



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

BULLETIN

04 2017



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FOUR

EMBRACING STEM: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
CELEBRATING CONFIDENT COMMUNICATORS, CREATIVE AND CRITICAL THINKERS



#CHELSEA THE INSPO

Five years ago, Chelsea Agno graduated from St Mary MacKillop College with dreams of becoming an artist. Now that those dreams have been realised, Chelsea has returned to MacKillop to inspire the College's budding artists to do the same.

After a successful trial of the Artist@MacKillop program last year, MacKillop invited Chelsea to participate in the program for 2017, bringing her into the College each week to share her knowledge and skills with MacKillop's art students.

Chelsea is a graphic designer, illustrator, and artist with a passion for 3D graphics. In just five years, she has already had a successful career, winning multiple competitions, working for high-profile clients like hip-hop artist J. Cole, and has had her work featured in a range of magazines. She is now an intern with No Cure Magazine.

With art in her veins, as the daughter of an artist, art has always been an interest. But she says the influence of her art teachers cemented her resolve to pursue a creative career.

"When I was at MacKillop, I tried to take every single art class that I could, basically because it was a bit of a refuge for me. I think it's important to find your passion as a student and put your energy into subjects you enjoy," she said.

"I think the teachers at MacKillop are part of the reason I have decided to pursue art later on in my life. They were all huge influences in my life and they were always really supportive of my style and what I wanted to do."

As part of the program, Chelsea has made presentations to the senior Visual Arts, Photography, Media, and Graphic Design classes and has been available to run workshops and mentor students one-on-one.

"I enjoy sharing my experiences, being able to have an impact on the students, and to inspire them and get them excited about art, because it is something I'm passionate about and I like to share my passion with others," she said.

So what advice does Chelsea have for MacKillop's aspiring artists?

"Don't compare yourself to other artists, work on your craft as often as you can, every day if you can. Take it easy, talk to other artists, and network.

"During my career, I've been rejected from a lot of competitions and a lot of jobs but that has directed me onto the right path and taught me some valuable lessons. I think it's important to receive criticism and receive feedback from other people in order to improve your work."



#NUDE FOOD DAY

At St Mary's we celebrate Nude Food Day once a month to encourage healthy eating habits and foster an awareness of good environmental practices. It is an initiative we have adopted school wide from K-6, to encourage students and parents to eat well, live well, and eliminate all unnecessary packaging and wrapping that comes into our school environment. We have a very supportive parent community that has embraced this initiative by preparing wonderfully healthy and colourful lunches on these days. The flow on affect has been transformative with 'nude food' becoming normal everyday food our students are eating. This amazingly simple concept really empowers our students to acknowledge, participate and to create change. Our students have become extremely enthusiastic and proactive in making good healthy choices for their bodies and for our environment. They are proud of what they know, what they do and what they have achieved through making small changes. The children realise the effects are long lasting, that are assisting to care for themselves and the future of our environment.

Mr Michael Lowe, Principal
St Mary's Primary School, Moruya NSW





#MAKERSPACE CODE DAY

St Vincent's shared the success of its Makerspace philosophy with other schools hosting a day to learn together through making, tinkering, art, and engineering real things. The St Vincent's collaborative Makerspace Code Day provided students from St Monica's Evatt and Mother Theresa Harrison with the opportunity to learn from each other and further their knowledge in STEM subjects, especially in coding and programming.

At St Vincent's teachers and students know that great learning happens through making, tinkering, art and engineering real things based on an individual's interest. Students are fully engaged when they are provided opportunities to work on their own idea and create something new. Tinkering is a way to approach and solve problems through experimentation and discovery. Engineering builds a bridge between the ideas of tinkering and the formal aspects of science by being able to explain and predict various events. Art elements allow students' projects to become something aesthetically pleasing. The practical skills developed through this process build creative confidence in all students.

The collaborative Makerspace Code Day started with guest speakers from the St Francis Xavier's Code and Robotics Club and another guest speaker from the IC and LT industry. Both speakers discussed with the children ways that they can increase their coding and programming knowledge, skills and ideas.

Children broke into collaborative working groups where they built Rube Goldberg Machines, designed Scratch based video games and utilised GameStar Mechanic learning technology. They used mBot robots to plan, code, and redesign their thinking to solve a variety of math and puzzle based problems.

Turning St Vincent's into a Makerspace for the day, fully immersing in Makerspace philosophy and STEM with other schools, was a tremendous experience for both students and teachers. St Vincent's plans to host Makerspace Code Day again soon.

Mr Sam Beattie, Teacher
St Vincent's Primary School, Aranda ACT

#TRAILBLAZER – LEWIS ALLBONN

August 2017 will be a busy month for 10-year-old champion bike rider Lewis Allbon of St Joseph's O'Connor as he travels to Canada to compete in a major event called Crankworx at Whistler.

He is looking forward to racing at one of the world's biggest bike parks following a special invitation to compete in the 10-12 year old Air Invitational DH, a coveted event.

This Year 5 student has been a keen bike rider for several years. He got his first bike at three years old and by five, had started riding to school every day. Afternoons and holidays were always spent at skate parks and dirt jumps, and over the years Lewis has ridden at more than 200 skate parks throughout Australia and New Zealand. Lewis has been a strong advocate for riding to school, and in 2013 for the annual "Ride to School Day" he arranged for some of the Australian National Road Cycling team (including Caleb Ewan) to accompany the St Joseph's children as they rode to school.

In 2015, Lewis was invited to ride in the "Lil Pros BMX Tour" in Qld and NSW, which is part of a global tour for kids doing tricks on their BMX bikes.

BMX racing has been another of Lewis' cycling passions, and in 2016 at Canberra BMX Club in Melba, he won all three club series championships for 11-12 year olds, and was overall club champion for the year.

2016 saw Lewis move up to big wheeled mountain bikes and compete in events such as Downhill (DH), Gravity Enduro (GE), and Cross Country Olympic (XCO). Racing has taken him to many places in Qld, NSW and Victoria and lots of trips to Thredbo to practice. In his first year competing in the Under-13 category, Lewis finished 2nd in the 2017 National DH Championships at Mt Joyce Qld, 4th in the National DH series, 3rd in the 2017 XCO National Championships at Canungra Qld and 1st in the 2017 Oceania Championships at Toowoomba Qld.

Recently Lewis won two rounds in the Fox Rollercoaster Gravity Enduro series at Thredbo and Mt Stromlo. In the next school holidays Lewis will race the next round at Ourimba on the NSW Central Coast.

We wish Lewis well for his very exciting adventure in Canada .

Mr Peter Rodda, Principal
St John Vianney's Primary School, Waramanga ACT





#TALENT APLENTY AT STS PETER AND PAUL GARRAN

The children at Sts Peter and Paul Primary Garran remembered the sacrifice their Saints made for the benefit of all Christians on their feast day the 29th of June. Sts Peter and Paul both displayed the qualities of determination and courage throughout their lives as they dedicated themselves to honour and serve Jesus. Many students displayed these qualities too as they bravely shared their talents with the school in our Feast Day Showcase.

The children rehearsed and refined their acts for the big day. The variety of talents on show ranged from mime, magical mysteries, drama, poetry recitals, dance routines and of course some beautiful singing voices filled our hearts. The whole school and many parents too showed their overwhelming support and encouragement through a well-earned standing ovation at the end of the show.

The showcase was the final activity for what was an exciting and fun day. For the first time in a number of years the classes were buddied together as a way to build positive and respectful cross-age relationships. Together the buddy classes competed against each other in a tricky trivia challenge. The questions which came from many subject areas such as general knowledge, classroom topics, Saint themed, even some Japanese words peppered throughout, had the children searching for knowledge in a fun, engaging and team building way.

Of course every feast day must include something delectable to eat. This tradition was upheld with the children and teachers alike being treated to a sausage sizzle and delicious cupcakes supplied by generous parents who contributed to making this a very special day.

A general consensus from the very energetic and happy student body was that the day was, "Awesome and so much fun". What a great way to learn about and honour our Saints who guide us every day. Sts Peter and Paul, pray for us, as we do for you through our actions at school and in the wider community.





#STRESS LESS

In the lead up to the exam and assessment period the Student Representative Council (SRC) ran a Stress Less week to support students and staff through the demanding time in the semester.

College Captain and Chair of the SRC Megan Phipps said “We thought this was a really important thing to do for our students as everyone gets stressed around this time and it’s important to know that there are ways to calm down and not get overwhelmed.”

Whole school activities included a daily mindfulness minute that was integrated with prayer, and everyone was invited to walk around the oval during lunch time to promote the benefits of physical activity in managing stress.

The Year 7 and 8 SRCs provided an art activity for their peers. This activity helped students to relax by getting hands on with paint as they made collaborative canvasses that will be displayed in their PC rooms. Many students commented on how fun it was to play with the paint and get to know other people in Year 7 and 8.

Mindfulness and relaxation through spirituality was the focus for Year 9 students. The Religious Education faculty adopted the SRC initiative for Year 9 students to spend a part of RE lessons during the week practicing mediation through prayer.

Fun and physical activity was the main game for Year 10 students, who found stress release through playing an energetic game of dodgeball in the gym as they listened to music and had some laughs.

The highlight of the week for students in Years 10 to 12 was to cuddle a kitten, courtesy of Flossie’s Kitten Rescue. The idea was brought to the SRC by Jacinta Evans (Year 12). “Having the kittens come to St Clare’s was a lot of fun,” Jacinta said. “Patting animals is proven to have a calming effect and it was good to have a break from preparing for exams.”

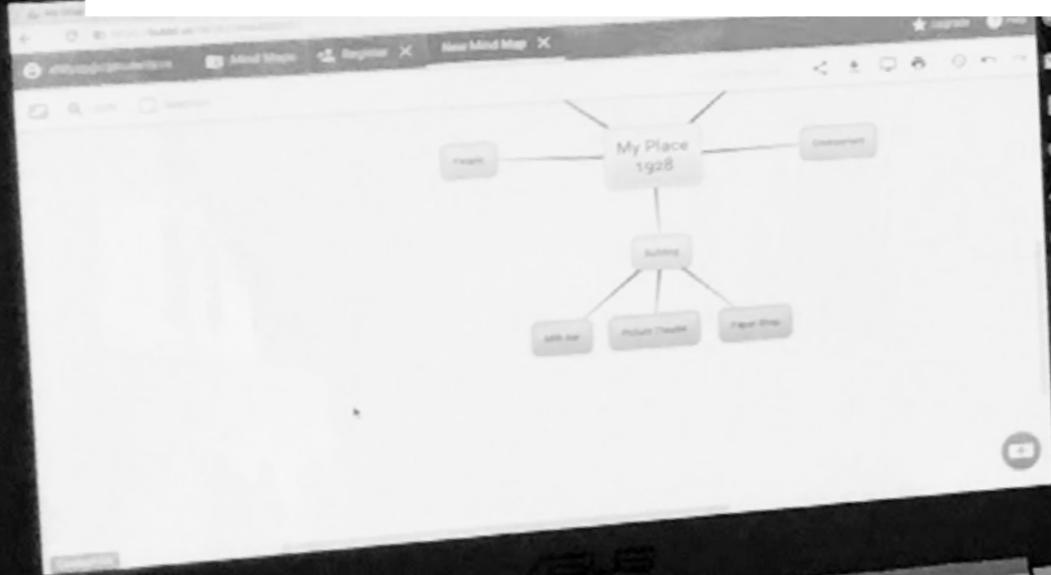
Not only is patting an animal proven to be relaxing, St Clare’s has also been able to support a worthwhile charity. “Bringing the kittens to St Clare’s helps to socialize the kittens before they are adopted, and also lets the students know who we are and what we do,” says Kath Crawford, the founder of Flossie’s.

The Stress Less week was well supported by staff who kindly donated their time and expertise to help run sessions such as meditation for seniors. Early reports suggest that the students at St Clare’s are eager for Stress Less week to become a regular part of the semester calendar- especially if it involves kittens!

Mrs Stephanie Burns, SRC Facilitator
St Clare’s College, Griffith ACT

GLOBAL LINKS

*"With engaged learners, the sky is really the limit."
Alice Shannon, Acting Principal, St Joseph's Bombala*



LINKING THE COUNTRY WITH THE WIDER WORLD

Linking the students of St Joseph's Primary School with the world has been an ongoing school priority for many years. Finally, in 2017 this long held goal has become a reality.

As of Term 1, students in years three to six have been assigned their own Chromebook. The students quickly learnt the new organisational system of Google Drive and are able to share their work with teachers 'live' at school or from home. The students have recently showcased their latest Project Based Learning (PBL) with the senior students researching their family history.

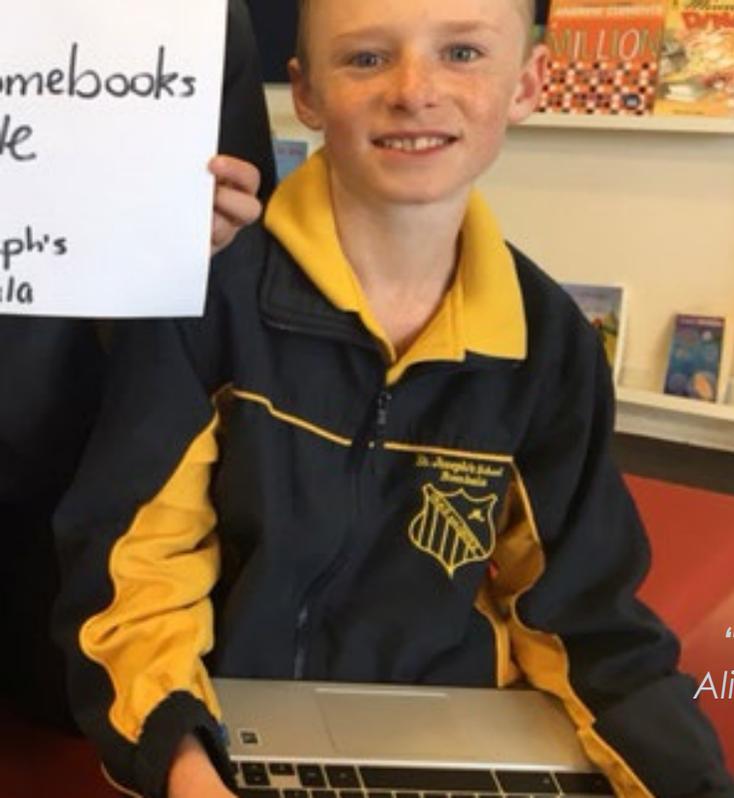
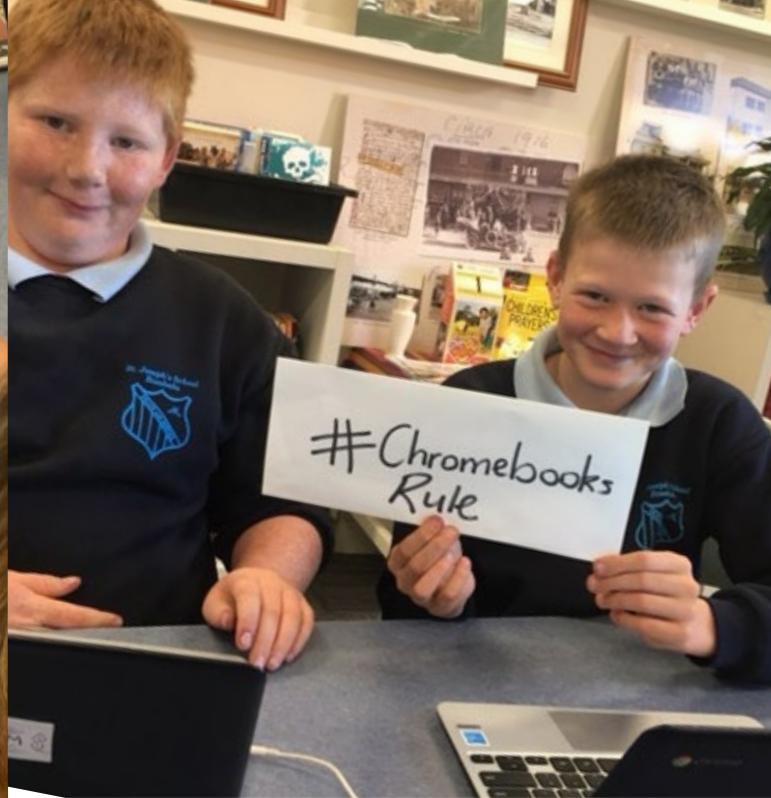
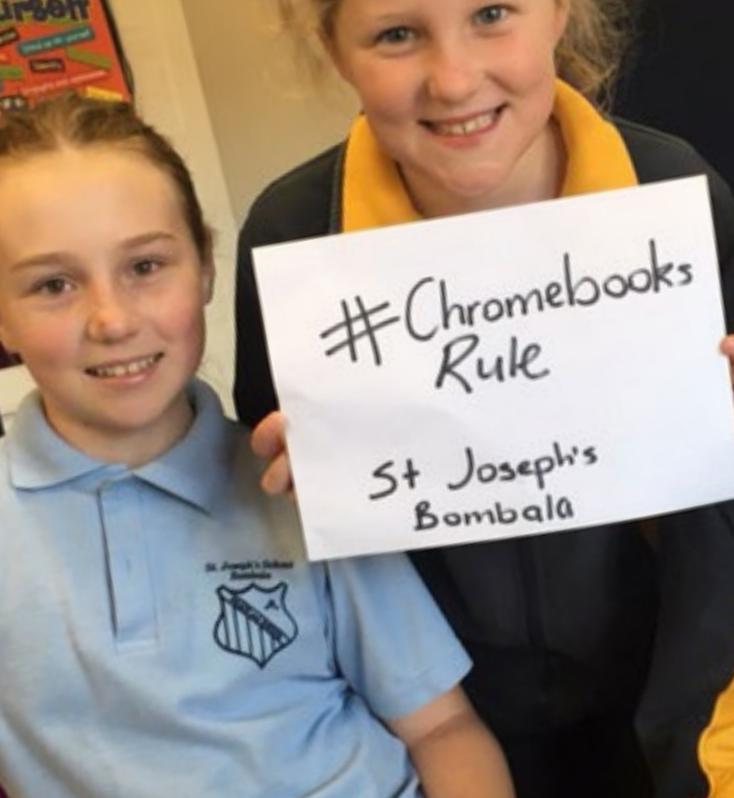
Teachers have reported a significant increase in students voluntarily wanting to continue their learning at home. When asked about her research project, Brylie reported, "It was really great to be able to access my drive from home and continue my PBL on my family history, I even spent some of my weekends visiting places so I could add more to my project".

In Term 2, several classes at St Joseph's used our new Video Conferencing system to journey to new and exciting places. Authors in Canberra took them on a personal guided tour of the State Library in Sydney, from their classroom in Bombala. With many more exciting video conferencing opportunities planned, Semester 2 looks to be full of fantastic learning opportunities.

With the colder months upon us this term, St Joseph's has introduced various Lunch Time Clubs, enabling our students to avoid the elements and extend their learning through optimal participation in subjects of their interest. Continuing the use of our Chromebooks, a Coding Club is now up and running at lunch time. Students are using the Code Studio (code.org) online course to master coding basics. After hearing from a Year 4 student, "It has made school my favourite thing on Mondays", we know this is a worthwhile activity. Our students have been having lots of fun learning how to be creators, rather than consumers, of digital content.

There is no doubt that our school has made many technological advances to date, however the most exciting part of the journey is ahead of us. With engaged learners, the sky is really the limit.

Mrs Alice Shannon, Acting Principal
St Joseph's Primary School, Bombala NSW



*"With engaged learners, the sky is really the limit."
Alice Shannon, Acting Principal, St Joseph's Bombala*



#HOOKED FOR LIFE

T.I.L.T stands for **Tailored Individual Learning Time** and is an initiative introduced to Mother Teresa School at Harrison by the current Assistant Principal, Mr. Craig Hart.

Many teachers, as well as our Principal, Mr. Hughes and Mr. Hart, decide on an activity to teach children that could lead to the discovery of a new life skill or passion through being involved in an activity for six weeks with a group of like-minded students. Some of these activities included sewing, fine arts, table tennis, photography, clay play, coding, bike riding, cooking and the best one of all, fishing!

A group of about 30 students chose fishing because our school is lucky enough to have someone teaching us who is also a champion fly fisher. He has represented Australia at World, Commonwealth and Oceania Fly Fishing Championships. Mr. Dawson is not only a world class fisherman but he is also a very patient teacher!

In Harrison, we have several very large ponds nearby that have been stocked with some native fish as well as carp and redfin. We decided as a group that our main target species would be carp and redfin but some of us were really hoping to catch a murray cod!

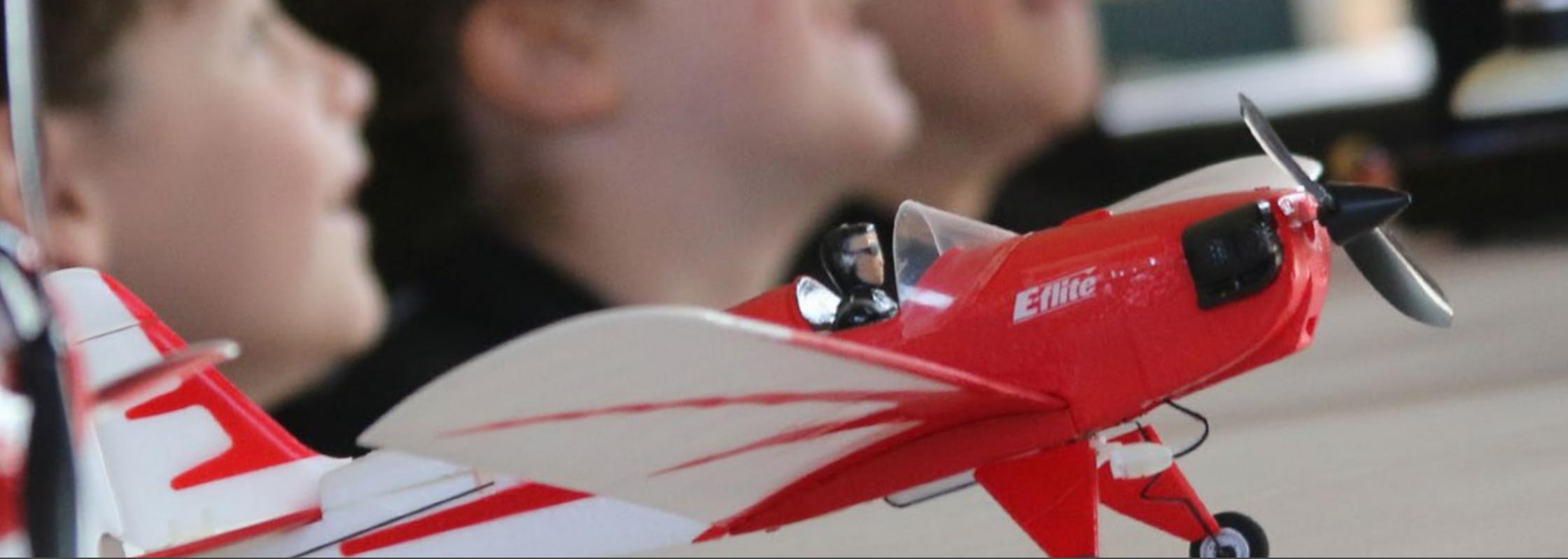
Carp are sometimes mistaken as really big goldfish! In the wild carp are usually an olive green to a bronze or silvery kind of colour. While the domesticated Japanese carp has a wider variety of colours. Usually combinations of white, black, red, yellow with orange markings.

The first time we went out, Mr. Dawson showed us how to use the lines, how to put bait on a hook, how to cast, rules and good places to go. It took some people a few tries to figure it out but we all got it in the end. Most people hooked a fish or two over the six Friday afternoons we did it. A handful of people were lucky enough to actually 'land' their fish. Regardless, it was super fun!

With T.I.L.T. fishing we learnt many things. We learnt how to cast a handline as well as with a rod. We learnt about using different types of bait when targeting different species of fish. We learnt about stream craft; knot-tying; but more important than any of the fishing-related things, we learnt about a highly valuable pastime that many of us will partake in in the future. Many of us are now asking our parents to take us out fishing on weekends. Some are asking for rods, hooks and sinkers, instead of iPads and computer games as birthday gifts. Some parents have been heard saying that it's a welcome change.

We would like to thank Mr. Hughes for encouraging us to participate in such a fun and rewarding activity and Mr. Dawson for letting us in on some of his secret fishing tips. We cannot wait to do it again later in the year.

Written by the Year 5/6 Students
Mother Teresa School, Harrison ACT



#ENRICHMENT CLUB TAKES FLIGHT

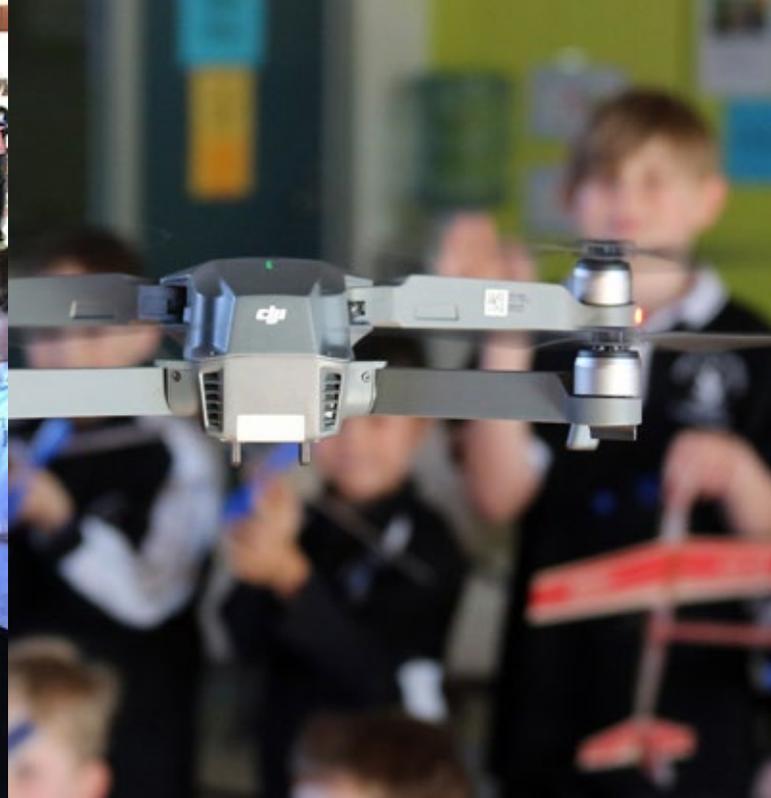
Rosary Primary School was indeed doubly lucky when a new janitor, Peter Ederle, commenced late last year. Not only could he keep our school surrounds spotless but he was a licenced model aeroplane enthusiast!

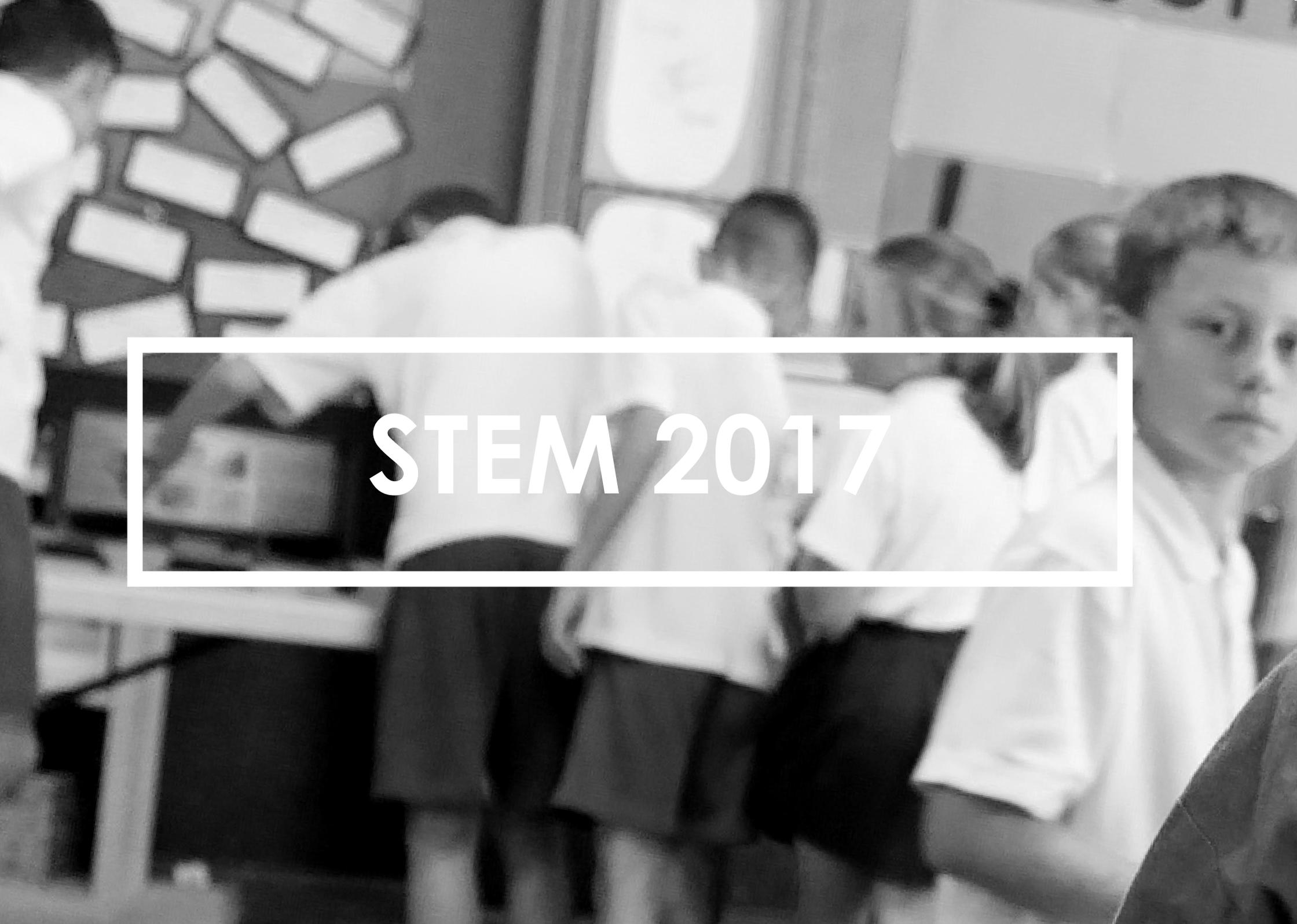
A quick conversation in the library one day has evolved into our very own Aero Club. We started with 20 keen participants watching a video and interacting with replica aeroplanes one Monday in the Library. It was fascinating. The size of these model planes ranges from small to the larger, to very large, requiring transportation on a specially converted trailer.

Further lunchtime sessions showcased aerodynamic information for discussion which lead to each student assembling a model plane of their own. Peter then enlisted the support of two colleagues from Belconnen Aero Club in Mitchell to assist with the flight of each student's model aeroplane. As if that wasn't enough fun, these gentlemen then brought in drones and planes to further excite and enthuse our students!

Next term, we will continue with Aero Club by looking at and using flight simulators to give our students realistic radio control flight training experiences.

Mrs Sandy Vincent, Teacher/Librarian
Rosary Primary School, Watson ACT





STEM 2017



#RETHINK, RECONSIDER, CHALLENGE

Children at Sts Peter and Paul Primary School, Garran, have embraced the new and exciting world of STEM, Science, Technology, Engineering and Mathematics. Once thought of as being nerdy, boring subjects the children have rapidly changed their thinking and are now happily exclaiming, “We didn’t know Science could be so much fun and useful too!”

The children were introduced to STEM through an interactive incursion, ‘Crime Stoppers’. They were required to assess the crime scene and use forensic science to solve the theft. Litmus paper, finger print powder, magnifying glasses and number clues all assisted in the children exposing the criminal.

STEM isn’t just a one- off exciting learning experience though. It is becoming embedded in all curricula areas as it encourages all children to rethink problems and reconsider their approach to solving open-ended questions.

Stage 3 children are team-building problem solving Maths Olympiad style questions to assist their higher-order thinking skills. The ability to work on these complex problems then allows them to look at other questions using similar strategies. Coding is also being undertaken every day by these students who are required to assess what they want the computer program to do and write a code to make it happen.

Raspberry Pi anyone? Stage 2 children are using these microcomputers to begin programming tasks. With the assistance of two of our parents who themselves are programming engineers, the children will learn to use PYTHON programming language to manipulate this technology to engineer simple computer games. They have also been able to use Lego Technics and Bee Bots to assist them to realise that things aren’t always as complicated as they first seem.

Parent engagement has also heightened learning with two sessions held over the course of an evening and morning. The enabled parents to work with their children to design straw bridges, play with the technology on hand and relish the challenges that STEM offers the students at Sts Peter and Paul Primary.

STEM encourages all children to challenge themselves and think outside the box. What an exciting way to invigorate children about these four facets of innovation.

Mrs Margaret Pollard, Principal
Sts Peter and Paul Primary School, Garran ACT



#STEM: ANALYSIS AND CREATIVE THINKING

This year at St Joseph's School O'Connor, we are focused on assisting our students to develop interest and confidence in STEM projects. This will develop lifelong skills. To generate enthusiasm in STEM we have commenced a weekly STEM Club. This provides students with the opportunity to engage in short projects and develop the skills of problem solving, critical analysis and creative thinking. The club has an average attendance of fifty excited students who quickly engage in designing, creating, testing and modifying. Students of all ages work together sharing ideas and supporting each other.

The running of STEM Club has been supported by the creation of two Maker Space stations. The stations contain a variety of resources and tools that the students can easily access. The Foundation to Year 2 station is focused on hands-on building and creating that relates to the natural world. The Year 3 to 6 station is focused on programming and electronics to provide solutions to real world problems. The stations also promote the integration of STEM in classrooms.

"I think Stem Club is good because it lets us be creative and it gives us a break from our everyday lunch break. It lets us learn new things and it teaches us not to give up and to try new things. The sort of things that we do at stem club include using only limited supplies to try to hold something, weight or make a supportive thing out of ten straws or paddle pop sticks with never-ending tape," student Ellie said.

"I like that it is a very calm environment and that people are having fun. It tests your construction abilities and you get to make an exuberant creation of something very quick. The main thing about your creation is nobody can change it and make it different, and there aren't any right or wrong answers," student Savidu said.

"I really like Stem Club because you have to test your mind and you have to challenge yourself to create towers, sling shots and creative things. My favourite challenge so far was to make a tower that can hold a tennis ball five centimetres off the ground, only using 10 paddle pop sticks and a piece of tape. Overall I think Stem Club is a really fun activity," student Emme said.

Looking to the future we hope to extend our STEM Club to work with community organisations, solving real world problems.

Mrs Vanessa Ross, Teacher
St Joseph's Primary School, O'Connor ACT





#FULL STEM AHEAD

How will we fit STEM into an already overcrowded curriculum? How do we build teacher capacity and engagement with STEM? What resources will support our practice? How do we build units of work that are relevant to our school and not a cut and paste of someone else's ideas and situation?

These are some of the questions that St Francis of Assisi staff have wrestled with as we have tried to launch an authentic STEM initiative for our community in 2017. To begin with, much of our decision making has been informed by research from ACARA conducted with STEM trial schools across the nation. This research advised that designing your own units was the most effective way of improving student STEM literacy and performance.

To this end, receiving an initial grant from the Archdiocese enabled us to source professional learning for members of our STEM committee and from there momentum has started to build. At the time of writing our school:

- Has collaboratively developed problem based STEM units of work that address Content Descriptions from the Science, Digital and Design Technologies and Mathematics curricula as well as the ICT Capability.
- Has sourced coding and robotics resources to enrich units through a technology enabled approach rather than having these resources as the principle focus of our STEM program.
- Has created a makerspace that all students access every week.
- Has dedicated weekly timetabling of STEM for K-6.
- Is building staff STEM literacy through ongoing PL, both on and off site.

Our future directions involve developing partnerships with industry mentors and institutions such as Questacon and CSIRO and interschool collaboration is also on the horizon. Student engagement with STEM lessons has even surprised teachers, as has their interest in STEM related fields outside the classroom environment. Full STEM ahead!

Mr Jamie Kemp and Mr Peter Collins, STEM Coordinators. St Francis of Assisi Primary, Calwell ACT



#WE'RE ALL IN THIS TOGETHER

It's back to the books for Year 12 student Ethan Betts, who appeared in Trinity Catholic College Goulburn's rendition of the popular Disney film, High School Musical, as the male lead Troy Bolton.

Stepping into those white basketball sneakers was familiar territory for seasoned actor Betts, with performances from the Lieder Theatre under his belt.

Female lead, Rowena Russell, played Ethan's on-stage flame, Gabriella Montez, at East High School. For Rowena, singing is second nature and also sees a lot of herself in her character. Rowena is not shy when it comes to performing in front of a crowd and enjoyed the opportunity to be involved.

Both Troy and Gabriella audition for the school's musical when Sharpay Evans, the high school diva, tries almost anything to interfere with their friendship and snag a spot in the musical with the help of her brother Ryan Evans.

Despite the tension at their school, Bolton and Montez push through and inspire others to not *"stick to the status quo."*

"It expresses a great message about the struggles of being in high school and what is expected of you," said senior student Jesse Price. *"Everyone is involved in so much, and this is a musical about encouraging people to step out of their groups and really explore what else they are good at in life."*

Disney's High School Musical was a great choice for Trinity Catholic College to showcase the many talents of our musicians, performers and athletes. The four performances, and one open rehearsal for our local feeder schools and aged care facilities, would not have been possible without the time or care of our volunteers. Forming our unique force of volunteers were our teachers, students, Alumni, administrators, maintenance crew, parents and grandparents who all worked together to create a wonderful show.

Together they have painted, sewed, hammered, glued, paper-mached, hair-sprayed, danced, applied make up, dressed, managed backstage, directed, supervised, photographed, ushered, fed, created melodic music and much more!

To all our Wildcat supporters, we say thank you!

Mrs Tanya Appleby, Principal
Trinity Catholic College, Goulburn NSW





#SRI CHIMONY PEACE RUN

The children of St Joseph's Adelong were lucky to have a visit from the Sri Chimony International running team. The team runs all over the world spreading their message of peace, and landed in Australia in May.

On their way from Brisbane to Adelaide they spent time with our children talking about their mission and the countries they visit. They showed a video of their journey. In preparation for the visit the children had worked together to come up with their own peace pledges which they handed to the runners along with some paper doves – an international symbol of peace.

The children relished the opportunity to go for a run with the team and to hold the torch. Students learnt the very powerful message that Peace begins with them, in their hearts.

Mrs Kirsty Beavan, Principal
St Joseph's Primary School, Adelong NSW





#UN YOUTH AUSTRALIA MODEL GENERAL ASSEMBLY

Year 9 Students at St Patrick's spent the day with UN Youth Australia to learn about how the United Nations works.

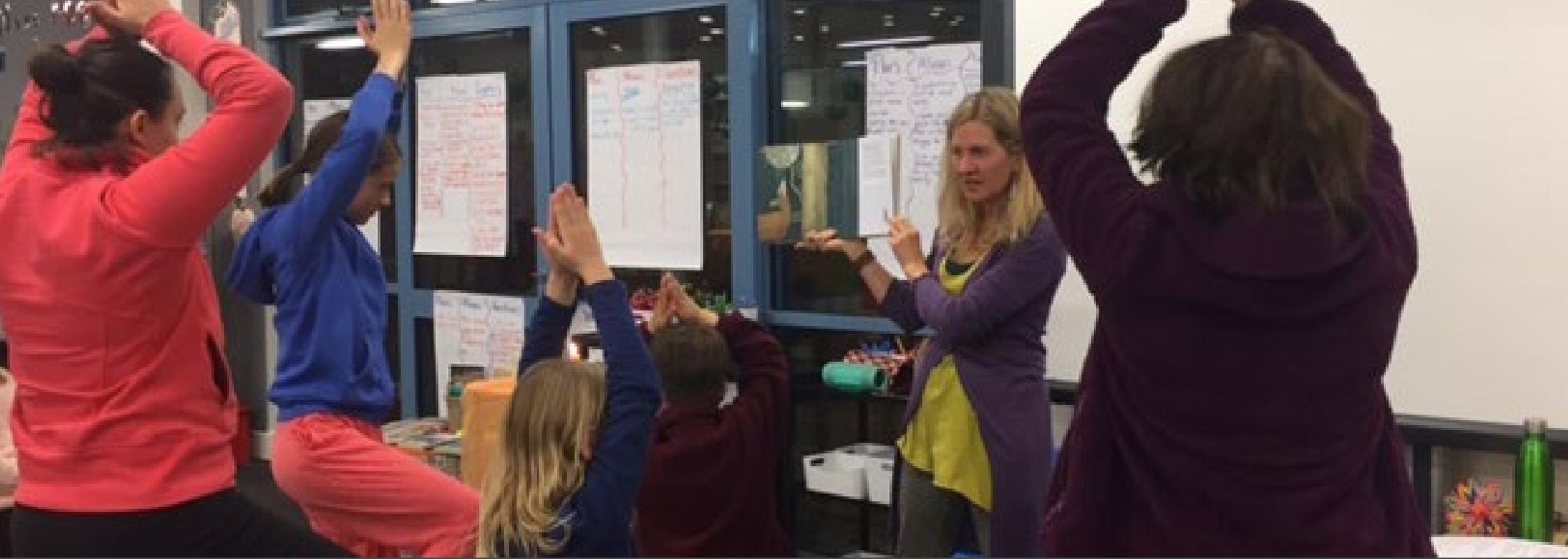
Students were allocated a country and represented that country to debate two resolutions during a model UN General Assembly. Students amended clauses, negotiated with countries and debated the merits of two UN resolutions regarding organ trade and targeted killings.

Both resolutions were amended and a vote taken – one was accepted and one was defeated.

Students then broke into small groups and entered into crisis talks between South Korea, North Korea and China. Diplomats were kidnapped, embassies were bombed and despite strong negotiations, the crisis could not be avoided and war broke out before the end of the school day.

The way students participated and debated important global issues was incredibly impressive. We find out soon if any students were selected to move on to the ACT competition to be held later in the year.

Mrs Frances Robertson, Principal
St Patrick's Parish School, Cooma NSW



#WHY MEDITATION FOR CHILDREN?

St Clare of Assisi was fortunate enough to have Suzanna Thell present a night on Why Meditation for Children? St Anthony's and St Francis families were also invited and we had a wonderful turnout. Suzanna Thell is the founder of the Yoga Garden and has been teaching yoga, relaxation and meditation to children and teenagers in the ACT over the past 12 years. She facilitates workshops for teachers in the early formative and primary school years giving them practices to foster happy, harmonious learning environments with healthy, well balanced children.

Suzanna, is an author of a children's yoga book titled Deer-lightful. The book is a guided relaxation, providing techniques to help your child release any tension or anxiety, improve sleeping patterns and helps to access their inner strengths and potential. Suzanna's goal is to energise, strengthen and empower the trio of body, mind and soul so that young people grow up with all the skills they need to live a fruitful life of balance and harmony with peaceful, happy hearts.

Suzanna believes that self-knowledge is the key benefit to the practice of meditation. Much of life is spent on learning about external things. Meditation creates the opportunity to create balance and learn about what's going on inside. It helps develop resilience, self-confidence, trust, respect, concentration and gives children a strong, personal foundation to be built upon over their lifetime.

During the evening Suzanna helped to bring a deeper understanding of meditation and how it can be easily incorporated into your child's day to bring about these benefits. She also shared some simple yoga and breathing techniques that aim to move you/your child to a state of inner stillness where a state of meditation can be easily accessed.

What lies before you and what lies behind you are tiny matters compared to what lies within you.

Mr Ralph Waldo Emerson, Teacher. St Clare of Assisi Primary School, Calwell ACT





LEAD 2017

#LEAD CONFERENCE 2017

On Monday the 3 July, the Director Ross Fox opened the 2017 LEAD Conference by welcoming staff from across the Archdiocese and acknowledging their willingness to give up their time to attend an important educational opportunity. This year the focus and theme was to discuss the impact and role of “Feedback and Reflection” on leadership and developing capacity in others.

The first keynote speaker was Dr Leoni Degenhardt who is the Emeritus Dean of the AIS Leadership Centre in Sydney. Her work in supporting current and future school leaders to lead and manage the complexity of contemporary educational environments was thought provoking and motivating. Her wide experience in teaching in the government and non-government sector in rural, urban and suburban areas; holding regional and head office positions in the Catholic Education Office, Sydney; as deputy principal of a highly multi-cultural inner-city Sydney school and principal of a large co-educational Catholic systemic school in the south-west of Sydney, before her appointment as the first lay principal of Loreto Normanhurst, made her an excellent role model to see the powerful contribution that feedback and reflection can have on educational leaders. Her presentations left many participants inspired and challenged.

The delegates were then challenged by the research around effective leadership and how this can be most effective in performance management and leadership capacity development. Mary-Jane Carroll-Fajarda, Sheridan Kerr and Dominic Braybon discussed current research around effective feedback and the potential impact this can have on staff wellbeing.

Day two was a workshop based session run by Ken Warren of Positive People Solutions. Ken is a Relationships Specialist who helps teams to perform at their very best. Through his enjoyable and interactive program, Ken works to build stronger, more positive and effective teams; handle difficult conversations in a more confident and positive way; and enhance personal resilience and well-being at work.

Once again the venue of St John Paul II College provided an excellent opportunity for staff to meet, relax, learn and enjoy each other’s company, whilst learning skills to continue to provide a quality education for all students in our Catholic system schools.

Mr Dominic Braybon, Officer
Catholic Education Office



#YOUNGEST PILOT IN AUSTRALIA

We congratulate Jade Esler, Merici College Year 10, on receiving her recreational pilot Licence on Saturday 17 June. Jade also celebrated her 16th birthday on the same day. Jade is the youngest pilot in Australia and plans to continue her aviation training, aiming to receive her Commercial Pilots Licence on her 18th birthday.

Here is Jade's story.

"I have always been in and around aeroplanes. When I was 2, my dad got his private pilot's licence and I would be strapped into the back seat of the plane with my headset, dead to the world, on the way to the latest flyaway. When I was 5, my dad let me sit in the front of the plane and hold the controls, I loved it. I was always curious as to what was going on, every time that Dad would take me up, he would teach me what a different instrument did.

By the time I was 7 I knew what everything did and how it worked. When we went on holidays, flying was always my favourite part. I made my parents get to the airport really early so that I could sit on the ground and watch the planes for hours. It was no surprise that I wanted to be a pilot, none at all! It was in my blood! Both my grandfathers and my dad are pilots and aviation fanatics. Most kids play 'I spy' on road trips, we played 'say the car's number plates in the phonetic alphabet'. In August 2014, my mum saw a lady selling cupcakes at a market stall. I had always loved cooking and baking so she thought it might be a fun thing for me to try. I took up the challenge immediately and after an initial setback, the Sugar Bite, my cupcake business, was up and running. In December that year, my dad pointed out that I had enough money to do a few flying lessons and that he would be happy to take me to his old instructor in Cowra. I happily and excitedly obliged and we went down to Fly Oz for my first lesson. The second I got into the plane I knew that this was something I wanted to do. I couldn't wipe the smile from my face and all I wanted to do was to get back up into the air. Since that first lesson and the inception of Sugar Bite, I have flown over 30 hours and sold over 20,000 cupcakes at weddings, parties, corporate events, engagement parties and my regular markets. My business is rapidly increasing, which means I have been able to afford more flying lessons. I still manage to keep myself organised and on top of my school work, maintaining my grades, while wrestling all of this madness.

I turned 15 on Friday June 17. This in itself was not a big deal but it meant that I was legally old enough to fly solo and at 8:30 that morning, that was exactly what I did. The day was wet and gloomy, luckily, finding a break in the weather, I jumped in the plane with my instructor for a final check. We did three circuits with the eyes of four Sunrise (Channel 7) television cameras watching us before I taxied in to let him jump out. With a final good luck, I taxied out to the end of the runway, more nervous than I had ever been before. As soon as I applied full power for take-off, all of my nerves disappeared and I settled into the natural routine of circuit flying. Six minutes later I landed the plane and started to taxi back to the airport. The feeling of wonder and accomplishment came rushing as I jumped out of the plane. I gave my brothers a hug and quickly got out of the rain.

On the following Monday morning, I appeared on Channel 7's Sunrise Morning Show with a prime time segment about my first solo flight. With an intro played to 'Top Gun' music and then a live cross to me and my dad standing in front of a plane for an interview, it was lots of fun and the resulting segment turned out really well. During this year my cupcake business has continued to grow so that I can progress with my flying training and career. Most recently I was one of four pilots to receive an Airservice-sponsored Australian Women Pilots' association flight training scholarship valued at \$8,000. The scholarships offer flight training opportunities by assisting the women with the cost of gaining proficiency at any level of flying, from early stages of training through to a commercial pilot's licence.

My plan now is to obtain my Private Pilot's licence on my 17th birthday and my Commercial Pilot's licence on my 18th birthday. I am also planning to fund my university studies by teaching people to fly, before moving on to become a commercial airline pilot as soon as possible."

On behalf of the Merici College community we wish Jade continued success in all her endeavours and may she be inspired by the words and actions of St Angela Merici, to "challenge people to love life, have hope, be faithful and build futures more wondrous than you dare to dream".

Mrs Loretta Wholley, Principal
Merici College, Braddon ACT



#COSA: IMPROVING LITERACY OUTCOMES FOR ALL

Teachers in our primary schools are dedicated to nurturing and developing young people who are knowledgeable and skilled in Literacy. That students should be confident communicators, creative and critical thinkers, and global citizens through reading, writing, speaking and listening are key aims of the Australian English curriculum. COSA (Collaborating on School Achievement) is about school improvement, and is a systematic and organised change process whereby school teams work together to achieve these aims.

A shared Literacy practice unites primary schools across the Archdiocese with key features being the use of authentic literature, weekly teacher-student conferencing, and sustained daily writing and reading. Comprehension strategies, reading and writing conferencing, effective questioning, literacy group activities, spelling, and self-editing strategies for writing are some examples of topics for COSA Literacy research projects this year.

Both Mount Carmel School in Yass and Sts Peter and Paul, Garran, have been inquiring into effective conferencing with students, with the aim of lifting student achievement in reading and writing. Staff have been refining their practices to improve student skills and understanding in Literacy through the use of specific focused feedback. Strategic conferencing conversations with individual students allow teachers to be responsive to their needs in a targeted and supportive way. This approach also highlights particular areas of the curriculum that need to be addressed with achievable, actionable goals for students to use as a next step in their writing and reading.

The community at St Michael's, Kaleen, is investigating how the use of questioning can encourage inquiry learning during literacy group activities. Teachers have worked together to devise activities that meet the needs of students, while encouraging collaborative learning and higher-order thinking.

St Joseph's, Goulburn North, is exploring how student-centred inquiry learning can enhance the engagement of students and teachers. A focus on free, voluntary reading, sustained independent writing, conferencing, the use of quality literature, and parent partnerships is key to this COSA research project.

St Patrick's, Gundagai, and Holy Spirit at Nicholls have been investigating their school wide practices in Spelling within the context of Writing. A commitment to helping students to see themselves as authors is key. Teachers are working with students to develop a more sophisticated vocabulary, and to learn the art of selecting a well-suited word or phrase for outstanding writing. Good Shepherd at Amaroo are also investigating the teaching strategies and learning opportunities that deliver improved spelling results, with a focus on writing and student-centred learning. All three of these schools are using a problem-solving approach to lead students to understand how words work. Through morphology, phonics, etymology and orthography, students are provided with clear strategies for problem-solving the spelling patterns in words. The aim is to support students to become more independent and effective writers.

A vital aspect of COSA Literacy is partnership. The COSA process is collaborative and includes a variety of stakeholders including principals, teachers, teaching and learning officers from Catholic Education, parents and community groups, who work strategically in a spirit of inquiry which guides the COSA Literacy focus. This, together with ongoing monitoring and evaluation, whole staff professional development, and refined teacher practice, means that schools can attend to a range of diverse educational objectives. A strong connection between school and home is also encouraged in our primary schools, and as an important aspect of the COSA Literacy partnership. Indeed, these home-school partnerships are essential to student development in Literacy.

Mrs Kate Halcrow and Mrs Petra Cole, Officers
Catholic Education Office



“COSA is a unique opportunity for my staff and I to work collaboratively with a professional focus over a full year. We work together to inquire into a particular question of student need and there is always much to learn from one another and from our students. There are many demands in school environments but COSA is a thread that necessitates sustained and ongoing professional conversation, and a sophisticated awareness of defined student needs and how to address them most effectively.”

Mrs Gaye McManus Principal, Mount Carmel School, Yass

#THE SAMSUNG PROJECT

St Clare's College SWITCH students have been participating in an exciting world-first research project. The University of Canberra STEM Education Research Centre and Samsung project was aimed at helping students use devices to log, analyse and present data on STEM inquiry projects.

SWITCH stands for St Clare's Women in Information Technology and Communications Hub. Students at our College meet during their lunch break to participate in a wide variety of STEM based projects. In teams the students devised their own projects using the devices provided by Samsung.

Juliette Major, ICT Coordinator said *"When handing over the project to the students the real learning begins."*

University of Canberra Centenary Professor Thomas Lowrie stated that *"The students have been collecting a lot of data - which included launching a rocket (would you believe) up in the air - and capturing data on the 3D camera that was provided by Samsung. The data that the students captured was associated with velocity and speed. This data was then used by the students to undertake some really powerful STEM learning experiences."*

The key outcomes of the project saw an increase in design-process thinking and inquiry-based learning amongst the students. The Samsung project was officially launched at Parliament House on Wednesday 21 June, by the University of Canberra and Samsung.

Juliette Major and three students: Stana Fernandez (Year 9), Erin Burke (Year 9) and Ananya Jha (Year 9) attended the launch with Erin Burke presenting the team's findings.

Mr Brad Cooney, Principal
St Clare's College, Griffith ACT





#INNOVATIVE NEW LEARNING SPACES

The newly refurbished classrooms at Trinity Murrumburrah have been officially blessed by Vicar of Education Monsignor John Woods and opened by Member for Riverina Michael McCormack, and Member for Cootamundra Katrina Hodgkinson. The ceremony commenced with a Liturgy in St Mary's Church where the community reflected on the history of Catholic education in Murrumburrah-Harden. A special highlight was the attendance of several Sisters of Mercy who taught at Trinity and lived in the convent next door. The newly refurbished classrooms are a wonderful asset for Trinity and have created two new flexible learning spaces incorporating state of the art furnishings and technology.

This new facility has enabled Trinity to lead Inquiry teaching and learning in the Canberra-Goulburn Diocese. Thank you to the wonderful parents and students who have supported the resourcing of the building with additional fundraising and grants.

Mrs Marylou Gorham, Principal
Trinity Primary School, Murrumburrah NSW







ALL THE CHURCH, PROCLAIMS ALL THE GOSPEL,
TO ALL THE PEOPLE, ALL THE TIME

Archbishop Christopher Prowse Sept 2014

