



CATHOLIC EDUCATION

Circular

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*Brighton Catholic
Primary School
opens for business*

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COVER: NEW YEAR, NEW SCHOOL

THE 2007 SCHOOL YEAR HAS BROUGHT WITH IT A DEGREE OF EXCITEMENT FOR THE STAFF AND STUDENTS OF BRIGHTON CATHOLIC PRIMARY AS THEY SETTLE IN TO THEIR NEW SCHOOL.

From the Director



Following the intensity of the 2006 school year, we have 'hit the ground running' again for the start of 2007 as the memory of holidays past pale into insignificance.

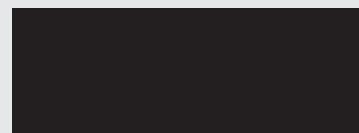
In our schools, the general consensus has been that of a good, albeit busy start to the year, as we all commit to providing excellent educational opportunities for the students in our care.

The new school year also brings with it the ongoing commitment to our Living the Vision call to action with our focus on *walking together in a spirit of reconciliation and forgiveness*.

This focus will be adopted as the theme for all major events organised, hosted and supported by the Office in 2007 and will be explored across a range of sacramental, cultural, interpersonal and intrapersonal contexts, to name a few.

In this way, I also look forward to learning about some of the projects being commissioned in schools that will *seek to create environments that enhance learning, nurture young people and empower them to live the Catholic faith in the spirit of Jesus Christ*.

May I take this opportunity to thank all new and returning staff for your commitment, dedication and the many and varied gifts and talents that you so willingly share with the young people in our schools. I trust this year will be a satisfying one and another reason for us all to celebrate the work of Catholic education in Western Australia.



AWARDS OF EXCELLENCE IN CATHOLIC ABORIGINAL EDUCATION

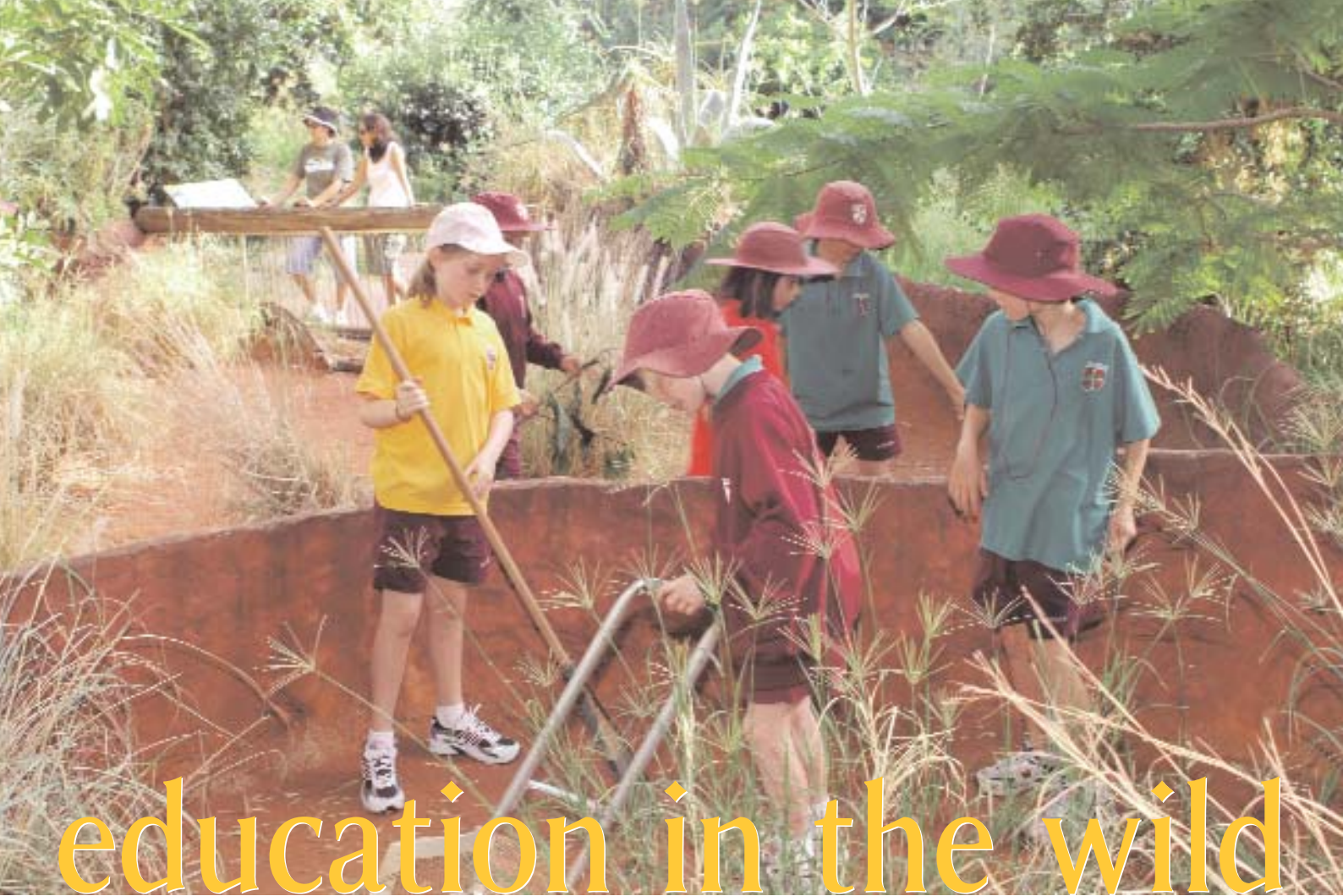
Nominations are being sought for the 2007 Awards of Excellence in Catholic Aboriginal Education that recognise outstanding achievement and commitment in Aboriginal education.

The awards will be presented across the five categories of:

- Outstanding Aboriginal student
- Outstanding school in Aboriginal education
- Outstanding educator in Aboriginal education
- Outstanding Aboriginal community member
- Long serving Aboriginal staff



So if you have someone like this within your community, see your Principal for a nomination form. Nominations for the 2007 awards close on Monday 7 May and any enquiries should be directed to the Coordinator of the Aboriginal Education K-12 Team at the CEO on 6380 5290.



education in the wild

CONSIDER FOR A MOMENT THE OPPORTUNITY TO SPEND THE NIGHT AMONG WILD ANIMALS IN A ONE-ROOM FACILITY SHARED BY 37 OTHER PEOPLE. IMAGINE FOUR HOURS SLEEP INTERSPERSED WITH NUMEROUS REQUESTS FOR ESCORTED TOILET VISITS AND THE TRANQUIL SOUNDS OF HIGH-PRESSURE SPRINKLERS RICOCHETING OFF THE CORRUGATED IRON. WELCOME TO THE WORLD OF THE PRIMARY SCHOOL TEACHER, AND IN PARTICULAR, THAT OF JIL FAIRWEATHER FROM ST PETER'S PRIMARY SCHOOL, BEDFORD.

The aforementioned idyllic scenario is better known as the Zoo Camp that the Year Four students from St Peter's recently participated in as part of their *Endangered Species* studies.

UNIQUE EXPERIENCE

While some of course may question the 'idyllic' nature of the camp, Jil was quick to point out that the unique experience was not only something that she would highly recommend to other schools, but also something that she would do again, without question.

Facilitated over two days and one night, the Zoo Camp introduces students to the many and varied operations of the Perth Zoo.

In addition to an orientation exercise that took them all through the zoo grounds and a visit to the education unit for the handling of reptiles, the students also had the

opportunity to participate in a night safari and act as zoo keepers where they helped to clean the enclosures and feed the animals.

Major recipients of the students' presence were the meerkats who were treated to 'enrichment boxes' – specially designed cardboard boxes full of meerkat goodies that the children made and later distributed to them.

FIRST BUT NOT LAST?

While the zoo camp was a first time experience for St Peter's, we don't expect it will be the last. "It has been a fantastic opportunity for the children to come in and really see how the zoo operates," Jil said. "The hands-on approach kept them all interested and motivated. It's a very unique opportunity that you don't often get, but is one that I would definitely do again," she added.

Echoing this sentiment, Clinton said the zoo was "a great place" and one he'd like to work in once he leaves school. Similarly, Rach said if she had the chance she would return to the zoo "any day", while Marcus thought it was "the best sleep over (he'd) had in years!"

For further information and bookings log on to www.perthzoo.wa.gov.au or telephone 9474 0365. ■





Georgia Bowen, in full suit, performing geological survey testing in the Mars Room at the Victorian Space Science Education Centre.

Northam's MARTIAN connection

A NOVEL CONCEPT OF USING A GRAIN SILO AS THE BASIS FOR A SCIENTIFIC RESEARCH STATION CAUGHT THE ATTENTION OF THE SCIENTIFIC COMMUNITY RECENTLY AS ST JOSEPH'S SCHOOL (NORTHAM) HEAD GIRL OF 2006, GEORGIA BOWEN, PRESENTED THE IDEA TO THE AUSTRALIAN MARS EXPLORATION CONFERENCE (AMEC)¹ HELD AT THE VICTORIAN SPACE SCIENCE EDUCATION CENTRE (VSSEC) IN MELBOURNE.

Having previously presented at the Centre for Planetary and Space Studies, Georgia was encouraged to submit her idea to AMEC as a reviewed scientific paper under the Education and Outreach section. In conjunction with St Joseph's Science Coordinator, Mark Gargano, Georgia delivered the paper to the audience of scientists, engineers and planetary scientists.

MARS EXPLAINED

Georgia's paper outlined the concept of developing a local *Mars Analogue Research Station (MARS)* to both enhance Space Science as a career and to get students motivated and excited about future Martian exploration.

"Having a practical research station for secondary students would develop interest in the experiments being conducted and offer a better understanding of the big scientific picture," she suggested.

Expanding on this, Mark said the main aims of a MARS would be to generate an authentic research culture, promote student based investigations, make connections between schools and scientific groups and promote the study of Space Science.

Having become the first secondary student in Australia to present at the AMEC conference, Georgia said she planned to further develop her research and connection with Mars Society Australia into the future.

SCIENCE TOUR

Later this year, a group of students from St Joseph's will embark on a Science tour of Canberra and Melbourne. While there, they will participate in the new *Mission to Mars* scenario on 4 October, which marks the 50th anniversary of space flight. ■



Georgia Bowen

¹The Australian Mars Exploration Conference is an annual event that highlights research and development projects occurring in Australia and overseas. The conference is organised by Mars Society Australia (MSA), a not for profit research and development organisation that seeks to develop technologies that will enable human exploration of the red planet.

STRATEGY offers a full recovery

STUDENTS REQUIRING A LITTLE EXTRA HELP IN THE AREAS OF READING AND WRITING CAN LOOK FORWARD TO GREATER ACCESS TO EXPERT TUITION FOLLOWING THE GRADUATION AT THE END OF LAST YEAR OF 24 **READING RECOVERY** TEACHERS.

Currently operating in more than 50 Catholic primary schools in WA, *Reading Recovery* is regarded as a highly successful early intervention literacy strategy.

The system's 24 new *Reading Recovery* teachers are graduates of the one-year intensive Edith Cowan University course that involves daily teaching, fortnightly inservice sessions and regular on-site support visits.

COMPETENT CONFIDENT LEARNERS

Commenting on her experiences, Louise Mann from Our Lady of Fatima School in Palmyra, said *Reading Recovery* had given her a wonderful opportunity to make significant changes in children's literacy skills, changes that will ensure the children develop as competent, confident learners.



On track to reading success: students from St Gerard's Primary School in Westminster.

"It is a great privilege to watch a child move from being a dependent learner to an independent learner," she added.

Loretta Hayes from Our Lady of Mercy Primary School in Girrawheen said the opportunity to better understand the layers of complexity involved in learning to read was a rewarding experience.

"To impart and use this knowledge with students having difficulties is even better," she added.

Rebecca Chapman from St Benedict's School in Applecross said seeing

struggling readers blossom under the strategy had been the most fulfilling experience of her teaching career.

Similarly, Janet Keogh from Xavier Catholic Primary School in Brookdale said *Reading Recovery* had given her a new enthusiasm for teaching and learning.

"Being a *Reading Recovery* teacher is so rewarding. To see the amount of progress that children can make in such a short time is overwhelming. It enables children to come alive and see the enjoyment reading can bring them," added Dawesville Catholic Primary's Paula Holt. ■



Some of the 24 graduating Reading Recovery teachers with tutor, Rod McAllister (second from left, back row).

The whole art
of teaching is only
the art of
awakening the
natural curiosity of
young minds for
the purpose of
satisfying it
afterwards.

Anatole France
French novelist 1844-1924



school's in at BRIGHTON cps

BRIGHTON CATHOLIC PRIMARY SCHOOL IS 'OFFICIALLY' OPEN FOR BUSINESS FOLLOWING THE BLESSING AND OPENING OF STAGES ONE, TWO AND 2B AT THE END OF LAST YEAR.

A large group of parents and community members joined the staff and students at the blessing ceremony that was conducted by Monsignor Michael Keating, Chair of the Catholic Education Commission of Western Australia.

CELEBRATING A MILESTONE

Noongar Elder, Marie Taylor, got the celebration underway with a traditional welcome to country, before Dan Wood, Chair of the School Board, welcomed all present to what he said was a milestone in the history of the school community.

"Our history, though short, has been enriching and challenging," he said. "From our humble beginnings in transportable classrooms, we now open these modern facilities – a testament to the perseverance and passion of our Principal, her staff, our students and parent community.

"It is appropriate," he continued, "that we gather here today to celebrate under the symbol of the Cross that is visible from all entry points into Butler. The Cross is symbolic of the ministry of Jesus and the hope of salvation. Today, we look forward to our own mission under the vision of *be faithful*."

In his address prior to unveiling the plaque, Tony Giglia, Assistant Director of Planning,

Resources and Governance at the Catholic Education Office, paid tribute to the "enthusiasm, resilience and dedication" of the staff.

"Being a foundation staff member involves passion, enthusiasm, the ability to convince family and friends to help, resilience, love for the education of students and sheer hard work. This staff has displayed all of that in abundance," he said.

"It also takes inspired leadership and enormous tenacity and what you see around you today is testament to the

dedication and leadership of your Principal, Anne Nolan."

PARENTS' ROLE

Also acknowledging the vital role that parents play as the first educators of their children, Tony said research had revealed that the involvement of parents in their child's education contributed significantly to the quality of the learning experience.

"Such involvement ensures the ongoing development of Catholic education, not only here in Brighton, but across the entire State of Western Australia," he added.

SUSTAINABLE AND FUNCTIONAL

Architect Murray Slavin is responsible for the school's distinctive buildings that were designed with environmental and ecological sustainability in mind.

Commenting on the design aspects, Murray said the buildings were designed to make the best possible use of natural lighting and ventilation, thus negating the need for excessive air conditioning and artificial lighting. "As a result, it is expected the school will have a negligible impact on its surrounding environment," he explained.

Functionality is also high on the agenda, as the learning areas have been designed with four classrooms built around a central, dedicated craft and technology area. This design allows for teachers to maintain full supervision over students who can be engaged in multiple activities.

Retractable walls between the classroom pairs also allow for collaborative teaching and learning opportunities, while outside, the large conical membrane of the central undercover area has generated a lot of interest both from within as well as outside the school community.

The result of two years of planning and development works, Brighton Catholic Primary School was described by Principal, Anne Nolan, as a fitting reward for the foundation staff, students and parents whom she thanked for their vision and patience and congratulated for their courage.

Adding to the accolade, Anne said she was proud to be Principal of the school whose students she said were, "the most amazingly talented group of young people". ■



Anne Nolan,

PLANNING for the Journey

PLANNING FOR THE JOURNEY WAS THE THEME OF LAST TERM'S ABORIGINAL TEACHING ASSISTANTS SEMINAR THAT CONCLUDED WHAT WAS A VERY SUCCESSFUL PROGRAM OF SEMINARS IN 2006.

Organised by the Aboriginal Education K-12 Team at the CEO, *Planning for the Journey* featured a range of presentations and workshops that informed, challenged and affirmed the participants in their vital role within Catholic schools.

LIVING LEADERSHIP

In his workshop *Living Leadership: Effective School Performance for Indigenous Educators*, Gerry Cleveland from Conscious Community Solutions presented the notion that "leadership is an activity, not a position".

Introducing the audience to his *11 Rules for Success in Life*, Gerry said it was important that the ATAs recognised the vital role that they have to play in education through their natural affiliation with Indigenous students, their parents and communities.

In order to foster and develop this role, Gerry led the group through a number of activities that sought to introduce them to the social and emotional development of

students, teaching programs and the development of their own self-confidence.

CREATING ROLE MODELS

Speaking to *Circular*, Gerry said one of the main goals of the workshop and broader seminar program was the creation of role models within the ATA network – role models for both students and staff.

"Over the last two years that I have worked with this group, I have been amazed at the personal growth that I have witnessed in them," he revealed.

In order to foster this growth, Gerry said he attempted to model learning with a big picture, spatial, visual and inter personal perspective that the ATAs could take on board and then share with their students and school communities.

"I've told them that their job here is not simply to learn; it's to learn so that they are able to translate this learning through what they teach," he added.

The influence of ATAs in their school



Presenter Freda Ogilvie (centre) with seminar participants.

communities was also recognised by Debra Sayce, the Assistant Director of the Religious Education and Faith Formation Section at the CEO, who led the group through a presentation on World Youth Day 2008 in Sydney and who urged them to encourage participation from their students.

Other areas of interest addressed over the three days of the seminar included setting priorities, dealing with grief and loss, Aboriginal counselling services, working with gifted and talented children (Dookatj Koorlangka), embracing 'new' learning and Reconciliation Day 2007.

The success of the 2006 ATA Seminar Program is expected to result in the ongoing facilitation of the program on a biennial basis. ■

New Chair for CEAC



Ken Dean



Jean MacKay

After seven years service, Ken Dean recently announced his retirement as Chair of the Catholic Education Aboriginal Committee (CEAC).

Ken will be succeeded by Jean MacKay whose experience and proactivity will ensure the ongoing development of the CEAC.

Mary Retel, the Deputy Director of Catholic education in WA, said Ken had made a significant contribution to the development of Catholic education in the State through his loyalty, commitment, wisdom, knowledge and leadership.

For his own part, Ken said he was looking forward to remaining involved in the area of Catholic education in the coming years.

50 years of NAIDOC

Looking Forward, Looking Back is the theme of NAIDOC Week that celebrates 50 years in 2007 and all schools are being asked to think about what they might be able to do to help commemorate this milestone.

Over the years Catholic schools have been very creative in their support and recognition of NAIDOC Week and in this anniversary year *Circular* will be very interested to learn about and hopefully publicise your big event so be sure to set the wheels in motion for 8-15 July.



MYSTERIES of the UNIVERSE revealed

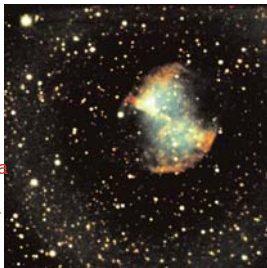
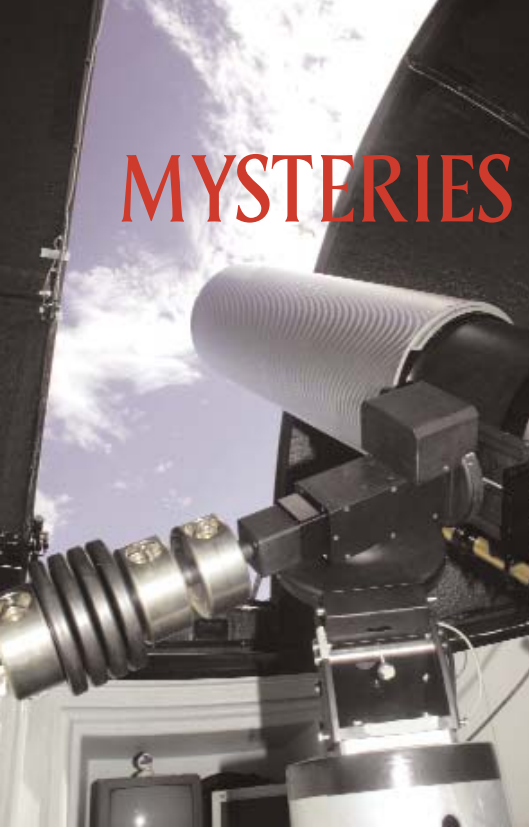


Photo of a dumbbell nebula by student Hugo Sey.

NINE CATHOLIC AND INDEPENDENT COLLEGES ARE SET TO EMBARK ON AN EXCITING PROGRAM OF DISCOVERY FOLLOWING THE SUCCESS OF TRINITY COLLEGE IN OBTAINING A \$60,000 AUSTRALIAN SCHOOL INNOVATION IN SCIENCE, TECHNOLOGY AND MATHEMATICS (ASISTM) GRANT TO DEVELOP A REMOTE TELESCOPE FACILITY.

The facility will provide students from Kolbe Catholic College, Irene McCormack Catholic College, Newman College, John XXIII College, Nagle Catholic College, Clontarf Aboriginal College, Ursula Frayne Catholic College and Peter Moyes Anglican Community School with training and access to Trinity College's robotic telescope that was installed in 2001, through the vision of Ray Priskich, as part of the astronomy and space science course.

The new facility will allow students to operate the telescope in real time, over the internet, from home, to capture high quality images of space.

"When students take control and have ownership of the images, they are drawn into the beauty and mystery of the created universe," suggested Trinity's Observatory Administrator, Bill Cooper.

"The very scale and majesty of these images gives us pause for reflection about our place in creation, as well as providing a potential goldmine of scientific data."

Outlining the scope of the project, Bill explained that some of the ASISTM funding will be used to train teachers and students in the skills of acquiring quality images and discovering the many scientific research projects that are possible.

"Tasks that would seem to be impossible, such as determining the size of a nebula, mass of a planet, or age of a stellar cluster, can be achieved through analysis of the captured images," he explained. ■

Schools interested in participating in the 2008 program can contact Bill at cooper.bill@trinity.wa.edu.au

school PALS

OPTIMISM, HARMONY AND RESPECT FOR INDIGENOUS CULTURE, HERITAGE AND HISTORY ARE SOME OF THE MANY ADVANTAGES ON OFFER FOR SCHOOLS PARTICIPATING IN THE PALS SCHOOLS RECONCILIATION AWARDS.

Run by the Department of Indigenous Affairs in association with BHP Billiton Iron Ore, the awards that promote **P**artnership, **A**cceptance, **L**earning and **S**haring have been credited as improving the perception and understanding among students of Indigenous people, assisting in the teaching of Aboriginal studies, instilling pride in Aboriginal culture and improving attendance.

In addition, many schools have reported improved relationships with Indigenous and non-Indigenous parents, teachers and students as Indigenous parents and Elders are encouraged to be more involved in school life.

Since its inception in 2004, more than 25,000 students have been involved in 140 PALS projects across the State.

CULTURAL MILESTONES

In 2007, significant cultural milestones such as the 50th anniversary of NAIDOC and the 40th anniversary of the 1967 referendum that provided Indigenous people with citizenship rights offer excellent foundations for projects.

Schools undertaking PALS projects are also encouraged to participate in the PALS Awards that are judged in Term Four. To enter, schools document their progress throughout the year using a combination of interviews, video, personal accounts, photography and written records to explain the journey they have undertaken and the impact it has had on their community.

Further information can be found on the PALS website at <http://pals.dia.wa.gov.au> ■

St Joseph's School in Kununurra was a recipient of a 2006 PALS award.





Class of 2006:
Innovative
contribution
Corpus Christi's
Year 12 Interactive
Media group
proudly display
their finished

Innovative Orientation

THE SOMEWHAT HARROWING ORDEAL OF MAKING THE TRANSITION BETWEEN PRIMARY AND SECONDARY EDUCATION HAS BEEN MADE A BIT EASIER FOR THE YEAR 8 STUDENTS NEW TO CORPUS CHRISTI COLLEGE IN 2007 CARE OF A NEW ORIENTATION DVD.

Created by the College's Year 12 Interactive Media students (class of 2006), the DVD provides an informal, friendly, yet professional insight into the operation of the College from a student's perspective.

WEALTH OF INFORMATION

All narration on the DVD is done by students who address a wealth of information including College history, the staff, a site plan, timetabling, uniforms, resources, student services, subjects on offer, special occasions and the broader College community.

Francesco Romano, one of the students involved in the project, said the creation of the DVD was a great way for the group to 'leave its mark' at the College.

"This resource is an important contribution to Corpus and we were all glad to create something that could help new students, particularly those entering Year 8, gain a

better understanding of the experiences and expectations associated with the College," he said.

POSITIVE FEEDBACK

Jan Clark, Head of Technology and Enterprise, said the students had tackled the challenge with absolute enthusiasm, commitment, skill and discipline.

She also said the group had received very positive feedback from Principal, Vaughan Sadler, Head of Year 8, Shaun Tate, and their parents, who were most impressed with their skills and the contribution they had made to their community.

ROVE RAVES

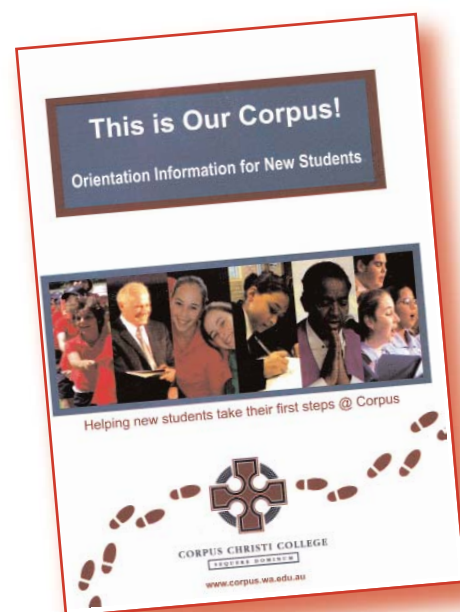
Accolades were also received from interstate, with Rove McManus (class of 1991) congratulating the group on what he described as a "fantastic resource tool" and a "tremendous legacy for you all to leave behind for future students to benefit from".

Recalling his time as an Interactive Media student, Rove said he was "insanely jealous of the amazing facilities" that the students appeared to have at their disposal.

"When I was in Year 12, the extent of our Interactive Media was half a dozen

Microbee computers which boasted the amazing technological advancement of having a colour screen – what a shame the only colour available was a rather nauseating green," he reminisced (with much fondness).

"Enjoy whatever it is your future years throw at you after leaving this truly wonderful school," he added. "If anything, I'm at least living proof that a guy who failed Mr P's maths classes can still get ahead in this world." ■



FOUNDATIONS IN CATHOLIC BRIGIDINE SISTERS



Founder Bishop Daniel

THE YEAR 2007 HOLDS SPECIAL SIGNIFICANCE FOR THE SISTERS OF SAINT BRIGID (OR 'BRIGIDINES' AS THEY BECAME BETTER KNOWN), WITH 1 FEBRUARY 2007 COMMEMORATING THE 200-YEAR ANNIVERSARY OF THEIR FOUNDATION. IN THE FOLLOWING, SR DOROTHEA HICKEY CSB PROVIDES AN INTERESTING ACCOUNT OF THE CONGREGATION'S HISTORY, FOUNDATION AND ONGOING COMMITMENT TO BRINGING ABOUT SOCIAL CHANGE.

Founded by Bishop Daniel Delany in 1807, the original congregation of Brigidine Sisters comprised six Irish country women who, though barely literate themselves, responded

to the invitation of their Bishop and dedicated their lives to God under the model of St Brigid of Kildare.

Brigid was the Abbess of *Cill Dara – the Church of the Oaktree – or Kildare*, a 5th century double monastery for both nuns and monks that operated until the dissolution of her foundation in the 16th century.

Similarly, Bishop Delany's mission was that of two religious congregations – the Sisters of Saint Brigid and the Brothers of Saint Patrick – both of which were founded in the small town of Tullow, County Carlow, in 1807 and 1808 respectively. The mission of the congregations was to *educate rich and poor alike*, in order to bring about social change.



STRENGTH AND GENTLENESS

Bishop Delany gave the Brigidines his own motto of 'Strength and Gentleness' and encouraged them in his own reliance on Christ in the Eucharist as their source of inspiration, strength and unity. He asked a lay woman, Judith Wogan Brown, to be their mentor. Judith lived with the Sisters for many years and shared her own Belgian Benedictine education with them.

Therewith ensued 70 years of prayer, effort and dedication in Ireland as the congregation grew and developed as Bishop Delany had envisaged.

The first Brigidine Sisters in Perth circa 1942

ANSWERING THE CALL

By 1883, a new call was heard and a small pioneering group of Brigidine women set out for another small country town, half a world away in Coonamble, New South Wales, Australia. From this initial foundation, the congregation grew and expanded in the Eastern States as well as into New Zealand (1898) and Papua New Guinea (1966).

The growing numbers of Sisters – Irish, Australian and New Zealanders – resulted in the establishment of many new convents, day and boarding schools. In addition to teaching their students, the Sisters often found themselves in demand from members of the local community for 'extra subjects' such as music and typing.

WA FOUNDATION

Almost 60 years after their foundation in Australia, yet another group of pioneering Brigidines set out from Sydney in 1942 to embark on a long mid summer train journey across the country.

At the invitation of Archbishop Prendiville, two Irish born and five Australian Sisters faced the challenges of a new life in wartime Perth. Joining the many other Western Australians who were faced with shortages, rationing, overcrowding and long, hot summers, the Sisters established their foundation in a small former dairy cottage at 12 Salvado Road in Wembley.

Their new work was to be at St Joseph's, the Subiaco Parish school for boys and girls that was on the corner of McCourt Street and Salvado Road. Embarking on their mission, the Sisters built on the foundations of the Saint John of God Sisters and Sisters of Mercy who had previously staffed the school.

In addition, the Sisters were asked to establish a separate school for senior girls and in what was a great leap of faith, Brigidine Secondary School, Wembley, was opened in 1943.

THE COWSHED

Classes commenced under Mother Imelda O'Brien in the farm shed that adjoined the laneway at the rear of the 12 Salvado Road property. The students quickly dubbed their classroom 'The Cowshed' and the title of 'Cowshed Girl' is still carried by them with great pride. Also housed in the shed was Mother Catherine McNamara's small music room.

Ongoing growth at St Joseph's resulted in the 1949 establishment of a new Parish school in Cambridge Street. The school was located within the developing Parish of Our Lady of Victories (Wembley), to which the Sisters travelled by trolley bus each day.

EDUCATION SISTERS

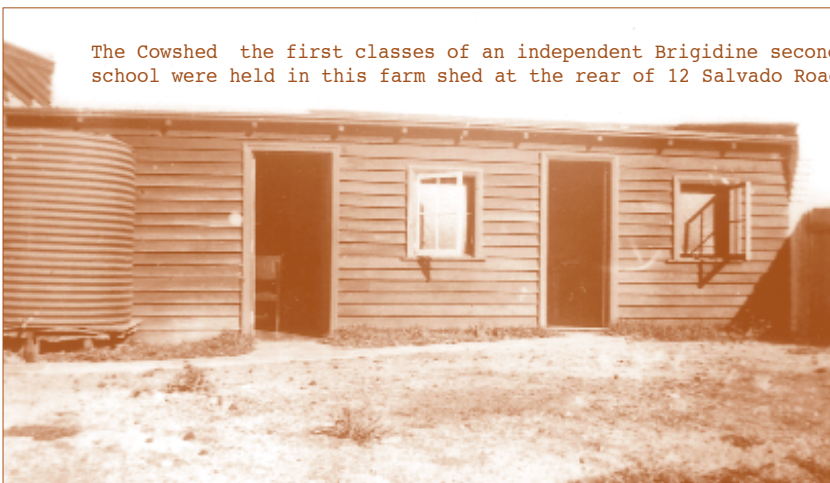
Much needed accommodation for the growing numbers of Sisters and students at the convent also came in 1949 and again in 1954 with the opening of the new Brigidine Secondary building on the corner of Station Street and Salvado Road. The large debt, however, was a great burden on the community of Sisters.

CONGREGATIONAL COLLABORATION

Around the same time, the Marist Brothers opened their school for boys nearby and it was soon arranged that the senior students of both schools would share classes. As a result, the Marist boys joined the Brigidines for English and the girls went over to the Marist campus for Maths and Science.

Over the years, both the Brigidine and Marist schools would relocate and welcome increasing numbers of lay staff who would join the Sisters and Brothers in both teaching and administrative duties.

A catalyst for change was the sale by the Parish of the McCourt Street/Salvado Road property to the Saint John of God Sisters. The Station Street/Salvado Road school was then bought by the Parish and became St Joseph's Primary School, later becoming the senior primary of a St Joseph's/Our Lady of Victories amalgamation.



The Cowshed the first classes of an independent Brigidine secondary school were held in this farm shed at the rear of 12 Salvado Road,



Primary school girls at Our Lady of Victories Primary School, Cambridge Street, Wembley.



NEW VENTURE

In 1962 the Brigidine College opened in Peebles Road, Floreat, and the Marist College transferred to Empire Avenue in Churchlands. Senior students of both colleges continued their shared lessons, however, a new and more comprehensive venture entered into between the Brigidine, Dominican and Marist congregational leaders resulted in the foundation of Newman College on three campuses at Floreat, Doubleview and Churchlands.

The final steps in the venture were concluded in time for the start of the 1984 school year. The Brigidine Parish schools at Subiaco and Wembley closed, while the Peebles Road site became the Newman Junior School Brigidine Campus – home to junior primary classes under the administration of Deputy Principal, Sr Gemma Hoban.

Sr Brigid McClements (retired from Newman Junior in 1996) was the last of more than 60 Brigidines to be involved in education in Western Australia. A community of four Sisters remains in Wembley. ➤ Page 13

Walking the RHODES of opportunity



“At Oxford, I will have direct exposure to the leading thinkers and a myriad of international institutions, dealing directly with human rights and international relations. Then there is also Oxford’s famous arsenal of social, sporting and cultural opportunities that I will be very keen to get involved in.”

HONOUR AND OPPORTUNITY

Walking in the footsteps of past Rhodes Scholars that include political leaders such as Bob Hawke, Geoff Gallop, Kim Beazley and Bill Clinton, Travers said he felt very humbled for what was a tremendous honour and a fantastic opportunity.

“Given the extraordinary calibre of those that have gone before me, I am conscious that, while the scholarship is a rare privilege, it also brings with it a responsibility to (hopefully) make a significant contribution to Australia,” he said.

Reflecting on his time at Corpus Christi and the influence that it had on his current aspirations, Travers described his schooling as a “defining experience” that not only prepared him for further study, but that also (through interaction with fellow students and teachers) helped shape him into the person he is today.

“The opportunities I had at school provoked my interest in law, human rights, advocacy and international relations. I would not be where I am now without my time at the College – it is as simple as that,” he added.

Uncertain at this stage as to where the future may take him, Travers said he was very passionate about the issues he will explore at Oxford and he looked forward to engaging in public policy debates about them for many years to come. ■

“YOUR SCHOOL DAYS WILL BE THE BEST DAYS OF YOUR LIFE, SO TREASURE THE TIME WITH YOUR MATES AND MAKE THE MOST OF THE TEACHERS YOU HAVE AND THE VAST OPPORTUNITIES ON OFFER. NEVER BE AFRAID OF FAILURE, BUT RATHER, BE PREPARED TO GIVE EVERYTHING A GO, AS IT WILL ONLY MAKE YOU STRONGER.”

That is the excellent advice offered to the young people in our schools from Travers McLeod, a former student of Yidarra Catholic Primary and Corpus Christi College (class of 1999) who was awarded a Rhodes Scholarship to Oxford University near the end of last year.

INTERNATIONAL ASPIRATIONS

With plans to study international relations and international law at the Masters and Doctorate levels, Travers said he hoped to explore the capacity of international law to protect individual rights in domestic courts.

“Evolution of an international rule of law and the resulting fusion of international and municipal law will arguably emerge as a dominant paradigm,” he suggested in his scholarship application. Further, Travers suggested that:

PALPABLE MAGNETISM

Having gained valuable experience as the Associate to the Hon. Justice Michael Kirby AC CMG High Court of Australia, Travers said his decision to apply for the Rhodes Scholarship was based on his desire to pursue further studies in international relations and law overseas.

“The magnetism associated with Oxford University is palpable,” he suggested. “The reputation, institutional links and expertise at Oxford in these fields are simply unmatched in Australia and arguably the rest of the world. Also, enormous benefit can be gained from working to resolve these questions with overseas students and fostering links for future dialogue with colleagues destined to become leaders across the globe.

- **Vigorous scholarly debate has recently emerged in the UK, US, Australia and Europe over this possible fusion, particularly in the area of constitutional law. Facilitating the growing synthesis between international and domestic law will directly shape the human rights citizens can expect. It will influence state approaches to multi-lateralism and will determine the limits of state sovereignty and government power. Ultimately it will define the question: What is the “rule of law” in today’s international society?**

*Teachers open
the door. You
enter by yourself.*

Chinese Proverb

MANY ROADS, ONE JOURNEY

THE SINGING TALENTS OF TWO WESTERN AUSTRALIAN CATHOLIC PRIMARY SCHOOL STUDENTS WILL SOON BE HEARD IN MANY CATHOLIC AND CHRISTIAN COMMUNITIES ACROSS AUSTRALIA AND NEW ZEALAND FOLLOWING THEIR INVITATION TO BE PART OF AN INTERNATIONAL RECORDING FOR CHRISTIAN SINGER-SONGWRITER, ANDREW CHINN.

Emma Oorschot from Good Shepherd Primary School in Kelmscott and Candice Grey from St Brigid's College in Lesmurdie were selected to lend their talents to Andrew's new album, *Many Roads, One Journey*.

TRANS TASMAN COLLABORATION

Joining other students from across the country, Emma and Candice participated in the recording session that was done at the Robertson Brothers Studio in the Blue Mountains near Sydney.

The Blue Mountains recording will be combined with two other recordings from Townsville and Auckland to form the album that is due for release this month.

While admitting that it would have been easier to source his choirs from Sydney and Canberra as he had done in the past, Andrew said he wanted to provide more children from more diverse backgrounds with the opportunity to record.



Candice Grey



Emma Oorschot

By the time it is released, more than 200 people would have contributed to the production of *Many Roads, One Journey*, either as singers, musicians or artists.

Further information regarding both the CD and Butterfly Music can be found at www.butterflymusic.com.au ■

BRIGIDINE SISTERS continued

WIDENING THE SCOPE

The relinquishment of their duties in education resulted in a wider scope of work for the Sisters. In WA, Brigidines became more involved in Parishes, hospitals and prisons, in the capacities of counselling, social action, Aboriginal and refugee care and adult education, including the training of teachers for Catholic schools.

While the majority of the Sisters have lived in Australia, New Zealand and Ireland, they have also worked in Africa, Asia, Europe and the Americas. Possessing full status under UNANIMA International¹, the Brigidines are focused on the welfare of women and children, immigrants, refugees and planet Earth.

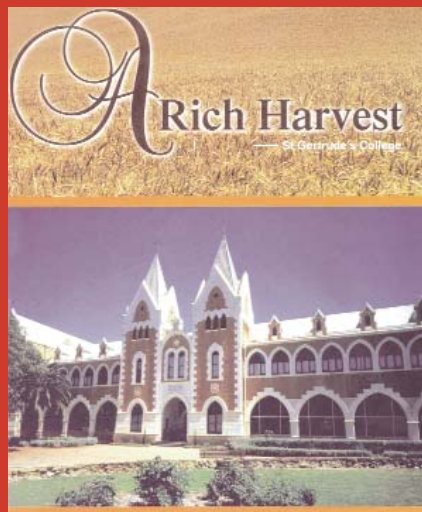
Conceding that they cannot know where in the future the spirit that led St Brigid and Daniel Delany will call, or who will answer, the congregation can be certain that the Spirit will call and will be answered with all the courage and wholeheartedness of the Wembley Brigidines. ■



Sr Bernice Tonkin, of the Perth Community, continues the mission of the Brigidines through her work with

¹ UNANIMA International is a NGO (nongovernmental organisation) committed to working for justice at the international level in harmony with the charter of the United Nations for the economic and social advancement of all peoples (www.unanima-international.org).

A RICH Harvest



A Rich Harvest, the fascinating account of the history of St Gertrude's College, New Norcia, is now available to purchase.

Co-authored by Sr Anne Carter IBVM of the Loreto Sisters and Sr Elizabeth Murphy RSJ of the Sisters of St Joseph of the Sacred Heart, *A Rich Harvest* documents the many and varied endeavours of the Josephite Sisters who managed the College and shaped the lives of thousands of West Australian women over a period of 70 years.

From New York to Derby, Broome and Australia's eastern seaboard, ex-Collegians came together to celebrate the launch that was facilitated by former student, Dr Anne Mahony, PhD.

It was in 1908 at the invitation of Abbott Torres that the Sisters opened the doors of St Gertrude's Ladies' College. In the tradition of their foundress, Blessed Mary MacKillop, the Sisters undertook the special mission of educating country children who might otherwise not have had access to a quality education.

Copies of *A Rich Harvest* can be obtained from the Mary MacKillop Centre, 16 York Street, South Perth, phone 9334 0930. ■

If you have a member of staff that you believe is worthy of recognition for whatever reason (and no, they don't have to be retiring), please call Circular with the details and we'll see what we can do about 'immortalising' them in print.

STARS in the staffroom



A VALued contributionVal Murphy farewells the Mercy College

A VALued contribution

The staffroom at Mercy College in Koondoola will seem a little bit emptier in 2007 following the retirement at the end of last year of the College's Director of Ministry, Val Murphy.

Appointed to the position at the time of the College's amalgamation of the primary and secondary schools in 2002, Val played a critically important role as he applied his renowned leadership, pastoral and educational skills to the tasks at hand.

While the start of his career in education saw him in classrooms in Papua New Guinea and New South Wales, Val was probably best known for his Western Australian Principalships at Bunbury Catholic College (1980-89) and Aranmore College (1990-2001).

Passionate about his family and his sport, Val and wife, Mary, have five children and an ever-increasing number of grandchildren. As he 'winds down' from his working life, it is expected his many tales from the rugby field will provide much entertainment for family and friends in the years to come.

At a farewell ceremony at the end of last year, the Mercy College community thanked Val for his contribution to the College and to Catholic education in Western Australia. ■

Mastering the language

Excellence in language teaching was recognised near the end of last year when Prendiville Catholic College's Head of Languages, Fulvia Valvasori, was awarded the inaugural Outstanding Contribution to Languages Education Award by the Modern Language Teachers' Association of Western Australia (MLTAWA).

Established in memory of Hilde Dixon, an outstanding language teacher who lost her battle with cancer in 2005, the award recognises commitment to the improvement of language education and to cultural understanding within the community.

In announcing the award, Wendy Hewitt, President of the MLTAWA, said it was a tribute to Fulvia's passion and dedication to teaching Italian. ■



Fulvia Valvasori

UNIQUE anniversary

Water safety can START today



TWENTY YEARS AFTER HIS HOLINESS POPE JOHN PAUL II PRESIDED OVER ITS OFFICIAL BLESSING AND OPENING, THE 2006 STAFF OF THE CATHOLIC EDUCATION CENTRE CAME TOGETHER AT THE END OF NOVEMBER TO CELEBRATE THEIR UNIQUE ANNIVERSARY.

During the commemorative ceremony, staff shared in the realisation that:

This building, built of bricks and mortar, has housed the men and women who have done and who continue to do work here. It has encapsulated the mission, vision and dreams of Catholic education in this State...today we celebrate the (many) blessings that continue to flow from God's abundance to us.

As a sign of the Catholic education system's ongoing commitment to walking together in a spirit of reconciliation, forgiveness and justice, a commemorative plaque was laid in the ground at the head of the reflection pond in acknowledgement to the traditional custodians of the land.

Two decades after the event, the Catholic Education Centre remains as the only building in Australia to be opened by a Pope. ■



Eileen Lawrance, Coordinator, Special Projects Team, Planning, Resources and Governance Section and Michael King, Assistant Director, Secretariat, Communication & Technology Section two of the longest serving staff members of the Catholic Education Office



In this, the Year of the Surf Life Saver, a joint initiative established between Royal Life Saving WA and Surf Life Saving WA is providing school staffs and parents with the opportunity to obtain qualifications for supervising student activities both in and around open and closed water.

The School Teachers Aquatic Rescue Training (START) course is derived from the National Community Recreation Training Package and is delivered via an online theory requirement and one practical assessment day, thus significantly reducing the cost of relief for schools.

In addition to the course delivery, the START online learning resource can also be used as a reference tool for teachers when planning aquatic activities. Information relating to planning, hazard identification and supervision strategies, as well as links to other useful resources, can all be found on the website.

Prerequisites for the course include general confidence in and around the water and an adequate level of swimming fitness. While it is not essential, a previously obtained aquatic rescue qualification would also be very beneficial.

Term One course dates comprise: 22 March, 12 April and 19 April.

For further information, log on to <http://online.rise.com.au> or phone 9383 8200. ■

quo vadis ...where are you going?

Preparation for the needs of students in the 21st century requires insight, foresight and bold action.

THAT WAS JUST ONE OF A NUMBER OF MESSAGES ON OFFER TO THE MORE THAN 130 DELEGATES WHO ATTENDED THE INAUGURAL CONFERENCE FOR CATHOLIC SCHOOL BOARDS UNDER THE THEME: *QUO VADIS ... WHERE ARE YOU GOING?*

The aforementioned statement was some of the food for thought presented by keynote speaker, Susan Pascoe, former Director of Catholic Education in the Archdiocese of Melbourne and Chief Executive of the Catholic Education Commission of Victoria.

Susan was joined by fellow keynote speakers, Peter Rafferty, the Schools' Governance Officer for the Broken Bay Diocesan Catholic Schools' Office who addressed *The Religious Dimension of the Catholic School Board*, and Dr Shaun Ridley, Deputy Executive Director of the Australian Institute of Management who addressed the issue of *Strategic Planning*.

SCHOOLING IN THE 21ST CENTURY

In her presentation, *School Boards for the 21st Century*, Susan suggested that while the operation of West Australian school boards was different to that of their Eastern counterparts, there remained the common thread whereby the underlying purpose of the Board was shared leadership in implementing the mission and in planning and decision making at the school level.

"The existence of school boards with their increasing number of parents, parishioners and local community members, recognises that we can share one of the Church's greatest missions – that of education," she said.

They always say
time changes things,
but you actually have
to change them
yourself. Andy Warhol

"The challenge faced by school boards into the 21st century," she continued, "is the need to prepare for change so that you are able to lead your school through it, rather than just be in a position where you can only react to it.

"I believe that for Australian schools in the next 15 to 20 years change is about putting in place sustainable processes which result in student achievement at all levels and in all schools. As a result, preparation for the needs of students in the 21st century requires insight, foresight and bold action."

INSIGHT AND FORESIGHT

Putting the challenge out to the delegates, Susan said that, as school leaders, school boards needed to develop insight into the problems facing schools and then have the foresight to develop bold plans that will address these problems into the future.

Further, she suggested that as the school representatives who actively promote and support the Catholic ethos of the school, board members had a major role to play in ensuring the development and maintenance of close, mutually beneficial working relationships between the school and Parish.

In order for school boards to be able to address the challenges before them, Susan said it was important to remember that even in the 21st century, the Vatican document *The Catholic School* was still highly applicable, some 30 years after its launch.

"That document called for a new school environment where schools would be actively engaged with the community to teach the message of hope, to build community and to serve all mankind (thus instruments of social justice," she revealed.



Peter Rafferty offered an insight into the religious dimension of the Catholic School Board.

"It also argued that the religiosity of schools should capture the metaphor of a journey that involves the relationship between intellectual development, religious faith and personal growth."

In concluding, Susan suggested school boards that adopted a progressive, visionary approach that kept abreast of educational changes and trends and that fostered the sharing and respect of individual perspectives would actively contribute to a better future for students, schools and the broader community.

FRESH DIMENSIONS

It was a fresh approach to the *religious dimension of the Catholic school board* as Peter Rafferty played the 'new kid' card given that the oldest school boards in the Broken Bay diocese are a mere six years old.

Posing the question that was put before schools within the Broken Bay diocese by Bishop David Walker, Peter asked: *How can our Catholic schools be authentic and inspiring in building God's reign within our contemporary context?*

Going on to outline how the "fledgling" boards of the diocese had addressed the question, Peter said they had played a leadership role in the process of religious sense making within their communities.



BOARD RESPONSIBILITIES

This sense-making or *generative* responsibility of the school board, he suggested, was one of three inter-related responsibilities, the other two of which comprise:

- Fiduciary – acting in stewardship of the school’s resources
- Strategic – envisioning and planning for a better future

“The generative mode,” he added, “is the base and foundation of the governance triangle. It calls the board to engage in conversation, reflection and discernment so as to enable the organisation to renew itself and maintain the integrity of its identity while adapting, as necessary, to the changes in its environment.

“In Broken Bay we are trying to form school boards with generative leadership at the base of their governance. Making sense of the school’s mission and vision is their first responsibility. Policy development, strategic planning and support for the school’s educational leadership are responsibilities which help the school live the mission and realise the vision. Other responsibilities such as collaboration and communication, relationship building and board sustainability call the board to do this work in a way that empowers and sustains the whole community.”

NEW ESSENTIALS

In order to try and achieve this Peter said there was a need for board members with gifts and talents that were different to those originally considered to be ‘essential’.

“The value of the accountants and lawyers is now secondary to the faith sense-makers as the religious dimension has particularly strong implications for the way in which boards go about the work of school governance,” he revealed.

“In Broken Bay, school boards seek to unleash the power of the Spirit through engaging their communities in conversations that really matter. They also seek answers to their questions that make sense of their context within the traditions and beliefs of their faith communities.”

Closing with the sounds of the a Capella singing group, *Sweet Honey*, Peter posed the questions:

- What are the ‘conversations that matter’ for your school community and how could your board generate such conversations?
- How does your board currently balance its fiduciary, strategic and generative leadership roles?
- Who makes up your board and what ‘faith sense-making’ capacities do they bring?

STRATEGIC VISION

Having learned about their generative responsibilities, delegates were then reminded of the importance of strategic vision from the Australian Institute of Management’s Dr Shaun Ridley.

Adding to the ‘insight’ and ‘foresight’ referred to by Susan Pascoe, Shaun suggested that ‘hindsight’ was the third interrelated consideration in the strategic vision equation.

He also introduced delegates to the ‘SWOT Analysis’ whereby the Strengths, Weaknesses, Opportunities and Threats of an individual/group/organisation can be identified and addressed as appropriate.

Posing the question: *What will your school need to look like in order to deliver on its mission and cope with the challenges ahead?* Shaun said a combination of analysis, consultation and identification (objectives, performance indicators) would contribute to developing sound strategy in schools.

In addressing the issue of hindsight, Shaun said the following should be asked: *What can you learn from the lessons of the past to help with the implementation of the current plan?*

By working collaboratively with the school leadership team, Shaun suggested school boards could be very effective in identifying and developing the mission, goals, performance indicators and strategic vision of the school.



IMPLEMENTATION

The effective implementation of developmental plans was then addressed with the help of the ‘Implementation Equation’ that suggests:

POTENTIAL – INTERFERENCE = PERFORMANCE

The **potential**, Shaun suggested, could be assessed by asking: *Do we have the capacity (people, financials, infrastructure) and willingness (commitment, enthusiasm) to make it happen?*

Similarly, he said **interference** could be assessed by asking: *What are the real and perceived barriers (people, systems) to realising the potential?*

And how does one determine when **performance** has occurred? By identifying performance indicators that (1) people care about and (2) emphasise aspects of the performance with the most impact.

In order to further support the theory of the implementation equation Shaun introduced delegates to a range of potential strategies including the eight step model for change, tipping points, values based people management, evidenced based management and bridging the strategy-to-performance gap.

Offering additional support to the three aforementioned keynote addresses was a comprehensive workshop program that addressed a range of issues including board effectiveness, school promotion, law, religious education, finance and accountability, religious leadership, curriculum issues, capital development planning and understanding the interconnecting roles of the Parish Priest, Board Chair and Principal. ■

The Conference was deemed a great success by delegates. It is anticipated a Catholic School Boards Conference will be held every second year, with the next conference to be held in October 2008.

2007 PRINCIPAL APPOINTMENTS



THERESE ASPLIN has been appointed as the new Principal of St Francis Xavier Primary School in Geraldton. Therese joins the St Francis Xavier community from her most recent role as Regional Officer at the Catholic Education Office in Bunbury.



JULIE HORNBY has been appointed as the new Principal of St Clare's School in Lathlain. Julie joins the St Clare's community from Our Lady of Mt Carmel School in Hilton where she was Acting Principal in 2006.



JOHN ROSE has been appointed as the new Principal of Sacred Heart School in Beagle Bay. John joins the Sacred Heart community from his Assistant Principalship at Aquinas College Junior School in Salter Point.



MANDY CONNOR has been appointed as the new Principal of Bunbury Catholic College in Bunbury. Mandy joins the College community from her Principalship at St Joseph's College in Albany.



ANITA McARDLE has been appointed as the new Principal of St Joseph's School in Pemberton. Anita joins the St Joseph's community from her Assistant Principalship at Queen of Apostles School in Riverton.



DEAN SAVOIA has been appointed as the new Principal of Warlawurru Catholic School in Red Hill. Dean joins the Warlawurru community from his Assistant Principalship at St John's Catholic Primary in Silkwood, Queensland.



BRAD HALL has been appointed as the new Principal of St Joseph's College in Albany. Brad joins the St Joseph's community from his Principalship at Catholic Agricultural College in Bindoon.



GREG MARTIN has been appointed as the new Principal of Our Lady Star of the Sea Catholic Primary School in Esperance. Greg joins the Esperance community from St Anthony's School in Greenmount.



GREG WYSS has been appointed as the new Principal of St Brigid's Primary School in Middle Swan. Greg joins the St Brigid's community from his Principalship at St Francis Xavier Primary School in Geraldton.

professional development program

RELIGIOUS EDUCATION AND FAITH FORMATION

- 19/20 Mar K-12 Content Course for Accreditation (3) Sacraments I
- 20/22 Mar K-12 Accreditation to Teach Religious Education Inservice Component
- 22/23 Mar New Coordinators Follow Up Session for Catechists - Part 2
- 22/23 Mar K-12 Content Course for Accreditation - New Testament (Bunbury)
- 22/23 Mar K-12 Content Course for Accreditation - Sacraments II (Broome)
- 26 Mar Lenten Retreat Day for Catechists
- 26/27 Mar K-12 Content Course for Accreditation (4) - Understanding Catholic Teaching About Human Sexuality
- 2 Apr Accreditation to Work in a Catholic School - Module 3 - Jesus: Person and Mission
- 18 Apr Orientation for all Staff Employed in Catholic Education (Bunbury)
- 18/19 Apr K-12 Content Course for Accreditation (5) - Conscience
- 19 Apr Accreditation to Work in a Catholic School - Module 4 - The Sacraments
- 20 Apr Orientation for all Staff Employed in Catholic Education (Geraldton)
- 20 Apr Orientation for all Staff Employed in Catholic Education
- 27 Apr Accreditation to Work in a Catholic School - Module 5 - School, Church and World
- 27 Apr Strategies for Learning and Teaching for Catechists
- 30 Apr/1 May 7 Habits of Highly Effective People (Days 1 and 2 of 3)
- 1 May/3 Jul Initial Formation Course - Part 1 for Catechists (10 weeks)
- 1 May/22 Jun Understanding Human Nature for Catechists (4 weeks)
- 1/2 May K-12 Content Course for Accreditation (6) - Sacraments II
- 3 May Parish/School Sacramental Program for Teaching Staff, Catechists and Priests
- 4 May Rite of Christian Initiation of Children (RCIC) Inservice for Catechists
- 4 May Accreditation to Work in a Catholic School - Module 6 - Making Moral Choices
- 7 May 7 Habits of Highly Effective People (Day 3 of 3)
- 7/8 May Certificate of Liturgy for Staff Involved in Preparing Liturgical Celebrations

CURRICULUM AND TEACHING

- 19 Mar Secondary Health and Physical Education Learning Area Leaders and Teachers Professional Development and Network
- 19 Mar Students with disABILITIES - Primary Developing Individual Education Plans and Curriculum Adjustment Plans (Bunbury)
- 19 Mar Primary Literacy Intervention Network (Bunbury)
- 19 Mar Desktop Video Conferencing
- 19/20 Mar Primary Raising Achievement in Schools (RAISe) Intake 2007 Teacher Conference
- 20 Mar Secondary Home Economics Professional Development and Network
- 21 Mar Primary NuLitData Workshop 2007 WALNA 3/5/7 and MSE9 Data (Karratha)
- 21 Mar Primary Raising Achievement in Schools (RAISe) - Extending Mathematical Understanding (EMU) Training (Day 1 of 6)
- 21 Mar Secondary English Network
- 21 Mar Raising Achievement in Schools (RAISe) - Software Training
- 22 Mar Primary Raising Achievement in Schools (RAISe) - Extending Mathematical Understanding (EMU) Training (Day 2 of 6)
- 22 Mar mydesktop
- 26 Mar Secondary Design and Technology Professional Development and Network
- 26/27 Primary Raising Achievement in Schools (RAISe) Intake 2007 Teacher Conference (Albany)
- 27 Mar Secondary Maths Teachers Professional Development and Network
- 27 Mar Primary Raising Achievement in Schools (RAISe) - Third Wave Coordinator Ongoing - Program and Literacy Intervention Network

- 27/29 Mar myclasses - Beginners
- 28 Mar Secondary Society and Environment Teachers Professional Development and Network
- 29 Mar Australian Government Quality Teacher Programme - Students with disABILITIES - Catering for Diversity: (Day 2 of 6)
- 30 Mar Primary NuLitData Workshop 2007 WALNA 3/5/7 and MSE9 Data (Bunbury)
- 2 Apr Primary NuLitData Workshop 2007 WALNA 3/5/7 and MSE9 Data (Busselton)
- 2 Apr Secondary The Arts Professional Development and Network
- 3 Apr Desktop Video Conferencing
- 3 Apr Primary NuLitData Workshop 2007 WALNA 3/5/7 and MSE9 Data (Kalgoorlie)
- 3 Apr Primary Early Childhood Project
- 4 Apr myclasses - Advanced
- 19 Apr myportfolio
- 23 Apr Primary NuLitData Workshop 2007 WALNA 3/5/7 and MSE9 Data (Broome)
- 30 Apr Primary Raising Achievement in Schools (RAISe) - Literacy Teacher Leader continuing
- 30 Apr Business Studies, Professional Development and Network Day
- 1 May Primary Early Childhood Project
- 1 May Interactive Whiteboard (IWB) in a Secondary Classroom
- 2 May Australian Government Quality Teacher Programme (AGQTP) Assessing for Improved Achievement: Mathematics (Years 7-9)
- 2 May Secondary English Network
- 3 May Australian Government Quality Teacher Programme (AGQTP) Assessing for Improved Achievement - Making Consistent Judgements in Reading for Year 3 and Year 5 Teachers (Day 1 of 2)
- 3 May Students with disABILITIES - Primary Special Education Support Teachers Network Meeting
- 3 May Business Studies, Professional Development and Network Day
- 4 May Primary Literacy Intervention Network
- 7 May Secondary Society and Environment Learning Area Leaders Professional Development and Network
- 7 May Students with disABILITIES - Enterprise Showcase
- 8 May Secondary Information and Communication Technology Skills Professional Development
- 9 May Australian Government Quality Teacher Programme (AGQTP) Promoting a Career Development Culture in Schools
- 9 May Primary ESL in the Mainstream (Session 1 of 11)
- 9 May Students with disABILITIES - Managing Challenging Behaviours
- 9 May Australian Government Quality Teacher Programme (AGQTP) Assessing for Improved Outcomes Making Consistent Judgements in Space and Measurement (Mathematics) for Year 3 and Year 5 Teachers (Day 1 of 2)
- 9 May Primary Raising Achievement in Schools (RAISe) - First Wave Coordinator (Kojonup)

SCHOOL PERSONNEL

- 26/27 Mar Aspiring Assistant Principals and Deputy Principals
- 29/30 Mar Ecological Leadership
- 4 May Leadership Symposium
- 7 May Newly Appointed Assistant Principals and Deputy Principals Workshop
- 8 May Timetabling for Secondary Schools - An Overview

PLANNING, RESOURCES & GOVERNANCE

- 21 Mar Financial Management for School Board Members
- 27 Mar New School Board Members Induction (Geraldton)



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Back on home soil: Daniel Chick returned to where it all began and faced a barrage of questions from excited students.

FOOTBALL FRENZY

NINETEEN YEARS AFTER HE WAS AWARDED THE *ST MARY'S CITIZENSHIP AWARD*, WEST COAST EAGLES STAR DEFENDER, DANIEL CHICK, RECENTLY RETURNED TO HIS NORTHAMPTON PRIMARY SCHOOL WHERE HE ALSO PROUDLY ATTESTS TO BEING BOTH HEAD BOY AND ALTAR BOY.

Visiting his hometown as part of the West Coast Eagles' 2007 Telstra AFL Community Camp, Daniel was given a rousing reception from the excited St Mary's community.

FULL AGENDA

Armed with a barrel load of questions, the students quizzed Daniel on subjects ranging from his recollections of primary and secondary school, to his time playing junior football in Northampton, his AFL career, his passion for the game, and how he lost his finger.

Daniel was then presented with a *This is Your Life* type poster of old school photos that was signed by all of the students, as well as a home made birthday cake to celebrate his recent 31st birthday.

In return, Daniel handed out some official West Coast Eagles merchandise, posed for photos and signed everything from shoes to hats, posters, balls and jerseys.

So what is it about St Mary's and the 'production' of AFL players? While it has a

current student population of only 81, the historic school can lay claim to three current AFL players – Daniel Chick, the Fremantle Dockers' midfielder, Paul Haselby, and Carlton's Josh Kennedy.

Given the success of the visit, Principal Laurie Bechelli said Daniel had an open invitation to visit the school whenever he was in town.

DOCKERS DOWN SOUTH

A similar offer was extended to Dockers stars, Matt and Josh Carr, who recently visited their former Sacred Heart Catholic School in Goomalling as part of their community camp held in the south west of the State.

Joined by five fellow players and coach, Chris Connelly, the Carr boys happily shared stories about their early days growing up in Goomalling and answered questions from the very excited students (and staff). ■



The Carr brothers and their team mates were a big hit with the avid Dockers supporters Goomalling.