Dear Colleagues

It was a nice surprise to return from Poland to find the setting of the last World Youth Day on our screens as Olympians from around the world gathered in Rio to compete for their countries. The ever-present figure of Christ the Redeemer in Rio has given these games a distinctly Catholic context, and it was wonderful news to hear that already two of our past students have achieved medal placings in their sports, with Anabelle Smith (Alumna of Holy Saviour Parish School, Vermont South, class of 2004, and Sacré Coeur, Glen Iris, class of 2010) achieving bronze in the synchronised diving and Ellia Green (Alumna of Star of the Sea College, Gardenvale, class of 2010) receiving gold in the rugby 7s women’s final. Every four years, the Games are a chance for current students to see the results of perseverance and courage, and to dream a little themselves. In all, there are 10 of our alumni competing at the Games, and we wish them every success in the days to come.

World Youth Day

I must confess that my presence in Kraków, Poland, nudged the average age of World Youth Day pilgrims slightly upwards. I couldn’t help but be inspired by the effervescent enthusiasm emanating from so many people of good will and strong faith concentrated in one place.

Over 20,000 volunteers – in their trademark blue t-shirts and backpacks – were on duty to guide pilgrims to the many World Youth Day events scattered at venues throughout the city. Many participants made the side trip to visit Wadowice, the birthplace of Pope John Paul II, where the home of his youth has been transformed into a museum.

As this is our jubilee Year of Mercy, it was a gratifying to see that human compassion was present in abundance throughout Kraków. Everywhere you looked people engaged in prayer. Prayer for those with suffering and in need; prayer for the peace of our world and those who live within it; prayer for the spiritual sustenance and enlightenment we all require to fill our lives with joy and meaning.

The Victorian Catholic community did itself proud by dispatching a contingent of around 300 young people to Kraków. World Youth Day was a tremendous opportunity to build bridges and foster friendships between people from different parts of the world on the basis of our common humanity and faith in Jesus Christ.

This spirit was echoed in the address given by Pope Francis on the evening of 30 July to a crowd numbering in the millions:

‘We have come here from different parts of the world, from different continents, countries, languages, cultures and peoples. Some of us are sons and daughters of nations that may be at odds and engaged in various conflicts or even open war ... This is no time for denouncing anyone or fighting. We do not want to tear down. We have no desire to conquer hatred with more hatred, violence with more violence, terror with more terror. We are here today because the Lord has called us together. Our response to a world at war has a name: its name is fraternity, its name is brotherhood, its name is communion, its name is family. We celebrate the fact that coming from different cultures, we have come together to pray. Let our best word, our best argument, be our unity in prayer.’

... continued page 2
Federal Election Update

The Australian Electoral Commission finalised the Senate vote count for the 2016 federal election. The final tally for the three major parties was: the Coalition/LNP won 30 seats (-1), Labor won 26 seats (+1) and the Australian Greens won 9 seats (-1). Of the independent crossbench Senators serving in the previous Parliament, three – Jacqui Lambie from Tasmania, Liberal Democrat David Leyonhjelm from NSW and Family First Bob Day from South Australia – won re-election. Independent Nick Xenophon – also from South Australia – not only won re-election, but gained another two Senate seats for his team from that state. Former radio talk-show host Derryn Hinch won election as independent Senator for Victoria as well.

But the most radical shift in the composition of the new Senate comes in the form of Pauline Hanson’s One Nation Party winning four seats, two from Queensland, one from Western Australia and one from NSW. While the One Nation phenomenon is something that will have to be handled on a national level, here in Victoria it is not a factor.

If the electoral reform legislation enacted earlier this year was intended to reduce the number of minor parties and independents in the Senate, it clearly failed in that objective. While the previous Senate featured six independent Senators, the Turnbull Government will now be forced to contend with 11 cross-benchers – Lambie, Leyonhjelm, Day, Hinch, three from the Xenophon Team and four from One Nation.

Simple parliamentary mathematics mean Malcolm Turnbull will require the support of nine out of those 11 independents to pass through the Senate, any legislation opposed by Labor and the Greens. With the broad range of (often conflicting) political agendas pushed by these crossbench Senators, that process will be akin to herding cats. Add the fact that the Coalition holds government by a bare one-seat majority and I think we should all prepare for a very messy parliament, indeed.

Principal and Parish Priest Briefings

The next Principal and Parish Priest Briefing will be held on Thursday 25 August 2016, commencing at 10 am.

This briefing will include updates on the Federal Election, proposed amendments to Equal Opportunity Legislation, an update on the Australian Charities and Not-for-profits Commissions, a presentation on efficiency differences between Catholic systems and an update on enrolments across the system.

More information on the briefing can be found in COMS.

I look forward to you being able to join us on 25 August.

In this edition

This week there are further reflections on the Catholic Education Melbourne Religious Education Conference last month. These reflections focus on the two keynote presentations, by Dr Maureen O’Connell and Dr William Cavanaugh. Ria Greene, Deputy Principal at St Bede’s College, Mentone, writes about the World Youth Day experience hosted by St Bede’s. Marty McKenna, Deputy Principal at St Joseph’s School, Yarra Junction, discusses the school’s journey of self-reflection, aiming to transform the relationship with its parents from involvement, through engagement, to partnership. In the briefing, Julie Chamberlin describes a fundraising project now in its 18th year that, from a small beginning, now produces 4,000 Christmas cakes a year. The funds raised have supported young people in Romania and the Philippines to go to college and university, improving their lives and those of their families.

I encourage you to contact Denise Symonds at (03) 9267 0228 or dsymonds@cem.edu.au to share stories of innovation and/or good practice from your school.

I encourage you to email me at execdirector@cem.edu.au if you have any issues or matters of concern.

Yours sincerely

Stephen Elder
Executive Director

Be Witnesses of God’s Mercy – Part 2

The 2016 Catholic Education Melbourne Religious Education Conference was held on Thursday 14 and Friday 15 July 2016 at the Catholic Leadership Centre. The theme of the conference was: Be Witnesses of God’s Mercy. This article continues the reflections on the conference, adding to Dr Paul Sharkey’s reflection in the preceding edition.

KEYNOTE ADDRESS: DAY 1 SESSION 1

To Witness Mercy is to Encounter – Mercy and the Educator Dr Maureen O’Connell

Dr Maureen O’Connell is Chair of the Department of Religion at La Salle University in Philadelphia, where she is also an Associate Professor of Christian Ethics.

Reflection from Pauline Cicutto, Learning Consultant, Religious Education (Primary Schools)

Maureen skilfully set the tone for our conference by exploring the significance of mercy in the Catholic tradition and giving us the opportunity to reflect on ways that mercy shapes why we do what we do as teachers and how we do our work in our school communities and classrooms.

Mercy was discussed in relation to the Hebrew word rachamim, which can be translated as compassionate womb-love, a love that is nurturing, tender and responsive. Pope Francis calls us in this jubilee year to courageously make space for this way of being and a new kind of logic – a logic of the heart that makes way for liberation from all forms of oppression and freedom for all to be fully human.

Maureen quoted from Parker Palmer, reminding us ‘... that good teaching comes from the identity and integrity of the teacher’. In other words, who we are as educators makes a difference to our learners. Attention, Maureen said, must be given to the inner landscape of the educator. The Caravaggio painting, The Incredulity of Saint Thomas, was used to demonstrate the importance of probing and facing our own sinful and broken selves in order to be healed, just as Saint
Thomas probed the wound of Jesus. Self-understanding is critical. Maureen noted that if we wish to be Witnesses of God’s Mercy, we need to encounter mercy in our own lives and attend to the merciful love of God; then we can ‘show up’ in our classrooms and reveal the merciful love of God to the students in our schools. Mercy was thus identified as a way of being, knowing and then transforming.

Maureen further suggested a three-fold cycle and framework for engaging with thinking about the mercy of God:

- Orientation, where our pattern of thinking is familiar, conventional, secure
- Disorientation, in which our thinking is interrupted and we become vulnerable
- Re-orientation or transformation, in which we come to a new way of being and new understandings about ourselves, our lives, our world and God.

Maureen’s insights were inspiring and thought-provoking, reflected in the extract from a poem by Emilie Townes:

Yes, God makes demands, has commands
And perhaps the simplest and hardest of these
Is that we are called to live our lives out of the possibilities
Not our shortcomings
Answering yes to God’s what if...

Reflection from Mary Jones, Learning Consultant,
Religious Education (Primary Schools)

An invitation to ‘wholeheartedness’ – this is the phrase from the opening keynote address of Dr Maureen O’Connell that captured my imagination and gave me a lens with which to reflect on my experience at the conference. This idea of wholeheartedness, of exposing our vulnerabilities in order to deeply engage with the other and extend mercy to both self and other – ‘answering yes to God’s what if’, as expressed by Emilie Townes.

Mercy as a way of knowing centres around a logic of the heart, rather than a logic driven by power, control or greed. This can easily disorient us as we often find ourselves operating out of places other than our hearts. Working from the logic of the heart has significant implications for us as educators in our relationships and interactions with our students, staff and families. Again, it means placing ourselves in a position of vulnerability where our own positions and thinking are challenged, enlightened, altered or even disrupted.

Mercy as a way of transformation reorients us towards healing and wholeheartedness. This means that we have to acknowledge our own role in the suffering and hurt of others, either directly or indirectly, and actively seek to change this in some positive way. Reaching out to others in mercy is a way of transforming both ourselves and others. It asks us to detach ourselves from what we idolise, from the way we interpret the world, and make space for other ways of seeing and being in the world – a hermeneutical approach.

Maureen completed her keynote referring to Parker Palmer, an American author, educator and activist, speaking of the courage it takes to be in this world deeply steeped in the practice of mercy:

The courage to teach is the courage to keep one’s heart open in those very moments when the heart is asked to hold more than it is able, so that the teacher and student and subject can be woven into the fabric of community that learning and living require (Parker Palmer, The Courage to Teach).

It is as simple and complex as that!

KEYNOTE ADDRESS: DAY 2 SESSION 1
Encountering Christ in the Wounds of the World: The Church as Field Hospital
Dr William Cavanaugh

Dr William Cavanaugh is the director of the Centre for World Catholicism and Intercultural Theology and professor of Catholic Studies at DePaul University, Chicago.

Reflection from Kathryn Bowden

We began the second day of our conference praying these words,

Merciful God,
Bring your healing love into our wounded hearts,
minds and spirits.
Lord, show us your mercy.

In the presentation that followed, what William Cavanaugh shared with us has its roots in his latest book, Field Hospital: The Church’s Engagement with a Wounded World.

The words of our prayer set the scene for the journey we were to take. Cavanaugh used references from Scripture and spoke to key artworks as he invited us to walk with him as we examined the wounds of Christ, what they are and what they might mean to us today. I must admit that I had never reflected on what the wounds of Christ might mean to us today or how Christ’s wounds connect with my own wounds.

To take us to this space, Cavanaugh spoke to Caravaggio’s The Incredulity of Saint Thomas. This famous painting depicts the moment when Jesus says to Thomas, ‘Put your finger here and put it in my side’ (John 20: 27). Caravaggio shows Jesus taking Thomas’ hand and guiding it to the wound in his side. This painting reminds us that it is Christ himself who personally invites us into this space of self-examination. The words of Richard Rohr express this beautifully. He explains that ‘this is how wounds become sacred wounds. This is the pattern of all authentic conversion in the Christian economy.'
of grace: not around, not under, not over, but through the wound we are healed and saved’.

For the rest of the day the words from our prayer and from Cavanaugh repeated in my mind. The painting The Incredulity of Saint Thomas was etched in my mind. I was left wondering, what next? How do I begin to do this? The challenge for me and I think for us all is to find the courage to allow Christ to take our hand, to touch those wounds and to bring that healing love into our wounds so that we will encounter the grace and mercy of God.

Videos of the presentations by Dr Maureen O’Connell and Dr William Cavanaugh are available on the Catholic Education Melbourne website.

**WYD@St Bede’s College Mentone – The Local Experience**

*By Ria Greene, Deputy Principal (Identity, Community & Action), St Bede’s College, Mentone*

In this Year of Mercy, St Bede’s College, Mentone, offered World Youth Day – The Local Experience.

The WYD2016 theme, ‘Blessed are the merciful, for they will receive mercy’ (Mt 5: 7), provided a rich foundation for the assembled youth who gathered on Saturday 30 July, for a twelve-hour retreat-style program. In a highly interactive, informative and formative manner, 57 young men and women from St Bede’s College and beyond gathered to reflect on what it means to be a young believer in the contemporary world, and how each of us is called to be the face of mercy. Pilgrims gathered from Kilbreda College, Mentone, De La Salle College, Malvern, St John’s Regional College, Dandenong, Simonds Catholic College, West Melbourne, Sion College, Warragul, plus many post-school young adults. The day was facilitated by two Lasallian Youth Ministers, Caleb Bainbridge (St Bede’s College) and Stephen Beirouti (LaSalle, Middle Swan, WA).

Two keynote speakers were invited to animate the ‘Year of Mercy’: Laura John (past College Captain of Kilbreda College and UN Youth Representative 2014) and Mark Clarke, from the Office of Justice and Peace. They both provided thought-provoking insights into the need for mercy in today’s world and challenged the ‘pilgrims’ to assess how they can make a positive difference in the world. In addition, the ‘pilgrims’ had a choice of workshops to participate in: Christian Meditation with Brother Garry Coyte, The Year of Mercy in mosaic art with Viv and Laura, or Human Trafficking with Sister Stancea Vichie from Australian Catholic Religious Against Trafficking in Humans (ACRATH).

The day included a Camino walk along Mentone beach in blustery conditions. In the later afternoon, the Chapel became a welcome and warm sanctuary to reflect on the day with a variety of prayer experiences, including a large labyrinth prayer mat and the opportunity to celebrate the Sacrament of Reconciliation with Fr Max Vodola. The day was complete with an evening of Polish food and entertainment. Traditional Polish dancers taught the pilgrims some basic Polish steps and moves. It was a fitting and enriching finish to a wonderful and enriching day.

At the end-of-day reflection one pilgrim wrote:

‘As young people, we have the opportunity to create the world we want to live in; we have both the privilege and the duty to practise what we believe in and hopefully lead by example.’

In his homily at the final World Youth Day Mass in Krakow, Pope Francis challenged young people to not be ‘couch potatoes’! Without doubt he would have been pleased to see the level of engagement and activity at St Bede’s College by both the young adults and the ‘young at heart’: that is, the many staff members who volunteered to make St Bede’s College World Youth Day Local Experience a reality.

**Ria Greene** can be contacted at 9582 5999 or rga@stbedes.catholic.edu.au.

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**Engaging Parents and Developing Partnerships**

*By Marty McKenna, Deputy Principal at St Joseph’s School, Yarra Junction*

Recently the staff of St Joseph’s School, Yarra Junction, asked one of those big questions: ‘What kind of school do we want?’

This led us on a journey of self-reflection, which is beginning to transform our understanding of school culture, decision-making, co-leadership and capacity-building. Many good things were happening within and around our school community, but we wanted to know specifically what would make it even better. What would help us to care better, to build even stronger relationships and to inspire one another?

Initially, our discussions focused on the things we were doing well. We were good at gathering knowledge, inviting contact, knowing the community, sharing information, explaining, and preparing. Most of our school initiatives were just that: school-initiated. Our burning question was ignited when, as part of our work with the Yarra Ranges Cluster Family Engagement Leader, Tony Dalton, a second question was posed. How do we transform relationships with parents and move our school from Involvement, to Engagement and ultimately to Partnership?

Our Annual Action Plan (AAP) and School Improvement Plan (SIP) provided specific direction and were the obvious platform from which to work. A key improvement strategy – to continue to foster partnerships in our school community – was already in place. We wanted to empower our parents as active partners in their child’s learning. Our focus was now clear: **How do we better engage our parents to improve student learning?**

The Catholic School on the Threshold of the Third Millennium (1997) provided inspiration:

> Parents have a particularly important part to play in the educating community, since it is to them that the primary and
natural responsibility for their children’s education belongs ... It is necessary to foster initiatives which encourage commitment, but which provide at the same time the right sort of concrete support which the family needs and which involve it in the Catholic school’s educational project. The constant aim of the school therefore, should be contact and dialogue with the pupils’ families ... in order to clarify with their indispensable collaboration that personalised approach which is needed for an educational project to be efficacious (n. 20).

Contact and Dialogue were two resonating words from the document that provided us with some clarity and purpose for this undertaking.

During Semester 1 our school has undergone four separate and yet connected initiatives.

1. Middle School
As part of our Inquiry Learning, the Middle School staff targeted a process we called ‘The Getting of Wisdom’ to engage parents. This required careful planning so that our parents would be contributing to the learning in the classroom.

Our approach had three dimensions:

• **Communication**: We personally invited parents to a learning session. We gave a brief outline of the content and provided a homework task the week before that ‘tuned in’ both the students and parents.
• **Parent Needs**: We considered the working hours and availability of our parents so that we might ensure maximum attendance. We were also using this session as an extension of our Learning Walks where our parents are led through our school to assist their understanding of the learning that occurs.
• **Respect and Trust**: We were ultimately seeking parent feedback, so each interaction aimed to strengthen a relationship of openness and respect.

Essentially, the lesson required our students to be looking at ways in which they have been developing their ‘wisdom’ since they were babies. They developed a timeline of their lives so far, sequencing events and people in chronological order with reference to key dates. With the parents’ guidance, they created a physical timeline and marked on it significant events in their lives.

The parents and children then used a brainstormed list of local services. In small groups they explained how their families engaged with these, and developed wonderings about these services. The services were contacted by parents and children to arrange visits to investigate how these various organisations within our local community contribute to our lives in positive ways. The feedback from parents, children and services indicated a high level of engagement.

The parents who attended were pivotal in the success of these sessions. The key to this success was that they were briefed about their role before the session, they were provided with an iPad to take photos of their experience to discuss later and they were involved in the storytelling component with a small group of students, which required the sharing of experiences. The debrief at the conclusion provided tremendous insights into what the parents valued and how they might contribute next time.

2. Senior School
Our Senior classes were also involved in engaging parents in their children’s learning. We sent invitations to their parents to help plan a showcase opportunity for their children’s learning, with eight parent responses. Senior students were allocated an important event in the early history of Australia. They had to investigate the event and create a diorama for a *Museum in Motion* presentation late in the term. Parents assisted in setting the timeframe for the presentation and invited other parents to maximise attendance. Over 20 parents attended and helped facilitate small workshops with the students. The discussion facilitated by the parents, using the verbs in Bloom’s Taxonomy, led to research and ultimately a highly successful and meaningful presentation.

3. Junior School
The Juniors’ Interact Unit in Term 2 was science-based. Initially their teachers decided that this subject offered some great opportunities to get parents ‘involved’. We invited parents to attend a planning session for the lessons one afternoon for the last hour of school. Two parents accepted the invitation but others mentioned that they would love to participate but the time was inconvenient.

The enthusiasm from the parents was such that it was decided to let them take full charge of planning a science morning. They suggested a better time to plan and another letter was sent out. Ten parents attended these planning meetings with one teacher facilitating. Other families who couldn’t attend sent along resources that they thought would be suitable. What a hive of enthusiastic talk, discussion and laughter there was during the planning.

The brief was for a selection of experiments into the physical, natural and chemical sciences. ‘There must be explosions!’ parents suggested enthusiastically. Some parents delighted in recalling great science experiences they had at school, ‘... static electricity experiments were great fun. Do you remember the one where ...?’ It was explained how the children were using verbs from Bloom’s Taxonomy to form questions. Parents asked clarifying questions. It was decided that question sentence starters would be supplied for each experiment station.

By the end of the planning, eight science experiments covering the brief had been planned by the parents. They had also organised running each of the stations and those parents who couldn’t attend the science morning made up for it by offering to supply the resources. The facilitating teacher was quickly shown her place when she offered to assist with resources, etc. ‘No, that’s fine. We’ve got it all...”
under control. It’s actually easier if we do it ourselves.’ One of the parents, who was a secondary science teacher, kindly suggested that it would be great if the teachers could make a record sheet for each of the experiments with the format of ‘predict, observe and explain’. We gratefully complied with the request.

The science morning was an absolute blast!! We had a great turn-out of parents and other family members. Everyone was drawn into the action and discussion. The teachers stood back in awe as the parents in charge of each experiment station engaged with the children, challenging them to ask questions. All students were very active participants, discussing and suggesting reasons for the results. There was an air of total acceptance for all students’ comments, wonderings and opinions. It wasn’t clear who was having more fun, parents or students.

After the session the parents gathered to debrief on the benefits and propose improvements. Many comments were echoed of how great it was to be so actively engaged in their children’s learning and the window it provided into that.

Most significant was that the parents were unanimous in wanting to be even more engaged.

4. The Wall
The School Leadership Team (SLT) wanted to create a visual expression of who we are, what we believe in, and where we are going that would make it clear to everyone – staff, parents and visitors – the relationships between the spheres, and the multiple actions, of our SIP. But we struggled to keep it simple! For example, how could we show the relationships between building learning engagement and community?

In order to fulfil our unique position in a Catholic community we must continue to contextualise our Catholic identity and be open and passionate about the inevitable opportunities that present. We just have to keep pondering on what kind of school we want, and so we continue …

Marty McKenna can be contacted at 0406 891 933 or mmckenna@sjyarrajunction.catholic.edu.au.

The Project
From small beginnings we now make some 4,000 cakes of varying sizes each year. Ten years ago we were asked to support the work of the Sisters in the Philippines. So now we have two communities to support.

The cooks are generous women who give their time to cooking and/or gift wrapping the cakes. There are about sixty cooks on our list and people sign up on a roster for each cooking session. These women are generously supported by senior students from Genazzano FCI College, MLC, and Xavier College, who sign on as part of their Community Service. Without their help we would not be able to make 4000 cakes each year.

Obviously, every cook needs a kitchen, preferably one with good ovens! For 16 years we have cooked at Trinity Grammar in Kew, as well as at Genazzano and MLC as required.

Who buys our cakes?
We, the cooks, do and give them as gifts; our friends do and slowly the circle has widened. Some employers buy them for gifts to staff. Staff and principals in schools buy them including at FCI College, Benalla; Genazzano FCI College, Kew; John Paul College, Frankston; Mackillop Catholic Regional College, Werribee; and Our Lady of Mercy College, Heidelberg.

Over the years many staff members of Catholic Education Melbourne have bought the cakes, including Executive Director, Stephen Elder, and I thank him for his support and the invitation to write about this project for readers of Director’s eNews.

Why do all these people contribute so generously to this project?
It’s because all the funds raised go to support young people to go to college and university. We have 31 young people who have graduated in the Philippines and another 30 currently studying; as one person graduates, another begins a course. I visited the Sisters and the young people last year and I met many of our graduates. All have jobs and are helping to better the lives of their families. In Romania another group of young people have graduated and 11 are...
Launch of the new Graduate Certificate in Education: Safeguarding Children & Young People

His Grace, Archbishop Denis Hart DD, joined Catholic Education Melbourne’s Executive Director, Stephen Elder, and Australian Catholic University (ACU) Vice Chancellor, Professor Greg Craven, to launch ACU’s new Graduate Certificate in Education: Safeguarding Children & Young People course at James Goold House on 9 August 2016.

In an Australian first, staff from ACU have worked with Catholic Education Melbourne to design a course that explicitly equips school leaders to develop their knowledge and understanding of contemporary issues and responses to safeguarding children and young people.

‘This course contributes towards ensuring staff in our schools and system will have the necessary knowledge and skills to be proactive in creating cultures of safety for all young people in their care’ said Stephen Elder. ‘The safety and dignity of all students is paramount to all we do in Catholic education.

‘Catholic education is striving to be a leader in child safety. There is a strong commitment to ensuring that this specialisation is informed by the latest research evidence and best practice, and that it is grounded in the rich social and moral teachings of the Catholic Church and theological understandings of the child.’

Up to 40 school leaders each year will be offered sponsorship to complete the course. Geralyn McCarthy (Thomas Carr College, Tarneit) and Adam Rieusset (Our Lady of Sion College, Box Hill) are two school leaders in the course’s inaugural cohort. Adam said, ‘I’m looking forward to undertaking this opportunity to further enhance our understanding, as leaders, of what we can do to ensure the very best for young people in our care.’

For further information about the course contact the Student Wellbeing Unit at Catholic Education Melbourne on 9267 0339.

Sponsored Study Programs for 2017

Catholic Education Melbourne has entered into a preferred supplier partnership with Australian Catholic University (ACU) to provide leaders and teachers with the opportunity to complete the following sponsored studies commencing in 2017:

- Religious Education (RE) Accreditation Studies
- Further Studies in RE/Theology
- Master of Business Administration (Executive)
- Master of Leadership
- Master of Educational Leadership: Primary Curriculum Leadership
- Master of Educational Leadership: Secondary Curriculum Leadership
- Master of Education (Student Wellbeing)
- Master of Education (Mathematics Leadership)
- Master of Education (Allied Psychology)

Course units will be multi-modal delivery. This includes face-to-face weekend or vacation mode, weekend, summer and winter schools with some online options.

Catholic Education Melbourne is significantly subsidising all ACU-credentialled courses, delivering a discounted special course fee of $916 per unit to successful applicants. This represents savings of $972 off the Master’s unit cost and in the case of Master of Business Administration (Executive) a saving of $2,784 per unit.

From 2017 the unit costs for RE Accreditation Studies and Further Studies in RE/Theology will also be subsidised by Catholic Education Melbourne on a similar basis. This reflects a change in sponsorship support for RE courses, bringing them in line with other sponsorship offerings.

It is recommended that the special fee of $916 is shared equally between the school and the student.

In addition, ACU will offer Commonwealth Supported Places (CSP) to students in specific courses, further reducing the fees for these courses to $615 per 10 credit point unit. This represents savings of $2,784 per unit.

The case of Master of Business Administration (Executive) a represents savings of $972 off the Master’s unit cost and in the case of Master in the future).

Most units have a value of 10 credit points. Students need to accrue 120 credit points to gain a Master’s degree. A Graduate Certificate requires 40 credit points (which can be credited towards a Master in the future).

Principals are asked to circulate details regarding the 2017 Sponsored Study Program to staff.

Applications, via the Sponsored Study Schedule on My PL (IPLS) on the CEVN website close on Friday 9 September 2016. Principal Endorsement Forms are due by Friday 16 September 2016.

For more information about the courses see the COMS circular (12 August) on the CEVN website, or refer to the course information flyers.

Julie Chamberlin can be contacted at 9853 6527 or juliechamberlinmed@hotmail.com.
Aboriginal and Torres Strait Islander Secondary Students in Catholic Schools Gathering

Catholic Education Melbourne, along with its partners the Korin Gamadji Institute (KGI) at the Richmond Football Club, the Office for Justice and Peace, Aboriginal Catholic Ministry of Victoria, Australian Catholic University and the Opening the Doors Foundation, brought together Aboriginal and Torres Strait Islander (ATSI) secondary students from across the Archdiocese of Melbourne to celebrate their culture through song, dance and story.

Students had the opportunity to take part in various workshops covering the National Aboriginal and Torres Strait Islander Organising Committee (NAIDOC) theme: ‘Songlines: The living narrative of our nation’.

This year Catholic Education Melbourne has 305 ATSI students enrolled in 56 Catholic secondary schools across the Archdiocese. Of these, close to 100 students, with their teachers and some family members, attended the annual gathering on Friday 22 July 2016 at the Korin Gamadji Institute, Richmond Football Club.

The day was also guided by Catholic Education Melbourne’s vision: ‘To provide an outstanding Catholic education that equips our young people with the knowledge, skills, hope and optimism to live meaningful lives and shape and enrich the world around them’; and the National Aboriginal and Torres Strait Islander Education Strategy 2015 vision: ‘All Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia’s First Nations peoples’.

The gathering began with a Welcome to Country by Wurundjeri Elder, Uncle Colin Hunter. Guest speakers included Aaron Clarke, Director of the KGI, who welcomed all to the space and explained what the KGI has to offer. He also invited students to take part in the programs offered by the Institute such as the Richmond Emerging Aboriginal Leadership (REAL) Program, which many of our students have attended as an extension to the activities offered by Catholic Education Melbourne.

Fr Joe Caddy, Episcopal Vicar for Social Services, spoke with hope and encouraged students to recognise and celebrate their heritage as the foundation for a future Australia and its citizens. He said, ‘To be truly at home in this land we have to know our place in it. We have to treat the delicate environment with respect, we need to feel the spirit that resides in this place, and we need to be able to interpret meaning though our unique landscapes, the animals and the plants of this ancient land. We need to hear the stories and the Dreaming that makes this place home.’

Helen Christensen, Team Leader with the Opening the Doors Foundation (OTDF), informed all about the benefits offered by the foundation that will assist students to achieve and to enhance their learning. Funding is received from generous philanthropic groups as well individual donors, schools and donations through our parishes. This year the OTDF distributed over $500,000 to support 740 Aboriginal and Torres Strait Islander students.

The day also featured a Youth Panel – Year 12 students Jahkarli Romanis from Sacred Heart College, Newtown, and Sebastian McDougall, from St Joseph’s College, Newtown, were joined by Nakia Cadd (who completed Year 12 last year and was a first-time voter who participated in the YMCA’s Youth Parliament via the KGI’s REAL program). Each speaker put forward their views about a Treaty and Constitutional Recognition with and for Indigenous Australians. It was inspiring to see young people take on the challenge and present their personal thoughts about both topics.

Rotational workshops by Jayden Lillyst (Songlines through art/story), Rheannan Port (Songlines though dance) and the sport and fitness sessions (Fighting Fit), informed and engaged students with their various activities. All present were also treated to the magic voices of the Mullum Mullum Elders Choir – inspirational to watch, amazing to hear.

Catholic Education Melbourne is grateful to guest speakers, students, school staff and parents, whose presence completed a Songline, adding to the living narrative of our nation.

PROFESSIONAL READING/VIEWING


Sr Mary Benet McKinney is a Benedictine Sister from Chicago, Illinois. Her Shared Wisdom model is a model of discernment and decision-making for parish boards and school meeting groups. It calls each of us to truly listen to the voice of the other and in doing so, arrive at a place we may never have contemplated. When we really listen to each other, the individual wisdom of each moves us beyond our individual selves to a new place of hope and potential. Each person’s lived experience is a piece of the wisdom and our slightly different pieces are the Spirit in the wisdom. The challenge is appreciating the Spirit as part of the lived experience of each and recognising our own limits within that.

With humour, Sister Mary describes the type of person in a group who knows it all and can do it all as the messiah – someone so attached to their own ideas they prevent the process of shared wisdom. Instead, dialogue calls for an openness of mind and heart. Sister Mary uses the analogy of making vegetable soup. The richness of the taste of the soup happens while it is simmering. The vegetables are in the soup together; adding ingredients, letting the soup cook and simmer takes patience.

There are three implications of this model. First, as living beings, if we all have a piece of the wisdom then we share a moral responsibility for each other. That means, being
prepared for meetings and sharing your piece of wisdom whether you feel you have something to contribute or not. Second, we listen to learn. That is, before conversations really begin, we remember that introverts ruminate while they think and that extroverts want time to think while they talk. Third, the group takes responsibility for creating a culture within the group where it is possible to share wisdom.

SURVEYS

REMEMBER

Understanding School Engagement in Research (USER) project

Catholic Education Melbourne is seeking to learn more about school engagement in research projects, and how schools may use research and evidence to inform professional learning, school improvement planning, and learning and teaching. School feedback is critical for Catholic Education Melbourne to continue to reflect on how to effectively lead and participate in research that is in the best interests of students, staff, families and school communities.

The date for schools to contribute their ideas and share their experiences via the USER survey has been extended to 12 August 2016. School representatives can also express interest in a focus group discussion by emailing their name, role, school name and contact number to Jonathan Brennan at jbrennan@cem.edu.au by 12 August 2016.

For more information, see the COMS circular (8 July) on the CEVN website or contact Shani Prendergast at 03 9267 0228 or sprendergast@cem.edu.au.

CELEBRATIONS

St Joseph’s College wins Herald Sun Shield

Congratulations to St Joseph’s College, Newtown, which won the Herald Sun Shield at the MCG by one point, ending the six-year dominance of St Patrick’s College, Ballarat. The score was 7.17 (59) to 8.10 (58). St Joseph’s made the final in 2007 and 2010 but was runner-up both times. Commentary on the game praised ‘a team that did not have a weak link’.

Congratulations also to team co-captain, Jack Blood, who won the Neale Daniher Medal for the best player on the ground.

The Herald Sun Shield combines winners of the four school competitions: Ballarat, School Sports Victoria, Catholic Co-Ed Schools and Associated Catholic Schools.

2016 One Team, One Goal winner

Congratulations to Lisa Tran, a Year 11 student at Killester College, Springvale, who was the secondary school winner of the 2016 One Team, One Goal: Celebrating Diversity competition. Entrainers had to design a footy jumper that reflected Victoria’s cultural diversity. Lisa described her design (pictured) as ‘defining true diversity in our community’ and representing her sense of Australia as a welcoming country, a welcome experienced by her mother, who migrated to Australia from Vietnam.

The One Team, One Goal: Celebrating Diversity competition is an initiative of the Victorian Department of Education and Training and the Australian Football League (AFL). It is designed to give students the opportunity to appreciate and understand different cultures, and to engage in respectful and positive discussions about diversity.

St James College team reach TheatreSports state final

Congratulations to drama students from St James College, Bentleigh East, on winning the Senior Championship Shield at the Southern Independent Schools Theatresports Competition in July. Year 10 students Matt, Fearnley, Kevin, Cooper and Nathan were able to take home the top prize despite competing against teams with Year 11 and 12 students. The senior team is now preparing to compete in the Impro Melbourne Theatresports Schools Grand Final at St Martins Youth Theatre, South Yarra, at 3 pm, Sunday 14 August 2016. Tickets are free for this event, however bookings are essential www.trybooking.com.au/216241.

Gold, Gold, Gold!

Ellia Green, a former student at Star of the Sea College, Gardenvale, was part of the Australian rugby 7s team to win the first-ever Olympic gold medal in that sport. Ellia, who attended Star of the Sea from 2007–2010, scored with six minutes left to play in the game which, with Chloe Dalton’s conversion, took the team to a 17–5 lead, winning at the final siren 24–17.

Ellia was one of 12 players selected from the squad of 20 to go to Rio; she’s the fastest player on the team, and is a ‘utility’ – meaning she can play as a forward or a back. Ellia’s skills are particularly impressive considering she played her first game just four years ago at 19. Previously she had run in track events competitively, representing Australia at the World Junior Athletic Championships. Ellia gave up her nursing job in Melbourne to move to Sydney to train with the team.

The Rio Olympics is the first time that rugby 7s has been a participating sport, and Australia went in as the gold medal favourite.

Annabelle Smith, a former student at Sacré Cœur, Glen Iris, won a bronze medal in synchronised diving with teammate Maddison Keeney.

Pope’s August prayer intentions

As part of the Jubilee Year of Mercy celebration, Pope Francis has been releasing a prayer video each month, produced by the Apostleship of Prayer. The Pope’s universal prayer intentions for the month of August focus on sport: ‘that sports may be an opportunity for friendly encounters between peoples and may contribute to peace in the world’. This is of particular relevance given the current Olympic
Pope institutes commission on female deacons

Pope Francis has appointed a commission to examine the role of female deacons in the Catholic Church, with a particular focus on the history of women having exercised this role in the early years of the Church. The Commission for the Study of the Diaconate of Women has 13 members: seven men and six women. The move follows a pledge made by the Pope in May during a question-and-answer session with members of female religious orders in which he said a commission would study the possibility of women entering the Catholic clergy. Pope Francis made it clear, however, that he did not see women becoming priests, an option that was categorically rejected by Pope John Paul II following a 1994 study.

World Day of Prayer for Care of Creation

As Pope Francis announced in 2015, 1 September is an annual prayer day for the care of creation. It coincides with the Orthodox Church’s day for the protection of the environment. The Pope sees it as an opportunity for people to ‘reaffirm their personal vocation to be stewards of creation, to thank God for the wonderful handiwork he has entrusted to our care, and to implore his help for the protection of creation as well as his forgiveness for the sins committed against the world in which we live’. Pope Francis also sees the day as an opportunity to mark the growing communion with the Orthodox Church. He hopes also that it might also involve other Churches and ecclesial communities, as a sign of our common Christian journey.

New director of National Centre for Evangelisation

The Australian Bishops have appointed Shane Dwyer as Director of the National Centre for Evangelisation. Part of his task will be to integrate the work carried out by the Catholic Enquiry Centre and the former National Office for Evangelisation. Mr Dwyer is currently the Assistant Director (Formation) with Lasallian Mission Services. His previous roles include Senior Coordinator for Faith Formation with the Archdiocese of Canberra and Goulburn, Director (Academic Resources) for the Sydney College of Divinity and Academic Dean for the Broken Bay Institute.

Canonisation of Mother Teresa

The Vatican has announced that Mother Teresa’s canonisation will be held on Sunday 4 September 2016. The poor, the suffering and those who administer to them will be the central feature of the celebrations leading up to the canonisation. The Vatican is also issuing a special stamp to mark the event. The date of Mother Teresa’s canonisation will coincide with the end of the Year of Mercy pilgrimage for workers and ministers engaged in works of mercy.

NAPLAN outcomes

The results of the NAPLAN tests, and debate over their data, have dominated education reporting in the past two weeks with The Australian editorialising that billions of dollars of additional spending have not lifted education standards. The national broadsheet says that, despite education funding increasing by almost a quarter – 23.7 per cent – since 2014, results in reading, writing and numeracy are generally flatlining.

‘Flatlining’ is also the Herald Sun’s word of choice to describe local results. It reports pupils have made no major gains in literacy and numeracy since 2012, despite a government push to make Victoria the ‘Education State’. It says despite a struggle to improve writing in Year 9, the preliminary NAPLAN data showed a drop in average scores from 2011.

On the upside the Herald Sun reports that scores were better for Years 3 and 5 reading, Year 3 grammar and punctuation and Year 5 numeracy when compared with 2008. Writing scores for both Years 3 and 5 in Victoria were the nation’s best. Year 3 writing was noticeably better than five years ago and the state had the nation’s largest proportion of Year 5 pupils who reached or passed the minimum standard in writing this year, and was equal first with NSW for spelling.

New spending priorities

The federal government is planning to move away from the Gonski funding model after next year, The Australian reports, with Education Minister, Simon Birmingham, planning to tie funding to force the states to introduce policies, such as screening Year 1 students for phonics and writing skills, in an attempt to lift disappointing test results.

In a separate story it claims the $5 billion increase in funding by state and federal governments over the past four years has made little impact on test scores. The report says an analysis of education spending in the years since the Gonski modelling has been adopted shows little correlation between spending differences between states and the results they obtain in the NAPLAN tests.

And the unlikely news?

Teens should play video games if they want to boost their maths and science scores but forget about Facebook, according to the Herald Sun. It quotes RMIT University research into the school results for more than 12,000 15-year-old students which found students who play online games almost every day score 15 points above the average in maths and 17 points above the average in science.

But the research comes with a caution. Associate Professor Alberto Posso warns children who used online social networks daily received grades 20 points lower in maths than those who didn’t, saying Facebook, Twitter and the like may have an ‘opportunity cost’ in terms of study time.

Games. The August Pope Video can be viewed on the Apostleship of Prayer website.

There is also a video for the Pope’s evangelisation intention: ‘that Christians may live the gospel, giving witness to faith, honesty, and love of neighbour’.

Pope Francis made it clear, however, that he did not see women becoming priests, an option that was categorically rejected by Pope John Paul II following a 1994 study.

Watch this short Season of Creation video with the Pope’s personal invitation for you to pray for creation.

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Education Council Communiqué
The Education Council convened its ninth meeting late in July via video conference. The significant matters discussed included online assessment, school funding, sample testing in the National Assessment Program (NAP) and new National Induction Guidelines.

Online assessment
The Education Council experienced first-hand elements of the online platform that will support online assessment nationally, including NAPLAN tests. The Ministers tested the new types of questions, including interactive test items. They also received an update on forthcoming milestones as the transition to online assessment nears (for some states and territories, including Victoria it begins in 2017).

Ministers noted that each jurisdiction will determine whether Year 3 student writing will be conducted online or with paper and pen for 2017. The Australian Curriculum, Assessment and Reporting Authority (ACARA) will provide advice to the Council in the second half of 2016 to assist jurisdictions to make this decision, based on further research from an international literature review of best practice in the teaching of handwriting and keyboarding skills, and a roundtable of international experts in literacy development.

School education funding
Noting the agreement of the Council of Australian Governments (COAG) in April to finalise school funding arrangements by early 2017, the Education Council agreed to make these issues a matter of urgency for discussion in September and December.

National Assessment Program sample testing
The sample testing program of the National Assessment Program (NAP) operates on a three-year cycle, drawing on a sample of Year 6 and/or Year 10 students. In 2016, the sample assessment is for NAP – Civics and Citizenship and will take place in October and November. This will be followed in rotation by NAP – Information and Communication Technology Literacy and NAP – Science Literacy.

The Education Council has agreed to extend NAP – Science Literacy to Year 10 students from 2018 given the increasing importance of scientific literacy for engaging with the challenges of the future. In addition, the Council will expand the NAP – Civics and Citizenship to include History from 2019.

Furthermore, Ministers have asked ACARA to explore the proposal that schools not included in a NAP sample in a given year will be able to access tests online if they wish to use the tests as an additional learning and teaching resource.

National induction guidelines
The Council endorsed Graduate to Proficient: Australian guidelines for teacher induction into the profession, produced by the Australian Institute for Teaching and School Leadership (AITSL). The guidelines address what effective induction is, why it matters, conditions necessary for high-quality induction, effective strategies, and the roles played by various agencies and individuals in managing and delivering induction programs. The Council emphasised that the induction of graduate teachers is the responsibility of state and territory jurisdictions, regulatory authorities and education settings.

The Ministers endorsed the release and promotion of the guidelines for October 2016, for adoption from 2017. AITSL is developing resources to assist the uptake and implementation of the guidelines. They include an app to support initial transition to the profession, and video case study examples of successful induction approaches.

For more detail see the Education Council communiqué on the Council website.
Students should submit a 1–2-minute video on how their school demonstrated best practice in supporting student voice in one of the five categories: Group action award; Teacher of the Year award; Youth Leadership (Year 12) award; Junior School Council and Secondary School Council awards. A total of $20,000 in prizes and grants is available across the five categories.

Applications close at 5 pm, Wednesday 31 August 2016 and the VicSRC Awards ceremony will be held on Tuesday 18 October 2016.

For more information about submission of entries visit the VicSRC website.

Lynne Kosky Memorial VCAL Scholarship
The Lynne Kosky Memorial VCAL Scholarship is sponsored by the Department of Education and Training (DET) in honour of former Minister for Education and Training, the late Lynne Kosky, who introduced the Victorian Certificate of Applied Learning (VCAL) in 2002.

Two scholarships are offered to Year 10 students who plan to study VCAL in Years 11 and 12 and who face financial barriers to remaining in education. Each VCAL scholarship is valued at up to $25,000 in $5,000 grants each year, over five years of study, training or apprenticeship.

Before applying for the scholarship, students should read the How To Apply Guide, available on the DET website. Applicants will need to register before completing their application. Applications close Monday 12 September 2016. For more information see the DET website.

littleBIGidea competition 2016
The littleBIGidea competition, sponsored by Origin Energy, is open to students in Years 3–8. Students are asked to come up with a great idea, describe it in no more than 200 words and create a video, an image or a diagram to help explain or illustrate the idea. The big idea could be an invention, an improvement to something that already exists, or a clever idea that makes the world a better place. The judges are looking for original ideas, creativity, practicality, imagination and innovation. If students find their idea already exists, they might try thinking about a fresh new take on it.

There are three categories: Years 3–4, Years 5–6 and Years 7–8. Students are encouraged to enter online but they can also enter by email at littlebigidea@originenergy.com.au or by post to ‘little BIG idea Competition’, Level 6, 321 Exhibition St, Melbourne VIC 3000. Online entries close on 30 September 2016. Mail entries must be posted by 30 September 2016 and received by last mail on 7 October 2016.

The prize for the national winner in each category is a trip for the student and a parent/guardian to the USA, visiting the NASA Kennedy Space Centre, Epcot Theme Park at Disneyworld and Ripley’s Believe It or Not. A condition for entry is that the entrants must be able to take this trip within the nominated time in 2017. Nine runners up will each receive $1,000. The teachers of the 12 finalists will each win $500 towards the cost of an education conference.

It is essential for teachers and parents to read and agree to the terms and conditions. For more information, including tips and hints, and information for teachers, see the little Big idea website.

Future Leaders Indigenous Awards 2017
The Future Leaders Indigenous Awards recognise Indigenous students who show leadership and academic potential. Schools are invited to nominate one current Year 11 student (Year 12 in 2017) per school. Winners will receive $500, which will go directly to the student’s school to assist with educational expenses in Year 12. Schools should send the nomination form and relevant attachments to Future Leaders by email to helen@futureleaders.com.au or post to Future Leaders, 5 St Vincent Place, Albert Park, VIC 3206. The closing date is 1 October 2016. For the nomination form see the COMS flyer (12 August) on the CEVN website.

School Games and Apps Challenge
The Victorian Schools Games and Apps Challenge is open to Victorian students in Years 6, 8 and 10. Created by Microsoft and the Department of Education and Training, the Challenge aims to encourage innovation, creativity and entrepreneurship through computational thinking, coding and/or app development by inviting students to develop and code a prototype app or videogame. It also aims to support teachers to implement the Digital Technologies and the Critical and Creative Thinking curriculums.

The Challenge is an opportunity for students to develop the design and coding skills necessary to thrive in a variety of industries, while applying their critical thinking, problem-solving, research and analysis skills to the task. Teachers will have access to a range of free professional learning to develop their skills to support students in online app development and game creation. Students will have access to eSafety Commission webinars on safe and responsible behaviours when using online games or games development sites.

Teachers should register their school to receive updates. For details about how to enter, and training opportunities, see the Challenge website.

Applications close Friday 14 October 2016. Finalists will showcase their prototypes as part of the Education in Games Summit at the Australian Centre for the Moving Image (ACMI) on 7 November 2016, as part of the Melbourne International Games Week. The prize is two XBOX One consoles for the winning school in each category. A Microsoft developer will mentor the Challenge winner to further develop their app or game in an extended coaching workshop.

Simpson Prize 2017
The Simpson Prize is a national competition for students in Years 9–10. It encourages a focus on the significance of Anzac Day and asks students to consider what Anzac Day means to them and to Australia. The 2017 Simpson Prize question is:

‘The experience of Australian soldiers on the Western Front in 1916 has been largely overlooked in accounts of World War One.’

To what extent would you argue that battles such as Fromelles and Pozières should feature more prominently in accounts of World War One?
Students are asked to respond to the question using both the Simpson Prize Australian War Memorial Source Selection and their own research. It is expected that students will make effective use of a minimum of three of the sources. It is also expected that up to half of their response will make use of information drawn from their own knowledge and research. Entries can be an essay or an audiovisual presentation. Entries close 11 November 2016.

Teachers may also apply to be teacher chaperones on the preparatory trip to Canberra as well as the trip to Turkey and the Western Front. Two teacher chaperones will be selected. Applications close 11 November 2016.

The student winners, runners-up and teacher chaperones from each state will enjoy a two-day trip to Canberra where they visit several of the capital’s museums and institutions, attend the presentation ceremony at Parliament House, and a formal dinner at the Royal Military College, Duntroon. Eight prize-winners will then travel to Turkey in 2017. They will embark on a 12-day exploration of Istanbul and Gallipoli, and take part in the commemorative Anzac Day ceremonies at various sites on the Peninsula.

For more information on How to Enter, posters and forms, see the Simpson Prize website.

**REMINDERS**

**2016–17 Children’s Facilities Capital Program**

The Victorian Government’s 2016–17 round of Children’s Facilities Capital Program grants has three types of Major Infrastructure Grants available. Catholic schools are eligible to apply for all categories. Applicants must submit a detailed business case to the Department of Education and Training (DET). Business case applications for Major Infrastructure Grants for consideration in 2016–17 must be submitted online by 4.00 pm Friday 12 August 2016. For more information see the COMS circular (10 June) on the CEVN website, visit the CEVN website under School Improvement / Planning or the DET website, or contact Ben Hutton at 9267 0228 or bhutton@cem.edu.au.

**ResourceSmart Schools Awards 2016**

The ResourceSmart Schools Awards, funded through the Victorian Government’s ResourceSmart AuSSI Vic initiative, are open to all Victorian schools and early childhood services. Entries close Monday 15 August 2016. For more information on the award categories and how to enter see the Awards website or Sustainability Victoria website. For support completing your entry, contact the ResourceSmart Schools Awards team at 1300 061 565 or resourcesmartawards@sustainability.vic.gov.au.

**Day of STEM**

The Day of STEM (Science, Technology, Engineering and Mathematics) is a national initiative designed to raise interest in STEM careers by inspiring the next generation of students through a self-guided, interactive, online STEM awareness experience called LifeJourney. The fully-automated, online experience enables students to test-drive their future by living a day in the life of STEM leaders.

As part of the Day of STEM, students can participate in the STEM Cup – a dynamic national mathematics challenge based on the real world career of Collingwood Football Club’s Capologist (salary cap expert). This initiative is supported by the Australian Association of Mathematics Teachers (AAMT). The STEM Cup will allow students to assume the role of the capologist, where they are challenged to build the best team at the best price within the AFL salary cap rules. Guided by Collingwood National Recruiting Assistant and LifeJourney mentor Dominic Milesi, students will compete to become the nation’s top capologist. This platform enables students to test-drive STEM careers and live a day in the life of the nation’s leading STEM professionals by introducing them to the hard and soft skills needed to pursue a STEM career.

Teachers and students can learn more about this initiative and register to participate in the STEM Cup by visiting www.dayofstem.com.au or the Mathematical Association of Victoria (AAMT) website.

The STEM Cup runs until 20 August 2016. It is free to register and competition winners will be announced on 27 August 2016.

For more information contact Valerie Everist at 9267 0228 or veverist@cem.edu.au.

**National History Challenge 2016**

The National History Challenge (NHC) is a research-based competition for students emphasising and rewarding quality research, the use of community resources and effective presentation. The theme for 2016 is ‘Triumph or Tragedy?’ Students can investigate their community, explore their own and their family’s past, and explore ideas throughout history. Suggestions for exploring the set theme are provided on the NHC website.

Interested schools need to register to receive an Information Kit. Entries must be posted before the closing date on Friday 26 August 2016.

Information on entry criteria, the presentation formats, how to enter and where to send entries is available on the NHC website.

**Graeme Clark Oration Schools Program**

Victorian secondary schools are invited to attend the 2016 Graeme Clark Oration Schools Program:

- Presentation to Schools by Dr Tom Insel
- Graeme Clark Oration.

The Presentation to Schools will commence at 3.30 pm on Tuesday 30 August 2016. Schools wishing to participate in the Special Presentation should advise the event organisers of the number of students and teachers likely to attend by emailing schools@GraemeClarkOration.org.au.
The Graeme Clark Oration will be held at 6.15 pm on Tuesday 30 August 2016, the 2016 Orator is Dr Thomas Insel, Director of Clinical Neuroscience at Verily (formerly Google) Life Sciences. Attendance at this event is free, and registration can be completed on the Graeme Clark Oration website.

University of Melbourne Network of Schools

The University of Melbourne has created a collaborative partnership for Victorian schools to learn from each other and to work together with world-class researchers on strategies to improve student learning. The Network of Schools offers a framework for achieving a school’s goals and enhancing school teachers’ capacity.

Principals interested in University of Melbourne Network of Schools (UMNOS) can attend an information session at the University on Tuesday 30 August 2016 or can view a video of last year’s information session. Interested schools are asked to complete an expression of interest form.

Schools that successfully join the network will commit to a 0.5 EFT salary for their Success Coordinator, and a UMNOS membership fee of $16,500 plus GST per year. Further information can be viewed on the UMNOS website, or from UMNOS Director, Katherine Henderson, at 9035 6302 or katherine.henderson@unimelb.edu.au.

VCE Leadership Awards

VCE Leadership Awards recognise VCE students for their efforts in promoting leadership and participation in their school and the local community. VCE Leaders are chosen between the months of April and September, and an overall winner is announced at an award ceremony in November. Applications each month should be received by the Victorian Curriculum and Assessment Authority (VCAA) by the last day of the preceding month. Applications for the final round close Wednesday 31 August 2016. Schools are encouraged to nominate students and apply early. Only one student from each school can apply per year.

For more information, including the application form and instructions on how to enter, see the VCAA website or contact VCAA Media and Communications at 9032 1629 or 1800 134 197 (for non-metropolitan callers) or vcaa@edumail.vic.gov.au.

CLC Accommodation offers

The Catholic Leadership Centre (CLC) is offering a Spring Special during the Spring Racing Carnival. It offers the convenience of accommodation ($150 per room, per night) in the inner city within walking distance of the MCG and other sporting venues and close to public transport (train, tram and bus). The venue offers modern 4.5 star accommodation, which includes a continental breakfast, secure parking, wireless internet and complimentary wine or beer on arrival.

For available dates see the COMS flyer (15 July) on the CEVN website. For bookings contact 9200 5200 or clc@cem.edu.au.

Victorian Schools Garden Awards 2016

The Victorian Schools Garden Awards (VSGA), now in their 39th year, celebrate the efforts of students, staff and the school community in establishing, developing and maintaining school gardens. Schools may enter more than one award category, however, schools must make a separate application for each category, with a separate presentation targeting the criteria.

All award entries are eligible for a Regional Award, from which the State Awards and the Kevin Heinze Perpetual Award winners are chosen. Applications close on 2 September 2016.

For more information, including how to enter and the application form, visit the VSGA website.

ACMI Screen It 2016 film competition

The Australian Centre for the Moving Image (ACMI) has announced ‘mystery’ as the theme for the 2016 Screen It competition. Screen It is a film competition designed to educate, encourage and foster the next generation of young moving-image makers. Students are invited to create and submit an animated film, live-action film or video game. To make judging fairer in 2016, the entry categories are Foundation—Year 4, Years 5–8 and Years 9–12 instead of primary and secondary categories. Support kits for students are available on the Screen It website. Entries close 5 pm Monday 19 September 2016.

Premier’s Spirit of Anzac Prize 2016–17

The Premier’s Spirit of Anzac Prize is an annual competition held to select Year 9 or Year 10 students for an overseas study tour of World War I battlefield sites where Australians have served in war. Students need their parents’ permission to enter the competition. The tour is centred on Gallipoli and the Western Front. In 2016–2017, 22 students will be selected. In addition, regional finalists will tour a significant Australian location and will be invited to attend lunch with the Premier of Victoria.

Students are asked to reflect on one of two topics. Entries can be in one of a range of formats, including essay, video, web page and artwork. Entries that are not in essay format must be accompanied by a written statement of up to 500 words answering specific questions. Entries must be received by 10 am, Friday 23 September 2016. Early lodgment is welcome at any time. Students are encouraged to complete the entry form and email it with their application to SOAP@dpc.vic.gov.au.

For the entry form and more information about the topics, entry requirements, assessment criteria and previous study tours, see the website of the Department of Premier and Cabinet (DPC) or contact the department at SOAP@dpc.vic.gov.au.

Applications to become one of three teacher chaperones accompanying the overseas study tour must be submitted by Friday 14 October 2016. Successful applicants must make themselves available to assist with the student interview process in December 2016. The application form and other information is available from the DPC website. For enquiries contact the department at SOAP@dpc.vic.gov.au.
SunSmart’s Secondary School Ideas Hack!

To mark National Skin Cancer Action Week on 20–26 November, SunSmart is asking Victorian secondary school students to propose an original idea for getting young Victorians to protect themselves from skin cancer. Students must submit a Prezi, PowerPoint or whiteboard animation which:

- defines the problem, showing evidence of thorough research of the issue
- provides an original, groundbreaking and innovative solution to get young people to protect themselves from skin cancer.

Individual and group entries (up to four students per group) will be accepted. Judges will be looking for the most innovative solution. The closing date is Friday 21 October 2016. For more information see the COMS flyer (22 July) on the CEVN website.

ACU (Melbourne) Open Day

The 2016 Open Day for the Australian Catholic University (ACU) will be on Sunday 14 August. Open Day gives prospective students, their parents and friends the opportunity to explore the campus, meet staff, students and graduates, and learn about ACU courses and alternative entry schemes. There are demonstrations and opportunities to try out state-of-the-art equipment, and prizes to be won, including $5,000 for a study trip to Rome.

For more information about courses available at all the ACU campuses visit the ACU website, or download the ACU Open Day app from the App Store or Google Play. See also the COMS flyer (5 August) on the CEVN website.

WHAT: ACU Open Day, Melbourne campus
WHEN: Sunday 14 August 2016, 10 am – 4 pm
WHERE: ACU, 115 Victoria Parade, Fitzroy

National Literacy and Numeracy Week 2016

National Literacy and Numeracy Week (NLNW) will be held from 29 August to 4 September 2016. Schools are asked to register on the NLNW website. For registered schools there is a limited number of packs available containing rulers, bookmarks and stickers, distributed on a first come, first served basis. The NLNW has many activities in literacy and numeracy and also in 2016, digital literacy. Resources are still in development and more will appear in the coming weeks.

Time To Shine Screening

Channel 7TWO will screen the highlights from Time to Shine on Saturday 27 August at 9.00 am. Watch singers, dancers and musicians from over 60 Catholic secondary schools showcase their extraordinary talents in a theatrical extravaganza that honours the outstanding gifts and talents that exist in Catholic schools. The full two-hour show is available on the Time to Shine DVD for $35. Contact Eliane Pinheiro by email epinheiro@cem.edu.au for payment details.

Emergency Preparedness and Response Training

With severe weather events and hoax threats over recent months, it is essential that schools are prepared for a range of circumstances by having an Emergency Management Plan (EMP). Having a robust plan in place will help schools respond to such emergencies.

The Department of Education and Training’s Emergency Management Division are offering three-hour workshops for government, Catholic and independent schools. This year’s sessions will focus on identifying and mitigating site-specific risks and the challenges of responding to emergency situations. As part of the sessions, participants will take part in emergency scenario exercises, offering practical advice and training for school leaders. Training will be held in rural and metropolitan locations across the state from August through to November. School leaders are encouraged to attend any location.

For more information see the COMS circular (12 August) on the CEVN website, or view the training schedule or register your attendance.

The Capability and Response Unit can be contacted on 9651 3714 for queries regarding the workshops.

For all other enquiries related to Emergency Management contact Harry Allard on 9267 0228 or hallard@cem.edu.au.

National eSmart Week

National eSmart Week 2016 takes place on 4–10 September. It reminds us that ‘protecting children is everyone’s business’. The campaign calls on everyone to play their part in promoting the safety and wellbeing of all children and young people. The website has posters, videos and other resources to assist in marking this important week. The theme for 2016 is ‘Stronger Communities, Safer Children’, which emphasises the value of connected communities for keeping children and young people safe and well.

National eSmart Week is an initiative of the Alannah & Madeline Foundation in partnership with the Telstra Foundation. It takes place on 5–9 September 2016 and aims to encourage schools and libraries to showcase their commitment to cybersafety and digital inclusion. Schools interested in participating in National eSmart Week are encouraged to register. They will then receive the National eSmart Week kit to support the organisation of activities for the week. During the week there will be a number of free professional learning webinars on areas related to cybersafety and digital inclusion.

If a school is already an eSmart School, the activities provided are linked to attributes/domains in the eSmart journey and most of them can be submitted as evidence. For schools not yet participating in eSmart, this is a good opportunity to begin.

COMING EVENTS

HURRY!

HURRY!
Mission Month and Anti-Poverty Week

October is Mission Month in the Church and is dedicated to the support of the Church’s Mission activities. The theme for the 2016 Mission Month schools appeal is ‘Just as you did it to one of the least of these, you did it to me’. The appeal will focus on the lives of children in Cambodia who cannot go to school because their families live in poverty. It is an opportunity to reach out, to live out Pope Francis’ call to be the hands of mercy and reach out to children in need. Catholic schools are asked to raise funds to support Catholic Mission’s work with children, with a particular focus during the month of October.

Schools are invited to make use of the School Resources to learn more about the work of Sr Eulie, her community and her Mobile Tuk-Tuk Education Centre, as well as issues of mission and justice. The resources include a DVD, web-based teaching and learning resources, and insightful stories about Sr Eulie and her community. The reading texts have been differentiated. There are also a prayer resource, a prepared Mission Mass, and links to a selection of hymns.

Schools are encouraged to be involved in these World Mission Month activities, which will be a great contribution for Anti-Poverty Week (16–22 October 2016). Anti-Poverty Week is a national campaign designed to strengthen public understanding of the causes and consequences of poverty around the world. Schools are asked to promote Anti-Poverty Week with Mission activities, and to register any activities on the Anti-Poverty Week calendar.

For more information see the Catholic Mission website, or contact Kevin Meese at the Catholic Missions Office at 9267 0228 or dsmee@danielmorcombefoundation.org.au.

Walk to School month

VicHealth’s Walk to School month is a free, easy and fun way for primary school students to get active this October. Schools and students are encouraged to register at the Walk to School website. Participating schools will be provided with certificates to celebrate students’ achievements, and also be in the running for regional prizes. Schools are encouraged to promote the initiative with parents and students. Free posters, classroom calendars, stickers, fact sheets and more are available to order and students can enter walking-themed competitions each week. Schools also have access to online tools and resources such as a step-by-step guide, newsletter templates and curriculum-based walking activities.

Students can also download a free Walk to School app for iPhone and Android devices, to make it easier to record walks to and from school every day.

For more information see the Walk to School website or email the Walk to School organisers at walktoschool@vichealth.vic.gov.au.

Day for Daniel

The 12th annual Day for Daniel will take place on Friday 28 October 2016. The theme for the day is ‘Wear Red and Educate’. Day for Daniel helps raise awareness of child safety, protection and harm prevention. It provides another opportunity for schools to recognise their continuing commitment to child safety and to strengthen school policies and practices in accordance with the Victorian minimum Child Safe Standards outlined in Ministerial Order No. 870. Schools are encouraged to engage students in discussion about personal safety and awareness.

To participate in Day for Daniel, schools should register on the Day for Daniel website. Registered schools receive a free starter pack that includes the Keeping Kids Safe DVD, activity sheets, posters, stickers, bunting, balloons and a certificate of appreciation.

The Keeping Kids Safe Resource Kit is a suggested resource to be used on Day for Daniel. It includes DVDs and Educational Resource Booklets with information and activities suitable for children in Prep to Year 9. The kit is developed by the Daniel Morcombe Foundation and aligned with the Daniel Morcombe Child Safety Curriculum. It is based on three key messages: RECOGNISE, REACT and REPORT.

New for this year is the additional DVD and booklet which are specifically targeting children and young people with mild to moderate special needs. There is also a new version scripted for children and young people with Aboriginal or Torres Strait Islander heritage.

For more information see the COMS circular (5 August) on the CEVN website, see the Day for Daniel website, or contact Doug Sandiford at Catholic Education Melbourne at 9267 0228 or dsandiford@cem.edu.au.

REMINDERS

National Science Week

This year, National Science Week will be held 13–21 August. The school theme for 2016 is Drones, Droids and Robots, and is aimed at embracing autonomous technology. The theme will centre on the real world application of autonomous technologies in areas including agriculture, mining, manufacturing, medicine, and space and deep-ocean exploration, while also exploring how this technology has transformed our day-to-day lives — from robot vacuum cleaners and lawn mowers to automated pool cleaners.

The theme poster can be downloaded from the Science Week website, as can a teacher resource book, containing 92 pages of ideas and anecdotes from other schools.

A number of Catholic schools nationally received a share of the $90,000 grant pool, up to $500 each, including St Finbar’s School in Brighton East for planting an indigenous resource garden and St Mary’s School, Hastings, for raising the profile of computers in the school by running a science fair that included other local Catholic schools.

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Parish Priest and Principal Briefing
Parish priests and principals are invited to attend the August Parish Priest and Principal Briefing for updates on a number of important state and national education issues. The briefing will be held on Thursday 25 August 2016 at the Catholic Leadership Centre, 576 Victoria Parade, East Melbourne. The briefing will commence at 10 am and end with lunch at 1 pm.

For more information see the COMS circular (12 August) on the CEVN website or contact Michael Elliott at 9267 0228 or events@cem.edu.au.

WHAT: Parish Priest and Principal Briefing
WHEN: Thursday 25 August 2016, 10 am – 1 pm (followed by lunch)
WHERE: Catholic Leadership Centre, 576 Victoria Parade, East Melbourne
HOW: Principals register via My PL (IPLS), Code: 16COM258B by Tuesday 23 August 2016
Parish Priests register by emailing events@cem.edu.au by Tuesday 23 August 2016 (indicate any dietary requirements).

2017 primary school funding briefing
Catholic Education Melbourne will be holding a briefing to provide primary schools with a review of the 2017 Recurrent and Targeted Program Funding components and updates to other elements of the primary school funding formula. This briefing will be held from 2.00 pm to 3.30 pm on 25 August 2016, following the Parish Priest and Principal Briefing on state and national education issues, at the Catholic Leadership Centre, 576 Victoria Parade, East Melbourne.

Other attendees, such as deputy principals and external school accountants, are welcome to attend.

Each school’s 2017 recurrent grants needs-based funding of English Language Proficiency (ELP) loading, Low Socioeconomic Status (SES) factor, Health Care Card (HCC) factor and Additional High HCC/Low SES, will be available to parish priests and school principals. In addition, each school’s targeted programs Literacy grants proposed for 2017 will be provided.

For more information see the COMS circular (22 July) on the CEVN website or contact the Catholic Education Melbourne Finance HelpDesk at 9267 0319 or financehelpdesk@cem.edu.au.

WHAT: Briefing on 2017 primary school funding
WHEN: Thursday 25 August 2016, 2.00 pm – 3.30 pm
WHERE: Catholic Leadership Centre, 576 Victoria Parade, East Melbourne
HOW: No confirmation of attendance is required.

102nd World Day of Migrants and Refugees
During the annually celebrated Migrant and Refugee Week, a special Mass is held for the World Day of Migrants and Refugees, this year to be held on Sunday 28 August 2016.

In preparation for this week, the Australian Catholic Bishops Conference (ACBC) has released a migrant and refugee kit to help schools participate in prayer throughout the week.

The kit contains letters from Pope Francis and the Bishop Delegate for Migrants and Refugees, Bishop Long; historical information about St Frances Xavier Cabrini and her work founding the Missionary Sisters of the Sacred Heart of Jesus; an interview with Archbishop Nona on the Catholic Church in Syria and Iraq; and a number of reflections and prayers for schools throughout the week.

For more information, refer to the COMS flyer (8 July) on the CEVN website.

National Day of Prayer and Action
The Catholic Alliance for People Seeking Asylum (CAPSA) is inviting schools across Australia to participate in a new National Day of Prayer and Action, to stand in solidarity with people seeking asylum during National Child Protection Week, 4–8 September 2016.

CAPSA hopes that more than 200 schools will be involved this year, with a view of making the National Day of Prayer and Action an annual event. Events for schools may include a school liturgy with a refugee focus, taking a photo of the school community with a ‘Refugees are Welcome’ banner, holding a forum or speaking event, or holding a Detention4Detention where students give themselves a voluntary lunchtime detention in solidarity with those in immigration detention.

CAPSA has also developed a range of resources and tools to allow schools to link the action into their curriculum, faith and mission work. This includes resources to make a presentation at an assembly, to send a letter to parents or to hold a liturgy for refugees, such as prayers and videos.

Schools are encouraged to pledge to take part in an action at CAPSA’s website. For more information contact Kathryn Kernohan at Jesuit Social Services at 0409 901 248 or kathryn.kernohan@iss.org.au.

Launch of Social Justice Statement 2016–2017: A Place at the Table: Social justice in an ageing society
Social Justice Sunday will be celebrated on 25 September 2016 this year and in preparation for the event the Australian Catholic Social Justice Council (ACSJIC) will release their Social Justice Statement for download from the Australian Catholic Bishops Conference (ACBC) website and on the ACSJC website on 6 September 2016.

A Place at the Table: Social justice in an ageing society will celebrate the value, dignity and significant contributions of older people to the life of the community. It will explore the idea that the increased longevity of the population brings a concern for the dignity and wellbeing of the most vulnerable people in our society. It will also examine the call for the older generation to continue working, encouraged by the government both directly and indirectly, and the issues that are associated with the increasing age of this workforce and population.

To pre-order copies of the Statement, please complete the online order form.
Voices from the universal Church
The Archdiocese of Melbourne is hosting a number of international speakers in 2016:

September – Dr Susan Timoney STD, Executive Director of the Department of Evangelisation and Family Life for the Archdiocese of Washington.

WHAT: A Spirituality of Mercy: Living the Joy of the Gospel in Parish Life
WHEN: Thursday 8 September 2016, 5.00 – 6.30 pm
WHERE: The Oratory, Newman College, 887 Swanston Street, Parkville
HOW: RSVP to the Archbishop’s Office for Evangelisation.

More information on these visits, as well as updates, can be found on the website of the Archbishop’s Office for Evangelisation.

Save the date: Celebration of Principalship
The annual Celebration of Principalship will be held on Wednesday 30 November 2016 beginning with Mass at St Patrick’s Cathedral at 5.00 pm and followed by a dinner at the Park Hyatt Hotel from 6.30 pm. A formal invitation will be sent to principals at the beginning of October.

Inter-Faith Perspectives on Mercy – ACU short course
Within the context of the Extraordinary Jubilee Year of Mercy in 2016, this short course at the Australian Catholic University (ACU) will explore mercy within Christianity, Judaism, Islam, Hinduism and Buddhism. The following questions will be addressed:

• What is mercy?
• What do world religions teach about mercy?
• How is mercy lived by believers in world religions?

Registration fee is $40. For those wishing a Certificate of Attendance for hours towards Accreditation to Teach in a Catholic School, the registration fee is $80 per person.

For more information see the COMS flyer (5 August) on the CEVN website, see the ACU website or email ACU at shortcourses.ftp@acu.edu.au.

WHAT: Inter-Faith Perspectives on Mercy
WHEN: Wednesdays, 3, 10, 17 & 24 August 2016, 6–8 pm (refreshments from 6.00 pm, lecture starts at 6.30 pm.)
WHERE: Christ Lecture Theatre, Australian Catholic University, 115 Victoria Parade, Fitzroy
HOW: Register by Monday 1 August 2016 via the ACU website.

AEE study tours to Asia
The Asia Education Foundation (AEF) is organising a number of study tours to Asia in 2017:

• Indonesia Berbeda Study Program (4–14 January 2017): focus on developing a deeper knowledge and understanding of Indonesia to support cultural and language programs. Indonesian language study is not a specific focus, but there are language-learning opportunities. Register by Thursday 22 September 2016.

• Myanmar Study Program (9–20 January 2017): opportunity to visit major sites of religious significance, to make school visits, and to engage in experiences that build knowledge of historical, social, political and economic trends in Myanmar. Register by Thursday 22 September 2016.

• Discover Bhutan Study Program (8–15 April 2017): opportunity to engage with Bhutan’s natural environment, harmonious society, culture and tradition, with visits to local schools, centres for the arts, monasteries and World Heritage-listed sites. Register by Friday 22 January 2017.

• Mongolia Study Program (9–20 April 2017): opportunity to experience first-hand traditions of the past still practised today by nomads on Mongolia’s vast steppes and deserts, and to engage with education experts from schools, an orphanage, and the Ministry of Education. Register by Friday 27 January 2017.

For more information see the AEF website or email studyprograms@asialink.unimelb.edu.au.

AAE 2016 conference – TomorrowMaking: Our present to the future
The Australian Association for Environmental Education is holding its 19th biennial conference in October. The theme is TomorrowMaking: Our present to the future. The conference aims to explore how to build the resilience and optimism of young people so they know they can change the world around them, and how environmental education and education for sustainability can enable schools and their communities to change their values and behaviours.

A different theme is treated on each day of the conference:

• Reconnection with nature and how our understanding of ‘place’ shapes our world view
• An intergenerational perspective on education as active citizenship
• Resilience and optimism for a changing world.

Speakers include Dr Kristin Alford, Director of the Science Creativity Education (SciCED) Studio at the University of South Australia; Dr Paul Clarke, CEO of the Pop-Up Foundation; Dr Jess Dart, Founding Director of Clear Horizon; and Professor Tim Entwisle, Director and Chief Executive of the Royal Botanic Gardens.

For more information see the conference website.

WHAT: TomorrowMaking: Our present to the future
WHEN: Wednesday 5 October – Friday 7 October 2016
WHERE: Adelaide High School, West Terrace, Adelaide
HOW: Register online on the conference website by Monday 28 September 2016.

Reminders

AAE Conference
Our present to the future
REGISTRATION HAS CLOSED

• Conference: 5–7 October 2016
• Tafoni workshop: A delightsome experience
• Let’s use the environment to inspire our students
• Let the environment inspire you
• Make your own educational materials
• It’s about ‘place’
• It’s about us
• How does the environment influence our citizenship?
• How do we learn through nature?
• Resilience and optimism for a changing world.

For more information see the conference website at tomorrowmaking.org.

REMINDERS

Australian Copyright Council National Seminar Series
The Australian Copyright Council is running a national series called Making Copyright Work for You, to be held in
Melbourne in August 2016. The seminars will be presented by experts in the field of copyright law who are up-to-date with the latest policies, laws and applications of copyright. There is an education specific stream on Wednesday 17 August 2016 which will cover Copyright 101, Text and Images for Educators, Screen and Sound for Educators, Risk Management for Educators and a Putting it in Practice workshop. The Copyright 101 session is recommended as background information for the other sessions.

A seminar brochure can be downloaded and registration can be completed via the ACC website.

Beyond Tomorrow 2016: Early Childhood Conference
The annual Beyond Tomorrow Early Childhood Conference, Where the Learning Happens, will consider the skills, qualities and knowledge that are fundamental to provide best practice in our early childhood education services.

The Victorian Curriculum and Assessment Authority (VCAA) is currently providing further professional learning opportunities to support the implementation of the new Victorian Curriculum F–10 throughout 2016. Principals are asked to encourage staff to attend the sessions and also to develop a Victorian Curriculum Implementation plan.

The Australian Childcare Alliance Victoria (ACAV) is hosting its annual conference, Where the Learning Happens, on 19 and 20 August 2016 at the Crown Conference Centre in Melbourne. The conference theme recognises the vital importance of quality early childhood education and care in the future development of children and the community, and reflects the intent that the Conference will be a learning experience for all participants.

A conference program is also available for viewing. Registration is via the Beyond Tomorrow website and there are a number of sponsored places for eligible attendees.

Victorian Autism Conference
Every two years, Autism Victoria (Amaze) presents one of Australia’s leading conferences on autism. This year’s Conference, ALL IN_VAC 2016, will be held at the Pullman Albert Park in Melbourne on 1–2 September. Steve Silberman, widely regarded as one of the most progressive thinkers on autism, will be the keynote speaker of ALL IN_VAC 2016, which will focus on the theme of inclusion. The conference program is now available.

For further details, visit the conference website.

Australian Childcare Alliance Victoria Conference
The Australian Childcare Alliance Victoria (ACAV) is hosting its annual conference, Where the Learning Happens, on 19 and 20 August 2016 at the Crown Conference Centre in Melbourne. The conference theme recognises the vital importance of quality early childhood education and care in the future development of children and the community, and reflects the intent that the Conference will be a learning experience for all participants.

Registration can be completed online, or a registration form can be downloaded and emailed to aca-victoria@wiseconnections.com.au. A conference program is also available on the ACAV website.

WHAT: Where the Learning Happens
WHEN: Friday 19 and Saturday 20 August 2016
WHERE: Crown Conference Centre, 8 Whiteman St, Southbank
HOW: Register online on the ACAV website.

WHAT: Beyond Tomorrow 2016 Early Childhood Conference
WHEN: Friday 19 August 2016
WHERE: Melbourne Convention Centre, 1 Convention Centre Pl, South Wharf
HOW: Register online on the Beyond Tomorrow website.

WHAT: Beyond Tomorrow 2016 Early Childhood Conference
WHEN: Friday 19 August 2016
WHERE: Melbourne Convention Centre, 1 Convention Centre Pl, South Wharf
HOW: Register online on the Beyond Tomorrow website.

WHAT: Australian Copyright Council National Seminar Series – Education Stream
WHEN: Wednesday 17 August 2016
WHERE: Saxons, Level 8, 500 Collins St, Melbourne
HOW: Register via the conference website.
**ACE 2016 National Conference: Changes and Challenges**

The Australian College of Educators (ACE) is holding a national conference on *Changes and Challenges: The power of education to build the world to which we aspire*, open to educators from all sectors from early childhood to primary, secondary, TAFE/VET and Higher Education.

For more information should be directed to the Australian College of Educators at 9035 5473 or ace@austcolled.com.au.

**ACSA 2016 Curriculum Symposium: STEM, STEAM or HASS?**

The Australian Curriculum Studies Association Inc. (ACSA) is holding a curriculum symposium in October on *STEM, STEAM or HASS? – Interrogating models of curriculum integration*. The symposium will consider STEM (science, technology, engineering and mathematics) and STEAM (STEM with the Arts) as well as other approaches to integrating school subjects, including the humanities, such as HASS (humanities, arts and social sciences). Keynote presentations will critique a range of approaches to integrating the curriculum.

**National Teacher Formation Conference**

Catholic Schools Youth Ministry Australia (CSYMA) and the Australian Catholic University’s La Salle Academy are holding a National Teacher Formation Conference on the theme of the faith formation of teachers and leaders of Catholic schools for the New Evangelisation. The conference will include presentations from staff, students and post-school young people on experiences of evangelisation in Catholic schools as well as practical workshops for teachers.

For more information, including details of speakers and the program, see the COMS flyer (17 June) on the CEVN website, see the conference website, or contact Amy Webb at 0402 527 239 or conference@csyama.com.

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**Why Change? A special presentation by David Coghlan SJ**

Professor David Coghlan SJ from the Trinity Business School at Trinity College, Dublin, will explore the concept of organisational change within the framework of Ignatian spirituality. He is an established author on organisational development and action research.

For more information see the COMS flyer (15 July) on the CEVN website or contact Katica Buccheri, the Registrar at registrar@sentir.edu.au.

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**ACEL National Educational Leadership Conference**

The next annual conference of the Australian Council for Educational Leaders (ACEL) will be held in Melbourne on 28–30 September 2016. The theme is: *Leadership with Insight & Innovation: Setting the Learning Agenda.*

For more information see the ACE website.

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**2016 CEBA Conference**

The 2016 conference of the Catholic Education Business Administrators (CEBA) is titled ‘Spring into Action’. The theme is a call to meet the challenges of Catholic education in the 21st century. The conference focuses on three areas of responsibility in the role of a business manager: finance, human resources and governance.

The conference program is available online on the CEBA website; see also the COMS flyer (20 May) on the CEVN website.

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**WHAT:** Shared Country Opportunity at the Royal Botanic Gardens  
**WHEN:** Wednesday 7 September 2016, 9.30 am – 12.30 pm  
**WHERE:** Melbourne Gardens, Birdwood Avenue  
**HOW:** Register at 9252 2358 or edserv@rbg.vic.gov.au.

**WHAT:** Why Change? A special presentation by David Coghlan SJ  
**WHEN:** Saturday 10 September 2016, 9 am – 5 pm  
**WHERE:** Campion Centre of Ignatian Spirituality, 99 Studley Park Road, Kew  
**HOW:** Register by Monday 5 September 2016 via the booking form with the COMS flyer on the CEVN website.

**WHAT:** ACE 2016 National Conference: Changes and Challenges  
**WHEN:** Monday 26 September – Tuesday 27 September 2016  
**WHERE:** Dockside Cockle Bay Wharf, Darling Harbour, Sydney  
**HOW:** Register online on the ACE website.

**WHAT:** Leadership with Insight & Innovation – ACEL Leadership Conference  
**WHEN:** Wednesday 28 September – Friday 30 September 2016  
**WHERE:** Melbourne Convention and Entertainment Centre (MCEC), 1 Convention Centre Place, South Wharf, Melbourne  
**HOW:** Register online or download a Registration Form.

**WHAT:** Changes and Challenges: The power of education to build the world to which we aspire  
**WHEN:** Monday 26 September – Tuesday 27 September 2016  
**WHERE:** Dockside Cockle Bay Wharf, Darling Harbour, Sydney  
**HOW:** Register online on the ACE website.

**WHAT:** Why Change? A special presentation by David Coghlan SJ  
**WHEN:** Friday 14 October – Saturday 15 October 2016  
**WHERE:** SMC Conference & Function Centre, 66 Goulburn Street, Sydney  
**HOW:** Register online on the ACSA website.

**WHAT:** ACEL National Educational Leadership Conference  
**WHEN:** Wednesday 28 September – Friday 30 September 2016  
**WHERE:** Melbourne Convention and Entertainment Centre (MCEC), 1 Convention Centre Place, South Wharf, Melbourne  
**HOW:** Register online or download a Registration Form.

**WHAT:** 2016 CEBA Conference  
**WHEN:** Wednesday 5 October – Friday 7 October 2016  
**WHERE:** Dockside Cockle Bay Wharf, Darling Harbour, Sydney  
**HOW:** Register online on the CEBA website or download a registration form.

**WHAT:** National Teacher Formation Conference  
**WHEN:** Thursday 27 October – Friday 28 October 2016  
**WHERE:** St Edmund’s College Canberra, 110 Canberra Avenue, Griffith, ACT  
**HOW:** Register online on the CSYMA website.