

4CS

**CULTIVATING
CREATIVE
CULTURES WITH
COMMUNITIES**

**NIGHT 4
TUESDAY 16TH SEPTEMBER
BUNJIL PLACE
NARRE WARREN**

PROGRAM AND VENUE PARTNERS

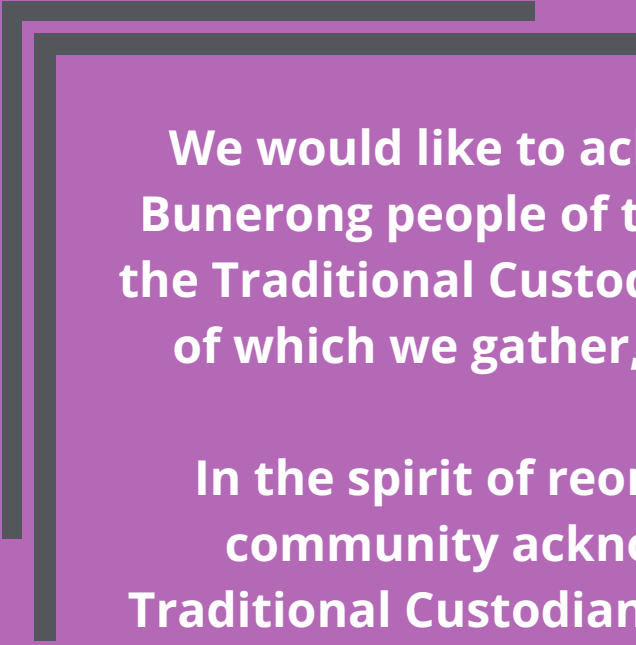


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**We would like to acknowledge the
Bunerong people of the Kulin Nation,
the Traditional Custodians of the lands
of which we gather, live and learn.**

**In the spirit of reconciliation, our
community acknowledges the
Traditional Custodians of Country and
their connections to land, water and
community.**

**We pay our respects to Elders past
and present, and extend that respect to
any Aboriginal and Torres Strait Islander
peoples with us today.**



**Cover Design by
Kenan Moores**

Narre Warren South P-12 College

ABOUT 4CS

INTRODUCTION

4Cs – Cultivating Creative Cultures with Communities and Narre Warren South P-12 are proud to continue their meaningful collaboration with key stakeholders including Bunjil Place, the City of Casey, Le Mana (CMY) and ongoing support from VicHealth, who remain a valued partner despite not running their Summit in 2025.

Founded by students to challenge anti-social behaviour and negative media stereotypes, the 4Cs program is now in its 19th year. It continues to promote the core values of inclusion, respect, and integrity, offering young people opportunities to lead, express, and advocate through the creative platforms of Performing Arts, Visual Arts, and Applied Arts.

Following consistent positive feedback, award recognition, and its ability to meet educational outcomes, 4Cs has now been successfully integrated into the VCE-VM Unit 4 program. This integration strengthens student engagement and agency by aligning curriculum outcomes with real-world artistic expression and cultural celebration.



ABOUT 4CS

PROGRAM CREATION & PURPOSE:

Laitini Matautia-Ulugia, Founder and Director of 4Cs – Cultivating Creative Cultures with Communities, brings over 20 years of experience in education. Her early work with VCAL students shaped a passion for curriculum that prioritises student choice, applied learning, and real-world relevance. Aligned with the VCE-VM curriculum, 4Cs continues to provide meaningful learning experiences by focusing on competency development and simulated workplace environments. The program has operated across southeastern Australia for 19 years, supported by a strong network of community and educational stakeholders.

In 2026, 4Cs will offer Structured Workplace Learning (SWL) placements to two students interested in gaining hands-on experience in cultural leadership and event planning. These students will work alongside Laitini Matautia-Ulugia and participants in the VET Active Volunteering program, contributing to the planning and delivery of the 4Cs showcases.

4Cs Performance Showcase (Cultural Performances)

This annual showcase permits students to:

- Share and celebrate cultural traditions through performance.
- Promote awareness and respect for diverse languages, stories, and art forms.
- Strengthen cultural identity, pride, and connection to heritage.
- Foster intercultural understanding and the intergenerational transmission of cultural knowledge through youth-led creative expression.



ABOUT 4CS

4Cs VCE-VM (Vocational Major)

- Aligns directly with Unit outcomes in Literacy, Personal Development Skills (PDS), and Work-Related Skills (WRS).
- Develops student agency by giving them ownership of planning, curating, and presenting performances.
- Strengthens transferable skills such as teamwork, leadership, event management, and communication.
- Provides authentic assessment opportunities where student work is visible to families, community, and education stakeholders.
- Supports applied learning pedagogy, connecting classroom learning to real-world creative industries and community contexts.
- SWL- Working with Ms. Tia once a week to gain leadership skills in 4Cs Inc.

4Cs VET: Leadership Program

(Certificate II in Active Volunteering & Community Services)

This vocational education stream integrates applied learning with real-world community engagement.

- Students apply classroom knowledge in authentic settings, such as visiting aged care homes, supporting food relief initiatives, and providing educational materials for newly arrived Australians.
- Develop practical skills in event and project management roles, including ushering, catering, media production, and technical support during showcases.
- Build a portfolio of competencies aligned with volunteering and community service standards.
- Establish connections with industry and community partners, including aged care providers, social services, and refugee support organisations.
- Gain a foundation for future pathways in community services, youth leadership, the arts, cultural sectors, and civic participation.



A SPECIAL THANK-YOU

The 4Cs team would like to give special thanks to Ueese Va and PJ Va - our Masters of Ceremonies for this year's showcase, as well as our Host Schools:

Narre Warren South P-12 College

Night 1 - Monday 1st September

Night 3 - Monday 15th September

Night 4 - Tuesday 16th September

Lyndhurst Secondary College

Night 2 - Monday 8th September

The Vocational Major students from our Host Schools, along with the VET Active Volunteering students from NWSP-12 College have worked very hard throughout the year on a range of different projects to make sure that this year's performance is special, and we are very grateful for their efforts. We'd also like to acknowledge the dedication of the staff who have supported these students every step of the way, specifically Ian Mortlock who has helped behind the scenes with admin and building the programs for each of the four performance nights.

Additionally, we would like to give a special thank you to Pimpimon Hanukoon and Kenan Moores from Narre Warren South P-12 College for all their efforts and support across the four nights of this year's 4Cs showcase.

Last, but certainly not least, we'd like to thank the students and staff of Cranbourne East Secondary College for their contributions to the Unheard Voices exhibition with State Library Victoria, and especially Elizabeth Finau and Marjorie Polutea for their support as part of the Structured Workplace Learning (SWL) program.



PROGRAM ORDER

TUESDAY 16st SEPTEMBER 2025



**ABORIGINAL
GATHERING
PLACE**

VET – FIRST NATIONS
PERFORMANCE DIRECTOR:
CHOLE GILCRIS



**NARRE WARREN SOUTH
P-12**

PERFORMANCE DIRECTOR:
FELISE TOVIO &
LEIGHANA NGATOKOA



SUNSHINE COLLEGE
PERFORMANCE DIRECTOR:
LENA MCCLEAN



CRANBOURNE WEST SC
PERFORMANCE DIRECTOR:
SALAMASINA AUSAGE



CRANBOURNE EAST SC
PERFORMANCE DIRECTOR:
NEIL GOULD

YAN-YAN-YARUK YOUTH ARTICLE

Last year, the Casey Aboriginal Gathering Place, Yan-Yan-Yaruk Youth Group were honoured with the opportunity to open the annual 4Cs event. This year marks their second performance, with participants once again coming together to choose which stories they would share. They decided on two significant dances, the Creation Dance and the story of Barraeemal, the Emu Dreaming Dance taught by Thara Brown, proud Yorta Yorta woman, from Wala Connections.

The story of Barraeemal, shared by N'arweet Carolyn Briggs, carries deep cultural meaning. It tells of the time when the emu aligns with the Milky Way at the end of autumn, signalling that the eggs are ready to nest. Brought to life through dance, the story reflects balance and responsibility, women leaving to prepare while men remain to protect the nest, capturing the essence of tradition, movement, and connection to Country.

Through these performances, our youth are not only learning but also teaching, building legacy, standing tall, and proudly carrying culture forward. They carry the strength of their ancestors, the vision for their future and the legacy of the world's oldest living culture.

Every move they make in these dances holds meaning. It tells a story. It speaks for their mob. It reminds the world we are still here and we are strong!



(Right) Cranbourne West Secondary College students and proud Wurundjeri and Bunurong women;
Peta Chant - Year 11 student
Jada Charles - Year 11 student
with Tiana Hoskins Chant - Year 7 student in dance support)



PERFORMANCE SHOWCASE

BERWICK STAR NEWS ARTICLE

By Ethan Benedicto

Edited by Laitini Matautia-Ulugia

The celebration of culture, history and diversity is once more just around the corner for the City of Casey, as the 4Cs program gears up to begin in early September. The four 'c' letters in the program, which stand for Cultivating Creative Cultures with Communities, is an exemplary program run by the NWP-12 MULTICULTURAL TEAM, and for the Pacifica group it's Leader Felise Tovio and strong supports Leighana Ngatoko, Haven Morehu, Peti Lauese and Samantha Peteru.

Student leaders from the school, ranging from their skills and workplace leaders, to dance heads for the performances, spoke to Star News about the upcoming events, starting on Monday, 1 September, for a total of four cultural showcases lasting until Tuesday, 16 September.

Kenan Moors, a 17-year-old senior student who is taking part in the Samoan cultural dance presentation, said that being able to showcase not just their culture, but a swathe of others through dance and songs "makes me feel comfortable". "It's the fact that we're showing everyone our cultures, giving the audience a taste of what it's like. "Then, through that, others may be inspired, the message of our dances, the songs, the tradition basically," he said.



PERFORMANCE SHOWCASE

BERWICK STAR NEWS ARTICLE

Isaiah Lokeni, also 17 years old, is leading the senior students in their Samoan cultural performance practice, and he said that for them, seeing as the team has been doing the 4C's event for three years, experiencing it all come together "feels amazing".

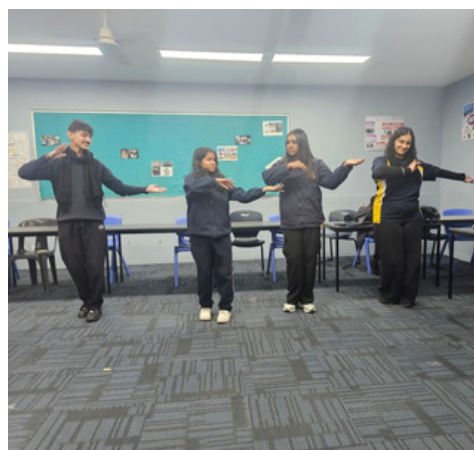
"Not only do you see people with different skin colours, different backgrounds and such, but it also gives you an opportunity to learn more about other people and their cultures." "We're all different, but we're also all the same in a way," he said.

As for Lavangin Amin and Diing Doboul Pathot, both leadership and community leaders in their senior years, they said that simply engaging with the activities, and getting others to also be involved, not only for the fun of it, but also because it can be "inspirational". "It's also encouraging me to start being a bigger part of my own community," he said.

Their youngest member and primary school leader, Florence Purcell, who is just eight years old, said that she enjoys being part of something big, especially with her friends.

When asked how she felt to be able to represent her Samoan heritage, she said that "it feels like I was born for this".

Maara-Ray Amaru, who is part of both the Cook Islands and Samoan groups, said that she was initially nervous to be representing two cultures.



PERFORMANCE SHOWCASE

BERWICK STAR NEWS ARTICLE

"But seeing my friends with smiles on their faces, it kind of pulled me to be part of their community as well," she said.

"I wanted to see what it felt like, and I wanted to experience it and learn all about it."

Working as a part of the school's cultural engagement Pacifica team, and also a former student, Leighana Ngatoko recounted the introduction of the program, initially serving as a way to "re-engage the naughty kids".

"My attendance was pretty shocking, so my teachers used it as an incentive to get me back into school.

"And now, 4C's has been embedded into the curriculum, so the other leaders have it as their VET class, which means they can learn event management, as well as ticking the boxes for their degree," she said.

On a personal level, she loves the program because of its goal to approach disengaged youth, as well as the overall appreciation of everyone's culture when the students come together to practice and ultimately perform for the City of Casey.

"Like what everyone else has said, there are a lot of similarities amongst our cultures once we learn them," she said.

"So, it's good for the school since it's getting the kids engaged, but it also boosts the school morale, especially when students realise the values and morals that each culture has."

This year's theme of VCE-VM Literacy revolves around advocating for unheard voices through misinformation, with the four-night exhibition to feature students from Narre Warren P-12 College, as well as other neighbouring schools Lyndhurst SC and the Gathering Place to explore issues and for some to express their heritage.



NARRE WARREN SOUTH P-12 COLLEGE VOCATIONAL MAJOR PROGRAM

As part of the Vocational Major Program at Narre Warren South P-12 College, the Year 12 students had the opportunity to support the event management side of 4Cs. This provided students a unique integrated project covering key knowledge and skills from across Literacy, Numeracy, Personal Development Skills and Work Related Skills.

Literacy

In Literacy, students have analysed different forms of communication, as well as exploring the concept of advocacy. Using this, they developed their own stories around the theme of Unheard Voices - some of which can be read thanks to the State Library of Victoria - you can check out the link to these later in this program.



Numeracy

With Numeracy, students have analysed different forms of data, along with different ways to collect it. They also prepare timelines, schedules and budgets for different aspects of the event.

Personal Development Skills

In PDS, students completed a range of different projects - from posters and lanyards, to t-shirts and the program you're reading now. Some students also took the opportunity to develop their own specialised projects.

Work Related Skills

As part of their event preparations, students went along to Bunjil Place to complete a site induction and tour of the facility, along with a Workplace Health and Safety analysis for 4Cs. They have used this to help develop a range of safety materials for the event itself which will be put up around Bunjil Place.

The biggest benefit to this program is the development of transferable skills - this will provide students with a better starting point once they graduate from Narre Warren South P-12 College and go into their future careers.

VCE-VM SUCCESS STORY: JEYBLEND

One of the greatest parts of teaching VM students is seeing our students making use of everything they have learnt from the Vocational Major Program in their life after high school.

One such student is Jeremy - he has applied his learning to create his own personal hairdressing business. Here's what Jeremy had to say about his business:

My name is Jeremy Ingles, and I am currently attending Narre Warren South P-12. I am a proud owner of my barber business, which I have been running for about two years now.

Throughout my journey in barbering, I have learnt a lot of valuable skills from VCE-VM program such as initiative, self-management, and resilience (PDS), which are important for building a business from the ground up.

Along the way, I've been able to meet new people and build a great clientele. Recently, my business has been going well as word of mouth has spread, helping me get booked out more often.

This shows the importance of networking, communication, and marketing skills (WRS/Literacy), as well as numeracy and financial management



UCE-VM SUCCESS STORY: JEYBLENDS

(Numeracy) when keeping track of bookings and income.

Through barbering, I've learnt skills I never thought I could have. I've developed the ability to understand clients' needs even when they don't fully describe what they want, and I can cut their hair exactly how they imagined. This demonstrates problem-solving, adaptability, and professional communication (WRS/PDS). I've also gained confidence in speaking with clients and, most importantly, in communicating in a professional manner, which connects to workplace and employability skills (WRS). Running @jeyblends has also helped me improve digital literacy (Literacy/WRS), as I use social media to promote my work, take bookings, and engage with clients online. Managing my Instagram business page shows the link between literacy, technology, and entrepreneurial skills (Literacy/Numeracy/PDS).

So, if you'd like to come down to the HP area and receive a haircut, head over to my Instagram jeyblends to book an appointment! Don't forget to tell your friends about me!

The team at NWSP-12 College are proud of what Jeremy has been able to achieve with his business and are all looking forward to seeing him and his business continue to grow!



NWSP-12 COLLEGE VM PROGRAM PROJECTS - POSTERS AND LOGOS



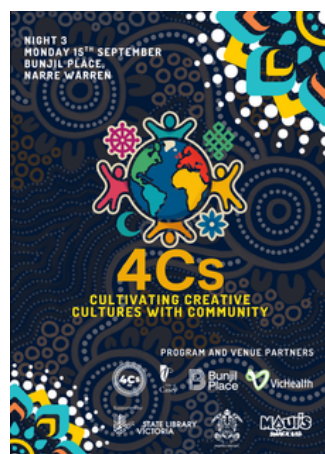
As an initial project, all students across the Year 12 Vocational Major cohort were tasked to come up with their own logo and poster to promote one of the three nights that Narre Warren South P-12 College are hosting. Many students took this opportunity, either as a group or individual and put their unique spin on their logos and posters.



The skills these students have developed, such as their attention to detail, adherence to client briefs and enhanced computer skills should serve them well with whatever career they choose.



Three of the students with the best poster designs worked with Mr Mortlock and Miss Tia to rework their poster designs to be featured as our three program covers.



NWSP-12 COLLEGE VM PROGRAM PROJECTS - T-SHIRTS AND HOODIES

One of the projects we completed was the design and creation of our event team shirts. Have a look at what three of our students have to say about the project.

What project did we pick, and why?

Our class chose to design and produce T-shirts because we believed it was a powerful way to raise awareness about the issues of fast fashion and encourage more sustainable choices. We discussed options like running a fundraiser, creating a documentary, or hosting a school event, and decided on the T-shirt project because it allowed us to create something practical and eye-catching. This connects to the 4Cs because we used creativity in our designs, collaborated as a team, communicated important messages through visuals, and contributed by educating others.

- Saba Aatifi

What went wrong?

Although there were complications like; having to buy a variety of irons because our first one was too harsh on the shirts and didn't make our logos stick onto it and pieces from our logo kept coming/falling off the shirts. However we upgraded our irons and adjusted new changes that made our t-shirt drive a bit better. Next time to prevent this from happening again our class and I should try different iron temperatures that'll help stick our logos onto t-shirts.

- Ann Abuseaf



NWSP-12 COLLEGE VM PROGRAM PROJECTS - T-SHIRTS AND HOODIES

The Creative Process

My class first brainstormed ideas and sketched designs, then my teacher would choose one design to have for our 4Cs logo however everyone else designs that theyve made wont go to waste, we will actually get to wear our own designs to show off our own visions and perspectives of our own logos to the performance but only ourselves get to wear it. Next we finalised our artworks, then used the circuit to cut our vinyl and iron heat press to apply it on our shirts. After that we finished it off with a quality check and photos for our portfolio.

- Hila Akbar



CERTIFICATE II IN ACTIVE VOLUNTEERING PROJECT: VET LEADER T-SHIRTS

By Pimpimon, Ejay and Shantaelee



The 4Cs Student VET Leaders T-shirt was created to celebrate our VET classes diversity and unity. Its design represents the many cultures in our class, showing pride in the many backgrounds that make up our community. By wearing it our Student Leaders honour their heritage while standing together as one, embracing the values of respect, leadership and cultural pride.

NWSP-12 COLLEGE VM PROGRAM PROJECTS - LEGACY POSTERS

Our graduating class of 2025 wanted to leave legacy posters around the school, to help new students and their families feel welcome at Narre Warren South College. Cultural diversity is a feature of the College community with at least 50 ethnic groups represented, speaking around 64 different languages.

The 4C's program plays a big role within the school, highlighting strong community connections through collaborative student led projects. Showcased over many nights, students from a diverse range of backgrounds share their culture and heritage through song and dance. The graduating year of 2025 are delighted to share their legacy within the school to all future students and their families.

This poster was created by Ali Hatami & Arman Nazari to share the huge cultural diversity here at NWSC. This poster represents the 96 countries in the world. The 4Cs platform supports our passion to unite cultures across the globe and celebrate with our primary students the importance of inclusion, respect and integrity.



I created this poster because I wanted to represent the cultures of the friends around me. All throughout high school, I loved learning about the meaning behind the traditions and performances my peers and friends around me did. I chose a stingray to represent the Cook Islands' culture, along with strength, protection, adaptability and guidance. The colours were chosen to look strong and stand out against the page. I wanted this poster to represent the strength of the community behind it.

Our poster features the Aboriginal culture. It represents Aboriginal country and making connections to the Aboriginal culture. We chose cultural landmarks and dot paintings that serve as a powerful medium for storytelling. This poster serves as a tribute to the rich history, traditions and stories of the First Nations people of Australia. We leave with the hope that our younger students continue our legacy long after we leave school.



This poster represents how people from all over the world can come together as one community. The bright colours make it eye-catching, while the countries along the border show diversity and unity in the school and the broader community. The 4C's logo in the middle is the main focus of the poster; it represents cultivating creative cultures within communities.

NWSP-12 COLLEGE VM PROGRAM PROJECTS - SPECIALIST PROJECTS

Woodwork Legacy Art Project

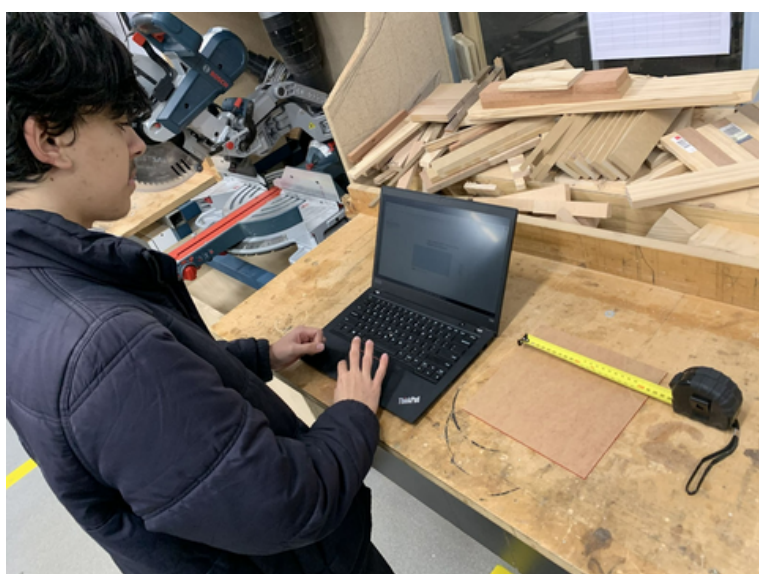
Completed by Bailey Byron-Green and Isaac Papp

For our project, we wanted to make something that would be a legacy piece that used our skills in design and technology. After thinking it over, we decided to create an art piece out of wood and other materials that highlighted the many communities we have at Narre Warren South P-12 College.

We want to say a huge thank you to Ms Fallon, who has helped us out a lot, particularly with using the specialised materials equipment and giving us some of her time to make this project happen.

There were a couple of small delays based around our timetables and Ms Fallon's timetable, as well as with weather, as we had to move the materials that the 4Cs team arranged for us to the woodwork room.

We have both stretched our skills on this project, and we're both really happy with what we have been able to produce.



NWSP-12 COLLEGE VM PROGRAM PROJECTS - SPECIALIST PROJECTS

Data Collection Project

Completed by Izabel Haddock, Justin Buchanan, Natasa Dimitrijevic, Shaun Thomson and Ashley Baker

This term our group created a world map where all the performers could stick a dot on the country where they are from and represent their culture. We decided to do this project as we found it a fun way to get an estimate where our community is from. During the project we felt excited but pressured to get enough numbers so our data would be accurate, we found it exciting with how the performers reacted to us explaining to them the project. A lot of them jumped up and down when they heard about the project and were really excited to show off their country and culture. We went to each school's dressing rooms and asked the teachers for help with getting the students to stick the dots on the country they were from as we struggled to get their attention at certain times but found working with the teachers made them listen to us a lot better. Throughout this project we learnt about collaboration and communication through working with the other schools. This is a skill that is transferable into the workplace. We think that our project went really well and was a success as we gained 160. Overall the project was a fun experience and way for us to visually see where everyone is from.



NWSP-12 COLLEGE VM PROGRAM PROJECTS - SPECIALIST PROJECTS

Nana's Pele Portrait Project

Completed by Alec Brown

My portrait portrays my Nana and my Brother, My Nana is the most hard working and caring person i know. My parents never let me and my siblings eat sweets, so my nana would always tell us to go into her room and we would grab the mini cookie time packets hidden in her desk drawer.

Every night my nana would always teach me and my siblings how to do Loku (prayer) every night in samoan. When my family moved to Australia in 2014 my nana would always ask for my brother when me and my sister were on call with her. When my brother introduced his girlfriend (future wife) to my nana she said that she ' was lucky to be dating my son'. This painting portrays the love and the special bond my nana has with my brother.



NWSP-12 COLLEGE VM PROGRAM PROJECTS - SPECIALIST PROJECTS

4Cs Art Poster Project

Completed by Joseph Pagua

This multicultural 4Cs poster, themed *"Cultivating Creative Cultures with Communities"*, highlights the richness and strength of cultural identity by bringing together elements from Samoan, Japanese and African Cultures.

Central to the design are the Samoan Taupou; a ceremonial maiden symbolizing honor, grace and community service, and the Japanese Samurai, representing discipline, creativity and cultural pride. Along side them, African culture is expressed through its vibrant traditions in music, storytelling and visual art - all rooted deeply in community life.

Together, these cultures show how creativity is not just an individual expression, but something grown and shared within strong, supportive communities.

The design celebrates unity through diversity and encourages respect, learning and connection across cultures.



NWSP-12 COLLEGE VM PROGRAM

PROJECTS - SPECIALIST PROJECTS

Mapuche Art Project

Completed by Xavier Sierra

This painting is a powerful representation of the rich cultural heritage and spiritual worldview of the Mapuche people, the indigenous inhabitants of south-central Chile and Argentina. The artwork is characterized by intricate geometric patterns, each holding deep symbolic meaning rooted in the Mapuche cosmology and traditions.

The recurring motifs often include **kultrún** (a ceremonial drum) and the **chew** (zigzag lines) among others. The kultrún symbolizes the universe, its circular shape

represents the earth, sky, and the four cardinal points, central to Mapuche spirituality. Zigzag lines signify water, rivers, and the flow of life, while the horizontal and vertical lines represent crops, life and a thriving community.

Through these carefully composed patterns, the painting serves not only as a visual celebration of Mapuche identity but also as a medium for preserving and communicating ancestral knowledge, values, and a profound connection to nature.



CERTIFICATE II IN ACTIVE VOLUNTEERING PARKGLEN VISIT



Narre Warren South P-12's Cultural Performance at Parkglen Retirement Community

Written by Shayla Mendoza-Edwards

A Day of Learning and Sharing

On Friday, August 8th, 2025, Year 11 and 12 students from Narre Warren South P-12 College, undertaking their Certificate II in Active

Volunteering as part of their Vocational Major studies, went on an excursion to Parkglen Retirement Community.

The purpose of the visit was to complete the required units and hours for their Active Volunteering course, specifically working with diverse people and demonstrating effective volunteering skills. These units are essential for achieving the full qualification. However, this excursion provided far more than what could ever be captured in a Google Doc filled with memorised answers. Parkglen offered students the opportunity to practice and demonstrate workplace skills in a genuine community setting.

As a school, it is important that we nurture not only our students' ability to read, research, and gather information from textbooks or websites, but also their capacity to organise, lead, and communicate effectively in the real world.



CERTIFICATE II IN ACTIVE VOLUNTEERING

PARKGLEN VISIT

Students Taking the Lead

At Parkglen, students showcased the work-related skills they had developed. In preparing for the event, they made important decisions about what to present and how to present it. They collaboratively designed a program that clearly outlined who was leading each section, and ensured the performances were listed in the correct order.



Because this was a real-life event that they were responsible for, students took genuine ownership of their roles. They communicated and expressed their ideas with confidence, motivated by the knowledge that they were performing for a live audience rather than completing an assessment task. Culture is something many students are deeply passionate about, though not all have the opportunity to be formally taught or encouraged by their families. This event created a platform for students who might not usually take leadership roles in their core VCE-VM subjects, to step up and shine. They demonstrated their ability to lead, teach, and guide others. Each performance highlighted students' skills in communication, organisation, teamwork, accepting feedback, and showing the courage, it takes to stand proudly in front of an audience.

The Role of 4Cs

In Melbourne, the 4Cs program "Cultivating Creative Cultures with Communities" creates student-led projects that celebrate cultural heritage. This year, Narre Warren South P-12 has had the privilege of working directly with the program's creator, Laitini Matautia-Ulugia, who has been teaching VCE-VM classes and effectively embedding 4Cs into the curriculum. For many of my peers, culture is tied to powerful shared memories. Generations have grown up watching the New Zealand All Blacks perform their iconic haka against the Australian Wallabies. For the elderly residents at Parkglen, the haka was a highlight they eagerly anticipated.

CERTIFICATE II IN ACTIVE VOLUNTEERING PARKGLEN VISIT

"The students' visit was so moving I felt emotional all weekend. It reminded me of watching 4Cs performances at Bunjil Place with my granddaughter when she was at school."
— Parkglen Resident

The significance of 4Cs extends beyond the performers themselves, it resonates with their peers, families, and the broader community.

Watching a loved one perform with joy and pride on stage is an experience that strengthens community bonds, much like the collective pride people feel for their sporting teams.

Building Skills, Building Community

The 4Cs program within Narre Warren South P-12 continues to unite students, by learning about and sharing each other's cultures, students build respect, understanding, problem-solving and teamwork.

Through projects like cultural performance, students also gain practical experience in event planning, teamwork, and leadership, skills that not only contribute to their organizational skills but also prepare them for the workforce.

The excursion to Parkglen Retirement Community was more than just a certificate requirement; it was a meaningful exchange of culture, community, and pride that left a lasting impact on both the students and the residents.



CERTIFICATE II IN ACTIVE VOLUNTEERING PENCIL CASE PROJECT

4Cs Pencil Case Project

By Alec Brown – Year 12 VM student

One of the best parts of this program is its partnership with 4Cs Community Services, a leadership program that gives us the chance to connect directly with real community needs. At the start of the semester, our teacher reached out to local organisations to see where we could offer meaningful support. The projects we chose weren't just about ticking off curriculum requirements – they were about making a real difference. I realised quickly that active volunteering is more than just helping out. It's about leadership, planning, and working together as a team to create positive change in our community.

In Term 1, we worked with our teacher to plan out the year and finish some of the theory tasks. Thanks to **VicHealth**, who donated all the lunch packs, we got to prepare and hand out 100 reusable lunch boxes that could also be used as pencil cases. We filled them with stationery "starter packs" and small toys, all kindly donated by **4Cs Incorporated**, before delivering them to newly arrived students at a local primary school.



CERTIFICATE II IN ACTIVE VOLUNTEERING PENCIL CASE PROJECT

For some of those kids, it was their very first time holding a pencil or pen. Knowing that something we created could help them start their learning journey in Australia made us feel proud. I'm really grateful to **VicHealth** for their ongoing support this year because it gave us the opportunity to do something practical that had a real impact.

As senior students, we also worked side by side with the primary school leaders to get the packs ready and handed out. This experience helped build connections between us and showed how powerful it can be when young people support each other. Along the way, I learned and practised so many important skills – teamwork, organisation, problem-solving, leadership, communication, and even patience and resilience. Most importantly, it made me understand the importance of empathy and compassion. For me, the biggest reward was knowing that what we did made others feel included, valued, and supported.



CERTIFICATE II IN ACTIVE VOLUNTEERING CULTURAL PRIMARY AND SECONDARY COLLABORATION PROJECT

4Cs Cultural Primary & Senior Collaboration Program

Article by Kenan Moors – VM Year 12 student



Every Friday, senior students undertaking VET Active Volunteering dedicate one lesson to mentoring primary students in cultural learning, singing, and shared skills development. These sessions are designed to build intergenerational connection within the school community, with older students guiding and supporting younger peers in a safe, encouraging environment. The program not only strengthens cultural identity but also empowers students to take leadership roles while giving back to their community.



Through the mentoring process, students develop a broad range of personal and workplace skills. Seniors refine their leadership, teamwork, planning, communication, and mentoring abilities, while juniors build confidence, resilience, and collaborative skills by engaging in creative and cultural activities. Both groups practice patience, empathy, and active listening, while also learning practical skills such as event preparation, performance etiquette, and cultural expression. The inclusion of singing and cultural practices allows students to explore storytelling, memory skills, rhythm, voice projection, and cultural pride in an applied learning context.

CERTIFICATE II IN ACTIVE VOLUNTEERING CULTURAL PRIMARY AND SECONDARY COLLABORATION PROJECT

This initiative is preparing both primary and secondary students for their upcoming joint performance at the 4Cs Showcase on 16th September. The program highlights the power of peer-led learning and cultural sharing, equipping students with employability skills such as organisation, problem-solving, adaptability, and public presentation. Most importantly, it nurtures a sense of belonging, celebrates diversity, and provides a real-world platform for students to demonstrate their growth as volunteers, leaders, and cultural ambassadors.

We acknowledge and sincerely thank cultural leaders Pania Peta, Haven Morehu, and Emma Utatao for their invaluable contributions to this work. Their generosity in sharing cultural knowledge and transferring their rich understanding of language, traditions, and skills has profoundly shaped the success of the program. Their guidance ensures that students learn with authenticity, respect, and cultural depth, carrying forward practices that strengthen both individual and collective identity.



CERTIFICATE II IN ACTIVE VOLUNTEERING

ADRA VISIT

Adventist Development and Relief Agency (ADRA) Visit

By Hope Sila – VM 12 Student

On Friday 25th July 2025, my classmates and I took part in a practical volunteering task to support people in need. We chose to volunteer at the Adventist Development and Relief Agency (ADRA). This opportunity connected what we've been learning in the classroom with real, hands-on community service, as we helped prepare and cook meals for vulnerable community members. While this experience counted towards my structured volunteer hours, for me it went much deeper. It was about developing life skills, personal growth, and building confidence for the future.

Through this program, I learned what it really means to be an effective volunteer. Cooking and serving food were important, but I also realised how much responsibility comes with being in a real community service environment. I had to be reliable, on time, and work well with others. I practiced clear and respectful communication not only with my peers but also with staff and the community members we served. This linked directly to the unit Communicate and work in health or community services. By working in a setting where compassion mattered, I began to understand different backgrounds, respect differences, and value the dignity of every person.



CERTIFICATE II IN ACTIVE VOLUNTEERING

ADRA VISIT

The lessons I gained went far beyond the kitchen. I built resilience by stepping into an unfamiliar environment and learning to adapt when things didn't go as planned. I practiced patience by supporting others who were still learning new skills, and I even stepped up with leadership when tasks needed initiative or teamwork. These experiences showed me that even small acts of service can make a big impact, and that giving my time can bring real comfort and support to people who need it most. Overall, the ADRA excursion taught me that volunteering is not just about finishing tasks—it's about doing it with integrity, empathy, and a genuine commitment to care for the community. These qualities are not only important for my course, but they will also shape the way I approach my personal and professional future.




VM WORK RELATED SKILLS WHS INDUCTION

Over three days, students from Narre Warren South P-12 College and Lyndhurst Secondary College came together at Bunjil place to complete a site induction and tour of the facility to assist them with developing an OHS Risk Assessment Plan for this year's event.

Students had the chance to meet with representatives from the City of Casey, Bunjil Place, Victoria Police and other groups to ensure that the event would be safe for our student performers, staff, event team and audience members

EVENT MANAGEMENT: BUNJIL PLACE
OHS RISK ASSESSMENT PLAN 2025



Implementing & Evaluating a Community Project

WHAT TO BRING TO THE BUNJIL PLACE EXCURSION:

- Please charge your phone to take the photos for the OHS areas at Bunjil Place Library, back of the stage, change rooms & the Fountain Gate food court
- Complete all questions and take notes from the presenters – 15 dot points for the police presentation.
- BRING A PEN – a booklet will be provided for you.
- Pack your snacks/money if you have permission to purchase your lunch
- You are to work in a team to complete the following OHS/Risk Assessment BUT your written tasks, need to independently reflect your knowledge and understanding. Additionally, the members of your group will need to be approved by your teacher.
- Ms. Tia will go through your tasks and will advise you at the venue.



Bunjil Place

City of Casey

VM WORK RELATED SKILLS

OHS & WHS PREPARATIONS



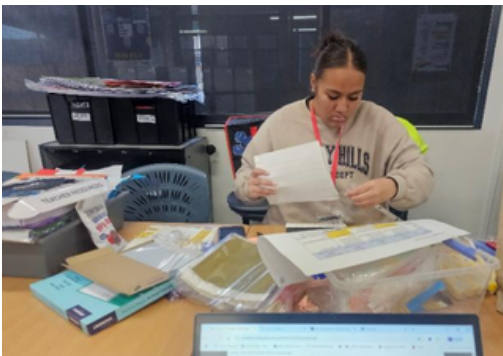
Written by Kaelin Rutter and Radien Farani

OH&S is a significant part of the preparations for the 4Cs showcase at Bunjil Place in order to keep everyone safe and organised during the event.

Due to how many schools that will appear each night during the event, we need to take steps as part of our OH&S to ensure students aren't in the wrong groups and get sent back to another school and it won't randomly mix them up. One of the ways we do this is by sorting students into different groups with different coloured wristbands so it's not a chaotic mess.



Another part of our OH&S preparations is also to create signs to restrict certain areas of Bunjil Place from the arriving students and audience to reduce the likelihood of an accident happening during the performance or with the working equipment around and will make sure that we are safe at all times and keep us from danger.



Overall, OH&S plays a very important role here at the 4C's event at Bunjil place, and we take it seriously to make sure that everyone has a great experience.

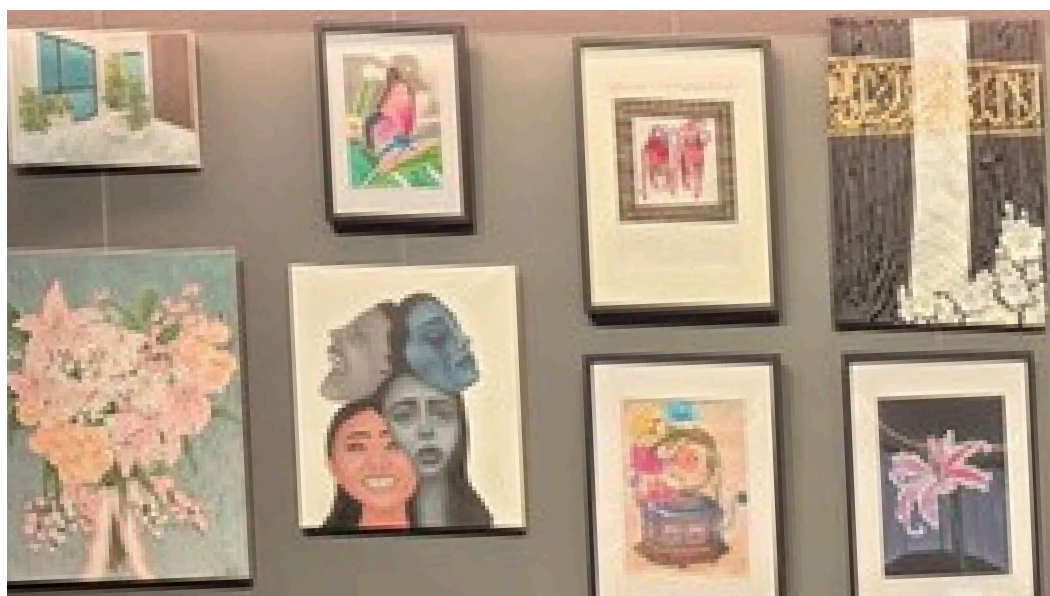


BUNJIL PLACE ARTS SHOWCASE

The art displays this year were proudly curated by Lyndhurst Secondary College staff and students with artwork from Lyndhurst, Narre Warren South P-12 College and the Casey Aboriginal Gathering Place. We are grateful for their artistic vision and creativity as presented in the Bunjil Place library.



You can see all the artworks in person at the Bunjil Place Library for the duration of this year's 4Cs showcase.



STATE LIBRARY VICTORIA ADVOCATING FOR UNHEARD VOICES

Senior students from across Narre Warren South P-12 College, Lyndhurst Secondary College and Cranbourne East Secondary College were asked to creatively advocate (speak up or stand up) for a group, person or issue that is often unheard, misunderstood or ignored.

Their advocacy was to take the form of a creative writing piece; such as a poem, short story, song lyrics, a speech or monologue, that would raise awareness, give a voice to those who aren't always heard and inspire positive change within the community.

With the support from the State Library of Victoria, the best of these creative writing pieces are available for the community to read - use the QR code below to see their works.



Advocating for Unheard Voices

Experience the power of 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 Narre Warren South P-12 College, Lyndhurst Secondary College, and Cranbourne East Secondary College.

In this case, written works are displayed alongside photographs from the *Make Believe: Encounters with Misinformation* exhibition, provided with permission from State Library Victoria and the artists.

SHOWCASE PARTNERS 2025



The City of Casey has supported the students of 4Cs for the last 7 years with staff and promotional support, and many other things.

To find out more about the City of Casey, visit <https://www.casey.vic.gov.au/>

Bunjil Place has been the event partner of 4Cs since 2019. Their support has allowed our students to perform on a professional stage and enabled 4Cs to support more students to connect with their community.



To find out more about Bunjil Place, visit <https://www.bunjilplace.com.au/>



VicHealth have been a strong supporter of 4Cs for over the last two years. Their involvement has allowed the event to grow and allow more young people to engage with their culture and community in a healthy way.

To find out more about VicHealth, visit <https://www.vichealth.vic.gov.au/>

SHOWCASE SUPPORTERS 2025

The State Library has given students the opportunity to have their creative writing pieces on display for the wider community to see and read over the last three years.



To find out more about the State Library, visit <https://www.slv.vic.gov.au/>



Maui's Snack bar has come back again for a second year to provide their special twist on Polynesian food to our performers.

To find out more about Maui's Snack Bar, visit <https://www.mauissnackbar.com.au/>

The Centre for Multicultural Youth has been a supporter of 4Cs for over 10 years providing a range of support services to our student performers.



To find about more about CMY and Le Mana Pasifika, visit <https://www.cmy.net.au/>



We are pleased to announce two additional new supporters for 2025 - PaSifika Seed Inc. and LetTeine and LeToa Dance Group!

You can learn more about these brilliant supporters over the next few pages.

PASIFICA SEED

Pa5ifica Seed is a new Partner of 4Cs in 2025 - they have been very enthusiastic with their support so far, and we look forward to bigger and better things in the years to come!

About Pa5ifica Seed Inc:

Pa5ifica Seed Inc. is a community-focused, non-profit organisation that was officially established in July 2021. We were founded during the challenging times of the COVID-19 pandemic to respond to the urgent needs of Pacific Island families living in the City of Casey in Victoria, Australia. What began as a compassionate response to crisis has since grown into a broader movement dedicated to building strong, healthy, faith-led communities through practical support, connection, and cultural empowerment.



Our Name and Meaning:

The name Pa5ifica (pronounced Pacific-a) reflects both our cultural identity and faith-based purpose. The term 'Pacific' honours the rich heritage of the Pacific Island people, while the number 5 symbolises the five foundational island nations that form part of the original Polynesian group—Hawaii, Samoa, Cook Islands, Tahiti, and Tonga. These islands represent the roots, stories, and strength of our people. The word "Seed" draws from the biblical principle found in Matthew 17:20: "If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you." This captures the heart of our mission—while the Pacific community may be small in population, we believe that through faith and unity, we can create mountain-moving impact in the lives of others.

Our Symbol - The Turtle:

Our logo features a turtle, a powerful symbol throughout Polynesian culture. Across the islands, turtles represent longevity, wisdom, peace, foundation, rest, fertility, and resilience. With their long lifespans, slow and steady movement, and calm nature, turtles reflect the kind of community we aim to be. Stable, enduring, thoughtful, and full of grace. For us, the turtle also reflects the journey of our people—navigating change while staying grounded in identity and purpose.



PASIFICA SEED

Our Mission and Community Impact:

Initially established to support families during COVID-19 with essential needs like food parcels, grocery vouchers, and bottled water, Pa5ifica Seed quickly grew into a hub of hope, inclusion, and activity. We recognised that health and wellbeing go far beyond physical needs—they include emotional, social, mental, and spiritual nourishment as well.

We have since expanded our work to support the wider community, and registered now with the Australian Charities and Not for Profit Commission (ACNC) with our focus on two areas:

- 1/ Health and Wellbeing
- 2/ Mental Health

There are 4 main groups we provide:

- * Youth Social Games and Recreation
- * Men's Wellbeing Group
- * Physical Fitness Class
- * Vegetarian Living Workshops

Our Vision

We envision a vibrant, faith-led community where all people feel seen, supported, and empowered to thrive. Our goal is to plant seeds of faith, hope, and love in every person we serve. As we grow, our dream is to develop more programs that focus on mental health, health and wellbeing, education, spiritual care, cultural identity, and employment pathways—all through the lens of Pacific values and Christian principles.

Pa5ifica Seed Inc. is more than a service provider—it is a movement of people who believe that from small beginnings, great things can grow. Together, with faith in Christ as our foundation and love as our action, we are changing lives—one seed at a time.

LETTEINE AND LETOA POLYNESIAN DANCE GROUPS

Our second new partner for 2025 is the amazing LetTiene and LeToa Polynesian Dance Groups!

LeTeine and LeToa are based in Cranbourne East, but have taught students from around Victoria about the Cook Islander, Tongan, Fijian, Hawaiian and Samoan cultures through dance, workshops, classes, events and more.

They were the first to represent Victoria in the Australian Toa ole Afi - Fireknife competition last year, and have had their first academy tour in Hawaii in 2025.

Lette and her team will be running a special project for next year's 4Cs showcase - students from schools that are unable to participate in 4Cs will have the opportunity to work with the team for a performance with other students from across the city!

We can't wait to see what LeTeine and LeToa bring for our 20th year, and are very grateful to have them on board!



LETTEINE AND LETOA POLYNESIAN DANCE GROUPS



We are pleased to announce that LetTeine & LeToa Polynesian Dance Academy have been officially approved to develop a new community project. This initiative is specifically designed to support students who are eager to participate in the 4C cultural exhibition but are unable to do so due to limited access or lack of support from their respective schools in 2026.

We would like to make it clear that LetTeine & LeToa Polynesian Dance Academy is not affiliated with, taking over, or hosting the 4C event in any way. Our mission is solely to provide support and opportunities for students in our community who would otherwise miss out on the chance to engage in this important cultural showcase.



LetTeine & LeToa Polynesian Dance Academy fully respect the purpose and leadership of 4C and are committed to working in alignment with its values, not in competition. Our role is to uplift and assist—ensuring more of our young people can connect with and celebrate their cultural heritage.

We look forward to contributing to this meaningful cause and building stronger cultural connections within our community.

Mahalo and Faafetai Lava!

*- Lette Lesleyann Saolotoga
Creative Director*

JOIN 4C IN 2026!

OPEN TO ALL STUDENTS!

Dont miss your chance to be part of the
4C experience



ACKNOWLEDGEMENTS

4Cs Inc would like to acknowledge and thank the following people for their support with this year's 4Cs showcase:

City of Casey

Emily Clarke

(Manager Creative Communities)

Brad Spolding

(Head of Performing Arts)

Marisa Cesario

(Performing Arts Programming Lead)

Erica Sanderson

(Education and Community Programming Officer)

Tweety Pham

(Creative Program Officer)

Pharic Scott

(Creative Program Officer)

Meg Pascoe

(Creative Communities Partnership Coordinator)

Subhadra Mistry

(Arts and Culture Strategic Lead)

Georgia Cribb

(Head of Visual Arts Programming)

Khalid Warsame

(Visual Arts Development Officer)

VicHealth

Neighbourhood and Built Systems Team

Health Promotion Systems Team

Bunjil Place

Angela Barnett

(Outdoor Screen Coordinator)

Melissa Quezada

(Function and Event Sales Coordinator)

Kelly Blaise

(Function and Event Sales Officer)

Michael Lane

(Head of Operations and Production)

Tamara Boag

(Production Coordinator)

Jordan Barfoot

(Production Coordinator)

Mariana Varela

(CRM and Ticketing Services Coordinator)

Yasmin Kentera

(Communications and Marketing Team Leader)

Jess Burke

(Marketing Advisor)

Caroline Thompson

(Front of House Supervisor)

Leigh O'Donnel

(Visitor Liason and Security Coordinator)

Simon Horsburgh

(Production Team Leader)

Tim Cuthell

(Bunjil Place and Partnerships Manager - Connected Libraries)

ACKNOWLEDGEMENTS

4Cs Inc would like to acknowledge and thank the following people for their support with this year's 4Cs showcase:

Pa5ifica Seed

Noah Saluni
Matthew Ioane

**Yan-Yan Yuruk Youth
(Aboriginal Gathering Place)**

Chloe Gilcrist

State Library

Georgia Goud

Maui's Snack Bar

The Craig Family and Team

Centre for Multicultural Youth

Le Mana Team

Narre Warren South P-12 College

Students of the Year 12 VM Cohort and
VET Active Volunteering Class

Pimpimon Hanukoon and Kenan Moors

Jess Mulley, Ian Mortlock,
Nikki Nadstazik, Vinnie Kanan,
Yunny Heish, Caren Brennan,
Zoe Clelland, Jade Fallon,
Pania Peta, Haven Morehu,
Laitini Matuatia

Lyndhurst Secondary College

Students of the Year 12 VM Cohort

Le-Le Dang, Georgina Gaitanis,
Helene Talia

Narre Warren South P-12 College

Felise Tovio

Leighana Ngatokoa

Haven Morehu

Folad Najibi

Sabastian Murugan

Pahanya Rathnayake Mudiyanse

Sunshine College

Lena McClean

Cranbourne West Secondary College

Salamasina Ausage

Cranbourne East Secondary College

Neil Gould

And a special thank you for all of the students who have dedicated time to practice their routines for tonight's performance!

**Thank you for helping us make our
19th year of the 4Cs showcase
special for our students and their
communities!**

**Your support makes this whole
experience all the better.**

Latini and the 4Cs Inc. Team



