ANZAC Reflections brings Catholic schools together

P22
In this issue

Busting the Myths – commonly held misconceptions 2
New College already making a difference 3
Interest high for Mackillop Catholic College, Mount Peter 5
Dream becomes reality in Weipa 5
Foundation Principal announced for St Joseph’s Parish School, Weipa 5
Martin family loves to teach 6
Coming ‘home’ again 7
Confucius Classrooms expand learning 8
Different challenges, same goals 9
Extra attention made a difference 10
Give your child the edge 11

Helping hands meet and greet 19
Nostalgic twist for Year 7s 19
An experience to treasure 19
Going solo for a cause 19
Early development criteria a measure of future success 20
Catering for diversity 20
Australian Curriculum rollout update 21
Visible learning training 21
Are you Smarter than a 5th Grader? 21
ANZAC Reflections 22
Premier winners will never forget 22
Poppy perfect 23
Inspiring courage to care 24

Busting the Myths – commonly held misconceptions

Is it expensive to attend a Catholic school?

“Catholic education is open to all. Our schools aim to cater for the needs of all students and families and welcome students from diverse, cultural, religious, social and economic backgrounds, including from some of the most disadvantaged communities in the region.”

Colin Harvey, Assistant Executive Director
Identity & Mission Catholic Education
Services, Cairns

How are non-Catholic students involved in Catholic ceremonies?

“We make it clear that we are a Catholic school and clearly we are going to have a Catholic flavour to it; however if people come and wish to enrol they are welcome with open arms into an open, happy and friendly community.”

“Catholic schools are inclusive communities; hence both Catholic and non-Catholic students are involved in all celebrations. Non-Catholic students are not able to receive the sacraments, as such, but are involved in various roles throughout the ceremony.”

Michael Lindsay, Principal
St Joseph’s School, Atherton

Do you have to be a Catholic to attend?

“We are authentic to Catholic teaching traditions, but also remain accessible as possible to all who seek their values. No child is denied a Catholic education because of their family’s financial situation. Where parents have difficulty paying school fees because of genuine hardship, they are encouraged to speak to the Principal about fee concessions and payment plans are available. All fees are set to maximise affordability. Families find that fee affordability compares very favourably with private schools.”

“A Catholic school is affordable and we do look after our families. No child will be denied a Catholic education because of their income or inability to pay. We do look after our families; parents need to come and have a chat to the Principal. We really do try to maintain our fees so people can afford it.”

“Most families find it’s actually significantly cheaper than kindergarten fees. If a family is used to paying for kindy, they wouldn’t find it any different.”

Rita Petersen, Principal
St Thomas’s School, Mareeba

IT tool enhances student progress 11
Enrolment Guide to Catholic Schools and Colleges in the Cairns Diocese 12
Pope Francis, Game Changer - his effect on schools 14
Distinguishing features of a Catholic school 14
Delving Deeper – commonly asked questions about Catholic schools 15
Developing new health workers 16
Maths made easier 17
Help promote safety 17
Special inclusion training for Thursday Island teachers 18
Living on $2 a day 18
Knowledge sharing works both ways 19

Paul Rayner, Assistant Principal
Religious Education
St Mary’s Catholic College, Woree

“Catholic education is an inexpensive investment.
“Catholic schools are open to all. They don’t have to be a Catholic or a Christian. All that we ask is that they’re supportive of our gospel values. I know of a number of families of no religion at all, but they like the particular style of education and the community we provide in Catholic education.”

“Anyone is welcome in Catholic Schools. They don’t have to be a Catholic or a Christian. All that we ask is that they’re supportive of our gospel values. I know of a number of families of no religion at all, but they like the particular style of education and the community we provide in Catholic education.”

Colin Harvey, Assistant Executive Director
Identity & Mission Catholic Education
Services, Cairns

Are you Smarter than a 5th Grader?

“Anyone is welcome in Catholic Schools. They don’t have to be a Catholic or a Christian. All that we ask is that they’re supportive of our gospel values. I know of a number of families of no religion at all, but they like the particular style of education and the community we provide in Catholic education.”

“Anyone is welcome in Catholic Schools. They don’t have to be a Catholic or a Christian. All that we ask is that they’re supportive of our gospel values. I know of a number of families of no religion at all, but they like the particular style of education and the community we provide in Catholic education.”

Colin Harvey, Assistant Executive Director
Identity & Mission Catholic Education
Services, Cairns
New College already making a difference

WHILE Holy Spirit College at Manoora in Cairns just opened in Term 1 this year, it is already making an impact on the lives of many disengaged youth, thanks to its flexible curriculum, dedicated teachers and professional support staff. The college also has a special secret ingredient that is an extra benefit to students.

Designed to help youth who have left mainstream school improve their education, Holy Spirit College has teachers, psychologists and youth workers at its two campuses – in Cairns and Cooktown – to help the students.

The Cairns campus has 46 students, while the Cooktown campus will cater for 38 including 32 boarders when it opens at the start of Term 3.

The aim of both is to make a positive difference in the lives of disengaged youth by offering literacy skills as well as life skills, IIC, music and social and emotional wellbeing skills.

“There are many young people for whom school doesn’t meet their needs,” Catholic Education Services Executive Director Bill Dixon said.

“Our aim is to help these youth towards positive life outcomes, whether it’s getting them back to school or finding a VET or work pathway.”

While some students are referred by organisations like Youth Justice or the Department of Child Safety, others find their own way to the college through family, friends or word of mouth.

“There are a huge number of young people that don’t sit comfortably in the school environment,” founding Principal Erica Prosser said.

“Lots of them are tough on the exterior, but they’re just normal young people underneath who have toughened on the outside. “Our goal is to make a significant difference in the lives of these young people so they can see a different way, see different choices.”

The schools are flexible around issues such as attendance, homework and curriculum, taking into account students’ personal circumstances and individually tailoring the student’s programme to needs.

“Most of the students come every day, but there are some students who might only come half days or a couple of days a week,” Ms Prosser said.

“It depends on what the student can cope with. Some of the students have been away from any sort of learning environment for such a long time.

“Our goal is to make a significant difference in the lives of these young people so they can see a different way, see different choices.”

“Everybody’s time spent in our school will vary. Some may stay six months, 12 months or a couple of years to get their skills level and competence level up to a point where they may go to another school and finish off at a higher level or move into the workforce.”

Ms Prosser comes with enormous experience and qualifications. She has worked as an educational leader in South Australia, remote Northern Territory and Western Australia. Her last role was as Principal of Roebourne High School in the Pilbara district of WA. Prior to that she was a Principal in a variety of schools in remote and very remote communities, with most being in Indigenous education. She also has vast experience working with troubled youth.

“I haven’t exclusively worked in hard schools, but most of the schools that I’ve worked in are what they call ‘hard schools’, that is they are in lower socio-economic areas with higher drug and alcohol misuse along with related social issues such as domestic violence, abuse and trauma,” she said.

One thing the students at Holy Spirit don’t know about their Principal when they first start is the fact that Ms Prosser has been in their shoes herself and can relate to their struggles.

“I come from a very similar background to the students, not exactly the same but very, very similar, so I can emphasise with them,” she said.

“The first time I left school I was a 15 year old.”

Erica was married at 17, had her first child at 18 and her second at 20. It wasn’t until she was in her mid-30s that she went back to school and then to university to gain her teaching degree.

“When the students say to me: ‘You’ve got no idea’, I say: ‘Well, actually, I do’,“ she said.

Mrs Prosser said she has already noticed a positive difference in the students.

“At the end of the first term, one girl asked me why we have to have a holiday. Another of our girls asked why we finish at 2.30pm and why can’t they stay until 3pm or later.

“Workers from Youth Justice are consistently commenting that they never thought that some of the young people they referred to us would attend let alone attend on a regular basis.

“The school recently launched an art exhibition at Raintrees Shopping Centre, featuring more than 50 paintings, collages and tie-dye pieces created by students.

The event was a huge success and boosted the students’ morale and confidence while improving the community’s perception of the talents and skills of disengaged students.

The rich values of the Catholic faith are evident throughout the school, although Religious Education isn’t taught as a separate subject.

“Like Pope Francis, who is taking church to the streets, we recognise that we too have a responsibility to strengthen our mission and what the tradition of Catholic education is, which is education for all,” Bill Dixon said.

BELOW: Art teacher Mark Bikim works with Year 9 student Shana.
Evolve Equipment Management are proud to be a preferred supplier of high quality print equipment and interactive audio visual solutions to the Cairns diocese. Evolve offers tailored solutions to a wide range of industries from small business to government departments covering work flow management & managed print services. Call us today to arrange for an obligation free inspection to your audio visual and or print requirements.

- Locally owned & operated company
- Qualified installers of audio visual products & home theatre
- Only authorised Epson direct partner & installer of interactive projectors in FNQ
- Supplying and servicing from Townsville north to Tl west to Mt Isa & everywhere in between

PROUDLY SUPPORTING CATHOLIC EDUCATION SERVICES
Interest high for MacKillop College

The electricity had just been turned on at the temporary office at Piccone’s Shopping Village in Edmonton when the first enquiry for Catholic Education’s new school at Mount Peter, MacKillop Catholic College, came through the door.

“We were just sweeping the floor and turning on the power when a family came in to learn more about the college,” founding Principal Luke Reed said.

“There’s a great deal of enthusiasm in the community for the school. People have been knocking at the door.”

The college was named as a tribute to Australia’s first saint, Mary MacKillop, now formally known as St Mary of the Cross MacKillop.

The $5.57 million Stage 1 of construction will open in 2016 to cater initially for Prep to Year 3.

“Eventually it will be a multi-stream Prep to Year 12 college,” Mr Reed said.

Catholic Education Services Executive Director Bill Dixon said MacKillop Catholic College was ideally located to meet the needs of Cairns’ southern growth corridor.

“Our school site might be surrounded by cane fields at the moment but in a few years’ time we will be seeing extensive housing developments in the vicinity of the college,” he said.

Mr Dixon said the impact of the school was likely to be very similar to that of St Andrew’s which had quickly grown to be a very highly regarded school in the Redlynch Valley and northern beaches’ communities.

“It will be a large school when complete with possibly more than 1,500 students but it will also be a strong community in partnership with the many families who will enrol their children,” he said.

“We are fortunate to have foundation Principal, Luke Reed who has an extensive background in school leadership and in building faith-based school communities,” he said.

“Luke has already started that process through the college’s shopfront office at Piccone’s Shopping Village where families intending to enrol at the school will get a very warm welcome,” he said.

While the college is being built and enrolment applications being taken for 2016 and beyond, Mr Reed will be at the temporary office meeting the community, overseeing the new school and recruiting staff.

“Every member of the staff is critical,” he said. “Regardless what role they have, everyone is important in the formation of the young people.

“I’d love the college to be a place where kids love happy, happily engaging in the education and the formation which helps them to become the people God created them to be and to flourish in life.”

Dream becomes reality in Weipa

After years of planning, the dream of many Weipa parishioners, parents and CES educators has come to fruition with the official sod-turning ceremony in April marking the beginning of construction of Weipa’s new Catholic primary school.

The $6.15 million first stage of St Joseph’s Parish School will construct classrooms and facilities for Prep to Year 3 in readiness to open in 2016, while the second stage will take the school to full Prep to Year 6 status and be completed in 2017. There is a possibility of composite classes next year for Years 4-6 so those interested are encouraged to submit the first enquiry for Catholic Education’s education website.

Catholic Education Services Executive Director Bill Dixon said St Joseph’s was the culmination of more than five years of consultation and planning with the Weipa and Napranum communities.

“We see the school as recognition of the hard work and dedication of a very self-reliant local Parish, as well as meeting the needs of many families in the local community requesting a choice of schooling options, and particularly an option that is based on the values of a lived Christian faith,” he said.

“We intend that St Joseph’s will make a valuable contribution to the life of the Weipa and Napranum communities. We will be working openly and cooperatively with Western Cape College to offer the best possible schooling options for the communities we serve,” he said.

St Joseph’s would be a small school with no more than 200 students, thus providing options for strong relationships with children and their families, he said.

“One of the hallmarks of our schools is that families are always welcome to be involved in the life of the school – attending assemblies and sports days, volunteering in the classroom and helping out with a range of activities. St Joseph’s will be part of that inclusive culture.”

The school’s foundation Principal, Rosie Harrison, has been appointed and will be hands-on in Weipa in Term 3 to help oversee the school’s development and liaise with the community.

The school will have a number of learning areas (classrooms), all linked to a central resource area. The buildings will be constructed to a modern, high quality standard and have been designed for full IT connectivity and airconditioned operations during all four terms. There will be a large under cover activities area and provision for a tuckshop and uniform shop. Completion is due by late October.

Those interested in enrolling can contact 4069 9500, email office.weipa@crn.catholic.edu.au or visit the Catholic Education website at www.cns.catholic.edu.au and follow the link to the Weipa page.

S Rosemary (Rosie) Harrison has been appointed as the foundation Principal for St Joseph’s Parish School, Weipa.

Rosie, currently an education officer with Catholic Education, Cairns, has more than 30 years’ experience in Catholic schools in Queensland and New South Wales as a teacher, Assistant Principal Religious Education, and Acting Principal.

She was raised on her family’s wheat, sheep and cattle property near Mungindi in western Queensland on the New South Wales border, as the only girl in a family with five brothers.

Ironically her first schooling experience was with another St Joseph’s Parish School, led by the Sisters of Mercy, in Mungindi. Rosie commenced her primary schooling as a five year old weekly boarder in her Kinder year and later she moved to another Sisters of Mercy boarding school at Garawah in western New South Wales for her secondary education.

After attending university in Lismore her first teaching job was in St George before further teaching appointments in the Toowoomba and Lismore dioceses and later in Brisbane.

“As a background it means I understand remote communities and the sacrifices families make to give their children the best possible education. I can imagine how excited many families must be in Weipa and Napranum to know a new Catholic school is being built in their community,” she said. Rosie said the new school would provide a local opportunity for families attracted to the values of faith-based education.

“My understanding is that for a number of families with past positive experiences with Catholic schools that the availability of a Catholic school in Weipa will allow them to continue to live in Weipa and contribute to the local community,” she said. Rosie said she was greatly looking forward to tapping into the community’s enthusiasm and excitement about the new school.

“My twin daughters (Madeleine, now a school teacher in Cairns, and Monica, a fashion designer in Brisbane) were enrolled in a new school in Port Macquarie and that was a part of our life that was very special,” she said.

Rosie said she was both personally and professionally drawn by the “wonderful opportunity to start something from the ground up” and working with local families to establish a new school community. But her first task will be to sort out some accommodation in Weipa until the new Principal’s residence is completed later this year.

She admitted to a sneak visit to Weipa before accepting the Principal’s position and felt immediately at home in the Weipa landscape. “It was like nothing I expected. With the red soil and the open scrub I felt like I’d landed back in southwest Queensland – it was like going home.”

###

Enquiries are welcome and Luke encourages interested parents to drop in to see him or find out more by phoning 4045 5262 or emailing office.mountpeter@cnscatholic.edu.au

###

---

**Spirited Schools - June 2015**
Martin family loves to teach

WHEN Joan Martin used to watch her young children Warren, Wendy, Natalie and Melissa Martin play school on their patio at home, taking turns being the teacher, she had no idea that all four would follow in her footsteps and become educators.

Nor did she realise that the passion for teaching would continue on through her extended family and through the generations of Martins.

“You could say teaching is in the Martin’s blood,” said St Michael’s Principal Lea Martin, Joan’s daughters-in-law and mother to the third generation of Martin teachers, Kara, who is in her second year of teaching at James Cook University.

“Over the years, we have seen Joan’s love of teaching and then the younger members of the family have seen it in the older siblings,” Lea said.

Joan started teaching in 1959 and joined the Catholic Education system in 1977, working at a number of Cairns schools.

Her son Warren, Lea’s husband, studied teaching directly after school and went on to be a teacher and Principal with Catholic Education for 14 years before joining the Queensland Ambulance.

Wendy, who has been teaching at St Monica’s since 1999, studied law and psychology before getting a double major in criminology. She worked for the Department of Corrective Services in a women’s prison in Brisbane before embarking on her teaching path.

“I saw many girls of only 18 years of age in this prison and decided that I wanted to be a school counsellor, to help young kids to avoid prison,” she said.

“I was advised to do a teaching qualification, so I did, and I have never looked back. I think that electing to become a teacher was the best decision I have ever made.”

Natalie, who became a teacher in 2003 and has been teaching at Holy Cross since 2007, always knew she was going to be a teacher.

“I grew up watching my sisters play school on our patio, and I also remember often pretending to be the teacher myself,” she said.

“We had a large blackboard and I had plenty of dolls and neighbourhood or school friends who’d join in the game too.”

Melissa, who works alongside her sister-in-law Lea at St Michael’s as a School Officer, became a Family Day Care Educator in 2010.

“My mother has always been a rock of wisdom where the education of young children is concerned,” she said. “Her vast knowledge of a child's developmental milestones and their stages has always inspired me to learn more about connecting with children.”

Lea has worked for Catholic Education since 1986 as a teacher, Assistant Principal Religious Education, Assistant Principal Administration, and Principal.

“I have learnt a lot from Joan over the years,” she said of her mother-in-law. “She has a high level of skill in teaching early years, and she has often talked about best practice to ensure that little ones understand the basic concepts they need to be successful learners.”

Lea’s daughter Kara will be the third generation of Martin educators when she finishes her teaching degree at JCU.

Kara always knew she wanted to be a teacher as she grew up.

“I decided to pursue teaching as I have witnessed not only the benefits from my mum but also heard about them through stories shared from all my aunts and grandma,” she said.

“One thing that I’ve learnt most from being the third-generation teacher is that teaching is not easy and that there are struggles that must be overcome through supporting and helping the students.”

While Joan didn’t directly influence her children, daughter-in-law or granddaughter to pursue a career in the education field, she is pleased with their choices.

“I am very proud and happy being the mother, mother-in-law and grandmother of the family members who are carrying on the traditions,” she said.

“But in the long run, I only wish to see that they are happy and content with what they do.”

Joan Martin, centre, leads the three generations of Martin family teachers including, from left, son Warren Martin, daughter-in-law Lea, daughters Melissa, Natalie and Wendy and granddaughter Kara.

“Teaching in the Internet age means we must teach tomorrow’s skills today.”

Jennifer Fleming

Australia’s most awarded Aboriginal cultural experience is now better than ever.

• State-of-the-art theatres • Traditional Dance performances
• Bush Foods & Hunting • Boomerang & Story Stone painting
• Boomerang & Spear Throwing

Ask about our special Education Group Rates
Open 9am-4.30pm and 7pm-9.30pm daily.
Cairns Western Arterial Rd Smithfield | 4042 9999 | tjapukai.com.au
MORE than 20 teachers and senior leaders in Cairns Catholic schools said they feel like they’re back home again after returning to teach at the schools they once attended as students.

“The family spirit that exists here is a real lure,” said St Augustine’s Director of Development Czek Kersevani, one of 10 former students at St Augustine’s who returned to their former school as a teacher.

“Here, you are cared for and always made to feel valued. It was easy to come back here as a teacher. I felt at home.”

Mr Kersevani now works closely alongside his former teacher, Br Joa, head of Student Welfare, and the two even share an office, but it wasn’t awkward for either.

“I’ve always had enormous respect for Czek,” Br Joa said. “It is easy to work alongside him.”

St Augustine’s former students John Brimstone, Thomas Jones, Paul Little, Shane McMenamin, Terry McDonough, John Doohan, Paul Martorella, Steven Wagner and Heath McKenzie have also returned as teachers, and Bryan Carswell as the Indigenous Liaison Officer.

“I think it is a unique but wonderful situation to have so many former students now teaching here,” said Mr Brimstone.

“I believe it is testament to the school’s family-oriented approach, where all students are known and loved.

“This Marist charter is something that resonates very strongly with the students, and I believe students who then choose teaching as their vocation seek this way of educating the young.”

Mr Wagner agrees. “I think it’s great that a few teachers are old boys,” he said. “They help continue the good old traditions.”

Former students and now teachers at St Michael’s Gordonvale, Julie Davison and Rachel Clarke, believe a connection with families and the school community helps draw former students back.

“It feels great to be teaching here and, in some ways, I feel like I never left,” said Ms Davison, who was a student at St Michael’s until 1989 before returning as a teacher in 2010. “It is also a bonus and a privilege to now also be teaching some of my former school friends’ children.

“I wasn’t really nervous starting, but definitely aware that teaching in the community I grew up in feels like it carries extra responsibility. Now it feels like home and I couldn’t imagine leaving.”

Ms Clarke, who is teaching at St Michael’s in her first teaching role, also loves the community connection with families and her former teachers.

“It feels very comfortable, although I think I make some people feel a little older than they want to,” she joked.

“One of my students’ parents was a former teacher of mine from St Michael’s, which the children thought was excellent.

“There are a few staff who were also at St Michael’s when I was schooled here who are still here. Teaching with them is wonderful as I have known them for years.”

Paul Thomson from Good Counsel College is among 12 teachers at his college who were former students, including Jamaal Sugars, Elizabeth Todd, Jacob Vecchio, Marianne Trueman, Teresa Turner, Theresa Snodgrass, Linda Brunetto, Loretta Slingo, Hayley Leonardi, Julie Lowrey and AnnMarie Arnold.

Mr Thomson, who is at GCCC in his first teacher’s role, actually taught some of his former school mates.

“It was an odd experience as a first-year teacher teaching kids you went to school with, but they were always respectful,” he said. “I admit it was a little difficult giving instructions and homework to them sometimes, but luckily, I never had to discipline any of them.”

Elizabeth Kerr and Rohan Lee have both returned to Our Lady Help of Christians School at Earlville as teachers.

Ms Kerr, who came back in 2007 after having previously taught at St Andrew’s and St Joseph’s, also feels like she has returned home.

“I really love teaching at OLHOC as I feel connected to the students here,” she said.

“I love to tell them about what the school was like when I attended and what has remained the same and what has changed.

“I also love the strong sense of community between the staff, students and parents. It is something I noticed immediately on my first day back as a teacher.”

All former students-turned-teachers have gained an entirely new perspective on educators.

“As a student I was always focussed on what was happening day to day at our school, what was going to be fun or exciting,” Ms Kerr said.

“As a teacher you really see the big picture and see exactly how hard all the wonderful teachers and parents work to create these special events the students look forward to such as Athletics Carnival, Feast Day or the Christmas concert.”

Teaching alongside your former teacher also sheds a new perspective.

“Bryan Grech, our current Assistant Principal Religious Education, taught me in Year 6,” Ms Kerr said. “It is funny to be on the flip side of the coin. As a student I remember Mr Grech being very strict. Now that I know him, he is actually a bit of a softy with a quirky sense of humour.

“He always greets me with a: ‘Hello young Liz’ despite the fact that I am nearly 34 years old!”

RIGHT: Good Counsel College teachers, from left, Linda Brunetto, Paul Thomson, Jamaal Sugars, Jacob Vecchio, Hayley Leonardi, Theresa Snodgrass, Elizabeth Todd and Teresa Turner returned to their former school as teachers.

LEFT: Former students now back at St Augustine’s College include, back, from left, Terry McDonough, John Brimstone, Czek Kersevani, Shane McMenamin and Paul Little. Front, from left, Heath McKenzie, Thomas Jones, John Doohan, Steve Wegner, Bryan Carswell and Paul Martorella.

ABOVE: St Michael’s teacher Julie Davison, with Year three students, from left, Isabelle Jones, Matilda Harris, Jesse Ziegler and Ashlee Jones, likes to tell her students stories about when she was a student at the school.
GOOD Counsel College in Innisfail and St Andrew’s Catholic College in Cairns are two of only five Queensland schools now offering Confucius Classrooms, which provide for innovative and exciting new learning hubs for Chinese language and cultural studies.

Both schools started their Confucius Classrooms this year and students have already begun to experience aspects of the Chinese culture in-depth via a variety of language education and cultural activities such as speech competitions, Chinese New Year celebrations, calligraphy lessons, Tai Chi classes and Chinese cooking classes.

Both schools recognise and appreciate the opportunities students will gain by learning about Chinese language and culture.

“By learning the language, students will one day be able to communicate with the Chinese tourists in Cairns,” St Andrew’s Chinese teacher Shixiang Chen said.

“Take it one step ahead and they will be able to communicate with Australia’s biggest trading partner in their language.”

“They will also have an in-depth understanding of the Chinese culture, tradition and history.”

Senior students studying Chinese will be able to participate in the Chinese Proficiency Test (HSK) provided by the University of Queensland in Cairns, the only Chinese proficiency test approved by the Queensland Curriculum and Assessment Authority.

“By taking the course and passing the tests, they will get credit towards their senior certificate,” Mr Chen said.

“With Chinese tourism booming in Cairns, parents already notice how much potential learning Chinese can be.”

The two Confucius Classrooms and associated resources are funded by grants from China’s Confucius Institute Headquarters and accessed through the Confucius Institute at the University of Queensland. Both St Andrew’s and Good Counsel College have more than 60 students currently enrolled in Chinese.

“The students are really enjoying it,” said Good Counsel College Chinese teacher Shan Terry.

“They have benefited by being provided with an authentic learning environment.

“We follow the Australian Curriculum for second language learners, which includes the acquisition of vocabulary (oral and written), grammar, knowledge of characters and aspects of Chinese culture and history as well as an appreciation of the contributions made by the Chinese community to the development of Innisfail.

“Not only do these classrooms provide better teaching and learning resources, they also acquaint the wider community with an awareness of China and its culture.”

Ms Terry said the programme is already seeing positive results, with GCC Year 9 student Alaina Gillan winning the 2015 Cairns Chinese Speaking Competition for Years 9 and 10 students.

“Alaina’s achievement is all the more impressive because she came first in a competition that included Chinese language students from all the Cairns district schools in both Years 9 and 10, which meant that she out-performed several older students who had studied Chinese for a longer time,” Ms Terry said.

ABOVE: St Andrew’s Confucius Classroom students learn tai chi.

RIGHT: Good Counsel College Year 9 Chinese students Alaina Gillan and Demi Holdcroft dress in Chinese costume.

ABOVE: St Andrew’s Confucius Classroom students learn tai chi.

RIGHT: Good Counsel College Year 8 Chinese students Rizzelin Tumaca, Monique Messina and Daniel Kuhn play traditional Chinese instruments.

Global rank: Top 4%
Academic Ranking of World Universities, 2014

for job success

1800 246 446
jcu.edu.au

Reputation matters

University study is worth it. Graduates have a higher rate of employment and will likely earn in excess of $1 million more than non-graduates over their working lives.*

For career outcomes, James Cook University ranks among the best in Australia. JCU has been awarded five stars for job success for the past five years running, according to the Good Universities Guide.**

Globally, JCU is ranked in the top 4% for academic and research excellence.***

Reputation matters. It matters to employers, and in today’s internationally connected world, the global ranking of the University you attended is vital. It’s a clear indication of quality.

With over 60 courses right here in Cairns you can choose from Arts, Business, Creative Media, Dentistry, Education, Engineering, Information Technology, Law, Nursing, Planning, Psychological Science, Science, Social Work, Sport & Exercise Science, Social Science, Sustainability, and more.

University study is worth it. Graduates have a higher rate of employment and will likely earn in excess of $1 million more than non-graduates over their working lives.*

CRICOS Provider Code: 00117J

1800 246 446
jcu.edu.au
Different challenges, same goals

Our new Principals who started at Cairns Catholic schools this year all come from diverse backgrounds and face different challenges at their new schools, but all four share common goals.

Taking the helm at their respective schools are Michael Lindsay at St Joseph’s Atherton, David Finch at Mount St Bernard’s Herberton, Brad Williams at St Anthony’s Dimbulah and Sharon County at Our Lady of the Sacred Heart on Thursday Island.

Mr Lindsay, who has been an educator at Mareeba’s St Stephen’s College and at St Augustine’s College Cairns before taking his position at St Joseph’s, had been teaching almost exclusively at secondary schools prior to his new role as a primary school Principal.

Mr Williams is stepping into his first role as Principal, former Principal Mrs County is heading up a remote island school for the first time and Mr Finch, who was Principal at O’Loughlin Catholic College in Darwin before taking up his new role at MSB, is Principal of a boarding school for the first time.

All four Principals share the same passion for ensuring the nurturing and caring ethos of the Catholic faith are evident in everything they do at their schools and also feel strong about maintaining and growing their schools’ connections with the community and the Parish.

“I love the very real sense of community here at the school,” Mr Lindsay said of Atherton’s St Joseph’s, which has approximately 200 students. “It is not only possible to know almost everyone here in the school, but it is also easy to do, given the friendliness of the staff, parents and students.

“I want to nurture the existing relationship the school has with our Parish and to develop this even further and develop our presence and participation in the wider community, especially by way of service.”

Mr Williams, who was Deputy Principal at a remote Indigenous community in the Northern Territory last year, was surprised by the response from parents when he started at St Anthony’s Dimbulah.

“It is a very, welcoming community here,” he said of his school, which has 54 students.

“On my first day we had just so many parents come to the assembly. We had a morning tea and at least 30 parents came up and introduced themselves and had a chat, which was quite a phenomenal turn-out and very nice to see.”

Mrs County, Principal of Our Lady of the Sacred Heart on Thursday Island and Hammond Island which has approximately 120 students, says the school’s community connection has always been important and has been enhanced by the appointment of a new Parish Priest.

“I’m impressed by the school and community’s commitment to their faith and the joy that they are currently feeling now that they have a Parish Priest (Fr Saju, who started on the same day she did),” she said.

“I want to continue to foster a school that is based on the Catholic tradition that provides a high level of quality education and supports the pathway that the previous Principal established.”

Mr Finch’s community involvement includes not just the Tableland region, but also the remote island communities of the Torres Strait where many of his students are from.

“Our college is a culturally diverse community,” he said. “We are proud of our Mercy traditions while remaining responsive to the contemporary needs of students who seek a faith-based education that will stand them in good stead for the future.”

All schools share the same philosophy when it comes to their students.

“All Catholic schools in our Cairns Diocese are always looking to continue to keep up with education trends, share the Catholic faith and make sure students have access to the best resources,” Mr Williams said.

“We want them to participate in a curriculum that is going to prepare them for life after school.”

“I love the very real sense of community here at the school...” - Michael Lindsay

ABOVE: Thursday Island Principal Sharon County and new parish Priest, Fr Saju both started on the same day.

LEFT: Mount St Bernard College students, from left: Shakaya Hooker, Dylan Mehuish, Yarus Blanket and Emily Pedler welcome new Principal David Finch, centre
A focus on literacy and numeracy, and explicit instruction is paying dividends at St Joseph’s School at Atherton and Parramatta Park.

Being named two of the state’s top better-performing schools as a result of their 2014 NAPLAN results was a huge pat on the back for St Joseph’s Cairns and St Joseph’s Atherton.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) named St Joseph’s Cairns’ Year 3 numeracy and St Joseph’s Atherton’s Year 5 literacy classes among Queensland schools’ top classes that showed improvement exceeding the average national gain.

Both schools reviewed their previous NAPLAN results to find ways of improving their outcomes.

“We provided the time for teacher professional development in analysing and using NAPLAN data to inform teaching,” St Joseph’s Cairns Principal Gavin Rick said.

“Professional development was offered in the area of explicit instruction as well as the use of the Maths Activity Guidelines (MAGs). A focus was also on the teaching of mathematical language and vocabulary.

“Often children find it difficult to communicate their knowledge and understanding due to a lack of mathematical language and vocabulary – maths word walls and lists are one way of achieving this.

“Time was provided for teachers with the support of learning and curriculum support teams to focus on differentiation, providing tasks aimed at the individual student’s level. This included students who were requiring extension.”

At Atherton, attention was given to literacy teaching across the board.

“From our annual action plan there had been a whole-school focus on literacy teaching in 2014,” Michael Lindsay, Principal of St Joseph’s Atherton, said.

“Our learning support team provided extensive reading intervention programmes for students who fell below national benchmark targets.”

Both Principals credit their teachers and support staff with the improvements, which were also enhanced with the use of information technology.

“The use of online maths resources including Mathletics and the introduction of our one-on-one iPad programme enabled enhanced learning and teaching opportunities,” Mr Rick added.

“Receiving this recognition was wonderful and a credit to both schools.”

Q1. Rick started at the dot. He moved three squares west and two squares south and one square east. Where is this on the grid?

Q2. A club bought bottles of water for a fun run. The 15 runners used 2 bottles of water each. There were 6 bottles not used. How many bottles did the club buy?

Q3. Which of these numbers is even and also a multiple of 3?

21
23
24
32

© Queensland Studies Authority. Licenced under NEALS.

Extra attention made a difference

See how you do... (answers on page 23)
Give your child the edge

One of the best ways to ensure your children get the most out of school is to make sure they have a healthy, nutritious lunch. But making school lunches day after day is often a chore for parents, many of whom are juggling full-time work with family life.

“Making school lunches come with only packaged foods because parents are time poor these days, so it’s easy to go into the pantry and throw Tiny Teddies, a muesli bar and other packaged foods into the lunch box,” said Judy Billiau, Principal of St Rita’s Babinda.

“The problem is that packaged foods are loaded with sugars and salts. If parents had time to read the contents on the packets and boxes, they would be amazed at the long list of additives and preservatives in the food. It’s quite concerning for teachers, as they appreciate that children really need brain food to be learning their best at school.”

Food affects children’s concentration, energy levels, their health and wellbeing and even their behaviour, but it’s not always easy coming up with lunch-box food that your children will eat. Many parents pack healthy sandwiches and fruit into their children’s lunches, only to have the food come back home squashed in the bottom of their school bags.

While variety is the secret to ensuring your child eats their lunch every day, another sure-fire way of encouraging them to eat is enlist their help when making their lunch, avoiding packaged food as much as possible.

“My biggest concern with some of the packaged foods is that they are full of sugar,” Holy Cross Principal Wendy Manners said.

“Children just want to eat and go out and play, and food like a fresh piece of fruit is perfect to give them nutrition and energy when they’re in a hurry.”

While Cairns Catholic schools promote healthy eating awareness through programmes like the Stephanie Alexander Kitchen Garden Programme and Nude Food days where students’ lunches come without any packaging, it’s ultimately up to the parents to provide healthy lunches.

Cairns CES and Education Queensland offer the following lunch ideas and tips to help give your child the best brain food.

Lunch box ideas:

- Include fresh fruit. Add whole fruit, fruit salad or fruit kebabs.
- Try raw veggies. Use carrot sticks, capsicum, cucumber and cherry tomatoes alongside a little container of dip.
- Add dinner leftovers, such as pasta, stir-fries, sushi, pizza and cooked kebabs and provide in a container with a spoon or fork.
- Instead of sandwiches, try making wraps or rolls full of fresh vegetables and lean meat. Stay away from chocolate spreads, jams and honey.
- Add lean protein such as boiled eggs, canned tuna, salmon or baked beans.
- Use low-fat cheese, yoghurt or milk (and remember to pack with an ice brick).
- Kids love a treat in their lunches, so try making your own muffins and cakes. Making your own is a great way to include more fruit and vegetables and add less sugar.
- Always include a bottle of water with their lunches.
- Plan ahead as much as possible. Consider putting aside time on Sundays to make things like quiche, muffins and dips.
- Make meals like lasagne and pies, portion them into small meal sizes and freeze so they’re ready to pop into the lunch box.
- Consider using a cookie cutter when you make sandwiches to add the element of fun into their lunch box.
- Get your children involved in planning and making lunches, letting them suggest ideas for things like sandwich fillings and fruit.
- Make sure you include an ice brick or frozen water to keep their lunch fresh.

Tips:

- Get your children involved in planning and making lunches, letting them suggest ideas for things like sandwich fillings and fruit.
- Make sure you include an ice brick or frozen water to keep their lunch fresh.

IT tool enhances student progress

Responding to the changing needs of schools and tracking student achievement and progress at the same time are some of the benefits the new Business Intelligence (BI) Tool will bring when implemented across Catholic schools in the Cairns Diocese.

The data management system is the latest addition to Catholic Education’s new Shared Services suite of products. It is designed to draw a range of data from the School Information Systems to help with strategic planning and decision making for schools.

The BI Tool will be released this term to senior leadership team members at St Joseph’s School Parramatta Park, Principal Gavan Rick and APRE Janet Zaccour, utilise the BI Tool in their planning and decision making.

“It’s an overview of student and school data from the various systems, a way of getting a picture of how an individual student or group of students is progressing,” said Cairns Catholic Education’s Manager School Information Services, Alison Forster.

“The tool is designed to provide meaningful data about students’ progress to assist school leaders and teachers develop strategies to support students. It’s a welcome addition to the range of tools schools already use and will enhance how schools use data to improve educational outcomes.”

Leadership team members at St Joseph’s School Parramatta Park, Principal Gavan Rick and APRE Janet Zaccour, utilise the BI Tool in their planning and decision making.
Enrolment Guide to Catholic Schools and

Our Primary Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Offers</th>
<th>Contact</th>
<th>Principal</th>
<th>Enrolment Information</th>
<th>Specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atherton</td>
<td>Prep – Year 6</td>
<td>Con Alice &amp; Jack St, PO Box 829 4840 Atherton 4488</td>
<td>Michael Lindsay</td>
<td>Prep enrolments Term 1, 2 &amp; 3 for following Term 2. Applications time of year, subject to vacancy and interview. Vacancies in most year levels. Contact Annette Born or Leona Lane.</td>
<td>Instrumental music specialist, specialist HPE and LOTE P-6. Strong community &amp; parish links. Emphasis on SEL and student &amp; parent programmes. A caring environment that values family and developing the whole person.</td>
</tr>
<tr>
<td>Babinda</td>
<td>Prep – Year 6</td>
<td>7-13 Church St, PO Box 363 Babinda 4861</td>
<td>Judy Billau</td>
<td>Prep enrolments Term 3 for following year. All other enrolment applications welcome at any time. Vacancies in all year levels. Contact Judy Billau, Debbie Kunze or Lisa Calcagno.</td>
<td>A small school with a big heart! Small class sizes, high teacher-to-student ratio, every student in Year 4 - 6 has an iPad, friendly family atmosphere, specialist Japanese and Science lessons, strong school emphasis on SEL and differentiated learning.</td>
</tr>
<tr>
<td>Bentley Park</td>
<td>Prep – Year 6</td>
<td>135-167 Robert Rd Bentley Park 4869</td>
<td>Jacqueline Jackson</td>
<td>Prep enrolments Term 4 open start of Term 4 and close on 30 November 2017. All other applications welcome throughout the year, subject to vacancy and interview. Contact Vera Skinner.</td>
<td>Students strive to excel through heart, spirit and mind, experiencing learning opportunities that inspire, challenge and equip students with the knowledge, skills and values for success in the 21st Century. Emphasis on core skills and understanding integrating innovative ICT, preparing children today for the world of tomorrow. Students gain a strong sense of social and ethical issues of the modern world by developing a sense of service to others.</td>
</tr>
<tr>
<td>Dimbulah</td>
<td>Prep – Year 6</td>
<td>3 Hyde St, PO Box 128 Dimbulah 4873</td>
<td>Brad Williams</td>
<td>Enrolment applications any time of the year. Prep interviews Term 3 for the following year. Vacancies in all year levels. Contact Brad Williams.</td>
<td>We promote Social Emotional Learning and foster a love of learning. A small community that places emphasis on close relationships, learning for life, mutual respect and social justice. Small class sizes allow for more personalised teaching and learning. HPE &amp; IT are major curriculum focuses along with intensive literacy and numeracy programmes.</td>
</tr>
<tr>
<td>Earville</td>
<td>Prep – Year 6</td>
<td>18 Balaclava Rd Earville 4870</td>
<td>Luke Brown</td>
<td>Limited vacancies across year levels. Applications for Prep – Yr 6 considered throughout the year, subject to vacancy and interview. Contact Madalena Snell.</td>
<td>A caring, inclusive community that provides. Social Emotional Learning, Instrumental Music programme, Language Lessons, strong focus on Literacy &amp; Numeracy and Anti Bullying programmes. OLHOC is committed to preparing students for the 21st Century.</td>
</tr>
<tr>
<td>Gordonvale</td>
<td>Prep – Year 6</td>
<td>58 Mill St, PO Box 64 Gordonvale 4865</td>
<td>Lee Martin</td>
<td>Prep - Terms 1 &amp; 2 for following year, anytime for other year levels. Vacancies in all year levels. Contact Justin Hind or Donna Gaylor.</td>
<td>Small school with country, family atmosphere. Specialist in the arts; school football and netball teams; instrumental teachers for private tuition; strong SEL focus; peers support programme. Chess club and environmental club.</td>
</tr>
<tr>
<td>Innisfail</td>
<td>Prep – Year 6</td>
<td>96 Ranken St Innisfail 4860</td>
<td>Liam Kenny</td>
<td>Enrolment enquiries welcome any time. Prep interviews Term 3 for the following year. Limited vacancies Y1-Y6. Contact Liam Kenny (Principal) or Annette Dunne (Secretary)</td>
<td>Value strong partnership with families &amp; encourage building of relationships within caring and safe learning community. Specialist programmes (Y1-5). Instrument Music &amp; Drama, Social Emotional Learning, Performing Arts &amp; HPE (Prep - Y6). Student Council (Y5 &amp; Mini Vinnies) Chapters provide leadership opportunities. Camps - Y6 Longreach, Y5 Chillogale. Excursions - Y4 Herberton, all other classes local excursions. Strong sporting &amp; cultural involvement District &amp; Regional events and camps.</td>
</tr>
<tr>
<td>Manunda</td>
<td>Prep – Year 6</td>
<td>5 Atkinson St, PO Box 655 Manunda 4870</td>
<td>Brendan Alexander</td>
<td>Prep 2 for the following year. Some vacancies across year levels. Enquiries welcome. Contact Julie Storrs.</td>
<td>Specialist programmes in Music, Japanese. Strong sporting tradition. Sister school in Japan - cultural exchange programme and homestay biannually. BODP iPad programme as part of curriculum - Y6-6 work with their device in the classroom. External music specialists for students wishing to do musical instrument. Involved in Battle of the Bands contest. 'Funtime' Friday acknowledges choices students make, linked to SEL and buddy programme.</td>
</tr>
<tr>
<td>Mareeba</td>
<td>Prep – Year 6</td>
<td>63 Constance St Mareeba 4860</td>
<td>Rita Petersen</td>
<td>Term 2 for following year. Interviews middle to late Term 2 for new families end of Term 3. Some vacancies across year levels. Enrolment enquiries welcome any time.</td>
<td>Religious Education at St Thomas is not confined to RE classes or liturgical occasions; Christianity is at the centre of all school activities. Specialist teachers deliver Australian Curriculum in Performing Arts &amp; HPE. Student excellence showcased through school-based programmes in instrumental music; public speaking, choral, band, student representative council and Sporting Schools.</td>
</tr>
<tr>
<td>Mossman</td>
<td>Prep – Year 6</td>
<td>24 Grogan St, PO Box 327 Mossman 4865</td>
<td>Rebecca (Bec) Maxwell</td>
<td>Prep enrolments Term 2 for following year. Vacancies in all year levels. Applications throughout the year, subject to vacancy and interview.</td>
<td>Specialist PE and Information Literacy Skills programmes, instrumental music programme, emphasis on values and SEL, Peer Support Programme. Buddy Programme Prep 1 &amp; Year 6, Life Long Learning Awards evenings, small school, supportive community.</td>
</tr>
<tr>
<td>North Cairns</td>
<td>Prep – Year 6</td>
<td>394 Sheridan St, PO Box 22N North Cairns 4860</td>
<td>Ruth Mallon</td>
<td>Prep Term 1 and early Term 2 for following year. Some vacancies across year levels. Applications accepted throughout the year. 2 streams Prep-6. Contact Evelyn Connors.</td>
<td>Small community minded, strong SEL focus (Playground Guardians, Peer Support, Better Buddies programmes), specialist Japanese, Arts and PE programmes, instrumental music and school choir &amp; ukulele club, strong ICT focus with knowledgeable team of teachers supporting.</td>
</tr>
<tr>
<td>Parramatta Park</td>
<td>Prep – Year 6</td>
<td>11 Loven St, Parramatta Park 4870</td>
<td>Guin Rick</td>
<td>Prep enrolment Term 1 &amp; 2 for following year. Some vacancies across year levels. Applications welcome any time. Contact Annette Born or Marnie Lane.</td>
<td>A family-oriented school with strong community and parish links. Strong focus on well-being, social and emotional development. HPE and ICT are major curriculum focuses, with emphasis on relationships, teamwork and support for students.</td>
</tr>
<tr>
<td>Ravenshoe</td>
<td>Prep – Year 6</td>
<td>6 Moffatt St, PO Box 249 Ravenshoe 4868</td>
<td>Catherine McKechnie</td>
<td>Term 2 for Prep following year. Vacancies in Prep, Yr 2 and Yr 6, waiting lists in other year levels. Contact Catherine McKechnie or Debbie McDonnell.</td>
<td>Strong inter-school sporting programme, reading rotations across year levels, ICT technologies to enhance numeracy teaching, Literacy Enhancement Teacher, community involvement, choir, instrumental music programmes.</td>
</tr>
<tr>
<td>South Johnstone</td>
<td>Prep – Year 6</td>
<td>8 Green St, PO Box 8 South Johnstone 4859</td>
<td>Scott Whittaker (Acting)</td>
<td>All year, Prep applications Term 2 onwards. Vacancies in all year levels: including Community Kindy for 3½ to 5 year olds. Contact Vera Sendi.</td>
<td>Committed to faith development, enhancing life-long learning and working in partnership with families. Teaching excellence in an ICT-rich scaffold. Students develop a love for learning and are engaged one to one with a committed team of teachers. Opportunities to participate in music, drama, computer and sport activities.</td>
</tr>
</tbody>
</table>

---

- **Atherton St Joseph's School**: Prep – Year 6, Con Alice & Jack St, PO Box 829 Atherton 4848 Phone: 4091 4211 Contact: athertonstjo@cns.catholic.edu.au
- **Babinda St Rita's School**: Prep – Year 6, Babinda 4861 Phone: 4067 1460 Contact: secretariat.babinda@cns.catholic.edu.au
- **Bentley Park St Therese's School**: Prep – Year 6, 135-167 Robert Rd Bentley Park 4869 Phone: 4037 4514 Contact: bentleyparkskjn@cns.catholic.edu.au
- **Dimbulah St Anthony's School**: Prep – Year 6, 3 Hyde St, PO Box 128 Dimbulah 4873 Phone: 4039 5311 Contact: dimbulahsk@cns.catholic.edu.au
- **Earville Our Lady of the Way School**: Prep – Year 6, 18 Balaclava Rd Earville 4870 Phone: 4054 2566 Contact: earvilleearville@cns.catholic.edu.au
- **Gordonvale St Michael's School**: Prep – Year 6, 58 Mill St, PO Box 64 Gordonvale 4865 Phone: 4056 1614 Contact: gordonvale@cns.catholic.edu.au
- **Innisfail Good Shepherd Primary School**: Prep – Year 6, 96 Ranken St Innisfail 4860 Phone: 4061 2994 Contact: innisfailsk@cns.catholic.edu.au
- **Manunda St Francis Xavier School**: Prep – Year 6, 5 Atkinson St, PO Box 655 Manunda 4870 Phone: 4038 6153 Contact: manunda@cns.catholic.edu.au
- **Mareeba St Thomas's School**: Prep – Year 6, 63 Constance St Mareeba 4860 Phone: 4092 1570 Contact: mareeba@cns.catholic.edu.au
- **Mossman St Augustine's School**: Prep – Year 6, 24 Grogan St, PO Box 327 Mossman 4865 Phone: 4029 1631 Contact: mossman@cns.catholic.edu.au
- **North Cairns Mother of God College**: Prep – Year 6, 394 Sheridan St, PO Box 22N North Cairns 4860 Phone: 4033 6153 Contact: northcairns@cns.catholic.edu.au
- **Parramatta Park St Joseph's School**: Prep – Year 6, 11 Loven St, Parramatta Park 4870 Phone: 4021 4808 Contact: parramattapark@cns.catholic.edu.au
- **Ravenshoe St Teresa's School**: Prep – Year 6, 6 Moffatt St, PO Box 249 Ravenshoe 4868 Phone: 4091 6175 Contact: ravenshoeschool@cns.catholic.edu.au
- **Silkwood John's School**: Prep – Year 6, 10 High St, PO Box 252 Silkwood 4856 Phone: 4065 2195 Contact: silkwoodsk@cns.catholic.edu.au
- **South Johnstone St Rita's School**: Prep – Year 6, 8 Green St, PO Box 8 South Johnstone 4859 Phone: 4046 2153 Contact: southjohnstone@cns.catholic.edu.au
Colleges in the Cairns Diocese

<table>
<thead>
<tr>
<th>Location</th>
<th>Offerings</th>
<th>Contact</th>
<th>Principal</th>
<th>Enrolment Information</th>
<th>Specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday Island</td>
<td>Prep - Year 6</td>
<td>Thomas Gompertz</td>
<td>Tim Hallam</td>
<td>Term 3 for the following year: Vacancies across all years. Contact Tim Hallam.</td>
<td>Island for all classes are welcome</td>
</tr>
<tr>
<td>Tully</td>
<td>Prep - Year 6</td>
<td>Greg Haare</td>
<td></td>
<td>Enrolments for all classes are welcome anytime, subject to vacancies and an interview. Prep interviews are conducted during August.</td>
<td>Specialist programmers in Literacy and Numeracy enrichment, Music and Physical Education. Social and Emotional Learning programme from Prep to year 6. Fully equipped and modern facilities including a Performing Arts Centre. ICT technologies used across all year levels. Access to a range of sporting activities.</td>
</tr>
<tr>
<td>Weipa</td>
<td>Prep - Year 6</td>
<td>Rosemary (Rosie) Hamson</td>
<td></td>
<td>Opening 2016 with P-Y3, growing to P-Y6. Enrolments for 2016 and beyond being taken now.</td>
<td>The school anticipates initial enrolments in Prep-Y3 of up to 80 students and will grow to Prep-Y6 with no more than 180 enrolments to maintain a welcoming family-friendly community. Compulsory from October. Classrooms linked to a central resource area, full ICT connectivity, large under cover activities area, junior sports field.</td>
</tr>
</tbody>
</table>

Our Secondary Colleges

Secondary colleges offer Years 7-12. Enrolment applications and enquiries are welcome at any time, but are preferred before the end of March in the year before commencement. After that time, offers are made only on a places-available basis.

Cairns City St Monica's College

- Year 7 - 12 Girls Only Day School
- Boarding at (St Augustine's)
- The Enrolment Officer, Catherine Milward 6640 2720
- Administration Centre 33 Mungurd St, Marrakal
- PO Box 591, Manunda 4870
- 4063 4530 office.stmonicas@qld.edu.au
- Applications accepted from Term 1. In Years 7-10, each year level has about 46 students, there are 4 streams in class sizes of about 12. In Year 11-12, both OP and VET streams.
- Successful academic curriculum to Y12. Two Asian languages with immersion programmes. Specialist sporting programme resulting in significant Peninsular and State representation. Trade Training Centre with fully functional Engineering Workshop and commercial grade Hospitality Kitchen. Newly established $4.3 million Library, ICT centre, classrooms and Y7 facilities.

Innisfail Good Counsel College

- Year 7 - 12 Co-educational Day School
- The Enrolment Officer, Catherine Milward 6640 2720
- Administration Centre 251 Daisy St, Cairns 4870
- PO Box 5535, Innisfail 4860
- 4063 5300 gcmilward@goodcounsel.qld.edu.au
- All enrolment queries for Y7 to Y12 are welcome as early as possible in the year prior to entry. Contact the Enrolment Officer for information.
- St Stephen's offers a diverse and holistic curriculum which allows students to develop academically, socially, emotionally, spiritually and physically. Excellent reputation in academic achievement including Vocational Educational pathways. Modern facilities, Trade Training Centre for certificate courses and a significant focus on technology in all curriculum areas. Specialist areas include languages (French, Japanese and Italian) and Music and the Arts. Focus on Gifted and Talented programmes. Scholarships available for Year 7 students.

Mareeba St Stephen's Catholic College

- Year 7 - 12 Co-educational Day School
- The Enrolment Officer, Denise Mosnow McKer R, PO Box 624 Mareeba-4880
- 4086 2500 office.mcs_ceo@qld.edu.au
- Applications closed March of previous year for Y7. Applications for Y8-12 are closed 6 months before the start of the academic year. Waiting lists in Y7-12. Contact secretary@mcsrc.qld.edu.au
- Mareeba is a vibrant co-educational community that nurtures individual and spiritual needs. Recognising achievement and success in all its forms; academic, performing arts, sporting & trade training. Faith-filled community with broad selection of subjects, extension activities & extra-curricular opportunities. Focused on delivering outstanding individual results, meaningful learning & unique experiences in supportive & inclusive environment. State-of-the-art facilities, magnificent grounds. Academic, music scholarships available.

Pararamatta Park St Augustine's College

- Year 7 - 12 Boys Only Day School
- The Enrolment Officer, Lucy S. English 4051 5555
- 4051 5555 ssac.qld.edu.au
- Applications close end of March of year prior to enrolment for Year 7. Limited boarding vacancies available. Waiting lists for day school Years 7-12.
- Specialist in strategies that work for boys: pastoral care and peer support programmes; extensive elective options; over 30 subjects in Years 11 & 12, including music extension and Vocational Education, record of high OP success. Music & instrumental opportunities; extensive sports programme; outdoor education; service & leadership programmes. We are a co-educational boarding and boys only day school. Boarding for St Monica's.

Woree St Mary's Catholic College

- Secondary Co-educational Day School
- The Enrolment Officer, Sarah Rankine 4096 4200
- 4096 4200 sarah.rankine@stmarys.qld.edu.au
- Enrolments are encouraged as early as possible in the year prior. Applications considered at any time of the year, subject to vacancy and interview. Contact Candice Dewey, Enrolment Secretary.
- Vibrant co-educational community which nurtures individual and spiritual needs. Recognising achievement and success in all its forms; academic, performing arts, sporting & trade training. Faith-filled community with broad selection of subjects, extension activities & extra-curricular opportunities. Focused on delivering outstanding individual results, meaningful learning & unique experiences in supportive & inclusive environment. State-of-the-art facilities, magnificent grounds. Academic, music scholarships available.

Mount Peter Mackillop Catholic College

- Prep - Year 12 (Opens 2016 with Prep - Y3)
- Co-educational Day School
- The Admissions Manager, Rosie Hoare 4044 4200
- 4044 4200 office@mountpeter@cs.com.au
- Preparatory to P/12. Enrolments for 2016 and beyond being taken now. School under construction, temporary office at Shop 10, Picciones Kiosk Shopping Village, Emerald.
- Committed to join with parents and families in partnership for the education, development and formation of young people. Inspiring Hearts, Minds and Spirits. For further information, visit the Catholic Education website www.ccs.catholic.edu.au and follow link to Mount Peter page.

Redlynch St Andrew's Catholic College

- Prep - Year 12 Co-educational Day School
- OSHCare
- The Admissions Manager, Rosie Hoare 4044 4200
- 4044 4200 office@mountpeter@cs.com.au
- Prep & 1st interview T1 of year prior to start. Enrolment applications at all Year Levels welcome at any time, subject to availability & successful interview. 4 streams P-6, 6 streams 7-12.

Our P-12 Colleges
“Pope Francis has brought a level of hope and joy. He brings us back to our core values and encourages us to look at the life and teachings of Jesus as our model.”

“Pope Francis brings an authenticity to our Social Justice programme that the students understand, admire and connect with. He has moved the focus away from the cynicism associated with the power and privilege of an hierarchical organisation like the Vatican and replaced it with a very visible and humble model of servant leadership.”

“Pope Francis is a game changer in as much as he has a very strong commitment to social justice, and he walks the talk. He helps at the school level because he can be an example to the students of leadership through the gospel message; he’s trying to get back to what really matters. He’s getting out into the real world.”

“Pope Francis embraces change and moves with the times. You can’t fight change, you need to be part of it. He wants to be among the people and we, as Principals, need to be like that, out there with the students and families, listening to them and talking to them.”

“I believe that what makes a Catholic school different from other schools is the fact that our Catholic ethos is based on the Gospel values of Jesus’ teachings. In a Catholic school we readily identify our values and explicitly teach them to our students which form the basis for moral teaching and ways of behaving within our school community. At St Michael’s we have developed ‘The St Michael’s Way’ and our students know and understand our values of Faith, Learning, Respect, Trust and Community.”

“I think Catholic schools teach from the heart. They are about producing good educated people. People that have the capacity to look at the world today and see the injustices. Further than this, a Catholic school equips its students with the courage and skills to effect change. Our students are challenged, through Christ, to engage with the world and to make a difference.”

“At the core of a Catholic school must be the person and character of Jesus Christ. Not just outwardly symbolised by symbols and liturgy, but inwardly evident through striving to live the Gospel, and permeated with a Catholic ethos. Simply put a Catholic school must practice and preach Christ.”

“Catholic schools strive to provide a high quality education, advancing the common good of society. In addition, Catholic schools believe in the intrinsic value of each student based on a distinctive educational vision inspired by the example of Jesus Christ.”
### Delving Deeper – commonly asked questions about Catholic schools

<table>
<thead>
<tr>
<th>Lea Martin, Principal of St Michael’s School, Gordonvale</th>
<th>Lucas Felstead, APRE of St Andrew’s Catholic College, Redlynch</th>
<th>Fr Neil Muir, Vicar for Education of Diocese of Cairns</th>
</tr>
</thead>
<tbody>
<tr>
<td>“In the context of St Michael’s it means that we truly try to live the gospel values of faith, learning, respect, trust and community. We model our daily interactions on how Jesus lived and interacted with others. We have options for the poor and marginalised and try to support those who need us most. We try to be authentic in our dealings with all who seek to share in the life of the school.”</td>
<td>“It means that the teachings of Jesus resonate to a frequency that every heart can understand. His teachings are as relevant today as they were two thousand years ago, especially when you look at how we treat outsiders and the human temptations of power and privilege; all still present in the world today.”</td>
<td>“The Catholic School as a part of the Catholic community is connected and in communion with Christ, the Church’s head, and therefore participates in the life of Jesus Christ now. As Pope Francis states in his exhortation Evangelii Gaudium, the Christian and the Christian community are called to make a difference in the place where we live. The school supports parents in the way in which they pass on the faith to their children that is both relevant and meaningful for today.”</td>
</tr>
</tbody>
</table>

### How is the Catholic faith taught or expressed in a Catholic school?

- Catholic faith is taught both formally and informally through religious education lessons of which each child is a part, and through the activities of the school. That is the experience of prayer, liturgy, Eucharist and social justice activities which form the students’ understanding of what it means to be a Catholic Christian.

### How do you balance the needs of families which reflect a strong grounding in their Catholic faith?

- “They are not incongruent. Catholic education is education of the heart, therefore what we teach aligns with much of what our families want instilled in their children. As Catholics we do not retreat from the source of this message, Jesus, in order to appeal to the broader, secular society. We are a Catholic school, and as such, need to push back when families want a ‘values education’ not a religious education. Families understand that Catholic schools are not buffets, whereby you can pick and choose what you want; they are quite happy for us to teach their children within the Catholic tradition.”

### How is the Catholic faith taught or expressed in a Catholic school?

- “A sense of being loved into existence by God through the gift of parents, the ability to use their intellect to deepen their understanding of God in their life, and an understanding of how they as Christians make a difference to our society by living the Gospel in their daily lives.”

### When a child is enrolled and comes from a background of another faith or perhaps with no defined faith, what happens? Is the intention to convert them to Catholicism?

- “There is definitely no intention to convert them to Catholicism. During the interview process, I ensure parents are aware that we are a Catholic school and as such all students participate in all aspects of religious education including attending church and participating in prayer. Parents have always been very happy with this explanation. Catholic schools are, as one of our Defining Features, welcoming to all who seek to share our life. This means that we openly share our faith and have no expectation that students or families will convert. Sometimes students and families who share the life of our school decide that the Catholic faith is what they are seeking and they become Catholics.”

### When a young person leaves a Catholic school to embark on the next phase of their life, what do you think they take with them as a result of their time in a Catholic school?

- “A goodness in their goodness in their heart, therefore what we teach aligns with much of what our families want instilled in their children. As Catholics we do not retreat from the source of this message, Jesus, in order to appeal to the broader, secular society. We are a Catholic school, and as such, need to push back when families want a ‘values education’ not a religious education. Families understand that Catholic schools are not buffets, whereby you can pick and choose what you want; they are quite happy for us to teach their children within the Catholic tradition.”

### A lot of parents would have had their own experience as students in a Catholic school, perhaps 30 years ago or more ago. Has the Catholic school changed since then?

- “Many parents notice that the Catholic school has changed in the fact that they see teachers striving to make school fun and engaging for students. They also notice the very positive atmosphere within the Catholic school and the support that the staff provide to each individual child.”

### How do you balance the needs of families which reflect a strong grounding in their Catholic faith?

- “I think that the conversations in Catholic schools today are centred on the message of hope. We are far more focussed on the answers to the issues than the human frailty and weakness that brings them about. We are very much a glass half full community. In this regard, I firmly believe that Catholic education lifts students’ self-esteem and infuses a sense of positivity about the future.”

### When a child is enrolled and comes from a background of another faith or perhaps with no defined faith, what happens? Is the intention to convert them to Catholicism?

- “I think every school in Australia, not just Catholic schools, have changed dramatically in the last 30 years. The most striking difference is that the majority of students enjoy going to school, and find it an enjoyable place to learn. In particular Catholic schools are less stern and more welcoming. Our faith curriculum is constantly being developed in order to deepen our understanding of God, self, the Church, and how to live in the world.”

### How do you balance the needs of families which reflect a strong grounding in their Catholic faith?

- “A sense of being loved into existence by God through the gift of parents, the ability to use their intellect to deepen their understanding of God in their life, and an understanding of how they as Christians make a difference to our society by living the Gospel in their daily lives.”

### How do you balance the needs of families which reflect a strong grounding in their Catholic faith?

- “We do not set out to proselytise, that is, to convert someone from one faith to our faith. Rather if a non-Catholic student attends Catholic school they should be welcomed and encouraged in living their own tradition, or faith. All students should be encouraged to participate as fully as possible in the Catholic liturgy and prayer life of the school.”

### How is the Catholic faith taught or expressed in a Catholic school?

- “A sense of being loved into existence by God through the gift of parents, the ability to use their intellect to deepen their understanding of God in their life, and an understanding of how they as Christians make a difference to our society by living the Gospel in their daily lives.”
Developing new health workers

...a simple but unique idea for Indigenous students that has such a wide-ranging impact.

Parry Van der Zant, Manager, Vocational and Educational Training, MSB’s Registered Training Organisation Queensland, said Natalie Van der Zant, said.

“The programme supports and fosters senior students studying health through self-determination, building community capacity and strengthening culture within rural and remote communities of Far North Queensland,” said Natalie Van der Zant, MSB’s Registered Training Organisation Manager, Vocational and Educational Training.

“Students have identified that they want to work with and for their people. At present, the health facilities available to their communities are largely run by fly-in, fly-out professionals. Often times, local people do not feel comfortable speaking with workers they do not know. Students have identified that these workers have little or no knowledge of their community, local customs and language barriers.”

The aim of HOH, sponsored by the Mary MacKillop Foundation, is to develop, mentor and train future skilled Indigenous and Torres Strait Islander youth by supporting students in obtaining practical work experience in the area of health, helping them improve their academic skills and helping increase their understanding of what it takes to be successful in life and work.

The college currently has 220 students from Years 7 to 12, of which 75 percent are Aboriginal and Torres Strait Islanders. These students have to leave their families and communities, which do not provide senior schooling, to further their education, and MSB is usually their first step into mainstream society.

“The college identifies and works with the gaps in these students’ learning with many students coming to the college with low levels of literacy and numeracy due to the lack of education in their formative years. It also identifies and works with the individual needs of students and their close connection with their families. Era King, a Year 11 student from Friday Island in the Torres Strait, changed her life thanks to MSB and its health program. Her experience with health care saw her accessing Cairns facilities rather than being cared for in her local community, as the services were not available there.

Era is now well on her way to a career in health after recently securing a traineeship with Queensland Health on the Tablelands.

“I think my community needs more Aboriginal and Torres Strait Islander health workers,” she said.

“I see myself as a registered nurse, travelling around remote communities across Queensland helping others, making a difference.”

Ms Van der Zant and case manager Torquay Daley were invited to attend the recent Careers Development Association of Australia’s national conference in Perth to present the HOH program.

“It was amazing,” Ms Van der Zant said. “The feedback that we received was that the programme was a simple but unique idea for Indigenous students that has such a wide-ranging impact.”

“The success of the programme thus far has been in the relationships built between our case manager, Torquay, the students and their families. The families are important as they are the key to bringing the students on board.”

Curriculum for Life...

Years 11 & 12

- Small class sizes
- Individual student attention for maximum outcomes
- Sporting and cultural opportunities
- College tours available

Authority Registered Subjects:

OP Eligible Courses:

Vocational Courses:
Cert III Education Support, Cert II Public Safety, Cert II/III Sport & Recreation, Cert II Outdoor Rec, Cert III Basic Health Care, School Based Apprenticeships

Modern, state of the art Classrooms and Boarding Facilities for boys and girls.

Years 7 to 10

Foundation Courses:
English, Mathematics, Religious Education, SEL, Science, Social Science, PE, IT & in Yr 10 - Careers, Cert I IDMT, Cert I Hospitality

Rotation & Electives:

Skills Pathways:
Yr 9/10 Stephanie Alexander Kitchen Garden Project, Industrial Trade Skills, Cert I Conservation Land Management

Located in Herberton on the scenic Atherton Tableland.
(90 minutes from Cairns)

www.msb.qld.edu.au
Ph 4096 1444
Maths made easier

While the basics of mathematics have stayed the same throughout the years, ways of teaching it have changed dramatically with the use of technology.

“Information technology is a tool to expand the scope of classroom learning beyond the physical boundaries,” said St Thomas’s Mareeba Principal Rita Peterson.

“The foundation of maths is the same - it’s just that we teach it differently.”

All Catholic school students have access to technological devices in their classrooms to help enhance their learning and understanding of online resources, which are first approved by the schools.

“The use of IT devices like iPads are engagement tools that add a little bit more excitement for the students,” St Joseph’s Parramatta Park teacher Jacinta Browning said. “It’s hooking them in and they’re keen to do it.”

Maths tutorials, animation, diagrams, sound and visual graphics help engage students, and research has shown students learn easier when words and concepts are associated with images and animation.

“Children need to see it, not just listen or read from textbooks,” Mrs Browning said. “When watching a video or animation they can grasp methodologies of mathematics much easier.”

It’s not just children who benefit from the use of IT in the maths classroom – parents are reaping the rewards as well.

“For many years we’ve had issues with children going home and doing maths and the parents not understanding the way they are doing it,” St John’s Silkwood acting Principal Scott Whitters said.

“Statistics will tell you maths creates more homework problems for families, and I think technology helps parents understand how maths is being taught.

“The way maths was taught to them was very different, but they can go online and watch a video or YouTube clip to get a better understanding.”

IT has also been used behind the scenes to improve the learning techniques used in Catholic schools.

Catholic Education Services Curriculum Education Officer Geraldine Norris, who has been with Catholic Education since 1972 in a variety of positions including teacher and Deputy Principal, and is now retiring, has been instrumental in the development of a number of maths-enhancing teaching programmes including developing Maths Activity Guidelines adopted by most schools, the problem-solving FISH programme and the Jump into Number DVD, all of which provide professional development for educators.

Through her extensive experience, Geraldine has seen and been part of a shift in the way maths is taught by teachers and comprehended by students.

“Math has become more hands on,” she said. “It’s much more about having a big focus on understanding – why that answer isn’t right and how did you, as a student, go about getting that answer.

“Teachers are also trying to make it so that maths teaching in classrooms has multi-learning styles and entry points for all students.”

Mrs Norris is cautious about the use of technology, however.

“Students need to be critical users of technology,” she said. “Rather than just get a list of apps, we want them to think through whether that app is the best tool or not.

“IT is a tool that promotes learning, but a pencil is a good tool too.”

Help promote safety

Engaging students to participate in Child Protection Week in September and promoting awareness for safety at the same time is the aim behind the Safety Hero Design Competition, open to all students in Cairns Diocese Catholic schools.

Students have until July 17 to enter the Cairns Catholic Education competition, which encourages students to be creative in their design and contribute to other students’ understanding and awareness about safety, feeling safe and being safe.

Elements of designs will be used to create Catholic Education student protection resources for 2016, including an education specific child protection logo.

Competition criteria is different for primary and secondary schools, but all have the same key messages - to teach students how to recognise, react and report concerns by creating a safety hero with safety powers.

“We really wanted to have something that the children had input in so that they were contributing to developing designs relevant to their age group and provided an opportunity for a little creativity,” CES Student Protection Officer Ann Barr said.

“At the end of the day, we want the students and their families to be engaged in having conversations about safety and what that looks like for each child, while also contributing to the development of new and exciting resources.

“The competition is just one small component of our commitment to the protection of children and young people and upholding their right to a safe and secure environment,” Ms Barr said.

Find out more information by talking to your school teacher or contacting Ms Barr on 0405 9782 or at studentprotection@crn.catholic.edu.au
As one of three schools selected nationally to pilot a new learning program, five staff from Our Lady of the Sacred Heart Primary School on Thursday Island and Hammondel Island last month put their training to use to run a workshop for parents, carers and the wider community.

The programme was adapted from an autism education initiative that has been broadened to include the diverse learning needs of Indigenous children.

Positive Partnerships, an Australian Government funded initiative, has the goal of improving how students with diverse learning needs across the school are included in all aspects of their education.

OLSH School, with its Torres Strait Islander cultures, was identified as being an ideal location to pilot the new whole school approach to improving inclusion, not because of its incidence of autism; but because there are such diverse learning styles across the student population.

“What we know about teaching children with autism has wide implications for many other students. It’s a natural progression that we apply the same strategies to improving inclusive practices overall,” said Positive Partnerships spokesperson Rachael Dillon.

“The teachers and school executive of Sacred Heart have been so very welcoming. It’s also been a privilege to see their commitment and enthusiasm about changing the way students are supported in their school and in this community.”

The Sacred Heart team has worked closely with Positive Partnerships to develop the content and format of the training so that it meets the particular needs of the Island community.

OLSH School Principal Sharon County said while her staff were initially nervous about conducting the workshop, they were successful in building capacity for the Thursday Island community to support and sustain the programme, so that everyone was working on the same goals and using the same approach.

“A broad spectrum of people attended the workshop, including parents and community elders. Many of the people were representative of generations of families who currently attend Our Lady of the Sacred Heart School.

Although it was the final workshop for Queensland under the Positive Partnerships funding, Mrs County stated that the programme was ensured of its longevity and continual benefit to teaching practices and community engagement through the empowering of the school staff. The school has celebrated the next step of the programme reaching the wider school community on June 4 with over one hundred people from the community attending meetings with teachers and a social occasion providing further opportunity to strengthen partnerships.

Partnerships between Education and the Autism Community PEAC is the organising body for Positive Partnerships. PEAC is led by Autism Spectrum Australia (Aspect) and includes Autism Queensland, Autism South Australia and Flinders University. More about Positive Partnerships at www.positivepartnerships.com.au

Living on $2 a day

FIFTEEN students from St Monica’s are helping raise awareness about people living in poverty by participating in Below the Line, a campaign where students live on $2 a day for five days. The money raised will go towards poorer countries such as South Africa, Asia and Cambodia to provide food, safety, education and basic human needs.

“A typical day’s meals include porridge and apple for breakfast, pasta with tinned tomatoes for lunch and rice with frozen vegetables for dinner,” said Ruby Neal, one of the students who helped organise the event.

“What the students are aiming to do is raise money, awareness and have a very, very small glimpse into what it is like to not have much to eat,” said Cultural Captain Sarah Hooton.

“There is no way this will simulate what it is like to live off $2 a day, but it is the smallest thing we can do. To think three quarters of the world lives in poverty is crazy, and hopefully the little we can do will have a small impact.”

Donations can be made at www.livetobelowtheline.com.au/team/class-of-2016

SCHOOL SNIPPETS

Special inclusion training for Thursday Island teachers

WHY HIRE
A SUIT...
WHEN YOU CAN OWN
A QUALITY FITTED SUIT FOR
$299.95
SPECIALISING IN SUITS FOR FORMALS

For information phone 4034 1773 or 4053 1152
Knowledge sharing works both ways

Recognising the value of wisdom and experience, St Joseph’s School Parramatta Park has launched a dynamic new programme to take advantage of grandparents’ knowledge to enhance students’ education.

The G.I. Joeys, short for Grandparents Inc @ St Joey’s, is a new initiative of the school’s APIE, Janet Zaccour.

“There’s a wealth of talent out there in grandparents,” she said. “They have a lot to offer. And it’s lovely for the children to have them here.”

The programme will not only include grandparents, but also those who act as grandparents such as close family friends, uncles and aunts.

“We kicked it off recently with a morning tea to get to know everyone better and see what skills they have, whether those skills are playing chess, reading or helping in the classroom,” Mrs Zaccour said. “It’s lovely for the children to have grandparents work with them, whether they are their own grandparents or not.

“Many grandparents, or people like grandparents, have the time, resources and skills that we can utilise,” Principal Gavin Rick added. It’s not just the students who benefit however.

“We’re going to run some iPad lessons for grandparents, so they can be cool, techno grannies,” Mrs Zaccour added.

An experience to treasure

Good Counsel College Immanuel teacher Hayley Leonardi, support officer Trina Lamont and school counsellor Theresa Brosnan had one of the most rewarding experiences of their lives when they travelled overseas recently, even though the trip wasn’t for their pleasure.

The three gave up their holiday time to work for two weeks at the La Vange Orphanage in Ho Chi Minh City, Vietnam, as part of a volunteer programme run by International Volunteers HQ and the Green Lion Vietnam.

“I am sure that both Theresa and Trina would agree that this trip has been one of the best and most rewarding experiences of our lives,” Ms Leonardi said.

The orphanage is home to more than 50 children aged from birth to 16.

Helping hands meet and greet

Year 6 students at St Francis Xavier’s School are making life easier for young students and their parents by meeting young students at the Kiss and Drop Zones and walking them into school.

Wearing bright safety vests, the seniors wait for parents to arrive, meet students at their cars and walk with them into school, which also helps nervous or anxious students come into the school on a day without mum or dad.

Principal Brendon Alexander says the project is a win-win situation for students and parents.

“It improves the relationships between the students; builds confidence of our leaders to serve the community and helps nervous or anxious young students,” he said.

“It also assists with the traffic and parking challenges around the school and eliminates the need for many parents to find a car park.”

Nostalgic twist for Year 7s

Year Seven students at St Augustine’s College have made school history when they stepped into the same building used by Year 7 students in the 1930s.

The old building, which has been used as a church, classrooms and a maintenance shed throughout its 85-year history, has been renovated to include both a recreational area and art room for this year’s Year 7s cohort.

The building was originally built by volunteers in the 1930s, using timber from the town’s old Catholic cathedral that had been destroyed in a cyclone the previous year.

In those days, the College was surrounded by swamp so deep that catching mud crabs was a popular school activity.

The upstairs part of the building is currently the McLaughlin Theatre, a space for drama and smaller assemblies and performances.

The old building is the only remaining part of the town’s old Catholic cathedral that had been destroyed in a cyclone the previous year.

The upstairs part of the building is the only remaining part of the town’s old Catholic cathedral that had been destroyed in a cyclone the previous year.

The old building is the only remaining part of the town’s old Catholic cathedral that had been destroyed in a cyclone the previous year.
**Measurement of the early development in children during their first year of full-time school** is being used to establish a national picture of health and wellbeing.

All Catholic primary schools in the Cairns Diocese are completing the 2015 Australian Early Development Census (AEDC), which is an Australian Government initiative.

The AEDC is a reliable measure of child development across the five domains of physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge.

The AEDC can predict NAPLAN results from Year 3 to Year 9, with a correlation shown between the number of domains vulnerable on school entry and an increase in below minimum standards in NAPLAN results.

Teachers are trained to assess children individually, but the final results are reported as groups of anonymous children at school, community, state/territory and national levels.

Census results are already being used to help young children and families in a range of ways: communities providing new playgrounds and parental services, schools seeing improved student performance through new literacy programmes and governments using results as evidence to develop more targeted policies for children.

Aside from the usefulness of the data for helping communities, teachers also notice practical benefits in the classroom. Some said that completing the AEDC made them more aware of the needs of individual children and the class as a whole. Others reported that the census results helped in developing class programmes.

The majority of Prep teachers recently attended a twilight workshop to assist them with background knowledge of the five contexts being examined as well as practical tips for completing the census.

**Catering for diversity**

Cairns Catholic schools are well known for their passion for helping and supporting students of all abilities, including providing assistance for students who need extra help in subjects like Maths and English, but they also promote and encourage students who show a higher level of ability.

The Gifted and Talented Education Reference Group, which was initiated in 2008, focuses on promoting the availability of enriched learning experiences to all those who seek it, be they young eager and inquiring minds or educators who are passionate about creating exciting challenges.

“The Reference Group consists of passionate educators from across our primary schools and secondary colleges who meet each term to share information and resources about opportunities for extending students and supporting teachers,” said Danielle Purdy, Catholic Education’s Senior Education Officer, Secondary Curriculum.

The group’s focus in 2015 is building teacher capacity in the schools and colleges, and thanks to the group, a bursary was provided to send a Cairns teacher to attend the Queensland State Gifted and Talented Conference recently in Brisbane, to gain knowledge to pass along to other Cairns Catholic educators.

Simone Gillies, Middle Leader for Gifted and Talented Education at Mareeba’s St Stephen’s Catholic College, was the recipient of the bursary and was thrilled with the information she attained at the conference.

“It was brilliant,” she said. “There were quite a few seminars about creative thinking, and that’s what I was interested in because that’s about helping the teacher in the class to recognise and allow those students more freedom of thought and more creativity.

“I learned ways to help teachers in their classrooms with students who are showing potential. We want to keep students engaged so we don’t lose them through boredom or lack of resources.”

Mrs Gillies will be conducting professional development seminars for the Gifted and Talented Education Reference Group. “If a student is working at a level beyond their years we have to plan and prepare,” Ms Purdy said.

“It’s about widening the awareness about the level of training required to teach students with very high levels of ability. It’s catering for diversity. We want to provide for the unique needs of all students.”

---

**Cairns Catholic schools are well known for their passion for helping and supporting students of all abilities.**
**Australian Curriculum rollout update**

The Australian Curriculum, taught in all schools, has seen many changes and revisions since its release in December 2010. These changes are a result of continuing feedback processes from state and federal curriculum authorities, Catholic education commissions, independent schooling authorities, teachers’ associations and consultations with individuals, community groups and business and industry professionals.

In 2014, a major review was commissioned by Federal Minister for Education the Hon Christopher Pyne, from Dr Kevin Donnelly and Professor Ken Wiltshire AO.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has been working on advice, in response to the review of the Australian Curriculum, for the Education Council. The advice addresses the themes contained in the Australian Government’s initial response to the review: uncrowding the curriculum, parental engagement, improving accessibility and rebalancing the curriculum.

ACARA is currently consulting about the suitability of draft changes to content descriptions and/or achievement standards in the Australian Curriculum. These draft changes have been developed by ACARA as one of an agreed set of actions endorsed by all Australian education ministers in March 2015 in response to the Review of the Australian Curriculum (the review). These draft changes relate to two of the themes agreed to by the Education Council; resolving the overcrowded primary curriculum and rebalancing the curriculum.

The schedule for Implementation in Queensland, as set by the Queensland Curriculum and Assessment Authority, is as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Science</td>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>The Arts</td>
<td>Health &amp; Physical Education</td>
<td>Civics &amp; Citizenship</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Economics &amp; Business</td>
<td>Languages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PHASE 1 Subjects:** English, Maths, Science, History

**PHASE 2 Subjects:** Geography, Languages, The Arts

**PHASE 3 Subjects:** Health & Physical Ed, Technologies, Economics & Business, Civics & Citizenship

**Curriculum in the Cairns Diocese**

Phase 1 subjects are being taught in all Cairns Catholic schools and colleges from Prep to Y10. Phase 2/3 subjects are currently in familiarisation and implementation phases.

The primary and secondary curriculum teams at Catholic Education Services are working with teachers to create resources using the Australian Curriculum to assist with implementation.

Where the Australian Curriculum is still to be implemented, schools and colleges are delivering the Queensland Curriculum.

**PAC Project**

Education authorities in each state and territory have responsibility for implementing the Australian Curriculum and for supporting schools and teachers.

The PAC Project (Planning Australian Curriculum) is run by Catholic Education Services’ Secondary Curriculum Team and continues on with the curriculum writing work from 2014 where learning area plans and units are created by collaborative teams of Catholic teachers for Year 7/8.

This year 30 teachers are working together on resources to support the implementation of Year 9 and Year 10 Phase 2/3 subjects of the Australian Curriculum (HPE, economics & business, civics & citizenship, technologies, languages and the arts).

Teachers work and create the curriculum resources using Google Apps for Education and work in subject teams from across the eight secondary colleges. All materials created are available for teaching staff to use via the Catholic Education staff portal.

**Visible learning training**

The work of educational researcher John Hattie is currently of great interest and importance to contemporary teaching and learning practices both internationally and in Australian schooling systems. Built on 15 years of research, Hattie’s meta-analyses focus on “what works” in schools to improve learning.

As part of a continuing focus on improving student outcomes, all primary teachers and many secondary senior and middle leaders in Cairns Diocese Catholic schools have this year participated in a workshop titled Feedback that makes Learning Visible.

The workshop looked closely at what effective feedback is and how teachers can get the greatest impact from the feedback that they give.

The workshop also considered the feedback that teachers receive and how to make a positive difference to the outcomes for students in their school.

After great feedback from participants, further Visible Learning workshops are in the planning for staff to access in 2016.

---

**Crystal Cascades Horse Park**

Learn to Ride – it’s loads of FUN!!!

We cater for all ages and abilities

Pony Rides, Private & Group Lessons

**Bookings Essential**

Phone: 07 40393143

Email: erin@crystalcascadeshorsepark.com.au
STUDENTS, teachers and educators in all Cairns Catholic schools put their hearts and souls into honouring the ANZAC centenary commemorating the landing of Australian and New Zealand forces in Anzac Cove in 1915.

From participating in parades, dawn services and special school assemblies to making wreaths and crosses and, equally important, taking time out to pray, Cairns Diocese Catholic schools marked the important day in a big way.

The largest commemorative event to honour the centenary was ANZAC Reflections, a commemorative concert and theatrical re-enactment held at St Monica's Cathedral and involving all Catholic schools of the Diocese.

Ten of the closer schools contributed more than 400 singers, instrumentalists, narrators, poets and drama students to mark the historic occasion, while 15,000 students and staff from all Catholic schools shared their ANZAC reflections on plaques displayed around the Cathedral.

The special event was made possible through the Australian Government's Anzac Centenary Local Grants Programme and the support of Federal Member of Leichhardt Warren Entsch.

 Exhibits by the Cairns RSL and the Cairns Historical Society, and a specially commissioned piece of music added to the occasion.

St Andrew's Catholic College Head of Music Maureen Cameron spearheaded the production with St Andrew's playing a key role in bringing the event to fruition.

"It was our opportunity to reflect on the sacrifice of so many young lives, the futility of war and our shared commitment, within our Gospel values, to strive for a peaceful world," Catholic Education Services Executive Director Bill Dixon said.

"In engaging in this very moving and important event, we should all remember that we do not in any way glorify war or the use of armed conflict to resolve disputes. “Rather our message through ANZAC Reflections is to remember the huge sacrifice and loss felt by our young nation and so many families.”

All Cairns schools used the teachings of the Gospel to commemorate in a prayerful manner the sacrifices made by the soldiers and their families.

"The ANZAC Reflections event was a time of remembrance and gratitude to those who helped to keep our country free from invasion and our way of life free of choice," said St Andrew’s College Principal Lee MacMaster.

"It helped us to remember our soldiers, past and present, to acknowledge the greatest sacrifice a soldier can offer their country.

"It is a time of remembrance and gratitude to those who helped to keep our country free from invasion and our way of life free of choice, to acknowledge our debt to their fathers, mothers, wives and children and our obligation to those who, through their sacrifice, now need our help."

ABOVE: RSL’s Fred Van Luyk (centre) shows exhibits to St Andrew’s students Ethan Gardiner and Adam Manser.

ABOVE: St Andrew’s drama students (L-R) Jed MacDougall and Jack Pinches performed a dramatic re-enactment of the life of Cairns soldier Ernest Austin Ainscough during the ANZAC Reflections concert.

BELOW: The reflections of almost 13,000 students and staff of Catholic schools were displayed on plaques around the Cathedral.

Premier winners will never forget

WHILE the occasion was sombre and somewhat confronting, being part of the 100th anniversary of the ANZAC ceremonies at Gallipoli was an experience of a lifetime for five Cairns Catholic school students.

Aoife Colvill and Bridget Andersen from St Monica’s College and Catherine Grace Zappulla, Connor Harvey and Nicole Lee Scotti from St Andrew’s Catholic College were among 70 Premier ANZAC Prize winners who came together in memory of those lost and those who fought for us.

The 70 Premier ANZAC Prize winners were accompanied by 10 chaperones and spent 13 days overseas, including visiting the Western Front, a series of trenches that run 700km from the Belgian coast to the Swiss border.

“The tour was a good blend of commemoration and education,” Connor said. “By the end, we had a far better understanding of the nature of the war and the soldiers’ conditions, while at the same time we had been able to pay our respects to, and recognise the loss these brave men endured.

“It has left me more conscious of the tragedy and futility of war, particularly at Gallipoli and the Western Front. It has also left me with an uncaring admiration and respect for the courage with which the ANZACS faced the horrors of war.”

As well as touring the Western Front, the group visited Belgium, France and Turkey as part of the Premier’s prize.

“We were fortunate to have a few other tours during the trip,” Catherine said. “The first day in Istanbul we were able to visit the Blue Mosque, museums and the Grand Bazaar.

“We also had a few days in Belgium where we went on a canal cruise, shopped, tried some of their famous waffles and saw the cities by night. We finished off the trip in Paris where we visited the Notre Dame, the Louvre, Eiffel Tower and Arc de Triomphe.”

An unexpected highlight of the tour was the camaraderie that developed between the 70 students and the new friendships that were formed.

“I honestly feel like a different person after the experiences I had on this amazing tour,” Bridget said. “I believe it’s a mixture between meeting and making friends with some of the most incredible people, who I am so happy to now have in my life, and being able to experience these once-in-a-lifetime opportunities with them.

“I’ve made lifelong friends from this journey, and they helped to make the trip incredible.”

Being part of the historical centenary of the ANZAC Service has made a lasting impression on all the students.

“It was an amazing experience to be in Gallipoli for the centenary,” Nicole said. “It was a surreal experience seeing all those who came together in memory of those lost and those who fought for us.

“It has made us more appreciative of the people who died for our country.”
THE winning entry in the Cairns Secondary Schools Student Writing Competition was penned by St Monica’s student Matisse Reed. According to competition judge and Senior English Lecturer at JCU, Dr Allison Craven, “Matisse’s essay stands out for its humanity and compassion, and her view of Anzac Day as a time for remembering the history of war, and the stories of people affected by war. The essay is skilfully shaped around a moving anecdote of an ancestor’s experiences on the Western Front, and it concludes with a strong statement about the significance of Anzac Day in modern Australia.”

The symbol of the poppy was chosen as it has become known as the flower of remembrance after it was one of the first plants to grow on the devastated battlefields of France and Belgium after World War 1,” said St Therese’s Principal Kevin Browning. “It represents the sacrifice so many have made in defence of justice and peace for Australia, and it keeps alive the memory of the fallen.”

“Making the giant poppy reminded me of the soldiers that died in the wars... We were standing as one, just like the ANZACs did for us at Gallipoli.”

“We also warned the students about the drone flying overhead and to not look up. “They were very, very good at standing still, and they stood in silence. It was a special way for our school to commemorate this important anniversary of ANZAC.”

Students were honoured to part of the huge poppy.

“Making the giant poppy reminded me of the soldiers that died in the wars,” said Year 6 student Riley Todd. “We werestanding as one, just like the ANZACs did for us at Gallipoli.”

“Year 6 student Alec Gardiner celebrated his family’s connection as he silently stood in the huge poppy. “It was a great idea and I enjoyed being part of it. My dad was in the Navy so it is important to me to commemorate 100 years since Gallipoli,” he said.

“But it was hard not to look up at the drone when we were being photographed.”

Are you Smarter than a 5th Grader? Answers:
The importance of having courage and compassion and not being a bystander to prejudiced behaviour will be the message of the inspiring exhibition Courage to Care, which is coming to Cairns in August.

This four-week event, brought to Cairns by Cairns Catholic Education, will be held August 14 to September 11 at the Seville Mercy Conference Centre, Bauhinia Ave (Cnr Balaclava Rd) Earlville and is open to schools across all sectors and the general public.

The exhibition demonstrates the importance of standing up to discrimination and bullying, through the use of one of the last century’s most extreme examples, the Holocaust.

Communities and students will have the rare opportunity to hear first-hand from Holocaust survivors how bystander intervention played such an important role in ensuring their survival.

Among the Cairns Catholic school students already signed up for the exhibition are Year 10 students from St Monica’s.

“The Year 10 Australian Curriculum Depth Study on World War II requires students to examine significant events of the war including the Holocaust so it has a relevant curriculum link,” said St Monica’s Humanities Middle Leader Catherine Tiafaso.

“During the unit of work we challenge the girls to think critically and reflect on the connections between history and the contemporary moral choices they confront in their own lives such as loyalty, peer pressure, scapegoating, conformity and belonging,” she said.

“By attending the exhibition students will learn first-hand from the experiences of those involved and become aware of the importance of making choices and come to realise that one person can make a difference.

“Essentially what we want our girls to take away from Courage to Care is how abolishing the civil rights of one group can lead to the abolition of those rights for all, so each person must take a stand against evil or eventually risk forfeiting all individual freedom.”

Since its opening in 1999, the exhibition has been shown to over 190,000 visitors including 80,000 students across New South Wales, Queensland, Western Australia and the ACT.

Catholic Education’s head of Identity and Mission, Colin Harvey, said the exhibition was a never-to-be repeated opportunity and “aims to highlight the problems of bullying, racism and discrimination and promote understanding and acceptance of all people in our multicultural society”.

It is designed for Years 5 to 12 students with curriculum links in history, geography and religious education. Students will have a guided tour of the exhibition, hear a Holocaust survivor’s positive story first hand and take part in a facilitated workshop.

“It is a life-changing experience that demonstrates that each person within the community can speak out and make a difference,” Mr Harvey said.

“Courage to Care empowers participants to take positive action in relation to discrimination and bullying in all forms, from the school yard to the workplace and demonstrates the impact of bystander intervention.

“The programme has relevance for everyone. It challenges our thinking and our perceptions and has the potential to change our behaviour,” Mr Harvey said.

“Courage to Care encourages young people to make a stand against injustice and be part of shaping our community for the future. It encourages the development of an intelligent, peaceful society, with understanding and respect for all minority groups.”

There is no admission charge, however visitors and students are asked to make a gold coin donation. Anyone wishing to book a group-guided session can phone Catholic Education on 4050 9700 or email courage2care@cns.catholic.edu.au.

For more information, visit www.couragetocare.com.au

**Courage to Care encourages young people to make a stand against injustice and be part of shaping our community for the future.**