

LAVALLA

THE STAFF JOURNAL OF MARIST SCHOOLS AUSTRALIA

Volume 27 | Number 1 | April 2021



200 YEARS OF CATHOLIC EDUCATION IN AUSTRALIA

INSIDE

- MSA New Principals
- The St Greg's Agile Graduate
- A Place at the Table for Everyone: Carmel College

Marist

MARIST SCHOOLS AUSTRALIA

CONTENTS

- 4 New Principals
- 6 Marist College Canberra
- 7 Bicentenary of Catholic Schools in Australia
- 8 Catholic College Sale
- 9 St Peter Claver College
- 9 Trinity Catholic College Lismore
- 10 St Gregory's College Campbelltown
- 12 Mission and Life Formation
- 16 St Gregory's College Campbelltown
- 18 John Therry Catholic College
- 20 Cardijn College, Noarlunga
- 21 St. Francis Xavier's College, Hamilton Newcastle
- 22 Carmel College Thornlands
- 23 Parramatta Marist High School
- 27 Notre Dame College
- 28 St Teresa's Catholic College, Noosaville
- 29 Marist Association
- 30 Ltyentye Apurte Catholic School, Santa Teresa
- 32 Marist Youth Ministry
- 36 St Augustine's College, Cairns
- 38 Marist College Ashgrove
- 39 Mount Carmel Catholic College, Varroville
- 40 Marist Schools Australia

LAVALLA

Editor Br Michael Flanagan,
michael.flanagan@marists.org.au

Contact details

Marist Schools Australia
Marist Centre, PO Box 1247,
MASCOT, NSW, 1460 Australia
Email: michael.flanagan@marists.org.au

Lavalla

Published by Marist Schools Australia

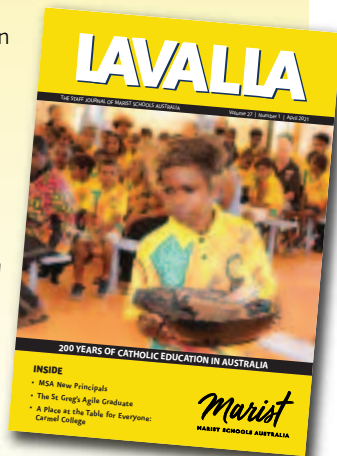
Design & Artwork

Sydney Design Studio Pty Ltd
sydneydesignstudio.com

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:

Rite of Blessing and Distribution of Ashes, Ltyentye Apurte Catholic School



FROM THE DIRECTOR

As Australia marks 200 years of Catholic education, there is much to celebrate as is highlighted in the Australian Bishops recent Pastoral letter titled *200 Years Young*¹. The history of Catholic education in Australia is a testament to the movement of the Holy Spirit in this ancient land. People over generations, in the name of Catholic education, have been compelled to read the signs of their times, the times that preceded them and the times that were to follow. The passion for Catholic education has consistently united literally millions of people for two centuries in Australia. To simply describe Catholic education as a cause, or a socio-political-cultural movement, reflects a seriously limited understanding of the collective motivation for all involved. Belief in Jesus Christ is the fundamental reason for Catholic schools. The desire to share the liberating joy of knowing Jesus and loving Jesus, to be a friend of Jesus, to be a disciple of Jesus, is the simple truth that has animated mighty works and incredible personal sacrifice in the name of the Catholic Church and education in Australia.

Catholic education in Australia is a story of success, yet like the Church itself, the history has been enacted by normal people, imperfect people, all of whom have made mistakes along the way. Shamefully, some were criminal in their behaviour with innocent children, betraying parents' trust with catastrophic consequences. As noted in *200 Years Young*, these failures were widely acknowledged from the 1990s onwards through to the final report of the Royal Commission in 2017. However, hurt remains and our care, compassion and asking for forgiveness must remain constant for all victims and survivors.

Saint Marcellin said it best when he described the work of Christian education as God's work. Catholic education is not owned by the Bishops, or the Superiors of Religious Institutes and Congregations, or by Parish Priests or Directors of various Catholic Education Authorities. Catholic education is an expression of God's mission through every person



engaged in the work of our schools. Some certainly have critically important leadership roles which demand great wisdom, foresight and courage. **However most who have, and do work in Catholic schools are unheralded people, who quietly go about their daily work with enthusiasm and dedication, seeking only the best outcomes for the students in their classes and in their care.** As Jesus taught so clearly, all people are vitally important, and this reality is no more apparent than in the sacred work of Catholic education.

Deepening understanding from different times throughout our 200 year history provides constructive and hopeful insights to our current realities. As Marists we have a wealth of written history of our schools in Australia, much of which provides personal and colourful illustrations of the contexts in which Catholic education has thrived.

As identified in *200 years young*, the 1800s saw the pioneers of Catholic education as the country's population grew steadily from early European settlement and surged in the 1850s following the discovery of gold. As Marists, we share in the story of the first Catholic school formally established in Australia in 1821 by Father John Therry at Parramatta in Sydney. In 1875, this school was entrusted to the Marist Brothers and the secondary years are known today as Parramatta Marist High. The Marist Brothers established their first Australian school in 1872 at Saint Patrick's in the Rocks, Sydney and it was opened on April 8th. We will celebrate the sesquicentenary of that happy occasion next year.

The Marist Brothers were keenly sought by Australian Church leaders for some time in order to support the ever increasing need for quality education. A key figure in the

story of the Marist Brothers coming to Australia is Archdeacon McEncroe². In the period 1832 –1868, during which he held the position of Director of Catholic Education in NSW, and parish Priest of Saint Patrick's at the Rocks, Archdeacon McEncroe was considered one of the most influential priests in New South Wales, apart from Archbishop Polding and his administrators. From 1844 – 1848, McEncroe was Editor of *The Australasian Chronicle* and in 1850 was instrumental in the establishment of *The Freeman's Journal*, which was to become *The Catholic Weekly* we know today. In both publications, the rights of minorities were regularly promoted, and appropriate dignity advocated for indigenous Australians, convicts and Catholics³.

Upon his arrival in Australia, Archdeacon McEncroe worked closely with Father John Therry. Critical for the Marists, he formed close friendships with the Marist Fathers who arrived in the colony in 1845. McEncroe's persistent advocacy with the Superiors of the Marist Brothers in France for the Marist Brothers to come to Australia begs some reflection on the character of the man himself.

McEncroe was a gifted and capable person, whose obituary in the Sydney Morning Herald on Monday August 24th 1868⁴, provides testament to the character of this much loved figure in the early Australian Church. It was reported that the "venerable Archdeacon", whilst still in his native Ireland and upon,

"... seeing a cart containing a number of prisoners about to be transported (to New South Wales) driven along at great speed, he threw several prayerbooks into it. Many years afterwards when he was in New South Wales, one of these very prayer books was brought to him by the person to whom it had been so given, and who came to express his gratitude for the gift".

The following paragraph provides further insight to this important figure in the history of Catholic education and the presence of the Marists in Australia.

"His hearty devotion to his own Church and his fearless vindication of what he deemed the unalienable rights of his co-religionists, never embittered his social relations with those who were conscientiously opposed to the Roman Catholic Faith; his unswerving independence, sterling friendliness, and manly candour, being thoroughly appreciated by all. Where he could agree with any of his fellow citizens – Catholic or Protestant – for any good common

end, he was ever glad to cooperate with them; where he knew himself to be conscientiously and hopelessly opposed to their convictions it was his wont to remain silent, rather than be foolishly disagreeable, and needlessly aggressive. Whether administering the last consolations of his religion to an accomplished prince dying far from his royal relatives, or praying by the death bed of a miserable pauper, it was the same plain John McEncroe – ever characterised by a homely quiet earnestness, and integrity of purpose which clothed all his acts with a singular naturalness and dignity of which he seemed wholly unconscious".



Archdeacon John McEncroe

As early as 1859, the prospects of the Marist Brothers arriving in the Colony were reported with some excitement in the press. Archdeacon McEncroe persisted with his desire to have the increasingly renowned Marist Brothers in the Colony. In close friendship with the Marist Fathers, and communicating through their Superiors to the Brothers' Superiors in France, McEncroe urged appropriate encouragement and even pressure be applied to the Brothers. Such was the demand for the Marist Brothers in Europe and other parts of the world, and the firm commitment by the Brothers to send properly formed Marists, spiritually and professionally, delays were inevitable. The New South Wales 1866 Public Schools Act intensified McEncroe's urgency, as he was determined that Catholic schools be able to provide *at least as effective education as that offered in state schools.*

Succumbing to illness, McEncroe died on Saturday 22nd August 1868. This much loved figure had thousands of people honour him by processing past his coffin as he lay in state at St Patrick's Church. In his Will, he bequeathed a major portion of his considerable estate for the clearly stated purpose of introducing to the colony the Marist Brothers, in order to

undertake the care and direction of boys schools and preparatory schools for teachers. The other beneficiaries were Saint John's College at Sydney University, Saint Vincent's Hospital, The Deserted Children's Shelter and the Sisters of Mercy.

That Archdeacon McEncroe was such an ardent supporter of the Marist Brothers is understandable considering the manner in which the Institute was successfully flourishing in Europe and the needs he saw before him in Australia. The reported nature of his character and manner of operating in what was still a hostile environment for Catholics and Catholic education is instructive. The need to evangelise was no less pressing than it is today. Indeed, among the earliest accounts of the Brothers in 1872, their experience of students unable to bless themselves and mockingly reciting with intended inaccuracy the words of the Rosary, presents a situation laced with frustration and obstacles.

The words of McEncroe's obituary signal a man blessed in abundance with the gifts of the Holy Spirit. One can see a person alert to the signs of the times, past, present and future, and reading them with wisdom. One can see a person who persevered. One can see the preference in appreciating what a person offers rather than a fixation upon what they do not. As we look to the next 200 years of Catholic education in Australia, cognisant of the political realities in which we live and work, like the venerable Archdeacon, let us always look to find the ground that is common *for the common good.*

Yours sincerely,

Dr Frank Malloy
National Director

1. Australian Catholic Bishops Conference, 2021 *200 Years Young – A Pastoral Letter from the Bishops of Australia to the Leaders, staff, students and families of Catholic Education.*
2. Doyle, A (1972) *Marist Brothers in Australia 1872 – 1972*
3. Campion E (2018) *Archdeacon McEncroe: An Architect of the Australian Church* (retrieved from <https://australiancatholichistoricalsociety.com.au/wp-content/uploads/2020/04/campion-achs-journal-2018-final.pdf>)
4. *Sydney Morning Herald* 24th August 1868 *Death of Archdeacon McEncroe* (retrieved from <https://trove.nla.gov.au/newspaper/article/13171486>)

NEW PRINCIPALS



Stephen Adair

We welcome Stephen Adair, Principal of Carmel College Thornlands. While Stephen and the Carmel College community have been closely involved with MSA over a number of years, this is the first year they have become full members. Stephen has wide experience as a teacher and school leader across Queensland from Abergowrie in Far North Queensland to Rockhampton, Maryborough and schools in Greater Brisbane. Stephen is an accomplished timber craftsman who recently completed a replica of Marcellin's table which now takes pride of place in the school's new administration centre. We warmly welcome Stephen to the Marist family.



Luke Reed

Luke Reed commenced as Principal of Mt Maria College, Mitchelton, in January 2021. Luke and his family have returned to Brisbane after 12 years living and working in the Cairns Diocese. Most recently he has been foundation Principal of MacKillop Catholic College, Mount Peter, a P-12 coeducational school in Cairns' burgeoning southern suburbs. Prior to that Luke worked as Principal of Mount St Bernard College, Herberton, a small rural boarding school serving the communities of the Tablelands, Gulf, Cape York and Torres Strait. Luke also worked for a time as a Faith and Mission Consultant with Cairns

Catholic Education Services supporting its Secondary and P-12 Colleges.

Luke is enthusiastically embracing the opportunity to join the Mt Maria College community and its leadership group. He has had experience of schools sharing the Marist charism, both as a parent (son Nicholas enjoyed six years as a student at St Augustine's College, Cairns) and as acting Principal of Good Counsel College, Innisfail, during 2014.

Luke's formation as an educator has focused on English, the Humanities and Theology. His undergraduate studies in Education are complemented by Bachelor of Counselling and Master of Education qualifications. Luke brings a commitment to the belief that student learning and wellbeing growth is the core focus of the collective endeavour of students, families, and staff. As a Catholic Marist community, our common work is directed toward forming young people with strong minds and compassionate hearts.



Simon Ghantous

Mr Simon Ghantous commenced as Principal of Marist College Kogarah at the beginning of Term 1. Simon comes to the role after four years as Assistant Principal at De La Salle Revesby Heights. Prior to this he held leadership positions in the Sydney Catholic Schools Office, Patrician Brothers College Fairfield and St Dominic's College Penrith.

Simon holds a Bachelor of Arts (History and Archaeology) from the University of Sydney, a Graduate Diploma in Education and a Master of Educational Leadership from the Australian Catholic University. Simon has been actively involved in a variety of co-curricular programs of the schools he has taught at including social justice, sports coaching and student leadership development. He is looking forward to the opportunities ahead and his goal is to build on the great history of Marist College Kogarah and

inspire the young men of the College to follow their dreams, strive for excellence and develop into men for others who make a positive contribution to our world.



Michael Newman

Marist College Ashgrove has welcomed a new Head of College, Mr Michael Newman, after the recent retirement of Mr Peter McLoughlin. With an impressive economics and educational-focused resumé, Michael holds a Masters in Educational Leadership and a Graduate Diploma in Religious Education from the Australian Catholic University, as well as a Bachelor of Economics and Diploma of Education from Macquarie University.

It was at university where Michael was studying his economics degree that he realised that he also wanted to be a teacher. "Once I did practice and got into schools, I really enjoyed it. I think it's a great job being a teacher; it's such a privilege to be with young people and to be able to inspire them and assist them to achieve their dreams," he says. From 2010 Michael was Principal of St Mary's College, Toowoomba and more recently, Executive Principal with the Toowoomba Catholic Schools Office. Before this, he was Principal of St John's School, Roma, and Dean of Community and Mission at St Joseph's College, Nudgee. He was also a Marist Brother for seventeen years serving communities and schools in Burdekin, Hunters Hill in Sydney and Lismore.

Michael is passionate about helping students to achieve their personal best. He has always wanted to make sure that there are opportunities there for the boys in every aspect. "My philosophy really is all about achieving your personal best in all areas of education. I think that holistic sense is really important whether it's achieving your best academically, spiritually, culturally, sporting wise or even just getting on with other people," he says.



Denise Gersbach

Principal Holy Family Parish School Parkes.

Mrs Denise Gersbach has returned as Principal of Holy Family Parkes after a three year secondment to the Catholic Education Office in the Diocese of Wilcannia-Forbes.

Denise had previously held the position of Principal at Parkes for 10 years before accepting the secondment.

Denise attended Holy Family and Red Bend Catholic College as a student, two schools steeped in Marist tradition.

Denise was the Principal at St Joseph's Parish School, Peak Hill prior to taking up the position at Parkes.

Denise was seconded to the Catholic Education Office for a three year appointment where she worked as the ONCE/Compass Specialist, Attendance Officer and Policy Officer.

Denise holds a Bachelor of Education, a Graduate Certificate of Religious Education and a Master of Religious Education.

Denise is excited to have returned to Holy Family and is looking forward to the opportunities and challenges ahead.



Marco Di Cesare

Marco Di Cesare commenced as Principal of Marcellin College Bulleen at the beginning of 2021.

Marco has a Bachelor of Business from the Royal Melbourne Institute of Technology, a Graduate Diploma of Education and a Master of Business Administration from

the Australian Catholic University, a Master of Education Policy from the University of Melbourne, a Graduate Certificate in Theology from the University of Divinity and is currently completing a Master of Theology at the Melbourne College of Divinity.

A highly respected educational leader, Marco's creativity and skill in collaboratively fostering engaging learning environments and successful outcomes for students is widely known and admired.

From 2013 to 2020, Marco was the Principal of Caroline Chisholm Catholic College (CCCC). During his time at CCCC Marco's outstanding contributions to Catholic education have been formally recognised through The Educator - Principal of the Year Finalist (2018), Australian Business Awards - Employer of Choice Award (2018) and ACARA Recognition for NAPLAN Reading Improvement (2019).

Marco is also well known in the Marist community having taught at Lavalla Catholic College, Traralgon for 19 years, with six years as Deputy Principal.



Amanda Jones

We welcome Amanda Jones, newly appointed Principal of St Francis Primary School in Ayr. Amanda recently moved to Ayr from Townsville where she was the Assistant Principal in Religious Education at St Joseph's The Strand. Her entire life has revolved around Catholic Education attending Catholic primary and secondary schools. Amanda has spent the majority of her career working within the Townsville Diocese and during this time has been fortunate to have had many opportunities. She was a member of the implementation team for Christian Meditation, the first Kindergarten teacher for the Diocese and also took on the Chaplaincy role during her time at St Joseph's.

Amanda's vision for St Francis is focused on keeping students at the centre of all

that they do. She strongly believes that the students and their learning and wellbeing are core business. Amanda is looking forward to enhancing family and community engagement and establishing relationships to create a place of welcome for all with Jesus Christ central to all the school does. St Francis draws on both the Marist and Good Samaritan traditions. We warmly welcome Amanda to Marist Schools Australia.



Silvana Rossetti

Principal Marist College Eastwood.

Prior to her appointment as the Principal of Marist College Eastwood, Silvana held a number of leadership positions including Assistant Principal Learning and Teaching at Catherine McAuley Westmead and Assistant Principal at Domremy College Five Dock. During Semester One and Term 3 of Semester Two 2019, Silvana was also Acting Principal at Catherine McAuley Westmead.

In her years of leadership Silvana has demonstrated a comprehensive understanding of the school community, a passion for a strong learning agenda and commitment to an effective partnership with the leadership team, school staff and parent community.

Over her 30 year career she has had experience teaching and leading in all contexts; girls, boys and in coeducational settings. The enthusiasm she brings to the role is reflective of her dedication to pursue excellence in the leadership of teaching and learning.

She is excited to be moving into the principal role at Marist College Eastwood to continue the great work of the College as a thriving Catholic community in the Marist tradition. Silvana looks forward to working with the College leadership team to shape confident, independent young men of faith who are creative and collaborative thinkers.

VALUING RESPECTFUL RELATIONSHIPS

As communities respond to a growing movement towards Respectful Relationships education, one school has opted for an honest and sustained approach.

In 2019, Marist College Canberra commenced work on the Respectful Relationships project, aiming to enhance the quality of its relationships between students, staff and families. Catholic education has the fundamental moral purpose of ensuring we create fine young people who know and love Jesus. At Marist College Canberra, these graduates are young men, who adopt Mary as a model for their relationships and espouse respect, dignity and equality. Pope Francis reminds us that an education in the 'fullness of humanity' should be the defining feature of Catholic schools, but a recent scan of the media would suggest we have some way to go.

This is not to say that Catholic and Marist schools have been sitting idly by. In addition to the Health and PE syllabus, schools implement numerous age-appropriate programs addressing issues of sexual assault, consent, power imbalance and control, personal safety, pornography and responsible

decision-making. Guest speakers, parent education evenings, partnerships with other schools and discussions with pastoral care leaders are all part of the ongoing commitment to develop an understanding of respectful relationships. There is, of course, always more to be done, both in and beyond schools.

Alongside these efforts, Marist College Canberra has formed a partnership with the Australian Catholic University and its Institute of Child Protection Studies to undertake a co-designed study investigating the long-term effectiveness of respectful relationship programs. There is a humility in this approach, which admits room for growth and acknowledges the need to listen to all members of the community, allowing truth to be told. The College is also part of an International Boys' Coalition study, exploring current research related to sexual citizenship and digital responsibility in boys' schools.

The College's 2021 student leaders elected

to strengthen their approach in ensuring respectful relationships, adopting this as their theme for the year. In Term One, Headmaster Matthew Hutchison reminded the student body that "We can't afford to be indifferent. Your response, to challenge and call out such behaviour, requires courage. Courage is not without fear, but we give strength to each other when we collectively call out such poor behaviour, and we support each other to make good decisions."

Far from a knee-jerk reaction to the media stories of boys behaving badly, the College is engaged in a long-term effort to enhance the quality of relationships. Ultimately, the College seeks to contribute to the development of young men who not only 'act' respectfully while wearing the blue and blue, but through their relationships they 'become' respectful contributors to society. The outcome of these communal and individual efforts is a Marist graduate who is aware of his responsibility to relate respectfully as a global citizen and to value



Marist College Canberra Respectful Relationships MCC and Canberra Girls Grammar School



Marist College Canberra Mother and Son Commencement Mass

the inherent dignity of all people.

The project acknowledges this goal cannot be achieved by a standalone program and that the responsibility does not lay with a single body: the parents, the school or the experts in the field. Equally, a narrowed focus in an area like consent, devoid of the broader context of respectful relationships, misses an opportunity to deepen the conversation beyond a simple exchange of permission. Like other public health models, the detoxification of masculinity requires a joint effort between parents, schools and students, and the adoption of a range of preventative measures. Complex issues like gender-based violence, sexism, power imbalance and the enhancing of diversity, equity and inclusion require a common language, a cohesive approach and a commitment to change.

The initial phase of the research project will design and utilise an instrument for measuring the current temperature of respectful relationships within the Marist community. Students, staff and parents will be invited to take part in a survey and focus groups.

The second phase will see the implementation of a refined approach to respectful relationships and a focus on areas requiring development. In order to grow self-efficacy amongst students, staff and families, failure must not be feared. The project's implementation phase will provide safe opportunities for boys to be nurtured, stretched and corrected by adults (staff and parents) who feel prepared, competent and willing to engage in this important dialogue in the classroom, sporting field and at home.

The final phase will provide an opportunity to reflect on the effectiveness of these interventions and to evaluate the changes in behaviours, attitude and values.

Researchers acknowledge that cultural change requires significant time and effort for lasting impact. Therefore, the project will ultimately become a cyclical process of self-reflection, adjustment and refinement.

In a public discourse sometimes dominated by the failures of educational institutions, the Respectful Relationships project offers a glimmer of hope. Far from a breeding ground for misogyny, Marist schools can be homes of light and learning that inspire thoughtful kindness at the service of the common good, and where human decency is the currency of every interaction.

Nathan Ahearne

BICENTENARY OF CATHOLIC SCHOOLS IN AUSTRALIA, 1820-2020

The first continuous Catholic School in the colony of New South Wales opened in Hunter Street, Parramatta, probably in late 1820. It was certainly in existence in 1821.

It was established by Father John Joseph Therry, the recently arrived Catholic Chaplain to the colony.

Therry appointed, as the first teacher, Mr. George Marley (or Morley), an Irishman – a convict and former accountant – who had arrived in 1814 on the convict ship the “Three Bees,” “under sentence of transportation for seven years.”

In 1821 the school had 31 pupils, both boys and girls, of whom seven were Protestant.

Marley was paid by the government at the rate of one penny per child per week and was provisioned from the Government Stores.

In March 1823 he left the school to take employment as a clerk with John Macarthur at Camden, and in 1825 he was a free man.

By 1875 the school had relocated to Victoria Road, Parramatta, on the current site of Saint Patrick's Catholic Cathedral, at a time when Catholic schools were preparing for the withdrawal of government financial support and parishes were scrambling to find Religious Sisters and Brothers to keep their schools open.



Parramatta c1820 by Joseph Lycett

The Marist Brothers were invited to take responsibility for the education of the boys during 1875, while the girls were taken under the wing of the Sisters of Mercy, Parramatta.

In 1882 funding for Catholic schools ceased and for the next 80 years the schools were funded exclusively by parents and parishioners.

Much later, in the mid twentieth century, the boys' school – now called “Parramatta Marist” – was moved to the Westmead site, on part of the former St. Vincent's Boys' Home precinct.

In 2021 Parramatta Marist is now celebrating its bicentenary, having survived two World Wars, and the Spanish Flu pandemic of 1919. There is a bright sense of optimism about the campus.

We wish the Principal, staff, boys and the entire Parramatta Marist community every blessing as they continue the grand journey begun back in 1820/1, and joined by the Marist Brothers in 1875.

**Brothers Barry Lamb
& Kelvin Canavan**

JOHN XXIII BUILDING REDEVELOPED

Catholic College Sale officially opened its refurbished John XXIII building at the newly amalgamated Desailly Street site on Saturday March 13.

The weekend of celebrations, which included the decommissioning of the Sion building, began with the Most Reverend Gregory Bennet (Bishop of Sale), joining Gippsland MHR Darren Chester and Brother Peter Carrol FMS, to officially open the refurbished John XXIII building.

The John XXIII building has been rebuilt internally and extended to provide state-of-the-art learning with open space classrooms, break-out rooms and the latest technology, with funding support

from the Federal Government and the College local community.

Principal Chris Randell said, "The Catholic College Sale community gathered to celebrate the redevelopment of the John XXIII building into a modern learning hub for Years 7 and 8 students. The College was very privileged to have the Honourable Darren Chester, Member for Gippsland, representing the Commonwealth Government, Bishop Greg Bennet, Bishop of Sale Diocese and Br. Peter Carrol FMS, Provincial of the Marist Brothers and governors of the College to open and bless the building. The College was also grateful for the presence of Maria

Kirkwood, Director of Catholic Education at Diocese of Sale and Sister Mary Barbuto NDS, leader of the Sion community as well as a number of Sisters of Sion and Marist Brothers."

Assistant Principal of Learning and Teaching Cindy Foat said "This is an amazing facility that will support our whole learning community now and in the future. Our new learning studios open up to allow team teaching and there are large amounts of glass to help supervise breakout areas. Both our students and teachers have already settled into the space and are taking full advantage of all it has to offer."

Plaque Unveiling - L to R Br. Peter Carrol FMS, Hon Darren Chester, Bishop Greg Bennet unveil the plaque to commemorate the official opening of the refurbished John XXIII building.



John XXIII building



STUDENT VOICE – CAFÉ OF KNOWLEDGE

The café of knowledge brought all Aboriginal and Torres Strait Islander students from St Peter Claver together to talk about the impact of racism. Café conversations provided students with the space to discuss the issues that matter to them with a view to acting for the common good. In the café conversations students learnt from each other, talked about the issues of the day and brainstormed ideas for improving respect and understanding. After gathering ideas and thoughts from the café conversations students created an action statement summarising their thoughts and ideas. Art

students, who had been exploring social justice issues, provided the print design which was used as a canvas to overlay the action statements.

Students wondered:

If sharing the beauty of our cultures would change hearts and minds?

If racism still exists because people need education?

If people understand that casual racism is degrading, and belittling and it hurts?

If taking a step back, thinking and listening would shift things in Australia?



COMMENCEMENT MASS 2021

On Friday 12th February the College celebrated its Commencement Mass for 2021. We would like to thank Fr Jim Griffin for his support and generosity celebrating this important event in the life of the College. It is with great sadness that we remember the passing of Fr Bob Barber SM, who was appointed College Chaplain for 2021. As a community we prayed for Fr Bob at the Mass and we continue to pray for his family and friends. In his brief time at the College his gentle manner and easy going nature were evident. Our College will be less because we will not now experience all the gifts and guidance he had to offer our community. May he rest in Peace.

Although COVID 19 continued to limit our gathering and singing, the reverence of the student body, leadership of the College Captains and the cherished symbols of the Trinity community united the community at this important Eucharistic celebration. In keeping with tradition, the placing of the names of all students and staff into the College Heart and the procession of the College Lantern continue to remind us of our strong connection to the spirit of our founders Nano Nagle and Marcellin Champagnat.

In the Mass we prayed for each other and for the whole Trinity family. We asked God

to journey with us throughout the year and give us hope as we look forward with anticipation and enthusiasm, to give us courage to walk together with friends, and with new friends who have recently joined us. We asked that, as a community, we continue to live up to the challenge of Jesus to “love one another as I have loved you”. We asked God to bless us with the characteristics of Marcellin Champagnat and Nano Nagle in all our interactions.

Mr Tom Gahan
Assistant Principal of Religious Education and Mission



THE ST GREG'S AGILE GRADUATE

This year has seen us introduce our new *Graduate and Learner Profile* model. This model expresses our aspirations for our young people, and it focuses on their holistic development. We aspire to send our young people out into a fast-changing world equipped to respond to the unexpected with **agility**. Through this model, we are asserting that the best way to foster that capability is through the cultivation of **learner attributes** or **qualities**, concurrent with high-quality teaching pedagogies.

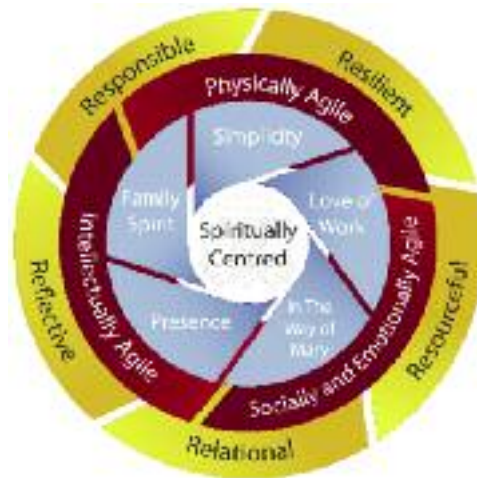
The heart of our model is **Spiritually Centred**. This recognises the significant role that spirituality, particularly our Marist spirituality, plays in supporting the development of the **whole person**.

Surrounding this are the three other domains in which our young people must develop agility; the Intellectual, the Physical, and the Social-Emotional domains.

Through our model, we aim to recognise that everyone has the capacity to keep on learning, throughout their lives. We know that the best learners understand what **learning** is: it is something they **do** in order to build knowledge and skill in any given area.

Good learners, quite simply, know how to learn.

Through our Senior School *Agile Graduate* model, we identify five key qualities or attributes that good learners have. Good learners are:



- Resilient
- Relational
- Reflective
- Resourceful
- Responsible



We have already seen great collaboration between Leaders of Learning, Year Leaders, Academic Care Leaders, teachers, students and their parents, in developing and implementing this model. In Term One this year we have focused on developing the 'Being Responsible' attribute. In classes students investigate what it is to be a responsible learner, and teachers provide opportunities for students to demonstrate responsibility and be recognised for their learning agility. We are looking forward to seeing this unfold further throughout 2021.

Mrs Louise Millar
Director of Teaching and Learning

SPANISH LESSONS BEGIN AT THE JUNIOR SCHOOL

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples... students develop an intercultural capability and an understanding of the role of language and culture in communication and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity. (NSW Syllabus, Spanish K-10)

St. Gregory's Junior School is a PYP Candidate school and the decision was made this year to adopt Spanish as the Language taught from Kindergarten to Year 6. The decision to

incorporate Languages Other Than English (LOTE) into the Junior School has been in the planning for the last couple of years and it is wonderful to see this come to fruition. Seeing students authentically engaged in learning the Spanish language and the various cultural aspects has been pleasing to witness.

Spanish was selected as the LOTE language because:

- it is one of the most widely spoken languages in the world
- it is the official language of more than 20 countries
- it is one of the easiest languages to learn

- Spanish is spoken across different continents
- it provides opportunities for students to gain insights into the contributions that have been made by Spanish speaking communities to Australian society and to the global community.

Mrs Paula Grados was employed as the inaugural Spanish Teacher and has led the implementation of the Spanish program in the Junior School (K-6) with distinction. She has planned engaging and fun activities to immerse students in the language through literature and music. Within the first few



weeks the students were greeting their teachers and engaging in basic dialogue. The dedicated Spanish room is colourful and rich with language – a vibrant learning environment for all students to fall in love with learning Spanish!

The students are open-minded and are learning to be multilingual communicators.

The parent community have also embraced the new Language Program with enthusiasm. The exploration of the Spanish language has created an organic dialogue about their own cultural backgrounds. Many of the students have gone home to ask about their own heritage and explore similarities to the Spanish language. They come to class with

lovely stories about their parents and grandparents' cultures. The students have also made an effort to ask questions about countries that speak Spanish and where these are located on a map, which has created fun and spontaneous Geography lessons.

Mrs Diana Ivancic
Assistant Head of Junior School

ST GREG'S STUDENTS BRANCH OUT TO CONNECT TO COMMUNITY

Students in Year 4 at St Gregory's College Junior School have been exploring how reaching out in love and service can connect communities; locally and globally. In their Unit of Inquiry, the students have explored and investigated various people and organisations that reach out in love and service to support the wide range of needs present within our community.



Throughout the unit they were exposed to different organisations such as Caritas, Marist Solidarity, Orange Sky, Helping Hands and St Vincent de Paul. Mr Jordan from St Vincent de Paul Macarthur, visited the classes and shared the vision, mission and numerous day to day services they provide to people in the local area. A panel of students from the school community involved in outreach programs, also shared their work, experiences and motivation.

The staff had recently participated in a Marist Spirituality Day in which they hand-made Rosary Beads to send to families in Timor Leste. The families see the Rosary as a form of protection and

help guiding them in their spiritual and faith journey. Photos of the staff taking action were shown to the students who then further assisted by contributing to the making of more Rosary Beads to send overseas. These beads were accompanied by personal letters to those they prayed for as they made the Rosary Beads.

This practical experience further strengthens the spirit of community that exists between the Marist Community here in Australia and our brothers and sisters in Timor Leste.

Mrs Diana Ivancic
Assistant Head of Junior School

MISSION AND LIFE FORMATION

breathe

the Spirit of life (Rm 8:2)

Staff and students from schools across Australia have readily embraced the Marist Association theme for 2021, 'Breathe...the Spirit of Life'. The heart of the theme is derived from Job (33:3-4): "The Spirit of God has made me; the breath of the Almighty gives me life." – Job 33:3-4.

God's Spirit breathes life into all of creation, and it is that breath that provides life to all living things. The Christian life is one powered by the breath of God, transforming and calling us to be

people who participate in the mission of Jesus: of building and empowering others into freedom.

The theme takes up the challenge of Pope Francis for people to become guardians of creation and members of one human family; reminding us of God's desire for us to live in communion. Our response leads us to reflect on our call to mission: a mission that leads us out of fear and introspection to a renewed realisation of the importance of unity and human

fraternity. As we live each day, the Holy Spirit continuously empowers us, breathing the glory and goodness of God into our every moment.

St Joseph's College, Hunters Hill, staff Kelly Oastler, Jake Ryan, Fr Gavin Foster, Magdy Habib, Joanne Wilson and Rose Unwin stand near the theme image painted by Sharon Williams from the Santa Teresa community in the Northern Territory.





Participants of the 7-8 March 2021 COVID Footsteps Program)

COVID Footsteps Online Program

One thing said about Marists is that we are tenacious! Whilst we are unable to gather at our beautiful Hermitage in Mittagong, the new COVID Footsteps online experience is being very well received. Marists have gathered online from schools in Lismore, Maitland, Varroville, Parramatta, Ashgrove, Noosaville, Sunshine Beach, Kilmore, Churchlands and Northam for COVID Footsteps.

Beginning with an afternoon session on Sunday and finishing on Monday afternoon, members of the Mission and Life Formation Team facilitate collaborative discussions and workshops to help staff gain a greater appreciation of the Marist story, the person of Mary, and the charisma and spirituality of Saint Marcellin Champagnat. Time is given for reflection on our Marist vocation to live out our call to make Jesus Christ known and loved for our students. The final session draws these themes together to demonstrate how our Marist mission relates to each one of us in our Marist community.

The program takes Br Ernesto Sanchez's (Superior General) recent circular 'Homes

of Light' as the key theme to help motivate each participant to build homes of light within their own place of ministry; to generate new life for our Marist communities. One of the participants in their feedback to the team said, "It has been one of the most enriching experiences for the heart and mind!"

Bespoke Marist Programs

The Mission and Life Formation Team, as well as facilitating the Association Program and signature programs such as In the Marist Way and Footsteps, are often asked to deliver bespoke programs that suit the particular requirements of school

communities. The design approach factors in community needs and interests.

The staff of Mt Maria College, Mitchelton in Brisbane gathered for a program titled "What does it mean to be Marist?" It was especially designed for the new teaching and leadership staff of the College to introduce our Marist Story and traditions, Spirituality and Mission. An important outcome was the understanding that we are more than a network of schools; we are a Spiritual Family within the Catholic Church. The essence of being Marist, is that it is not what people think of us, but how they see themselves and God, because of us.



What it means to be Marist at Mt Maria College Mitchelton staff Maggie Murphy, Luke Reed (Principal), Matthew Darben and Desley Murphy).

Breathe...the Spirit of Life Program in Schools

Our staff spirituality program for 2021 uses the Association theme, *Breathe...the Spirit of Life* to explore how all Christians are called to grow together in unity and mission. It reminds us that living life animated by the Holy Spirit brings us the freedom and inspiration to give witness to Christ by our words and actions. In all his encyclicals, Pope Francis suggests there are three fundamental relationships that must be nurtured to ensure our fraternal interconnectedness: our relationship with God, with creation and with our neighbour. Key learnings that some participants have shared about the program include the importance of being aware of God in us and around us by taking time to reflect upon the importance of the Holy Spirit in our lives. Taking the time to find peace by deep breathing and meditation are also techniques practiced in the program.

Significant considerations that emerge focus on 'kindness, service and community' as we share the spirit of life with others in our making of Rosary Beads for our Marist communities in Timor Leste and Melanesia.

Staff participating in the 'Breathe' program at Mt Maria College Petrie, Brisbane



L-R: Kirstie Cochrane, Irene Knauseder, Heidi Blomfield, Sharon Ruthven, Alison Clifton and Hayley Stanley

Catholic College Sale, Victoria



Laura Considine, Lee Metcalf, Leo Freeman, Steve Dugan, Mahendra Kapoor, Julie Cockman

St Teresa's Catholic College, Noosaville



L-R: Leigh Boggis, Adriana Lidden, Meegan Ford, Geraldine Pettit, Wendy Clifford and Sarah Gellie

Marist Online Symposium

Breathe: Alive in God

On the evening of Tuesday 2 March 2021, 600 people gathered for the Marist Association's Online Symposium with Father Timothy Radcliffe OP. Fr Timothy explored how his latest book, *Alive in God - A Christian Imagination*, underpins our Marist Association theme *Breathe - the Spirit of Life* (Rom 8:2) which shapes our formation programs this year. The symposium attracted people from dioceses throughout Australia and overseas, including Vietnam, the Philippines, Timor-Leste, New Zealand, Sri Lanka and members of the Marist Brother's General House in Rome.

Father Timothy is well known as the former Master of the Dominican Order worldwide. As a celebrated theologian and

very relatable presenter, his thought provoking comments and reflections on living the Christian life prompted a stimulating discussion during the symposium. The essence of Father Timothy's reflections was his assertion that "we are most likely to excite people with our faith if Christianity is grasped as the invitation to live fully".

Speaking of the many challenges that young people face in Catholic schools, participants were reminded to create space to allow the healing love of God in their lives. Drawing on the metaphor of

gardening, Fr Timothy posited that the challenge for Christians is "to become gardeners of life, raising children who know the art of speaking healing words to others ... and knowing when we share in divine creativity we heal, we set free, we forgive, we make new".

Brother Peter Carroll noted, "The number of participants and quality of engagement demonstrated once again, in this holy season of Lent, the thirst among committed Catholics for spiritual thought, discourse and reflection. Seeing so many people in a diversity of contexts earnestly searching together was a graced experience."

The Marist Online Symposium has opened new possibilities for Marists to be globally connected and contribute to the formation of ecclesial communities in Australia and beyond.

Below: Members of the Perth Local Association Group gather for the Marist Online Symposium



Timothy Radcliffe OP



above: Melbourne Local Association Group gathering at Marcellin College Bulleen to view the Marist Online Symposium



Left: Sunshine Coast Local Association Group met at St Teresa's Catholic College in Noosaville to view the symposium



Participants listening to Timothy Radcliffe OP during the Marist Online Symposium

RED BEND CATHOLIC COLLEGE, FORBES

RED BEND CATHOLIC COLLEGE HOSTS CATHOLIC EDUCATION BICENTENARY CELEBRATIONS

Catholic Education Wilcannia-Forbes (CWEF) held Mass at Red Bend Catholic College in Forbes NSW, celebrated by Bishop of Wilcannia-Forbes Columba Macbeth-Green OSPPE DD on St Patrick's Feast Day (17 March).

The first Catholic school in Australia was founded in October 1820 by Irish Catholic priest Fr John Therry and run by convict and lay person George

Marley. The school, which Catholic historians believe was in Hunter Street, Parramatta, taught 31 students. By 1833, there were 10 Catholic schools in the colony.

The Catholic Diocese of Wilcannia-Forbes marked this momentous occasion in style with staff, students and many special guests gathering together to celebrate Mass with



Mr Stephen Dwyer and
Bishop Columba Macbeth-Green

Bishop Columba MacBeth-Green and reflect on this important milestone in Catholic Education.

Representatives from the Diocese's 18 Catholic schools attended the event with many more students and staff from across the diocese joining via a livestream.



Students who represented their previous local primary schools Left to Right Jane Bates, Sam Hertslet, Lucy Irvine, Lily Ryan

Parish Primary Schools and Red Bend Catholic College students, staff, parish priests and other special guests at the bicentenary celebrations



Red Bend Catholic College hosted the celebrations on 17 March, which began with a procession of school emblems carried by representatives with connections to each of the 19 schools located in a diocese that covers an area over half the size of NSW.

During the Mass, Bishop Columba spoke with gratitude of the great vision and sacrifices made by the early Catholic communities including parishioners and religious orders, that made Catholic education in these towns a reality.

During his homily, Bishop Columba reflected on the difficulties faced by the religious orders who first arrived in the diocese in the late 1800s and the challenges of teachers working in the diocese today. "It is hard for the teachers today," he said. "They come out to little rural communities in Wilcannia-Forbes. They do that to answer a call to spread the good news and make Christ present everywhere, especially out in the bush," he said.

Bishop Columba said it is a time to thank our teachers and collaborators in Catholic education, parents and students.

A presentation outlining the Timeline of Catholic Education in the Wilcannia-Forbes Diocese was played, allowing all in attendance to reflect upon the significance of the contribution of Catholic schools in passing on our faith to the next generation....forming the whole person, body, heart and mind.

Finally, special guests, staff and students were treated to a luncheon

which enabled much reminiscing and many stories about the foundational years of Catholic education in our diocese.

Over 200 years, Catholic schools have grown to become the largest provider of schooling in Australia (outside government) with one in five school age students attending a Catholic school. This represents some 768,000 students in 1,751 schools across the country and employing 98,000 teachers and staff. Nearly 40 per cent of Catholic schools are located outside of metropolitan cities in regional, rural and remote communities. (source: <https://200years.catholic.edu.au>)

A National Mass will also be celebrated on the Feast of Our Lady Help of Christians on 24 May 2021.

CWEF Director, Mr Anthony Gordon, said the history of Catholic education in the Diocese of Wilcannia-Forbes is rich and colourful. "The first Catholic school in our diocese was founded in Forbes in 1862," he said in a message. "It is fitting that this celebration will occur on the feast of St Patrick as so many Irish were

instrumental in the founding of our Catholic parishes and schools. "It is inspiring to reflect that we carry on the great personal sacrifices and give devoted service to our parish schools."

To watch the livestream of the online celebration please click here.

(The source of the articles of the early days of Catholic Education in Forbes is a commemorative book compiled for the Centenary of the Diocese of Wilcannia in 1987 by Rev K Murphy, Rev J Moroney & Rev A McLean.)

Byrne honoured him with the distinction, besides being a Diocesan Counsellor, of making him an Immoveable Rector of the Parish of Forbes.

Fr John Walsh was his first assistant from 1885 to 1890. Fr Thomas Doyle came after Fr Walsh and remained until 1904 when he was succeeded by Fr Patrick Casey who faithfully assisted the Dean in his first years.

The Very Reverend Dean McCalliffe died in November 1911 and is buried in the nave of St Laurence's Church near the Altar of St Joseph. Today the Parish of Forbes is well established, but what would it be without the industry, wisdom and faith of its first Parish Priest, John McCalliffe.

Catholic Education in the Parish of Forbes

From the very beginning of Forbes the Christian education of the children has been one of the Church's greatest activities. As mentioned earlier the children attending the Roman Catholic School were examined by Fr McGinnis, which was reported in the 25th November 1862 issue of the Freeman's Journal, as Catholic Education at the latest had begun in Forbes during 1863.

Church Schools

The Church built in 1862 was also used as a school until the Modestone built St Joseph's Schools during 1873.

On the 4th December, 1864 an application for a non-sectarian school was signed by the Roman Catholic priest, two adherents and two Anglicans, a letter from John W. Russell, teacher of the denominational school held in the Roman Catholic Chapel, accompanied the application.

A letter from J.H. Farnes on December 12th followed, protesting that Russell's school had drawn away 12 or 14 pupils from the National School and causing Russell's sharp protest.

The numbers at this school were apparently small and it was only when St Joseph's school opened the numbers increased.

St Joseph's School

The Town and Country Journal, vol 1, 1880, page 39 reports about the first years activities of the school built after Forbes was established as a Parish - it reads:

"The first annual examination of St Joseph's school took place on late Wednesday. When it is considered that this institution has only been in existence since February last, when the number of children on the roll was only 32 and it can show now over 150 regular attendants, one cannot help giving the highest medal of praise to the Reverend Dr McCalliffe to whose untiring exertions this great success is mainly due. When he took charge of the district he found only a rattle dilapidated wooden building which had to do duty for both church and school purposes, now he has not only a comfortable new wooden building for the younger children but also a most commodious brick-built school room for the elder boys...The staff of teachers consists of 4 Sisters of the Order of St Joseph and Mr O'Keefe, who arrived here from New York, where he had been headmaster of a college. In connection with the school, there is also a brass band of boys, which under the able management of Mr D. Cope, has made good progress during the few months they have been organised.

The wooden building was located on the site of the present tennis court in the school yard. The brick building is still in use today - it is the Administration Block at the rear of St Laurence's Church.

Religious in the Schools

The Sisters of St Joseph, who had promised to help the Parish until the Sisters of Mercy were in a position to supply Forbes, left at the end of 1863. The Sisters of Mercy opened a High School for Young Ladies on 10th January, 1861 in a wooden building near the first convent located across the street from the site of the present convent.

The Infant and Primary Schools were across the street, as was the Boy's School, which was run by a lay-master until 1894 when the Sisters took charge.

The entire Catholic Education was conducted by the Sisters of Mercy, until the arrival of the Marist Brothers in July 1926, who then taught the boys from Grade Four on.

The Parish had been most fortunate to have such religious orders in its education system, as they have not confined themselves to the Classroom but have been a real source to the whole community of Forbes especially in their work of hospital and home visitation.

Sisters of Mercy

Compiled by Sr M. Finney, R.S.M.

Sisters of Mercy came to Forbes from Bathurst and took over the Catholic Education in the Parish in January 1861. The first Sister-in-charge was Sr M. Paul Drinan (an Australian Protestant) and her companions were Sr M. Camillus Burke, M. Raphael Doyle, M. Columba Malloy, M. Immaculate Arkus and Sr M. Jim Brennan. They were accompanied by Mr Michael M. Gertrude Shahan on their journey to Orange by train, then by coach to Forbes. Forbes was a branch Foundation from Bathurst but it was made into an independent Foundation in 1865 with the status of receiving and training Sisters for the Apostolate in Forbes, so postulants were received, trained and professed here but in 1863 the Convent amalgamated with Ballard and henceforth all recruits were to be trained at St Joseph's Mount, Bathurst. One of those trained here in Forbes was Sr Mary Xavier Daly who

Page 34



History of Catholic Education in Forbes

JOHN THERRY CATHOLIC COLLEGE



We had a strong turnout at the **Local Gathering** held at the end of February. We unpacked the Marist Theme for 2021 and had a presentation from Br Bill Sullivan. Br

Bill will be at JTCC five times each term for accompaniment sessions with our staff. We also saw the opening of our **new chapel** at JTCC and this has been warmly

received by both staff and students. We have dedicated the room to Mary – Our Lady of Silence and Our Lady Undoer of Knots.



We are also working hard on our fundraising ideas for **Australian Marist Solidarity** and are using some of the options from the AMS Schools Kit:

<https://www.australianmaristsolidarity.net.au/wp-content/uploads/2021/02/2021-School-Campaign-Kit.pdf>

We are working on a Spring plant sale. Staff have been given a plant cutting to care for over Term 2 then return this for sale in Spring. Funds raised go to AMS and our special project at St Anne's Port Orly in Vanuatu.

"Humanity still has the ability to work together in building our common home" (Francis, 2015, n. 13)

Highlight:

Each year, the **Eileen O'Connor Aboriginal and Torres Strait Islander Scholarship Program** will support two Year 12 Aboriginal and Torres Strait Islander students who plan to study a teaching degree in Primary or Secondary education, or a tertiary degree in health or allied services.

Aboriginal Elder Uncle Ivan Wellington, CEDoW Director of Schools, Peter Hill, and Sr Kerry Macdermott (OLN) of Aboriginal Catholic Ministry were amongst a number of guests who attended a special liturgy—brought to life through the moving sound of didgeridoos, traditional aboriginal dance, and a smoking ceremony—to launch the program. Guests were also serenaded by a heartfelt 'call to prayer' proudly performed in Dharawal language by Year 11 student, Rainer Smith.

Sr Kerry Macdermott (OLN) of Aboriginal Catholic Ministry believes Eileen O'Connor was the perfect person to name the scholarship program after. With limited education, Eileen established the order of Our Lady's Nurses for the Poor, providing free nursing services to the marginalised and the disadvantaged.

"Eileen loved young people," said Sr Kerry. "The scholarship gives Aboriginal and Torres Strait Islander students an opportunity to go further, and let them know they are valued and appreciated for who they are as first people of this land."

<https://www.dow.catholic.edu.au/about-us/general-news/eileen-oconnor-aboriginal-and-torres-strait-islander-scholarship-program-supports-tertiary-education-pathways-for-john-therry-students/>



CARDIJN COLLEGE, NOARLUNGA

REACHING NEW HEIGHTS IN THE SOUTH



It has been a remarkable few years for Cardijn College, a school from humble beginnings that has been educating and inspiring students in the beautiful Southern Vales region of Adelaide since 1984.

An R-12 co-educational Catholic school in the Marist tradition, Cardijn is deeply inspired by the method of College patron Joseph Cardijn with a foundation built on the three pillars of his teachings; to See, Judge and Act. Cardijn has recently grown to encompass three schools, each with distinct offerings.

Cardijn College at Noarlunga Downs offers Years 7-12 and is renowned for academic excellence and a vibrant extra-curricular program. Students can enhance their academic studies with advanced music courses, participation in high-performance

academy sports programs as well as a range of dynamic VET courses delivered onsite.

Just 3km away at Christie Downs, Cardijn College Marcellin Campus provides a wide variety of vocational education and training opportunities for students in Years 10 – 12 and beyond, with relationships that extend well into their careers. Students at Marcellin graduate with their South Australian Certificate of Education (SACE) as well as a Certificate II or III in their chosen field. Last year 82% achieved an apprenticeship, traineeship or transitioned to full-time work compared to a national average of 5%.

Cardijn has had a long tradition with the Marist Brothers with its founding principal, Br Walter Smith FMS leaving a wonderful legacy based on the five characteristics of Marist education. Cardijn College Marcellin Campus is one of three schools in Marist Schools Australia to carry the name of our founder and together with Cardijn College is proud to be immersed in the spirituality of Marcellin Champagnat.

A recent amalgamation with Galilee Catholic School in Aldinga on the picturesque Fleurieu Peninsula has seen the formation of Cardijn College Galilee. Currently offering Reception



to Year 7, Galilee will expand to include Year 8 in 2022 and Year 9 in 2023.

Galilee welcomed an intake of 18 Year 7 foundation students to the inaugural middle school class. The concept of students 'stepping up' to middle school was a key focus throughout the planning and preparation for this Year 7 class.

There is also much excitement and plenty happening at Cardijn's other schools too after a monumental few years of growth. After welcoming the first intake of Year 7 students in 2019, Cardijn at Noarlunga Downs has also seen the unveiling of a renovated student central plaza and new food technology facilities complete with a commercial kitchen. The next major development project is well underway with an \$18.5M Senior School and Centre for Innovation currently under construction.

At Marcellin, the addition of a purpose-built hair and cosmetics training facility, as well as learning spaces for early childhood education and individual support (ageing), has been popular with students. The new course offerings add to an already comprehensive list of training opportunities including Automotive, Engineering, Electrical and Construction.

With a current enrolment of 1750 students and 240 staff, Cardijn College is an institution that strives to be a beacon of faith in the community, with students who have enormous influence and impact on both a local and global level.

"At Cardijn College, our School Board has begun our strategic thinking beyond our Toward 2025 Directions and Priorities Strategic Plan. This includes our building program and educational provision for not just the next five years but indeed 10 to 15 years," said Principal Dr Paul Rijken.

"Our infrastructure is designed to last the next 30 years with enough flexibility and capacity to be adaptable."

"There is much to celebrate at Cardijn College. Student academic success, opportunities for students, transitions to apprenticeships, further education and jobs and most of all an outstanding community grounded in our Catholic faith and a pastoral support system that is focussed on families thriving and being part of this Cardijn family in the Marist tradition," Dr Rijken said.

ST. FRANCIS XAVIER'S COLLEGE, HAMILTON NEWCASTLE

SFX CELEBRATES "LOTS OF SOCKS" DAY

"Lots of Socks" Day is celebrated worldwide on 21/3 each year to raise awareness about Down syndrome among students, staff and the community. Down syndrome is a genetic condition as a result of someone having a 3rd copy of chromosome 21 – celebrated on 21/3. It is a day that can promote discussion about the acceptance of all our differences, and what makes us fantastic as an individual.

The idea behind the "Lots of Socks" initiative is that socks come in all shapes, sizes and designs, just like each of us.

Molly Drinkwater (Yr 12) and Lachlan Bilsborough (Yr 11) are students at St Francis Xavier's College who have Down Syndrome. They started the day by handing out muffins they had made to staff and students.

Molly and Lachlan delivered a speech to the College cohort of 1000 students explaining what it was like to live with Down Syndrome. Molly thanked everyone for wearing coloured or crazy socks. "This is to represent that people with Down syndrome are all diverse; we have



different goals, interests and abilities. People with Down syndrome want the same chances as everyone else", she said. "We want to be included in all parts of life" Lachlan just started at the College this year. Molly, is in Yr 12 and was elected by her peers as a Tutor Group Representative.



A PLACE AT THE TABLE FOR EVERYONE

Carmel College, Thornlands is one of the newest members of the Marist Schools Australia family. The College is located south of Brisbane and recently opened its spectacular new Administration Centre. Marist spirituality flourishes at Carmel and a feature of the new centre is a replica of Marcellin's table which is preserved in the house at La Valla in France where Marcellin Champagnat began his ministry. That table has become a significant symbol for Marists across the world. Using available materials, Marcellin constructed the table to provide his infant community with a place to gather, eat, pray, learn, share fraternal

dialogue and live as a family of brothers.

The table at Carmel College was designed and built by the Principal, Stephen Adair, and is constructed from Bunya Pine (*Araucaria Bidwillii*). Bunya Pines grow resplendent in the grounds of the Carmelite Monastery at Ormiston providing a link to the College's shared Carmelite and Marist spiritualities.

The timber itself is a profound symbol of our relationship with a creator God who works through us despite our imperfections to accomplish God's plan for the world. Just as the timber of this table is flawed,

cracked and imperfect so too are we. Through God's providence, we become something more and can serve others through his design.

Like all symbols, this simple table located in the centre of College carries with it deeper meaning. As students, staff and parents gather and use the table, which is in the style of The Table of Marcellin Champagnat, they are invited to consider the many others across the world - Marist and Carmelite - who share the common table of our vocation to the education of young people.



DEFENCE OF HUMAN RIGHTS

UNIVERSAL PERIODIC REVIEW OF AUSTRALIA 2021

In December 2020, in advance of the UN's Universal Periodic Review of Australia's human rights record, seven Parramatta Marist High Year 10 students researched a series of recommendations on the topics of climate change, asylum seekers/refugees and domestic violence. The boys presented their findings via Zoom to the Permanent Missions (Ambassadors to the UN) of twelve UN member countries, located in Geneva, in a series of meetings held during the last week of school. The students suggested eight recommendations to the ambassadors.

Eleven of the Permanent Mission representatives, contacted by Zoom, then included the PMH student recommendations 15 times (on several occasions verbatim) during their own country's report to the Australian government during the formal UPR Interactive Dialogue held 20 January 2021.

The Universal Periodic Review (UPR) is a UN mechanism by which the human rights records of all 193 UN Member States are subjected to a peer-to-peer review, every 5 years, with the aim of improving the human rights situation in all countries and addressing human rights violations wherever they occur.

The UPR culminates in what is known as an *Interactive Dialogue*, which takes place in a three-and-a-half-hour session at the

UN in Geneva. The *State under Review* (in this case Australia) will outline the progress and accomplishments on human rights that have been made in the Nation-State since the prior review (in Australia's case this occurred in November 2015).

Every other UN Member State is then afforded the chance to speak and is permitted to make recommendations as to how the enjoyment of human rights in the State can be more effectively carried out. These recommendations are important, as under the rules of the UN Human Rights Council, the State under Review is required to respond to these recommendations, by either 'Accepting' or 'Noting' the recommendations individually.

Civil Society Organisations (CSO) and Non-Governmental Organisations (NGO) have an



Responses

'The presentations of your students were one of the highlights of the many UPR briefing sessions I attended; it was very encouraging to see young people engaging with the UN on important national issues, and in such a substantive and nuanced way. Please pass on my compliments to all the students who prepared presentations and this submission!' **Aoife Daly, Representative of the PM of Ireland**

It is our hope that the recommendations can help civil society work on the ground to advance human rights for all. Let me also congratulate you and the students again for your professionalism and excellent presentations.

I also look forward to keep working together in the future and bringing voices of young people to the UN, which is still really needed.

Carla Giovanoni, Uruguay

'I thank you all, in particular the students for the wonderful presentations and recommendations.'

Seyed Mohammad Sadati Nejad, Islamic Republic of Iran

'Thank you very much for your message and the document. Karin has already started her Christmas vacation, but she mentioned that the briefing with you had been very interesting. She also praised the approach to include young people in human rights work in such a concrete way. Thank you once again on behalf of the human rights team at the Finnish mission.'

Marja Cruz, Finland

'Thank you so very much! Our statement on Australia is all set and the presentation from your kids played a big role.'

Didier Georges, Haiti

'Many thanks for the fact sheet! It was a pleasure to meet the students and I thank them for a great presentation.'

Maria Inês Isidoro, Portugal

Climate

1. Fully recognise and leverage (through means of subsidies, research grants etc), Australia's huge potential to produce and export renewable energy, especially in Wind and Solar, as well as products such as green steel and renewable hydrogen, in order to combat climate change.
2. Establish a Federal policy plan regarding land clearing that acknowledges the important role that bushland plays in fighting climate change by sequestering greenhouse gases from the atmosphere.
3. Commit to a bipartisan, long-term climate change action plan detailing both actions to fight climate change long-term and to mitigate its numerous short-term impacts on human rights.

Asylum Seekers & Refugees

1. Immediately enact statutory guarantees of equal rights protection of asylum seekers living within the Australian community as a safeguard against the high level of discretion held over asylum seekers by the Department of Home Affairs.
2. Provide all asylum seekers access to government-funded legal representation and adequate interpreting services throughout the refugee status determination process.
3. Ensure asylum seekers receive flexible casework support after they are released from detention to facilitate full access to Medicare, which they are currently being denied, ensuring adequate mental health care support.

Domestic Violence

1. Institutionalise more effective prevention and education programs in schools promoted through whole school policies and practices, rather than single-component programs surrounding domestic violence, created in collaboration with various domestic and family violence specialists.
2. Enforce more strictly nationwide rehabilitation programs and workshops for domestic violence perpetrators in accordance with the Fourth National Action Plan in order to reduce the reoffending rate of domestic violence perpetrators.

extremely important role to play in this regard. As 42 countries are reviewed under the UPR process every year, many Permanent Missions in Geneva do not have the human resources or the time to be able to investigate the diverse range of human rights issues in each Nation-State under review. Hence, the Permanent Missions rely on CSOs to provide accurate information as to what is happening on the ground, and their recommendations for how the situation can be improved. The PMH students acting as a 'desk' or the accredited 'voice' of FMSI which is an NGO or CSO having consultative status with the Human Rights High Commission of the UN. They were able to enter the process by 'lobbying' (an encouraged process in Geneva) the Permanent Missions. The age of the students meant that their voice had a great impact and were listened to attentively.

In this way the Permanent Missions welcomed the inputs from our students to better understand the human rights issues being faced in Australia, as well as whether any action had been taken in recent years to improve the situation.

The boys themselves selected the issues, considering them to be the most important topics to ensuring the full enjoyment of human rights in Australia. Accordingly, the presentations of our boys were authentic, humble, and highly researched.

Marist students were able to use their voices on a global stage to influence human rights policy and actions at the UN. This is an extremely unique opportunity that has been afforded to few students

around the world. The boys' presentations were extremely sophisticated, nuanced and displayed a level of enthusiasm and understanding. The diplomats representing the various Permanent Missions were surprised by the preparation and work that the boys had put into their submission, and the level of detail that was included in their recommendations.

This student activity, described as *Defence of Human Rights*, within the world of international diplomacy, followed on from three-month internship of two law students, Brad Murphy (PMH -2015) and Pat Cooke (St Greg's - 2015) with FMSI in Geneva in 2019. Brad, backed by Pat, accompanied the PMH students. The project was supported by Mrs Nicole Denniss (REC), Mr Pauschmann (Principal), Miss Grace Harley PMH teacher) and accompanied by

Br Chris Wills (Marist Bridge Builders). Additional thanks must also go to the CSOs based in Geneva with whom the students consulted - *UPR Info*, *Child Rights Connect* and the *International Catholic Centre of Geneva* (CCIG). Without their expertise this project would not have been able to get off the ground. Thanks also to the *Foundation for Marist Solidarity*, *International* (FMSI) under the leadership of Br Ángel Diego Garcia (Director of the Secretariat for Solidarity) in Rome for their accreditation of and support for this project.

Patrick Cooke:

Pat, St Gregory's College, Campbelltown (2015), is studying Law and International Studies at Macquarie University. He has been closely associated with Marist Youth activities and in 2019 was an intern with



Sebastian, James, Chris & Dieter. Pat introducing them to the ambassador's representative.



The Team: Pat, Dieter, Chris, Sebastian, Brendan, Alex, Zain, James, Br Chris & Grace

FMSI in Geneva where he was part of the implementation team of NGO collaboration which supported the recommendations of Bolivian NGOs to the Universal Periodic Reviews (UPR) of Bolivia. He is fluent in Spanish, French and Italian and competent in conversational Arabic. He is nearing the end of his undergraduate degree and applying for international employment options with organisations such as DFAT. He is open to spending some time as the representative of FMSI in Geneva.

Bradley Murphy

Brad, Parramatta Marist High School (2015), has completed a Bachelor of Economics and is currently studying a Bachelor of Laws at the University of Sydney. He completed his three-month internship with FMSI in Geneva in 2019 along with Pat. His major role during this time was arranging meetings held between the Bolivian delegation of FMSI, and representatives of the Permanent Missions

of the Member States of the United Nations. Brad was able to organise over twenty meetings during this campaign, and was part of one of the most successful initiatives organised by FMSI in Geneva. This experience established him as the 'go-to' Marist on the workings of the various UN human rights mechanisms, particularly the UPR. Brad expects to complete his studies in August 2021, and is scheduled to commence a graduate position at law firm HWL Ebsworth in March 2022.

AUSTRALIAN SPACE DESIGN COMPETITION

Over a period of two months in 2020, eight Parramatta Marist students were involved in the qualifying round of the Australian Space Design Competition – a prestigious STEM industry-simulation whereby students from across the country are tasked with designing a space settlement within five equally vital departments. This competition saw our team of eight divide into each of these departments, being Structural Engineering, Operations & Infrastructure, Human Factors & Safety, Automation Design & Services, and Business & Commercial, and tackle a task which usually would require a dozen students, and six months.

The 2020 Qualifying Round 'Request for Tender' (RFT) tasked us with designing 'Benevectoras', an orbital space settlement inhabiting 8800 people, and following an Aldrin-cycler orbit, thus intercepting the orbits of Earth, the Moon, and Mars in the

year 2065. Our tender could not exceed fifty pages and must meet various minimum – and implied-requirements presented to us within the RFT. After many sleepless nights, our team had submitted our tender, and would eventually be judged within the top ten submissions in the year's competition, earning the team a well-deserved place in the ASDC Finals, held annually in January of the following year.

As our team readily approached the finals, we were aware of the difficulties which would arise due to the competition being presented in its first ever virtual format due to the circumstances presented to us by COVID-19, rather than being held at the University of Queensland as per previous years. Our team was prepared for 30 hours of work as we aimed to create a 20-minute video presentation in unison with three other Australian schools, pitching our response to an RFT that would

be presented on competition day one.

On the 15th January 2021, the finals had begun, whereby we were named team 'Cruz', alongside our assigned team of 27 students, across North Sydney Boys High School & Ravenswood School for Girls from Sydney, and Windaroo Valley State High School from Brisbane. On this occasion, the RFT presented to us by the fictitious 'Foundation Society' saw us and four other teams of Aussie students tasked with designing a 'Generic' Mars Research Base, once again set in 2065, which would need to be able to be constructed at numerous locations on the red planet and could be occupied by up to 400 people at any one time. As part of the industry-simulation, our team was required to organise a leadership structure, and we would soon have three PMH students earn respective positions, with Nathan Khoury being elected our team's CEO, Quinn O'Reilly elected as

Head of Department for Structural Engineering, and Raymond Tan elected as Head of Department for Automation Design & Services. These roles proved to be vital in assisting our team with surpassing barriers which had arisen due to distance.

In the end, our team proved to be greatly successful in completing the submission to such a high quality given the circumstances of our virtual competition, and while our team did not prove to be victorious in this year's finals, we definitely walked away with a win, having experienced a competition of such a high calibre. All students found that this year's competition was incredibly rewarding, allowing the team to attain greater interpersonal skills, in order to communicate effectively - something which is particularly important in today's society, and greater time management skills through planning and spreading heavy workloads across times to meet deadlines presented to us. The ASDC also provided students with an opportunity to experience what working within a STEM field would be like and has definitely inspired some of the team to pursue careers in such a discipline.



Australian Space Design Competition team

Overall, the Australian Space Design Competition has been a great experience for all students involved and has seen the cultivation of a love for space and engineering develop within the Parramatta Marist community.

Parramatta Marist High School is proud of the following students:

Zach Sheraton (Year 11), Nathan Khoury (Year 12), Jake Hardwick (Year 12), Quinn O'Reilly (Year 12), Raymond Tan (Year 12), Jackson O'Brien (Year 12), Christian Peregrina (Year 12), Thomas Reid (Graduated, Class of 2020)

Nathan Khoury and Jake Hardwick, Year 12

2020 SUBS IN SCHOOLS – STATE & NATIONAL CHAMPIONS

In 2020 Subs in Schools was fought out by 30 of Australia's strongest STEM schools. As our boys tend to do, they rose to the top with their love of work and strong attention to detail. Parramatta Marist teams are now NSW and National Champions in Subs in Schools ROV Development and Professional Classes!

Congratulations to the following boys (and girl) who have achieved an incredible

amount during a fun season:

Team name: Proteus.

Category: ROV Professional Class, Year 10

Ray Bourchdan, Sebastian Sammut, Brendan Pospischil

Result: State and National Champions of Pro ROV, Best Engineered in Australia.

Team name: Typhoon.

Category: ROV Professional Class, Year 10

Alex Jorquera, Bora Dokumcu, Jessica Parkes *Catherine McAuley College

Result: 2nd in NSW, 2nd in Australia in Pro ROV. Fastest Sea Trial (National Record holders), Best Verbal Presentation, Best Innovation in Australia.

Team name: Poseidon.

Category: ROV Development Class, Year 9

Cammilus JohnBaptist, Jordan Sathi, Jarrod Mazlin, Shane Culas

Result: State and National Champions of Dev ROV. Best Engineered, Best Manufacturing, Best Portfolio, Best Virtual Trade Display in Australia.

While some of our teams ran into challenges which stretched them beyond their comfort zones, these results show what we already know – Parra Marist boys can match it with the best in Australia on any stage.

Special thanks to Precision Metal Group, who supplied students with a huge water tank for practice.

Mr John Phillips



THE PROJECT COMPASSION CUP IS BACK!!

It is always great when heroes from our College community stand up for an important issue...and more importantly beat the students in a game of soccer. That's right...



After a year of absence due to COVID-19, the Project Compassion Cup took place on Tuesday 23rd March, in the Mercy Centennial Stadium. For those who have no idea what the Project Compassion Cup is and are thinking to themselves "who is this Colin Finn bloke and what is he on about," the Project Compassion Cup is a soccer game between College staff and students to raise funds for the little cardboard box in your Pastoral Group, Project Compassion.

In one of the most intense games we have ever witnessed, the staff opened the scoring with Mr Holloway putting us on the board, followed by a sneaky goal by Mr Davis.

Brandon Giaccherini was on fire for the students, scoring a blistering hat trick and showing skills that no one has ever seen on the floorboards of the Mercy Centennial Stadium. Daniel Ngansele also proved to be very dangerous, putting some smooth touches on the right wing.

However, the staff hit back. Mr Carroll scored another late goal in the second half, followed by Mr Small who scored amongst a frenzy of players fighting for the ball.

It was time for the penalty shootout. Mr Cover proved to be too good on the penalty spot and Mr Carroll stepped in as the substitute goalkeeper. It was the difference we needed to snag the win!

It's been a loooooong time, but we did it! The staff have won back the Project Compassion Cup!!!

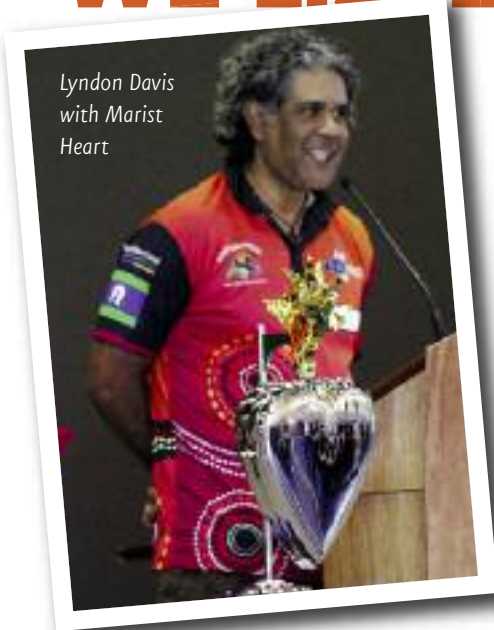
On a serious note, there is a cause to this game and that is to help raise money and generate awareness for Caritas Australia and its fundraising campaign, Project Compassion. So please, keep rattling those cardboard boxes in your Pastoral Group rooms.

Thank you to all staff and students involved in this event and making this such a huge success!

**Colin Finn, Head of House
7-8 Mungovan, Notre Dame College**



BARUNGAM A PLACE WHERE WE LISTEN AND LEARN



Lyndon Davis with Marist Heart

Hall, Pinbarren and the construction of a presentation and learning centre, Barungam.

The Most Reverend Mark Coleridge, Archbishop of Brisbane, whilst concelebrating the College's Opening Mass with Father Jason Middleton of the Noosa District Parish, blessed and opened the new spaces in the presence of Brisbane Catholic Education Executive Director, Pam Betts, Marist Schools Australia Regional Director, Mark Elliott and Brother Bill Selden, Marist Brother's community, Sunshine Beach.

Traditional Custodian, Lyndon Davis, provided the College with the name 'Barungam', meaning listening and learning place, from the local Gubbi Gubbi / Kabbi Kabbi language. Lyndon, along with the Gubbi Gubbi Dancers, welcomed us to Country and carried out a fire-lighting

ceremony as the blessing took place.

Lyndon produced an artwork for the Barungam Centre, depicting the story of the Noosa area, incorporating the mullet fish, the sea eagles and the foliage of this beautiful natural environment. In addressing the congregation, Lyndon shared this story in the context of the connection of spirit and life to land, whereby these elements work as one to ensure the co-existence of all, as mother nature nurtures the spirit and the sustainability of this place.

The new and upgraded buildings have been designed and developed to blend in magnificently with the original design focus of the school, that being maintaining the natural serenity of the site and a commitment to an environmental focus in learning and wellbeing programs.

St Teresa's Catholic College, Noosaville has unveiled its newest learning and gathering spaces with the upgrading of the College

Inside Pinbarren



Archbishop Mark Coleridge with Brother Bill



Pinbarren & Barungam



THE BEST TEACHERS I EVER HAD

What makes a great teacher? Some would say possession of great knowledge of subject matter. Others would argue that it takes brilliant and innovative teaching technique.

While not denying the importance of these qualities, I would contend that they are not enough to achieve greatness in this field. My experience, and that of many others it would seem, would identify the key ingredient not so much as what and how the individual taught, but on who they were as people.

According to my memory, the truly great teachers I had were relatable and authentic. Yes, they were effective in the classroom and in leading extra-curricular activities. They were also sincere and conveyed a real sense of care and concern for their students. They not only 'talked the talk' but they 'walked the walk' as well.

They tended to be humorous without being overly familiar and were invariably

calm even in the face of crisis! They were firm but always fair in their discipline, which was couched more as a form of correction than of punishment.

I was fortunate to come across several such teachers in my years as a school student. Many of these were Marist Brothers. Others were dedicated and very well respected lay people – both men and women, who seemed to have imbibed the Brothers' spirit along with their own excellent qualities.

None of this was accidental. St Marcellin himself set great store on teachers being the sort of people described above. His emphasis was on caring for each student and doing so equally. Teachers needed to educate the 'whole' person, not just impart information.

The really inspiring thing is that, in the course of my work, I meet so many such teachers today. In this day and age they

are mainly lay people, lay Marists if you will. They are men and women, young and not so young, and from many varied backgrounds. What they have in common is that they are wonderful exemplars of that Marist charism.

It is their way of 'being in the world'. More than just a job, it is their vocation. Many of them choose to publicly identify with this charism and, indeed, to 'associate' with each other – hence, the Marist Association.

As is well known, the Association is open to teachers and non-teachers alike. It is certainly not the only way of 'being Marist'. It is, however, one great way of doing so. If this way of being speaks to you, then you are warmly invited to 'come join us!'

Michael Evison
Coordinator of Membership
Marist Association



BOUNCING BACK FROM PANDEMIC!

Ltyentye Apurte Catholic School (or LACS) serves the community of Santa Teresa in the beating red heart of Australia. We are a Catholic school in the Marist tradition and proud of it. But like all schools in Australia and around the world, we've been through some very challenging times because of the coronavirus (COVID-19) pandemic.

The pandemic hit Santa Teresa and other remote communities 'hard' in 2020. After years of progress culminating in national award winning success in 2019 (being named Australia's most sustainable and tidy town by Keep Australia Beautiful), a trio of troubles took their toll. First, a biosecurity community lockdown was imposed for three months in March 2020. Second, while 'education' was mandatory, school attendance was not. And third, Federal Government's measures to stimulate the economy throughout pandemic led to unintended consequences in remote communities, specifically the wash of money flowing around – some of which was spent in ways which harmed school attendance. For all these troubles, our student attendance by August 2020 had dropped to a dismal 30.9%. The school had its work cut out but suffice to say, leadership, class teachers and our stakeholders at CatholicCare, MacDonnell Regional Council and the local Aboriginal Corporation (AAAC) worked hard to address the issue. Throughout Terms 3 and 4, attendance rose back to just under 60%, the highest rate of the year.

As we commence 2021, Ltyentye Apurte and its Catholic school in the Marist tradition are thriving! Attendance rates are the highest we've seen since 2015. In many classes, they're between 80 – 95 % and we're exhausted trying to keep up with educational demands. So much the fact that in Term 2, we're creating another class to relieve pressure in two classes full to capacity. This is an example of a good problem. Santa Teresa and LACS have well and truly bounced back. Our next challenge is to sustain the improvement.

Two highlights from Term 1 which reflect

high student numbers and other success are the National Anthem project and Ash Wednesday Mass, reported here by our REC, Rosie Landsberg. Keep reading...

Justin Colley
Principal

National Anthem Project

On March 5th, 2021, a new recording of the Advance Australia Fair was unveiled at a gathering of South Australia Catholic

Principals in Adelaide. The video clip, publicly available on YouTube, was created to celebrate 200 years of Catholic Education in Australia and incorporates the changing of the word "young" to "one" – "For we are one and free".

An invitation was sent out to all Catholic Schools in Australia to take a photo of their students holding up a line of the anthem. The music was recorded in



January by the Butterfly Music Team, led by well-known Catholic children's composer Andrew Chinn, produced by Tim Hart and featuring Butterfly Music artists Tim Hurt, Drew Lane, Jane Mitchell and young singers, Eden and Cecilia Hart.

The National Catholic Education Commission (NCEC) will soon add the video clip to their website as a resource for schools to assist in their celebrations of 200 years:

<https://200years.catholic.edu.au> The version of the national anthem is available on YouTube:

<https://www.youtube.com/watch?v=Lgf-MESjoW8> , Spotify, iTunes and Apple Music. It reached 1000 views within 48 hours of release.

Ltyentye Apurte Catholic School is proud of its participation in the video.

Ash Wednesday

We started the season of Lent with a whole school Ash Wednesday – Rite of Blessing and distribution of Ashes. This was held St Theresa Church, Santa Teresa.

Lent prepares us for Easter, the most important time in the Church's calendar. Through prayer, fasting and giving alms, we are reminded of Jesus' death and Resurrection. Jesus brought the promise of hope to all people so that we may "Have life and have it to the full." (John 10:10), so that with our neighbours, we

can go further, together.

While in 2020, the Ash Wednesday liturgy was cancelled due to the pandemic, this year due to COVID restrictions, our Parish Priest, Fr Elmer, was required to sprinkle

the ashes over our heads as opposed to making the sign of the cross on our foreheads.

Roseline Landsberg
Religious Education Coordinator



MARIST YOUTH MINISTRY

Over the years, I have learned about two key concepts of effective leadership: it is not about me, and my perspective is not perfect. I have learned that striving to collaborate provides a better perspective on the challenges ahead and assists us to reflect on our achievements. I guess that wondering is part of our Marian leadership. This MYM contribution to this edition is just that: a perspective from different MYM staff about what we are involved in from a national perspective and how it all fits together.

Edwin Bakker
MYM National Coordinator

Student Leaders Gatherings and Summit:

Father Champagnat urged the Brothers to educate students towards becoming good Christians and good citizens. Fast-forward to the 21st century and this is still at the heart of our ministry, most evident in the formation of student leaders. Programs such as the Student Leaders Gathering (SLG) offered in Sydney, Melbourne and Perth; and the Marist Student Leaders Summit (or simply, Summit) in Brisbane seek to empower students to lead in a distinctly Marist way.

Marist leadership reflects the charism, especially through the Five Characteristics of Marist schools. Students deepen their understanding of these Characteristics, particularly through exchange with one another, to imagine how they can continue the Marist project in their school.

These events also aim at facilitating a personal encounter with Christ so that students become both Marist leaders and Christ-followers. As such, students are formed as disciples within their own



Student Leaders Gathering – Perth



Student Leaders Gathering – Melbourne

respective Marist communities, witnessing to the Gospel through their own growing faith, using the tools they have gained from their leadership experience.

The SLG and Summit programs also develop strong networks and bonds between students, helping them to recognise the Marist charism alive within our schools. Such bonds birth collaborative projects between school groups, as students inspire one another to influence change in their world. These networks also form the basis of community which they can continue to live out after school, facilitated by MYM's young adult program.

With the challenges of COVID-19, SLG was attended by Melbourne and Sydney students virtually, while in Perth and Brisbane, careful consideration and adaptation allowed for these students to meet face-to-face. Regardless of the format, what remains clear is that students thrive on connection, the realisation they are part of a larger family and network. Their experience together at SLG or Summit forms part of their overall development into good Christians and good citizens.

Adam Burns
MYM Youth Minister QLD/NT





Marist Connect Nights:

Both the MYM Sydney and the MYM Brisbane teams conducted 'Connects' in each state in Term 1. Each team focused on the Marist theme for 2021, 'Breathe ... the spirit of Life'.

MYM Brisbane physically gathered 30 students at the Marist Centre Brisbane; Students from Marist College Ashgrove, Trinity College Beenleigh and Mt Maria College Petrie connected with others to share pizza and a wild game of charades before delving into reflection and prayer.

Students briefly discussed the 2020 Marist theme, 'One wild and precious life,' before exploring this year's theme of Breathe. Students identified the sacredness of the breath, which connects us to one another and to God. The key takeaway from this reflection was to draw on this connecting breath, to go forth and speak up within their communities as Marist leaders.

MYM Sydney enabled 160 students from 12 schools to connect online! The interschool competition, 'Read my Marist Lips', saw students 'battling' to decipher what our intern, Zaki Nasr, was saying whilst on

mute. After reviewing Sharon Williams' painting, 'Creation and the Universe', the team linked the artists' idea with the Senior Australian of the Year, Miriam-Rose, who invites all Australians to take part in the ancient practice of 'Dadirri' in order to connect with nature to find God within ourselves. Students were given a 'take away' and were shown how to breath using the 4 - 7 - 8 method, in order to feel calm and more connected to self, others and God throughout life.

Jeni Miller
MYM Regional Coordinator NSW/ACT



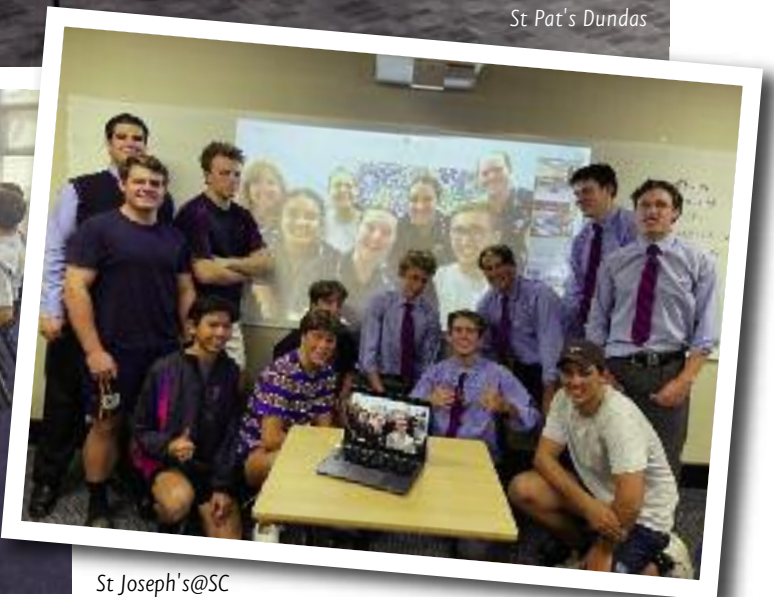
Marcellin
Randwick with
Team@SC



St Pat's Dundas



St Greg's@SC



St Joseph's@SC



Ash at Yr 9 Recruitment at Marcellin Randwick



MYM team & Br James at Yr10 GC Retreat



Yr 7 GC recruitment at St Patrick's Dundas

Game Changers:

On Monday 15th February, around sixty school staff and half a dozen MYM staff members connected virtually for the MYM National Formators' Conference. Professor Br David Hall FMS presented two keynotes exploring the concept of being part of God's dream for the young people we journey with. Furthermore, workshops provided space to explore practical insights from a diverse group of presenters. Even though workshops and keynotes focused on general youth ministry topics, several sessions were dedicated to the participants appointed as Mentors for Game Changers.

The National MYM Formators' Conference

is the primary approach by which the Marist Youth Ministry supports Mentors on their journey. Feedback indicates that connections between and listening to stories, ideas and insights of other Mentors made the conference a success. Marist Youth Ministry continues the journey of support with the Mentors by offering three MYM Formators' Workshops throughout the year. Providing a place of formation and support for Mentors are essential in the strengthening of a vibrant youth ministry presence in our schools.

Game Changers, a comprehensive Catholic youth ministry program, is currently running in twenty Marist schools across Australia.

The seventy Youth Groups, with a combined estimated 1,000 students, meet fortnightly at their school and are led by a Mentor. Students also gather regionally with other Marist students at annual Regional Retreats and a Leadership Camp. The meetings across the six-year levels, developed by the Marist Youth Ministry team, are aimed to guide the students on their faith journey by exploring the stories of Jesus, Mary and St Marcellin and focusing on topics such as identity, service and vocations in an engaging and relevant way.

Edwin Bakker
MYM National Game Changers
Coordinator



Trinity and Carmel
 Thornlands Yr 9



Trinity and
 Ashgrove Yr 8
 Mini-Workshop



Marist Ashgrove Year 11



Trinity at Year 10 GC retreat

Young Adult Ministry:

As 2021 presents new opportunities and familiar challenges, our spaces for Marist young adults continue to evolve and grow.

In the New South Wales and ACT region, the Sydney young adults started the year off in early February on a social note by holding a 'Happy Gang'. This social event was held at Holey Moley, North Strathfield.

Later in February, the team held the first 'Exchange' for the year. Gathering for pizza and a picnic at Breakfast Point, everyone discussed the implications of the Netflix documentary, 'The Social Dilemma' on our community. The MYM team lead the discussion in the light of Ladauto Si' and Pope Francis' insights into the influences that technology and social media can have on creating authentic connection and caring for the inherent dignity of all people, especially those on the margins.

A Young Marist Volunteer Training Day was held to give our volunteers time to reflect on their mission and the essentials of Child Safeguarding. In addition, young adults are also involved in volunteering at the Jesuit Refugee Service in Parramatta on a regular basis.

Marist young adults were able to provide their support to the Marist Summit, the student leaders gathering for Queensland and the Northern Territory region. Every second Saturday of the month also offers ministry opportunities for young adults at the Emmanuel City Mission.

Finally, in the Southern region, covering Victoria, South Australia and Western Australia, events for young adults continue to be rolled out in the coming weeks. In Melbourne, the first Pub Forum begins in March, providing an opportunity for Marists to gather in person for over twelve months. The Bread Run with the Exodus community continues to occur on Wednesdays, and as restrictions ease and confidence return, more opportunities for volunteering will

be available. In Adelaide and Perth, events for our MYM communities to gather will unfold as the new Regional Assistants come online in the coming weeks.

Br. James Hodge MYM National Assistant

For more information about our MYM events or Game Changers, please check out www.maristyouthministry.com or contact Edwin Bakker at edwin.bakker@marists.org.au.



BASIC HUMAN RIGHTS FOR CHILD REFUGEES

As part of the "Who am I?" unit of Year 11 Religious Education, St Augustine's College students have been learning about human rights and the Catholic organisations that endeavour to honour the dignity of all people. After hearing guest speaker Mr Felix Munyeimana, 23, a former refugee and now Centacare FNQ youth worker, the students wrote about human rights. Here is Hossain Nupiri's article:

A refugee is an individual who has been forced to leave their country to escape war, persecution, or a natural disaster by crossing international borders to find safety in another country (UNHCR, 2021). In Australia, a refugee is recognised under a 1951 convention relating to their status as a refugee. It defines a government's obligation to host refugees. The convention was restricted to protecting mainly European refugees in the aftermath of WWII. However, the document of a 1967 protocol, was used as a scope to recognise the problem of displacement around the world (Karlsen, 2016). Onshore detention occurs on mainland Australia for people who arrived legally seeking asylum. On the other hand, offshore detention occurs in a neighbouring country for those who arrive or attempt to arrive by boat without the appropriate visa. On average, Australia accepts and resettles 12,706 refugees per year onshore. Of these, around 1500 are put into immigration detention centres awaiting their claim for asylum to be accepted (Asylum Insight, 2021). In 2016, it was reported that 584 children were in detention on mainland Australia. However, offshore detention centres in Nauru and Manus Island hold over 1500 refugees. An estimated 16% of those are children either born in the centres or brought in from a young age. Children in detention are most affected, as sometimes they are forced to flee alone and arrive in Australia as solitary minors. Some may experience physical and psychological effects of trauma (Roads to Refuge, 2018). Their language and literacy difficulties may be affected due to



Hossain Nupiri Year 11

disrupted or limited prior education.

Human rights are standards that give every individual the right to live in freedom, dignity, equality, justice and peace (Human Rights Basics, 2018). They are important as they protect people from being abused by those more powerful and allow people the means necessary to satisfy their essential needs such as shelter, food, water and education. Child detention is a clear violation of several human rights in modern-day Australia. The right to liberty is a person's right to freedom of movement, and arbitrary detention by others is prohibited. Children should not be criminalised due to their parents or their refugee status. This violates the Convention of the Rights of a Child as it breaches the principle that "no child shall be deprived of his or her liberty unlawfully or arbitrarily" (OHCHR, 2021). In addition, the right to fundamental education outlines compulsory elementary education which is easily accessibility to all. Child detention disregards this human right as most child refugees have never

had access to education. This is the most important violation because it deprives them of the opportunity to experience play, exploration, growth and learning necessary for normal development. Without education, children in detention experience higher rates of mental health issues than those in a mainstream community (Befriend a Child in Detention, 2021). Children in detention are also exposed to violence and harm leading to a loss of identity and culture.

The Australian Government's main priority is the resettlement of the most vulnerable refugees including women and children at risk (Refugee Council of Australia, 2020). Though the policy of mandatory detention has remained, it has been somewhat relaxed as the detention of minors only occurs as a measure of last resort. As of 2020, the Morrison Government has decreased the rates of families with children in detention. However, it is not sufficient as is evident in the tragic story of the family from Biloela in Queensland who have spent two consecutive years in

the Christmas Island detention centre. The family of four with two young children have had their visas revoked (Taylor, 2020). Restrictions of internet access create a loss of connection with family overseas. This is unacceptable behaviour by the Australian government as it is not upholding the human rights of the United Nations. Although there is progress there has also been downturns in how the government handles certain situations.

The Catholic Church teaches that anyone whose life is threatened has the right to protection (Australian Catholic and Migrant Office, 2020). There are countless Catholic organisations that help refugees settle in Australia. For instance, the Saint Vincent de Paul Society (Vinnies) provides necessary services and advocates to the government on behalf of refugees (St Vincent de Paul Society, 2021). These services include providing financial and information support through home and detention centre visits. In addition, centres in New South Wales, Queensland and South Australia dedicate their work to resettlement services, advocacy, and emergency relief for refugees. On the World Day of Migrants and Refugees Pope Francis stated that, “Christians have a moral obligation to show God’s care for all those who are marginalised, especially migrants and refugees.” This proves that the Catholic Church recognises and hears the cries of refugees. Through organisations like Vinnies, fair protection can be granted to refugees and asylum seekers.

Jesus was born as a refugee. Mary and Joseph were forced to flee to Egypt to

save the life of their child. The story of the Holy Family is a central teaching, and the Church emphasises the importance of welcoming outsiders who are poor and marginalised (Justice Peace Office, 2021). Leviticus 19:33-34 reads, “When a stranger sojourn with you in your land, you shall not do him wrong. The stranger who sojourns with you shall be to you as the native among you, and you shall love him as yourself; for you were strangers in the land of Egypt: I am the Lord your God.” The Old Testament affirms the words of Christ, who should be seen as a refugee who fled to escape persecution (Justice Peace Office, 2021). In support, the Catholic Catechism states, 2241: “The more prosperous nations are obliged, to the extent they are able, to welcome the foreigner in search of the security and means of livelihood which he cannot find in his country of origin. Public authorities should see to it that the natural right is respected that places a guest under the protection of those who receive him.” This relates back to the laws surrounding refugees and that fair and just decisions should be made regarding their right to freedom.

All people on Earth are equal in the eyes of God. Welcoming our brothers and sisters from across the seas is not an act of kindness but a duty. Support and donations to Catholic organisations such as Vinnies and many more help not only children but all refugees in detention who need essential items for survival. Talk about the stories so voices can be heard. After all, change only begins with one voice at a time.

References:

- Befriend a Child in Detention. 2021. Impact of Detention on Children – Befriend a Child in Detention. [ONLINE] Available at: <https://befriendachildindetention.wordpress.com/impact-of-detention-on-children/>. [Accessed 23 March 2021].
- Bevan Shields. 2021. Morrison government just days away from removing all refugee children from Nauru. [ONLINE] Available at: <https://www.smh.com.au/politics/federal/morrison-government-just-days-away-from-removing-all-refugee-children-from-nauru-20190202-p5ov8x.html>. [Accessed 23 March 2021].
- Catholic Social Teaching on People Seeking Asylum and Refugees | Justice and Peace Office. 2021. Catholic Social Teaching on People Seeking Asylum and Refugees | Justice and Peace Office. [ONLINE] Available at: <http://justiceandpeace.org.au/catholic-social-teaching-on-people-seeking-asylum-and-refugees/>. [Accessed 23 March 2021].
- Department of Education, Multicultural Programs. 2021. Refugee settlement challenges & impact on children. [ONLINE] Available at: <https://www.roads-to-refuge.com.au/settlement/settlement-challenges.html#:~:text=IMPACT%20ON%20CHILDREN%20AND%20YOUNG%20PEOPLE&text=Sometimes%20children%20are%20forced%20to,disrupted%20or%20limited%20prior%20education>. [Accessed 23 March 2021].
- End Child Detention. 2021. Child Rights - End Child Detention. [ONLINE] Available at: <https://endchilddetention.org/toolbox/issue-child-immigration-detention/international-law/child-rights/>. [Accessed 23 March 2021].
- Justice for Immigrants. 2021. Catechism of the Catholic Church – Justice for Immigrants. [ONLINE] Available at: <https://justiceforimmigrants.org/home/about-us/catholic-social-teaching/catechism/>. [Accessed 23 March 2021].



Teacher Mrs Katie Fulton with Year 11 St Augustine's Religious Education Class

National Catholic Reporter. 2021. Christians have 'moral duty' to help migrants, refugees, pope says | National Catholic Reporter. [ONLINE] Available at: <https://www.ncronline.org/news/justice/francis-chronicles/christians-have-moral-duty-help-migrants-refugees-pope-says>. [Accessed 23 March 2021].

Refugee Council of Australia. 2021. Detention statistics for Australia - Refugee Council of Australia. [ONLINE] Available at: <https://www.refugeecouncil.org.au/detention-australia-statistics/>. [Accessed 23 March 2021].

Refugee resettlement to Australia: what are the facts? – Parliament of Australia . 2021. Refugee resettlement to Australia: what are the facts? –

Parliament of Australia. [ONLINE] Available at: https://www.aph.gov.au/about_parliament/parliamentary_departments/parliamentary_library/pubs/rp/rp1617/refugeeresettlement. [Accessed 23 March 2021].

What The Catholic Church Teaches on Asylum and Migration. 2021. What The Catholic Church Teaches on Asylum and Migration. [ONLINE] Available at: <https://www.acmro.catholic.org.au/about/church-documents-on-migration/what-the-catholic-church-teaches-on-asylum-and-migration>. [Accessed 23 March 2021].

2 Onshore detention and processing | Australian

Human Rights Commission. 2021. 2 Onshore detention and processing | Australian Human Rights Commission. [ONLINE] Available at: <https://humanrights.gov.au/our-work/2-onshore-detention-and-processing>. [Accessed 23 March 2021].

6. Australia's Immigration Detention Policy and Practice | Australian Human Rights Commission. 2021. 6. Australia's Immigration Detention Policy and Practice | Australian Human Rights Commission. [ONLINE] Available at: <https://humanrights.gov.au/our-work/6-australias-immigration-detention-policy-and-practice>. [Accessed 23 March 2021].

MARIST COLLEGE ASHGROVE

COMMISSIONING HEAD OF COLLEGE 2021

Mr Newman and Henry with the College Candle for 2021

On Tuesday 9 February students and families gathered in the College's Champagnat Centre for the Inaugural Mass to dedicate the year's work as a faith community. We were privileged to have the Catholic Archbishop of Brisbane, Archbishop Mark Coleridge as the Chief Celebrant and we were honoured to welcome our new Head of College Mr Michael Newman and to present to our year 12 boys their leadership badges.

Mr Newman's commissioning saw the College Community joined by Br Peter Carroll (Provincial Marist Brothers Australia) and Dr Frank Malloy (National Director – Marist Schools Australia).

Mr Newman, accompanied by his wife Lauren, was addressed first by the Archbishop of Brisbane and then by Dr Malloy.

Archbishop Mark's invitation:

We are called to be a servant Church, restless with the yearnings of the Spirit.

Lord Jesus, with the hope you have set before us, may our whole life, and the life of this College community, be shaped by the compassion of the loving, suffering, redeeming God.

Michael, I invite you now to make your commitment before God and the assembled College community.



Michael Newman's pledge:

Lord Jesus, in responding to your call, I commit myself to the service of this College community. Confident that we share in the hope of our Good Mother Mary, and inspired by her way of bringing the Gospel to life, I make my prayer in the name of the Father and of the Son and of the Holy Spirit. Amen.

On behalf of Marist Schools Australia Dr Malloy presented Michael with a Bible and in a call-response commissioning prayer reminded Michael and the Community of what is the essence of being a Marist

Educator – cultivating those Marial attitudes and values best expressed in the five characteristics of Marist mission and life.

Thus was the newly appointed Head of Marist College installed and made welcome to the Ashgrove community.



Michael Newman addressing the new Year 5 students and parents at a Welcome liturgy as they were unable to attend the Mass due to COVID rules.



AWARD WINNERS

2021 Australia Day Award Winner – Youth Citizen of the Year Jaden Legaspi



Jaden is a former student (Year 12, 2020) of Mount Carmel Catholic College, Varroville. He is an exemplary leader and attended the College daily during COVID – 19 lockdown, to guide, mentor and assist junior students. He participated in the Activate Fire Youth Ministry, Marist Youth Forum, Marist Connect and the Revelation team programs, as well as being a Youth Ministry Leader and attending

our Marist immersion to the Philippines. Jaden's involvement in the abovementioned programs was to ensure he was giving back to his community. As a result of Jaden's high level of commitment and service over many years both inside the College and in the wider community, Jaden was awarded the Campbelltown Young Australian of the year 2021, by the Mayor, Counsellor George Brticevic.

Jaden was also presented with the Wollongong Diocese, Bishop's Excellence Award in 2020. This award is given to an outstanding student from each of the secondary schools in the diocese. The Mount Carmel Community are very proud of Jaden's achievements and congratulate him on receiving both of these major award recognitions.

Victor Chang School Science Award 2020

The Victor Chang Cardiac Research Institute is one of the most respected heart research facilities in the world. Internationally recognised for the quality of its discoveries, the Victor Chang Institute is also a centre-of-excellence in cardiovascular research training, and in the rapid translation of discoveries into new diagnostics, preventions, and treatments of cardiovascular disease.

The Victor Chang Cardiac Research Institute School Science Award was established to foster an interest in science among secondary school students, with the view of encouraging Year 10 to 11 students to pursue their passion for science at university and beyond.

In 2020, two students from Mount Carmel were nominated by the Science Faculty in recognition of their hard work, academic achievements, innovation and creativity in Science at the College.

Congratulations to Elisha Sailago and Alisa



Thephavong on being the joint recipients of the 2020 Victor Chang Award.

Both Elisha and Alisa are recognised by their teachers as being very capable, hard-working, excellent problem solvers and extremely methodical during first-hand investigations.

Both their positive work ethics, willingness to improve and being inquisitive about the world we live in, shows worthy qualities to receive the Victor Chang School Science Award.

Mr Greg Mackney
Assistant Science Coordinator
Mount Carmel Catholic College

Archdiocese of Adelaide

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

Archdiocese of Brisbane

Carmel College, Thornlands
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
St Patrick's Primary School, Kilmore

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
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

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.

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

District of Melanesia

New Caledonia: Lycée Professionnelle
St Marcellin Champagnat, Collège
Sainte Marie, Collège Champagnat,
Ecole Sacré Cœur.

Papua New Guinea: St Joseph's College
and Vocational School Mabiri,
Early Childhood Education Centre
(Bougainville).

Solomon Islands: St Joseph's Catholic
Secondary School Tenaru, St Dominic's
Rural Training Centre, St Marcellin
Primary School and Kindergarten,
Vanga Point.

Vanuatu: Lycée et Collège Technique
St Michel, Santo.

ESTD **BOB STEWART** 1925

Our family serving you since 1925



SCHOOL UNIFORM SPECIALISTS

Francis Stewart - francis.stewart@bobstewart.com.au

Nick Ryan - nick.ryan@bobstewart.com.au

Ossie Gauci - ossie.gauci@bobstewart.com.au

201 - 211 High St Kew Ph (03) 9853 8429 www.bobstewart.com.au