

Cultivating Creative Cultures with Communities through inclusion, respect and integrity



Monday 9th September, 6pm
Bunjil Place Theatre
2024



Program & Venue Partners



With the support of



Introduction

4Cs and Lyndhurst Secondary College are excited to continue collaborating with stakeholders, Bunjil Place, and Le Mana, CMY. We are fortunate to work with VicHealth and JT Productions, who have provided additional support to our communities and schools this year.

4Cs, which stands for 'Cultivating Creative Cultures with Communities,' promotes inclusion, respect, and integrity. Initially created by students to address anti-social behaviour and negative media stigma, 4Cs has now been running for 18 years. The program is designed to be inclusive and adaptable based on student voices, allowing VCE-VM students to express their thoughts, fears, and concerns within the community through various 4Cs platforms.

Program Creation & Purpose

Laitini Matautia-Ulugia, the Founder and Director of 4Cs, has over 20 years of teaching experience. Early in her career, she worked with VCAL students who preferred curriculum-related tasks to meet their outcomes. In 2024, 4Cs continues to use the VCE-VM curriculum, focusing on student choice and competency skills, simulating real-life work experiences.

The program has been operating in Southeast Australia with the support of various stakeholders for 18 years. In 2025, 4Cs will introduce a new VET program, open to all schools, focusing on Cultural Leadership. This one-year program will offer students a Certificate II and a pathway into career opportunities.

Classes will be held on Wednesdays or Fridays, and students will engage in activities, design, and community partnerships. Ms. Matautia-Ulugia herself will teach the VET program.

Certificate II in Active Volunteering (CHC24015)

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.



Learning Areas

- Working with others
- Communication in the workplace
- Volunteering
- Work health and safety
- Workplace information
- Diversity in the workplace



Job Opportunities

- Community and Personal Service worker
- Community volunteer

Can progress to a career as an:

- Outreach Worker
- Community Corrections Officer
- Community Development Worker

4Cs Program

Cultivating Creative Cultures with Communities (4Cs) supports students from multicultural backgrounds to succeed and feel culturally connected while achieving senior school outcomes. The program draws on cultural assets from local communities and stakeholders who value student-led learning opportunities.

4Cs helps students complete their senior studies by facilitating creative projects that demonstrate learning outcomes. Students plan for an annual performance celebrating culture and community, participating in event planning, costume design, dance, fundraising, and community engagement.

These activities help students develop skills and understanding that contribute to the completion of VCAL units, strengthening their connection to their culture. With the support of VicHealth and JT Productions, 4Cs is focusing on youth health and happiness.

The Future of 4Cs

The future of 4Cs aims to support schools in recognising and showcasing the excellence of multicultural students. The program sets high expectations for students and provides a pathway to meet these expectations by connecting with their cultural backgrounds.

The involvement of local community leaders and organisations has been essential to the program's success and will continue to be so. In the future, 4Cs hopes to expand its showcase to include student work in Fashion and Design, Visual Arts, and Cultural Carvings. For 4Cs to reach more students and communities, schools need to be engaged in conversations about the legitimacy and effectiveness of this teaching method.

Schools also need support in understanding how to connect with communities, engage students, and report on learning outcomes through 4Cs. By recognising the value of cultural connections, 4Cs can continue to raise the profile of a program that engages students and builds on their existing strengths.

HOST SCHOOL FOR NIGHT 1 – 26th August 2024

Lyndhurst Secondary College

HOST SCHOOL FOR NIGHT 2 – 2nd of September 2024

Fountain Gate Secondary College

HOST SCHOOL FOR NIGHT 3 – 9th of September 2024

Cranbourne East Secondary College

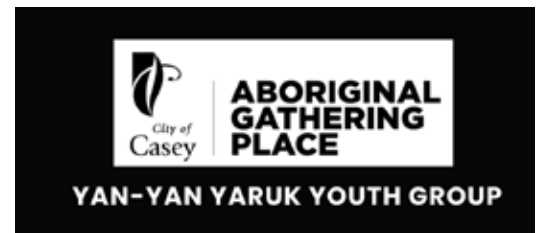
Thank you for supporting our schools and performing community participants this year!!

We look forward to seeing you again in 2025!

Program Order - Monday 9th September 2024

Aboriginal Gathering Place: Yan-Yan Yaruk Youth

Performance Director: Tarryn Heeger



Cranbourne East SC

Performance Director: Neil Gould, Eyerusalem Hawkins,
Tesa Manu & Sokimi Tusitala



The Grange P-12 College

Performance Director: Anita Leahy, Eteuati Feau,
Momota Sefesi & Jahmelia Falamoe



Unschooling in the Southeast

Performance Director: Ngarelle Gordan



Gleneagles Secondary College

Performance Director: Verna Randone



Hallam Secondary College

Performance Director: Sarah Sloan & Riane Tangimama



Narre Warren South P-12 College

Performance Director: Felise Tovia & Leighana Ngatokoa



Aboriginal Gathering Place: Yan-Yan Yaruk Youth Performance Director: Tarryn Heeger



The song chosen for this performance is “Black Smoke”, by Emily Wurramara. This dance depicts the Emu Dreaming Story known as Barraeemal.

This dance, taught by Thara Brown—a proud Koorie Woman with Yorta Yorta heritage—is a profound expression of cultural storytelling. Thara is affiliated with Nagi, which means “ceremony” in Bunurong language, under the cultural guidance of Ngarweet Carolyn Briggs.

The story of Barraeemal, which is honoured through this dance, has been generously shared with us by Aunty Carolyn. Her beautifully crafted book on the Barraeemal— Emu Dreaming story describes a time when the Emu aligns with the Milky Way at the end of Autumn, signalling that the eggs are ready to nest. During this period, women leave to prepare for the new season while men stay behind to protect the nests.

The dance vividly represents this narrative, beginning around the campfire as the Emu Dreaming story unfolds in the Milky Way. It depicts the transition of women leaving the nest and men safeguarding it until the eggs are ready to hatch. Each movement in the dance is a tribute to this important cultural story, capturing the essence of tradition and connection to the land.

The Yan-Yan Yaruk Youth Program offers a unique opportunity for Aboriginal and Torres Strait Islander young people to connect, learn, and grow in a culturally inclusive space at the Casey Aboriginal Gathering Place in Doveton. This year, participants from diverse backgrounds and different mobs have come together, united by their shared cultural identity and a collective journey of discovery.

In line with this year’s NAIDOC theme, “Keep the Fire Burning - BLAK, LOUD and PROUD,” the participants have embraced their cultural heritage in remarkable ways. Some have chosen to express themselves through cultural dance, while others have showcased their talents in the 4Cs Art Exhibition. These expressions not only celebrate but also amplify the significance of Australia’s oldest continuous living culture.

A highlight of their journey has been their dedication to learning the Barraeemal Dance under the guidance of Thara Brown. Despite facing numerous challenges, this is our students first time performing at the 4Cs and opening the show.

Their resilience, persistence, and courage have been truly inspiring.

It has been an honour to work with these emerging leaders, whose commitment and hard work illuminate their pride and dedication to their culture. Their participation and achievements reflect a bright future for the continued celebration and preservation of Aboriginal heritage.

4Cs Student Leaders 2024



My name is Jayvan-Rico Willie Aialeo, I'm 17 and born in South Auckland. I spent most of my childhood in Cranbourne and I currently attend Lyndhurst Secondary College. I'm in Year 11 completing my VCE-VM certificate and studying my second year of Carpentry in VET. I'm a dedicated student, who works hard and I study to ensure I graduate school. I look forward to meeting you at 4Cs this year! Make sure you come up and say "Hello"!

Talofa Lava! My name is Stewart Noa, and I'm 17 years old, born and bred in Melbourne. I am a student at Lyndhurst Secondary College, where I am pursuing a career in Carpentry through the external VET program. Alongside my academic and vocational studies, I dedicate some of my free time to playing music, which is a passion of mine. Everything keeps me busy, but I thoroughly enjoy the variety of challenges and experiences I've gained this year.



My name is Troy Sau, I'm 17 and born in South Auckland, New Zealand. I come from a close-knit family of six, and I'm a student at Lyndhurst Secondary College. I am committed to a career in Community services as a disability support worker with the aim of making a positive impact in my community. I find balancing academics and sports to be challenging, but I am enthusiastic about the future, and determined to excel in both areas.

My name is Vancouver Joseph Tuakeu Estall. I am currently in Year 11 at Cranbourne East Secondary College. On my mum's side, I come from the East Coast of New Zealand, as well as the northern region of Ngāpuhi and Rotorua. From my dad's side, I have heritage from the beautiful islands of Rarotonga, Aitutaki, and Mangaia. I am currently studying VET Community Services Certificate II, with the hope of becoming a social/youth worker to improve and support work around mental health in youth.



My name is Destiny, and I am a student from Cranbourne East Secondary College. I was born and raised in New Zealand and moved to Melbourne in 2015. My background is Samoan, and my mum is from Tanugamanono and my dad is from Tiavea. The VET course I am currently undertaking is Certificate III in Sport and Recreation. When I am not at school, I enjoy being with family and friends.



My name is Paige Diaz and I am 17 years old. I was born in Queenstown New Zealand. My mum was born in Niue, and my dad, like me, was born in New Zealand, making me a lovely mix of Māori and Niue.



I am currently a student at Cranbourne East Secondary College and studying a VET Sport and Recreation certificate. I'm an energetic person who enjoys being outdoors. This year I represented the Victorian school girls Rugby league. I am a well organised and creative individual who would love to see more cultures represented in the 4Cs Student Leadership program.

Hello, My name is Lepetiomaloinauafaimaiaasomaile but I'm known as Elizabeth Finau at Cranbourne East Secondary College. I joined the 4Cs SWL because it offers students a unique and valuable opportunity to share and celebrate their diverse cultures. I was born in Auckland, New Zealand then moved to Melbourne. I am Samoan and my family originated from the villages of Safa'ato'a Lefaga, Salani Falealili and Sataoa.



d

Hi! my name is Lute and I'm 17 years old. My background is Tongan, and my parents originate from the village, Veitongo and Fua'amotu. I am a student from Cranbourne East Secondary College. I'm currently completing the VET 'Active Volunteering Certificate II'. In the future I want to become either a flight attendant or a beautician because of the passion I have for beauty, and for traveling the world.

A Special Thanks to

Sinead Fay from Lyndhurst SC who has been responsible for supporting the work the students have submitted through the amazing programs created for each of the 3 nights. We appreciate all your hard work and look forward to working with you again next year!



Lyndhurst SC VCE-VM Senior students have taken the lead this year to demonstrate outcomes in integrated unit 4 curriculum. They have engaged and supported neighbouring schools in the 4C's leadership program. Students have also taken the lead in hosting the opening night.

Andy Ding and Jessica Kinnersley from Gleneagles SC have taken the lead to collect and curate the diverse number of art work created by Primary and Senior schools, we are very honoured to see new pieces provided by our First Nations students, and encourage participation for 2025.



Cranbourne East SC have taken the lead in providing students who have worked in partnership with Lyndhurst SC students to work as student leaders for 3 terms. They have been responsible for various mentor projects through the 4Cs program and have done an amazing job in demonstrating excellent employability and transferable skills.



Hampton Park Secondary have taken the lead to provide VCE-VM volunteers who have worked with 4Cs to support their participants and the VicHealth JT productions team.



Lyndhurst VCE-VM Integrated

LYNDHURST SECONDARY COLLEGE VCE VM INTEGRATION

Written by Mila Bunjevacki and Tamai Tararo

At Lyndhurst Secondary College, we believe that a successful transition program is the first step to ensuring a successful schooling journey for students. We pride ourselves on having a comprehensive transition program that is student centered and skill based to ensure that all students experience success.



VCE VM is the new pathway available for year 11 and 12 students. This pathway was introduced in 2023 to all students in Victoria and takes 2 years to complete. VCE VM replaces the pathway formally known as VCAL. This change was the result of the Victorian government aiming to improve the end result for the VCAL program. The VCE VM program helps students explore life and community while building essential skills. It offers flexibility for different paths like apprenticeships, traineeships, further education, non- ATAR pathways to University or direct entry into the workforce. Students have the freedom to plan and do activities independently under supervision. you'll learn all the skills you need to start working straight after school or if you want to still continue with further education you can.

Our year 12 VM class is been integrated with the 4Cs program as part of our Unit 4 curriculum. This semester focuses on the event management of the 4Cs performances that will be hosted at Bunjil Place every Monday from the 26th of August to the 9th of September, 2024 with a wide range of different schools in Victoria. Lyndhurst's year 12 VM students are participating with the back of house organisation during the event which will allow them to use literacy, numeracy, personal development skills and work related skills along with key knowledge and skills in a large scale event beyond school grounds. Our class gets to participate in an event in our local area and when the future years approach they can look back and know that they contributed to something culturally impactful.

Some projects that the VM students have contributed towards 4C's is;

- OHS posters
- Logo redesign
- VM 4Cs crew clothing
- Promotion flyers/posters
- 4C's Official program guide
- VM 4Cs crew lanyards
- Short film
- Photo Gallery
- Newsletter
- School Magazine
- Artwork
- School performer lanyards
- Personal projects

“It's great to see the 4Cs be part of the VM curriculum as it provides a way for students to combine their passions with developing life skills and getting recognised for their outcomes for their certificate.

Ms Eloise Haynes
(Lyndhurst Secondary College Principal)

Family First Nations Project by Bailey Barton

FIRST NATIONS INTERVIEW:

Bailey Barton is a First Nations student in Year 12 VCE VM at Lyndhurst SC. Bailey decided to embark on his own personal project for 4Cs contributions. In discussion with his teachers, he really wanted to explore his First Nations identity. Bailey decided that he would interview his sister who is deeply involved in empowering and helping First Nations people through her role at the Victorian Aboriginal Community Controlled Health Organisation (VACCHO). Bailey felt that because of his sister's job at VACCHO, she would be able to share more important information than the average person. His sister is based quite far from him so the interview process had to be planned very well so that Bailey and his sister could maximise their time together and ensure that the result of this project encouraged others to understand one perspective in many ongoing First Nations perspectives.

Bailey brainstormed a series of questions that he wanted to ask his sister – he focused on her role, within VACCHO, First Nations identities she's interacted with, and her self-identity in the work she does. Bailey and his sister communicated via video call and emailing. It was a moment that Bailey felt that he really was able to re-connect not only with his sister but also with exploring what being a First Nations person meant within his family. His sister was able to share how her work empowers all First Nations people especially youths to be proud through language, heritage, and history.

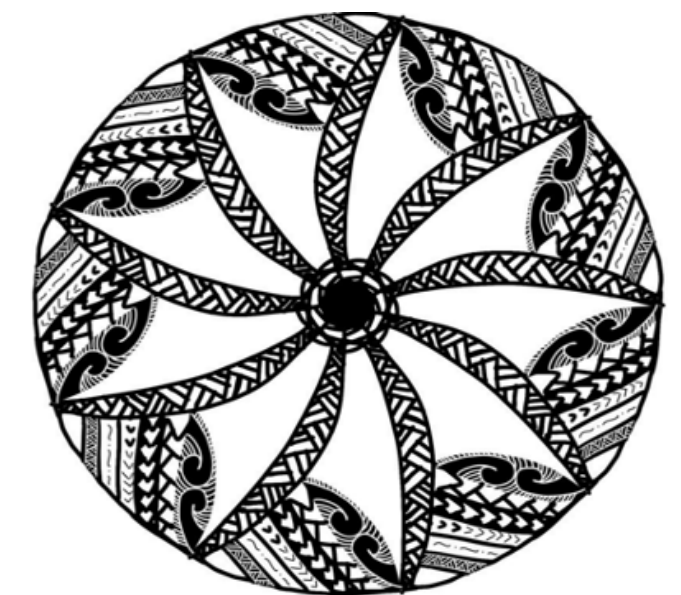
Through this experience, Bailey was able to gain a new understanding in what his sister does and new ways to re-focus on his First Nations identity as an individual and in his family's history. Bailey felt that this project was just what he needed in his final year of high school. Bailey shared that in his entire learning journey at Lyndhurst SC he never felt like he had a 'voice'. Bailey hopes that with this project he hopes that First Nations people in and beyond the Lyndhurst SC community focus on educating others, sharing their First Nations identities (if they feel comfortable), embracing First Nations perspectives, and to look beyond stereotypes of Aboriginal and Torres Strait Islander people. He asks people to not assume things about people based on appearance or actions and to actively challenge negative discourse.

Bailey is proud to leave his final year at Lyndhurst SC as a VCE VM student with a long lasting and impactful legacy project for the school's community. Through this legacy project, Bailey hopes that future First Nations students see and hear the voice of a Lyndhurst SC First Nations graduate and alumni.

(Any information shared in this article is not representative or associated with the VACCHO)

Lyndhurst VCE-VM Program

This term for our VCE-VM program, we were able to run the event planning program for our Lyndhurst SC Community project. There were a lot of tasks to choose from. Students Rita and Ashley chose to organise the printing of logos for their students' hoodies using the Cricut machine. The challenges for learning how to use the Cricut machine was at first challenging, but after the logo was designed, we found that creating the different parts to the logo was satisfying. The hoodies were made to support the OH&S while at Bunjil Place. The logo attached was our first attempt but after another design was chosen, our peers chose the second design.



Left logo: Designed by Rita Lui

Right logo: Designed by Tipene Tuhi



Our group consists of 5 students, Sophie, Chloe and Sam. We were tasked with designing student Identification tags to ensure on the showcase days, it would be clear what our role would be. Our class were to collect evidence of the showcase day during the school/group rehearsal time.

This would consist of stakeholders and participants interviews, photos, mini-performance clips and much more. This year we are fortunate to be able to be hosted by VicHealth with the FUTURE RESET CASEY SUMMIT. We look forward to experiencing the Summit for the first time.



Lyndhurst VCE-VM Program

Daniella MacDougall chose to create her 4Cs promotional poster because she wanted it to be different to the designs her peers created in class. She chose the images to show it's multi-cultural and the flowers and different patterns made the whole image come to life. She chose the images of flowers, specifically the Frangipani because of her appreciation for them. She chose images that would signify or relate to different cultures.

LYNDHURST SECONDARY COLLEGE

YEAR 12 VCE VM PROUDLY SUPPORTING

4Cs
INC

Doors open at 5:45pm!

Tickets only \$20!

Join us to watch
the multicultural
showcase at
Bunjil Place!

Scan the QR code to
access ticket's

Where?
2 Patrick NE DR,
Narre Warren VIC
3805

Poster designed by D. MACDOUGALL

With the support of

FUTURE HEALTHY

VicHealth

Bunjil Place

City of Casey

AFGHANISTAN

IN AFGHANISTAN, BOYS AND GIRLS HAVE SPECIAL DANCES THAT ARE PART OF THEIR CULTURE. BOYS OFTEN DANCE THE *ATTAN*, WHICH IS A FAST AND ENERGETIC DANCE DONE IN A CIRCLE. THEY MOVE TOGETHER TO THE BEAT OF A DRUM CALLED THE *DHOLO*, WITH SPINS, CLAPS, AND STEPS THAT SHOW UNITY AND STRENGTH.

GIRLS USUALLY PERFORM DANCES LIKE THE *LOGARI*, WHICH ARE MORE GENTLE AND GRACEFUL. THEY WEAR COLOURFUL DRESSES AND DANCE TO THE MUSIC WITH SMOOTH HAND MOVEMENTS, SOMETIMES USING SCARVES TO MAKE THE DANCE MORE BEAUTIFUL. THESE DANCES ARE IMPORTANT AT CELEBRATIONS, SHOWING PRIDE IN THEIR CULTURE AND BRINGING PEOPLE TOGETHER.

AFGHANISTAN

IN AFGHANISTAN, BOTH BOYS AND GIRLS HAVE SPECIAL DANCES THAT ARE PART OF THEIR CULTURE. BOYS OFTEN DANCE THE *ATTAN*, WHICH IS A FAST AND ENERGETIC DANCE DONE IN A CIRCLE. THEY MOVE TOGETHER TO THE BEAT OF A DRUM CALLED THE *DHOLO*, WITH SPINS, CLAPS, AND STEPS THAT SHOW UNITY AND STRENGTH.

افغانستان

GIRLS USUALLY PERFORM DANCES LIKE THE *LOGARI*, WHICH ARE MORE GENTLE AND GRACEFUL. THEY WEAR COLOURFUL DRESSES AND DANCE TO THE MUSIC WITH SMOOTH HAND MOVEMENTS, SOMETIMES USING SCARVES TO MAKE THE DANCE MORE BEAUTIFUL. THESE DANCES ARE IMPORTANT AT CELEBRATIONS, SHOWING PRIDE IN THEIR CULTURE AND BRINGING PEOPLE TOGETHER.

Afghanistan Cultural Information Poster, designed by Sadia Mohammadi, Masooma Amiri, and Sonia Nemattullah

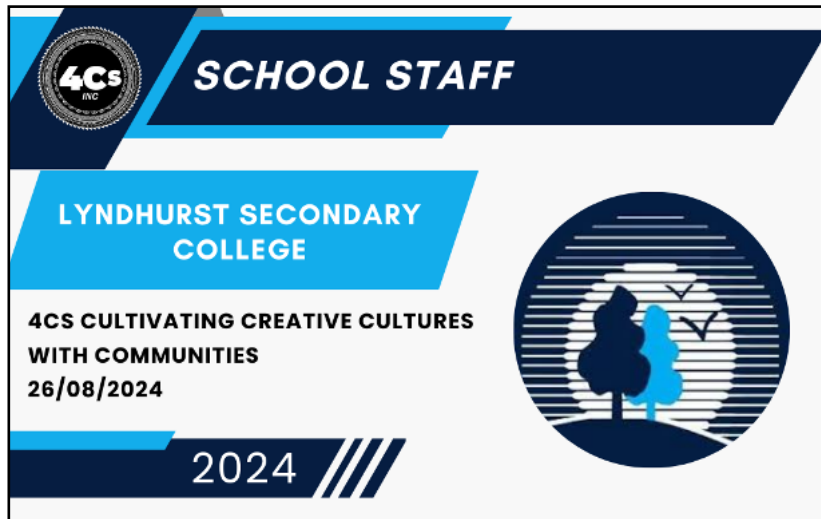


LSC 4Cs
HAKA PERFORMERS

Back row:
Charlie Sayliss
Tamai Tararo
Tipene Tuhi
Mia Tuculia

Front row:
Landon Purcell
Joseph Herman-Jonassen
Moroni Addi

Lyndhurst VCE-VM Program



Tamara Barsamoglu and Erfan Hussaini designed the school staff and performer identification (ID) lanyards for each of the schools and groups over the three 4Cs performing nights. Using their developed skills in CANVA that used a base template that they felt adequately demonstrated professional qualities that someone would be proud to wear. They worked over several days consulting each other and their PDS teacher on the design elements of the ID cards. Tamara took charge of the design process and spent much of her PDS and study sessions crafting 20 individual lanyard ID cards. Tamara wanted the design to reflect individual performing groups by using the school and organisations colour palettes. She felt that she was able to achieve her goal of individuality for each final performing group.

2024 VET CERTIFICATE II

Cultural Leadership

Active Volunteering & SWL

This year our Active Volunteering Certificate II students chose various activities to share with their groups based on their interests and their skills. The student's talents in working within the community varied from Henna art, teaching guitar, volunteering cooking skills for disadvantaged individuals, creating OHS vests for events and sewing for special events. Students took part in the Summit and support the work around Youth Wellbeing by participating in all the activities that took place on the day.

We were also preparing a special program for residents in Cranbourne and were so honoured to be able to provide morning tea which consisted of chocolate waffles, donuts and muffins. We also worked with students who were visually impaired and learned how to use sign language to communicate. I want to take the time to thank all our students for trying every experience provided and putting in their personal best. It has been a successful year for everyone involved in our Active Volunteering Certificate II course.



SWL Program



This year, our SWL students (4Cs student leaders) prepared and trained to be teachers for the day. They prepared cultural PP for the Year 8 Humanities class preparing engaging lessons that student supported their semester's work, Polynesian Expansion.

The teachers stood back and watched as the Year 11 students shared their knowledge and

then proceeded to run practical activities for the day. After reflective discussions about how the lessons ran and what improvements could be made, a couple of students shared their new interest in potentially teaching as a career choice.

This year, our SWL students served as mentors to the VET students during their work at the Disaster Relief Agency. We are always looking for opportunities to support community projects in the area and hope we can continue this into 2025. The work that was completed here was to sort donated clothing in the little portable space and to cook healthy and nutritious meals for struggling families.



Matauaina is one of the VCE-VM students who hopes to complete her certificate in Nursing. She has chosen to work in various parts of community services to gain experience with her employability skills. This includes running programs for children and spending a couple of hours supporting an elderly couple with everyday tasks. Matauaina is now currently performing clerical duties in a doctor's clinic.





The student leaders participating in SWL this year have been truly remarkable. Their dedication and commitment to creating a positive and supportive environment for their peers have left a lasting impact on all of us. We are incredibly proud of their growth, resilience, and leadership skills shown throughout this journey. Your efforts have enriched the lives of the students you supported and set a strong example for

future leaders to follow. A special thank you to Elizabeth Lepetiomalouafaimaia, who served as my second in charge. Elizabeth has consistency demonstrated outstanding and exceptional leadership. I am deeply grateful to the leaders for all the work you've done. Thank you for your unwavering dedication. I look forward to seeing the great things you'll continue to achieve in Year 12.



Back row: Stewart Noa (LSC) Nooroa Tako (CESC) Vancouver Estall (CESC) Jayvan Aialeo (LSC)

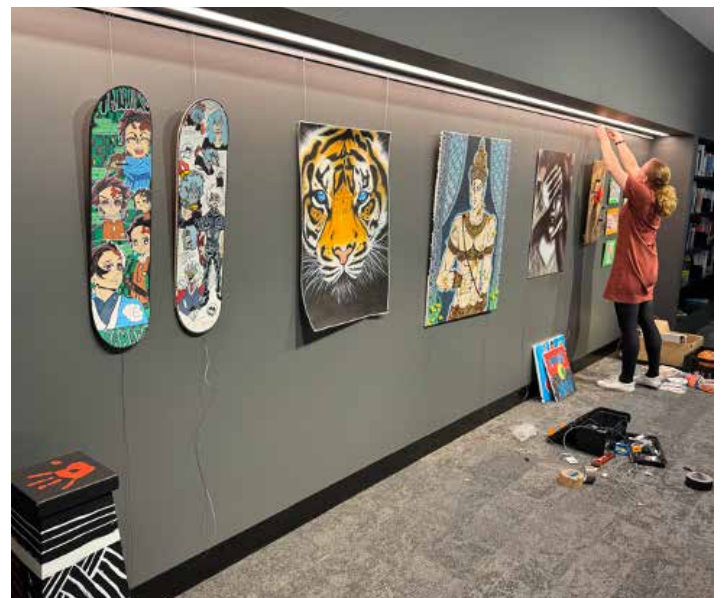
Front row: (CESC) Paige Diaz, Elizabeth Finau, Destiny Faamatuainu, Lute Tukunga, Kowhai Lum

4Cs VCE-VM & Community Art Showcase

We are proud to present the 2024 4C's Exhibition at the Bunjil Place Library. The exhibition is open to the public from Saturday 24th August to Sunday 29th September.

Congratulations to the students and schools who participated in this year's exhibition! We have a collection of paintings, prints and objects on display. The works are created and handcrafted from various materials including clay, works on canvas, sand, textiles and pre-loved recycled materials. Each piece is designed and decorated with beautiful patterns and symbols. They tell stories about their maker's culture and personal identity. A unifying theme of the collection highlights the significance of connection and community to children and young people.

We would like to thank the students, their teachers and schools for sharing their stories and culture with us. The participating schools are Lyndhurst Secondary College, Unschooling in the Southeast, and the Yan-Yan Yuruk Youth Program at the Casey Aboriginal Gathering Place. Special thanks must go to our 4C's Art Directors, Andy Ding and Jess Kinnersley from Gleneagles Secondary College and in collaboration with Meg Larkin and Erica Sandison from Bunjil Place for curating and setting up the exhibition.



4Cs VCE-VM Literacy - Victorian State Library

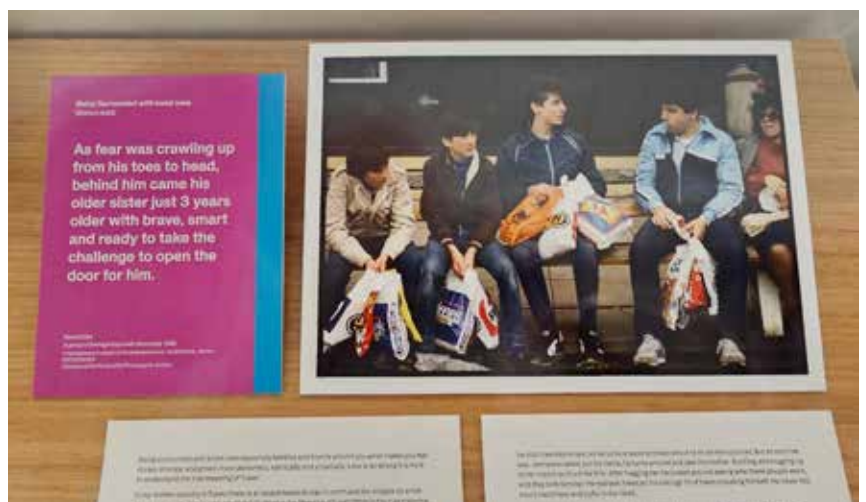
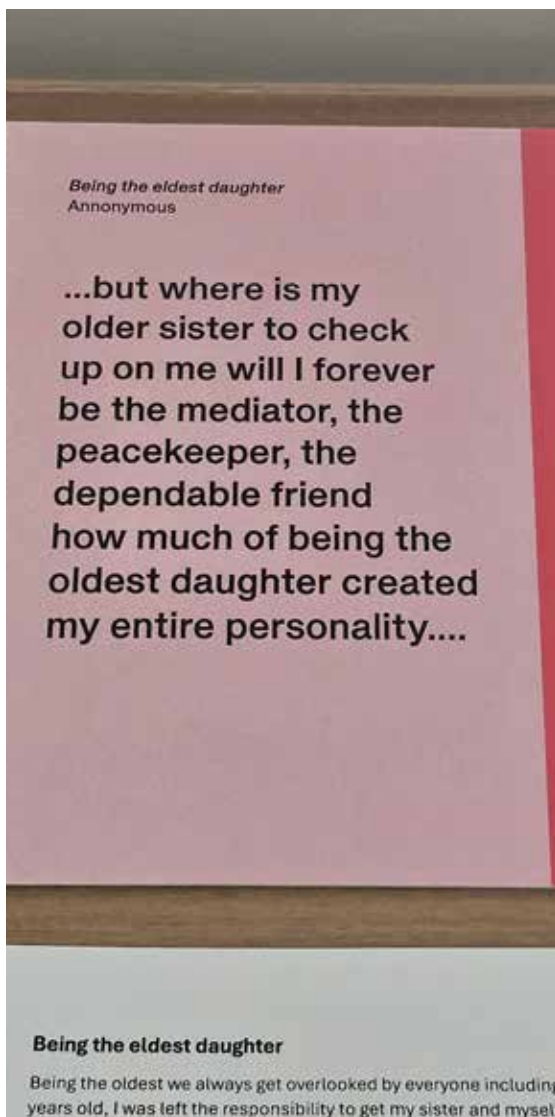
4Cs VCE-VM LITERACY Creative Writing: Advocating for Unheard Voices

Proudly Sponsored By The Victorian State Library 2024

Available for public viewing at Bunjil Place Library LEVEL 2

Experience the power of art and storytelling as local students creatively advocate for marginalised communities. Through vivid narratives and compelling visuals, this exhibition amplifies the voices of those often silenced, challenging perceptions and inspiring change.

Join us in celebrating these impactful stories by students from Lyndhurst Secondary College, Fountain Gate Secondary College, and Cranbourne East Secondary College. Written works are displayed alongside photographs from the Melbourne Out Loud: Life through the lens of Rennie Ellis exhibition provided with permission from the State Library of Victoria.



Images selected by the students are from the State Library Victoria collection, courtesy of the Rennie Ellis Photographic Archive

Partners & Stakeholders 2024



Acknowledgements

VICHEALTH:

This year VicHealth Future Reset has come on board as a major partner of 4Cs. With art, creativity and culture at the heart of what they do there are great opportunities for student wellbeing and social connection. We want to thank VicHealth for putting together these incredible summit days, for supporting the program and investing in our students. We're excited for what the future holds.

GOALS:

VicHealth's Future Reset program is part of a global movement to improve community wellbeing through art projects co-designed with local communities. Grounded in the principles of equity, co-design, and partnership, the program seeks to create meaningful connections that enhance mental health and contribute to health equity.

The goal is to provide a safe space to explore ideas and focus on mental well-being and social connection.

Community-based arts hold the power to unite people from all walks of life, enabling authentic storytelling that weaves together culture, history, and identity. By fostering communal spaces that promote belonging, nurturing intentional relationships, and encouraging critical reflection, these art projects can drive positive social change.

The program emphasises creating safer and healing spaces, supporting systems thinking, and amplifying the voices of those facing systemic barriers.

Through this approach, Future Reset not only strengthens communities but also challenges and reshapes social systems, making them more inclusive and equitable.

<https://futerereset.vichealth.vic.gov.au>

www.vichealth.vic.gov.au

@vichealth

Acknowledgements

Bunjil Place :

4Cs would like to thank City of Casey Creative Communities team for their ongoing commitment and support for this program. This successful partnership has provided a platform for young people's voices to be heard and VCE-VM education outcomes met. The 4Cs community always feels welcome at Bunjil Place. We share a vision with the City of Casey Creative Communities team where art, culture and education are valued and celebrated.

EMILY CLARKE

Manager Creative
Communities

MELISSA QUEZADA

Coordinator Function and
Event Sales

KIMBERLEY TURNER

Marketing Advisor
Communications and
Corporate Governance

JAMES FISCHER

Head of Performing Arts
Programming

MADDIE DODD

Function and Event Sales
Officer

CAROLINE THOMSON

Supervisor Front of House

ERICA SANDISON

Community and Education
Programming Officer

MICHAEL LANE

Head of Operations and
Production

JOEY HERRECH

Team Leader Visitor Liaison
and Security

MEG LARKIN

Arts in Community Officer

TAMARA BOAG

Coordinator Production

LEIGH O'DONNELL

Coordinator Visitor Liaison
and Security

PHARIC SCOTT

Team Leader Bunjil Place
Plaza

JORDAN BARFOOT

Coordinator Production

SIMON HORSBURGH

Team Leader Systems and
Logistics

SUBHADRA MISTRY

Arts and Culture Strategic
Lead

MARIANA VARELA

Coordinator CRM and
Ticketing Services

TIM CUTHELL

Children and Youth Team
Leader

MEGAN PASCOE

Creative Communities
Partnerships Coordinator

YASMIN KENTERA

Team Leader Communications
and Marketing
Communications and
Corporate Governance

ANGELA BARNETT

Outdoor Screen Coordinator



Acknowledgements

Shannon Bell
Program Manager – LE MANA (CMY)

4Cs would like to thank Le Mana from CMY for their ongoing commitment and support.

They have been with us for number of years providing for the needs of our young people.

Their continued support ensures that schools from the North-West side of Melbourne can continue to participate in the annual 4Cs Casey showcase.



Program & Venue Partners



With the support of

