



Annual Report to
Archbishop Denis Hart in respect of
Good Samaritan Education Colleges in the
Melbourne Archdiocese 2016 Year

Good Samaritan Education

Good Samaritan Education (GSE) was established by the Superior of the Sisters of the Good Samaritan of the Order of St Benedict and constituted as a Public Juridic Person by the Archbishop of Sydney on July 22, 2011. GSE assumed the rights and obligations of the apostolic works of the Sisters in the ministry of Catholic Education.

In the Archdiocese of Melbourne, these works are conducted at Mater Christi College, Belgrave and Santa Maria College, Northcote. Santa Maria was established by the Sisters of the Good Samaritan in 1904 and Mater Christi in 1963. The Sisters incorporated each College under the Corporations Act during the 1980s. GSE assumed the rights and obligations of the Sisters with regard to the Colleges on June 1, 2012 and is charged with ensuring the mission of the Colleges as Catholic schools in the Good Samaritan Benedictine tradition of education.

Governance Structure



Association of Ministerial PJPs

In 2016, GSE became a foundation member of the Association of Ministerial PJPs (AMP). In partnering with other ministries of canonical governance through AMP, GSE seeks to participate in a vibrant expression of Christ's mission in the world and to actively enable the co-responsibility of all Christ's faithful for the flourishing of the Church and its ministries.

Statutes

To constitute *Good Samaritan Education* as a public juridic person, it is a pre-requisite that its Statutes 'are approved by the competent ecclesiastical authority' (Canon 117). Cardinal Pell, as Archbishop of Sydney, approved the Statutes *ad experimentum et ad quinquennium*, that is, for an experiential period of five years in July, 2011. In 2015, the Statutes were reviewed and approved by the Assembly and the (final) Decree was signed by Archbishop Fisher on March 15, 2016.

The Statutes of *Good Samaritan Education* are its fundamental legal document. The Statutes together with the statements of the Charism of *Good Samaritan Education* and the Philosophy of Education of *Good Samaritan Education* form the foundational documents of *Good Samaritan Education*.

The Statutes authenticate the life and role of *Good Samaritan Education* within the Church, establishing it in its relationships with other ecclesial structures and entities, especially the particular Churches, and with competent ecclesial authority in accordance with the law. The Statutes not only elucidate the identity of *Good Samaritan Education*, they serve to protect it. Furthermore the Statutes define and safeguard the canonical autonomy of *Good Samaritan Education*.

Article 5 of the Statutes of *Good Samaritan Education* sets out its purpose, in part, as:

The purpose in keeping with the mission of the Church for which Good Samaritan Education, in accordance with canon 114, has been established is:

- 4º to take over from the Institute its Catholic Schools as determined by the Superior of the Institute, and to conduct them as Catholic Schools in accordance with canon 803 §1;*
- 6º to undertake in accordance with the Regulations other proper apostolic works of the Institute, as determined by the Superior of the Institute.*

Article 5 4º of the Statutes mandates *Good Samaritan Education* to succeed the Institute of the Sisters of the Good Samaritan, as the public juridic person responsible for the Catholic schools formerly under the control of the religious institute, itself a public juridic person. These colleges are now by legal right proper apostolic works of *Good Samaritan Education*, which give expression to its share in the mission of the Church.

Effective from 1 June 2012, *Good Samaritan Education* is the public juridic person held accountable by Church authority for the Catholic identity of its Colleges, for their fidelity to the Catholic faith and the teaching of the Church, and for their compliance with the laws of the Church governing Catholic schools.

Article 6 of the Statutes of *Good Samaritan Education* states that:

Good Samaritan Education continues the mission of Christ through its apostolic works in the Particular Churches, in accordance with the norms of canon law. In particular Good Samaritan Education shall:

- 6º provide annually to the diocesan Bishop a report in respect of its apostolic work(s) in the Particular Church.*

In accordance with Article 6, this is a report on the fidelity of the schools of *Good Samaritan Education* to their Catholic mission.

Formation

The focus of *GSE* is Jesus Christ and his mission, which is the mission of the Church. All members of *GSE* participate in formation experiences to help them grow in understanding of their ministry as part of this same mission. Embedded in the Scriptures and the Rule of St Benedict, these formation experiences are centred on Christ and organised around the three pillars of Prayer, Community and Mission. Formation programs within this *GSE* Formation Framework address the development of:

- human qualities critical to forming wholesome relationships and building Christian community
- a spirituality and practice of prayer that underpins a shared ethos and animates ministry
- adequate knowledge in theological and pastoral studies to support a shared understanding of mission

- the practical pastoral abilities to serve in the ministry of Catholic education.

Each year, members of *GSE* commit to a program of formation appropriate to their individual ministry.

GSE Formation for Mission Framework

As well as engaging participants on an intellectual level, *GSE* formation programs invite a spiritual journey. They are about ‘enabling people to grow as human beings and as disciples of Christ so that they might truly respond to the Gospel call to bring about the reign of God’¹.

Prayer

A rhythm of prayer is woven throughout the daily schedule of *GSE* formation programs. Opportunities are provided for participants to critically reflect upon their experiences and to allow themselves time and space to be changed by them. The Listen, Learn, Live methodology has been developed to guide participants through a reflective process, which uses foundational elements of the tradition to engage them in a personal response.

Personal Learning

In a *GSE* formation program, participants are involved in personal engagement with processes that require critical reflection to understand, synthesise and apply new information. When involved in transformative learning participants are engaged in a process which taps into how they view the world. The interplay of cognitive, emotional, moral, social and spiritual aspects of themselves results in a modification of this view, which in turn can change behaviour, practice and pedagogy.

Professional Learning

The design elements of *GSE* formation programs reflect the five main principles of adult learning: self-concept, experience, readiness, orientation and motivation. Formation programs are about experiential learning and involve the potential for participants to undergo personal growth and change and to assimilate new learning. Experiential learning can trigger reflection on reframing methods and outcomes for mission and pedagogy in the school setting.

Catholic Identity

As the culture of a Catholic school is authentic only ‘in a relational and community context’², Catholic schools seek to implement ‘a real educational community, built on the foundation of shared projected values’³

The Second Vatican Council makes it clear that this community aspect of Catholic schools has a theological dimension as well as a sociological one⁴. The educating community ‘is thus called to further the objective of a school as a place of complete formation through interpersonal relations’⁵. This requires educators to be ‘willing to offer a permanent commitment to formation and self-formation regarding a choice of cultural and life values to be made present in the educational community’⁶.

GSE formation programs are firmly positioned within this shared Catholic identity, and explicit in their expression of the *GSE* educational mission.

¹*GSE* Formation for Mission Framework 2010

²Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #12 997, *Catholic School on the Threshold of the Third Millennium*, #18

³Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #5 3

⁴Vatican Council 11 (1965), *Declaration on Christian Education* Gravissimum Educationis, #8

⁵Congregation for Catholic Education (1997), *Catholic School on the Threshold of the Third Millennium*, #18

⁶Congregation for Catholic Education (1997), *The Catholic School*, #32

The Tradition of the Sisters

GSE formation opportunities aim to engage participants in the rich heritage of the Sisters of the Good Samaritan through story and tradition. The Sisters directive from Polding was ‘to teach in schools, to visit and assist the sick in their own homes and in hospitals, to instruct ignorant persons in the faith, to conduct orphanages, to reform the lives of penitent women and to apply themselves to every other charitable work’⁷. The Sisters have lived the spirit of the parable for over 150 years by imitating the charity of the kind Samaritan and by ‘using gentleness and compassion for the unhappy whom they tend’⁸.

In more recent times, the Sisters have sought to respond to the call of the gospel in urban, rural and indigenous communities in Australia; and in the Pacific region in various cultural settings – Japan, 1948; The Philippines, 1981; Kiribati, 1988 and Timor-Leste, 2000.

GSE aims to strengthen partnerships by providing people in its learning communities with a deeper understanding of these contemporary ministries.

The Good Samaritan Philosophy of Education

The Good Samaritan Philosophy of Education is foundational to GSE formation experiences and to the education that is offered to students in the colleges. The philosophy draws on the strength of the Good Samaritan Benedictine tradition by valuing the dignity of each person, a love of learning, a holistic view of education and an integrated curriculum. It promotes an academic school environment, which is at the forefront of modern educational developments, a respect for individual differences and an integration of faith and life⁹.

⁷Trustees of the Sisters of the Good Samaritan (1982), *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁸Trustees of the Sisters of the Good Samaritan (1982), *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁹The Good Samaritan Philosophy of Education February 2000, edited 2003

Mater Christi College, Belgrave

Mater Christi College is a single campus Catholic Secondary School for girls, located in the outer eastern region of Belgrave, Melbourne. Established in 1963, it was founded by the Sisters of the Good Samaritan and transferred to the governance of *Good Samaritan Education (GSE)* on 1 June 2012. It is a member of the Good Samaritan network of schools and is systemically funded through Catholic Education Melbourne (CEM).

The majority of the students are Catholic and from Catholic families; however, all students embrace the opportunity to participate in an active faith community and are challenged to learn in an environment imbued with the values of inclusivity, compassion and justice so that students will develop a love of learning, embrace leadership experiences and participate in community service. A cohort of international students from the Asia-Pacific region contributes to the global orientation of the College.

The College community responded positively to our commitment to be 'informed, compassionate, creative' (College motto), particularly inspired by our 2016 theme, 'In all things may God be glorified'. Our commitment to the mission of our College required a strategic focus on effective teaching practices and learning experiences aligned closely with a revised pastoral care program, all firmly grounded in the context of a Catholic faith community, which takes 'its direction from the person and message of Christ, as proclaimed in the Gospels' (Mission).

As we seek to develop 'compassionate and informed women of faith who will take part actively and creatively in the affairs of society', we strive to respond to students' learning needs as aligned with our purpose as a Catholic school, rather than to the demands of increasingly competitive marketing or compliance requirements. In 2015, our commitment to the provision of quality learning outcomes for all students was enhanced by a new focus on resilience-building in the pastoral support program across the College.

Mission

Mater Christi College is a Catholic secondary school for girls, which takes its direction from the person and message of Christ, as proclaimed in the Gospels. In a caring atmosphere of Christian love and understanding, which encourages excellence in all things, the College provides educational programs relevant to the individual needs of its students. The College respects the traditions and spirit of its founders, the Sisters of the Good Samaritan, and strives to be organisationally and educationally innovative to meet the challenges of a rapidly changing society. Through balanced growth of the whole person, Mater Christi aims to develop informed and compassionate women of faith who will take part freely and creatively in the affairs of society.

Vision

The vision of Mater Christi College is to provide an educational environment where challenging learning experiences empower students, staff and families to act justly and live wisely, creatively and compassionately.

Values

- Love of Christ and Neighbour
- Prayer
- Stability
- Conversation
- Obedience
- Discipline
- Humility

- Community
- Justice and Peace

Enrolment and staffing

Total Enrolment	Indigenous Enrolment	Students with Disabilities	Teaching Staff FTE	Non-Teaching Staff FTE
801	3	20	70.8	27.4

Nurturing a faith-filled culture

a) Spiritual and religious dimension

In 2016, the College theme 'In all things may God be glorified' was explored, articulated and celebrated in the context of the Gospel, particularly the story of the Good Samaritan and the Rule of St Benedict. Students explored both theme and motto at Assemblies, Reflection days, Year Level Seed and Community days, retreats, social justice events, liturgies and College contributions via e-News.

The Faith Development Team provided transition information about Catholic faith and practices for prospective students and their families at the Year 7 Information Night and as required throughout the year.

i) Religious Education curriculum

The study of Religious Education is central to the life of a Catholic school. The Religious Education program at Mater Christi College explores the richness and diversity of our world within the context of the Catholic tradition.

Course development and preparation is guided by the Religious Education Curriculum Framework for Catholic Schools in the Archdiocese of Melbourne (CEM) and the text, *To Know, Worship and Love*. The Benedictine/Good Samaritan tradition is also a key focus of the Religious Education program.

An overview of the program at each year level is as follows:

Year 7

Welcome to Mater Christi Community (Good Samaritan Sisters' story), Welcome to Catholic Community, Introduction to the Bible and the story of the Good Samaritan, Images of God, Prayer/Liturgy/Eucharist, Social Justice interdisciplinary unit

Year 8

Life and Times of Jesus, Jesus as a Role Model, Early Christian Communities, St Benedict and his Communities, Sacraments of Initiation, interfaith subject: Introduction to Islam

Year 9

Sacrament of Reconciliation, Catholic Beliefs (incl. Mary), Introduction to Aboriginal Spirituality, Is the Bible True?

Year 10

Conscience and Moral Decision-making, Right relationships, Mark's Gospel, Ecumenism, Eucharist

Year 11

Choice between Catholic Action Program (practical Social Justice focus and Catholic Social Justice teaching), VCE Religion and Society Unit 1 or VCE Religion and Society Units 3/4

Year 12

Choice between VCE Religion and Society Unit 2 (Ethics) or VCE Religion and Society Units 3/4 or Catholic Action Program (practical Social Justice focus and Catholic Social Justice teaching).

ii) Prayer and liturgy

In addition to daily prayers in classes, Pastoral groups and at Staff Briefings and Seminars, liturgies were regularly provided in the College Chapel. The Opening of the School Year, Valedictory, Mater Day and End of the School Year Masses were memorable and formal celebrations. Students in year level groups celebrated Mass and liturgies as part of their Reflection or Retreat Day experiences. In addition to Remembrance Day, liturgies were held in the Memorial Garden to honour the memory of former students and staff. Other key events during the year included:

- Ash Wednesday, Opening College Mass, End of Year Mass
- year level Reflection Days
- prayer in RE classes in response to what is being studied and issues in the world
- beginning of the day prayer in all period 1 classes
- liturgies in response to significant events e.g. death of a student's family member
- opportunities with College chaplain for Christian meditation and prayer
- Year 9 Sacrament of Reconciliation with visiting priests
- Year 11/12 three-day retreat in December
- prayer to begin all year level and College assemblies.

iii) Formation

A range of accreditation and professional development programs were provided to support staff achieve full accreditation to teach in Catholic Schools. These sessions included induction into Good Samaritan and Benedictine traditions, Scripture – 'Joy of the Gospel', a staff reflection day ('Expressions of Faith in the City'), Catholic Identity, Benedictine Values in Education and specifically for teachers of Religious Education, an end of year retreat day. Renowned scriptural scholar, Dr Ernesto Valiente led 'Jesus' Cross and Resurrection. How does Jesus save?' Workshop for Mater Christi and local community members. The third Good Samaritan pilgrimage 'In the Footsteps of Benedict' was a much-acclaimed spiritual experience for the two attendees from Mater Christi College, the Deputy Principal and Chair of Board.

The Faith Development Team and staff in positions of leadership also attended professional learning facilitated by the Good Samaritan Mission Team and CEM. The College commenced the second cycle of Enhancing Catholic Schools Identity Project (ECSIP). All staff participated regularly in professional learning as educators in a Catholic school, including those still accruing accreditation hours. In 2016, 60% of Mater Christi College teachers were registered as accredited to teach in Catholic Schools, which is above average for all CEM schools.

b) Linkages between the College and the local church

A regular Community Mass was celebrated each term in the College Chapel. College staff combined with others from St Joseph's College, St Thomas More's and St Paul's Primary Schools to celebrate Mass at St Thomas More Church during Catholic Education Week. Mater Christi appreciates the unstinting support from priests in the local Salesian community as celebrants for Eucharist on many occasions as well as that from other parish priests.

Whole School Masses were celebrated to open and close the school year, and as an integral part of Mater Day. We were grateful for the assistance of Fathers Martin Tanti and John Prest from the Salesian community in Ferntree Gully who were frequent Mass celebrants for these events as also on Valedictory and year level reflection days. Father Jim Clarke from Rowville parish celebrated two Staff Masses and we were grateful to Father Brendan Hogan from Narre Warren Parish for stepping in to be celebrant for our end of school year Mass.

Year 10 students from the Catholic Schools Youth Mission Australia (CSYMA) program led liturgies, facilitated Reflection Days and engaged in ministry work. Religious Education classes and Reflections were inclusive of other faith traditions. Year 11 students engaged in interfaith dialogue during their visits to Muslim, Buddhist, Hindu and Sikh places of worship.

Building a just and caring community

As for all Catholic schools, the student is at the heart of the educational purpose of *GSE* Colleges. This purpose can only be achieved in an environment where the young people in our care are kept safe, so child protection is central to all practices and policies. Mater Christi College ensures that all policy and procedures in relation to child protection satisfy the legislative and regulatory requirements in Victoria in accordance with Ministerial Order 870, Child Safe Standards.

The College is an inclusive community which fosters right relationships and gives evidence of solidarity with marginalised people and a commitment to the principles and practice of participative decision-making, subsidiarity and delegation.

The Pastoral Program moved into its second year with students continuing to respond positively to wellbeing and reliance-building strategies, presented and/or devised as appropriate to their year level. Benedictine values were promoted via House Groups and key events such as Project Compassion, Tinnies for Vinnies and Mater Day.

Parents responded positively again to start of year 'Welcome Events' with guest speakers addressing many concerns in relation to school (and homework) expectations, cyber safety strategies, friendship issues and surviving VCE!

a) Social justice activities

Student leaders were enthusiastic and supported whole school events, as well as represented their peers in respect of improvement discussions. A highlight of student activity was their enthusiasm and energy behind our many social justice awareness and fundraising events. With shared and diverse student leadership positions (College Captains, Faith and Liturgy, Social Justice and Environment, House, Arts, STEM Captains) all student leaders responded positively to speaking at assemblies and encouraging their peers to pray, reflect and participate in community activities.

b) Participative decision-making

The year was challenging for staff, with reviews and improvement strategies foremost but against a backdrop of future uncertainty. Many teams and working parties were formed, in addition to regular leader and curriculum teams. Consultation, communication and collaboration were key to ensuring staff morale throughout the year. In marketing terms, staff cooperated positively and generously to support the demands of ensuring a strong reputation in the local community for the College.

Santa Maria College, Northcote

Santa Maria College is a vibrant Catholic community offering a holistic educational environment for girls. The College is proud of its Good Samaritan heritage in Northcote commencing in 1904 and offering values steeped in a rich Benedictine tradition of compassion, justice and contemplation. The College vision is to cultivate strong, compassionate and independent women who are critical thinkers.

'Listen carefully, my child, to the master's instructions, and attend to them with the ear of your heart. This advice is from one who loves you, welcome it, and faithfully put it into practice' (RB Prologue 1-2).

The theme chosen for 2016 was Stillness, Healing, Peace. The theme is always linked closely to Scripture and lived out through our Good Samaritan and Benedictine charism. As St Benedict writes, to live successfully in a community it is important that, 'the strong have something to strive for and the weak nothing to run from' (RB 64:9). St Benedict's vision of a hope-filled and peaceable kingdom is inspirational.

Mission

Santa Maria's educational endeavours seek to nurture a search for truth, a spirit of inquiry and a deep love of learning, guided by Gospel values with an acute awareness for active involvement in social justice programs. The life and teachings of Jesus energise the College community and permeate all that it does. The parable of the Good Samaritan with its spirit of welcome, love, service and compassion gives particular emphasis to the way the College lives out the Gospel challenge in this community. Santa Maria celebrates its diversity by developing critical social awareness and a reverence for and responsibility towards all creation. In this educational environment, Santa Maria strives to nurture an atmosphere of trust and hope where students are accepted, affirmed, encouraged and challenged to grow to their full potential.

Vision

Santa Maria College is a Catholic School in the Benedictine tradition. Santa Maria students will be strong, compassionate and independent women who are critical thinkers and who seek to live out Gospel values with integrity, hope and joy.

Values

- Social justice
- A life of prayer
- Integrity
- Service
- Educational excellence
- Personal responsibility
- Balance
- Human dignity
- Respect

Enrolments and staffing

Total Enrolment	Indigenous Enrolment	Students with Disabilities	Teaching Staff FTE	Non-Teaching Staff FTE
905	6	20	69.3	30.3

Nurturing a faith-filled culture

a) Spiritual and religious dimension

Inspired by the richness of words and teaching of St Benedict, our College theme, 'Stillness, Healing, Peace, has invited us to actively find time to be still ... to ponder... actively reflect ... openly pray'. The discipline of paying attention to: 'what is going on in the present moment', which gives rise to insight, awakening, love and authentic inner peace has been the invitation and gift of this year's theme.

The inclusive welcome to the park bench (this year's symbol) invites all members of the community, students and staff to a stillness which is not just the absence of noise or the buffeting words of worry, but a calm awareness of the presence of God, of Christ in the midst of our day-to-day busy lives.

Santa Maria offers strong programs for students to deepen their religious education and faith experience at the College. These include the ongoing development of contemporary and engaging curriculum, diverse opportunities for social justice action connected explicitly to living out the Gospel values, local and global immersion experiences and meaningful community liturgical celebrations.

In 2016, Santa Maria College participated in the Enhancing Catholic Schools Identity Project (ECSIP) for the second time and the survey results stemming from this project were compared from 2012 data. The Deputy Principal and Religious Education Co-coordinator attended a 3-day workshop and the Principal attended one full day to explore and gain greater insight into the data. It was pleasing to note that students could clearly identify Santa Maria as:

- a contemporary Catholic school that is inclusive and welcoming of the multicultural world in which we live
- a Catholic school committed to social justice
- a Catholic school committed to the study of Religious Education.

i) Religious Education curriculum

The study of Religious Education at the College continued to provide a good balance between teaching students about the Catholic Tradition while exploring the richness of life experiences and the complexity of the world we live in.

Course writing and documentation was ongoing and focused on ensuring that all courses were guided by the Religious Education Curriculum Framework for CEM and the text, *To Know, Worship and Love*. This year also saw the curriculum transition into full International Baccalaureate Middle Years Program (IBMYP) assessed units, adopting the criterion and framework found in the *MYP Next Chapter*. Throughout the transition we ensured that all strands were compliant with the CEM guidelines.

We continued to provide through the Religious Education curriculum awareness of our Benedictine/Good Samaritan tradition as well as an understanding and appreciation of our Catholic Identity through innovative units and engaged activities. The curriculum illustrates that at each of the different year levels students are building and developing their knowledge of the Catholic Tradition, Benedictine Good Samaritan charism, the important place of the sacred text and an appreciation of diverse religious beliefs.

An overview of the program at each senior year level is as follows:

Year 10

Religion and Society Unit 1

Year 11

Religion and Society Unit 2, Ethics and/or Philosophy Unit 1

Year 12

Choices of Texts and Traditions Units 3/4, Religion and Society Units 3/4 or the school-based program, which has been rewritten and is more engaging and relevant for the senior students

In 2016 Year 12 RE staff reviewed the curriculum through teaching classes on a rotation basis as a way to engage students in learning. Each teacher had a particular theme that they taught, such as Benedictine spirituality through art, care of Mother Earth – environmental study based on *laudato si*, religion and the media.

ii) Prayer and liturgy

A highlight of 2016 was working with students across all the year levels so that they could confidently participate in and lead prayer at College gatherings. It is through their participation that the prayerful gatherings are so meaningful and life giving. Music is central to our prayer life, serving to create an atmosphere of reflection, peace and prayer. This year student leaders have taken on a greater role in leading prayer and creating a sacred space for reflection, which enabled students to 'move from the head to the heart'. Father Dispin John (College Chaplain) continued to generously support the College, by being the celebrant at all our key Eucharistic celebrations. His support and dedication to our school is sincerely appreciated.

iii) Formation

A strong emphasis on prayer for staff and the Rule of St Benedict continued and was consistently promoted within the College community in writings, articulation and action. Steps toward embedding our Catholic identity and Good Samaritan charism in structures, policies and procedures continued. Staff participated in a Lenten Day of Prayer and Reflection as part of Holy Week. Internal and external presentations were made.

In 2016 Good Samaritan Staff formation programs included:

- induction for new staff facilitated by the GSE Mission Team
- Pastoral and Curriculum Formation days
- Staff Retreat Days
- Good Samaritan Deputy Principal's Conference
- Business Managers' Conference
- immersion experience – Japan
- two Directors of the Board attending the Footsteps of Benedict Pilgrimage
- regular Learning Faith presentations from the Principal/Deputy Principal, including two staff meetings exploring data from ECSIP 2016 and the staff Lenten Reflection.

b) Linkages between the College and the local church

Priority Parish schools were visited again in 2016 to provide opportunity to connect with primary school Principals and teachers and to meet the Year 4 and 5 students as a way of building links. Building relationships was seen as a priority between primary school, parish and Santa Maria in 2016. Similarly, College Chaplains were involved in the Sacramental life of the College allowing students to strengthen relationships between school and parish.

Connection with the Church was also made known with our students participating in Archdiocese events such as the Archbishop's Consultation with the Youth, St Patrick's Day Mass and the Mission Week Mass.

We also took up the invitation by Father Des Maloney to host two seminarians from Corpus Christi College for 9 months of the year. During this time the seminarians were involved in classroom visits, leading and

participating in prayer and working with students in various settings. A good partnership with staff and students was established.

Building a just and caring community

As for all Catholic schools, the student is at the heart of the educational purpose of *GSE* Colleges. This purpose can only be achieved in an environment where the young people in our care are kept safe, so child protection is central to all practices and policies. Santa Maria College ensures that all policy and procedures in relation to child protection satisfy the legislative and regulatory requirements in Victoria in accordance with Ministerial Order 870, Child Safe Standards.

The College is an inclusive community which fosters right relationships and gives evidence of solidarity with marginalised people and a commitment to the principles and practice of participative decision-making, subsidiarity and delegation.

i) Social justice activities

Due to the leadership structure and new initiatives of the Faith in Action Leaders at each of the Villages, Santa Maria educates and involves the community in issues of social justice, ensuring that the education and the actions are connected to Gospel values and not linked to a secular humanitarian context. Social justice is central to the mission of the Good Samaritan charism and therefore is integral to life at the College.

The Social Justice Team initiated a range of school-wide activities for fundraising and to increase awareness of the circumstances of those in need, including:

- Shrove Tuesday Pancake Flip for Project Compassion
- Caritas K's
- Santa Maria Day
- Social Justice Week
- Refugee Week
- St Vincent De Paul Society Christmas Present Drive
- Refugees Justice Rally 2016
- Palm Sunday walk in the city
- The Green Team
- Senior students gathering in partnership with Parade College to raise awareness of the injustices against Refugees and Asylum Seekers through forums with invited Guests.

Other programs specific to the year levels included:

- Year 7/8 continued involvement with the Collingwood Cottage food bank
- Year 9 Duke of Edinburgh Award Program involving a minimum of 13 hours as part of their service component
- Year 10 Social Justice participation with Fareshare Australia
- Year 11 Street Retreat Program
- Year 12 Outreach Programs with Amberley, St Vincent de Paul Society and Edmund Rice Camps.

Catholic charities were again prioritised and supported through fundraising for the Kinder school in the Philippines, The Good Samaritan Inn, St Vincent de Paul Society and Caritas Australia.

During the year staff continued to volunteer at Collingwood Cottage and the Good Samaritan Inn outside school hours and continue to raise money to support the Inn at Christmas.

In 2016 our Immersion Program to Bacolod, Philippines was a success. This experience gave students and staff the opportunity to work with the Good Samaritan Kinder School and their wider community.

ii) Participative decision-making

The vision of 'One Community, Three Villages' was embedded throughout 2016 through working explicitly with the nine Village Leaders through coaching, mentoring and guiding from the Principal and Deputy Principals and in a variety of ways. Such modelling was to foster professional growth, display inclusivity, and to participate in shared decision-making practices. It also encouraged others to be at the forefront of decision-making.

A shared articulation of what the Village Leaders with the College Leadership Team wanted for students at Santa Maria College were to be:

- named, known and understood
- connected to the community in the various facets of school life
- engaged in their learning within a model of guardianship
- the best person they can be
- informed by our Catholic and Benedictine story as a way to live and develop holistically in community
- growing a shared vision.

Filename: Melbourne Archdioces - Report to Archbishop - 20170816 - LJ
MASTER.docx
Folder: /Users/lucykent/Library/Containers/com.microsoft.Word/Data/Documents
Template: /Users/lucykent/Library/Group Containers/UBF8T346G9.Office/User
Content.localized/Templates.localized/Normal.dotm
Title:
Subject:
Author: Kay
Keywords:
Comments:
Creation Date: 06/10/2017 13:13:00
Change Number: 2
Last Saved On: 06/10/2017 13:13:00
Last Saved By: Lucy James
Total Editing Time: 0 Minutes
Last Printed On: 06/10/2017 13:13:00
As of Last Complete Printing
Number of Pages: 14
Number of Words: 5,424
Number of Characters: 30,074 (approx.)