



FORMER OUR LADY OF THE SACRED HEART
STUDENT FLYING OFFICER KBORALI WITH
CURRENT STUDENTS NORIN AND CLEO

LETTER LEARNED

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Letter writing to future-self provides a guiding light

A personal letter-writing initiative that begins in the first year of secondary school at Our Lady of the Sacred Heart College is still guiding and supporting students long after they have graduated.

As part of Year 7 Reflection Day activities each year, students write letters to their future selves, outlining their goals and supportive messages. The letters are returned to them at their Year 12 graduation, enabling them to reflect on their personal growth over time.

Year 8 students also write personal welcome messages on postcards to incoming Year 7 students each year to make them feel welcomed and reassured they will find their place within the college community.

Many students keep these postcards as a special memento throughout secondary school and beyond.

Last year, acting deputy principal Sonia Venour and 2025 college captain Jayla Ngo expanded the letter initiative to invite student leaders to write to the those taking on their roles the following year.

These letters foster mentorship and continuity, encouraging incoming leaders to be inspired to make their own mark and reflect on their legacy.

Venour says the college has a strong emphasis on self-reflection of academic progress, personal growth and the development of individual values and faith.

"The various letter-writing activities provide meaningful opportunities for students to reflect on their goals, aspirations and future pathways," she says.

"These reflections often become a source of motivation, inspiring students to strive towards their ambitions and develop a strong sense of purpose."

She says reading back their letters is an emotional experience for most students, who feel encouraged, reassured and proud as they reflect on their growth and achievements. "Receiving welcome postcards helps younger students feel supported and excited about beginning their journey at the college," she says.

"For graduating students, reading their 'letter to self' can be particularly powerful, as it allows them to revisit their earlier hopes, challenges and aspirations, often reinforcing a sense of accomplishment and confidence."

For OLSH College alumna (class of 2015) Kborali, the experience was so powerful that she is still writing letters to herself, 10 years after graduating.

She says it has helped her reflect and motivate herself to achieve her career milestones, including joining the Army two months after graduating from school and completing a Master of Strategic People Management.

She is now a flying officer in the Air Force, based at RAAF Base Edinburgh.

Every year, she writes a letter and seals it in an envelope, noting the date to open it in December.

"I find that it not only motivates me, but I look forward to opening the letter," she says.

"I set goals for myself. It's like a commitment to myself.

"It's definitely something to keep yourself accountable, more than anyone else."

She also found it a powerful tool while writing her book, *First of Her Kind*, outlining her experience arriving in Australia as a refugee at the age of nine to becoming the first woman of Afghan descent to join the Army and a UNICEF Australia Young Ambassador.

It will be published in September.

Support in a rapidly evolving digital world

Children today are growing up in a digital world that is constantly evolving. From early learning apps to social media and online gaming, technology shapes how children learn, connect and communicate at every age. While digital tools offer many benefits, families play a vital role in guiding children to use them safely and responsibly.

Lead by example

Children closely observe the adults in their lives and often mirror our behaviour. How often we reach for our phones, how we communicate online, and whether we prioritise face-to-face interaction all send powerful messages. When parents model respectful and balanced technology use, children are more likely to develop healthy digital habits themselves.

Talk about online safety

Conversations about online safety should feel natural and ongoing. A helpful comparison is asking children whether they would talk to a stranger in a shopping centre – and why the same rule applies online. These simple discussions help children understand that screen-based interactions still carry real world risks.

Protect privacy together

Families can talk openly about the importance of protecting personal information, images and locations. Helping children understand why privacy matters builds awareness.

Set healthy boundaries

Clear and consistent boundaries, such as screen-free times and shared technology spaces, help children understand that technology is part of life, not the focus of it.

Learn alongside your child

Parents don't need to have all the answers. Technology changes quickly and learning together creates trust and opens the door for honest conversations.

Final word

Families don't have to navigate the digital world alone. Catholic School Parents SA works with respected, evidence-based organisations and always refers families back to trusted guidance from the eSafety Commissioner. If you're unsure where to start, or want reliable information, reach out to CSPSA for support, resources and reassurance.