address

to graduates. Paul spoke about the power of great teachers to transform the lives of students, while sharing aspects of his own personal educational journey.

“I implore you to connect with your students and reach them on multiple levels, because the best teachers are committed to their students’ well-being both inside and outside the classroom,” he said.

“By forging strong relationships, you are able to affect virtually every aspect of your students’ lives, teaching them the important life lessons that will help them succeed beyond their schooling life.”

Paul’s presence at the Graduates Teachers Conference reinforces the Catholic Education Office’s commitment to induction, and reminds us that it is everyone’s responsibility to help support and shape our newest colleagues.

Arn Gorman
Senior Education Officer: Primary Learning & Teaching
Catholic Education Office Sandhurst

“...opportunities to
explore techniques for
fostering responsible
behaviour, raising student
engagement and eliciting
better quality work from
their classes.”

"I love the diversity of teaching. The look on a child's face when they learn something for the first time is an absolute joy."

Janene Cass - Graduate Teacher
Holy Rosary Primary White Hills



“Australia is one of the most multilingual societies in the world and yet only 12% of Year 12 students study a second language...”

The ability to speak a second language is a highly regarded skill throughout the world and yet Australia, one of the most multi-cultural countries on earth, lags behind the rest of the planet.

In most countries it is compulsory for students to learn a second language and the benefits, both culturally and cognitively, are well documented. So why do Australians seem to undervalue this global skill?

But it's not all bad news. There is a push for change and Victoria is leading the charge in the quest to elevate the importance of languages in the school curriculum.

Victoria is the only state to have an agreed target for achieving compulsory language tuition in schools from Prep to Year 10 by 2025. Through the publication of Languages Expanding Your World, the Victorian Government outlined its long-term plan to implement a Vision for Languages Education 2013 – 2025 in government and non-government schools.

The Catholic Education Commission of Victoria launched a Languages strategy in 2014 to improve the Languages education experience for all students in Catholic schools across the dioceses. Now in its final year, the strategy has focussed on placing Victorian Catholic schools at the forefront of language education. The new languages strategy, Speak Up! provides a clear direction for language tuition into the future.

When launching the CECV Languages Strategy 2014-2016, Mr Stephen Elder, Executive Director of the Catholic Education Commission of Victoria (CECV) said Victorian Catholic Schools have a long history of providing opportunities to learn an additional language.

“While there is much to be proud of, there is still work to be done if we are to ensure that every student in every Catholic school enjoys a high quality languages program,” he said.

“In an increasingly globalised world, it is essential that all young people have access to quality languages learning as a core component of their education,” said Mr Elder.

Learning a language opens the mind to other cultures and to new possibilities. Languages take learners on a journey that improves the way they engage with learning and with life at school, home and beyond.

The Catholic Education Sandhurst Languages Strategy Speak Up!

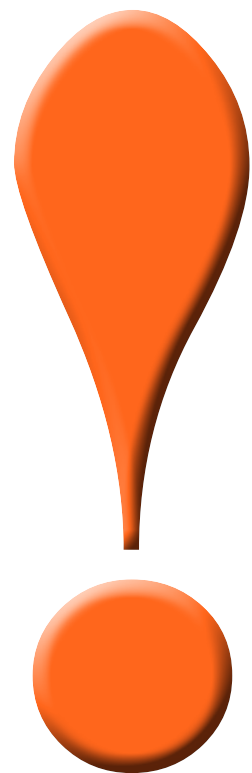
will be officially launched in November, 2016.

The 2017-2019 Languages Strategy outlines key focus areas, targets and key actions to ensure the success of a fully integrated languages program in Sandhurst Catholic schools.





Speak Up



Diocesan Languages Strategy F-10

The Art of Languages in Sandhurst

In 2014 Languages, *Finding Your Voice F-12 Strategy* was launched through the Catholic Education Commission of Victoria. The strategy was created to ensure that every student in a Catholic school in Victoria would have access to a high quality languages program.

Speak Up! the new Languages Strategy for Catholic schools outlines the next strategy for all Catholic schools in Victoria. In the Sandhurst Diocese we will provide professional development and targets to support language programs in our schools from Foundation to Year 12.

Languages education shapes the way in which individuals, communities and cultures perceive and interpret the world, by introducing transferable skills which support literacy, cognitive development and critical thinking.

Australia is one of the most multilingual societies in the world and yet only 12% of Year 12 students study a second language today, compared with 40% in the 1960s.

Our students are growing up in a world where learning a second language is vital to our global future, therefore the value of providing an effective and cohesive Language program in Sandhurst Catholic schools is essential.

Catholic Education Sandhurst is committed to ensuring that every student has the opportunity to benefit from a fully integrated, quality Languages program

Paul Desmond
Director – Catholic Education Sandhurst

Languages Coach ~ Domenico Lusciano

Hailing from Sorrento, Italy, Domenico Lusciano arrived in the Sandhurst Diocese to commence as Languages Coach on August 1, 2016. Fluent in Italian and English, Domenico is also learning German and Spanish. His experience as a teacher and a multilingualist makes him a welcome addition to the Catholic Education Sandhurst team.

"Learning a language is a fantastic opportunity for kids to broaden their view of the world. It means listening, writing, reading, speaking and thinking in a different culture," said Domenico.

"Bilingual children are much more aware of how a language works, this enables them to increase their own self-confidence and self-esteem. Furthermore it increases their personal capacity to quickly select relevant information in a lesson, in dialogue or a lecture. Actually they will be able to manage two more different tasks at the same time."

Sandhurst Arts on Show

The dedicated Catholic Education Sandhurst Council for the Arts (CESCA) continues to nurture and work hard to bring high-quality music education to our Diocese through partnership with the Australian School of Performing Arts – a3 Australian Arts Alive team.

Through our Performing Arts events we witness exemplary pedagogy, where professional experts are employed to deliver engaging music programs for both students and teachers to experience.

In partnership with the a3 Australian Arts Alive team, we are fostering high standards for Performing Arts education and fully engaging children in singing, dance and drama.

Singing, dancing and playing music are innate activities in which people have participated in since the beginning of time. Music and movement are spiritual, encouraging creativity on every level, and creativity and imagination have never been more vital in education.

The Sandhurst Arts on Show program began with a focused professional Performing Arts network day, facilitated by the a3 Australian Arts Alive team. The collective of 65 primary and secondary teachers from across the diocese was evidence that our Sandhurst Arts on Show program is respected and thriving. Throughout the day, teachers rehearsed with the music for the combined two-part choir number, 'The Cup of Life' and had the opportunity to experience all the resources available.

Secondary schools focused on the music and lyrics of 'Man in the Mirror' by Michael Jackson. The song is about self-reflection, having a strong sense of social involvement, worldly compassion and being willing to make change for the good of all at any given moment. This choice integrated perfectly with the 'Year of Mercy'.

During second term the a3 Australian Arts Alive team began the massive journey of travelling to every primary school in the Sandhurst diocese twice. They provided

stability and flow to the Performing Arts program by assisting students and staff to polish performances and rehearse their selected musical numbers. Schools absolutely loved these exciting visits.

The next precursor to Sandhurst Arts on Show was our inaugural STAGE DOOR Performing Arts Camp in June. The camp was a very exciting initiative that provided an authentic and challenging opportunity for 30 Years 9 and 10 students who excel in singing, dancing and drama. The camp provided a space for students of similar interests and talents to gather and work together, and the friendships formed will be lifelong.

The selected group prepared for a feature performance in the genre of musical theatre based on the stage show, 'Pippin'. Pippin, written by Stephen Swartz, uses the premise of a mysterious circus troupe to tell the story of Pippin, a young prince on his search for meaning and significance. Leadership opportunities through active participation in Sandhurst Arts on Show were a natural progression for the camp students as the younger students were an enthralled audience.

By the end of August everyone was ready to converge with enthusiasm in Shepparton for the three-day event, Sandhurst Arts on Show. Primary and secondary students from almost every school in the diocese shared workshops and performances through a variety of Performing Arts disciplines.

Workshops in dance, singing and drama were presented to the hundreds of students eager to learn. It is the workshops that make the Sandhurst Arts on Show model so successful. This pedagogical practice provides teachers with guidance, modelling and repertoire required to teach effectively. Sandhurst Arts on Show is a dynamic and engaging program that is an equitable opportunity for all students to become empowered.

Music education is not always about performance and entertainment. It is about learning through using the mind and body in imaginative and creative ways,

experimenting and considering new information. Through being curious and discerning ideas, students can redirect information in their own way, opening up both conceptual and emotional responses.

At the end of each day there was a reprise performance where students showcased their skills and God-given talents. All students were present at the reprise to be active audience members and become inspired. The reprise provided a forum for schools with new and developing Arts programs to see the performance outcomes of schools with established programs.

The reprise commenced with a beautifully harmonised Acknowledgement of Country, followed by the Pippin Medley produced by the very talented STAGE DOOR Performing Arts Camp students. Everyone present at the daily reprise participated in the singing of a final musical number, 'The Cup of Life'. Parents and community members attended each daily reprise

at the Mercy Centennial Stadium to witness and experience the treasured learning and talents of the Sandhurst students.

Through these fabulous Performing Arts programs we have evidence that The Arts is one of the most influential vehicles to strengthen our spiritual base, our awareness of God within and therefore, our creativity. Creativity and The Arts are necessary in education. This involves nurturing imagination and curiosity – two vital elements that can drive learning for all.

To be a teacher of The Arts is indeed a privilege. Teaching through The Arts invites an awakening of the deep sense of the divine in each of us. To teach a child to discover and experience life through music, dance and drama is to give permission for imagination and creativity to flourish and go beyond the realms of what might be possible, to what is possible. As St Paul tells us, with God working within us, we can do infinitely more than we can ask or imagine.

Bronwyn Beer
Education Officer: The Arts
Catholic Education Office Sandhurst

Sacred Heart Primary Tatura



Arts on



St Francis of Assisi Primary Wodonga



St Mary's Primary



St Joseph's Primary Quarry Hill



Mr Paul Desmond, Director of Catholic Education Sandhurst



h Show



y School Echuca



St Augustine's Primary Wodonga & St Monica's Primary Wodonga



St Joseph's Primary School Cobram



'Stage Door' performing arts students



The Life & Legacy of

SR M. ALOYSIUS MARTYN

1835 - 1899

M. Aloysius Martyn was an extraordinary woman of faith who founded three convents during her lifetime. From Swinford, Ireland she led a group of pioneering Irish women to Australia. Their mission was to provide a religious, literary and moral education to the children of the Sandhurst Goldfields.

Monica Martyn was born in Galway, Ireland in 1835 and died in Latrobe, Tasmania in 1899. She entered the Convent in Tuam and was professed as a Sister of Mercy on 1 June 1855, taking the religious name of Mary Aloysius. When Sisters were required to establish a Convent of Mercy in Swinford, a district suffering in the wake of the Irish famine, Mother M. Aloysius, aged 20 years, took up this challenge and faithfully and tirelessly ministered to the people of Swinford.

"In 1875, when the Sisters of Mercy were asked to start a mission at Bendigo, Victoria, she was ready to set out."

Letter from Swinford to Bishop Crane 29 July 1875

In 1875, the Bishop of the new Sandhurst Diocese, Dr Martin Crane asked the Sisters of Mercy in Ireland for help as government grants to denominational schools had been completely removed. Existing schools, established by Dr Henry Backhaus, were overcrowded and understaffed.

Bendigo itself was well-established and wealthy, but still "a city of heat and dust" with stamping batteries crushing ore, water pumps and men working day and night.

Mother M. Aloysius, at age 40, led a party of seven from Swinford. After enduring a terrifying sea journey on the Dunalistair, they arrived in Melbourne in December 1875, where they rested before travelling to Sandhurst (Bendigo) in January 1876.

The founding group consisted of three sisters and four postulants: Mother Aloysius Martyn, Sister M Ligouri O'Hara, Sister de Sales Dooley, Miss Annie J. Woods, Miss Ellen Gough, Miss Eliza Byrne and Miss Bridget McDonald (who parted company with the group in Melbourne).

The Sisters were welcomed by a solemn Mass of "great pomp and ceremony."

"St Kilian's Church . . . was crowded in every part, and the altars were profusely decorated with flowers. The choir was in full muster and sang high Mass grandly. The Bishops of Ballarat and Bendigo were present and . . . the Very Rev Dr Backhaus officiated as the celebrant."

Bendigo Advertiser 24 January 1876



The house arranged by Bishop Crane for the convent was only a short distance from the Hustlers Reef Mine and is now known as the Mercy Building.

There was a strong need for the Sisters' pastoral and teaching skills and with great energy they assumed responsibility for the operation of the infants and girls section of St Kilian's school, approximately 460 students up to 13 years old.

On 25 April 1876 they opened the fee-paying St Aloysius Select School (later St Mary's College) next to the convent. "There was a large attendance of young ladies anxious to place themselves under the care of the Sisters."

Mother Aloysius was known as a dedicated and capable woman who extended the convent, built the Chapel and established the boarders' accommodation.

CELEBRATING

140 years
SISTERS OF MERCY
SANDHURST

Catholic College Bendigo has a proud tradition dating back to 1876 when Sister Aloysius Martyn and the Sisters of Mercy first arrived in Bendigo. This year we are joyfully celebrating 140 years of education inspired by the spirit and ethos of Catherine McAuley, the foundress of the Sisters of Mercy.

We sincerely thank the Sisters of Mercy for their extraordinary service to the Bendigo community, educating thousands of children and working tirelessly wherever their help was needed, including in prisons, health and aged care.

A Jubilee Mass was recently held in the Sacred Heart Cathedral, celebrated by Bishop Leslie Tomlinson DD. Sisters of Mercy, past Principals and our community of students and staff gathered to give thanks for the courage, vision and dedicated service of the Sisters of Mercy in Sandhurst for the past 140 years.

Mr Brian Turner, Principal



Mother M. Aloysius was a "highly educated and most accomplished lady, well versed in science, arts, music, and languages". She spent her life "teaching and nursing all in need of her aid, without distinction of creed or country". A tragic event in her early years fuelled her determination to dedicate her life to the service of God. In the Bendigo Convent Mother M. Aloysius established a steady rhythm of religious life and her love of Christ was at the core of all her works.

In 1892 Mother Aloysius undertook her third foundation, answering the call to establish a convent and school in Tasmania, where she lived out her life in the service of the people of Latrobe.

Name	Age	Residence	Parents Occup.
Miss M. Aloysius	10	Abbeville Road	
Miss R. Aloysius	15	Barbery Street	Cat. keeper
Miss M. Aloysius	12	St. Charles Street	Clerk
Miss M. A. St. James	12	River Street	Butcher
Miss A. Aloysius	9	Witchfield Street	Constable
Miss E. Aloysius	6	River Street	Butcher
Miss M. Aloysius	1	Market Square	
Miss M. Aloysius	7	River Street	
Miss M. Aloysius	7	Endeavour Street	Cat. keeper
Miss A. Aloysius	6	Witchfield Street	Butcher
Miss A. Aloysius	6	Home Street	Butcher
Miss A. Aloysius	6	St. James Street	Butcher
Miss E. Aloysius	6		
Miss A. Aloysius	5	Williamson Street	Butcher
Miss A. Aloysius	6	St. James Street	Butcher
Miss M. Aloysius	12	St. James Street	Butcher
Miss M. Aloysius	10	St. James Street	Butcher
Miss M. Aloysius	17	St. James Street	Butcher
Miss M. Aloysius	12	St. James Street	Butcher

140 years of Mercy

The community of Catholic College Bendigo gathered on Thursday, July 28, to celebrate the outstanding contribution of the Sisters of Mercy to Catholic education in the Sandhurst Diocese, over the past 140 years.

The important anniversary holds a significant place in the history of the Sandhurst Diocese, established in 1874 and acknowledges the pioneering spirit of the Mercy Sisters, who arrived in Bendigo in 1876.

More than 30 Sisters of Mercy attended the Jubilee Mass at Sacred Heart Cathedral in Bendigo, celebrated by Bishop Leslie Tomlinson and diocesan priests.

Bishop Leslie Tomlinson said it was easy to identify the influence of the Sisters of Mercy in the history of Catholic education in Bendigo and throughout the diocese, as their work in Catholic education extended to Shepparton, Mooroopna, Benalla, North Bendigo, Quarry Hill, Kangaroo Flat, Kennington, White Hills, Eaglehawk, Euroa, Tatura, Cobram, Yarrowonga, Wodonga and Nagambie.

"To limit the Mercy influence to the field of education would be a great understatement of their significance in the mission of the Church of Sandhurst," said Bishop Tomlinson.

"For a period they were responsible for our Catholic hospital here in Bendigo and for some years have been the provider of Catholic care for the aged at Bethlehem in Bendigo and Mercy Place in South Shepparton. Over and above these contributions,

the Sisters' presence and participation in the life of our parishes has been enormous," he said.

Principal of Catholic College Bendigo, Mr Brian Turner spoke about the significant contribution of the Sisters of Mercy in the history of the College, before former Principal Sr Mary Duffy was invited forward to share her memories with the congregation.

Following the Mass, representatives from the Sisters of Mercy were joined by special guests and College members at Catholic College Bendigo, Coolock Campus to continue the celebrations.

A newly established heritage room was officially opened to commemorate the occasion. The carefully curated collection of artefacts including past uniforms, photos and an historic timeline will be on permanent display at the College's Coolock Campus.

Sisters of Mercy mingled with staff, student leaders and invited guests for a celebratory morning tea held at the original St Mary's Hall. A digital display of old photos was a focal point for guests and provided a chance for the Sisters to reflect and share cherished stories of their time at the College.

Many Catholic schools across the Sandhurst Diocese were established by the Sisters of Mercy. These communities owe much to the pioneering Sisters of Mercy whose dedication and sacrifice tell much of the story of our diocese, along with the many other religious and lay women and men who have helped shape Catholic education throughout Australia.



L-R: Sr Helen Forbes RSM, Brian Turner (Principal - Catholic College Bendigo) & Sr Kathleen Slattery RSM



L-R: Madison Westbrook, Sr Maureen Sullivan RSM, Sr Kathy Ryan RSM & Gabrielle Henthorn



L-R: Sr Kath Tierney RSM & Sr Marie Bourke RSM



L-R: Gabriella Rosaia & Jack Francis

doxaschoolbendigo

valuing the diversity, resilience and potential of young people

10 YEARS of EDUCATION Anniversary Celebrations

For the past decade, Doxa School Bendigo has been offering an alternative educational experience for students in central Victoria. Since the doors were first opened in 2006 more than 500 students have benefited from this unique setting.

Established to meet the need of students struggling with traditional, mainstream schooling, Doxa has changed the lives of those who have passed through its portal over the past ten years. As we pause to celebrate Doxa Bendigo's 10-year anniversary, Principal, John Russell answers 10 questions about the journey so far.

1. What does Doxa School offer students struggling with mainstream education?

I have worked in education for over thirty years, and during my 20+ years in mainstream schooling it was obvious to me that our system doesn't cater for the needs of all young people. Working at Doxa School has given me the opportunity to provide a second chance for some of our region's most vulnerable children.

2. How is the Doxa School Bendigo different from mainstream schools?

It is important that Doxa School doesn't just replicate what happens in a mainstream school. Our belief is that we need to make each student's choice an opportunity to learn. At Doxa School we place a significant emphasis on well-being and good mental health, our curriculum has a strong personal development and emotional literacy focus alongside the normal academic program. Our school rules, Be Responsible, Be Kind and Thoughtful, Be Fair and Be Safe, promote an environment where students feel safe and encourage a sense of belonging that enables trusting relationships. Relationships that are real and based on trust are the key to enabling our young people to achieve their potential.

3. Why is providing an alternative education model important?

Educational settings in Australia are based around a 'one size fits all' mentality and clearly, it doesn't! Some schools are innovative and explore new ways of learning and teaching but still, alternative settings and flexible learning options have a real place in providing opportunities for the ever growing number of young people who are unable to engage in mainstream education.

4. You have an annual awards ceremony, why is this important for students and their families?

Our annual awards evenings are fantastic celebrations of our young peoples' achievements over the course of the year. One of my greatest joys is to see the excitement and pride on the faces of students as they are acknowledged. Even better, the look of pride that parents and families have when their daughter or son, sister or brother is recognised in a way that they may never have been before.

5. 10 years is a significant milestone and you've been at the helm the whole time. What are the biggest changes you've seen at the school over the last decade?

The original program was based on the successful Doxa School West Melbourne program which saw a 6-month enrolment for students aged from 11 to 15, and a 12-month outreach follow-up support program. Doxa Bendigo began with 13 students. We now have a program that works with students aged from 12 to 18; enrolment timeframes are more flexible with some students here for six months or remaining for up to three years depending on their needs. The changes we have experienced have come about as we have tried to accommodate the evolving needs of our students and our community. One thing is certain about Doxa School, nothing stays the same; it is a dynamic evolving environment. That's what makes it such an interesting and challenging place to work.



6. What have been some of your favourite moments from the last 10 years?

Our awards evenings are a favourite event for me each year, but there are many other moments and aspects of my time here over the past ten years that have been wonderful. There have been many camps and excursions that have provided wonderful experiences for our students. Simply seeing some of our students escort visitors around our school and to hear them speak so proudly of our school community is a joy. Often the most powerful moments come from a few words of appreciation from a student or parent, then I realise the work we do here is worthwhile and important; it really can change people's lives.

7. Can you tell us about some of the school's success stories?

There have been over 540 young people who have been enrolled at Doxa School Bendigo over the course of our story. All of these students attended here because they were having difficulty maintaining their enrolment in their mainstream school or were not attending school at all. Many of these young people have achieved success, back in mainstream education, the workforce and other learning environments. One student who comes to mind is Matt. He joined the Doxa junior program a few years ago, and while it took him some time to settle into the program, he was determined to gain the skills needed to secure a job. Matt graduated to our senior program and joined the engineering group where he developed a passion for mechanics. He dedicated himself to obtaining work experience and eventually was successful with a local workshop.

Matt was offered an apprenticeship and grabbed this opportunity with both hands. Earlier this year he was named Bendigo Kangan TAFE Automotive 1st Year Apprentice of the Year. There are a lot of great stories from the past ten years and Matt's story is just one of them.



8. How were students involved in the 10th anniversary celebrations?

Students were involved in the 10-year celebrations, providing catering, video presentations, photo boards and participating in a question and answer session at the Anniversary Gala Ball.

9. How did you celebrate the 10th anniversary of Doxa School Bendigo?

The school community celebrated in October over three days. The celebrations commenced with an Open Day followed by a Gala Ball, finishing with an anniversary Mass held at St Kilian's Church in Bendigo.

10. Where do you see Doxa School Bendigo in 10 years time?

For Doxa School, the changes will be around our ability to cater for individual student needs in what should be a more flexible learning environment. It would be great to see mainstream schools hasten endeavours to provide a broader and more flexible range of options for all their students, to better cater for those who need something other than what can be provided in the mainstream classroom. Bendigo is lucky to have innovative and risk-taking schools that do try to provide for the vulnerable and marginalised in their communities. Doxa School is proud to have been able to support these schools and some of their students over the past ten years.

John Russell
Principal
Doxa School



Educating Today and Tomorrow

An Australian Model

Thailand CEC Conference - August 2016

The Deputy Director of Catholic Education in Sandhurst, Mr Michael Hopkinson was recently invited to address the annual National Conference of the Catholic Education Council of Thailand, in Pattaya near Bangkok. The invitation was a follow-up to the very successful visit hosted by Catholic Education Sandhurst in 2015, with a delegation visiting both the Catholic Education Office and a selection of Bendigo schools.

Mr Hopkinson presented a 90-minute keynote address to the 530 delegates from the Catholic Education Council of Thailand entitled, 'Educating Today & Tomorrow: A Renewing Passion – An Australian Model'. An edited extract from the keynote presentation appears below.

Australian families are actively seeking quality schooling for their children and Catholic education is seen as a system that can deliver this. Catholic schools have never looked better, with the results we are achieving both academically and in developing well-rounded young people who enter society in a positive and engaging way, demonstrates that we are achieving the goals that we set ourselves.

Like all systems, Catholic education is tested at times, whether it be around funding or other changes. It's

about how we respond that is important. Our schools are full and focusing their energy on being the very best they can be.

The role of our teachers in schools is to remain attentive to the core business of learning and teaching in the best possible way within the context of the Catholic story. As John Hattie from the University of Melbourne reminds us, 'it is the teacher that makes the difference'.

How do we maintain the quality of Catholic teaching and not just water down our approach? We cannot afford to lose our Catholic Identity whilst we are the stewards of education. This can be hard and we must be attentive to it, but how is this done when our schools are only run by the laity?

Our lay men and women who work in our schools are fully committed to leading the learning, in a way that ensures they are well placed to pass on the message as witnesses of Christ. They attend professional learning opportunities, specifically in the area of Religious Education as well as other subject specific areas. They are attentive to their own personal spirituality, through attendance at retreats. They participate in formal study that gives them the background knowledge to teach Religious Education with authority and authenticity.



To be a high-performing and successful quality Catholic system, the attention to the pedagogical approach is critical. Young people learn in a variety of ways including entering school digitally literate. As educators, we must ensure that we engage our learners in rich and varied learning opportunities that will prepare them for a world where we are still unsure of what the jobs will look like.

Australian schools have been challenged by changing structures, from traditional style classrooms to contemporary learning spaces that actively allow the facilitation of good learning to occur. The students seem far more comfortable in this environment than some teachers. Our students are flexible, adaptable and resilient. Whilst these attributes are profound, we must never take for granted our overall intention around providing quality Catholic Education. Regardless of the environment, it is ultimately the relationship between the teacher and the student that will make the difference. If the student feels supported and can learn in a safe and supportive environment, we know that the opportunity for success will be exponentially increased.

Contemporary practice encourages students to learn at a pace, and in a place, that enables them to be action researchers and to be metacognitive in their approach. We want our students to be curious and to be problem-solvers. We want our students to be socially adjusted in an environment that allows their creativity to be stimulated and for them to feel a genuine sense of belonging. Getting the balance right of providing a curriculum that is relevant and delivered in an authentic environment is still proving difficult for some. Most schools have developed a culture of Professional

Learning Communities (PLCs) where teachers meet to plan their approach as well as reflect upon their practice and results. When undertaken in a supportive way, the PLC structures can truly enhance the quality of the teaching practice.

Educating parents around new ways of learning has been problematic in a number of school settings. Parents expect school to be like it was when they went there. Seeing students lying on the floor working, sitting in glass cubicles, writing on glass walls and the lack of desks in rows, are just some of the practices some parents are confronted by. Schools try to focus on the positives of this and put their energies into student achievement and happiness. All parents want their children to be safe, happy and to learn in the best environment possible. We are amidst generational change in schooling and, like all change, this takes time.

A major ongoing issue for a number of our schools is how to effectively integrate digital technologies into the learning experience. With the advent of social media, both positive and negative attitudes and behaviours prevail in our schools. Whilst we are well advanced in our work in this area, there is still a long way to go. Unfortunately practice sometimes outstrips policy and this makes life very difficult for administrators.

We must ensure that our teaching is relevant to the students, and that contemporary methodologies are applied to ensure students are well prepared for their life, post-school. If both the information and environment are the optimal, then the conditions for success have to be much improved. We need to be increasingly vigilant as to our status as authentic Catholic Schools and all of the responsibilities that this brings with it.

Mr Michael Hopkinson
Deputy Director: School Improvement
Catholic Education Office Sandhurst



COLLABORATION & celebration

Jasmine Ryan - Principal - St Patrick's Primary Pyramid Hill

Collaborate, Celebrate, Learn! These were the underlying themes for three primary schools in the Northern Plains Deanery as they came together to showcase their combined learning on the last day of Term 3.

Over the past year a commitment to professional collaboration has grown between St Mary's, Cohuna, St Patrick's, Pyramid Hill and St Joseph's, Kerang. Commencing with leaders and staff, the combined initiative is impacting on the children's learning in a positive way.

Staff and students from the three schools gathered in Kerang for the communal event, where each school shared a multimedia presentation aimed at hypothetically hosting the 2020 Olympic Games!

The Closing Ceremony was the culmination of term-long inquiry units across the schools where students were able to showcase their learning. The units were developed in collaboration with teachers from all three schools, and were supported by funding through the Phil Billington Scholarship, awarded at the end of 2015.

Multimedia took centre stage as children of all ages used a range of tools and techniques to demonstrate their knowledge. Green screening, garageband and various cameras were just some of ways children were able to create content for the presentation.

The day commenced with the official welcome, prayer and Acknowledgement of Country before students made their way into the school hall for a multimedia presentation of student work samples.

Following morning tea everyone gathered to view each school's pitch to host the Olympics. A high level of engagement and appreciation by all students was evident throughout the presentations; their attention and engagement was testimony to the quality and the diversity of the presentations on show.

Jasmine Ryan, Principal of St Patrick's, Pyramid Hill said although there was a winning pitch, the focus was clearly on children showcasing their efforts.

"It is important to note that many staff have taken risks and worked out of their comfort zone with the children's learning in mind," said Ms Ryan.

"Collaboration continues to grow in this part of the diocese and we look forward to taking this further in 2017."

The Philomena Billington Arts and Social Justice Scholarship was inaugurated in 2015 in honour of the former Director of Catholic Education Sandhurst, Ms Phil Billington. The award is presented in November each year.

Pictured L-R Darcy Pollock from St Mary's, Cohuna, Principal, Nick Hall and student Sarah Coplan from St Joseph's, Kerang, Principal of St Mary's, Cohuna, Lucy Keath and student Kizzie Pacala and Principal, Jasmine Ryan from St Patrick's, Pyramid Hill with the Collaboration Shield.





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