

# LAVALIA

THE STAFF JOURNAL OF MARIST SCHOOLS AUSTRALIA

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- Three schools mark significant anniversaries
- A class-based Liturgical choir subject!
- Marist Spiritual Formation update

*Marist*

MARIST SCHOOLS AUSTRALIA

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# LAVALLA

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## Lavalla

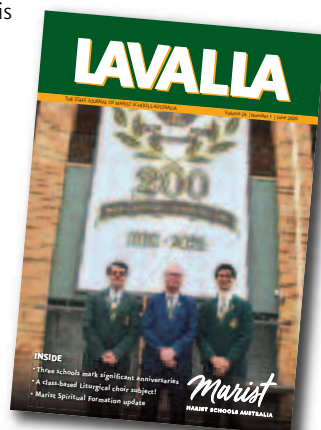
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*Lavalla*, the name given to this magazine is taken from the village in France where St Marcellin Champagnat established the world's first Marist school in 1817. There are now Marist schools in 80 countries.

**Cover:** PMH Principal, Mark Pauschmann, with school captain Monty Duncombe (left) and vice-captain Fady Farid, with the bi-centennial banner.



# FROM THE EDITOR

Dear Australian Marists,

Welcome to the first edition of La Valla for 2020. My first task as the new editor is to acknowledge my predecessor, Br Tony Paterson, who passed away suddenly last year. His amazing and tireless work through the La Valla magazine, and in the Province Archives, was very much appreciated.

I would like to also congratulate our designer and publisher Graham Wye on another excellent production.

As you will see this edition records once again some of the events that mark the life and times of our schools and ministries across the nation and in many places overseas. Three of our schools are marking significant anniversaries; educational endeavors both traditional and innovative are featured by others; the vital works of the Marist 180 network, the Mission and Life Team, the extraordinary reach of Marist Solidarity... all this shared with us in these pages.

We have much to be proud of as we survey the work and life of Marists in Australia and beyond; in these strange and difficult days they can lift our spirits and sharpen our resolve.

Please enjoy this edition of La Valla.

**Br Michael**



Br Tony Paterson

# FROM THE DIRECTOR

xxx

**Dr Frank Malloy**  
**National Director**





# THE INTRODUCTION OF *myMAP* AT ASSUMPTION COLLEGE

The inspiration for the *myMAP* curriculum stemmed from the desire to expose students to a learning environment that aligned to our strategic plan for 2020 and beyond. This vision of learning is centred on three core principles: enabling deep learning (mastery), student agency via voice and choice (autonomy) and experiences that students can relate and connect to (purpose).

By focusing on the themes of Mastery, Autonomy and Purpose with the notion of learning being truly personalised, we created 'myMAP'. Using the metaphor of learning as a journey, has helped the college communicate this new paradigm to our community with clarity.

Another strong desire was to develop a curriculum where students could truly experience stage-appropriate learning experiences, rather than the traditional age-based school experience where students of the same age share very similar experiences, such as all learning the same content at the same time at the same pace.

We were inspired by the wealth of literature supporting the idea that learning should be tailored more closely to the needs of each student. Particularly inspiring to our College was the work of Geoff Masters, the CEO of the Australian Council of Educational Research (ACER) as well as the model of Templestowe College, a Melbourne-based government school that has been a pioneer in Victoria for providing autonomy for students in managing their own education.



## How does *myMAP* work at Assumption College?

All students experience a transition year (Year 7) where they are engaged in subjects across all learning domains. From there, students embark on a three-year learning experience (Years 1-3 of *myMAP*) before they enter the senior pathway years (Year 11 and 12).

Learning experiences are designed around four levels of sophistication, mapped to the college colours. White courses are the

foundation courses and extend to yellow, light blue and dark blue. As the colour intensifies, so does the learning experience. Dark blue courses aim to replicate the level of rigour required in VCE, providing significant learning experiences to prepare students for what is to come.

In a traditional learning model, many of our most talented students go through a pre-packaged learning experience across Years 7-9 with all other students before many of them start a VCE subject in Year 10. They therefore are placed in an



Life As We Know It



Enterprise



Marine Biology



World Health



High Performance Australian Rules



Holy Wars

The icons shown above are examples of some of the 160 plus options students had to study in the *myMAP* curriculum. The imagery within each icon represents the learning domain (for example the book represents English and the globe The Humanities) and is colour coded to match the level of mastery the course is mapped to. There are a number of courses available that span multiple levels, such as High Performance Australian Rules Football, that caters for students across the full spectrum of abilities.

extended class without important foundation skills and knowledge – a situation that is far from ideal.

Under our myMAP model, a student who would like to study a VCE subject during myMAP can do so, as long as they have completed the highest-level course offered within the specific learning domain. For example, a student can complete Biology courses at a white, yellow, light blue and dark blue level before starting their VCE Biology experience. This is very different from studying General Science courses across Years 8-10 with limited exposure to Biology before starting VCE. Our program enables students to have a much greater level of mastery within the subjects they elect to do.

The only compulsory year-long subjects are English, Mathematics and Religious Education. Aside from Mathematics, where all of our students use the Maths Pathway program, every student has autonomy over their choice of subjects, with a myriad of choices within each learning domain.

As we have moved away from year levels and core groups within the myMAP years, it has freed up timetabling to enable students to be placed in learning opportunities of their choice. This has enabled approximately 700 students to be pooled together to create classes across all learning domains.

We are running over 160 different subjects in 2020, with some subjects offering multiple options across all levels of learning (white, yellow, light blue and dark blue) whilst others have fewer options. An example of the latter is Product Design Metal where we had 40 students wish to do this subject. Therefore, we are running a combined white/yellow and light blue/dark blue experience, where the teachers will differentiate the learning on a needs basis. Having flexibility to merge



Our learning domains guide is an interactive PDF that helps each myMAP student to plan their personalised curriculum

classes has enabled the majority of our students to be placed in all of their preferred electives.

We have developed multiple ways to support our learners through the process of subject selection. We engaged the services of a marketing company that we have used in the past (DMC) who helped us design resources to help our community understand the program. This included the development of an interactive PDF that outlined the intentions of myMAP and the options within it.

Our learning domains guide is an interactive PDF that helps each myMAP student to plan their personalised curriculum

We also developed four Assumption avatars that we used to help visualise what possibilities there are for each individual. Peter, Rosa, Sarah and Will all had a different 'story' with their learning. For example, Peter opts for a traditional breadth of learning experiences as he enters myMAP whilst Rosa opts to study

subjects of high interest and strength.

As we have used the metaphor of a journey to support our students throughout their school experience, we have likened the adults in their lives as tour guides. These adults, including a learning mentor, learning leaders, the pathways team and parents all encourage, support, guide and challenge the students. Our students are encouraged to be resourceful and well informed adventurers throughout their journey. They are reminded, that it is not a race and each journey will be unique to them!

Assumption College is running tours for visitors to explain in more detail how myMAP operates. We share with our visitors the story of how myMAP has been developed, how various stakeholders have been engaged and the practicalities of designing such a student-centred curriculum. We extend a warm invitation to our fellow Marists across the nation to visit us here at Kilmore to learn more about our exciting initiative.

### Meet Rosa

At the end of year 7, Rosa's report showed that she had performed exceptionally well in her subjects. Feedback from Rosa's teachers and testing data were discussed with her Learning Mentor. It showed that her literacy levels were exceptionally high for her age. The data indicated that her literacy and comprehension skills match these typically seen in students two years older than her. Rosa loves reading and writing and wants an opportunity to master English subjects in the hope of preparing herself for VCE.

This can be described as a personalised option that enables an accelerated program, which opens up opportunities to access dark blue courses in some areas in years two and three of the myMAP program.

Rosa's program as she enters the first year of myMAP looks like this.





# CELEBRATING 130 YEARS

Catholic College Sale celebrated the beginning of the 2020 school year with an Opening Mass on February 14, attended by staff and students from Years 7 to 12.

The Mass was presided over by College Chaplain Dean Peter Bickley, St. Mary's Cathedral Parish.

Principal Chris Randell said: "It was wonderful to have Father Dean Peter with us to celebrate our opening school mass. The ringing in of our Year 7 students with the Sion Bell is a now a part of our traditional welcome. It was also fantastic to have members of our 90 plus ATAR club from 2019 with us for the celebration. Our school mass commenced with school captains, Murray Casella and Emily Knobel, signing our 130 year old school bible. The Marist theme this year is 'One Wild and Precious Life'. Our life is a gift to us, that

need to develop to its full potential and be willing to share that gift with others. The College strategic theme for 2020 is 'Every Student, Every Day', ensuring that our priorities are always focused on the student, their needs and full development in their spiritual, academic and social skills. This year is a special year at Catholic College Sale as we celebrate 130 years of Catholic Education in Sale. Our Lady of Sion Sisters arrived in late 1890 and opened their first school at the beginning of 1891. They were joined in Sale by the Marist Brothers in 1922. A highlight after our opening school mass was the blessing of Mary our model, inviting us from our charisms to Jesus. This was followed by the

presentation to our 90 plus students and badges to the school leaders. Every student will receive a badge reminding them of the theme, 'Every Student, Every Day.'"

The nine students who achieved an ATAR of 90 or above, including the 2019 Dux of Catholic College Sale, Ruby Heasley, were presented with certificates and recognised by the College community.

Our three top ATAR students also received the Mother Raphaela Bursary, which is \$500 towards their first year of post-secondary education. Congratulations to Ruby Heasley, Jessica Reid and Neeve McQuillen.

Dean Peter Bickley with the 2019 90s Club – L to R: Ruby Heasley (Dux), Caitlin Rodwell, Elly Jorgensen, Chloe Nash, Rebecca White, Zae Ellen Andrews, Jessica Reid and Georgia Feuilherade – (absent Neeve McQuillen)







Dean Peter Bickley and Principal Chris Randell with the 2020 House Leaders L to R - Theodore – Mason Hawkins and Bridget Brown, Raphaela – James Robbins and Jessica Jackson, Paulinus – Dane Irvine and Erin Forster, Daly – Bailey Telfer and Hannah Harrington, Champagnat – Archer McGuinness and Abi Allman, Allman – Ethan Albrecht and Bailee Smith

The 2020 College leaders were also recognised and presented with their badges during the celebration.

Assistant Principal, Learning and Teaching Ms Cindy Foat said: “Our community acknowledges we are only as strong as the support we offer each other every day. Our theme ‘Every Student, Every Day’ reminds us of the unique personal gifts and talents we share to achieve our personal and communal goals. Presenting our 2019 90’s Club to our whole school community at our Opening Assembly allows us to celebrate together how prioritising study, hard work and strength of mind and character can lead to great achievement.”

**Cindy Foat**  
**Assistant Principal Learning and Teaching**

Principal Chris Randell with Catholic College Sale 2020 Captains Murray Casella and Emily Knobel





# DRONES IN SCHOOLS PROJECT

**Advanced flight mission planning, environmental surveying, asset inspections, photogrammetry and bush fire monitoring are just some of the potential job opportunities being made available to students in Central Queensland, due to developments in Vocational Education and Training in the area.**

The Drones in Schools Project is a collaborative program led by Marist College Emerald, running across a number of schools in Queensland's Central Highlands and Isaac regions. We started this project in 2017 with the aim to deliver a Certificate III in Aviation (Remote Pilot – Visual Line of Sight), radio license qualification and a CASA Drone License to students in Years 10, 11 and 12. The cross-pollination of industry connections born out of this program, has seen students awarded scholarships to the Australian Youth Aerospace Forum, the World of Drones Congress and the Agricultural Technology Forum AgTeCH19.



With a deep commitment to the Five Characteristics of Marist teaching; Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary,

Marist College Emerald enjoys an excellent reputation as leaders in collaborative community based networks and education programs. As rural educators we are afforded a unique insight into the barriers experienced by young people living in country communities. When faced with automation, globalisation, and rapid

advances in technology, programs such as the Drones in Schools Project ensure that not only our students, but students across Central Queensland, develop the critical Vocational STEM skills they require to be competitive and effective in an ever changing economy.





# COMMENCEMENT MASS 2020

The College community gathered together on Friday 21st February to celebrate our Commencement Mass for 2020 after being cancelled the week before due to flooding. Fr Bing our Cathedral Parish Administrator celebrated the Eucharist with us. We thank him for his ongoing support and commitment to our College.



This is the Mass to begin our school year. In it we pray for each other. We ask God to help us with our learning, our friendships, our sport, our music, our hobbies and with everything that is part of our school life.

We ask God to give us hope as we look forward with anticipation and enthusiasm to all the year holds.

Central to the Commencement Mass is the welcoming of our new Year 7 students to the College. After the procession of the College Symbols, the Year 7 students, led by their Tutor and House Captains processed into the Trinity Sports Centre and were greeted by our Principal, Brother John.

**‘With open hearts, we welcome all to the table’**

The symbol of the Lantern connects us

with Venerable Nano Nagle, the Founder of the Presentation Sisters, who became known as the Lady with the Lantern. The Lantern, for us today, is a symbol of hope and the light of Christ that Nano brought to those most in need.

Small scrolls, with the name of every student and staff member of the College were placed in the College Heart. This followed the custom of St Marcellin, who each New Year would place the name of every Brother in a brass heart. In doing so, he placed them into the hands of Mary our Good Mother, and asked for her protection in all that they did. We continue Marcellin’s tradition at Trinity by placing our names in our heart and dedicating our year to Mary.

**Mr Tom Gahan**

# SINGING AND LIVING “HALLELUJAH”

## CLASS BASED LITURGICAL CHOIR IN THE SECONDARY RELIGIOUS EDUCATION CURRICULUM

### Abstract

In 2020, Marcellin College in Victoria, Australia, offers a class-based liturgical choir subject as part of their Religious Education elective curriculum for students in year 9 and 10. This subject is a response to supporting and embedding Catholic Identity in a creative and interdisciplinary way that builds on the lived tradition of music making as a way to support and sustain faith development. Music is a key way to evangelise young people. It is also scientifically proven that singing with others promotes social bonds, has physiological benefits, is cognitively stimulating, and promotes health and wellbeing. For intergenerational faith communities, singing what we believe allows our sung prayer to become part of a shared life identity: *lex orandi, lex credendi, lex vivendi*. This paper addresses the rationale for including this subject in the Catholic secondary school as a complementary Religious Education elective, and the multifaceted resources and practices that will be used to support the learning. Inherent in the design of the subject are user-friendly

contemporary resources and foundational Church documents. The vision is to empower students to deepen their prayer life in community, and to enrich their own faith communities beyond the school context by practical and holistic liturgical formation.

**Luke 1: 46 “My soul magnifies the Lord, and my spirit rejoices in God, my saviour...”**

Marcellin College Bulleen is a Catholic Marist Secondary School with an enrolment of 1400 boys ranging in age from 12 to 18 years of age. The school is situated close to Melbourne, Victoria in Australia and retains its strong links with the Marist Brothers who founded the school in 1950. The Marists, an order founded in France in 1817 by the French Marist priest St Marcellin Champagnat, see their key mission in the world as *making Jesus Christ known and loved*.<sup>1</sup> To achieve this in the educational context, St Marcellin believed that to educate children, first you needed to love them, and to love them all equally.<sup>2</sup> This aspiration is carried through and supported in contemporary Marist

schools around the world that are now overwhelmingly staffed by committed lay people from a range of nationalities, and who come from both Christian and non-Christian backgrounds.

In educating young people, St Marcellin sought to form good Christians and good citizens by embracing and sharing a practical and down to earth charism that openly valued and lived family spirit, love of hard work, simplicity, and presence, all in the “way” of Mary. This “way” is typically characterised by the faithful and patient accompaniment of people, especially those on the margins of society. The motto of the Marists is “*All to Jesus, through Mary, all to Mary for Jesus*”<sup>3</sup> and Mary’s great song of praise, the *Magnificat*, forms the unofficial manifesto of the Institute.<sup>4</sup> Marist priests and brothers have a tradition of singing the *Salve Regina* in both their morning and evening prayer, and every Marist school community knows and sings the *Sub Tuum* at significant events. The text of the *Sub Tuum* comes from the Vespers service in the Egyptian Coptic liturgy and is dated around the year 250, making it the oldest known written hymn to Mary. It is now most often sung in Latin in Marist schools to a traditional keyboard musical accompaniment that was written in the 19th century by the Jesuit priest, Louis Lambillotte.<sup>5</sup>

Song is a foundational part of living Gospel joy in the Catholic tradition, and singing was and is a key part of Marist education across the world. St Marcellin himself was a fine singer and sang with his students and his Brothers every day: he understood the great power of singing with others in community to help build a shared identity



1 Ed. Br AMEstaun, *Water From the Rock* (Rome: Institute of the Marist Brothers, 2010), Article 19, 135.

2 John-Baptist Furet, *Life of Marcellin*, (Rome: Institute of the Marist Brothers, 1989), XXIII, 538.

3 Ed. AMEstaun, *Water From the Rock*, Article 25, 30.

4 Br Michael Green FMS, Foreword to *Magnificat* by Br Michael Herry FMS (Melbourne: Marist Music Publishing, 2015).

5 Ed. Very Rev. Peter G. Williams (Chair), *Catholic Worship Book II* (Melbourne: Morning Star Publishing, 2016), 419.



and strong group cohesion; to help people grieve and to support them in their sorrow; and to celebrate together in joy. The voice is also an instrument that is free and accessible to all. In 19th century France where the Catholic church was rebuilding after the violence and excesses of the French revolution, St Marcellin employed methods of faith development that were simple, deeply embodied, and easily understood by people, regardless of their level of formal education, or their age.

The 21st century Australian context for the Catholic Church is one that lives with the reality of the aftermath of the Royal Commission into Institutional Responses to Child Sexual Abuse. In their 2013 book *Education from a Catholic Perspective*, McKinney and Sullivan prophetically asserted that

*“Maintaining Catholic identity in Catholic educational institutions emerges as the challenge for Catholic education, in a 21st century cultural context that is increasingly ambivalent if not hostile, to religion.”*<sup>6</sup>

St Marcellin found himself and his brothers in a situation in post-revolutionary France where there was also considerable, and in many places deserved, ambivalence to the institutional Catholic Church. In response to his own and his students demonstrated love of singing popular French folk tunes, St Marcellin mandated regular singing of sacred songs in all his schools. 21st century neuroscience backs up his choice of using music as a key way to evangelise, teach, pray, and celebrate.<sup>7</sup> Contemporary neuroscience confirms that sung text, especially in songs sung with others, is readily embedded into a person’s long-term memory, with song evoking strong memories of time, person, and place.<sup>8</sup> Other memories may decline but music, especially songs a person has enjoyed with others, will remain. This is demonstrated in studies with people with dementia and Alzheimer’s disease who can still readily sing songs from their youth.<sup>9</sup> Singing together is also a powerful way to bond people, to create positive emotions, and to solidify identity.<sup>10</sup> St Marcellin’s practical nature saw him adopt singing as a way to help people receive and remember



Marists who were present at the Conference, L-R: Prayer Leader, Br Michael Callinan fms, and Presenters Fiona Dyball and Br David Hall fms.

the Word, and to also support attendance and participation at and in communal worship in and out of the school context, especially at the celebration of the Eucharist, the source and summit of Catholic and Marist life.<sup>11</sup>

Marcellin College honours this spirit of the founder of the Marists in supporting communal singing as a way to support and sustain Gospel joy with students and teachers. In its own new Polaris learning program document, Marcellin College describes itself as

*“an inclusive faith learning community where encounter with the self, place, God, and the other, creates opportunities for every young man to unlock his inherent possibility.”*<sup>12</sup>

Singing, especially group singing of Roman Catholic sacred music, is a desired and intentional part of living of the Marist charism in the context of this particular Catholic school.

The foundational document on liturgy from Vatican II, the Constitution on the Sacred Liturgy (*Sacrosanctum Concilium*, 1963), is clear in according a high value to musical training in Catholic schools. Article 115 states that

*“Great importance is to be attached to the teaching and practice of music in ... Catholic institutions and schools. To impart this*

*instruction, teachers are to be carefully trained and put in charge of the teaching of sacred music.”*<sup>13</sup>

Choral groups that sing some sacred repertoire are already part of the co-curricular program at Marcellin College but *Singing Hallelujah* is a Semester-based core curriculum subject that explicitly teaches Catholic sacred music. This is a deeper response to *Sacrosanctum Concilium*. The subject is embedded in the Year 9 and 10 Depth Stage academic curriculum as part of the *Polaris* learning program. The subject is an interdisciplinary elective from the Religious Education and Music Departments that is offered as part of *Polaris*’ Religious Education Depth Stage subject choices. The *Singing Hallelujah* course allows students to rehearse, sing, and play repertoire that is especially tailored to Prayer Services and Masses that take place in the school year. The subject explores key differences between the more communal emphasis on the triune God that is typically expressed in the context of the Mass (we and God) and the more devotional and personal context that is more regularly found in a Prayer Service or on a Retreat (me and Jesus) in a way that is age appropriate for students at these year levels.

The course honours the power of music generally in people’s lives and goes beyond

6 Ed. S.J McKinney & J. Sullivan, *Education in a Catholic perspective*. (Farnham: Ashgate, 2013), 29.

7 J.R Keeler, “The neurochemistry and social flow of singing: bonding and oxytocin,” *Frontiers in Human Neuroscience*, 23 September 2015. <https://doi.org/10.3389/fnhum.2015.00518>.

8 Lutz Jancke, “Music, memory and emotion,” *Journal of Biology* 7:21 (2008): 21.1-21.5.

9 Robert DeLauro, “Music and Memory – Elders With Dementia Find Hope in a Song,” *Social Work Today*, Vol. 13, No.1, (Jan/Feb 2013), 18.

10 John-Baptist Furet, *Life of Marcellin Part 2*, (Rome: Institute of the Marist Brothers, 1989), XXII.

11 *Ibid*.

12 Marcellin College, *Polaris*, (Bulleen: Marcellin College, 2019), 4.

13 Austin Flannery, O.P. *The Basic Sixteen Documents. Vatican Council II* (New York: Costello Publishing Company, 2007), *Sacrosanctum Concilium*, article 115.

the “how” into the essential “why.” St Augustine, a great lover of music, had this to say about the place of song in the life of a Christian:

“A song is a thing of joy; more profoundly, it is a thing of love.

Anyone, therefore who has learned to love the new life has learned to sing a new song, and the new song reminds us of our new life.”<sup>14</sup>

What we sing in any prayer matters deeply, as our sung prayer informs what we believe about God, and how we wish to live as followers of Christ: *lex orandi, lex credendi, lex vivendi*.<sup>15</sup> The songs sung in any prayer also crystallise images of God and cement them in long term memory. Singing of God’s faithfulness, promises, mercy, creation, nature, and deeds reinforces an embodied sacramental worldview of all times and places being touched and held by the presence of a loving and accompanying God.

Liturgical Choir is included in subject offerings in Catholic Schools in other countries, notably in the United States, but this is a rare practice in Australia, where live and communally sung liturgical music can, unfortunately, be less explicitly included as a foundational and required element in Masses or Prayer Services. It is envisaged that students who complete the *Singing Hallelujah* course will be more equipped to provide informed leadership in a range of ministry contexts beyond the course in helping plan and enliven Masses and Prayer services at Marcellin College, as well as in their own local parishes. It is hoped that this further enables students to become active and engaged participants and leaders in the life of their faith communities in both worship and mission contexts. Catholic Identity is understood at Marcellin College as being underpinned by a dynamic balance and relationship between worship and mission. Both are explicitly acknowledged as being necessary for students to live their lives grounded and fed in Christ.

The purpose of liturgical music follows and supports a key purpose of liturgy itself:

to be a means for the Christian community to respond to and participate in God’s saving work in Christ.<sup>16</sup> In including a subject like *Singing Hallelujah* in the core Religious Education curriculum offerings, Marcellin College honours both St Marcellin

Champagnat’s practices, the directives of Vatican II, and the call to all Christians that is found in Ephesians 5: 18-20 to

“...be filled with the Spirit, as you sing psalms and hymns and spiritual songs among yourselves, singing and making melody to the Lord in your hearts, giving thanks to God the Father at all times and for everything in the name of our Lord Jesus Christ.”

The title of the course, *Singing Hallelujah*, is both a play on perceptions of “Hallelujah” that can be recognised in the soaring grandeur of Handel’s *Hallelujah Chorus* in the well-loved oratorio, *Messiah*, and in Leonard Cohen’s broken, beautiful, and haunting contemporary ballad, *Hallelujah*. Praise and lament, as found in the ancient songbook of the Psalms, make their home together in the Jewish and the Catholic traditions. Both praising and lamenting allow believers to be fully alive in and through these two realities: God is with us in all things.<sup>17</sup> St Augustine’s energised reflection on the power of singing God’s praise, regardless of the road ahead, captures something of this complexity and integration of life:

So now, my dear brothers and sisters, let us sing, not to delight our leisure, but to ease our toil. In the way that travellers are in the habit of singing; sing, but keep on walking... What’s “keep on walking”?

Make progress, make progress in goodness. There are some people, you see, according to the apostle, who progress from bad to worse. You, if you’re making progress, are walking; but make progress in goodness, progress in the right faith, progress in good habits and behaviour. Sing and keep on walking.<sup>18</sup>

In a contemporary world where the true riches of the Catholic faith can be marginalised and distorted at many turns, singing together the glorious mystery of the love of God that is present and singing in all of creation is a prophetic, courageous, and hope-filled act. This is the song that bursts forth as a gift for the ages from Mary in her *Magnificat*: she cannot help but sing of her gratitude to God for what God has done, is doing, and will continue to do for her, and for all people. Her soul magnifies the Lord and her spirit rejoices in God, her

saviour. With St Marcellin Champagnat, St Augustine, and Mary, Our Good Mother, may all people in Catholic schools be open to singing this song of thankfulness, joy, and praise to Christ throughout their lives, and with all those who accompany them on the shared journey of faith in community.

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14 Augustine, *Sermons* (New York: New City Press, 1993), Sermon 34.

15 Don. E. Saliers, *Music and Theology* (Nashville: Abingdon Press, 2007), 33.

16 Anthony Ruff, OSB, *Sacred Music and Liturgical Reform: Treasure and Transformations* (Chicago: Hillenbrand Books, 2007), 50.

17 Ed. AMEstaun, *Water From the Rock*, Article 63, 44.

18 Augustine, *Sermons* (New York: New City Press, 1993), Sermon 256, 168.



# PAUL MELLOY, NEW PRINCIPAL

Our Lady of the Sacred Heart Catholic College in Alice Springs welcomed Paul Melloy as Principal from the beginning of the 2020 academic year. Paul brings various experiences from other countries which he plans to use to help the OLSH community to grow and to support the many students who range from Transition through to Year 12.

Paul was born in Ndola, Zambia; raised in South Africa through his formative years; at the age of 14, his parents returned to Perth, Scotland. There he finished his schooling, and went to teacher training College in Glasgow, where he met his wife, Lorraine. Together they taught briefly in London (one year), and then a fabulous six years at an international school in Abu Dhabi, U.A.E. (2,400 pupils). From the Emirates, they migrated to New Zealand where they have been for the last 24 years... 18 years at Sacred Heart College in Auckland, and the last six years as Principal of St. John's College in Hawke's Bay.



## Spirituality in a time of crisis

**"Yes, we are going to die, but we have already been given a kind of inner guarantee and promise right now that death is not final—and it takes the form of love. Deep in the heart and psyche, love, both human and divine, connotes something eternal and gratuitous, and it does so in a deeply mysterious and compelling way. We are seeing this now in simple acts of love in this time of crisis, such as people volunteering to make masks and deliver food, or people cheering hospital workers arriving for their shift. Isn't it amazing how a small act of love or gratitude can imprint a deeper knowing on our soul?"**

**I believe that the cross is an image for our own time, and every time: we are invited to gaze upon the image of the crucified Jesus to soften our hearts toward all suffering. Amidst the devastating spread of COVID-19, the cross beckons us to what we would call "grief work," holding the mystery of pain, looking right at it, and learning from it. With softened hearts, God leads us to an uncanny and newfound compassion and understanding."**

**(Richard Rohr)**

## ARCHIVE ROOM

Since March 2018, I have been extremely fortunate to have been employed by the Parramatta Marist High Old Boys Union (PMH OBU) as the school's archivist, with the aim of systematically cataloguing the school's records, as well as managing and preserving school memorabilia and creating a permanent archival display.

As well as this I have been attempting to digitise school photos and records into a single streamlined platform, no mean feat for a school that as of 2020, is 200 years old and the oldest Catholic school in Australia.

Much of this material is also posted on the school's Facebook page, where it has been a personal treat for me to see Old Boy's from years gone by reminiscing fondly about their experiences at Parramatta Marist.

The Archive Room at Parramatta Marist was officially opened following this year's Commencement Mass with a reception. It was great to see so many Old Boys laughing at old photos, sneaking a peak at old jerseys, or showing their sons



photographic proof that they really did used to have a bit more hair.

Some of my personal favourite items on display include school rolls from the 1890s; the programme for the school's athletics carnival from 1892 featuring Stanley Wickham, the third ever captain of the Wallabies; a photograph of the U/10s soccer team from 1950 featuring Paul Hogan; the school swimming caps donated by John Devitt (Class of 1955), who won two Olympic Gold Medals in swimming (including winning the 100m Freestyle Gold at the 1960 Olympics); the jersey of the 1988 Commonwealth Bank Cup winning side, captained by Chris Warren; and the jersey of the 1995 Commonwealth Bank Cup winning side which featured five future NRL players, including Parramatta Eels legend Nathan Cayless.

For me it has been a treat to find many photos of the members of my family that have gone to Parramatta Marist. I was the third generation of my family to attend PMHS, with my grandfather Kevin and his six brothers all attending the school, as well as my father Mark (Class of 1982), and my uncles Kevin (Class of 1979) and Danny (Class of 1984). It's particularly been

amazing to show my grandfather photos of him from the 1940s and 1950s during his time at PMHS (as a classmate of Crocodile Dundee himself, Paul Hogan), photos that he has never seen before.

It has also been great to re-establish connections with Old Boys that have not been to the school in quite some time! Part of the documents that we hold at the school are old Leaving Certificates and Intermediate Certificates. Last year, we were able to reunite John La Motte (Class of 1954) with his original Leaving Certificate which he had never received. John was overjoyed at "officially" graduating from PMHS 65 years after he finished his schooling.

I must extend a massive thanks to the Assistant Principal (Curriculum) and the OBU's President, Mr Adam Hendry, as well as the Principal of Parramatta Marist, Mr Mark Pauschmann, in particular, for their continued support and ideas that have helped bring the history of the school to life in this its 200th year.

**Brad Murphy**  
Parramatta Marist High School  
captain 2015

## SAMOAN IMMERSION

The Samoan immersion in late 2019 was a life changing experience - a real eye opener. I was lucky to be able to travel with two dedicated Parramatta Marist High teachers Ms Habibi Rizk and Mr Luke Barry-Donnellan.

We were able to take over lots of school supplies for students struggling in the

Marist primary school and local high school. Being able to see the joy on the children's faces was unbelievable; just something as simple as books and pencils that most of us take for granted. It seemed like Christmas for most of the children receiving the book and pens.

We also got to experience the farm life and

how most people earn a living by growing crops and selling at the markets. My favourite part was watching a local teenager climb a big coconut tree, who then taught me to crack it open the traditional way.

Samoa wasn't all just teaching and working on the plantations. We were able to go around site seeing and experienced the very



laid back and hospitable Samoan culture. For example we were able to go and work on a taro plantation, we were very lucky to go to and have dinner with a Samoan family, who cooked us a delicious traditional Umu (underground BBQ). I'm really grateful for such a humbling experience and encourage future students to challenge themselves to live a week in someone else's shoes.

**Callum Blaik, Year 12 Parramatta Marist High School**



## CELEBRATING THE BICENTENARY OF CONTINUOUS CATHOLIC SCHOOLING

Parramatta Marist High School is looking forward to celebrating the bicentenary of continuous Catholic schooling. Our school traces its roots to the school founded by Father John Therry and George Morley (or 'Marley') in 1820 in Hunter Street, Parramatta. This school was moved beside St Patrick's Cathedral from 1837 and remained there until the mid 1990s when Parramatta Marist Junior was closed (the High School having moved to much larger grounds at Westmead in the mid 1960s). When, in 1875, the education of the sons from families that had patronised this very school since 1820 was given over to the Marist Brothers, another dimension was added to the Catholic education on offer in the west – that of the charisma of Saint

Marcellin Champagnat. Moreover, the Old Boys Union, proposed in late 1925 (and formally established in early 1926) counted amongst its members those boys who had been educated both prior and after the Marist Brothers. This makes Parramatta Marist the oldest Catholic school in the country and the second oldest overall after Newcastle East Public School (founded in 1816).

To mark this special anniversary, the school has built an Archive Room to house and display the memorabilia from years gone by and the Old Boys Union has employed former school captain, Brad Murphy (Class of 2015), as archivist to catalogue and digitise the school records.

Also, on the evening of Friday October 30th, there will be a gathering at the school's Morley Centre to celebrate 200 years of continuous Catholic schooling. All Marist Brothers, Old Boys, current and former staff, parents and friends of Parramatta Marist are invited to attend. More details will be circulated shortly so please save the date.

It is certainly a wonderful achievement for this school to have served the Catholic community in the Parramatta and surrounding districts for 200 years; the last 145 years of those in the care of the Marist Brothers.

Fortior Ito.  
Go forth with strength.

## GALLER.E

Parramatta Marist High School has a teaching system unlike many other schools that assists in the development and improvement of our students. The Project Based Learning style employed at Parramatta Marist incorporates a series of techniques that require students to work in groups and produce a final product. The last step in the process is to showcase students' works. From this step the school *galler.e* was created.

Beginning as a small collective of Year 9 students who wanted a space to showcase their projects, the *galler.e* has since evolved into a dynamic space to demonstrate the passion and capability of its students. The junior cohort of Parramatta Marist High School prove themselves to be students able to express their creativity and knowledge beyond the



classroom, through a variety of PBL-based projects directed in collaboration between teachers and the *galler.e* team.

The *galler.e* space has quickly transformed since it was established in 2017 into a hub for Parra Marist culture, drawing teachers,

students and parents alike into its welcoming aura. The *galler.e* is open every Thursday morning to students, staff, parents and the wider community and has a coffee van, musicians and supports fundraising events.

# INTERNSHIP AT THE UNITED NATIONS

In September 2019, I, along with Pat Cooke (Class of 2015, St Gregory's College, Campbelltown) embarked upon an internship with Fondazione Marista per la Solidarieta (FMSI), based in Geneva at the United Nations (UN). FMSI is a Non-Government Organisation (NGO), that is essentially the advocacy arm for the Marist Association, and has observer status with the UN Economic and Social Council (ECOSOC).

As part of our internship, Pat and I participated in the 42nd General Session of the Human Rights Council. Additionally, we also participated in the Committee on the Right of Persons with Disabilities (CRDP); Committee for the Protection of the Rights of All Migrant Workers and Members of Their Families (CMW); Committee for the Elimination of Discrimination Against Women (CEDAW); and the Committee on the Rights of the Child (CRC), and the 2019 UN Social Forum.

Most significantly, Pat and I were heavily involved in assisting the International Catholic Centre of Geneva (CCIG) with its Universal Periodic Review (UPR) submission on the occasion of the UPR Working Group's review of Bolivia. This project was titled 'Strengthening Bolivia's Civil Society in the Context of the 2019 Universal Periodic Review.' CCIG is a collection of Catholic NGO's, of which FMSI is a part, that engages in advocacy projects in a range of countries worldwide and lobbies at the UN for improved conditions in the countries that they are active.



For this project, Pat and I, along with our partners from Edmund Rice International (ERI) and Franciscans International (FI) organised and attended meetings with 22 Permanent Missions for our CCIG and FMSI representatives from Bolivia to lobby key members of the UN. For our partners from CCIG this was a massive accomplishment – in all of its previous projects CCIG had never been able to secure more than 10 such meetings with Permanent Missions.

Coordination of this effort involved not only strenuous work in meeting deadlines and facilitating and coordinating travel schedules and meeting locations, but also required negotiation and traversing of language barriers, as most of the nations that we met with were native Spanish speaking nations. Luckily for me, Pat speaks fluent French, Spanish and Italian, and was able to translate for our meetings with non-Spanish speaking nations. Without him, there was no chance that would have been able to establish connections with so many Permanent Missions.

The ultimate aim of these meetings was for the Member Nations of the UN to take the recommendations that CCIG had made in its submission to the UN, and make them formally in the Working Group proceedings. This would mean that under UN rules, Bolivia would have to formally respond to them, and either “accept” (i.e. support) or “note” (i.e. not support) the recommendation. Additionally, they would also appear in the UPR Working Group's report on the review and be part of the official UN record.

CCIG had hoped for 3 Member States to take up the recommendations in its report and make these official. We were extremely pleased that more than 10 of the Member States whom we met with took up our recommendations in some form, with Haiti making a word for word repetition of CCIG's recommendation in the area of sexual violence and exploitation of women and girls. The official that we met with from the Haitian Permanent Mission, Didier Georges, a Counsellor and UPR Expert, told us that it was our conviction and force behind our lobbying that led him to make the recommendation formally.

Additionally, we also assisted in the preparation and execution of the event held by CCIG titled, 'Addressing Implementation: Safeguarding the Rights of Children, Youth and Women in Bolivia' which was held at the UN Office in Geneva on 6 November 2019, as well as helping to create the Executive Summary from this event.

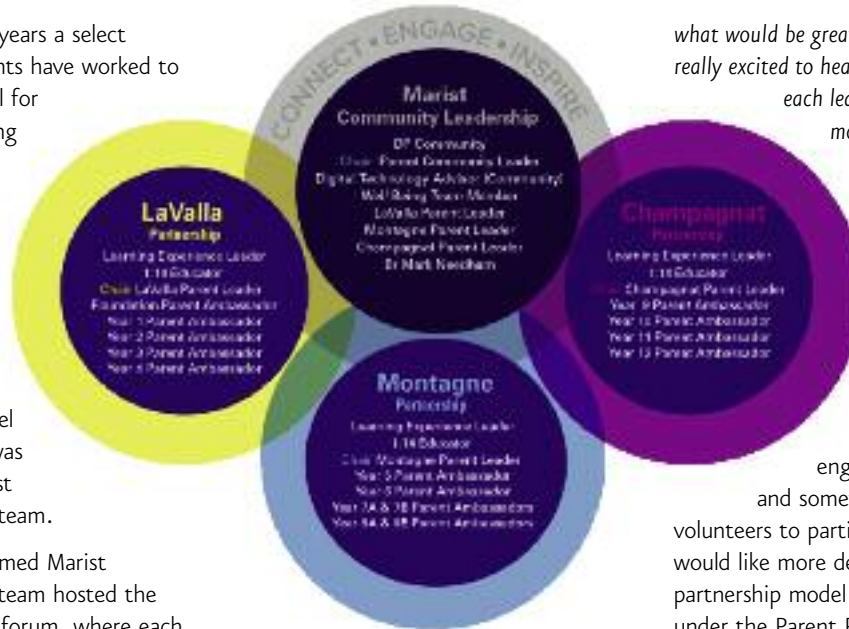
In the follow-up to the three months we spent in Geneva, Pat and I, along with the rest of the FMSI and Marist Australia team are attempting to develop an outline for a long-term advocacy platform, with envisaged significant interaction not only with the UN, but with our partners, particularly ERI, FI and CCIG, as well as an established presence amongst the NGO's in Geneva.

**Brad Murphy**  
**Parramatta Marist High School**  
**captain 2015**



# A DIFFERENT MODEL FOR PARENT PARTNERSHIP

Over the last couple of years a select group of staff and parents have worked to create a different model for encouraging and enabling authentic Parent Engagement to evolve. The aim is to assist, encourage and enable parents to better engage with their children in their learning. The diagram below outlines the model being adopted, which was established by the Marist Community Leadership team.



*what would be great moving forward. I am really excited to hear some of the other ideas each learning space had and to move forward to action some of the great suggestions we heard at the forum."*

Over the coming months the year level parent ambassadors will communicate regarding parent engagement opportunities and sometimes may be asking for volunteers to participate. If your school would like more details regarding Parent partnership model please see our website under the Parent Partnerships tab or you can email Mr Morgan Murphy, Chair of Marist Community Leadership team [maristclc@marist.vic.edu.au](mailto:maristclc@marist.vic.edu.au)

Recently, this newly formed Marist Community Leadership team hosted the first Parent Partnership forum, where each of the learning experience areas were well represented by parents.

Jodi Skinner, parent ambassador for Years 9 – 12, reflects on the Parent Forum:

*"In order to have a solid foundation, first you must have movement and movement we had!*

*It was so wonderful to see so many parents at our first ever Parent Partnership Forum. In Champagnat, we heard many wonderful suggestions using the guiding principles of Connect, Engage and Inspire from existing families and from an Alumni perspective. So many families sharing their thoughts and ideas on what Marist currently offers that works, what could be improved upon and also some brilliant suggestions on*

Finally we wish to acknowledge the excellent work and commitment of the Learning Experience parent leaders; Morgan Murphy, Jodi Skinner, Simone Fawcett and Matt Shanahan, Year level Parent Ambassadors as well as the Learning Experience Educators Tricia Corrie, Trina Wilson and Liam Hawkey for their commitment to developing partnerships.





## ST GREGORY'S COLLEGE, CAMPBELLTOWN

# ASH WEDNESDAY

At St Gregory's College, students are encouraged to be active participants in liturgy and to take responsibility for leadership and ministry in the prayer and liturgical life of the College. On no day is it more apparent than on Ash Wednesday. The importance of the day in the Church's liturgical calendar is recognised in liturgies led by Year 12 students. Each class, from Kindergarten up to Year 11 is allocated a prayer leader and all staff of the College are invited to join a group.

At 9 am when the Chapel bell rings, the whole College enters into silence and then into prayer. Before receiving the ashes, the participants reflect on prayer, fasting and almsgiving. The students write promises on their pledge cards which they are encouraged to place in their wallets or on their classroom prayer tables as a reminder throughout the Lenten season. Finally, the ashes are distributed with each young person marking the forehead of the student on his or her left and calling them to:

*Repent and believe in the Gospel.*

*This student ministry is very powerful for the minister and the recipient.*

Our College Prayer for this Lenten Season  
*Merciful God, tenderly guide and strengthen us through this Lenten season. Like Saint Marcellin, let us live with the open and trusting faith of Mary. May we live our lives in gratitude and generosity, open to wherever the Spirit will lead us on our wild and precious journey. Like Saint Gregory, let us be people of faith living every day knowing that God is part of our world and wants to be a part of our lives. We pray in Jesus' name. Amen*





# 2020 ROYAL CANBERRA SHEEP AND CATTLE SHOW

**On February 26th, 18 students, 12 head of sheep and 7 cattle made the trip to the first event on the Show Sheep and Cattle season calendar – the Royal Canberra Show.**

## Show Sheep Results

In the Corriedale Judging competition, where our sheep were judged against Corriedales bred by professional stud owners, we achieved Champion Corriedale Group, Champion Corriedale Ewe and most notable, the Supreme Corriedale. These sheep then competed in the Interbreed Judging competition, a class of the best of the best of all sheep breeds at the show. Incredibly, our Champion Ewe went on to achieve Supreme Long Wool Champion Dam (female) of the show. Unfortunately, she narrowly missed out on being awarded the Supreme Long Wool Exhibit of the show, beaten by an exceptional Border Leicester ram.

In the Schools Judging Competition, where our sheep are judged against sheep exhibited by other schools, we achieved first place in every class entered, and Champion Long Wool Ram and Champion Long Wool Ewe.

The College was very successful in the Junior Sheep Judging competition. Elliot Power achieved 2nd place, Jayden Susnjara 5th, Vincent Pisciuneri 6th and William Hackett was a finalist. These were significant results considering that this was each of these students' first ever sheep show!

## Show Cattle Results

The College's great results didn't end in the sheep ring, with the cattle and cattle handlers collecting a swag of achievements.

In the stud cattle classes, our home bred Limousin heifers 'St Gregory's Qtee' and 'St Gregory's Quintessa' both won their age classes. The College once again teamed up with Yallambee Red Angus Stud to exhibit



five Red Angus heifers. 'Yallambee Lynne' and 'Yallambee Falda' placed second and third respectively in their age class, while 'Yallambee Pru', 'Yallambee Pet' and 'Yallambee Knighting Gale' placed first, second and third respectively in their younger age class. 'Yallambee Lynne' then went on to secure Reserve Champion Junior Female. In the Red Angus Pair of Heifers class, the St Greg's Show Team was successful in placing both first and second. As always, it was a pleasure to prepare these five Red Angus heifers for showing, and we thank Yallambee Red Angus for the opportunity.

The students were also very successful in the Cattle Parading competitions. In the 14-year age class, William Hackett achieved 3rd place and Vincent Pisciuneri was a finalist. These were great results considering this was the first time both Vincent and William had paraded cattle. We were proud to have five boys in the final of the 15-year age group; Mark

Johnson, Adam Fordham, Macs Rubain, Patrick Bird and Thomas Andersen. Thomas Andersen achieved 2nd place and Patrick Bird was rewarded for his effort with the Encouragement Award. In the 16-year age group, Nicholas Cozma achieved a place in the final. In the 17-year age group, Show Cattle Team Captain Beau Gilbert achieved 2nd place! Such consistent results across the age groups has highlighted the students' hard work and dedication to perfecting their skills. Well done gentlemen!

A huge thank you must go to Mr Rick Nieuwenhuis for all his hard work at the show. Many thanks must also go to Mr Lee MacMaster – College Principal and his wife Sue, and Mr Paul Brooks – Head of Senior School, who also spent the weekend away with us. The students were so appreciative of your support.

**Mr Edward Stefanski (Science and Agriculture Teacher) and Miss Emily James (Agriculture Teacher)**

ASSUMPTION COLLEGE, KILMORE

# 2019 WAS THE INAUGURAL YEAR FOR ASSUMPTION COLLEGE'S NEW MAJOR EVENT, RURBAN!



RURBAN was created through extensive collaboration between Assumption College leadership, staff, Old Collegians, parents, students and community members. The result was weekend-long pop-up theme park on the Assumption College campus!

Thousands of visitors experienced excitement, entertainment and enjoyment at the first-ever RURBAN, which helped raise funds for major college building projects.









# LIVING MARIST LIFE: THE MARIST ASSOCIATION

**As I write this, our country and our world are living through difficult times. At the heart of the Christian message, however, is the belief that even in the face of suffering, joy and hope can be found.**

One such source of joy and hope for many Australian Marists is their membership of the Marist Association. With nearly 1,000 members and aspiring members – and growing – it is a vital and vibrant wellspring of Marist life now and into the future.

It is truly defined by its diversity. Membership is comprised of the young and not-so-young, women and men, Brothers and lay people. It includes, of course, many wonderful teachers, school leaders and support staff. Hence, it is one of the great expressions of the living Marist charism within our schools.

Some may not be aware, however, that in our ranks are Bishops and clergy, staff at Catholic Education offices, uni students and people employed in the public and private sectors.

On any given day or evening, right around the country, members gather for prayer and reflection, community get-togethers and service to others. Sometimes elements



*Penshurst Marists at their September Gathering.*

of all three are present! Even in these times of lockdown, we continue to live the Marist way in our hearts – and with gentleness and compassion towards all.

Whenever schools and workplaces return to normalcy, Association members will be present – doing their part to live St Marcellin's dream.

*Warragul Marists cook meals for those in need*







Christlife Brisbane Regional Gathering



The staff at St Patrick's Marist College Dundas have started a Breakfast Club that offers students breakfast on Thursday mornings before school. This initiative was put forward by our Marist Association committee. Many students often attend school without having breakfast, which can often hinder their learning for the rest of the day.



Ltyentye Apurte Catholic School Santa Teresa took national awards for litter prevention, community education, sustainable community development and then the top award, the Keep Australia Beautiful Sustainable Community - Tidy Town of 2019. Student Representative Council National Award



PK12 Newman staff at their retreat



Members of the Marist Association local group enjoy a meal together.



# ST AUGUSTINE'S 1930 - 2020

The first 96 students were enrolled at St Augustine's College on Monday, 10 February 1930. Classes began on the veranda of the unfinished Brothers' monastery without desks and the boys sitting in old church pews with planks of wood laid around the ground to help them stay out of the mud. Founding Principal Br Reginald was the only Brother present as his confreres were held up by floodwaters.

The official opening occurred the day before, however, many invited guests, including Archbishop Sir James Duhig and three new Brothers from Brisbane, were stranded south of the Burdekin River due to severe flooding.

The opening ceremony went ahead as planned and was conducted by Bishop Byrne along with Brother Reginald and the

then Mayor of Cairns, Alderman WA Collins as a guest speaker.

The early years of St Augustine's laid the path and underpinned all that we do here today. Pastoral care is of prime importance so that our students feel safe, connected and engaged, with the school nurturing the whole student: spiritually, academically, socially, emotionally and physically – holistic education with Marist values.

90 years on, we still see the same Christian and Marist values in the men of Saints as in 1930. Within these values students are challenged academically with contemporary pedagogical practices, culturally and spiritually through our community engagement and service programs and athletically through their involvement in many sporting competitions.

When our students leave Saints they have

a sure knowledge of who they are and how they should live. They have skills that allow them to succeed in this rapidly changing world, skills around compassion, empathy, tolerance and understanding of others' points of view. Our students thrive and flourish with the skills they have built through their journey here at St Augustine's and take with them lifelong connections to the local and broader communities, thus preparing them, in the words of St Marcellin Champagnat, to become "good Christians and good citizens".

In this, the 90th anniversary of a fine Catholic Marist College it is wonderful to see the continued dedication to preparing tomorrow's leaders. St Augustine's is innovation wrapped in tradition with a strong heritage and is future-focused with strong minds and gentle hearts preparing our students for life beyond Saints.

*"The laying of the foundation stone, on the east side of the building, was performed unostentatiously by the Archbishop who was subsequently presented with a silver trowel, inscribed: "Presented to Archbishop Duhig, to commemorate the laying of the foundation stone of Marist Brothers' College, Cairns, 1929."*

*Men working on the foundations to the new College in 1929 in historical records around the speeches at the opening ceremony, there is mention that the cost of the building was @ 6,000 pounds.*







Original building, 1930 (still there but built around)



Father Joseph Phelan O.S.A. the man responsible for building the original buildings and starting St. Augustines.



Mid 1930 Lessons on the Balcony





# Australian Marist Solidarity – still supporting projects in difficult times

## Building a better future for Timor-Leste

Twenty years ago, as the Indonesians retreated from Timor-Leste, they enacted a 'scorched earth policy' which crippled the education sector. 80% of schools were destroyed completely and 90% of the remaining schools damaged. This has lingering implications for students and teachers of today as the majority of schools remain badly damaged and in a derelict state.

In 2000, the first Marist Brothers arrived in Timor-Leste to help repair the education system that had been left in disarray. Bishop Nascimento initiated the plan for a diocesan teacher training college in Baucau, under the administration of the Marist

Brothers. This college would provide professional development of current, untrained teachers in classrooms and offer an undergraduate course for training new teachers accredited by the Australian Catholic University. The training college was named Instituto Catolico Para Formacao De Professores (ICFP), with the first students graduating in 2006.

Today, the college produces leaders in the field of primary education and empowers its graduates to also be leaders within their own local communities. Trained in critical thinking, pedagogy and child development, the students are readily offered employment upon graduation.

Working in the Spirit of St Marcellin Champagnat, the Marist Brothers and their Timorese colleagues have been striving to transform Timor-Leste and bring education and hope to the youth of Timor-Leste.

Rebuilding has not been an easy task. Australian Marist Solidarity (AMS), with the support of its donors and partners, have undertaken 92 projects since 2000 in Timor-Leste. These include a major schools restoration programme in the Diocese of Baucau, which has supported 14 schools to date. Also, development and learning centres, skills training (carpentry, agriculture, hospitality, sewing, mechanics





and computing), programs for people with disabilities, youth and women's centres, boys' and girls' hostels and many more much needed projects.

One of the many success stories is the Carpentry and Computer Centre (CTUF). This program provides computer and carpentry training for young people in the village of Uai-Lili. The area previously had a reputation as a dangerous place, with local gangs of young people throwing rocks at passers-by and vehicles driving through the village.

Maway, director of CTUF, was previously a leader of a gang in the area until he decided to turn his life around in 2013. With the assistance of an Australian Marist Brother and Australian Marist Solidarity,

Maway secured an abandoned building with approval from the local chief. In 2014 he established CTUF, with a staff of 3 and a computer program which has had 238 participants since 2014.

"Because in my life in the past, I was a person who had a bad attitude and from the support I received I tried to create something new from my life, for the future," said Maway.

"My main aim for this centre is for the young people to move from not knowing to knowing. From not understanding to understanding. How can we learn together to help those who have no power to be empowered?"

AMS, with the Marist Brothers communities and the Diocese of Baucau has certainly made a difference in the lives of young people in Timor-Leste however, there is still much more to do. 46% of

the East Timorese population is between 0 and 14 years old, with children constituting almost half of the population. These are the first victims of the high rate of poverty of the country. Of this, only 14% of children aged 6 to 11 are not regularly enrolled in schools. There is also the lack of basic services such as clean water, sanitation, health services and nutrition.

Twenty years is not a long time to build an education system out of the ashes, however, with young Timorese people like Maway and the ICFP graduates, there is certainly much hope for the next 20 years. Now, more than ever, the young people of Timor-Leste need our support. This end of financial year, AMS is asking us to help build a better future for Timor-Leste and continue the work the Marist Brothers started in 2000.

To donate, visit [www.australianmaristsolidarity.org.au](http://www.australianmaristsolidarity.org.au).

Donations over \$2.00 are tax deductible.

**HOW YOUR DONATIONS HELP TIMOR-LESTE**

- \$15** A child can attend a computer course for 1 month.
- \$35** A person with a disability can receive support for 1 month.
- \$200** A university student can receive textbooks and stationery for 1 year.
- \$350** A child can attend English class for 1 year.
- \$820** A teacher can complete fourth year of training to get a full degree.

**14,265 children, young people and adults were supported by our donors in 2019.**

**DONATE TODAY AT:**

[www.australianmaristsolidarity.org.au](http://www.australianmaristsolidarity.org.au)



# FINDING PRACTICAL WAYS TO CREATE POSITIVE CHANGE

## Skills Development Centre (SDC) – Brisbane QLD

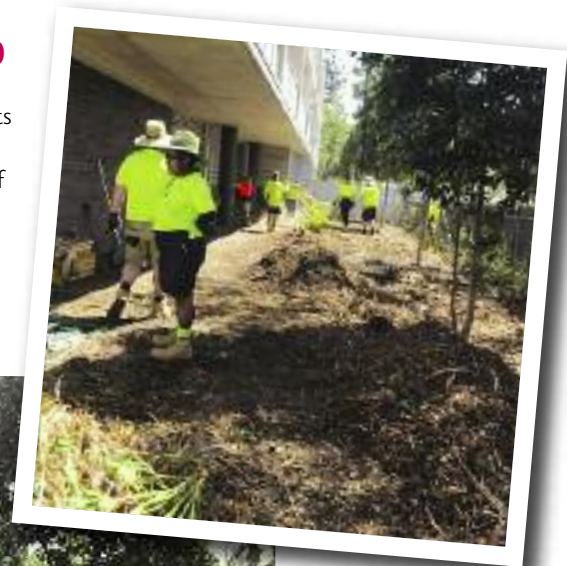
The Queensland Skills Development Centre provides training and support services for long term unemployed people of all ages. The program provides access to traineeships and other life skill learning opportunities. As part of the program, participants can obtain a Certificate 1 in Construction, as well as access to other opportunities such as obtaining a driver's licence and future training opportunities.

Our first groups of 30 trainees from Samford and Mitchelton completed their traineeship over a 20-week period. Their achievements will significantly contribute toward their future employment prospects.

The trainees' efforts have also made a huge difference to a new community space for the residents at the Church of Christ facility in Mitchelton. Through the program, the trainees were able to transform a seemingly useless and overgrown area into a usable and easily

accessible space. The elderly residents now have a nice place to socialise and their fur babies can enjoy an off leash run!

The Marist180 SDC QLD main office is located at the Marist Centre in Brisbane.



Brisbane VTEC team – during the clear out (above) and a team photo with the final result.

## Marri-Ba VTEC and BRC Host a Recruitment Workshop

The Marri-Ba Vocational Training and Employment Centre (VTEC) provides employment opportunities for Aboriginal and Torres Strait Islander clients throughout Sydney. Marist180 regularly partners with other organisations to deliver workshops and other opportunities for our participants.

Marri-Ba VTEC recently partnered with BRC Recruitment to present an introductory job seeker workshop. The workshop topics included: skills assessment, resume building and mock interviews.

As part of the experience, the young

people finished off the workshop with helpful tips on choosing an outfit for an interview. Thanks to some new volunteers, Kit, Wing and the Marist Youth Ministry (MYM) team, the participants were well attended while choosing an outfit from the Marist180 Community Wardrobe.



Wardrobe volunteers rummaging away for items (left). MYM team members and Marist180's Nik Feao following the Recruitment Workshop.



## Marist Youth Ministry Helps out the Marist180 Community Wardrobe

The Marist180 Community Wardrobe was created to be a resource for the Marri-Ba VTEC programs enabling clients to source interview appropriate clothing as part of

the workshop. The Marist Youth Ministry team have been instrumental in sourcing and sorting appropriate clothes to fill the wardrobe and putting together outfit

suggestions. After one particularly arduous clean-up session, the team were happy to line up for a photo call, modelling outfits chosen from the wardrobe.

*The team model outfits chosen from the Community Wardrobe*



*The MYM Volunteers sorting through the donations*



## Patrick House Opening

The new Intensive Therapeutic Transitional Care House (ITTC) was opened in March with a blessing and smoking ceremony. Patrick House, named after the Irish Saint, will accommodate six young people for up to 13 weeks whilst the Marist180 care team works with them to access their needs and provide individual support and

onward care. Located in Western Sydney, Patrick House brings the number of Marist180 houses for young people to 41 across Sydney, the Hunter, Central

Western NSW and the ACT. The traditional custodians of the land on which Patrick House is situated are the Boorooberongal Clan of the Darug people.



*Patrick House opening included a Blessing by Fr Gayan, from St Matthew's Parish and an Acknowledgement of Country and Smoking Ceremony by community elder, Uncle Wes Marne.*



*Uncle Wes Marne explained the significance of the Smoking Ceremony, a traditional Aboriginal custom performed to cleanse properties and ward off bad spirits from the people and the land to make a pathway for a brighter future.*



*Group Photo - Patrick House opening*



# MARIST SPIRITUAL FORMATION

## FOOTSTEPS 1

'*Making Jesus Christ Known and Loved*' is the by-line of our Marist Footsteps 1 Program. We know that this was the driving force of our Founder and the focus of all that we do for and with our young people. Other than a great opportunity to gather as like-minded and like-hearted Marists, the Footsteps programs support each of us in our own spiritual journey.

As a spiritual formation program Footsteps 1 combines both experience and theory. It invites those who have a desire for God and a yearning to learn about the

tradition of St Marcellin Champagne into a deeper understanding and experience of both. It supports not only our individual place in the world but also our particular pedagogy and helps us to renew our outlook towards all of our endeavours with our young people.

Footsteps reminds us that our vocation is more than just a job or a career. It influences how we relate to people and situations. God has gifted us and part of our calling is to express these gifts in our sacred ministry. And yes, our ministries are

sacred. *God knew what he was doing from the very beginning. He decided from the outset to shape the lives of those who love him along the same lines as the life of his Son.* (Romans 8:29)

Often, we speak of love as central to the Christian life, and as Marists we make the connection that in our relationships with our young people "we must love them and love them all equally." Everything we do as Christians needs to be understood in this light: as a means of serving our young people and putting them first.



**Footsteps 1 26 Feb 2020** Averil Asimus, Elliott Plank, Christopher Pennycook, Terri Reid, Rachael Bown, Timothy Morrison, Jennifer Sutton, Giselle Hoath, Nathan Hutchings, Kath Corbett, Lisa Babon, Roxanne Rosenberg, Gail Anderson, Catherine Donohoe, Mark Neale, Annaleise Verheyen, Daniel Morin, Derilene Martin, Jonathan Raja, Anita Willis, Stuart McClorey, Jane Short, Damien Henry, David Maglieri, Heath McKenzie, Kris O'Farrell, Todd Smith, Jessica Bryan, Moya Rodgers, Karma Blinco-Parr, Charmaine Jackson, Adam Baeta, Howe Lai, Tracy Benfield and Thomas Gahan.



## Footsteps 1 15-18 March 2020

Alexa Hunt, Sean Toohey, Andrew Short, Elizabeth Gallagher, Matthew McDonald, Bruce Miller, Nathan Collins, Mark Hildebrandt, Peter Hanson, Yan Jiang, Debra Fyfe, Simon Huntly, Helen Leahy, Peter Nowland, Christopher Segrave, Kylie Kerr, Elizabeth Falconer, Anna Nsar, Marl O'Farrell



## MARIST PEDAGOGY

**Mt Maria College Mitchelton** is a Marist Catholic coeducational College in the Archdiocese of Brisbane. As part of their Professional Development all teachers attended a workshop on Marist Pedagogy.

It was very obvious by the way the staff interacted with each other and discussed the pedagogical approach to their teaching and learning that they are a faith-based community of learning clearly grounded in the message of Jesus.

Time was spent deconstructing the foundations outlined by Br Michael Green in his article "As Marcellin would have us Teach":

- Twin qualities of presence and good example.
- Ease of relationship between the teacher and the student.
- Instinctive preference for simplicity.
- Eagerness to search continually for new and more effective methods.
- Recognition of the importance of the craft of teaching.
- Attitude towards the young that shows belief in them.



Samuel Finch, Harrison Smith and Heather McGeorge.

- Abiding awareness of the presence of God.

The educators at Mt Maria Mitchelton have a distinctive educational style that helps their young people recognize their own giftedness and teaches them to use those gifts to make a difference within our world.

The charisma which is at the heart of Marist schools and other educational ministries is

certainly being expressed by these wonderful Marist lay men and women who see their pupils as active agents in their education and as such they obviously take the central position. Success at Mt Maria is not judged solely in terms of results but rather that they are loved and loved equally and led to discover their holistic potential.

## MARY'S HERMITAGE – A PLACE OF TRANQUILITY AND SOLITUDE

Nestled amid the rolling hills of the southern highlands of New South Wales in the town of Mittagong, on a 400 hectare property, sits **THE HERMITAGE**, a Retreat and Spirituality Centre, where since 1906 The Little Brothers of Mary, more commonly known in some 80 countries of the world as the Marist Brothers have lived and ministered in what was for over 100 years their novitiate; later to be The Farmhouse for a young adult community, and in its latest metamorphosis as a Retreat centre situated on two sites: LE ROSEY (named for the tiny village where Saint Marcellin Champagnat the founder of the congregation was born) for student





retreats; and LA VALLA (named for Saint Marcellin's first parish in the mountains of southern France) for adult retreats.

Totally renovated in the late 90s and with very comfortable accommodation facilities, the site also houses the beautifully renovated Chapel of the Visitation, the Madonna of Silence Retreat room and the Brother Victor Ludeke Presentation Hall. Two self-contained Villas are also available for private retreats with

either self-catering or catering packages available. A spacious dining room and a number of breakout rooms complete the facilities. Add to all this a vast property, with its cattle and vineyards, on which to wander and ponder.

Also, on the property are a number of recently renovated cottages available for hire, for small groups or family groups.

A "spiritual oasis" for Marists who have

lived here for generations, we invite all those seeking respite from the seemingly unending pressures of life, to "Come and see!" as Jesus might invite us; to take time "to be still and know that I am God!" For those who wish it, Accompaniment and Direction with trained staff are also available. Guests and local residents are also invited to join the Brothers of the LaValla Community as part of their outreach, for morning prayer and Eucharist (Mondays) at 7.15am each weekday.

Named after our foundation house in the mountains of southern France, MARY'S HERMITAGE is a sacred place for the spirit.

## Care for the Soul Retreats

Over the last three years the Hermitage has offered a variety of retreats that provide participants an opportunity to nurture their spirit. Most of these retreats are offered as a weekend experience while this year we have added a 4 day /3 night 'Sabbath' retreat as an extension to the retreats already offered. These retreats are limited to 15 participants and offer a variety of prayer experiences, Eucharist and Accompaniment with a qualified Spiritual Director. The Retreat schedules and booking information can be found on our website: [www.thehermitage.org.au](http://www.thehermitage.org.au) Contact details also available on (02) 4872 1911.





## Join the La Valla Community

Part of the dream for the La Valla community is for lay Marists to join us in residence and engage in the life of the community and ministry we offer here. A person may choose to join us for as little as a week or for up to three months. The time spent with the La Valla community may be an opportunity for enrichment, a

way to use some long service leave or sabbatical time, some time away for prayer and reflection, a period of discernment or maybe you just want to experience some time living in a Marist community. For further information on this please contact Br Bill Sullivan at the Hermitage.

### Gift Shop

The Hermitage is now responsible for all Marist resources previously located at our

Mascot office. Our gift shop offers a wide range of Spiritual books, journals, religious items and gift ware. The range of gifts and resources on offer can be found by visiting the shop icon on the website address listed above.

We look forward to welcoming you to our spiritual oasis in the Southern Highlands of NSW.

**Br Bill Sullivan**



## YOUR ONE WILD AND PRECIOUS LIFE...

### The Summer Day

Who made the world?  
Who made the swan, and the black bear?  
Who made the grasshopper?  
this grasshopper, I mean—  
the one who has flung herself out of the grass,  
the one who is eating sugar out of my hand,  
who is moving her jaws back and forth instead of up and down—  
who is gazing around with her enormous and complicated eyes.  
Now she lifts her pale forearms and thoroughly washes her face.  
Now she snaps her wings open, and floats away.

I don't know exactly what a prayer is.  
I do know how to pay attention, how to fall down  
into the grass, how to kneel down in the grass,  
how to be idle and blessed, how to stroll through the fields,  
which is what I have been doing all day.  
Tell me, what else should I have done?  
Doesn't everything die at last, and too soon?  
Tell me, what is it you plan to do  
with your one wild and precious life?  
By Mary Oliver



Often we find ourselves with a good friend having a nice cup of coffee (or a wine) discussing our lives and our ideas about how to live, how to love and working out what gives meaning to our lives.

We tell each other about our longings, our possibilities and our inspirations. We realise that we experience the same things that get us down – those busy nitty-gritty details of our life situations - and we enjoy the very same things - our partners, jobs, children and colleagues.

We agree...this is life.

We kid ourselves for a while that we know what it means to live fully in the moment and agree that that is where we really find ourselves. But then we realise the discrepancy between our ideas and good intentions in the tensions of our feeling tired, afraid or bored in this life of ours.

Then you remember and reach into your backpack and take out Mary Oliver's poem, *The Summer Day*. You read it out loud to your good friend. You are both silent for a moment as you both come to realise that your usual way of seeing things has turned upside down. You both feel that you've just reconnected with a truth you've always known and that if you could just learn more about it, your life would be delightful and rich.



OW&PL – St Greg's: Julie Sligar, Michael Ivancic, Brian Schick

What a viscerally beautiful poem is *The Summer Day* and a lesson in the power of mindfulness or living in the moment. There's nothing subtle or ambiguous about this poem—it reminds

us all to live harder, to turn away from numbness, to be alert, and to remember—life goes fast so live it.

**Elizabeth Falconer**  
**MLF Team**

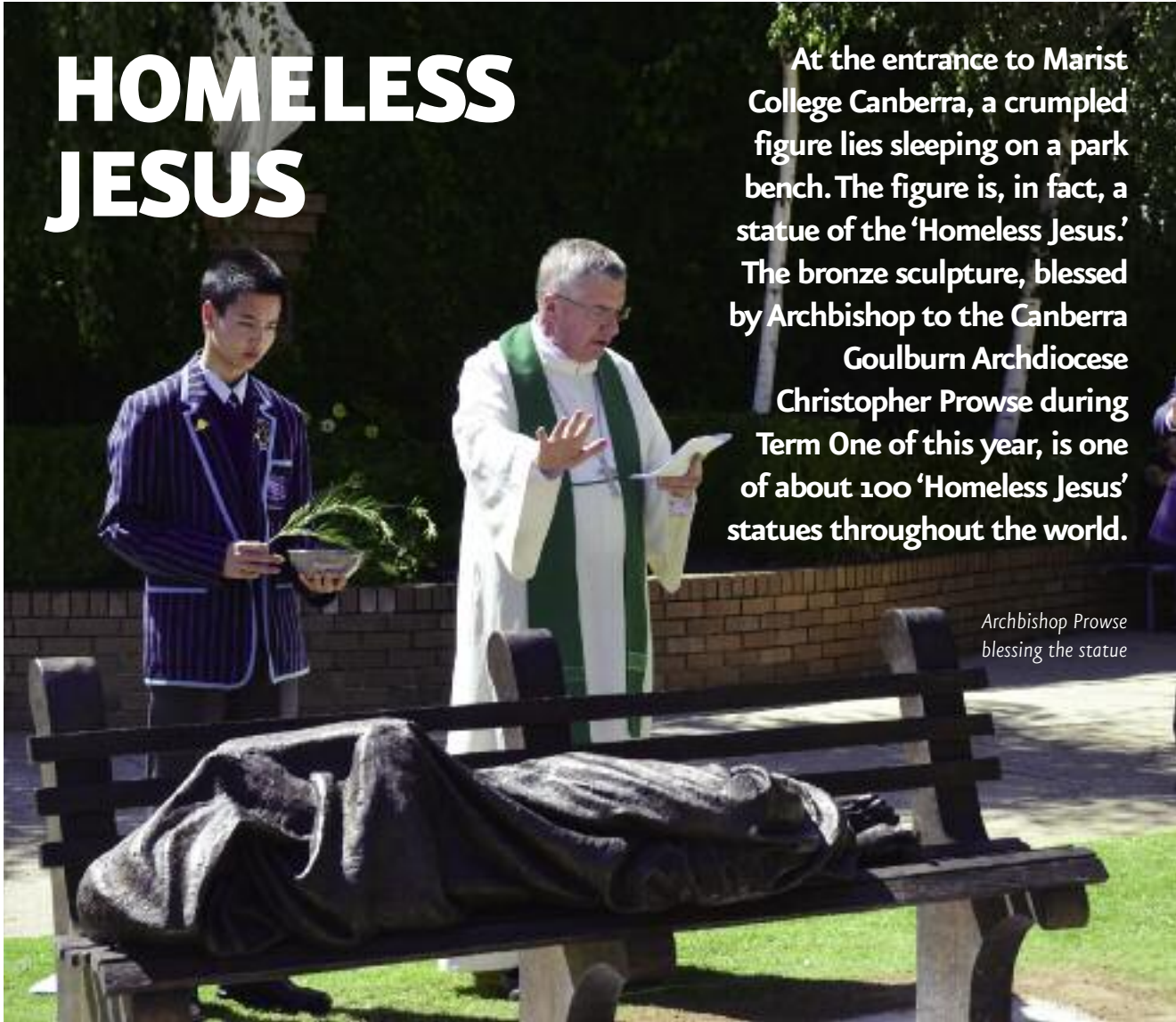




# HOMELESS JESUS

At the entrance to Marist College Canberra, a crumpled figure lies sleeping on a park bench. The figure is, in fact, a statue of the 'Homeless Jesus.' The bronze sculpture, blessed by Archbishop to the Canberra Goulburn Archdiocese Christopher Prowse during Term One of this year, is one of about 100 'Homeless Jesus' statues throughout the world.

*Archbishop Prowse blessing the statue*



The idea for 'Homeless Jesus' was born when Canadian artist Timothy Schmalz was driving past people living on the streets in Toronto. Amongst the busyness of a city lay the contrasting fragile figure of a person covered up in a blanket. He was shocked, and felt he had just witnessed Jesus.

The sculpture is intended to be "a visual translation" of the Gospel of Matthew passage when Jesus teaches his disciples about the need for compassion, "as you did it to one of the least of my brothers, you did it to me." The passage slowly reveals his message as does 'Homeless Jesus'. At first, you just see the statue of a homeless person but with closer investigation, you realise it is Jesus by the visible crucifixion wounds on his feet protruding out from the blanket.

The sculpture invites you, quite literally, to sit at the feet of Christ. There is a place to sit and touch the sculpture, perhaps pray.

I love the idea of a boy describing the pickup location at the front of the College as "Sitting next to the Homeless Jesus."

Whilst the statue may be confronting to some, it is an appropriate statement about who we are at Marist College

Canberra, the people we must engage with, and our responsibilities to care for, and even get to know, those living on the peripheries of our society.

**Matthew Hutchison**  
Headmaster, Marist College Canberra



### Archdiocese of Adelaide

Cardijn College, Noarlunga  
Marcellin Technical College, Noarlunga  
Sacred Heart College, Adelaide

### Archdiocese of Brisbane

Marist College, Ashgrove  
Mount Maria College, Mitchelton  
Mt Maria College, Petrie  
St Joseph's School, Murgon  
St Peter Claver College, Riverview  
St Teresa's College, Noosaville  
St Thomas More School, Sunshine Beach  
Trinity College, Beenleigh

### Diocese of Darwin

Ltyentye Apurte, Santa Teresa  
Our Lady of the Sacred Heart College,  
Alice Springs

### Archdiocese of Melbourne

Assumption College, Kilmore  
Marcellin College, Bulleen

### Archdiocese of Perth

Newman College, Churchlands  
St Joseph's School, Northam

### Archdiocese of Sydney

Champagnat Catholic College, Pagewood  
Marcellin College, Randwick  
Marist College, Eastwood  
Marist College, Kogarah  
Marist College, North Shore  
Marist Catholic College, Penshurst  
St Joseph's College, Hunters Hill

# Marist

## MARIST SCHOOLS AUSTRALIA

*Marist Schools Australia is a network of Catholic school communities which draw on Marist spirituality and educational principles to help animate their mission and shape their identity.*

St Michael's Primary School, Daceyville  
The John Berne School, Lewisham  
Trinity Catholic College, Auburn/  
Regents Park

### Diocese of Bunbury

Bunbury Catholic College

### Diocese of Cairns

St Augustine's College, Cairns  
Good Counsel College, Innisfail

### Archdiocese of Canberra/Goulburn

Marist College, Canberra

### Diocese of Lismore

Trinity Catholic College, Lismore

### Diocese of Maitland-Newcastle

St Francis Xavier's College, Hamilton  
St Peter's Campus (All Saints College)  
Maitland

### Diocese of Parramatta

Marist Learning Zone, Mt Druitt  
Parramatta Marist High School, Westmead  
Pete's Place, Blacktown  
St Patrick's Marist College, Dundas

### Diocese of Rockhampton

Chanel College, Gladstone  
Marist College, Emerald

### Diocese of Sale

Catholic College, Sale  
Lavalla Catholic College, Traralgon  
Marist-Sion College, Warragul

### Diocese of Sandhurst

Galen Catholic College, Wangaratta  
Marist College, Bendigo  
Notre Dame College, Shepparton

### Diocese of Townsville

Burdekin Catholic High School, Ayr  
St Francis Xavier School, Ayr

### Diocese of Wagga Wagga

Marian Catholic College, Griffith  
St Francis de Sales College, Leeton

### Diocese of Wilcannia-Forbes

Red Bend Catholic College, Forbes  
Holy Family School, Parkes

### Diocese of Wollongong

John Therry High School, Rosemeadow  
Mount Carmel Catholic College, Varroville  
St Gregory's College, Campbelltown

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## SCHOOL UNIFORM SPECIALISTS

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