

topics

The journal of the Australian Catholic Primary Principals' Association



SIGNING OFF

33 years ago Topics was born to be the main communication tool of the newly formed Australian Catholic Primary Principals' Association. Edited by Dennis Sleigh from the ACT, it was launched at the inaugural ACPPA Conference held in Brisbane in 1984.

TOPICS is an acronym for Talk Of Principals In Catholic Schools. In the early days of ACPPA, only one meeting was held each year as part of the annual ACPPA Conference so TOPICS was to be the main, if indeed the only, way for ACPPA to talk to its membership. TOPICS' early years were difficult ones as the ACPPA leadership moved each year to the state hosting the annual conference. However it survived its infancy with irregular publications until in 1990 one of the legends of ACPPA, Jim Smith from Perth, took over the role of Editor and TOPICS became a regular feature on the ACPPA landscape.

Over the years since then TOPICS has morphed from a four-page newsletter to a substantial journal of 28 pages.

As of this edition TOPICS will no longer be published in its current form. This is a decision that has not been taken lightly and with considerable regret, as TOPICS is held in high regard by its readership and its writers and contributors. However the educational scene today demands a communication tool that can reach its members quickly and allow them to respond to proposals being put forward by governments, systems and our own association. The only way this can be

effectively accomplished is with the use of digital technology.

With the new governance structure of ACPPA now in place, and with a full-time Executive Officer, one of whose responsibilities is communication, it was time to take TOPICS to the next level.

TOPICS has reached you due to the generosity and cooperation of Catholic Education Offices in the capital cities or, in NSW and Queensland, the Catholic Schools Offices in the Diocese and in Victoria the Independent Education Union VicTas. Over the last 2 years a number of Offices have ceased paper mail-outs to schools. This number is most likely to increase in the near future.

TOPICS has been loyally supported over the last 27 years by companies who have placed advertisements in the publication. We owe them an enormous debt, but even with their support direct mailing to schools is not financially possible.

This is also a time of sadness for me as Editor. I have enjoyed every minute of my 22 years as Editor, but I am now a long way from the coal face (or should that be the chalk face). There are many initiatives that occupy ACPPA's time today that I never experienced as a working principal. My understanding of these issues is very much second-hand and incomplete.

But what I do know, and I have experienced, is the collegiality that exists in the ACPPA family. This is something that I valued very highly and will miss. It is

absolutely critical that all principals take advantage of this support network, that we continue to share our highs and our lows, be that by being part of our associations or by writing about what is happening in our schools and in our lives.

Too often principals will undervalue the very real impact that they have on the teachers, and the children, on the families and the communities of their schools. You may say, "But it was only just a simple thing" when it is the simple things that have often the most dramatic effect. So keep sharing. Call out your successes. Remember the story of how useless is the lamp under the bushel basket, when it needs to be right up there on the lamp stand.

Written by Kevin Clancy

Mr Kevin Clancy has been Editor of TOPICS since 1995. He can be contacted at kclancy@ozemail.com.au

Photos on this page courtesy of Our Lady of the River Catholic School Berri SA.

IN THIS ISSUE

President's Annual Report
Reimagining Education
State Reports to Annual Conference
To Sydney From the Bush
What's Our "Why"
The Singapore Story
Teachers' Health
Justice Heroes

PRESIDENT REPORT TO CONFERENCE



2017 has been a truly wonderful year of growth and strategic success for ACPPA. At our last AGM in Auckland we discussed the need to employ an Executive Officer. That process was undertaken and we now have two members of staff, Karyn Prior continuing as our Operations Manager and Paul Colyer as our inaugural Executive Officer. We recently completed Performance Reviews for both Karyn and Paul and their enormous contribution to the work of ACPPA was acknowledged.

This year we strengthened our relationship with CaSPA, our secondary colleagues; with CSPA, our national parent body; and with NCEC, initially with Danielle Cronin and now with the new Executive Director, Christian Zahra. This ensures a common Catholic voice as well as giving us direct communication with NCEC. This was quite critical during the whole funding debate and it was a strength to be able to write joint press releases and letters to the Prime Minister.

Our relationship with the States and Territories was also a highlight of 2017. I attended conferences in NSW and WA and Paul Colyer attended the SA conference. This week we also met with the Queensland executive. This is the first time that ACPPA has been involved in such an active way with our members and the obvious strengthening of communication and relationships was extremely positive. The other highlight was the highly professional PD along with the wonderful collegiality of spirit that we Catholic primary principals are so renowned for!

Our work with NZCPPA occurred on both sides of the ditch and built on our work in Auckland last year. I was fortunate to be given the opportunity to address New

Zealand principals at their conference in Wellington that was also attended by Brad Gaynor and Paul Colyer. We are currently developing a framework that will ensure that our work together reaps tangible benefits to both organisations and our education systems. In 2018 we are hoping to bring Canada on board to broaden and enhance the international work we do.

ACPPA has made a strategic decision to present our own views and submissions into key reviews and issues in Australian education. Our relationship with APPA is vital and remains strong but our National Executive felt we needed to speak out on issues as a Catholic association as well as through APPA. This is giving us greater credence with government and with key education stakeholders.

Karyn and Paul, affectionately termed our OMEIO Team, have worked continuously all year to re-write our Constitution so that it reflects our association and how we operate more accurately. They have worked closely with Associations Forum and with the National Executive to ensure the new constitution is a top quality document. This work has also reignited our relationship with our Patron, the chair of the Bishops Commission of Catholic Education, currently Archbishop Tim Costelloe, who was pleased to converse with us.

Karyn and Paul have also been very active in developing new sponsorship partners. We are fortunate to have strong relationships with our partners who provide ACPPA with amazing support. I encourage you to support them as best you can.

Our entrepreneurial approach to strategic improvement has led to the decision to appoint two Vice-Presidents (Finance and Strategy) following this AGM. One will focus on developing a Business Plan for ACPPA while the other will focus on our Strategic planning processes and actions. This decision will further strengthen us as the National Association that represents all Catholic Primary Principals across Australia.

All of this work has, at its core, our role of advocacy on the part of each and every Catholic Primary Principal in Australia. I honour the commitment and the work of each member of the National Executive. The combined wisdom of this group is enormous. I assure you that all members of the National Executive take this role seriously as we work to "provide a voice

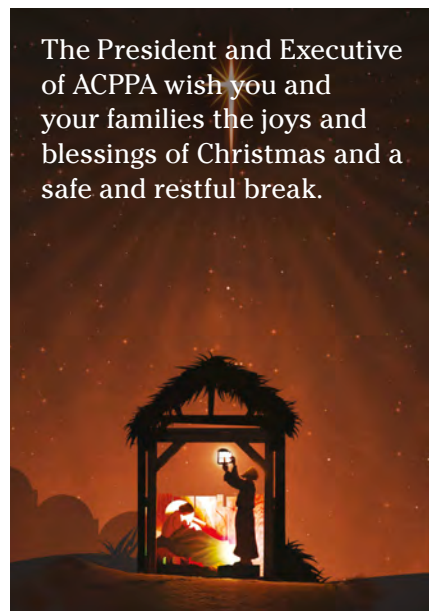
for Principals as they lead and inspire the heart, mind and spirit of Catholic primary education."

It is with great pride as well as sadness that I formally announce that Frank Hennessy and Kevin Clancy are retiring from active participation with ACPPA. It was at our AGM last year that I had the honour of conferring Life Membership on these fine men; a fitting acknowledgement of the incredible commitment to our association over many, many years. Their presence at our meetings along with their work for us will be immensely missed. We wish them well in their future lives.

It was with great hesitancy that I have made the decision to stand down from ACPPA President after only two years at the helm. Our energy and growth has been exciting to be a part of. The professional growth and quality of friendships have been a highlight of my life. However, the decision needed to be made and I leave an Association in a very strong position and in the knowledge that the new Management Team will continue to lead ACPPA on its upward traction. I sincerely thank the many people I have worked with over past years within both ACPPA and APPA. I will miss the energy and commitment as well as the people but will enjoy observing the continual growth of ACPPA into the future.

Finally, I praise each of you for the enormous contribution you make to the Church and to the lives of the children and communities you serve. The work you do is honourable and makes a difference to lives and to society.

The President and Executive of ACPPA wish you and your families the joys and blessings of Christmas and a safe and restful break.



REIMAGINING EDUCATION



I'm gonna try to do something that is a very difficult, complicated thing to do, namely to paint a kind of a global picture of where we are in education. I'll leave it to you to think about where Australia, or where your school, or your community is. That's something that you need to do

Now, let's assume that we go back in time a little bit. Let's say that this is May 2001, and somebody giving a keynote asked this question, "Where would you go if you could go anywhere in the world to look for interesting inspiration and examples about successful education systems, to learn something useful for your own work, your leadership, where would you go?" New Zealand? How about United States of America? How about England? Scotland? Germany? Sweden?

The education systems that had a reputation 16 years ago were places like Australia, New Zealand, England, United States, Sweden, Norway, Germany, and of course, France. The French still think that they have the best education system in the world. But nobody would ever mention Finland because very few people actually knew anything about Finland or Finnish education. So that's how new this whole thing is.

If this was a conference 16 years ago, most of you here would know that there is this new study, new survey, or student assessment that is going to be made public later that year called PISA, Programme for International Student Assessment, and many of you will probably have a little bit of speculation about how Australia or New Zealand would do. There was one

country among the OECD countries that had no expectations whatsoever. That was Finland. Actually, we had one expectation and that was to be better than Sweden.

Seriously, we said that if we are better than Sweden, then nothing else matters. So we are looking at December 2001. This is what it looked like: Finland, Canada, New Zealand, Australia, Ireland, South Korea, UK – and in many countries, this was a huge shock. In Germany, they called this a PISA shock, because look at Germany – Germany was doing very poorly, number 21 in this OECD league table, and one thing that made Finns very happy, not that we are number one, but is that Sweden is Number nine. Nobody reported that Finland is number one. Our media said, "Look at Sweden. They are number nine."

Anyway, the reaction in Finland was interesting. I remember that the morning when the results came out, my phone started to ring. I was at the University of Helsinki at that time and many of my colleagues called me and said, "So how do we explain this?" And I said, "I have no idea, no clue." And then all these news media asked the same question, "What is the secret of Finland?" And the only thing we could offer to the world media was that we have no clue and we also said that we actually couldn't care less.

We decided after thinking and meeting with colleagues a few times in that December, that the best way to understand this new situation is to accept that the OECD has made a mistake. OECD has made a mistake with Finland, not with anybody else, because look at the other Nordic countries, we should be there somewhere in the middle of this league table.

So in Finland we decided not to do anything. We said that, "Let's take it easy," because nothing would be more embarrassing than three years later when the next PISA cycle comes that Finland would be somewhere there in number 15 and the OECD would send a letter to everybody, or that the government would say that, "We are very sorry, but we made a mistake in measuring Finnish performers three years ago. Now it's correct." So we said, "Let's wait for three years and see what happens."

Three years later it was mathematics. The results were Finland, South Korea, Netherlands, Japan, Canada, Belgium, and so on, and still in my country, many people say, "No, no, this cannot be. Mathematics?

Finnish kids are best in mathematics? No, it cannot be. It cannot be real." So we said that maybe the OECD made the same mistake twice. We had had no research papers, no books written, no conferences held. We had a very low profile.

We said that, "No, no, we take it easy. Let's wait for another three years and see where we are then." Because all Finnish grandmothers say, "Nobody is so foolish to make the same mistake three times." Okay? And this is the science, 2006 – now we are in the December 2007. Finland, Canada, Japan, New Zealand, Australia and The Netherlands.

This is where the story begins because this was the moment when in Finland, my colleagues, and the media, and politicians, and others, when they had to accept that something has happened. Something has happened not only in our country but something has happened in the world, because many of those countries that were claiming to be number one, the high performers, the successful countries were not successful at all. Actually many of them were going downhill, but we still didn't quite understand how to explain this thing.

For me, it was the first two or three cycles that are more interesting because there was not much doping going on. Now performance doping and all sorts of boosters and steroids are put into the system to get the PISA results up. The top six performers in these first three cycles, Australia and New Zealand are there. The importance of this is that we have to ask questions like what did we learn? And for me the importance is not that Finland is number one or three or whatever it is. The importance is that this thing created three very important questions that we were not really able to answer before this international comparable data was available.

First Question

And, of course, the first question was what's going on in those countries, their policies, or reforms, or practice that were thought to be successful but they're not.

Probably the most common thing is that they have built and strengthened their education policies believing that competition between schools is the best strategy to improve the performance. That people think that when schools compete against one another, in some magical way, they find better ways to teach the kids, lead the school, and the performance goes up.

Second question

The second one is the test-based accountability. People think that much more testing, standardised testing, and your NAPLAN, My School stuff is a good example of this. The students' outcomes and achievements, the test results have been the indication of the excellence. So this would be often called a kind of a system that can be illustrated by standardisation

The other side of this question, after these first three cycles of PISA was, of course, "What's going on in those education systems that we're doing exceptionally well?" We tried to understand and somehow explain the high systems performance and that has been the focus of my work intensively during the last ten years.

My primary question has been to try to understand the Finnish thing. The Finnish system, like Canada, and increasingly, Singapore, Japan, South Korea and the Netherlands, have been building their educational improvement and policies, their whole culture, on collaboration. It is a very, very strong policy – philosophy – underlying philosophy of everything we do, how we fund the schools, how we finance the school improvement, how teachers are prepared and educated. Everything always has to go back to the question, "How does this enhance or enable collaboration between people or institutions?"

Rather than test-based accountability, those education systems that have been doing better than average have tried to build trust in schools, and teachers, and principals, and cultivate the professional lateral responsibility within the schools. It's a different thing than accountability and testing.

Third question

The third one is the kind of a consistent work on teacher and leader professionalism and here, Singapore is probably the best example how to do that. We do not allow anybody to teach in our school system, whether it's the pre-school, or primary school, or high school, middle school, without at least having a master's degree on the subjects that they teach or in education, if they're primary school teacher. And then sustained improvement rather than addicted to reform.

Developing and reforming are two different things. This is what the Canadians have been doing very successfully during the last 20 or 30 years in most of their provinces – sustainable development and improvement of the system rather than reforming, turning the things upside down.

And then equity that we often call creativity. Creativity kind of illustrates this type of policies or systems where people are encouraged to find the best ways to do the work. If you're school principal in Finland, you often hear the minister and other leaders saying, "Find out the best way to teach your kids. Provide good education for everybody." Rather than saying that, "These are the regulations, and standards, and rules that you have to follow. Make sure that you follow all of these things." Figure out what is the best thing in your own community. It's a very different way, different approach. Now, where would be Australia and New Zealand?

And one of the challenges that you have is that you have to change this, call this and that there are different ways, and you as a principal, you are often not sure which way to look anymore.

A little thing that this is really concerning me the more I see schools and meet principals, and teachers, and parents is that the pace of everything is so fast nowadays that children are suffering that they don't have time to really reflect and think about what's going on and the same with teachers. So let's give the children and teachers a little bit more time to do these things.

Just look at Australia, how much behind you are here when it comes to funding primary to higher education. How much you are behind the rest of the OECD family in terms of the proportion that you spend of your national wealth in education. So if anybody says that you are spending a lot of money, public money on education, it's not true, because you are one of the low spenders in education.

Now, four lessons I'm gonna leave you with And these are fairly obvious. I've said this already, but let me repeat it once again that you, as school leaders, are important people, you can influence many others. People listen to you. When you write, or when you open your mouth, when you speak, many people listen, including those who have the power, whether it's political or technical power in education. People wanna hear what you think, so that's why you are in a very important situation.

Lesson 1

The first one is to invest in collaboration. Always remember this. The research is very clear that when we try to enhance schools, improve schools, through investing in social capital, teacher collaboration, making teachers more networked, everybody benefits. Social capital, teacher collaboration is positively linked

to increasing human capital in schools, meaning what teachers know and what they're able to do. So collaboration – it has to be a policy. It has to be a systemic, strategic way to invest resources so that it enhances collaboration. Same thing with your students in the classroom.

Lesson 2

Then the second one is about the equity. If you take equity more seriously, if you're clear about what it is and if you break it down into concrete actions and steps in your own school, or in your own community, or district, or state, the equity pays off even more. That's for sure particularly in a country, in a place like Australia where you have issue, whether equity or inequality is a challenge in many ways, much more than in Finland or other places.

Lesson 3

Building professionalism is a must and this you know. All of us, we know this already. Leader professionalism and teacher professionalism that the schools will not improve without professional learning of the people who are there. So that has to be done carefully.

Lesson 4

And then finally help everybody to find their passion, find their inner heart, what is in your heart. But your passion must be a larger idea than that. It's about what you really feel that you are passionate to do. What do you want to do in your life?

What we are not doing in Finland, and many other countries, is that we are not helping all the children to find their passion, understand what they are good at. Most of our 16-year-olds, when they graduate from junior high school in Finland, if you go there and do a kind of quick survey and you ask, "Tell me what are you good at?" More than 50 percent of them will say, "I'm not good at anything. I've learned all sorts of things. I can do a little bit of this and that, but I feel that I'm not really good at anything like some of my friends are." It's a shame. And this is what I tell to my minister every time we meet. I say, "It's a shame that we still have an education system where we let children, tens of thousands of kids, leave the school with this feeling that I'm not good at anything."

We can only be happy when most of our kids leave the school and say that, "I have found my passion. I know what I want to do and the school helped me to do that. Without school, I would have never realised what it is, what my passion is,

and I was helped. I got the support and encouragement in the school to go further." This is what we need to do and that's why I think this is that reimagining part of this thing.

Conclusion

So, these are my lessons for you and I was thinking about what happened yesterday in Manchester and my e-mail has been full of people expressing their sorrow and concerns about what's going on and I was asking myself that, "So what is it that helps in a situation like this?" And my answer is always the same. It's music. Music will heal. It always has or arts. And that's why I think we need to make sure that we have arts and music as a central place in all of our schools because this is what will help children and adults in times like this

Delegate 1. A comment from the floor

I heard you in Melbourne probably six, eight years ago, with Andy Hargreaves, and it was just a similar message. I think the people that are assembled in this room have an immense passion for education and immense passion for our roles in Catholic education. We know what we need to do to get higher quality and higher

equity but our education policy in Australia is pushing us the other way. The wellbeing of our principals, the wellbeing of our children, the wellbeing of our staffs, the quality in our schools – the inequity across Australia is getting worse and worse and we're very frustrated. We know what we should be doing, but our education policy is going the other way, and I don't know what to do about it.

Pasi Sahlberg response

Yeah. It's a good point. Well, maybe I can borrow the words of the late John F. Kennedy who said that, "Don't ask what your country can do for you. Ask what you can do for your country." And we have a room full of – a lot of power here – that's what I always say when the principals are in the room, that you have much more power that you think. And I think if you remember Kennedy's line, "Ask what you can do for your country," or for your system, I think the answer will be there.

And I think I would ask this critical question, "What have we done? Have we done enough as leaders?" Leaders from the middle – that is the most important and most difficult leadership position when you lead from the middle, not from the top or in the classroom level. You are leaders in the

middle. Have we done enough? Have we made it clear to others what is our concern? Are we absolutely sure that everybody, when we talk about equity, that everybody understand what we're actually talking about? And if you have any doubt, if you think that there's any room for doing more or more systematically, then I think this is what you need to do and simply because if you don't do it, who will?

You don't lead with small data. If you don't lead with your own insight and vision, you will be led by somebody else with big data. And that's going to happen. Before you do anything else, ask yourselves this question that, "Have we done enough and all we can to make sure that our communities and the power that is deciding what happens really knows and understands these things?" Well, if you have done everything, then I really don't know what to do. Come to Finland.

Delegate 2. Comment from the floor

Our education system is highly politicised and I wonder whether politicians or ministries ever asked educationist like yourself to talk to them. Are they interested in that? I know in Canada, it's a huge part of their platform. Are you asked to speak at political gatherings?

Do you require assistance with finding teaching staff for your Contract and Permanent positions?

SWITCH are education specialists dedicated to providing a service to meet your staffing needs.

SWITCH assists all states, throughout Australia.

Register your interest on-line at www.switchrecruitment.com.au or call us on 08 83 777 555.



Make SWITCH your Education Recruitment Solution!



Pasi Sahlberg response

Yes, all the time and yes, in Australia too. Education ministers, have the lightest portfolio of the whole cabinet of ministers, and they often have to do what somebody else is asking them to do, or then what happens? You lose your job or you have to go because you cannot do these things anymore. So I'm speaking to politicians all the time. I'm an adviser to several governments right now, the ministers and prime ministers, and people listen. They have this concern. So I think we should not undermine politicians and ministers' ability to listen and understand these things.

But again, I would throw a kind of a challenge on the table is that are we communicating these things? For example, I don't know exactly what your concerns are, but are we communicating these things clearly and convincingly enough that people would understand what we are thinking about? And in many places the plain bold answer is that not at all. Teachers are silent. Principals are not really saying anything. And so, how can

we change the conversation if people don't know – if we are not writing op-eds in the newspapers or if we are not running podcast shows in the local radio stations so that people would understand what we are worried about, what our concerns are. We need to probably do more.

Again, if you wait that somebody will do these things for you, it's not going to happen. This story is not going to end nicely in education if we just wait.

Now it's time to stand up and be clear about what is at stake in many parts of the world. That's what I think – communication, conversation, dialogue with people. Making sure that we use our students as well in the communication so that they will speak about the importance of education and schooling. That will make a difference. Waiting for superman will end in disaster, I think.

Presentation by Pasi Sahlberg

Dr Pasi Sahlberg is Adjunct Professor at the Universities of Helsinki and Oulu, and former Director General of Centre for International

Mobility and Cooperation in Helsinki, Finland. He is a visiting Professor of Practice at Harvard University's Graduate School of Education in Cambridge, MA, USA. He is experienced in classroom teaching, training teachers and leaders, coaching schools and advising education policy-makers around the world. He is an international author who has published over a 100 articles, chapters and books on education. The above is an edited transcript of his Keynote presentation to the Association of Catholic School Principals-NSW, in May 2017.



WELCOME TEETH ON WHEELS



TeethOnWheels™
a positive dental experience

As an Association, we would like to officially welcome our newest major sponsor, Teeth on Wheels. Teeth on Wheels staff are dedicated and passionate about dental health in children and ACPPA is appreciative of Teeth on Wheels support.

At the recent signing of our 3-year agreement, Teeth on Wheels' owner, Joseph said "I hope our partnership can help improve the oral health of children across the country and change the whole experience of visiting the dentist!"

It was a great pleasure to introduce Joseph, Renee and Deanne to our National Executive Council at our meeting in Adelaide and share a meal with them.

Although they are currently located in Victoria and NSW, Teeth on Wheels are looking to grow their services in other states and ACPPA encourages you to make contact with the team at Teeth on

Wheels for a friendly chat and to ask any questions.

At Teeth On Wheels we understand that visiting the dentist can be a daunting experience - but it doesn't have to be! Teeth on Wheels has access to government funding to provide a bulk-billed, on-site dentistry service to schools in the Sydney & Melbourne area. We pride ourselves on providing the highest quality dental treatment while making it fun, positive and memorable. Our vehicles are fitted out with state of the art dental equipment and include entertainment systems with classic movies and music, providing a stress-free and relaxing atmosphere for our patients. Our team has over 50 years combined experience in general dentistry, including preventative treatment, and have a passion to make visiting the dentist a fun and enjoyable experience. During each appointment, a dentist and dental nurse will be present. All team members are fully qualified, police checked and are working with children certified.

We cover everything from A-Z including paperwork and contacting parents/guardians before and after treatment. There is no administration for your facility, making it a seamless program for your school. Teeth on Wheels abides by the Australian Dental Association of infection control with a state of the art sterilisation process assuring a quality and infection free environment.



SCHOOL WIDE INTERCOM & EMERGENCY PAGING SYSTEMS

We'll design you an intercom and emergency announcement system for free - with no obligation.



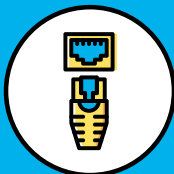
Frustrated by your old PA System?

NEW!

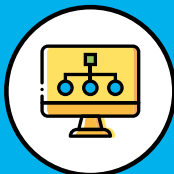
WORRY NO MORE!
We have the solution!



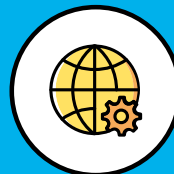
QUICK INSTALLATION



With 2N IP Audio, everything is connected by simply plugging in to an existing LAN port.



Remote support can be monitored and adjusted from the office or via remote over the internet.



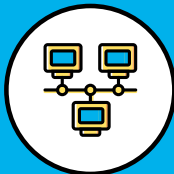
New Zealand supported product.



EASY OPERATION



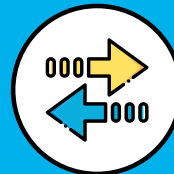
A 2N IP microphone and a VoIP phone can be located anywhere in the school



Remote control is easy from any computer on the network or remote.



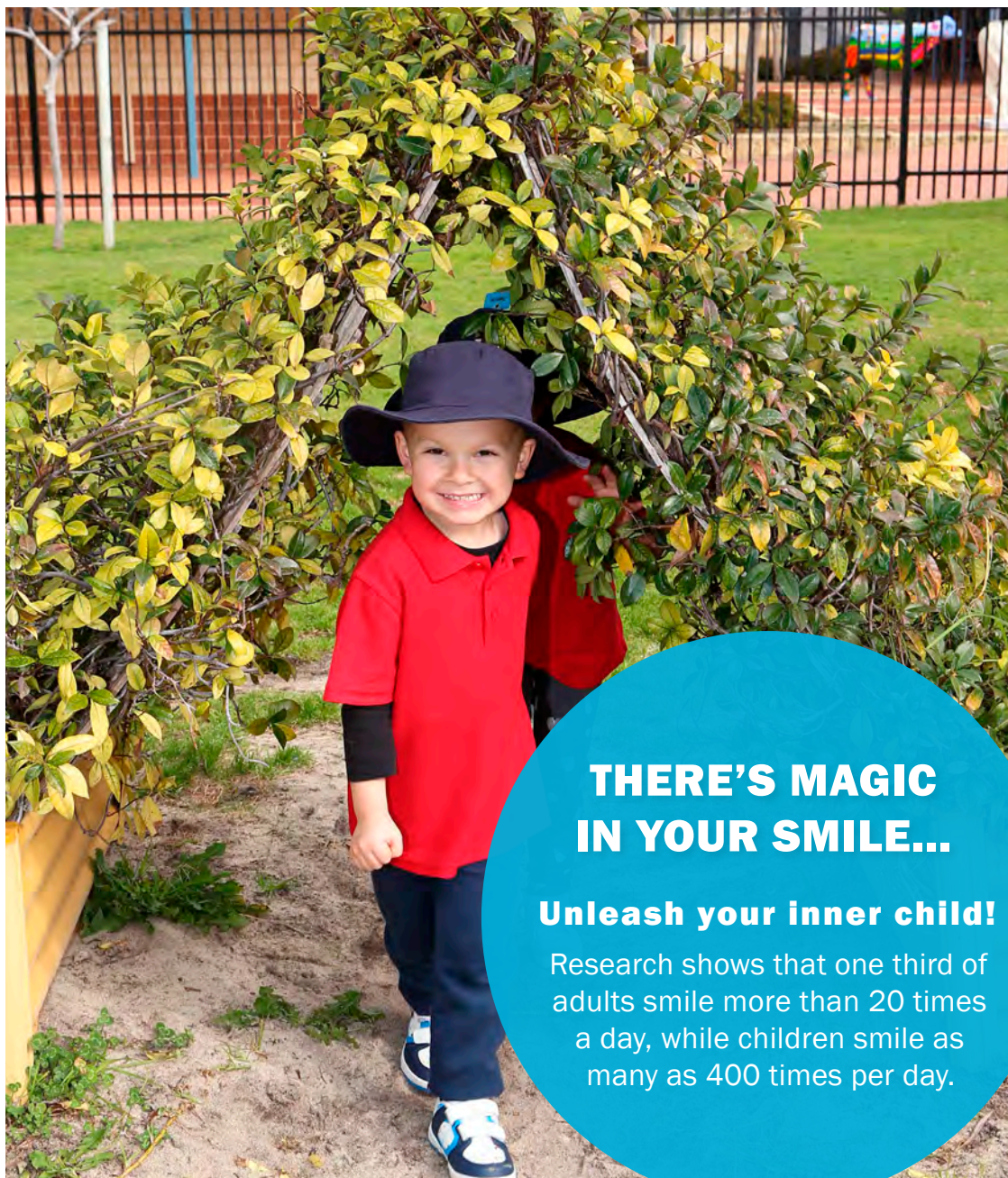
Easily schedule the school bell, adjust the volume & monitor speaker operation at the push of a button.



Page classrooms individually or in groups. One-way and two-way systems available.

CALL US TODAY FOR A FREE CONSULTATION! 02 8039 6185

Distributed in Australia by **Edwards Sound Systems Ltd.**, Unit 17, 110 Bourke Road, Alexandria, NSW 2015
02 8039 6185 | jamie@edwardssound.com.au | www.edwardssound.com.au



THERE'S MAGIC IN YOUR SMILE...

Unleash your inner child!

Research shows that one third of adults smile more than 20 times a day, while children smile as many as 400 times per day.

MSP Photography is proud to support the Australian Catholic Primary Principals' Association



As Australia's leading school photography company, we've been providing Australian families with high-quality school photographs and friendly, local service for more than 25 years.

STATE REPORTS TO ANNUAL CONFERENCE

Australian Capital Territory

Matt Egan-Richards



The introduction of our new Director of Catholic Education took place in January, when over 200 staff from our Archdiocese gathered in Canberra for a conference titled

Yearn to Learn. He shared with us his passion for seeing every child benefitting from quality teaching and learning. Shortly thereafter the process of discernment began for a new strategic plan for our system. The Nous Group was employed to undertake this task, and are in the final stages of consulting widely with staff, principals and parents.

It was evident earlier in the year that many Members of Parliament and Senators heard the heartfelt concerns arising from the impact of the Turnbull Government's changes to funding for Catholic schools. Principals, staff, parents and carers clearly expressed the high value they place on choice in school education and their need to see fair funding that supports choice as a real option for families.

The many voices speaking up for Catholic schools forced the Turnbull government to amend its funding policy.

The last minute changes did not solve the long-term problems in the funding model for Catholic schools. Catholic schools will benefit from one year of additional funding for systemic schools while a review takes place. In the ACT additional funding has been won that guarantees funding levels for the next four years, while a review of the Socio Economic Status (SES) measure will be conducted in the next twelve months.

Many of our schools have benefitted this year from the support of specialist consultants providing on-site advice and direction. Associate Professor Kaye Lowe has worked with many of our schools in implementing Literacy blocks to engage children as readers and writers. Leonie Anstey, a former Victorian principal, provided valuable support in the area of numeracy. She was able to spend time in most of our schools, meeting with school leaders and teachers.

New South Wales

Fran Bonanno



Catholic Schools NSW, the state's new representative body for Catholic education replacing CEC NSW, has appointed Dallas McNerney who previously held a senior position in

the National Australia Bank as its inaugural Chief Executive Officer.

Directors joining Chair, Mr Stephen Sedgwick; Broken Bay Bishop Peter Comensoli; and ACU Vice Chancellor, Professor Anne Cummins, on the new board are:

- Corporate lawyer Helen Conway
- Public sector executive Vince Graham
- Former federal minister Michael Lee
- Senior educator Moira Najdecki
- Chartered accountant David Robinson
- Employment lawyer Justine Turnbull

CSNSW will become the peak body for NSW Catholic school education. It is registered under the Commonwealth Corporations Act as a company limited by guarantee. The owners of the company (the Members) are the 11 diocesan bishops. Unlike CECNSW, CSNSW has an expert rather than a representative board.

All of the services currently delivered to dioceses and schools by CECNSW will continue until 31 December 2017. CSNSW's board will review current CECNSW service provision in light of the CSNSW constitution. CSNSW has begun the steps to move the Approved Authority status, necessary to receive Commonwealth Recurrent Grants and NSW Grants, from CECNSW. It is intended by the bishops that the functions of the Catholic Block Grant Authority will be performed by CSNSW following a transfer process.

New Minister for Education, Rob Stokes, has been very eager to continue engaging with ACSP on a regular basis and met with us at our meeting on 14th June.

NSW Education and Standards Authority (NESA) has now replaced our previous Board of Studies. Our Association has been invited to have representation on 3 of their new committees, Curriculum, Assessment and Registration. We have also been contacted for representation on the Communications Committee.

Northern Territory

Jacqui Langdon



Middle Leadership development continues to be a priority area for Catholic Education NT with funding provided to support emerging and aspiring school leaders to

undertake 4 days of leadership training. The Queensland Education Leadership Institute (QELi) facilitated the workshops for selected school leaders which involved the implementation of Action Research Projects.

Systemic initiatives in 2017 included a focus on student and staff wellbeing, instructional coaching and faith formation. A comprehensive, streamlined Faith Formation program for all staff was launched and published, providing a broad range of professional learning opportunities for Catholic school employees throughout the year. A revised induction program for new principals was implemented which included professional learning on Key Areas from the School Improvement Framework.

Religious Education Leaders in Catholic Schools attended the national *Making Jesus Real* conference in May at St Kevin's Catholic Primary School, Queensland. The gathering was highly engaging and very practical in assisting school leaders with implementing the MJR approach in their context.

Professional learning for school leaders included workshops with Dr John Munro, Professor of Educational Psychology and Exceptional Learning from the Australian Catholic University. The focus was on Developing Effective Literacy Practices across the curriculum. Principals and Curriculum Coordinators from each school attended *Principals as Numeracy Leaders* workshops facilitated by Paul Swan and Dave Dunstan, building their capacity as leaders of numeracy. The focus was on developing the Pedagogical content knowledge of teachers in order to make the most effective change.

Queensland

John O'Connor



QCPPA were well represented at the Catholic Education parliamentary reception held during the year. At this reception QCPPA president Paul Leeson and John O'Connor were

introduced to the Minister for Education's chief advisor Don Wilson. From this introduction, a meeting has been arranged with the Minister for Education Kate Jones. While there are no significant issues currently to be discussed it is hoped that this is the beginning of a good relationship between the Ministers Office and QCPPA. This is the first time there will be an official meeting between the two groups.

QCPPA teleconferences were dominated by the funding debate. While there appeared to be concerns about the lack of consultation and lack of transparency in the new model, there was a great deal of confusion about the lack of specific details. A number of country dioceses mentioned that they were told they may be better off under the new arrangements while some of the larger diocese maybe slightly disadvantaged. There seemed to be a united feeling that what was required was a more simplistic and transparent model based on needs and certainty.

Brisbane Archdiocese recently introduced a Governance course for Catholic schools and mandated all principals to attend over the next eighteen months. The course is being run by Stephan Brown. The course covers six modules - Governance; Ethics; Thinking Strategically; Responsible Stewardship; Building a Culture of Safety and Well Being and Building a Culture for Performance. While there were some comments about the amount of time out of school, the principals who have so far begun or completed the course (nearly 75 principals) have spoken positively about its presentation and content. It is felt that governance structures of Catholic Schools is an area that the Royal Commission may focus on in its final report and Brisbane Catholic Education appear to be being proactive in this area.

A number of country diocese principals have been involved in the Catholic Identity Project with principals traveling to Leuven for this project. Principals have found this course challenging but rewarding.

South Australia

Liz Keogh



As always funding for South Australian Catholic Schools is part of our Director's Days and SACPPA agendas. Many of the primary principals have commenced seeking meetings

with local members as we approach a state election in March 2018. SA Premier Jay Weatherill (Lab) and Shadow Education Minister John Gardner (Lib) were guests at our August Director's Day. Both guests outlined their parties' policies in relation to Catholic Education and a series of questions were posed to both. In June, a forum was held with Opposition Leader Bill Shorten and Senator Penny Wong. The focus of this forum was Federal funding.

The SACPPA conference in August held in the Barossa Valley, was facilitated by George Otero, with a focus on relational learning and the key role community plays in education of children. Dorothy Burt, Head of the Manaiaakalani Education Programme New Zealand presented about the collaboration of their cluster of schools and the engagement of the community.

Allan Parker, an expert in negotiation, change management and conflict resolution captivated the leaders with his session on dealing with aggressive people. He presented practical tools for the leaders to employ within their schools.

The conference was highly valued by all participants. Ongoing connections with all presenters will be sought.

After being unable to come to an agreement, despite 18 months of negotiation, the Enterprise Agreement was put to staff unchanged from the 2013 agreement. 97.3% voted to accept the agreement, which includes back pay arrangements of 2 years.

Many of our schools are commencing arrangements to move Year 7's to the secondary environment either in 2018 or 2019. This move will see reduced enrolment numbers in primary schools and an increase in secondary colleges. The industrial implications in regard to staffing are yet to be completed. Some Catholic schools have seen a drift of enrolments to DECD schools as they are yet to commit to a Year 7 enrolment in a secondary setting in many of their schools.

Tasmania

Elizabeth McDougall



The CPAT Executive met at the beginning of this year for our annual planning day. The issues identified as our 'main game' for 2017 were to be principal well-being, pathways

to principalship, principals' professional learning and strengthening our association. Over the course of the year we have endeavoured to explore and satisfy these goals.

Principal Well-Being

- CPAT's biennial retreat realised 90% principal attendance.
- More frequent occasions to meet regionally;
- In the South, once a term the principals attend Sunday Mass in one of our parishes and then share a meal together.
- Ensure principals in more isolated areas and those new to the role have regular contact with colleagues.
- Fellowship is a critical part of our state-wide Association meetings each term.

Pathways to Principalship

Co-Principalship is operating in two of our schools this year. Some of the questions explored have been:

- How has this worked?
- How has the role been shared?
- Has it been effective?

Professional Learning

- The conferring of two scholarships to enable emerging leaders to access learning that might otherwise not be possible and afterwards share this within and across school communities.
- Providing opportunities for Principals to share their Renewal Leave experiences with their colleagues.

Strengthening our Association

- Increased time allocation and improved salary conditions for our Executive Officer. This has enabled her to further scope the role and provide the necessary support to the Executive and Association members.
- Working with the Director to devise an appropriate mechanism for principal reclassification.
- Ensure the CPAT website is a central facility of relevant information for all Principals.
- Strengthened our Association's sponsorship base.

Victoria

Tony Falls



From 2018, principals will have access to their own Employee Assistance Program and be eligible for employer-funded confidential health checks. In recognition of the

demands of a principal's role, there will also be a jointly commissioned review of principal workloads. In 2018 there will be the provision of 20 hours of professional practice time for teachers. Catholic Education Melbourne are currently forming a committee to look at Principal well-being moving forward and we hope a representative from the IEU will be attending.

In response to the 2013 Parliamentary Inquiry, Betrayal of Trust report, the Victorian government has progressively introduced policy and legislative reforms, to ensure organisations providing services for children and young people prioritise their safety and wellbeing.

The legislative measures have major implications for all organisations working with children including schools and have impacted on resources at the school and system level.

The Minister for Education issued a Ministerial Order, which came into effect for schools from 1 August 2016 as a registration requirement.

For schools, these child safe standards represent holistic education and organisational preventative measures that ensure child safe practices are embedded in our everyday practice through cultural change and strategies.

On 15 November 2016, further legislation was passed in Victoria providing the Commission for Children and Young People, powers to oversee and enforce compliance with the child safe standards by relevant organisations.

More recently, the Children Legislation Amendment (Reportable Conduct) Act 2017 (Vic.) has been passed by the Victorian parliament, preparing the way for the introduction of a Victorian Reportable Conduct Scheme which applies to all Catholic Primary schools.

Western Australia

Pina Hutcheson



'A mind stretched by a new idea can never go back to its original dimensions' Oliver Wendell Holmes. These words in so many ways set the scene for a very productive,

engaging and successful year for the CPPA WA Executive and its members.

The Principal Wellness resources project is a joint collaboration between CEWA, Professor Donna Cross from the Telethon WA Institute and CPPA. The project, believed to be the first of its kind across the world, has principal's wearing an Apple watch that monitors their biometric data and prompts participants to answer "in the moment" questions during the 6 month trial. The initial resource will:

- Identify the characteristics and wellbeing mindsets of Catholic Primary Principals in W.A, and

Phone: (02) 7804 2822
Email: info@teethonwheels.com.au
www.teethonwheels.com.au
Facebook: [TeethOnWheelsAustralia](https://www.facebook.com/TeethOnWheelsAustralia) Instagram: [teethonwheels](https://www.instagram.com/teethonwheels)

A positive dental experience

We understand that visiting the dentist can be a daunting experience – but it doesn't have to be!

Our aim at Teeth on Wheels is to change the experience of visiting the dentist – we want to reduce fear and anxiety, minimise pain and encourage life-long oral health care for all of our patients.

FREE dental treatment

Teeth on Wheels provides an, onsite dental service to Schools and childcares within the greater Melbourne and NSW area.

With the assistance of the federal government, Medicare has a child dental benefits schedule that provides financial support for dental treatment to eligible children between the ages of 2-17.

Oral health education program

The oral health education program is to ensure not only the patients we see but all children in the facility are gaining the education regarding oral health care and preventative tools.

We promote this education throughout the whole process including:

- A school assembly, which our mascot Smiley is a part of to ensure all children are starting their dental visit with a positive influence
- Children visiting the oral health specialist team also receive a sustainable bamboo tooth brush & a teeth on wheels brushing chart, for motivation at home.

Hi I'm Smiley Sam

"The Teeth on Wheels Program exceeded my expectations, as far as being part of the school and our community, Pretty much from the get go. Happy kids, happy faces going into the dental process always works for us."

- Allow for an understanding of how these factors relate to Principal's health, school size and school socio-economic status.

Another collaborative design is the Future Leaders Project, which seeks to develop a set of processes through which potential future leaders can be identified and developed. The need for this approach was due to:

1. Many talented individuals not seeing themselves as potential future leaders
2. A rapidly changing world that demands leaders with an ability to handle complexity and proactively lead change
3. Less people are interested in leadership roles especially in regional areas.

Leading Lights, a digital transformation project for staff, students and parents in WA Catholic Schools continues to streamline a single digital platform that encompasses communication, collaboration, finance, marketing, data storage, advanced analytics, reporting and more. A tremendous amount of work has been done and many facets of the transformation are already in place with much of the financial and reporting aspects to be rolled out across the system over the coming months. Again, Principals and their schools have been working alongside the Leading Lights team trialling many of the components before they are rolled out across the schools.

The most significant highlight of our year has been our Principals' Conference. This year for the first time since becoming the Archbishop of Perth, the Most Reverend Timothy Costello OSB celebrated our Conference Mass and shared with us during his session of our need to understand the world we live in, understand the signs of the times, our changing context and the need to nurture and grow our Catholic World view.

Archbishop Costello invited and challenged us to commit ourselves to the task of ensuring that the culture of our school community is in harmony with the culture of the Gospel. Being able to tick off items on a checklist does not mean that the school is necessarily a thriving and faithful Catholic faith community.

The conference continued with 'the other' Costello, Tim Costello from World Vision, Yong Zhao and Simon Breakspear. All speakers focused their presentation on the Conference theme *Getting Better @ Being Better*.

Sponsorship and Marketing

Frank Hennessy



I wish to acknowledge Woods Furniture, MSP Photography and Camp Australia for their ongoing support of ACPPA in the capacity as Corporate Partners. They

have been involved with ACPPA for many years. Without their support we, as an Association, would not be able to offer all the services provided to our principals.

I thank our Major Partners Nolan UDA Autex and Teeth on Wheels for their support. We also welcome Teachers Health who have recently joined ACPPA. Thanks also go to our Education Travel Partner, World Strides and our Business Partners, Tatu and Schoolzine.

The partners along with the advertisers, support ACPPA financially so we ask our principals to support them whenever they get the opportunity.

After many years of voluntarily looking after the sponsorship and marketing for ACPPA I am retiring at the end of 2017. I would like to personally thank all the sponsors and advertisers that I have worked with since the early nineties for their support and friendship. I would like to especially thank them for the support they have given to ACPPA over those years.

2018 APPA National Conference
Tuesday 18 - Friday 21 September
Crown Conference Complex Perth

APPA NATIONAL CONFERENCE
18-21 September 2018
CROWN PERTH CONVENTION CENTRE

This is the premier event for primary school leaders who want to hear national and international presenters representing the global education profession.

Visionary leaders are the builders of a new dawn, working with imagination, insight and boldness. Their eyes are on the horizon. They present challenges that call people together around a shared sense of purpose. They are innovators and change agents, seeing the big picture and thinking strategically.
Ewan McIntosh - Think Differently.
Lee Watanabe-Crockett - The Digital Diet
Donna Cross - Enhance Children's Health
Matt Church - Prepare for Tomorrow.

SUPER EARLY BIRD REGISTRATION
NOW OPEN - \$650 + GST

Offer closes 31 December 2017.

www.wappa.asn.au/conference2018



Retiring President, Mark Mowbray, introduces the 2018 Executive at the Catholic Principals' Social Event held during the APPA Conference in Brisbane. Vice-President Strategy, Anthony Hockey; Mark Mowbray; President Elect, Brad Gaynor; Vice-President Finance, Ros Oates; and Operations Manager, Karyn Prior.



Delegates to the 2017 APPA Conference enjoy the Catholic Principals' Social hosted by the Queensland Catholic Primary Principals' Association at Fridays Restaurant overlooking the beautiful Brisbane River and Story Bridge.

Photos courtesy MSP Photography.

Does your school have a S.M.I.L.E?

(Smart, modern, Intelligent, Learning Environment)

As part of our ongoing support of ACPPA and its members, Nolan Carpets are providing a free, no obligation assessment of your schools' floorcoverings and classroom acoustics. This visit will be complimented with a report and recommendations if applicable.

Please visit NolanCarpets.com.au or email info@nolancarpets.com.au for further information or to arrange a time to speak with our friendly team.





woods furniture

At Woods, we believe that education is of the utmost importance – not just for the children of today but for our world tomorrow.

This belief has driven our team, for over half a century, to study how children learn – from a behavioral, ergonomic and a cognitive perspective - and to develop furniture that is flexible, adaptable and stimulating.

A philosophy that inspired our innovative Hokki Stool. An intelligent ergo-dynamic stool designed to improve motor and muscular-skeletal development of growing children.

To find out more about our innovative range of educational furniture visit woods furniture.com.au or call 1800 004 555.

We're for flexible learning





TO SYDNEY FROM THE BUSH



On the 7th of August our Year 6/7 class had the rare opportunity to go on a school camp to Sydney for four days. The main focus of the camp was being in Sydney on the Feast Day of St Mary of the Cross MacKillop, which was on the 8th August, as many of you may know. We went on a plane from Mildura, which was actually a highlight for me as I had only been on a few flights before and some of us had never been on a plane or up close before.

On the second day of the Sydney camp, thanks to the NSW Catholic Education office, we had the chance to go by bus to Mary MacKillop Place, North Sydney and

meet some of the Josephite nuns who work and live there. We also attended the Saint Mary's feast day Mass and visited the Saint Mary MacKillop museum. As many of the nuns were past principals I expected them to have a lower tolerance level towards children but when they met us, I was astonished at how generous these people were. We were greeted with hearty welcomes and even though we were from over 1,150 kilometres away, it felt like home. I learnt a lot more about the remarkable story of Mary MacKillop, Australia's first Saint, and the co-founder of the order, Julian Tenison-Woods. Many of my classmates appreciated the opportunity to pray for their loved ones at Mary's tomb located in the chapel.

I'd like to quickly address the fact that I am actually not a Catholic, even though I go to a wonderful Catholic school. Going to places like the St Mary's Cathedral and Mary MacKillop Place gave me such a better understanding of how deep the Catholic culture and religion goes and the lengths they will go to respect God and Jesus. To put the size of the cathedral into scale, imagine a warehouse. They're really big aren't they? But the big difference between this giant cathedral and a warehouse is how ornate, beautiful and perfectly designed it is. As I walked in

using the mammoth archway, I noticed about 25 different little sculptures stuck to the door which I can only assume must be hand crafted. Each of these were completely unique yet equally beautiful.

As well as visiting Catholic sites, we also went to Madame Tussauds, an awesome wax museum. It was actually really freaky, they're so real! It's like they're going to jump out and say hello. In the same complex were the Sydney Wildlife Zoo and the Sydney Sealife Aquarium. The wildlife zoo was the best in my opinion, allowing us to get up close and personal with all kinds of animals. Snakes, lizards, kangaroos, cassowaries, Tasmanian devils and crocodiles were all on show. There were also many other highlights for me, going up the Sydney Eye Tower, the tallest tower in Australia, touring the Opera House and even walking across the iconic Sydney Harbour Bridge.

This camp will be one I remember all my life, it was almost sad to leave.

Written by Jamie Heuzenroeder

Jamie Heuzenroeder is a Year 7 student at Our Lady of the River Catholic School Berri SA. He is pictured sitting front far left with the OLOR group outside St Mary's Cathedral in Sydney.



The 2018 Catholic Secondary Principals' Conference in Cairns is happy to welcome Principals from Catholic Primary Schools around Australia and New Zealand. We believe that the speakers and the content of this Conference will be extremely relevant to all leaders in Catholic Education.

The Conference will be held at the Cairns Convention Centre from Sunday July 15 to Tuesday July 17. Who would not want to be in Cairns in July! The Conference is entitled, Tropical and Topical – Leading in Diverse Times. Speakers will be invited to challenge Catholic school leaders and encourage them to think even more creatively about the future of their schools and education.

The Conference will be opened by Kristina Keneally former NSW Premier. Her Keynote address is bound to touch into the challenges and opportunities open to Catholic education in the current social and political climate. Other Keynote speakers will be Fr Frank Brennan sj, Professor Russell Bishop from the University of Waikato and futurist Nick Wyman. We will also hear from Jamilla Gordon a former refugee from Somalia who is now Director and CEO of GetSwift Ltd who will have a unique perspective on the education of women. Young Australian of the Year, Tania Major will have insights on the opportunities Catholic Education might provide for Aboriginal and Torres Strait Islander people. We are also delighted to be able to have Ms Marita Cheng as one of our Keynote speakers. Marita is also a former Young Australian of the Year and is a technology entrepreneur and women in technology advocate. Marita Cheng is the founder and CEO of aubot (formerly 2Mar Robotics), which makes a telepresence

robot, Teleport, for kids with cancer in hospital to attend school, people with a disability to attend work and to monitor and socialise with elderly people. As well as telepresence robots, Aubot does research and development in robotic arms, virtual reality and autonomous mapping and navigation.

We believe that this is an outstanding range of speakers who will challenge educators who are serious about taking Catholic Education to the next level. Cairns is a wonderful destination and will provide a fantastic setting for an excellent conference. Along with excellent Keynote speakers, we anticipate having an exciting range of Workshop presenters to help carry on the great conversations that create a great conference.

Registrations will open late 2017 and will be able to be accessed on the CaSPA website – www.caspa.edu.au

WHAT'S OUR 'WHY'

I have had the great privilege of attending conferences recently which both confirmed my understandings and challenged my thinking, as all good conferences should. The first was the South Australian Catholic Primary Principals' Association (SACPPA) conference which took place in the beautiful Barossa Valley with the theme *Learning to Lead – Learning for All* with keynotes by George Otero and Dorothy Burt.

The second conference was the 2017 APPA National Conference in Brisbane entitled, *Agility, Creativity, Legacy*. Some highlight speakers included Dr Anthony Muhammed, Jason Fox, Holly Ransom and Stephen Murgatroyd.

Both of these conferences' themes were centred on communication and community within the leadership of our schools and the ways we need to think differently about what it is we communicate and how we do it. While much of what I heard made sense and often just needs to prod us a little to remind us to take action or rethink an idea, there were some interesting thoughts of which we all need to be aware in today's world. I have picked a few key themes from the conferences which I believe are valuable and can assist schools and associations like ACPPA to develop further and be creative thinkers of the future.

Culture: As we all know the culture of a place instantly defines it to all who walk through the door. In the busyness of life and work we often get hung up on the technical and structural aspects of our organisation to show that we are succeeding and meeting all the requirements demanded of us. Dr Anthony Muhammed called this the 'skill' component and spoke of spending some quality time focussing on the 'will' component. This is the desire we have to ensure that cultural change and practices are embedded in a healthy balance of what we do for our teachers, students and parents. Health is more important than intellect. You cannot have the latter without the former. We must make sure the decision making in our school or organisation is centred more on the healthy cultural side. Just like soil, without culture nothing happens and nothing grows!

Relevance: In the light of the recent funding debate and perceptions of our communities, have we thought about our market need in the light of our culture. Jason Fox asked the question: How do we make sure we are not irrelevant? Do we have new thinking to match new ways of operating? These questions give rise to real discussions among schools and organisations like ACPPA, to engage our

communities in conversation to explore what they think we are about and to be catalysts for significant change. We must be relevant and communicate with and to our communities for sustainable growth and we MUST do this together.

Inspire: Holly Ransom, in her keynote, stated that 50% of the world's population is under 27 years of age. If we think about this, the implications for our staff and the families in our schools and organisations are profound. The future leaders and drivers of our work will be key to the growth and development of our communities. If our culture is to be relevant in today's world, then how do we inspire people to achieve this in innovative ways?

It is vital, said Stephen Murgatroyd, that our students have character, confidence, resilience and emotional intelligence. If they do the rest then follows! And so will adults who yearn for strong connections and meaning to all that life has to offer.

So, what is your "why?"

Written by Paul Colyer

Mr Paul Colyer is the Executive Office of ACPPA. He can be contacted at paul.colyer@acppa.catholic.edu.au

MARY MACKILLOP INTERNATIONAL



Mary MacKillop International (MMI) has been working alongside the local people in Timor-Leste for over 20 years.

Working with communities at the grass-roots, MMI fosters a range of opportunities for the empowerment of the people of Timor-Leste. As a new country of just 16 years, Timor-Leste has struggled much since independence in 1999, especially in education. Timor-Leste has a literacy rate of just 58%.

MMI has trained hundreds of volunteer teachers, provided thousands of books for children, and has provided support in health literacy, music therapy, advocacy, compassionate care and other educational and cultural initiatives.

MMI's mission today is carried out by a variety of people who recognise the particular gift which Mary MacKillop

brought to the world. She upheld the dignity of all people. She relied on the Providence of God. She devoted herself to the education of the poor.

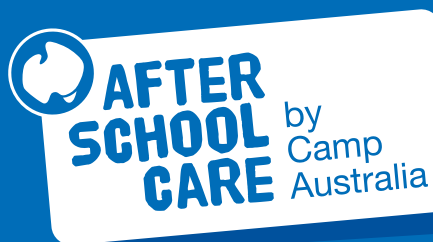
Last year, with the support of generous Australians, MMI purchased a bus which has been converted into a Mobile Learning Centre. This wonderful initiative brings the library experience to children in rural and underserved districts of Dili, Timor-Leste. The bus has been fitted out with books, music equipment and other educational resources which is made available to children and parents during visits to their community.

The children love to see the bus driving into the grounds of their school or orphanage. It generates enormous excitement allowing children to develop a passion for learning. One child was given a book for the first time and when uncovering the joy found inside the book with story and pictures, started to cry.

MMI's staff provide ongoing mentoring and support to ensure the books and equipment are reaching as many children as possible. The learning centre gives the poorest and most neglected children the opportunity to access books and educational facilities. Teachers and parents are also invited to attend. Activities are designed to make key learning areas such as numeracy and literacy more accessible to students.

The Mobile Learning Centre visits nearly 4000 students in pre-primary and primary school and allows 300 teachers to borrow books and other learning materials. The centre allows 50 children with disability the opportunity to engage in inclusive learning and provides a creative outlet for children affected by trauma and poverty to express themselves and explore their feelings, through activities such as music and drama.

Website: www.sosj.org.au/mmi



we make
kids smile

We make Out of School Hours Care an
extension of your school and community.

We believe in **genuine partnerships** and adopt
your curriculum, values and strategic plan.

It just makes sense - our kids are your kids.



Contact us to find out more about how we make kids smile

Phone: 1300 792 668

www.campaustralia.com.au/myschool

THE SINGAPORE STORY



I bring you greeting from Singapore and I have the privilege of speaking with you about the Singapore story. For some time now, Singapore has been in the limelight because of its results in international league tables, however, I think that is not the main point. For us, in Singapore, we are much more concern about the education of our children. So when many people come to Singapore nowadays to visit hoping to see some spectacular magic, there isn't any. Education is not about a race on league tables.

Education is about hope, the future for our children and bringing up our next generation, so that they are people with morality, with honour and with life skills for their future and the empathy to take care of one another. The Singapore story is not about the glory of international test results. It really is about the hard work, tenacity, and sacrifice of a few generations of educators to achieve success for all.

Singapore is a very new country. We only have 50 years of independence. So all the time, we are encountering new horizons. And in going through these changes, there were always paradoxes. Some of these paradoxes may sound something like "Singapore is a place where we have drill and practice" or "Singapore is a place where there are the best problem-solvers on earth?" If you'll read the OECD report, Singapore is supposed to be number one in problem solving, but Singapore seem to have a reputation for drill and practice as well.

Is Singapore a centralised system or decentralised system? Singapore is highly centralised because actually 95% of our schools belong to only one system which is the government system. But we are very high on professional agency. Principals

and teachers have a lot that they can do on the ground, to tailor education to suit our students.

The Power of Paradoxes

The power paradoxes lies in the unitedness of our people in the purpose to serve in education that helps us. There is a lot more to education than what is the facade as reported internationally. So we kind of looked good internationally, but the truth of the matter is our education system will never be perfect. We are trying to catch up in various areas still: early childhood, special needs. One thing good about us is we plan long term and we carry it out systematically one step at a time. Singapore is a very small country. It might not have occurred to you how small it is. Now if you are in Australia, and if you drive in a straight line at a modest 100 kilometres an hour where will you be? Nowhere!

In Singapore, if you could actually drive in a straight line 100 kilometres per hour for just an hour, I guarantee you, no matter which part of the island you start, you will drop into the sea. Our whole island is like a diamond shape and the longest access is just 50 kilometres across and the short access is 40 kilometres. So on an island, 50 by 40, we squeeze in 5,000,000 people.

Do you understand the challenges and why education is so important, so that people respect one another? It's not just about mathematics and science. It's about people loving one another, respecting one another. It's not just about tolerance, as in "I hate you but I tolerate you." It's about, "I love you and I respect you." Now, that is different and that is about nation building and that is about people coming together, 5,000,000 people on a rock. And that's why in Singapore we do not understand the concept of domestic flight.

Our system is just under 400 schools, and because of that, we have only one university institute, called the National Institute of Education where all teachers, all principals, are trained and developed. A principal is not merely a job it is a calling. It is about faith, it is about giving and it is about sacrifice. So I say to you Singapore is therefore about hard work, tenacity and sacrifice, that's the real story. It's not about the glory of international test results.

What we are trying to do today is to change. We have to change because today there are a lot of changes taking place in the world. If education does not change, we'll be left behind and we are

not helping kids because they are going to grow up into an era that's so different from where we are now. One of the things that we say to ourselves, education has to change with the time, that is true. But one challenge in Singapore, and actually that is a similar challenge for you in the Catholic network, is that actually you're not weak, you're strong. Things are going not too badly despite certain challenges. Actually things are going pretty well. So don't underestimate. You're actually doing pretty well. At least that's my opinion. Why do we change when we are strong, why do we change when we are successful? Because if we don't change when we are strong and successful and, therefore, able to change in a reflective mindful manner we may be forced to change out of desperation.

Values

But the paradox is this: the more that we change, the more we must emphasise on timely change and timeless constant. "If change is the only constant then the real challenge is to find the constant that we should not change." These are our values that keep us and help us navigate the turbulent waters of change without losing ourselves in those turbulent waters.

In Singapore, therefore, our curriculum is values-centric and this is a national policy and this is what all principals want. That is to say the most important thing is to help our children and concentrate on some timeless values, values of love, values of respect, values of wanting to contribute, values of not always asking for something but rather willing to contribute something. We are actually moving from quantity to quality, by which we mean we are no longer as interested in key performance indicators. I mean they are still important, test scores examination results.

Our fear is that we are too obsessed with some of these things, and our kids and parents, they too are so obsessed with these things. What we are trying to do is to move them away from only looking at these. The focus on quality education by which we mean understanding, thinking, creativity, engagement and leveraging up for every student, our way of equity

I think as people, what is important for us is the soul searching and in the understanding of why are we doing what we are doing. Singapore is not an affluent country. We don't have resources. It's just the small island with a lot of people. We have no oil, no timber, no agriculture, no cows, no lamb, nothing. We have nothing,

except people on a small rock. So we started as a very poor country, social unrest, unemployment, poor education, mostly illiterate people and that's in 1965, and we build an education system. It's never a policy for the next three years. It is a policy for the next 50 years.

So today we are pumping resources right to those children who need it the most. And so if you visit Singapore and visit one of the top schools, you will see some great things. But our mantra is, "Good schools, elite schools, do great things for students, but the average school does spectacular thing for children who may otherwise not have hope in life."

Singapore doesn't try to develop just simply individual schools. Our aim is a good school system for all, not a system with good schools for some. Every school is important to us. Our mantra, "No child held back." We don't have a policy on, "No child left behind," like the United States. We simply leave no children behind. That's what we do. One of the very important reasons why we cannot afford to leave children behind is because our growth rate has dropped to one point something, and there are not that many children left. Everyone is precious.

Teach Less, Teach Better

Our main thing that we are recognising for ourselves is if we want students to be truly engaged, then we must teach less but teach better. Then students will learn more and learn better. So our training for teachers include this particular question for them to soul search and reflect.

We use this metaphor of radar. Our students are actually people with radar. When they switch on their radar they are all searching the horizon for something to focus on. If they sit on the radar and scan the horizon of the classroom and it goes, "Interesting, interesting," then like a missile, a homing missile, they go straight into the teacher, focusing on the teacher and whatever the learning task, or the point that the teacher is trying to deliver.

On the other hand many children in our classrooms, they switch on their radar and scan the horizon and it goes, "Nothing, nothing, nothing, can't find anything!" When that happens, because they are young and energetic, they will create something of their own, much to the displeasure of the teacher. Then the teacher will say, "I have classroom management problems." No, you don't. You have pedagogical problems. You have to hone your craft. More teaching, more of the same teaching, that did not work is not

exactly the way to inspire better learning. The main thing is to switch the question from, "How do I teach?" to "How do I help students to learn?"

So in Singapore one of our key success factors is that the whole society believe in education, and that includes the government, and therefore there is strong government investment. Our tagline has always been this, "Education is investment, not expenditure." Even when times are hard. We have got economic recessions all the time because we are such an open economy, trading with the rest of the world. So when the United States go into recession, Singapore goes into recession. When China goes into recession, Singapore goes in a recession. When Australia goes into recession, Singapore goes in a recession. Everywhere in the world that goes in a recession, Singapore goes in a recession. But throughout our history, we have maintained we shall not cut education funding. It also does not mean that actually Singapore education system is flushed with cash. No, that's not true. If you look at OECD statistics, Singapore in terms of percentage GDP, is merely average. However, our school leaders and teachers have always been trained to be very prudent, very wise, and judicious in spending that dollar, so that we get good value, good return on the dollar investment.

Lead with a teacher's heart-beat

In Singapore education is a respectable profession and we support educators strongly to grow and to care. We take our profession very seriously. We take the training of principles very, very seriously. To become a school principal, you'll come into the National Institute of Education but not because you applied, no, you don't. You're systematically identified. So the best vice-principals are identified and come each year as a cohort. And when they come, it's half a year full-time. You are out of your school. Half of your full-time tuition fees fully paid by the government, you get your last drawn salary paid to you every month while you're on course. You're no longer vice-principal in a school. That becomes a vacancy. Somebody else will take over. After the program for half a year full-time, we'll give you a new school to head. This is our system. And the half a year full-time program comes with two weeks of international visits, fully sponsored by the government.

We work very closely with our parents because they need to be supportive partners. The most important thing is about having a positive narrative. In

Singapore, parents are also getting more and more demanding and that is a global trend. But at least I'm glad to say our politicians have come out to say to parents, "Please work with schools. If you love your child, trust that the teachers and the leaders of schools love your child as well. You're not being helpful if you just go into the school and demand. You're not being helpful if you just want to complain. Work with the teacher." So all school principals in Singapore know that they are not just principal of a school, they are national leaders, custodian of a national system of school, custodian of our future.

So this is the narrative. Who are educators? Educators are people who plant trees, so that some other people can sit underneath those trees and maybe no one will ever know who planted those trees in the first place. That's who you are, that's who I am, and that is the role that we have been given.

So to be a leader in education, we have to have the teacher's heart beat. Your heart must beat like a teacher. Don't just drown yourself in administration. The first day you enter the teaching profession, the first love for teaching will then drive us in the way that we lead our teachers. So the question for me would be therefore, what is the beating heart of a teacher. Teachers need students. What a wonderful thing, students, because they sit down there and listen to you and what you are doing now. A school is great, it's dynamic, it's full of life, it's chaotic, and I love it. It's not like the corridors of power. They are so clinical, where you sit down and have meetings, and talk in that sort of circumspect language. In school, everything is just so direct. And isn't that wonderful?

So ladies and gentlemen, you and I, we are all teachers. Let us not grow weary of doing good, for in due course, we shall reap if we do not lose heart, and there will be with the beating heart of the teacher, a great future for our children.

Presentation by Pak Tee Ng

Professor Pak Tee Ng is Associate Dean, Leadership Learning at the National Institute of Education, Nanyang Technological University Singapore. He teaches in executive programmes for school leadership including Principalship, postgraduate programmes for educational research and trainee teachers. The above is an edited transcript of his presentation to the Conference of the Association of Catholic School Principals NSW in May 2017.



Let us take your students on the trip of a lifetime

Spark curiosity and increase your students' understanding of the curriculum with our range of domestic and international tours.

From Canberra to Cairns, our educational travel programs are tailored to the needs of your school, ensuring each tour aligns with your learning objectives.

We take care of everything from start to finish, providing an all-inclusive, carefree experience.

Contact us now to get started

1800 331 050

info@worldstrides.com.au

worldstrides.com.au

TEACHERS HEALTH, 'WE'RE FOR TEACHERS'



Teachers Health is the only private health insurance fund exclusively for the education community. Created by teachers for teachers over 60 years ago, Teachers Health now covers the lives of over 310,000 teachers, education staff and their families around Australia.

As the largest industry-based health fund, we're committed to supporting and assisting our members in achieving quality health outcomes, after all, the wellbeing of teachers is important to so many. At Teachers Health, our members' experience sits at the heart of our organisation's values and we're committed to providing the best possible services, benefits and experiences for our members.

We're also proud to lead the way in customer satisfaction. The release of Roy Morgan's Private Health Insurance Customer Satisfaction survey results for June 2017 placed Teachers Health at the top out of the 15 largest health insurers in Australia. Our members like and value Teachers Health too. Our industry-leading retention rates correlate with this – over 96% of the members who join the fund, stay with the fund. With all that in mind, we've got you covered. Teachers Health is focused on providing relevant and affordable health cover at every stage of life.

Teachers Health and the education community

Teachers and the education community are at the heart of Teachers Health. As a not-for-profit organisation, Teachers Health is committed to giving back to the education community. We believe that our relationships with the wider education community are fundamental to who we are. We continue to have strong ties with the education community, and work closely with principals and education employers in all states and territories in a range of ways that support and give back to the sector.

Teachers Health engages with school communities and education workplaces

across the country through a dedicated Business Development team. Our team visited over 1,900 schools and education workplaces across the country in the past year, interacting with members and potential members to discuss private health insurance and the benefits of being with the only health fund exclusively for the education community. We also continue to concentrate on three key areas of support: reward and recognition, professional development and health and wellbeing initiatives. Throughout the year, Teachers Health has provided funding to support a range of causes and activities including continued support of the Australian Principal's Health and Wellbeing Report.

Request a visit from our team

To organise a visit from a Teachers Health representative, email schoolvisits@teachershealth.com.au or call Jane Stower on 0407 687 950.

Health insurance with heart

Our aim is to make the process of taking out health insurance easier for you. Our products reflect what you may need during different life stages, and they give you choice while not overloading you with too many confusing options. We break it down by offering premium, mid-level or basic products. It's that easy.

Hospital cover

Our Hospital products provide benefits for a range of services you may receive when admitted as an inpatient in hospital.

Top Hospital is our premium Hospital cover, designed to provide total peace of mind if the unexpected occurs. An extensive range of services are covered including pregnancy and birth-related services, heart procedures and hip and knee joint replacements. Mid Hospital is our intermediate level Hospital cover, perfect for people who want private hospital cover for most services, but are happy to have some restricted services to help keep the costs down.

Basic Hospital is our base level product that suits those who just want to be covered for the basics, and by doing so, pay lower costs. Basic Hospital provides cover for your choice of doctor in a public hospital and cover for five key services in a private hospital.

You can choose to add an excess to Top Hospital and Mid Hospital cover to reduce the cost of your premiums, either \$300

or \$500, which is what you'll pay directly towards your hospital admission. Basic Hospital has a \$300 excess.

Extras cover

Our Extras covers are designed to support your wellbeing by providing benefits towards services that help you to lead a healthy lifestyle. These services, including eyecare, dental, physio, chiro and complementary therapies, are not generally covered by Medicare. Top Extras is our most comprehensive level of Extras cover, providing generous benefits and overall limits for an extensive range of services. Essential Extras provides benefits for a range of core, everyday services.

Combined cover

Our Hospital and Extras products can be taken individually, or combined to provide you with greater cover that suits your needs. Or, if you are taking out health insurance for the first time you might be interested in our StarterPak product that combines Hospital and Extras cover at an affordable price.

Compare, switch and save

Already have private health insurance? We can help compare your current health product with the closest Teachers Health product. We will provide you with a personalised, side-by-side comparison of the cost and benefits from each product. Compare, switch and save at teachershealth.com.au/compare

Want to know more or get a quote?

For a quick 20 second quote, or to find out more about our latest offers, visit teachershealth.com.au. You can also call us on 1300 727 538 for more information.



ACPPA President, Mark Mowbray welcomes Jane Stower, Senior Manager of Teachers Health as a new sponsor, with Executive Officer, Paul Colyer.

Great leaders are at the peak of their profession



Register Your Interest - Australian Principal Certification

Developed by Principals Australia Institute (PAI), Australian Principal Certification recognises the central importance of educational leadership for quality student learning and quality schools. Principal Certification provides professional and public recognition of principals who demonstrate the Australian Principal Standard in action.

Undertaking Certification will allow principals to drive their own professional learning as they lead improvement in their school context that will result in the award of the post nominal Certified Practising Principal.

To find out more, visit our website pai.edu.au or contact us on **08 8394 2100**.

pai.edu.au

**Principals
Australia
Institute**
Learning. Leading.



Justice Heroes

WITH GREAT GIFTS
COMES GREAT RESPONSIBILITY



Inspiring Creativity in Our Youth

Georgia Walsh
St Anthony's PS, Clovelly, NSW



The bell rang through the school walls. It was Wednesday and it was lunch time.

Yes! My favourite time of the week, Glee Club was on. Ms. O'Neill came springing out of the

staffroom to call all of the Glee Club or as she refers to us "Gleesters" to join her. The girls and I dashed upstairs. We all knew what tremendous dance moves she had up her sleeve and couldn't wait to hear what new songs we would be singing this year!

When Ms. O'Neill was a primary student someone changed her life. She thought that she was terrible at Math. Her teacher pulled her aside and told her she can be or do anything she wants to. Ms. O'Neill was destined to be a teacher.

Ms. O'Neill voluntarily supports her local parish by creating liturgical plays with children from the local community. She co-ordinates the children's involvement in special events such as Christmas Eve Mass with singing, dancing and re-enactments. She started the Glee Club at our school when she realised late one year that a student in her class had such a magnificent voice. She supported that student who had never had lessons due to financial strains, to go on to represent our school at a regional catholic talent quest. Ms. O'Neill vowed from that moment she would create a club at school for those who want to express their creative side through singing and dancing.

The Glee Club is a place for all. Everyone is welcome without exclusion. She is undeniably a Justice Hero who uses her

God given talents of dance and singing to provide an avenue for students who can't afford or don't have access to dancing, singing and drama lessons. On Tuesday night's she does hip hop lessons to teach us new dance moves. Her next task is to be able to play guitar to support our performances.

Ms. O'Neill inspires the students of our school. Her mantra of "You can be or do anything with the Power of Yet" fills her classrooms and Glee Club students with a belief that anything can be achieved with a little hard work and perseverance.

Different in your special way

Oscar Wildschut
St Joseph's PS, Merewether, NSW



'Our school strives to give our students the best learning experience possible'. Imagine you are in the presence of the most fearless, exhilarating, compassionate

and awe-inspiring person ever. I'm so honoured to be in the presence of Donna Blatchford. Donna is so affectionate to all of her students. Even though they have disabilities, they have the most superlative principal ever.

Donna is a school principal at Fisher Road Public School in Sydney for kids with disabilities. Donna strives to give all of her students the best learning experience possible. It's a tough job, but Donna does her job without breaking a sweat. When doing this job, Donna has to express many qualities such as persistence. When Donna takes her students to places, some people do not have patience for these members of our society. When Donna took a class to a bowling alley and a student dropped the bowl, another boy called this student

a hurtful name, thinking that he couldn't understand, so Donna had to persist to gain confidence back in this student.

Donna creates the world a fairer place for all students at her school. Donna gives these students a fair and equal learning experience to all students in Australia. Donna knows that people don't accept and appreciate people who are a little different to them but they can be as smart as the person sitting next to them. Donna inspires me to create the world a fairer place and accept the diverse society we live in because it's rewarding. When you be nice and see someone smile it will brighten your day. I would love to be Donna and experience this every day. 'If people accepted how diverse our world is, the Earth would be a better place to live in'.

Donna's work is inspiring and I presume that many people would be amazed by how well she does her job and how organised and persistent she is. Donna is one of the very few in the world who is able to change young people's lives. As Donna says, 'Everyone is different in their own special way.'

Humble yet Heroic Advocate

Lux Henry
St Peter Chanel PS, The Gap, QLD



If you are a child you probably know how it feels to be thought less of or underestimated because people do underestimate you. If you are an adult you may remember what it feels like but you

don't understand, not like Anna Hogan does.

In 2010, mother of three, Anna started her volunteer work at the Pyjama Foundation. Once a week she would read to foster children and help them with

their homework. She also volunteered for a Neighbourhood Centre to help people in financial trouble by accessing food, monetary assistance and counselling.

Anna always wanted to become a Child Safety Officer. "Children are vulnerable and they need someone to stand up for them and keep them safe," she explained. In 2012 Anna started her career as a Child Safety Officer. While performing her duties as a Child Safety Officer Anna was being a justice hero every day just by going to work. She would help families and kids going through tough times and make sure children were safe.

After her work as a Child Safety Officer, Anna decided to change occupations and become a teacher. She is now working at Hemmant Flexible Learning Centre with marginalised and disenfranchised children. "I can see how important education is in providing opportunities for young people's future," she said. Anna is working to create justice in our world; "Everybody deserves a fair chance," Anna said, as she described why she believes in her school. "I'm grateful for all the opportunities I have been given and I feel privileged that I can have a positive impact on some of these young people's lives," Anna said, showing how rewarding her job is.

Anna has chosen to work in service to others and said that she does this because of God and Jesus. "Jesus calls us to help other people," she said. Anna Hogan is a justice hero, she helped kids who were at risk of harm, she currently helps teach children who don't fit into mainstream schools and she gave up her own time to help people who needed her

Rob Daly The Blood Donor

Jessa Daly

Holy Rosary PS, Kensington, VIC



My dad, Rob Daly, saves people's lives by donating blood to people who need it once each month.

One evening on a very bright and shiny day dad said "I am heading to work. I need to go

to donate some blood so I can't be late quickly get dressed and ready to "roll"

So once I get ready and "roll" we leave the house and head to school.

When my dad comes home we see him with a big Bandage on his arm.

My dad said that he gets different places to get his needle. It's either on his arm or on his finger. I asked him

"What does it feel like to get a needle on your finger?"

My dad's answer was

"Well.....It feels like a pin prick in your finger."

"Ooooh OUCH!" I don't like pin pricks. I'm sure you hate them too.

I ask him if it hurts or not, and he says that it sometimes hurts.

My dad donates blood because when people need it he will give the blood.

My dad was one of the patients who needed the blood because when he was a baby my dad had the wrong type of blood in him. So he had to get the right type of blood put into him.

I don't think I will want to give blood when I am older. But who knows, It might happen. Maybe I would help people and be a Justice Hero myself.

My dad is so cool.

My dad makes Melbourne happy. And that makes ME happy!!! My dad is my JUSTICE HERO!!!! That is why I love him.

FUNDRAISE FOR YOUR SCHOOL WITH EDUCATIONAL EXPERIENCE

REGISTER NOW AT edex.com.au/fundraising



1. SHOP
PARENTS AND FAMILIES SHOP FROM 300+ TOYS AND GIFTS



2. FUNDRAISE
NOMINATED CENTRES, SCHOOLS AND GROUPS RECEIVE 20% REBATE VOUCHER



3. WIN
PARENTS AND FAMILIES GO INTO THE DRAW TO WIN A FAMILY HOLIDAY TO HAWAII

hotline@edex.com.au

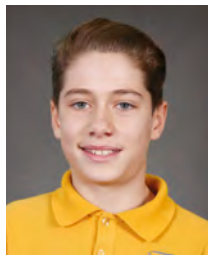
1300 134 211

www.edex.com.au/fundraising

**educational
experience**
your learning resource partner

From Refugee to Priest

Nicholas Luhrs
St John's PS, Clifton Hill, VIC



Interviewee: Fr. Peter Hoang, the Parish Priest for Our Lady of the Southern Cross, (Clifton Hill and Collingwood). This Parish community is managed by the friendly leadership

of The Salesians of Don Bosco.

Fr. Peter's life wasn't always easy. Like thousands of other Vietnamese refugees fleeing communist rule, he came to Australia by boat in 1983. At only 17 years of age, he discovered firsthand the hardships of life at sea. Desperate and afraid, he walked the boat barefoot wearing nothing but a tee-shirt and shorts. Being Vietnamese he spoke no English, this caused him great disadvantage according to Fr. Peter, "that the following year I had to start year 10 again at the age of 18."

After university, Fr. Peter was teaching while studying to become a priest. "As a brother I graduated from my teaching qualification and spent three years studying to get a diploma." He then taught in secondary schools for two years. "This was while I was a brother so teaching was part of my priestly ministry." Fr. Peter then studied theology for four years to become a priest. After becoming a priest, Fr. Peter went back to teaching in three schools from year 7 to year 10 teaching Mathematics, Science and Religious Education.

Fr. Peter works with young people, especially refugees and offers hope through the teachings of Christianity. "I welcome young refugees into the country and teach them how to be good citizens and good Christians. I help them integrate into society." He shows empathy for others and uses his teaching skills to spread the word of God.

The Vietnamese community strive to have a better future. Fr. Peter runs activities so that they feel part of something and to reflect on their past. He is passionate about bringing different cultures together such as the Italian, Samoan, African and Vietnamese communities. "I show them other people and their cultures. They meet more people and work together as a community in harmony and peace, because that's the values of God's kingdom."

Not just a helping hand

Ryan Locke
St Peter Chanel PS, The Gap, QLD



Have you ever thought about the kids who have a traumatic family life and still need to attend school? There are quite a lot of kids like this. Natalie Ebbstien works for a local

Brisbane high school as a teacher's aide for a program called ASDAN and she's making a difference with these children.

ASDAN stands for Award Scheme Development and Accreditation Network. This program looks beyond the formal school curriculum catering for small groups of children from grades seven to twelve who have varying degrees of personal issues. "The children are taught many things, something as simple as having a conversation at the dinner table," says Natalie. They learn maths through working in the garden and are given basic hygiene products and taught how to use them. Their ultimate goal is let the kids still have a chance to succeed, to be able to go forward in life even after the things they've gone through already. By using God's gifts Natalie is teaching the kids in a different way and environment. As an example, one girl started the program completely mute due to a family trauma and Natalie could only communicate with her using very basic hand gestures. What was truly amazing when they were playing a ball game together the girl told Natalie that she actually used to play soccer when she was younger. Thanks to the help the ASDAN program has provided this girl now has a dream, to become a hairdresser. Natalie wants to see more of these children on their way to their dreams by building courage, character and dignity. Natalie loves seeing them take control of their learning and seeing this program make a big difference in their lives. This program connects to God as both God and Jesus were teachers and to be teaching all these children great life lessons is a God given talent.

God has given us all gifts and we can all hope use them to their full potential. With great gifts comes a greater level of responsibility, more than just a helping hand

Howzat

Tom Hallam
St Peter Chanel PS, The Gap, QLD



Imagine if you couldn't play the sport that you love. Never playing while your brother gets to play, you can only watch. Not having the freedom to do what you want. That is what some girls

have to suffer with but in Brisbane North there is a hero that is changing this, using his God given talents Robert Bailey is a justice hero.

Robert Bailey is the head of girl's cricket in Brisbane north. He started the push a couple of years ago and now the goal is to have one in three girls playing in 2022/23 season. He made girls comps and camps and has helped the Queensland girls' team and Australia girls' team.

It is a fair and caring community with Robert regularly visiting and with a no such thing as a "batsman" and fieldsman" changed to batter and fielder. The girls have a massive chance to be elected in squads or be enrolled. The game is fair as there are no competitive leagues except one.

This game also has health benefits as coronary artery disease, Alzheimer's disease, type 2 diabetes and dementia. But apart from these nasty things it builds the social communities and the girls' themselves.

Robert Bailey replied from the question which was a big answer in girls' cricket. "I see this game in 5 years as one of the biggest in the world, as we would have changed the paradigm shift with the community. Furthermore, we will start to see the emergence of the girls through this comp."

Robert was surprised that girls were different in some aspects and close to boys in some areas. Warehouse cricket has made rules to allow female players proudly helped by Robert Bailey. BNJCA has enjoyed having multiple comps for girls but it all goes back to one man and his name is Robert Bailey.

Robert is helping thousands of girls to fulfil their dreams in not just cricket but in their own lives. Helping Girls do what they love and want to do. That's why I believe Robert Bailey is a Justice Hero.

Jeanette's God given talent

Amelia Ryan
St Michael's PS, Kaleen, ACT



All over the world there are people using their god given talents to make the world in 2017 a better place for everyone.

A God given talent is a natural talent that most people

have that they are either are born with or develop it over the years.

I have interviewed Jeanette Ryan, a dietitian, who works at Queanbeyan GP Super Clinic, New South Wales, where she works in patient health care.

Jeanette works as a dietitian all the way out at Queanbeyan Clinic. She is the only dietitian who works at the clinic.

Jeanette works there once a fortnight on a Wednesday and travels for up to an hour each way to get there.

Jeanette believes that people who can afford to see a dietitian shouldn't be the only people to get proper health care from a real dietitian. She bulk bills patients who can't afford to see a dietitian, like pensioners, which means more people are able to get the health care that they need. This means it should improve the health of more people in the Canberra area. Jeanette is one of only two dietitians in the Canberra area who bulk bills patients.

Jeanette believes it is important that she works as a dietician at Queanbeyan Clinic so that more people will have access to health care. People with problems like diabetes will know what to eat to help them stop their health problems getting worse. This will mean that they may not have to go to the doctors as often, which will save them money. Sometimes they may take medication, which can mean they are spending money that they would not need to spend if they see a dietician and get good advice. "Getting good health care should be a right for everyone not just people that can afford it", says Jeanette.

It is important that Jeanette uses her God-given talent to give better health care to others so that they can live a healthy life and not have problems.

The Junior Journalist writing competition is organised annually by Jesuit Media the publishers of *Australian Catholics Magazine*, in conjunction with Australian Catholic University. It is held in two divisions, Junior, Years 5 and 6, and Intermediate, Years 7, 8 and 9.

The 2017 focus was Justice Heroes. Students were invited to look at the many people in their communities who have made the most of the gifts that God has given them, and who are using those gifts to make the world a better place, interview them and then write up their story.

Winners and their stories were published in the Spring Edition of *Australian Catholics*. The above are some of the Highly Commended entries.

A call for entries in the 2018 competition will be made in early Term 2 next year. Keep your eye on *Australian Catholics* for more details.

Catholic Teacher is a weekly e-newsletter, also from Jesuit Media, full of fresh ideas and activities for the classroom. Subscribe at editor@australiancatholics.com.au

 **PROGRAMMED**
Property Services



Education's Complete Maintenance Solution

Programmed understands the importance of school presentation. Our more than 60 years' experience in specialist property maintenance means we know exactly what's needed to give you a cutting-edge learning environment.

We keep it simple by offering a complete package customised to your school. You can even amortise costs to make budgeting a breeze.

It's the easiest way to ensure your facilities look exceptional all year.

- Painting
- Grounds & Landscaping
- Signage
- Building Projects
- Audio Visual
- Electrical
- Data & Communications

1800 620 911
programmed.com.au

zero/harm



Australian Catholic Primary Principals' Association

www.acppa.catholic.edu.au

SUPPORT OUR SPONSORS

ACPPA Corporate Partners

- MSP Photography
- Camp Australia
- Woods Educational Furniture

Major Partners

- Nolan UDA/Autex
- Teeth on Wheels
- Teachers Health

Education Travel Partner

- Worldstrides

Business Partner

- tutu
- Schoolzine

Advertisers

- Educational Experience
- Scholastic Book Club
- Educator Impact
- Edwards Sound, Lighting and Audio
- Australian Catholic Superannuation Retirement Fund
- Principal Australia Institute
- Switch Education Recruitment
- Programmed Property Services



ei educator
impact

Where are
we going?

Why will
we follow?

How will
we get there?

Improve your leadership team's answers to the three big questions of leadership with EI's innovative 360° feedback and professional development program.

Get started today and contact hello@educatorimpact.com

EDITOR

Kevin Clancy

PO Box 76 Glenelg SA 5045
Tel (08) 8295 1175
kclancy@ozemail.com.au

EXECUTIVE OFFICER

Paul Colyer

Phone 0478 973 767
paul.colyer@acppa.catholic.edu.au

DESIGN AND PRINTING

Openbook Howden

2-14 Paul Street, St Marys SA 5042
www.openbookhowden.com.au