

# connections

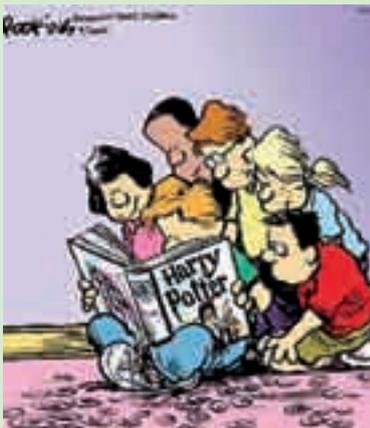
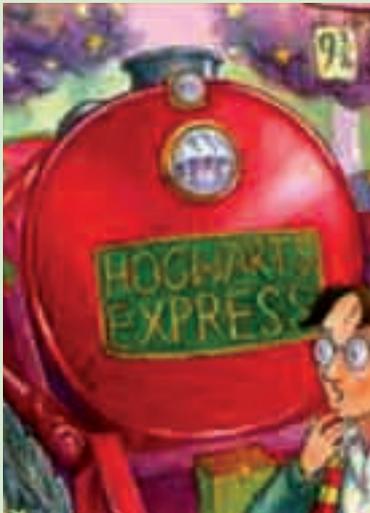
CATHOLIC EDUCATION IN TASMANIA

‘Catholic  
Education Week’  
13 - 17 August.

term two 07  
issue 6

St James' College coin-line  
raising funds for the Archbishop's Samaritan Fund.

# snapshots



**harry potter...** Recently, Dr Tony Lennard from Faith Education Services at the Catholic Education Office, Hobart returned from *The 5th National Symposium for Religious Education and Ministry*, held in Brisbane. During this symposium Tony presented a paper entitled '*The use of the Harry Potter series and other hero stories in Religious Education*'. The paper outlined the findings of his doctoral thesis, *Harry Potter and the Quest for Values: How the boy wizard can assist young people in making choices*.

Many parents and teachers are aware of the popularity of the *Harry Potter* series of books, which has been a phenomenal publishing success for their author J. K. Rowling. Tony's paper looked at reasons for the books' popularity with our young people; endeavouring to answer the question, 'Why do people connect with the characters in these books?' Tony's presentation also argued for the use of the *Harry Potter* books to teach values in Religious Education along with the use of the Scriptures. Rowling's characters reflect values, which are consistent with Gospel values. Research undertaken showed that students were able to perceive values that characters exhibited in the series, including self-sacrifice, kindness, friendship, loyalty, honesty, thoughtfulness, courage, hope, grace, forgiveness, mercy and love.

It is essentially through the choices that Harry Potter and other characters make that their values are shown and this is the reality for all of us. Young people need to understand that their choices decide who they become. Dumbledore's statement in *Harry Potter and the Chamber of Secrets* that, "It is our choices, Harry, that show what we truly are, far more than our abilities" (p. 245), is the key to the whole series and to the books' importance in Values Education. Brookins, G. (n.d.). Used with permission. Retrieved October 22, 2006, from <http://cagle.msnbc.com/news/HarryPotter4/S.asp>

## congratulations

Angela Derrick, a Teacher Assistant at Holy Rosary School has been awarded the Alex Walley Memorial Special Commendation Award. The Alex Walley Fund has been set up to recognise contributions and achievements of support individuals, as well as for people and families living with Autism Spectrum Disorder. Angela was nominated by the school for her outstanding dedication and support of students with autism. This award was presented to Angela during Autism Awareness Week 2007. Well done, Angela!

Connections is published by the Catholic Education Office, Hobart and distributed to all families and schools across the state. Submissions and feedback are welcomed as we value your communication to better cater to your needs. Please direct contributions to the editor who reserves the right to amend or decline any item submitted. All photographs and pieces of student work are used on the understanding that appropriate compliance with current privacy legislation has been obtained prior to publication. Copyright CEO Hobart  
Contact: Lisa Byrne Telephone: 03 6210 8888 Email: [lisa.byrne@catholic.tas.edu.au](mailto:lisa.byrne@catholic.tas.edu.au)  
Graphic Design: Julia Dineen Printer: Monotone Art Printers

# contents

director's message	3
new building new future	4
courage to be	5
breathe easier harcombe opening	6
marist is art	7
reconciliation	8
naidoc week mjr	9
redi	10
world youth day	11
enrolment policy tcec	12
new era for volunteers	13
maths = fun & games	14
kindergarten conference	15
environmental good news	16
pathway planning	17
autism spectrum	18
st mary's let their lights shine	20
55 years of service	21
assistant principals conference	22
10 questions...	23



**CATHOLIC**  
education office  
HOBART

reflections from  
the director of  
catholic education....



## changes to the educational landscape

### Restructuring of Post Year 10 Education

As parents would be aware from the extensive media coverage, the Minister for Education has announced a major change in the way educational opportunities will be provided to Senior Secondary (Years 11 & 12) students in State Schools. In essence, two different styles of colleges will be created. One type of college (Academies) will focus on providing traditionally academic subjects catering for students who may be seeking university entrance. The other style of college (Polytechnics) will have a strong vocational educational emphasis and focus on preparing students for apprenticeships, traineeships and other workplace related endeavours.

The rationale for this change reflects a concerted effort on the part of the Government to increase 'retention rates' in Tasmanian schools. As a State we can no longer afford to see approximately half of our young people failing to complete a Year 12 Certificate or its trade equivalent. Research indicates that by 2015, only 15% of the jobs available in Tasmania will be suitable for young people without a 'qualification'. Keeping our young people in education is crucial if they are to become successful members of the workforce and contribute positively to their community.

### What are the implications for Catholic Schools?

Whilst understanding and supporting the Government's strategic emphasis on increasing retention rates across all levels of schooling, the situation in Catholic schools is markedly different from our State government counterparts.

Firstly, our research indicates the retention pattern of Catholic students is significantly different from what is being experienced in other sectors. Overall the vast majority of our Year 10 students progress to formal education in Year 11 or go directly into an apprenticeship. Whilst the number of students moving through to complete Year 12 does gradually decrease, generally we are finding our 'early school leavers' are moving directly into traineeships or accepting apprenticeship opportunities as they emerge.

Secondly, the structure of our Senior Secondary schools, provides an excellent blend of academic and vocational education options. Whilst our schools have always maintained a strong commitment to academic excellence, over the past 15 years they have embraced a multitude of Vocational Education options

**cont page 5**



Assistant principal of St Aloysius' School, Elizabeth McDougall flanked by two Year 5 students who will be the first of the Year 7 group to start in 2009.



# new building. new future.

Planning for the new **St Aloysius' Catholic College** at Huntingfield near Kingston is progressing rapidly. In fact, it's a little like being caught up in a whirlwind.

Many parents, parishioners, educators and CEO staff are now involved in a wide range of activities that will see the College open for Year 7 in 2009. They are working on everything from appropriate trees and shrubs to plant, to approaches taken regarding technology.

Part of the vision for the new College sees an active and involved parent community. Since Archbishop Doyle gave approval, a broadly based Steering Committee has been established and a number of Advisory Committees formed. These are:

- Education
- School
- Technology
- Lands Development
- Library (Learning Resource Centre) and the Arts
- Chapel and Pastoral
- Building
- Finance
- Promotions and Communications.

On the construction side of things, good progress has been made. An extensive architectural brief has been developed. This document describes what buildings will be needed, how we intend to use them and when they are required.

'Expressions of Interest' from architects were called. Twelve Tasmanian firms applied, many of them with national and international links. This group has been short listed to four with each providing a concept plan. The preferred architect will be chosen from this list and given input from the school community.

It is expected that the design of the College and building approvals will be completed this year, with construction commencing in 2008.

Early in 2008 some key appointments of staff members are to be made. Appointment of the College Business Manager; the Director of Curriculum and a Parish/College Pastoral Associate will be made to ensure that

the college is thoroughly planned and organised when the first student walks in the door.

A vibrant discussion is currently underway as to whether the Grade 5 and 6 students at the current primary site should move to the Huntingfield site. It is the intention of the committee to consult the community at all times whilst informing them of quality models.

In a variety of ways, this is a most exciting development. It is many years since a completely 'green fields' secondary project has been developed in Tasmanian Catholic Education and our committee is determined to see the students of Kingston and the Channel areas have access to the best possible facility.

**Anthony Morgan**  
**Chairman- Steering Committee**  
**Deputy Director**  
**Catholic Education Office**



cont from page 3

thereby providing a balanced and effective pathway to tertiary study or job related training.

Thirdly, all of our five Senior Secondary Colleges have a very strong connection with students in the Junior Secondary Years (7 – 10). Four colleges have traditionally catered for Years 7 – 12, whilst in Hobart, Guilford Young College has established very close connections with all of its Catholic 'feeder' high schools. It is our belief that a critical factor in achieving higher retention rates rests in engaging 'at risk' learners in the very vulnerable years of Year 8 and Year 9. It is at this stage in the schooling process that young people may potentially become 'disengaged' with formal education and begin planning to 'opt out' at the earliest opportunity. The supportive intervention and encouragement that our schools provide make the transition from Year 10 to Year 11 as 'seamless' as possible, thereby making a real difference to student attitudes.

Finally, the Catholic sector has also been reassured by the Minister of Education, that as the new 'Polytechnics' are introduced, opportunities will be available for our students to access some of the special vocational courses on offer whilst remaining enrolled at a Catholic school. Such an arrangement is currently in operation with the TAFE system and we are encouraged that the Government will continue this commitment into the future.

Consequently, whilst we will continue to watch with interest the developments in the Government system, there is no intention on the part of our system for the foreseeable future, to alter our current pattern of schooling. Our schools will continue to provide vibrant, faith-filled environments that will enable and encourage all our students to fully realise their potential.

*Dan White*

Dr Dan White  
Director of Catholic Education

## courage to be

As spiritual beings, each of us needs to nurture the deepest places from which our work in schools takes form. This is important so that this space is illuminated with insight and we are helped to grow in courage for the all-important work we do. To provide this nourishment, Tasmanian Catholic Schools have joined the ranks of some other Catholic organisations in Australia and elsewhere, offering retreats based on a process called Courage To Teach, which has been devised by Parker J. Palmer in USA.

The Retreat process, referred to as Courage To Be in Australia, is conducted by trained facilitators and began in Australia towards the end of 2006. The Retreats follow a seasonal program beginning with Autumn.

The Retreats provide an opportunity for staff to reflect on their calling and to spend time listening to their inner being – the place where they encounter their 'shy soul', which as Parker Palmer says is our inner teacher.

This year, Catholic Schools in Tasmania are being offered the Autumn Retreat and the accompanying photo shows the inaugural group, which met on April 23rd and 24th at the Emmanuel Centre in Newstead. This retreat brought together a number of school and CEO personnel. Four of these retreats were held during 2007, with the strong hope that more will follow in 2008.

Those who participated in the first of these retreats came away with an awakened sense of their own unique gifts and a greater appreciation of their colleagues.

In the words of one participant, "... the retreat is an experience that all teachers should participate in."

**Margaret Henderson RSM**  
Education Officer  
Faith Education Services  
Catholic Education Office



## breathe easier

On 3 May, **Guilford Young College**, Hobart, participated in the Asthma Foundation's Whistle Day.

Organised by Mr Thad Rose, students ventured down to the Elizabeth Street Mall to raise money and promote awareness of asthma.

A little known fact is that Australia has the highest rate of asthma in the world, with over 14% of children and 10% of adults suffering from the condition. It is one of the most common reasons for Australians requiring a visit to the doctor. Guilford Young College students enjoyed the day of raising funds which will contribute to the health and wellbeing of the Hobart community through the prevention and management of asthma.

**Matt Williams**

# harcombe centre opening

It was at the request of the then Archbishop of Hobart, Most Rev. Sir Guilford Young that Fr. James Harcombe SM lead the construction of a **Marist** school to cater for the growing educational needs of the Burnie community. Following the opening of the school in 1959, the intention was to add a gymnasium to its grounds. However, it was not until forty eight years later that the project to build a new gymnasium commenced.

This long awaited structure with a total floor space of 2000 square metres, was blessed and opened for the school and wider community by Archbishop Adrian Doyle on March 15. In recognition of and appreciation for Fr. Harcombe's foresight and dedication, the new gymnasium now carries his name and is an amazing new educational asset for the College and broader community.

It includes flexible learning and entertainment areas, as well as a double gymnasium, fitness room,



staffing and storage space. The facility is often used for school gatherings and assemblies, with retractable seating having the potential to seat at least 900. Professional sound and presentation systems have been installed to add to its general-purpose nature.

It provides wonderful opportunities for students at **Marist Regional College** to engage in sporting activities during inclement weather and to create links with sporting and community groups and so make this a truly unique and valuable asset.

**Mr Shaun Healy**



marist is art!

This year the **Marist Regional College** Arts Festival took on a new look and venue. The venue for the Festival was the College itself. For the entire week, activities were planned and organised for different venues in the college. Logistical planning and coordination of the event began in 2006. 'Marist is Art' showcases the talent that both staff and students possess. Students and staff from the Drama, Music and Art departments were involved in performing and creating displays for the week long festival.

Marist is Art began on July 9 with a delightful journey back in time to sixteenth century Italy. Over a dinner provided by the Senior College Hospitality class, one of the first audiences at the festival, revelled in the antics of Transient Theatre's commedia dell'arte performance, Café Floriani. Whilst parents, staff, friends and special guests of the College Community were treated to a cocktail party in the Black and White Café, audiences were taking their seats for premieres of the Michael Gow play *Away*, and Louis Nowra's classic Australian comedy *Cosi*, both

performed by drama students of the College in different venues within the school. At eight o'clock the trumpet fanfare sounded through the grounds of the College on an otherwise chilly evening, welcoming those who had come to join the Magical Musical Mystery Tour: Audiences were escorted from venue to venue, visiting various musical performances of different genres. A magical mammoth of logistical and musical accomplishment, where the audience could have been forgiven for thinking they were in the Music wing, not of Marist College, but of Hogwarts.

Throughout the week, the school buzzed with all kinds of artistic expression from drama to comedy, music, dance, sculpture, photography, radio and many delicious, culinary creations. The week concluded on Saturday July 14 with the Capulet's Ball.

All who worked tirelessly to coordinate, create and make this unique event a success, deserve to be proud of it.

**Mr Shaun Healy**





# schools and communities reflect on the messages of reconciliation

On May 28 the Archbishop of Hobart, the Most Reverend Archbishop Adrian Doyle, Blessed and Opened the Exhibition - Messages on Canvas: Reflections on Reconciliation. The ceremony was held in **St Patrick's College** Arts Centre and attended by Aboriginal Elders, community members, politicians, members of the public, principals, teachers and students from Catholic schools.

Aboriginal Elder, Phyllis Pitchford Welcomed to Country those who were present. Archbishop Doyle blessed the exhibition using gum leaves and Holy water. A gum leaf was given by students from the school to each of the people who attended. These leaves now travel with the exhibition.

During the opening, the audience was privileged to listen to Aunty Phyllis read her poem, *Our Lot*, and Aboriginal Elder Ronnie Summers sing his own song *Manalargenna*. Dr Dan White in his address noted, "The

Message Stick experience, and the art work that was stimulated by it, seek to provide a tangible expression and understanding of some of the dimensions that should underpin the Reconciliation process."

At the conclusion, Archbishop Doyle and Dr White, together with some of the Aboriginal Elders, signed the Exhibition Certificate.

The exhibition displayed fifty paintings. Eight paintings were by respected Tasmanian Aboriginal Artists. The rest showed paintings completed in 2006 by all Catholic schools as their contribution to the NATSICC Message Stick which commemorated the twentieth anniversary of Pope John Paul II's *Call to Reconciliation* address to Aboriginal and Torres Strait Islander peoples in Alice Springs in 1986. In this speech the Pope reminded Australians, "that the church in Australia will not fully be the Church that Jesus wants until we joyfully receive the contributions that

can be made by Aboriginal peoples". The exhibition also contained two paintings from the Flinders Island District school which Archbishop Doyle spoke about in his Homily at the Blessing. "I am also very pleased to see that there are two paintings here from students at the Flinders Island District School. The Islands of Bass Strait, as the Elders here today can tell us, have a special place in the story of Tasmania's Aborigines so, in a sense, the paintings from the Flinders Island students really help to complete the exhibition."

The exhibition will travel the state to be welcomed into Catholic schools. Parishioners and the local communities are invited to visit. As Principal Josephine Craddock noted when it was displayed at **St Peter Chanel School**, "All the places that this exhibition visits provide a wonderful opportunity for the members of the community to come together and talk."



## naidoc week

**Stella Maris** in Burnie, together with schools right across Australia, observed NAIDOC Week from 3 to 7 July. This week was a time to be in solidarity with our Aboriginal sisters and brothers and celebrate their culture.

In class, children learnt about Aboriginal history, culture, the Dreaming and Reconciliation. The Grade 5 and 6 classes viewed the film, 'Rabbit Proof Fence' and the Grade 1 children listened spell bound as Leah Willoughby, an Aboriginal Teacher Assistant and artist, told stories using the art works she had prepared as illustrations. Chris Howard, also a Teacher Assistant, had prepared a slide presentation featuring each of the canvases exhibited in the 'Messages on Canvas' exhibition that had travelled Tasmania prior to NAIDOC week.

During NAIDOC Week the Aboriginal flag was flown and children learnt its significance and symbolism.

The whole school prayed for harmony and celebrated Aboriginal and Islander heritage.

The words of Pope John Paul who came to visit Aboriginal people in Alice Springs in 1986 inspired prayer and celebration:

*Your culture, which shows the lasting genius and dignity of your race, must not be allowed to disappear. Do not think that your gifts are worth so little that you should no longer bother to maintain them. Share them with each other and teach them to your children. Your songs, your stories, your paintings, your dances, your languages, must never be lost.*

*You did not spoil the land, use it up, exhaust it, and then walk away from it. You realized that your land was related to the source of life.*

*The silence of the Bush taught you a quietness of soul that put you in touch with another world, the world of God's Spirit.*

*You had a great respect for the need, which people have for law, as a guide to living fairly with each other.*

**Trish Hindmarsh**  
**Assistant Principal,**  
**Stella Maris School**  
**Burnie**

# mjr

## interstate conference

In March, 33 people from Perth, Cairns, Rockhampton, Brisbane, Gold Coast, Gisborne and Melbourne gathered to learn more about the *Making Jesus Real Program*, implemented in Catholic schools in Tasmania. Participants were very enthusiastic about the three days they spent in Hobart. The highlight was working with Grade 6 students from **St Brigid's School**, New Norfolk. Mr Peter McBain the principal and staff spoilt them with country hospitality.

This year, one of the main focuses is working with both students and parents. Parents have been high in praise of the MJR Program, as emphasis about encouraging of students to give more of themselves in the home, rather than 'moaning and groaning' or 'sulking and talking back'. Over one hundred parents commented on evaluation sheets that they have noticed positive changes in their children.

Next year the offer is to work with parents in the Grade 5 and 6 area, so if as a parent you are available to make the meeting time, it could be of some assistance to you as a parent, to support your child in the MJR Program.

The plan is to have another Conference in March 2008 for any other interested interstate teachers.

## **All REDI (Resilience Education and Drug Education) builds resilience and social and emotional competencies for students in the early years**

The Australian Government Department of Education, Science and Training (DEST) has recently initiated the *All REDI for the Early Years of Schooling Project*, which is designed for school leaders and the early year teachers from Australian primary schools.

The purpose of the *All REDI for the Early Years of Schooling Project* is to provide high quality professional learning for school leaders and early years' teachers that supports school communities in guiding the social development and emotional well-being of children as important protective factors against drug misuse in later life.

Over the past two decades there has been increasing concern for the safety, personal welfare and well-being of children and young people. This has resulted in significant curriculum and policy development at both state and national levels to enhance the social and emotional outcomes for children and young people. The approach has involved reducing risk factors and enhancing protective factors for all students by developing self-awareness and social competencies.

The achievement of positive educational outcomes is closely linked to good health in students. Therefore, schools address health and well-being as a foundation for achieving educational goals. In this context, student health and social/emotional competencies are essential educational outcomes.

**Resilience Education and Drug Information for the Early Years of Schooling** The *All REDI for the Early Years of Schooling Project* focuses on building resilience and developing social and emotional competencies. This has followed from the understanding that resilience and self-esteem are important protective factors against misuse of drugs. A key component of drug education in the early years of schooling is helping students develop the skills, attitudes and knowledge they need to build their resilience as well as to develop their social and emotional competencies.

**Building Resilience** Resilience is the ability to cope with, and recover from, life's challenging and difficult experiences. It is a key outcome of a successful early years' curriculum. Australian and international research shows that children who have strong relationships (with friends, family, school and community) are more resilient than those who do not. The early years' students have innate capacity to develop resilience. This resilience enables the development of social competence, emotional well being, perseverance, problem solving, critical consciousness and a sense of purpose. The *All REDI Project* focuses on the fostering of resilience in early years' students through explicit teaching and skill building.

### **Social and Emotional Competencies**

Social and emotional competencies are vital components of good health and well-being and contribute to student resilience and self-esteem. Student well-being has both intrapersonal (self) and interpersonal (others) dimensions. Well-being and social and emotional competence is evident in a child's sense of self and their capacity to function. It is important to focus on students' health and well-being, social and emotional competence and resilience, when designing and developing educational programs, especially drug education, for the early years' students.

**Supportive Environments** Schools are encouraged to start the approach to building resilience and social and emotional competencies as early as possible – in the first three years of schooling. Children's social and emotional development occurs as a consequence of a wide variety of experiences that occur both in and out of school.

### **The All REDI for the Early Years of Schooling Project** is a preventative approach to Drug Education.

The main objective of the project is to support teachers and school leaders in promoting health and well-being by explicitly teaching social and emotional competency skills, and to provide support for the teaching of drug information across all classrooms in the first three years of school. During April a series of Professional Learning opportunities were offered to Early Years Teachers across Tasmania. Approximately 100 teachers from Catholic, Independent and Government schools participated in *All REDI Workshops* that provided participants the opportunity to:

- learn about research based evidence for embedding student well being in the class room
- review strategies that build resilience & social/emotional competencies
- discuss the importance of a whole school approach to building resilience
- acknowledge the value of explicit teaching of social & emotional competencies
- create a learning environment that supports resilience building ; and
- develop ideas for leading the implementation of the *All REDI* project

**For more information contact**  
**Terese Phillips**  
**Catholic Education Office**  
**6210 8888 or**  
**Julie Moss**  
**Department of Education**  
**6233 7188**

# world youth day



July marked a very significant step on the journey toward **World Youth Day 2008** (WYD) in Sydney. There were celebrations all around Tasmania, the mainland and the World as we celebrated the one-year lead up to WYD. On July 1, the World Youth Day Cross and Icon officially landed on Australian soil. Tracey Owers, the *Tasmanian Journey of the Cross and Icon Coordinator*, went to Sydney as the Tasmanian delegate.

Sunday July 15 marked one year until the beginning of the WYD week and Parishes around Tasmania celebrated in their own way including Mass, BBQ's and sporting games after pilgrims received their Tasmanian WYD Pilgrim Journals and a blessing from their Parish.

Sunday July 20 corresponded to the lead up to the Papal Mass at Randwick Racecourse where it is expected half a million people will gather with Pope Benedict XVI from all over the world in the largest gathering in Australian history. We received a special message from the Pope as he registered as the first official pilgrim to WYD08 and officially opened registrations to the youth of the world. This was followed by a National Holy Hour, celebrated in each deanery of Tasmania and at other locations around Australia. Our Tasmanian preparations towards WYD08 are well under way and if you have not done so yet, make sure you jump online and register your

interest so you can become a part of Australian history!

## Meet Reg...

Reg is the trusty Pilgrim staff. Made from Huon Pine, Reg stands 1.53 metres tall. Reg was affectionately named by the 2002 WYD Pilgrims to Toronto, Canada as they continually quoted a line from the movie *'The Life of Brian'*, "It's actually happening Reg".

Reg has accompanied Tasmanian pilgrims to the last two WYD's; 2002 in Toronto, Canada and 2005 in Cologne, Germany. Of course Reg was also on the pre-pilgrimage with Tasmanian Pilgrims and has also been to Vancouver, Banff, Quebec, Niagara Falls, Barcelona, Monserrat, Lourdes, Paris, Taize, and Engen, Germany.

Reg is 'packing his bags' and will once again set off, this time on a pilgrimage around Tasmania to visit every Catholic Primary and Secondary school in the state. Reg will begin his journey at St. Patrick's College, Launceston on Friday 20 July (one year until WYD) and will finish his journey on March 20, 2008 at Guilford Young College, Hobart. He will bring with him news of World Youth Day and the Pilgrimage and is eager to meet new friends. Watch out for Reg when he visits your school. You can find out what he has been up to and follow his Pilgrimage online at [www.cymtas.org.au](http://www.cymtas.org.au)

## become a group leader

Register online at [www.cymtas.org.au](http://www.cymtas.org.au), click on the WYD Icon and then 'register your interest'. Make sure to select 'small group leader' at the bottom of the page and you will receive all the necessary documentation.

## coming up

### 8th/9th September:

Pit Stop Weekend for all Southern WYD Pilgrims

### 29th/30th September:

Pit Stop Weekend for all North/North-Western WYD Pilgrims

To find out more about any of these events, or to see more events that are happening in your local area jump online at [www.cymtas.org.au](http://www.cymtas.org.au)

## register now!

The Tasmanian Journey to WYD08 has already begun and if you are interested in being a part of this historic event you should register your interest NOW!!!

Official registrations for the Tasmanian Pilgrimage to WYD08 opened on Friday 20th July 2008!! Get a registration form from your School or jump online at [www.cymtas.org.au](http://www.cymtas.org.au) print a registration form and send to your closest Catholic Youth Ministry Office.

Even if you are not sure about going to WYD08 yet, registering your interest will ensure you will receive all necessary information

Jump onto our website [www.cymtas.org.au](http://www.cymtas.org.au), click on the WYD Logo and then on 'register your interest'!

\*\*Minimum age for attending WYD08 with the Tasmanian Pilgrimage Group: you must be at least 16 by the 31st December 2008.

# enrolment policy

## for catholic schools

The Tasmanian Catholic Education Commission (TCEC) is currently undertaking a review of the enrolment policies and procedures that apply to Catholic schools. This review has been prompted by three key factors:

- i. There is currently an unprecedented demand for enrolment positions in Catholic schools and there are not enough enrolment vacancies to meet the demand from the wider Tasmanian community.
- ii. Our Catholic Parish communities are seeking to pro-actively support all families who have had their children baptised by providing the opportunity for these children to be educated in a Catholic school. Currently, for a variety of reasons, around 50% of Catholic children are not able to attend a Catholic school.
- iii. Discussions are being held with the State Government to clarify ambiguities in the Anti-discrimination Act with regards to the application of appropriate enrolment policies for all 'faith-based' schools in Tasmania.

As all parents would be aware, the first priority of any 'faith-based' system of schools is to support the faith development of the children who have been christened or received into a particular religious tradition,

be it Catholic, Anglican, Lutheran, Jewish or any other denomination. After providing for these children, most 'faith-based' schools have also embraced children from other traditions upon the understanding that these families will acknowledge and accept the spiritual ethos of the school.

In this respect, Catholic schools in Tasmania have enjoyed a wonderful partnership with families from many other denominations. Archbishop Doyle's request that Catholic schools look to enrol a target of 75% Catholic children is a simple reminder that the goal of Catholic Education is, in the first instance, to support the nurturing and development of the Catholic faith. In particular, there is encouragement for Catholic families who may not be in direct contact with their local Parish Community, to choose a Catholic school for their children.

Contrary to some recent misconceptions reported in the media, this policy is not about excluding families from other faith traditions, but rather encouraging all Catholic families to consider enrolling in a Catholic school. Where spaces permit, children from other religious denominations will always be welcomed and included in a Catholic school.

**Dr Dan White**

tcec

## and the award goes to....

One of the more important things that the Tasmanian Catholic Education Commission does is to recognise outstanding contributions by both our employees and the volunteers who so generously support Catholic Education. Our hardworking staff and volunteers are the backbone of our system and in so many cases are the catalysts that make the Catholic Education that we deliver so successful.

The TCEC Recognition Awards are in three categories. Category 3 is for Friends of the School and gives public recognition to individuals whose contribution to a specific school community has been outstanding. Category 2 is for Outstanding service as an Employee within Catholic Education. Category 1 is made to give public recognition to individuals whose contribution to Catholic Education has been exemplary.





# new era for volunteers

## For 2007 the awardees were:

**Category 3:** Lance Cox, Suzanne Harris and Craig Coleman.

**Category 2:** Ida Saracino, Dorothy Herbert and Julie Williams.

**Category 1:** Neville Behrens, Sr Majella Kelly, Br Denis Phillips and Janine O'Hea.

The presentation ceremonies for the Recognition Awards give the Director, Dr Dan White, and myself the opportunity of having regional consultation meetings with Board representatives in the south, north and northwest. The meetings were particularly well attended in all regions and the Commission is very appreciative of the valuable input from the school communities.

The Commission is currently undergoing a review of all our policies. Input on areas such as the Enrolment Policy and Volunteers in Schools presents a different perspective and valuable insight regarding issues faced in our schools.

**Mr Rod Scurrah**  
Chairman

One of the wonderful traditions of Catholic Education has been the role played by volunteers in supporting our schools. It is a simple reality that our entire system of schools has been built by the generosity of generations of parents and parishioners. Today's schools would not exist if it wasn't for the incredible fundraising and practical support exhibited by so many families over the years. It is a vibrant tradition that continues into the present era.

Over the past few years our Catholic System of schools, in line with all other schools across Australia, has introduced a range of policies to ensure the safety and well-being of our children. The Federal Government has introduced the *National Safe Schools Framework* that requires schools to implement a number of Child Protection and Child Safety measures. Notable examples include full Occupational Health and Safety audits, anti-bullying policies and child protection programs.

In order to maximise the 'circle of safety' surrounding our children, all employees in child related professions are now screened and registered for child protection purposes. The time has now arrived where, as a matter

of policy across the Archdiocese, all volunteers in Catholic schools and parishes who have ongoing 'direct contact' with children (e.g. sporting coaches, camp supervisors, reading parents, leaders of children's Liturgy of the Word ... ) will be asked to undergo 'Child Protection' screening and obtain a Police Check.

In developing the new Volunteer Policy, the Tasmanian Catholic Education Commission (TCEC) acknowledges the significance of asking volunteers to undergo a 'registration process'. In some respects it can be seen as a 'sad acknowledgement' of our modern society that such processes are now seen as necessary. Equally it is appreciated that parents value the reassurance that any adults who may be responsible for their children are known to be of 'good character'.

Full details and an explanatory letter outlining the new TCEC policy will be sent to all schools in the near future. It is expected that the policy asking for volunteers to be suitably registered will come into operation from the commencement of the 2008 school year.

**Dr Dan White**



# maths = fun & games

The Catholic Education Office, in conjunction with **Sacred Heart School Geeveston**, **St Joseph's School Roseberry**, **St Joseph's School Queenstown** and **St Peter Chanel School Smithton**, were each successful in obtaining a \$5000 grant from *The National Centre of Science, Information and Communication Technology and Mathematics Education for Regional and Rural Australia (SiMMERR)* for a project entitled *Home/School Partnerships through Mathematical Games*.

The project involved 'in-house' professional learning on game choices with clear mathematical purpose, ensuring scope for mathematical learning in the selection and adaption of games to suit the needs of individual children.

Each school employed a Teacher Assistant for 40 hours. The Teacher Assistant's role was to collate resources such as playing cards, counters, dice, photocopy game boards on to card, to laminate and put the games with clearly printed instructions into back packs. Enough packs were made so each class would have a minimum of three packs. Backpacks included a rationale

and clearly articulated instructions for the game.

Parents were surveyed about attitudes towards Mathematics prior to the games distribution and at the conclusion of the first year of the project. Schools hosted a family maths night to launch the pack enabling parents to become familiar with games and engage with their children.

## family maths nights

Family maths nights in the four schools were highly successful. This was because parents and the school community began to share an understanding of how maths is taught. Jo Craddock, Principal of **St Peter Chanel**, remarked, "The families had a wonderful time together. We had an overwhelmingly large number of families attend and this was because the parents are interested in their children's education and being involved". Parents could see that numeracy activities were fun and social and began to feel comfortable doing maths activities with their children. The games encouraged conversations between parents and children and were a great way

of communicating mathematically. The family maths nights provided a great opportunity for these rural communities to celebrate thinking and learning.

## successful home activities

Games that were successful included calculator counting, dice games and card games such as *Snap* combinations to ten and *Fish*. These games enabled the whole family to be involved. One parent commented, "I couldn't believe how quickly my son learnt his number facts to ten by playing ten snap... it was much more fun than writing a whole page of sums".

## findings

The project supported families and students in rural and remote schools to make connections between mathematical concepts and their real life context. The games served as both an educational and a motivational source for mathematical learning.

**Louise Hodgson**  
Numeracy Education Officer  
Catholic Education Office

# kindergarten conference 2007

## a first for catholic education in tasmania

On May 17 and 18, fifty three Early Childhood Educators - Teachers and Teacher Assistants - gathered in Launceston for two days of professional learning. The enthusiasm and collegiality was inspirational!

Facilitator Terese Phillips opened the conference with a presentation focusing on the uniqueness of the kindergarten year; the importance of developmentally appropriate practice and the incredibly responsible role of the kindergarten educator.

Drawing on the work of Dr Margaret Carr, Steve Biddulph and Dr Philip Gammage, participants were encouraged to use the opportunity of the conference sessions to consider their practice in the context of developmental learning, and in particular, the importance of the play based curriculum. The overarching theme of the conference can be summed up in the following quote by Margaret Carr - "an early childhood setting can be described as a learning place in which children develop learning dispositions such as resilience in the face of uncertainty, confidence to express their ideas, and collaborative and thoughtful approaches to problem solving. These dispositions will provide the starting point for life-long learning".

Despite the demanding agenda, lunch breaks and the evening dinner provided opportunity for valuable networking and professional discourse. Over the two days, participants benefited from informative sessions presented by relevant professionals from a range of fields relevant to

early childhood development. They shared their expertise in specific areas, which impact particularly and vitally on learning and teaching during the Kindergarten year. Presenters included: Rosalie Martin – Speech Pathologist, Fiona O’Keeffe – Occupational Therapist and Lewina Schrale – Physiotherapist. While their professional focus varied, each linked their sessions and valuable information with the common thread of developmentally appropriate practice and the importance of learning through play.

Sessions with Sister Margaret Henderson RSM (Godly Play), Annie Nolan (The Constructivist Approach in Practice) and Carol Otten-Kirkely (Reggio Amelia) furthered the message of the opening address which highlighted the essential nature of the play based curriculum as the tool which enables children to be capable, competent learners.

Decades of replicated research leave us in no doubt as to the importance of play in the kindergarten year as fundamental to children’s learning and development. Play that is active and natural develops meta cognition, encourages initiative, decision making and problem solving. Play must be commensurate with the child’s stage of development, experience and be event based.

Recognising that play can be either aimless activity, entertainment, ‘busy work’ or, it can be a focused, highly motivated, serious learning process, highlighted the critical nature of the role of the early childhood

educator. It will be the teacher who will make the difference! (and the difference must be clear).

Teachers who incorporate a play based curriculum will respect children and value their ideas. They will create a learning environment that allows for flexibility and spontaneity enabling students to explore and extend their ideas and be regarded as competent thinkers.

Kindergarten educators should make use of teachable moments and understand, believe and be committed to play as the most effective way children learn and develop. To enable this to be the reality of every kindergarten in Catholic Schools in Tasmania will require the commitment and the support of all stakeholders – principals, early childhood educators and parents.

The 2007 conference provided two days of networking and learning - in the words of one participant

“...this was fantastic, worthwhile and interesting. I have been to many PL days over the past few years but these two days far outshone any others. Thank you.”

“...presenters were engaging and had extensive knowledge in their field. This was related well to the Kindergarten year.”

**Terese Phillips**  
**Special Learning Needs and**  
**Early Childhood Manager**  
**Catholic Education Office**



# environmental good news

## stories from three tassie catholic schools

The Australian Catholic Bishops' environmental organisation, Catholic Earth Care Australia, published, *'On Sacred Ground, An Ecological Vision for Catholic Education'*. The book contained a number of case studies of Australian Catholic schools, which have developed creative environmental projects.

Three creative Catholic schools that are taking environmental education seriously could well have been included in the publication.

### Larmenier School's Working Farm

Who would have thought that minding the pigs, feeding the chooks, tilling the soil and planting a veggie plot would be an essential part of school life and learning?

That is exactly what is happening at **Larmenier School**.

Two years ago, the principal of Larmenier, Mrs Ellie McGuinness, and the groundsman, Mr Ted Sherrin, began what can be called a "Working Farm" on the school property. They saw this as an opportunity to utilise its extensive land and paddocks for the education of the children. There are now many farm animals and pets kept and tended on the school grounds. Included among them are alpacas, Anglo Nubian Goats (the "Biblical"

variety), the rare Wessex Saddleback Pig, rabbits, ferrets, chickens and ducks.

The children volunteer to be on a roster to care for the animals. At 2:40pm, a bell rings and the children go out to do their chores - feeding the ducks, shed work, putting the rabbits into their hutches, etc. The Wessex pigs are an endangered species according to the Rare Breeds Trust of Australia, with only 80 pigs remaining in the world. A breeding program is in place at **Larmenier School** to ensure that they become viable once again as a species. To support the breeding program, the school is engaging in negotiations to market the pigs for meat, as well as continuing to breed them and sell them for breeding.

The sheds on the property have been built with student help. This has meant assisting with planning, hammering nails and selecting building materials. The Gardening for Life program has already begun with the planting of new garden beds throughout 2006, and each class taking on the responsibility for caring and maintaining their own plot. A vegetable patch will be developed so that children will learn some practical life skills. An orchard has also been planted consisting of peach, apricot, apple and nectarine trees. Areas to be covered in the Garden Program

include: bed preparation, raising seedlings, propagation, planting, mulching, composting and aspects of organic gardening. Students will also learn about market gardening and food preparation.

The 'Farm and Garden' program is an integral part of the school curriculum. A weekly enrichment program allows multi-age groups access to farm and garden activities. The school provides a comprehensive experience of the earth and its fruits, so that the children can connect with animals and plants and learn to love and respect them and our planet.

### St Peter Chanel School

Mathematics through Gardening

During 2006, **St Peter Chanel School** at Smithton participated in the combined schools' Mathematics project, *Maths Alive*. The aim of the project was to explore mathematical strategies that would be more meaningful for students and would include hands on activities that could be related to their daily lives.

The staff decided to focus their project on establishing a vegetable garden in the school grounds. After a suitable site was chosen, the children worked in Grade level groups to take leadership of an aspect of the project. This involved different classes

shopping for the plants, the straw mulch, and other necessities, weighing soil additives, measuring the areas to be used for the veggie plots with string and levels, and designing and making a scarecrow to keep the birds away.

Once the planting was completed, there were daily observations to be made and measuring, recording and graphing of plant growth rates to be done. The students learnt how to plan and keep to a project budget. One of the most rewarding learnings was to experience a relationship with the soil and the plants and to realise how the food that sustains us comes from the earth.

Maths classes were never so good!

## Landcare at St Virgil's

St Virgil's College has 50 acres of remnant bush land, of which 5 acres is particularly well preserved. Bandicoots and snakes thrive in the bush, and the area supports the largest remaining population of the endangered Spider Orchid that is found in Tasmania, as well as other endangered plants such as Kangaroo Grass and Black Peppermint.

Five years ago, Principal Chris Smith, together with Mark Smith, a qualified Land Care officer, decided to begin a land rehabilitation project as part of the school curriculum. The 'Land Care' project involves fifteen hours of work each week with a small group of boys engaged in weed elimination, seed collection, mulching, learning technical names of plants, fresh air and freedom in the bush. Up to 1500 indigenous plants are planted each year.

A far cry from the biro and paper learning of the classroom!

# pathway planning

A term that parents with students in Years 9 and 10 may have become quite familiar with this year is Pathway Planning. The reason this is such a 'buzzword' arises from the requirement of the new Tasmanian Certificate of Education (TCE) that every student moving from Year 10 into their post-compulsory years completes one.

What exactly is a Pathway Plan?  
How important is it for our students?

All students will be required to submit to the Tasmanian Qualifications Authority (TQA) before leaving Year 10 a *Pathway Plan Statement of Intent*, which lists very clearly three key items:

1. The educational facility (e.g. school, college, TAFE facility) that the student will be attending
2. The course that they intend to take
3. The focus (or specialized area) within that course that they will pursue.

The TQA will keep this submitted Pathway Plan on record, and over their on-going studies, students will review and update this plan to fit in with their changing ambitions and direction.

Having an approved and regularly reviewed Pathway is one of the key elements that must be achieved prior to successfully gaining a TCE certificate.

A Pathway Plan is thus quite significant. So it becomes very important in Year 10 that a student is guided to understand their own strengths and weaknesses, their likes and dislikes, their aspirations and their goals, and the processes that will make these achievable. This will allow informed choices to be made. Most schools will put in place even earlier courses that will help our students complete their Plan in Year 10. Some of our schools already offer wonderful programs for Year 8 and Year 9 students.

Of course, as our students continue to grow and mature in their post-compulsory years, changes to their Plan can – and will – be necessary. Understanding their options at Year 10 will form the foundation of their ever-developing Pathway to becoming successful, happy and valued members of their community.

**David Kronenberg**  
**Senior Secondary Consultant**  
**Catholic Education Office**

# children on the autism spectrum

## What role can parents play in their child's success at school?

The process of education is different for each of us. We learn best when we feel safe and can predict, to at least some extent, what life holds for us with every new day. The amount of control we have or need over our life will vary with events and the needs of people around us, and our ability to learn from the past and create new meaning.

Those of us who are challenged by the characteristics of Autism Spectrum Disorder find life exhausting. For these individuals there is the necessity to be ever vigilant in a largely unpredictable world which needs to be incessantly and consciously decoded. The nature of this disorder makes each individual's needs unique from every other on the spectrum, yet in some ways very similar.

Parents and others closest to them become the organisers and decoders of life for children whose difficulties fall into this category. The school experience can be a blessing or a scourge, depending on the way it is viewed and managed. There are many elements to consider in the course of an education, but consideration of the following ideas may bring a small degree of clarity to what can be an awesome journey.

### 1. Communication is essential

The more open the lines of communication between a child's parent/carer and school staff, the greater the likelihood that the child's needs can be met. Listed below are some of the topics which are beneficial to share because of the possible impact on your child's performance at school:

- Medication changes
- Resistance to taking medication
- Changes to routine at home
- Changes in who lives at home
- Suspected incidents of bullying
- Moving house

- Death in the family
- Signs of stress or depression
- Personality clashes with others
- Triggers related to behavioural outbursts
- Strategies for calming and soothing your child.

Consider also whether it would be beneficial for your child's classmates to be taught about his or her strengths, interests and behaviours. When peers and their parents are given accurate information, they are more likely to be accepting and supportive. It's when people are left to come to their own conclusions that misinterpretations and misunderstandings may occur. It is up to you to start the ball rolling; staff are usually able to assist with the formulation of a plan, if you choose to share.

Of course it is always beneficial for everybody involved, to recognise and share successes in life, as well as the necessities. Making your child's triumphs known to staff and peers, acknowledges the input and support of your child in that achievement.

Keep in contact with your child's education - relate to supporters through:

- Daily written communication in a kit book
- Periodic scheduled appointments with school staff
- Individual Education Plan meetings
- Constructive information sharing
- Informal chats at mutually convenient times.

### 2. Routines

These are imperative to the smooth functioning of your child's day and overall enjoyment of school. As you would be aware, the more predictable the day is, the better the outcome. However, having said that, small occasional variations to routine definitely have their place in helping to develop flexibility. The key to success is always the predictability of routines, coupled with the quality and timing of early warning about change.

Routines will help to reduce stress during those week day mornings when everyone is in a hurry. Tasks that can be organised the night before are: ironing of school uniforms; polishing of shoes; finding those ever elusive matching socks; reading, writing in, signing and replacing the kit book in the school bag; placing items into the school bag in the same place every night; preparation of lunches and drinks.

Very young children who are reluctant to leave home and venture off to school, may benefit from having a small item, such as a block, placed in their hand each morning before leaving the house. This strategy helps to focus the child's attention on something enjoyable to look forward to at school. Let staff at the school know about this plan so that related items of interest can be made available to your child on arrival, to develop a brief daily settling routine.

### 3. Positive Behaviour Support

As parents, you are the experts regarding your child. Over the years you have accumulated a wealth of information about your child's behaviour. Share this vital information with a focus on special interests, behaviour triggers and calming techniques that you find work best in a variety of settings. A child's dignity can better be preserved when staff have been equipped with the information they need to be able to deal with situations as sensitively as possible.

Thirst is a sensory issue that should not be ignored, as neglect of this basic need can result in behaviour deterioration. A situation such as this may confound staff who are working with the child, because known strategies for calming may not be successful. Provide water in a bottle that your child can use easily; themed items or stickers, such as Thomas the Tank Engine, can be attached to the bottle to make drinking more appealing. When choosing a drink container, also keep in mind that some children feel the need to drink up to three litres of water per day. Ask school staff to prompt your child to drink throughout the day, especially

after physical activity and in the warmer months.

#### 4. Moving on to high school

Several short visits to the high school during the preceding school term, serve to increase familiarity and allay concerns that your child may have about the new place, routines and people. Schedule a meeting for both you and your child, with the Special Education Teacher and/or Grade Co-ordinator during transition visits, so that your child has familiar faces to look for in the first days of school. Gather items such as a sample timetable, photos of key people, rooms, facilities such as the canteen and any other place that may cause anxiety for your child. Prior to the commencement of the new school year, help your child to recognise essential features such as toilets on the map, and to create a mind map of information about the new school. This is also a useful way of finding what important information has been missed out of your preparations. If possible, find a willing buddy to act as a point of contact for your child during the first few weeks at the new school.

Timetables can sometimes become an issue of contention. Your child's real need for concrete information can be the source of much angst and confusion by the time the third draft timetable has been issued. Make it clear to your child that at the transition stage, the timetable you are using is only a sample and does not represent their personal timetable for the coming school year. Also stress that timetables in high schools can change several times before a stable version is reached.

Once the new year begins, someone will need to act as your child's executive secretary at home. Although you have probably already been cast in this role, your responsibilities will increase. Staff will help set up routines for the school day, and parents can assist by continuing the support at home. This role may involve the following tasks and more:

- Informing staff about your child's needs

- Checking your child's bag/clothing for newsletters etc
- Gathering information about assignments regularly
- Helping to keep track of due dates
- Keeping all work in one folder/space
- Becoming familiar with assignment requirements
- Modelling the use of a diary
- Assisting with time / planning
- Shedding light upon misunderstandings.

#### 5. Organisation

Materials can be both an asset and a liability. Many parents are caught between wanting to allow their children choices when deciding on materials, and creating yet another distraction. A general rule of thumb is to go with the generic items rather than items such as the racing car pencil sharpener which may provide unlimited distraction from the task at hand. Some other ideas that come to mind are:

- Using a variety of covers on work books to easily distinguish one from the other
- Providing only the basic necessities in pens and pencils to avoid too many choices
- Using one big folder with subject dividers instead of multiple books
- Supplying a small pencil case that will hold only the necessities
- Keeping an updated school timetable at home
- Creating a special, distraction-free place to do homework
- Regularly cleaning out the school bag
- Organising folders and loose papers that accumulate in the bottom of the bag
- Creating step by step lists of daily routines such as the before school routine
- Preparation for extras such as swimming lessons, sports uniform days, cooking etc
- Creating strong predictable daily routines
- Creating a visual timetable to organise leisure activities
- Making and using things-to-do lists
- Creating boundaries such as no access to special interests until essentials have been done.

#### 6. Homework

This is often a bone of contention among educators because of its value with regard to independent skill development. However, for children on the Autism Spectrum, who may already struggle with coping with the school day, it may come as no surprise that they want nothing to do with school once they reach the security of home. Talk to staff about this issue and how it can best be resolved in light of the facts. Some options that can work include:

- Reducing the volume of homework to be completed
- Adapting the format of the work
- Allowing choice of assignment topics
- Accepting word processed work from those who have difficulty with handwriting
- Scaffolding work tasks
- Considering individual difficulties when assigning homework tasks
- Finding time during the school day when homework can be done with support.

Like most things, there is no one solution to the question of homework. It will continue to be a work in progress throughout your child's education, but each individual can benefit from creative approaches from staff and parents.

Enjoy the journey with your children and help them to celebrate and appreciate their own achievements.

**Cathy Legg**  
Education Officer  
Special Learning Needs  
Catholic Education Office

#### WEBSITES & ACKNOWLEDGEMENTS

- Sue Larkey

- Tony Attwood

- Department of Education (Tas)

- Online survey for parents (OASIS)

- Autism Tasmania

## St Mary's let their lights shine

Over Easter, St Mary's College hosted the inaugural Presentation Students' Leadership Conference. The idea to hold a student conference was formed after the 2005 Conference of Presentation Colleges in Sydney. St Mary's is the oldest of seven Presentation Colleges Australia-wide and is wholly governed by the Presentation Sisters.

Colleges sent representative students and teachers to Hobart, making approximately 95 delegates. The Conference theme 'Let Your Light Shine' was in deference to Nano Nagle's lantern in the hope that students discover ways to let their lights shine in their Colleges and lives.

Speakers included St Mary's luminous alumni, Christine Milne: our keynote

speaker; Lisa Singh: our after-dinner speaker; and Katie Mayer, Rikki Mawad, Julie Kent and Heidi Gregg: our motivational speakers. These courageous women had inspirational stories for the students; how their Presentation education taught them women can do anything, everything is possible, and individuals must struggle to have their voices, powerful words indeed.

Conference highlights included a Spirits of St Mary's tour by torchlight and walking through the colonial town of Richmond in the footsteps of the Sisters.

The final evening saw Archbishop Adrian Doyle, himself an alumni of St Mary's, celebrating the Eucharist in the Cathedral. He stayed for the Farewell Dinner which culminated in karaoke and dancing.

Each College presented an overview and many interesting things were discovered. Most importantly, the discovery of shared commonality, an encouraging confirmation that the Presentation Charism is alive and its flame continues to burn.

Sister Bernadette Keating PBVM, of Melbourne, ably led the consultative process and evaluation session. Here, students were given the opportunity to express their dreams for the future of their school and highlight the positive aspects of the Conference thus empowering them to let their lights shine brightly into the future.

As Sister Bernadette wrote: "I came away assured that the Presentation spirit is so alive and healthy among these students ... the Presentation story will go on into the future."

# A future like yours deserves special attention.



[www.daveyscurrah.com.au](http://www.daveyscurrah.com.au)

Visit us at our booth at the upcoming APPA/ASPA National Conference for more information about how we can assist you to plan a bright future.

**IDS**  
**DAVEY & SCURRAH**  
FINANCIAL ADVISERS

# 55 years of service



Staff at **St Patrick's College** farewelled Barry Apted and Dennis Mann, who between them have 55 years of teaching at the College.

Barry arrived in 1981 when trade subjects were not taught at the College. He helped build the classroom, desks, and provided expertise. From small beginnings in a shed, he has overseen the MDT area in the College grow into a thriving centre. He has many fond memories of the College, including the many friends he has made, the wonderful students he has met and the developments in his teaching area. He has seen the College grow from 400 to nearly 1300 students. Barry leaves to spend more time with his family at his holiday home in Bridport. For him it is an exciting time, but also very sad as the College, staff and

students have played such a significant role in his life. He will continue his affiliation with the College as his grandchildren commence study here next year.

Dennis started at the College in 1978. He has taught a variety of subjects from Grades 7 to 12: English, SOSE and Drama. He introduced Legal Studies to the College and also the Civic components of SOSE. He was a major force both in teaching and the development of Ancient Civilisations. History is one of his passions.

As Development Officer, Dennis was a motivating force in establishing the position and a department with a very definite function in the College. He expanded the College database and provided increased services to Old Collegians. As Editor of the

College Magazine, The Patricia, for over twenty years, he established the style and format of the magazine. He made it a professional publication which thousands of families have appreciated and enjoyed.

Dennis says there have been many highlights over the years but the Musicals, especially Fiddler on the Roof, were favourites. Dennis leaves us to get back to his roots in teaching and he and his wife, Maureen, will spend six months of each year teaching and working overseas, with the other six months in Launceston at Stories Bookshop.

L-R: Dennis Mann, Barry Apted

**Kim Schade**

## MONOTONE Art Printers Pty Ltd

environmentally friendly - plant based inks



61 argyle street hobart 7000 **phone 6234 6144** fax 6231 0175

**Complete printing service** offering the highest quality craftsmanship from design to finishing using Tasmania's most modern and up-to-date printing technology.

- > recycled and environmentally friendly paper users
- > direct to plate, chemical free technology
- > digital colour printing up to 300gsm stocks
- > modern multi coloured heidelberg presses
- > saddle and perfect binding specialist

[enquiries@monotone.com.au](mailto:enquiries@monotone.com.au)

[www.monotone.com.au](http://www.monotone.com.au)



# assistant principals conference 2007



During May, Assistant Principals and Deputy Principals from Catholic schools around the State met for the annual APTCS Conference. This year, the Conference was held at the Tamar Valley Resort, formerly Grindalwald, on the outskirts of Launceston.

Part of the busy program provided for some healthy discussion on the future directions of our association. The CEO Director, Dr Dan White, was a welcome visitor and his input was much appreciated, especially in relation to the future direction of the Assistant Principals.

The focus for this year's Conference was 'Growth Coaching' and how leaders in our schools could use coaching to really enhance professional relationships in our school environment.

The Conference was a great success! We were grateful for the wonderful support provided by our major sponsors, the Catholic Super Fund and Corporate Express. Participants were also supported by the Catholic Education Office through the presence of Christine Edwards, Head of Leadership and a Senior School Consultant.



Mrs Mandy O'Bree, Director of Australian Growth Coaching, presented two and a half days of interactive work based on her book, "The Leadership Coaching Guide". This is a very comprehensive program that promotes leadership, the development of coaching skills, productivity, team building and relationship management. Mandy guided the participants through a program with many opportunities for role play, group discussion and positive interaction. Her presentation was very engaging and all who participated were provided with a range of valuable strategies and practical ideas to further enhance their current practices and relationships.

Special thanks must go to the staff of the Tamar Valley Resort for excellent accommodation and catering, Mandy O'Bree for her wonderful presentation and the IEU and CDF for support. The Organising Committee was instrumental in ensuring a highly successful Conference. In particular, Nick McGann is to be congratulated on his careful attention to detail and many hours spent on organisation (not to mention his quiz master skills!).

All in all, a fantastic and very refreshing Conference!

The Conference also provided opportunities for leaders in our schools to meet and form valuable friendships and develop networks.

**Luch Brighella**  
Conference Organising Committee





## 10 questions with... Belinda Chapman North West Deanery Youth Coordinator for Catholic Youth Ministry

**1. Where did you grow up?** In a little place called Elliott, on the North West Coast, attending Primary School at Yolla and then Marist Regional College in Burnie for High School.

**2. What are some of your previous life and work experiences?** Well... from Receptionist to Retail Management, from Bus Driver to Bar Maid, from Tour Guide to Events Coordinator ... and a few things in between, both in Tasmania and overseas. Married to Richard in 2004, and by the time this is printed, the whole new life experience of being a Mum.

**3. How did you commence working with Catholic Youth Ministry?** A fantastic experience through the preparation for World Youth Day 2002, the actual pilgrimage and follow-up. A passion for youth ministry developed and the possibilities for faith-development of our young people in Tasmania. The position of Events Coordinator became available in 2004 and I have worked for the Archdiocese ever since. Catholic Youth Ministry has since expanded and my role is now North West Deanery Youth Ministry Coordinator.

**4. What do you enjoy most about your work?** The fact that it has meaning – it is about people's lives. It's not about what they have or want (materialistically). It's just about providing opportunities for young people to have faith experiences. Although there are no real measurements of success we can use, there is the love to see young people's eyes opened; friendships formed; their confidence to be Catholics boosted; to see a hunger for more; to watch their faith grow and to see communities re-invigorated by youthfulness.

**5. What has been a satisfying achievement for you?** Coordinating the Tasmanian Pilgrimage to World Youth Day 2005 in Cologne, Germany for 67 young Tasmanian Catholics. The special moments, hundreds of smiles and fantastic experiences, ... it was great to be a part of it. It is also very pleasing to see the expansion of Catholic Youth Ministry.

**6. Is there one most memorable moment from your career that stands out for you?** There are many memorable moments. One was a moment on the WYD 2005 pilgrimage on our retreat by the lake after the week in Cologne. Sitting in a circle and listening to each pilgrim express their experience and attempt to put into words how their faith had grown.... It was then the realisation occurred that it is definitely all worth it!

**7. The majority of families are probably unaware that you are undertaking a major initiative with the World Youth Day 2008, so we wanted to give you the opportunity to give a basic explanation of what exactly is going to be happening next year...** Even though we are talking about World Youth Day 2008 it has actually already started this year. A WYD is a week of activities that hundreds of thousands of young Catholics travel the world to be a part of in the host city, which in 2008 is Sydney. But it is firstly seen as a pilgrimage and any pilgrimage is more than just about the place or event you go to. It is about the journey and every journey needs preparation - physically, mentally and spiritually. Catholic Youth Ministry is the organisation coordinating the Tasmanian pilgrimage to WYD 2008. We are providing many opportunities for young people to come together and prepare not just for the WYD week, but for a continuation of their faith-journey.

Next year will see the Tasmanian group, divided into regions and then into small groups, each lead by an adult leader, travel to Sydney and take part in the colour and joyful expression of Catholic youth that happens at a WYD as well as all the organised activities such as catechesis, youth festival, pilgrimage walk, vigil and sleep out and the Papal Mass.

**8. What do you hope individuals will achieve from experiencing WYD 08?** A sense of belonging to the Catholic Church, internationally and locally and an experience of personal growth in faith and a desire to find more.

**9. How can parents support this initiative in the Archdiocese?** The whole family can be positively affected when a young person goes on a WYD pilgrimage. Encouragement of parents to get involved wherever they can and share the journey with their child. Their support of the pilgrimage, especially the preparation, right from today onwards is needed.

**10. Are there any last words of wisdom?** Don't count the days, make the days count!

8 REASONS WHY IT

BEL  PAYS TO NG

GREAT RETURNS

PROFITS TO MEMBERS

LOW FEES

RELIABLE & SECURE

RESPONSIBLE & ETHICAL

EASY CONSOLIDATION

NO COMMISSIONS

FINANCIAL PLANNING

TEC0CS0051/A  
Authorised by the Trustee of the Catholic Superannuation Fund, CSF Pty Limited (ABN 50237896957) (AFS L246664) (RSE L0000307) (RSE R1000597). Information is about the Fund and is not intended as financial advice. It does not take into account specific needs, so members should consider their personal position, objectives and requirements before taking any action.

CATH  LIC<sup>TM</sup>  
Super

Call 1300 550 273 or visit [www.csf.com.au](http://www.csf.com.au)