

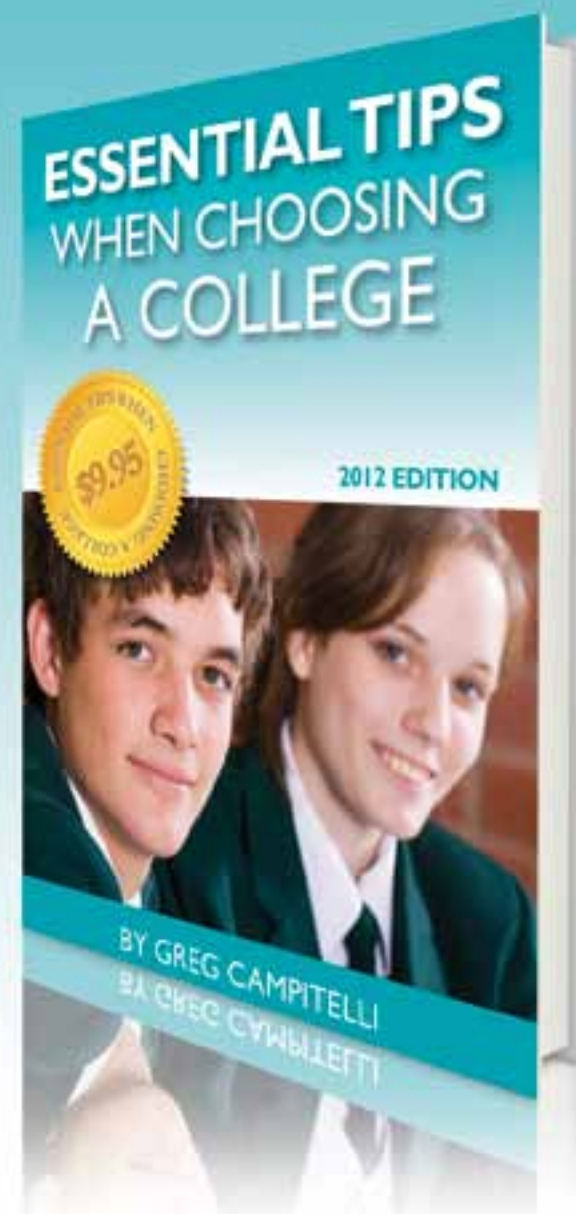


# CATHOLIC SCHOOLS GUIDE

The 2012 Guide to Catholic Secondary Colleges, Sydney

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## Catholic Schools Guide

The 2012 Guide to Catholic Secondary Colleges, Sydney featuring technology and innovation.

Welcome to the inaugural edition of the Catholic Schools Guide: Sydney.

Catholic schools offer something that is special and fundamentally different. This guide has been published to provide profiles on our Catholic secondary schools in order to give parents of prospective students easy-to-access essential information.

The Guide is put together by a small and dedicated team who are passionate about presenting a publication of excellence. For me, the Guide is a celebration of Catholic Secondary Education, especially after having worked as a teacher, Year Level Co-ordinator, Director of Development and Board Member in a Catholic Secondary College.

### Catholic Schools Guide 2012

What if your College is not featured? The Colleges choose to advertise in the Guide, but of course there is no compulsion to do so. That being said, you will find a handy Directory Listing of every Catholic Secondary College in the Archdiocese of Sydney and the Diocese of Broken Bay together with a map which conveniently locates each College.

At [www.catholicsschoolsguide.com.au](http://www.catholicsschoolsguide.com.au) you will find information on the Colleges plus articles on various topics. Importantly, the Guide is distributed free to all families via the Catholic Primary School network. It is also available at many municipal libraries and most Catholic bookshops.

### Travelling or Relocating Interstate?

Guides for both Melbourne and Adelaide are also published. You will find all the information at the website or you can e-mail me and I will send you a copy.

### Catholic Education

Catholic Colleges continue to deliver success against academic measures. In a 2007 report published by the Australian Council for Education Research (ACER) as part of the Longitudinal Surveys of Australian Youth, a research program jointly managed by ACER and the Australian Government Department of Education, Science and Training, the author Gary Marks found that in terms of university course completion rates....

*"Students who had attended Catholic secondary schools showed the highest levels of expected course completion (88% for any course). There was little difference in course completion between students who attended government (79%) and independent schools (81%)."*

### Technology and Innovation

Catholic schools, both primary and secondary, are leading the technological revolution in the rapidly changing landscape that is sweeping the education system. In the 2012 Guide, Professor Geoff Romeo, from Australian Catholic University, addresses technology and its impact on education; while Dr Gerard Calnin, who is overseeing the Digital Education Revolution on behalf of the Catholic Education Office in Victoria, writes on its impact in our sector. Master in Applied Linguistics, Stephen Campitelli

explores issues around language and how it is in a constant state of change. I am also grateful to Tony Richards, from IT Made Simple, who explores the consequences of posting information on the internet in his article The Forever Key.

### Essential Tips

Many parents ask me for advice when visiting schools, so I have written a short booklet with 23 'essential tips' to help parents when considering a College for their child. Remember, one size does not fit all. Each child is special and many have particular needs that certain schools are more adept at delivering than others. Go to our website for details.

### Caritas Australia

The Catholic Schools Guide is delighted to be supporting the wonderful work of Caritas Australia. Caritas is a phenomenal worldwide organisation that is committed to the 8 Millennium Development Goals in an attempt to halve global poverty by the year 2015. I urge all readers to read the emotive piece on Flabiana who lives in Timor Leste (East Timor). Project Compassion is a flagship fundraising and awareness program of Caritas. Please encourage your school or College, if not already involved, to jump on board.

### Greg Campitelli

*Publishing Editor  
Catholic Schools Guide*

**The 2012 edition is dedicated to the memory of my father Arduino Leopoldo Milveo Campitelli.**

# OPEN DAYS & TOURS

Open Days, Open Mornings & Evenings, College Tours & Information Sessions.

## FEBRUARY

16 Feb Kincoppal-Rose Bay, Rose Bay (K-12)  
24 Feb St Clare's College, Waverley

## MARCH

6 Mar LaSalle Catholic College, Bankstown  
6 Mar Waverley College, Waverley  
8 Mar Kincoppal-Rose Bay, Rose Bay (ELC)  
10 Mar St Clare's College, Waverley  
12 Mar St Vincent's College, Potts Point  
14 Mar Bethlehem College, Ashfield  
15 Mar Kincoppal-Rose Bay, Rose Bay (K-12)  
17 Mar Loreto Normanhurst, Normanhurst  
19 Mar St Clare's College, Waverley  
21 Mar Stella Maris College, Manly  
22 Mar Brigidine College, St Ives  
23 Mar Santa Sabina College, Strathfield  
25 Mar Holy Cross College, Ryde

## MAY

1 May Southern Cross Catholic Vocational College,  
Burwood  
7 May St Clare's College, Waverley  
8 May Kincoppal-Rose Bay, Rose Bay (K-12)  
10 May Kincoppal-Rose Bay, Rose Bay (ELC)

## JUNE

2 Jun St Clare's College, Waverley  
13 Jun St Vincent's College, Potts Point

## JULY

26 Jul Kincoppal-Rose Bay, Rose Bay (K-12)  
30 Jul St Clare's College, Waverley

## AUGUST

1 Aug Kincoppal-Rose Bay, Rose Bay (ELC)  
25 Aug St Clare's College, Waverley

## SEPTEMBER

4 Sep Stella Maris College, Manly

## OCTOBER

12 Oct Kincoppal-Rose Bay, Rose Bay (K-12)  
17 Oct Kincoppal-Rose Bay, Rose Bay (ELC)  
22 Oct St Clare's College, Waverley

All readers are encouraged to contact individual Colleges with regards to dates, times and venues of Open Days, Open Mornings & Evenings, College Tours and Information Sessions.

In addition to these dates below, a number of the Colleges offer monthly tours which are usually held during school term.





# Technology & its Impact on Education

By Professor Geoff Romeo, PhD (Monash)

In Education there is still confusion, at all levels and across all countries, about why technology matters and there is a widespread reluctance to move away from tried and tested teaching methods and practices. Consequently, there is tokenistic use of digital technologies and doubts about the efficacy of computers to enhance teaching and learning linger. Why? Surely we can be confident that our research and accumulated wisdom provides the answers we seek. Unfortunately, like most things in life, it is not straightforward.

Much is written about the promise of technology and how it is changing our lives; there is great curiosity and expectation that it will transform/is transforming, the way we learn. However, how this will happen/is happening is not quite clear and is often contested. Popular culture suggests that we will get to the point where we can be programmed like a computer. In *The Matrix*, Trinity needs to learn how to fly a helicopter to rescue Neo. This is a simple matter of finding the right computer program that can be uploaded to Trinity's brain via a convenient USB port that she has in the back of her head – the Sci-Fi perspective.

A techno-romantic view engenders the idea that the sheer presence of technology in the classroom renews the education enterprise - learning becomes easier, teaching more dynamic, and school more alluring. All that seems to be required is to get the wires, boxes and screens in place and educational reform will be a no-brainer.

For some, the future belongs to the e-teacher and the e-learner. Spender and Stewart suggest that the teacher won't be the talking head at the front of the class. Teachers will be as adept with technology as they are with books and they will use new technologies to empower and engage learners. Technology will be infused with the learning process to create knowledge products, 'one size fits all' curricula will become redundant, and digital repositories and learning objects will become the new tools of the teaching profession - a networked learning view.

These perspectives tend to ignore the complex and protracted nature of human learning and often generate unrealistic expectations. For many teachers and learners the promised synergy between technology and learning is proving to be as elusive as ever.

There are others who believe that the gadgets won't make any difference whatsoever. Technology will eventually allow learners to access the world's experts on any given topic, but the experts won't have time to respond, and tele-presence, when it arrives, won't take over, children will still physically go to school – touch and general proximity will still matter, and children won't learn to reason, make better judgments, become better citizens because of technology – they will still need good adult role models – a curmudgeon's point of view.

Does research support the idea that technology improves teaching and learning? There is now a reasonably well-established body of research on the efficacy of technology in education pointing to improved outcomes for a range of learners, and it represents a case for concluding that the introduction of technology into education can improve learning.

What instructional strategies should teachers adopt? This is not an easy question to answer. Many argue that the ideal instructional environment for 21st century learners is underpinned by the ideas of constructivism and built on the knowledge accrued over decades of research, of how people learn. Constructivism is a psychological and philosophical perspective contending that individuals construct much of what they learn and understand. A basic principle is that people are active learners, build knowledge for themselves, and that the interactions between people and situations are very important to the learning process.

This is often packaged as engaged or transformative learning. The role of technology in engaged or transformative learning, according to Brown, Bransford et al, is to bring exciting, real-world problems into the classroom, provide scaffolds and tools to enhance learning, to give students

and teachers more opportunities for feedback, reflection, and revision and to build local and global learning communities. This 'technology as tool' view is shared by many.

Others see the function of technology differently. Technology has become part of our culture and in a socio-cultural sense the cultural tools that we now have available to mediate learning are inextricably linked to, and shaped by, technology. New and emerging technologies will impact education in ways we have not yet imagined and this challenges us to consider the impact of technology on contemporary culture and its subsequent impact on learning, rather than thinking about how technology can facilitate a traditional view of learning.

It also challenges us to think about the way technologies have changed learning, not in a procedural sense, but in a psychological and cognitive sense. In turn, this then challenges the corpus of knowledge on how people learn and the theories sustaining it, and, the basic principles underpinning the design of effective teaching and learning environments.

We know that the instructional procedures and practices surrounding the use of technologies in schools and universities are many and varied. The rhetoric underpinning the pedagogy is mostly about constructivism presenting itself as engaged or transformative learning. In universities there are also interesting debates about the impact of the technology on teaching and learning in a psychological and cognitive sense. For school communities this presents an enigma; how do you make decisions about appropriate practice?

It is incumbent on educational researchers to present research findings in ways that enable teachers to reflect on what happened in setting A and determine whether such action is appropriate for setting B. The role of the educator is to use research findings to make intelligent and pragmatic decisions about how to best organise the teaching and learning environment for the learners in their care. This is what good teachers do.

Professor Geoff Romeo is the Associate Dean, Learning and Teaching for the Faculty of Education at Australian Catholic University. Geoff has a keen interest in the use of ICT in Education and has conducted research into the development of instructional strategies for the integration of ICTs in the primary curriculum, the use of touch screen technology in the classroom, the use of ICTs in education, and the use and development of online learning applications in higher education. Geoff has written extensively on ICT in Education especially in primary and secondary schools and has also presented lectures, workshops and conference papers to audiences in Australia, US, UK, Denmark, Hungary, Singapore, South Africa, Chile, the United Arab Emirates and Qatar.

Geoff's previous roles include providing specialist advice, research services, teaching and is currently leader of component three of the a \$7.8 million national 'Teaching Teachers for the Future' project bid which aims to transform the delivery of teacher education in Australian universities. In 2010, he received the state and national award for 'Outstanding Leadership in ICT in Education.' He is the Editor of *Australian Educational Computing*, Fellow and board member of the Australian Council of Computers in Education and a past President of Information and Communication Technologies in Education, Victoria (ICTEV). Text for this article is drawn from various papers available at: [acu-au.academia.edu/GeoffRomeo](http://acu-au.academia.edu/GeoffRomeo)





Tony has worked in education for 20 years; you can visit his profile on LinkedIn <http://au.linkedin.com/in/itmadesimple> (Tip: LinkedIn is a great way for many to develop a positive online reputation). Tony's involvement in education has focused around ICT and its application in the classroom. Tony uses, explores and shares knowledge and information on all the social networking tools, online activities and gaming with thousands of people across the world.

Tony provides 'online smart' sessions to schools, teachers, parents and students across Australia. His approach is focused on the development of positive skills and knowledge when going online, and developing an understanding of the consequences of some of the decisions many children and adults make. Tony uses his storytelling skills to provide a mix of information, awareness, strategies and approaches to these online challenges.

"Risks and Safety for Australian Children on the Internet" by Lelia Green, Danielle Brady, Kjartan Ólafsson, John Hartley and Catharine Lumby - <http://goo.gl/wnjcd>

# The Forever Key

By Tony Richards

Our children have taken up technology in an amazing range of ways mostly positive, some negative. This sudden access to information and connectivity poses a number of challenges for us as parents, and more particularly for our children, many of whom are simply not cognitively ready for the decisions they make and will need to make into the future.

Much work has been done in the past 5-6 years with students, teachers and parents explicitly around developing online 'smarts' and being safe online, with the message promoted being the need for us as parents to start talking with our children at the youngest age possible about their digital responsibilities; and to continue talking with them about making smart decisions as they get older. Our children need to treat the ENTER key on the keyboard, and the SEND button on their mobile device, as "The Forever Key"; once clicked, you never get it back. Conversations with our children need to be about making smart decisions, not simply about the notion of 'cyber safety'. Students are starting to turn off when we mention cyber safety, and we cannot afford to have students be unaware of their digital responsibilities.

## Strangers

We take for granted our children's conversations when they are online, and that sometimes people will appear in their lives that they have never physically encountered. These people need to be considered strangers and, as such, children need to have strategies and skills developed to deal with these strangers. A recently conducted Australian survey "AU Kids Online" indicated that 21% of those surveyed had added contacts they didn't physically know, and that 10% had shared an image of themselves with these online contacts. Our young children need guidance regarding online communication and as parents we need to be aware of the people they communicate with, what they communicate about, and what they should communicate. Strangers could become friends in the future, however, that needs to be balanced with prudent and smart approaches to personal information being shared and ideas explored.

## Parental Over-Reaction

One of the things that stands out when working and talking with children and their online exploration, is that when something inappropriate happens accidentally, or as an unintended occurrence, we need to learn not to over-react as parents. If we do then we start to send signals to our children about these activities. When we over-react to these responses we teach our children to develop avoidance strategies; 'I won't tell mum or dad about what happened as they'll just get mad and ban me from the computer'. This approach becomes counter-productive. We want our children to come and tell us when things happen or don't feel right; we want them to feel that we are supportive, however, we need to react in a calm and considered way and use common sense to deal with these situations. Ask your child what they can do to fix the problem; work with your child on finding a solution together, rather than ban and remove.

## Social Networks

Many students love to use Facebook, with 65% indicating as much in the 'AU Kids Online' survey. From first-hand experience, this number can be dramatically higher in certain year groups. Children need to be 13 years and older to have access to one of these sites; this rule is part of the Terms of Service (ToS) of the sites, as determined by the US COPPA Act designed to protect child privacy. As parents, there is a moral issue here: should we accept our children telling 'little white lies' to access such sites? Is this acceptable behaviour for our children? One perspective is that these sites are a great way to share your life and to keep in contact with people. However, for children, and even some adults, mis-management of these sites and the opportunity to make silly, yet long-lasting mistakes is extremely high and, as such, children should avoid being involved until they are much older.

## Mobile Security

A large number of people like to use Facebook on their phones or mobile devices, which enables greater sharing whilst on the move. An important aspect that we should be aware of is that communication between your mobile device (laptop, mobile phone etc.) can be intercepted if you

access the Internet on a public Wi-Fi network. This interception is very simple to execute and basically allows intruders to look inside your profile and, given enough time, potentially hijack your profile or post something that looks like it has been posted by you. To avoid this serious risk you can simply turn on a security setting in Facebook that enables what is called 'Secure Browsing'. Go to your 'Account Settings' then 'Security', and the first available option will be to enable the 'Secure Browsing' feature. Once activated, all your communication from your mobile device to Facebook will be sent via protected communication.

## Sharing

Not everything you do or participate in has to be shared; yet our children don't seem to have this understanding built into their systems. We have to guide our children to stop and think about the images they capture, videos they take or things they say online, and develop an understanding that once posted, these can be shared, copied and distributed quickly and easily. All children, once they start using computers and mobile devices, should undertake a 'vanity search' online, where they search for themselves using their name. This process not only teaches fundamental search skills, it also starts to build an awareness of their digital footprint and what people can see about them.

## Privacy Settings

All of us should know and understand the privacy settings on any site that contains personal information about us and our lives that could be used to misrepresent us. Privacy settings are not a 'Set and Forget' activity. Many times, people have set their Facebook privacy settings to the levels required only to find out, after major updates, that these settings have changed. Privacy settings need to be checked regularly. These areas are really only the tip of the iceberg; there are a range of constant challenges our children face, and technology has advanced so rapidly in regards to access in the last 5 years that many of us have been caught out. The best thing a parent can do is to start having conversations about responsible behaviour online and paying attention to what children are doing online before they hit The Forever Key.



Based in Victoria, Dr Gerard Calnin is currently Senior Program Officer with the Catholic Education Office, with responsibility for the Digital Education Revolution within the Catholic education system in Victoria. Gerard has worked in schools for more than 25 years during which time he has held executive leadership roles in government, Catholic and Independent schools. Gerard has worked in the tertiary sector as a researcher and teacher and he was Senior Fellow, Department of Education, University of Melbourne, and Dean of University of Melbourne's Newman College.

Coupled with his work in both the school and tertiary sectors, Gerard's research experience has led to a strong knowledge base in learning theory and areas that help build teacher capacity. His doctoral research was undertaken in the area of the effective use of technology in teaching and learning. He has been published both in Australia and internationally, particularly in the United States and Britain, where he worked as an international research fellow.

# The Digital Education Revolution

By Dr Gerard Calnin

The Australian Labor Government commenced the roll out of its \$2.4 billion Digital Education Revolution (DER) in 2008, the centerpiece of the policy being the goal that each Year 9-12 student throughout Australia would have access to his/her own computer. The policy initiative aimed to purchase in excess of 800,000 machines nationally.

Each Catholic secondary school throughout Australia was a recipient of funding to support the purchase of machines for students in Years 9-12, plus funds to support their IT infrastructure, such as wireless connections, new servers, interactive whiteboards and other supporting technologies.

In Victoria for example, each Catholic secondary school was given the choice about what technologies to purchase so that they were able to make judgements about what tools would best support student learning based on the school's vision, its experience with technology, and the development of teacher skills in the effective use of technology in the classroom. Across the sector we saw a range of responses: some schools adopted a laptop program where students took the machine home; other schools provided banks or trolleys of machines for students to use throughout the day; and others chose a mixed-method where they selected laptops, some desktops and other devices to serve the needs of student learning.

Catholic secondary schools have committed considerable resources and time in reflecting on what it means for students to have access to such a high level of technology in the classroom. Each school reviewed its vision statement, clarified what learning might look like in a contemporary classroom, and reviewed the way in which they support teachers to move towards a technology-rich teaching environment.

Our schools have been busy implementing the DER and the ways in which it has impacted on many elements of school life. One of the great outcomes of the program is the re-vitalisation and renewed investment in talking about how students learn and what professional teaching practices can best support the move to a technology-rich environment.

These conversations have transcended discussion about technology – they have focused on high quality teaching and learning. These important conversations have led to schools exploring ways to support teachers through professional learning both within their own learning context and with other schools.

We have seen considerable evidence of change to both teacher practice and student learning. It is encouraging to hear principals talk about the way their teachers have embraced the technology to design learning experiences for their students which allow for greater student autonomy and choice. Teachers have also been able to draw on a broader range of resources available through the Internet, and have engaged in collaborative learning activities with students in other parts of the country and, on occasions, with students in different parts of the world. The technologies have increased opportunities for students to learn, and principals have reported on increased student engagement.

In my visits to schools, it has been heartening to see students using technology in field trips and on excursions; to find them working together collaboratively both in real spaces and virtual spaces; and to see the level of creativity in their work as they engage with high quality software and facilities. Increasingly, we are seeing students take responsibility for their computer as one of their learning tools, and being able to use it to access higher levels of learning.

During the last two years, many of our schools have worked together, and with the Catholic Education Office, to better understand what schooling looks like in the 21st century; and they have articulated individual philosophies and approaches to teaching. Many schools have worked together to share resources and expertise. A group of schools, which are adopting iPads in 2012, met on three occasions during Semester Two of 2011 school year to share strategies and resources to help students and teachers who will have access to their own iPads.

While the focus has been on the roll-out of computers, the Digital Education Revolution has made significant investment in a range of programs to support the effective implementation of the technology in the classroom. Programs which have been funded have included professional learning strategies for teachers, investment in digital resources and online materials, and a link to the Australian Curriculum online materials. Initially, the Commonwealth Government set aside funds to support broadband connections for schools; these funds have now been absorbed by the larger National Broadband Network initiative.

Catholic schools have also benefited from initiatives in the sector such as the Catholic Network Australia which provides high quality broadband to schools, and a recent initiative to build a learning management system so that schools can collaborate, teachers can access resources, and students can interact with online resources and people in remote areas.

The Digital Education Revolution has challenged our thinking. Catholic schools have benefited from access to funds, but what has been most important is that our schools have taken the opportunity to continue to develop learning environments which are relevant, rich in resources, contemporary and designed to support continual improvement of student learning outcomes.



Stephen Campitelli has been involved in education in ESL/EFL and in tertiary contexts since 1988. He was educated in the Catholic school system from Primary through to Tertiary level (receiving his B Ed from Christ College, now ACU) and worked in the Catholic primary school system as a class teacher. He has worked and taught in English language education in Australia, Vietnam, China and Saudi Arabia; and lived and taught in Japan for six years.

He holds a Bachelor of Education (Primary) and a Masters of Applied Linguistics, and is passionate about language development, English language education and academic skills support for tertiary students.

He has worked in many facets of education, from the classroom to teacher training, curriculum development, and ESL and tertiary academic skills publications production and editing. Stephen has extensive experience in ESL / EFL teaching and learning materials and assessment development, having been involved with publications and editing for more than 10 years. He currently works as an Academic Skills Advisor at the University of Melbourne, specialising in Education.

# L@nguage Ch@nge: the gr8 db8 (Language Change: the great debate)

By Stephen Campitelli B Ed; M. App Ling

*Cloud, virus, blackberry, tweet.* What do these words mean to you? Not so long ago they had fairly narrow and specific meanings found in conversations exclusively revolving around the weather, health, fruit and the noise a bird makes. The fact that they now also have other technologically-related meanings serves to illustrate two immutable facts about language: it evolves; and that evolution is inevitable.

There has been, for the longest time, debate around whether language change is desirable or whether language needs protection from change that is seen to 'lessen' its quality. Before we can consider the question of whether language change is 'good' or not, we *do* need to accept the inevitability of such change.

Why can't language just stay the same? Being dynamic, languages continually evolve as lexical gaps driven by changing social conditions create the necessity for new words and new uses of words, and at the same time consign no longer needed vocabulary to the past, leading to an ever-changing lingual landscape. And English is particularly good at this sorting process. It has historically been, and continues to be, one of the most accepting languages in the world in terms of embracing new words and usages. It is not without coincidence, given the way in which most English-speaking countries have welcomed immigration, that the language has an inherent dynamism that goes with being part of a 'melting pot' of influences.

As life changes daily, so must its mouthpiece – language – change, in order to describe the world around it at any given point in history. Like Nature, Language abhors a vacuum, then fills it. If a word doesn't exist for a concept; one will be created. So, how does this change occur?

Words come into language in a variety of ways; they can be brought with them by an invading power. In terms of English, this process started with the languages of invading Germanic tribes which supplanted the existing Celtic languages of Britain starting in the 5th century. In fact, in terms of illustrating just how far the English language

has changed; if you were to travel back to around that time, and for hundreds of years after it, the *Englisc* spoken then would be all but unintelligible to you, with words such as *heofonum* for heaven and *eorðan* for earth. New words are also created when they are 'borrowed' or 'loaned' from other languages, to fill a need where no equivalents already exist. English has borrowed to a most remarkable extent with, as linguist David Crystal points out, approximately 70% of the Modern English vocabulary loaned from other languages. Examples include *vacuum* (Latin), *lexicon* (Greek), *cameo* (Italian), *cannibal* (Spanish), *robot* (Czech), *kindergarten* (German) and *poppycock* (Dutch) to name only a handful.

However, perhaps the areas of change that have purists throwing up their arms in 'horror' are coinages involving short forms (abbreviations and acronyms), new compound forms, and the phenomenon of language drift. Short forms are common almost universally. Examples of abbreviations include usage of forms such as *pls* (please); the text messaging variety of abbreviation such as *'l8r'* (later); and acronyms such as LOL (laugh out loud). Invented compound forms pop up frequently, and you have to be on your toes to catch them. In a meeting just recently, I heard the word '*ministrivia*' being used to mean 'trivial administrative matters' – kind of neat, I thought. Word meaning also, over time, may drift or change in meaning and / or usage. An example of drift is evident in the trend, especially over the past 10 to 15 years to make nouns out of verbs and vice-versa. A famous example of this is Google: the word originated as the noun 'googol' (the number 1 followed by a hundred zeroes), which in turn morphed into the more famous name of the largest search engine company in the world; Google. The noun has undergone drift in the past 10 years to be now widely used as a verb (to *google* something), meaning to search for something on the net.

Where ongoing heated debate exists is around the view that these types of variations result in corrupted language or the idea that "the youth of today won't be able to spell in 10 years" due to language misuse. Interestingly enough, this is not a new debate. The period of 1530 to 1660,

when French, Latin and Greek borrowing reached its peak, also saw some of the earliest and most vigorous debate about English language purity. David Crystal in *The Encyclopaedia of the English Language*, includes some interesting views from the period from writers such as John Cheke (1514-1557) who virtually advocated a lingual apartheid, arguing that language should be 'clean and pure, unmixed and unmangled with borrowing of other tongues'. Some of England's most famous writers and social commentators railed against language 'decay': John Dryden complained about borrowing; Joseph Addison about contracted forms; Daniel Defoe about the inundation of swearing (in 1697, no less!), and perhaps most vociferously by Jonathan Swift, who worried that without the proper controls on language that it would become unintelligible within a generation. Sound familiar?

Look at the Letters to the Editor in The Age and you can see that the debate continues between those who would rather language was not 'corrupted' by these types of changes, and those who would see any attempt at controlling or even less stopping this evolution as not only undesirable, but impossible. And therein lies the crux of the discussion – should we *prescribe* what should and should not be allowed to be said or concern ourselves with what *is* said and what *is* used?

No one would argue that a language does not need the stability provided by rules, grammar and agreed spelling standards, and it is not as if we can adopt a '*laissez faire*' view of language at the risk of it becoming irrelevant, or worse, unusable. However, people who want to legislate against the change that new literacies such as google and ministrivia represent fail to grasp the fundamental evolutionary dynamism of language, and people's right of choice to use it where and when they need it.

New words and have been coming into the English language since its inception; perhaps we need to spend less time worrying about stopping it and more time understanding it.



# DIRECTORY LISTING

A list of Catholic Secondary Colleges in the Archdiocese of Sydney and Diocese of Broken Bay. See pin on map for location.

● Advertised Colleges  
● Non Advertised Colleges

## 1 All Saints Catholic Boys College

**Gender** Boys  
**Year** 7-10  
**Address** 43 Bigge Street, Liverpool NSW 2170  
**Telephone** 02 9602 4555  
**Facsimile** 02 9601 4852  
**Email** info@ascbc.nsw.edu.au  
**Web** www.ascbc.nsw.edu.au

## 2 All Saints Catholic Girls College

**Gender** Girls  
**Year** 7-10  
**Address** 53 Bigge Street, Liverpool NSW 2170  
**Telephone** 02 9602 7880  
**Facsimile** 02 9821 3982  
**Email** info@ascgcliverpool.catholic.edu.au  
**Web** www.ascgcliverpool.catholic.edu.au

## 3 All Saints Catholic Senior College

**Gender** Co-educational  
**Year** 11-12  
**Address** Leacocks Lane, Casula NSW 2170  
**Telephone** 02 9821 1822  
**Facsimile** 02 9601 3773  
**Email** info@allsaintscasula.catholic.edu.au  
**Web** www.allsaintscasula.catholic.edu.au

## 4 Aquinas College Menai

**Gender** Co-educational  
**Year** 7-12  
**Address** Anzac Road, Menai NSW 2234  
**Telephone** 02 9543 0188  
**Facsimile** 02 9541 0398  
**Email** admin@aquinasmenai.catholic.edu.au  
**Web** www.aquinasmenai.catholic.edu.au

## 5 Bethany College

**Gender** Girls  
**Year** 7-12  
**Address** 2-4 Croydon Road, Hurstville NSW 2220  
**Telephone** 02 8566 0711  
**Facsimile** 02 8566 0722  
**Email** info@bethanyhurstville.catholic.edu.au  
**Web** www.bethanyhurstville.catholic.edu.au

## 6 Bethlehem College

**Gender** Girls  
**Year** 7-12  
**Address** 18 Bland Street, Ashfield NSW 2131  
**Telephone** 02 9798 9099  
**Facsimile** 02 9799 4105  
**Email** info@bcashfield.catholic.edu.au  
**Web** www.bethlehemcollege.nsw.edu.au

## 7 Boys' Town

**Gender** Boys  
**Year** 7-10  
**Address** 35a Waratah Road, Engadine NSW 2233  
**Telephone** 02 8508 3900  
**Facsimile** 02 8508 3920  
**Email** director@boystown.net.au  
**Web** www.boystown.net.au

## 8 Brigidine College Randwick

**Gender** Girls  
**Year** 7-12  
**Address** 6 Aeolia Street, Randwick NSW 2031  
**Telephone** 02 9398 6710  
**Facsimile** 02 9398 4671  
**Email** info@bcrandwick.catholic.edu.au  
**Web** www.bcrandwick.catholic.edu.au

## 9 Brigidine College St Ives

**Gender** Girls  
**Year** 7-12  
**Address** 325 Mona Vale Road, St Ives NSW 2075  
**Telephone** 02 9988 6200  
**Facsimile** 02 9144 1577  
**Email** office@brigidine.nsw.edu.au  
**Web** www.brigidine.nsw.edu.au

## 10 Casimir Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 200 Livingstone Road, Marrickville NSW 2204  
**Telephone** 02 9558 2888  
**Facsimile** 02 9558 2123  
**Email** info@casimirmarrickville.catholic.edu.au  
**Web** www.casimirmarrickville.catholic.edu.au

## 11 Christian Brothers' High School

**Gender** Boys  
**Year** 5-12  
**Address** 68-84 The Boulevard, Lewisham NSW 2049  
**Telephone** 02 8585 1744  
**Facsimile** 02 8585 1787  
**Email** office@cbhslewisham.nsw.edu.au  
**Web** www.cbhslewisham.nsw.edu.au

## 12 Clancy Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 201 Carmichael Drive, West Hoxton NSW 2171  
**Telephone** 02 8783 6000  
**Facsimile** 02 8783 6200  
**Email** info@clancy.catholic.edu.au  
**Web** www.clancy.catholic.edu.au

## 13 De La Salle College Caringbah

**Gender** Boys  
**Year** 7-10  
**Address** 389 Port Hacking Road, Caringbah NSW 2229  
**Telephone** 02 9524 9133  
**Facsimile** 02 9526 1908  
**Email** info@dlsccaringbah.catholic.edu.au  
**Web** www.dlsccaringbah.catholic.edu.au

## 14 De La Salle College Revesby

**Gender** Boys  
**Year** 7-12  
**Address** 9 Ferndale Road, Revesby Heights NSW 2212  
**Telephone** 02 9773 7755  
**Facsimile** 02 9771 6010  
**Email** info@dlsrevesby.catholic.edu.au  
**Web** www.dlsrevesby.catholic.edu.au

## 15 De La Salle College Ashfield

**Gender** Boys  
**Year** 7-12  
**Address** 24 Bland Street, Ashfield NSW 2131  
**Telephone** 02 9797 3200  
**Facsimile** 02 9797 3255  
**Email** info@dlsashfield.catholic.edu.au  
**Web** www.dlsashfield.com.au

### 16 De La Salle College Cronulla

**Gender** Co-educational  
**Year** 11-12  
**Address** 2 Cross Road, Cronulla NSW 2230  
**Telephone** 02 8522 1500  
**Facsimile** 02 8522 1555  
**Email** info@dlscronulla.catholic.edu.au  
**Web** www.dlscronulla.catholic.edu.au

### 17 Domremy College

**Gender** Girls  
**Year** 7-12  
**Address** 121 First Avenue, Five Dock NSW 2046  
**Telephone** 02 9712 2133  
**Facsimile** 02 9712 5296  
**Email** info@domremy.catholic.edu.au  
**Web** www.domremy.catholic.edu.au

### 18 Freeman Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** Mount Street, Bonnyrigg NSW 2177  
**Telephone** 02 9823 2073  
**Facsimile** 02 9823 7018  
**Email** info@freemanbonnyrigg.catholic.edu.au  
**Web** www.freemanbonnyrigg.catholic.edu.au

### 19 Good Samaritan Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 401 Hoxton Park Road, Hinchinbrook NSW 2168  
**Telephone** 02 9825 9955  
**Facsimile** 02 9825 9966  
**Email** enquiry@goodsamaritan.nsw.edu.au  
**Web** www.goodsamaritan.nsw.edu.au

### 20 Holy Cross College

**Gender** Boys  
**Year** 7-12  
**Address** 517 Victoria Road, Ryde NSW 2112  
**Telephone** 02 9808 1033  
**Facsimile** 02 9809 7207  
**Email** info@hccryde.catholic.edu.au  
**Web** www.holycrosscollege.org

### 21 Holy Spirit College

**Gender** Co-educational  
**Year** 7-12  
**Address** 39 Croydon Street, Lakemba NSW 2195  
**Telephone** 02 9740 8099  
**Facsimile** 02 9740 5559  
**Email** info@holyspirit.nsw.edu.au  
**Web** www.holyspirit.nsw.edu.au

### 22 Kincoppal Rose-Bay

**Gender** Co-educational (P-6) Girls (7-12)  
**Year** P-12  
**Address** New South Head Road, Rose Bay NSW 2029  
**Telephone** 02 9388 6000  
**Facsimile** 02 9388 6001  
**Email** admissions@krb.nsw.edu.au  
**Web** www.krb.nsw.edu.au

### 23 LaSalle Catholic College

**Gender** Boys  
**Year** 7-12  
**Address** 544 Chapel Road, Bankstown NSW 2200  
**Telephone** 02 9793 5600  
**Facsimile** 02 9790 8684  
**Email** info@lasalle.nsw.edu.au  
**Web** www.lasalle.nsw.edu.au

### 24 Loreto Kirribilli

**Gender** Girls  
**Year** K-12  
**Address** 85 Carabella Street, Kirribilli NSW 2061  
**Telephone** 02 9957 4722  
**Facsimile** 02 9954 5941  
**Email** loreto@loreto.nsw.edu.au  
**Web** www.loreto.nsw.edu.au

### 25 Loreto Normanhurst

**Gender** Girls  
**Year** 7-12  
**Address** 91-93 Pennant Hills Road, Normanhurst NSW 2076  
**Telephone** 02 9487 3488  
**Facsimile** 02 9489 2348  
**Email** reception@loretanh.nsw.edu.au  
**Web** www.loretanh.nsw.edu.au

### 26 MacKillop Catholic College

**Gender** Co-educational  
**Year** K-12  
**Address** 91 Sparks Road, Warnervale NSW 2259  
**Telephone** 02 4392 9399  
**Facsimile** 02 4392 9499  
**Email** smccw@dbb.catholic.edu.au  
**Web** www.mccwdbb.catholic.edu.au

### 27 Marcellin College Randwick

**Gender** Boys  
**Year** 7-12  
**Address** 195 Alison Road, Randwick NSW 2031  
**Telephone** 02 9398 6355  
**Facsimile** 02 9398 9049  
**Email** secretary@marcellin.nsw.edu.au  
**Web** www.marcellin.nsw.edu.au

### 28 Marist College Pagewood

**Gender** Boys  
**Year** 7-12  
**Address** 35 Donovan Avenue, Maroubra NSW 2035  
**Telephone** 02 9349 7333  
**Facsimile** 02 9344 9883  
**Email** info@maristpagewood.catholic.edu.au  
**Web** www.maristpagewood.catholic.edu.au

### 29 Marist College Eastwood

**Gender** Boys  
**Year** 7-12  
**Address** 44 Hillview Road, Eastwood NSW 2122  
**Telephone** 02 9858 1644  
**Facsimile** 02 9874 2392  
**Email** info@mce.nsw.edu.au  
**Web** www.mce.nsw.edu.au

### 30 Marist College Penshurst

**Gender** Boys  
**Year** 7-10  
**Address** 65 Victoria Avenue, Mortdale NSW 2223  
**Telephone** 02 9579 6188  
**Facsimile** 02 9579 6668  
**Email** info@maristpenshurst.catholic.edu.au  
**Web** www.maristpenshurst.catholic.edu.au

### 31 Marist College Kogarah

**Gender** Boys  
**Year** 7-12  
**Address** 52 Wolseley Street, Bexley NSW 2207  
**Telephone** 02 9587 3211  
**Facsimile** 02 9556 1790  
**Email** admin@mckogarah.catholic.edu.au  
**Web** www.mck.nsw.edu.au

### 32 Marist College North Shore

**Gender** Boys  
**Year** 7-12  
**Address** 270 Miller Street, North Sydney NSW 2060  
**Telephone** 02 9957 5000  
**Facsimile** 02 9954 9087  
**Email** info@maristns.catholic.edu.au  
**Web** www.maristcollege.com

### 33 Marist Sisters' College Woolwich

**Gender** Girls  
**Year** 7-12  
**Address** 66a Woolwich Road, Woolwich NSW 2110  
**Telephone** 02 9816 2041  
**Facsimile** 02 9816 5143  
**Email** info@mscw.catholic.edu.au  
**Web** www.mscw.nsw.edu.au

### 34 Mary MacKillop College

**Gender** Girls  
**Year** 7-12  
**Address** 5 Carnarvon Street, Wakeley NSW 2176  
**Telephone** 02 9725 4322  
**Facsimile** 02 9725 4393  
**Email** info@mmcwakeley.catholic.edu.au  
**Web** www.mmcwakeley.catholic.edu.au

### 35 Mater Maria Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 5 Forest Road, Warriewood NSW 2102  
**Telephone** 02 9997 7044  
**Facsimile** 02 9997 6042  
**Email** mmw@dbb.catholic.edu.au  
**Web** www.matermaria.nsw.edu.au

### 36 Mercy Catholic College

**Gender** Girls  
**Year** 7-12  
**Address** 99 -101 Archer Street, Chatswood NSW 2067  
**Telephone** 02 9419 2890  
**Facsimile** 02 9415 2831  
**Email** mercy@dbb.catholic.edu.au  
**Web** www.mercychatswood.nsw.edu.au

### 37 Monte Sant' Angelo Mercy College

**Gender** Girls  
**Year** 7-12  
**Address** 128 Miller Street, North Sydney NSW 2060  
**Telephone** 02 9409 6200  
**Facsimile** 02 9956 5925  
**Email** info@monte.nsw.edu.au  
**Web** www.monte.nsw.edu.au

### 38 Mount St Benedict College

**Gender** Girls  
**Year** 7-12  
**Address** 449C Pennant Hills Road, Pennant Hills NSW 2120  
**Telephone** 02 9980 0444  
**Facsimile** 02 9484 4911  
**Email** admin@msben.nsw.edu.au  
**Web** www.msben.nsw.edu.au

### 39 Mount St Joseph Milperra

**Gender** Girls  
**Year** 7-12  
**Address** 273 Horsley Road, Milperra NSW 2214  
**Telephone** 02 9773 6068  
**Facsimile** 02 9771 6424  
**Email** office@msj.nsw.edu.au  
**Web** www.msj.nsw.edu.au

### 40 Our Lady of Mercy College Burraneer

**Gender** Girls  
**Year** 7-10  
**Address** 62-66 Dominic Street, Cronulla NSW 2230  
**Telephone** 02 9544 1966  
**Facsimile** 02 9544 1328  
**Email** info@olmcburraneer.catholic.edu.au  
**Web** www.olmcburraneer.catholic.edu.au

### 41 Our Lady of the Sacred Heart College Kensington

**Gender** Girls  
**Year** 7-12  
**Address** 36 Addison Street, Kensington NSW 2033  
**Telephone** 02 9662 4088  
**Facsimile** 02 9663 5252  
**Email** info@olshkensington.catholic.edu.au  
**Web** www.olshkensington.catholic.edu.au

### 42 Patrician Brothers' College Fairfield

**Gender** Boys  
**Year** 7-12  
**Address** 268 The Horsley Drive, Fairfield NSW 2165  
**Telephone** 02 9728 4488  
**Facsimile** 02 9727 7651  
**Email** admin@pbcfairfield.catholic.edu.au  
**Web** www.pbcfairfield.catholic.edu.au

### 43 Rosebank College

**Gender** Co-educational  
**Year** 7-12  
**Address** 1a Harris Road, Five Dock NSW 2046  
**Telephone** 02 9713 3100  
**Facsimile** 02 9712 3557  
**Email** enrolments@rosebank.nsw.edu.au  
**Web** www.rosebank.nsw.edu.au

### 44 Saint Ignatius' College Riverview

**Gender** Boys  
**Year** 5-12  
**Address** Tambourine Bay Road, Lane Cove NSW 2066  
**Telephone** 02 9882 8222  
**Facsimile** 02 9882 8588  
**Email** stignatius@riverview.nsw.edu.au  
**Web** www.riverview.nsw.edu.au

### 45 Santa Sabina College

**Gender** Girls (K-12) Boys (K-4)  
**Year** K-12  
**Address** 90 The Boulevard, Strathfield NSW 2135  
**Telephone** 02 9745 7000  
**Facsimile** 02 9745 7001  
**Email** enquiries@ssc.nsw.edu.au  
**Web** www.ssc.nsw.edu.au



#### 46 Southern Cross Catholic Vocational College

**Gender** Co-educational  
**Year** 11-12  
**Address** 17 Comer Street, Burwood NSW 2134  
**Telephone** 02 8372 4400  
**Facsimile** 02 8372 4401  
**Email** sccvc@ceosyd.catholic.edu.au  
**Web** www.sccvc.nsw.edu.au

#### 47 St Aloysius College

**Gender** Boys  
**Year** 3-12  
**Address** 47 Upper Pitt Street, Milsons Point NSW 2061  
**Telephone** 02 9922 1177  
**Facsimile** 02 9929 6414  
**Email** enquiries@stalloysius.nsw.edu.au  
**Web** www.stalloysius.nsw.edu.au

#### 48 St Augustine's College Sydney

**Gender** Boys  
**Year** 5-12  
**Address** Federal Parade, Brookvale NSW 2100  
**Telephone** 02 9938 8200  
**Facsimile** 02 9905 6483  
**Email** adm@saintaug.nsw.edu.au  
**Web** www.saintaug.nsw.edu.au

#### 49 St Charbel's College

**Gender** Co-educational  
**Year** K-12  
**Address** 142 Highclere Avenue, Punchbowl NSW 2196  
**Telephone** 02 9740 0999  
**Facsimile** 02 9740 0900  
**Email** info@stcharbel.nsw.edu.au  
**Web** www.stcharbel.nsw.edu.au

#### 50 St Clare's College

**Gender** Girls  
**Year** 7-12  
**Address** 41-51 Carrington Road, Waverley NSW 2024  
**Telephone** 02 8305 7100  
**Facsimile** 02 9389 3503  
**Email** admin@stclares.nsw.edu.au  
**Web** www.stclares.nsw.edu.au

#### 51 St Edmund's School

**Gender** Co-educational  
**Year** 7-12  
**Address** 60 Burns Road, Wahroonga NSW 2076  
**Telephone** 02 9487 1044  
**Facsimile** 02 9489 0069  
**Email** secretary@stedmunds.nsw.edu.au  
**Web** www.stedmunds.nsw.edu.au

#### 52 St Edward's Christian Brothers' College

**Gender** Boys  
**Year** 7-12  
**Address** 13 Frederick Street, Gosford NSW 2250  
**Telephone** 02 4321 6400  
**Facsimile** 02 4324 7955  
**Email** info@stedwards.nsw.edu.au  
**Web** www.stedwards.nsw.edu.au

#### 53 St John Bosco College

**Gender** Co-educational  
**Year** 7-12  
**Address** Banksia Avenue, Engadine NSW 2233  
**Telephone** 02 9548 4000  
**Facsimile** 02 9548 4099  
**Email** welcome@bosco.nsw.edu.au  
**Web** www.bosco.nsw.edu.au

#### 54 St Joseph's Catholic College

**Gender** Girls  
**Year** 7-12  
**Address** 6 Russell Drysdale Street, East Gosford NSW 2250  
**Telephone** 02 4324 4022  
**Facsimile** 02 4323 3512  
**Email** sjcc@dbb.catholic.edu.au  
**Web** www.sjcc.nsw.edu.au

#### 55 St Joseph's College

**Gender** Boys  
**Year** 7-12  
**Address** Mark Street, Hunters Hill NSW 2110  
**Telephone** 02 9816 0900  
**Facsimile** 02 9879 6804  
**Email** sjc@joeys.org  
**Web** www.joeys.org

#### 56 St Leo's Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 16 Woolcott Avenue, Wahroonga NSW 2076  
**Telephone** 02 9487 3555  
**Facsimile** 02 9487 2637  
**Email** stleos@dbb.catholic.edu.au  
**Web** www.stleos.nsw.edu.au

#### 57 St Maroun's College

**Gender** Co-educational  
**Year** K-12  
**Address** 194-206 Wardell Road, Dulwich Hill NSW 2203  
**Telephone** 02 9559 2434  
**Facsimile** 02 9558 8806  
**Email** info@stmarouns.nsw.edu.au  
**Web** www.stmarouns.nsw.edu.au

#### 58 St Mary's Cathedral College

**Gender** Boys  
**Year** 5-12  
**Address** 2 St Marys Road, Sydney NSW 2000  
**Telephone** 02 9235 0500  
**Facsimile** 02 9221 5952  
**Email** info@smccsydney.catholic.edu.au  
**Web** www.smccsydney.catholic.edu.au

#### 59 St Patrick's College Sutherland

**Gender** Co-educational  
**Year** 7-12  
**Address** 551 President Avenue, Sutherland NSW 2232  
**Telephone** 02 9542 9000  
**Facsimile** 02 9545 1820  
**Email** info@spcsutherland.catholic.edu.au  
**Web** www.stpatcoll.nsw.edu.au

#### 60 St Patrick's College Strathfield

**Gender** Boys  
**Year** 5-12  
**Address** Francis Street, Strathfield NSW 2135  
**Telephone** 02 9763 1000  
**Facsimile** 02 9746 2294  
**Email** spc@spc.nsw.edu.au  
**Web** www.spc.nsw.edu.au

### 61 St Paul's Catholic College Manly

**Gender** Boys  
**Year** 7-12  
**Address** Darley Road, Manly NSW 2095  
**Telephone** 02 9977 5111  
**Facsimile** 02 9977 0959  
**Email** stpauls@dbb.catholic.edu.au  
**Web** www.stpaulsmanly.nsw.edu.au

### 62 St Peter's Catholic College Tuggerah

**Gender** Co-educational  
**Year** 7-12  
**Address** 84 Gavenlock Road, Tuggerah NSW 2259  
**Telephone** 02 4351 2344  
**Facsimile** 02 4351 2965  
**Email** stpeters@dbb.catholic.edu.au  
**Web** www.dbb.org.au

### 63 St Pius X College Chatswood

**Gender** Boys  
**Year** 5-12  
**Address** 35 Anderson Street, Chatswood NSW 2067  
**Telephone** 02 9411 4733  
**Facsimile** 02 9413 1860  
**Email** admin@stpiusx.nsw.edu.au  
**Web** www.spx.nsw.edu.au

### 64 St Scholastica's College

**Gender** Girls  
**Year** 7-12  
**Address** 4 Avenue Road, Glebe NSW 2037  
**Telephone** 02 9660 2622  
**Facsimile** 02 9660 7939  
**Email** office@scholastica.nsw.edu.au  
**Web** www.scholastica.nsw.edu.au

### 65 St Ursula's College

**Gender** Girls  
**Year** 7-12  
**Address** 67 Caroline Street, Kingsgrove NSW 2208  
**Telephone** 02 9502 3300  
**Facsimile** 02 9554 3581  
**Email** info@stursulakingsgrove.catholic.edu.au  
**Web** www.stursulakingsgrove.catholic.edu.au

### 66 St Vincent's College

**Gender** Girls  
**Year** 7-12  
**Address** Rockwall Crescent, Potts Point NSW 2011  
**Telephone** 02 9368 1611  
**Facsimile** 02 9356 2118  
**Email** collegesecretary@stvincents.nsw.edu.au  
**Web** www.stvincents.nsw.edu.au

### 67 Stella Maris College

**Gender** Girls  
**Year** 7-12  
**Address** 52 Eurobin Avenue, Manly NSW 2095  
**Telephone** 02 9977 5144  
**Facsimile** 02 9976 2753  
**Email** administration@stellamaris.nsw.edu.au  
**Web** www.stellamaris.nsw.edu.au

### 68 Trinity Catholic College

**Gender** Co-educational  
**Year** 7-12  
**Address** 13 Park Road, Auburn NSW 2144  
**Telephone** 02 9749 1919  
**Facsimile** 02 9749 2116  
**Email** info@trinity.catholic.edu.au  
**Web** www.trinity.catholic.edu.au

### 69 Waverley College

**Gender** Boys  
**Year** 5-12  
**Address** 131 Birrell Street, Waverley NSW 2024  
**Telephone** 02 9369 0600  
**Facsimile** 02 9389 1274  
**Email** wavcoll@waverley.nsw.edu.au  
**Web** www.waverley.nsw.edu.au

# LOCATIONS

Locations of Catholic Secondary Colleges in the Archdiocese of Sydney and Diocese of Broken Bay.

 Advertised Colleges  
 Non Advertised Colleges







**Bethlehem College**  
est. 1881

*"At Bethlehem College we foster confident and independent young women of faith, who are creative and collaborative thinkers, sharing a love of learning and striving for excellence."*

**Mrs Paula Bounds**



**A** 18 Bland Street, Ashfield NSW 2131  
**T** 02 9798 9099 **F** 02 9799 4105  
**E** info@bcashfield.catholic.edu.au  
**W** www.bethlehemcollege.nsw.edu.au

**Principal** Mrs Paula Bounds  
**Enquiries** Mrs Stella Apergis  
**Email** info@bcashfield.catholic.edu.au

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 680 students  
**Yr 7 Enrolment** 150 students; 5 classes

**Languages** Italian & Japanese

**Fees for 2012** Yr 7 \$2,680 Yr 12 \$3,100  
Book hire is for Years 7-10.

**HSC** 38 subjects  
**VET** Yes

*'Este Fideles – Be Faithful.'*

### About Us

Bethlehem College was established by the Sisters of Charity in 1881. The Sisters administered Bethlehem for 110 years and their values and commitment are the foundations of College life today. At Bethlehem we foster confident and independent young women of faith, who are creative and collaborative thinkers, sharing a love of learning and striving for excellence. They are courageous in mind and deed and are global citizens with a genuine concern for others. Our College motto, "Este Fideles", ensures that we remain faithful to God, to ourselves and to each other.

### Curriculum

Bethlehem College has an excellent record of academic achievement. We offer a broad curriculum which caters for individual needs and interests. Our Gifted & Talented Program includes a selective stream, acceleration in courses and enrichment opportunities. Other programs include targeted literacy and numeracy support, extension courses in English, Mathematics and History, ESL and Special needs support.

### Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Centres x 3
- Performing Arts/Drama Centres x 2
- Food Technology Centres x 2
- Library Resource Centre
- Music Centres x 3
- Basketball Court
- Science Labs x 5
- Careers Centre
- Counselling Room
- Yr 12 Common Room
- Multi-purpose Area
- Lecture Theatre
- Gymnasium
- Theatre
- Wireless Site
- Netball Court
- IT Labs x 2
- Darkroom
- Canteen
- Chapel
- Hall

### Technology@Bethlehem

Bethlehem College has long recognised the need to provide excellence in the education of our girls and therefore, we aim to provide the most up to date digital resources available. The College is embarking on preparing students for the 21st Century era of education. With three computer labs equipped with audio and visual projection, over 600 Mac laptops, Activboards in every department and a well-equipped library with computers to enhance information research skills, we are helping girls unlock their learning and creative talents.

### Innovation

Today's students require an education that meets their individual learning needs and connects them to what is happening around the globe. At Bethlehem College, contemporary resources, current research and technologies are being used in innovative ways to extend learning opportunities, enrich experiences, and improve academic outcomes for all students. The Learn to Learn program is a good example of the innovative approach at Bethlehem.

This program assists students with the transition from primary to secondary, giving them the tools they need to achieve their full potential.

### Co-Curricular

Bethlehem has a strong co-curricular enrichment program which ensures we develop the whole person. Our extensive sports program includes Thursday sports program and representative sports, including MCCS and Gala Days. Other extra-curricular programs include choir, college band, instrumental program, ensemble group, G & T enrichment, debating, public speaking, CSIRO science program, Mock Trial, College musical and drama productions, Faith in Action Group, Maths Matters and the Duke of Edinburgh Award Program.

### Visit Us in 2012

Our Open Day is on Wednesday 14 March.







*"Brigidine College St Ives seeks to creatively and energetically engage students in a process of learning that promotes curiosity, confidence, achievement and service."*  
**Mrs Jane Curran**



**A** 325 Mona Vale Road, St Ives NSW 2075  
**T** 02 9988 6200 **F** 02 9144 1577  
**E** office@brigidine.nsw.edu.au  
**W** www.brigidine.nsw.edu.au

**Principal** Mrs Jane Curran  
**Enquiries** Jennifer Kirby, Registrar  
**Email** registrar@brigidine.nsw.edu.au

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 900 students  
**Yr 7 Enrolment** 160 students; 6 classes

**Languages** French & Italian

**Fees for 2012** Yr 7 \$11,529 Yr 12 \$11,529

**HSC** 39 subjects  
**VET** Yes

*'Courage, Confidence,  
Compassion.'*

### About Us

Brigidine College St Ives is dedicated to the education of girls in the Catholic tradition. Founded by the Brigidine sisters in 1954, the school models the charism of St Brigid; strength and gentleness. Young women graduate from Brigidine feeling capable and confident about their future. They are willing and able to make a difference in the world and know they can achieve this in the calm, self-assured manner that is encapsulated in the Brigidine motto – Fortiter et Suaviter (Strength and Gentleness).

### Curriculum

A broad curriculum motivates Brigidine girls to engage in quality learning as they progress towards the attainment of an HSC. In Year 7, all girls experience a range of subjects across the Key Learning Areas of English, Mathematics, Science, Religious Education, Human Society and its Environment, PDHPE, Creative Arts, Languages and Technology. From Year 9, elective subjects are chosen that will customise learning to meet particular strengths and aspirations. Vocational and TAFE options are available, as well as

a modified program of study for students with special learning needs.

### Technology@Brigidine

Each Brigidine student is provided with a fully-featured notebook computer, providing 1:1 computer access and 'anytime anywhere' learning. This has the potential to embed life-long learning skills as well as 21st century skills of collaboration, critical thinking, problem solving, creativity and global awareness in the curriculum. Students are engaged in personalised independent learning and have wide access to the world of digital knowledge, both through the College portal and the internet.

### Innovation

Acceleration opportunities to challenge the most talented students have been created within the structure of the curriculum. Accelerating students towards HSC success in Studies of Religion II and Mathematics in Year 11, offering an extension English elective to Year 10 designed from the Stage 6 syllabus in English Extension 2, and preparing pathways for accelerating students in French and Italian have all proved

attractive options for engaging girls in an education that enables them to learn at their level and develop the capacity for further improvement.

### Co-Curricular

A wide range of sports includes athletics, basketball, dance, Duke of Edinburgh Award Scheme, equestrian, gymnastics, hockey, netball, soccer, softball, swimming, tae kwon do, tennis, touch, volleyball and water polo. The Centre for Excellence is the hub of student societies engaged in cultural pursuits such as debating, drama, music (choir, band and music ensembles), public speaking, Mock Trial, Tournament of Minds and social justice. Girls compete with other schools through inter-school associations, raising the bar for performance and broadening their social experience.

### Visit Us in 2012

Our Open Day is on Thursday 22 March, between 2:00pm and 6:00pm. Regular tours of the College are available throughout term, and dates are advertised on the College website.

### Facilities

- Textiles Technology Rooms x 2
- Design & Technology Centre
- Centre for Excellence
- Basketball Courts x 3
- Religious Education Centre
- Library Resource Centre
- Learning Support Centre
- Food Technology Room
- Multi Purpose Hall
- Counselling Rooms x 2
- Science Labs x 5
- Multi-purpose Area
- Visual Arts Centre
- Digital Library
- Year 12 Common Room
- Netball Courts x 3
- Tennis Courts x 3
- Careers Centre
- College Shop
- College Green
- Music Centre
- Drama Rooms x 2
- Gymnasium
- Darkroom
- Wireless Site
- IT Centre
- Canteen
- Chapel







**Holy Cross College**  
est. 1891

*"Holy Cross College offers a quality Catholic education of the highest standard at an affordable price for parents. Our student learning growth is second to none."*

**Mr Adam Taylor**



**A** 517 Victoria Road, Ryde NSW 2112  
**T** 02 9808 1033 **F** 02 9809 7207  
**E** info@hccryde.catholic.edu.au  
**W** www.holycrosscollege.org

**Principal** Mr Adam Taylor  
**Enquiries** Ms Sharon Gollan  
**Email** info@hccryde.catholic.edu.au

**Gender** Boys  
**Yr Range** Yr 7-12  
**Enrolment** 600 students  
**Yr 7 Enrolment** 100 students; 4 classes

**Languages** Japanese & Italian

**Fees for 2012** Yr 7 \$4,200 Yr 12 \$4,200  
Fees all inclusive of camps, retreats & excursions. Year 7 Fee includes a Macbook Air laptop computer.

**HSC** 30 subjects  
**VET** Yes

*'A Catholic school in the tradition of the Patrician Brothers - established 1891.'*

### About Us

Holy Cross College was founded in 1891 by the Patrician Brothers. The charism of the Patrician Brothers is marked by a commitment to seeing the face of Christ in all we meet in our daily lives. It translates into school life that:

- Welcomes all, seeking to build a community of hospitality and inclusion.
- Expects high standards in academic work and student behaviour.
- Challenges all in the school community to develop a real spirit of justice that makes a difference to the way we live our lives.
- Celebrates and sanctifies life and everything in school life that is life giving.

### Curriculum

The College provides a comprehensive curriculum for all boys. At Holy Cross, the person of Jesus Christ and his teachings are at the core of all learning experiences offered by the College. All courses are designed to recognise and incorporate Gospel values into their teaching programs.

### Technology@Holy Cross

Holy Cross uses new and emerging technologies: Web 2.0 tools, digitally enabled classrooms, dedicated video conferencing services, computer lab facilities, digital textbooks and our MacBook per student initiative. These facilities, and our wireless infrastructure, provide the essential elements to support 21st Century learning and teaching that is engaging for boys.

### Innovation

The importance placed on transition from Primary to Secondary School is reflected in our Year 7-8 Middle School program, where students work with a core teacher across three learning areas. Their teacher gets to know them well and supports their learning accordingly, ensuring that the challenges of organisation and increased homework are reduced. Minimising the stresses of early Secondary schooling encourages the boys to be happy and to develop positive attitudes to learning.

### Co-Curricular

We take a week out of school in Term three called Activities Week. Year 7 work on project based learning, Year 8 are on camp, Year 9 Duke of Edinburgh, Year 10 Work experience, Year 11 retreat and Year 12 Trial HSC. Activities week complements the learning culture with practical and outdoor experience.

### Visit Us in 2012

Our Open Day is on Sunday 25 March including tours and Principal address. Other visits are available by appointment.

### Facilities

- Visual Arts Centre
- Library Resource Centre
- Design & Technology Centre
- Food Technology Centre
- Basketball Courts x 2
- Trade & Industry Centre
- Weights/Circuit Room
- Multi-purpose Area
- Cricket Nets x 3
- Tennis Courts x 2
- Careers Office
- Counselling Room
- Music Centre
- Science Labs x 6
- Wireless Site
- IT Labs x 6
- Gymnasium
- Ovals x 4
- Soccer Pitch
- Canteen
- Chapel
- Hall





*"At Kincoppal-Rose Bay we offer your daughters and sons the challenge of achieving personal excellence in all areas of school life. We work to develop their personal strengths and talents to be the best they can be."*  
**Hilary Johnston-Croke**



**A** New South Head Road, Rose Bay NSW 2029  
**T** 02 9388 6000 **F** 02 9388 6001  
**E** admissions@krib.nsw.edu.au  
**W** www.krib.nsw.edu.au

**Principal** Hilary Johnston-Croke  
**Enquiries** Raewyn Barrington  
**Email** admissions@krib.nsw.edu.au  
**Gender** P-6 Co-educational  
Yr 7-12 Girls only day and boarding  
**Yr Range** P-12  
**Enrolment** 900 students  
**Yr 7 Enrolment** 78 students; 5 classes  
**Languages** French, Mandarin, Japanese & Italian

**Fees for 2012** Yr 7 \$20,190 Yr 12 \$23,514  
Tuition fees do not cover textbooks, uniforms, Learning Advantage Program notebooks, stationery, excursions, sports registration, coaching levies and optional accomplishments.

Boarding Fees \$20,835  
Boarding fees are additional to tuition fees.

**HSC** 35 subjects  
**VET** Yes, but provided externally.

*'Educating Hearts and Minds Since 1882.'*

### About Us

Kincoppal-Rose Bay School of the Sacred Heart is a leading Catholic independent school that is part of the international network of Sacred Heart schools. With a 130 year tradition of educating hearts and minds, Kincoppal-Rose Bay prepares its students for lives of courage and confidence, educating them to discover their purpose, cultivate their talents and commit themselves to service as global citizens of the world. Our Boarding School for girls in Years 7-12 is a vibrant, diverse and welcoming community where every girl is known, cared for and encouraged to develop both personally and academically.

### Curriculum

The Junior School offers a curriculum which covers the Key Learning Areas: Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment, Creative and Performing Arts and PDHPE. Senior schooling at KRB provides a structured educational environment and is supported by a strong and vibrant co-curricular program. We believe in providing a curriculum

that is grounded in academic rigour, delivered by a devoted and passionate teaching team.

### Technology@KRB

Our education approach acknowledges that student learning is enhanced through the integration of ICT. All teaching programs from P-12 have a strong focus on the use of technology within and beyond the classroom. A number of key technology tools are provided for our students from P-6, including interactive whiteboards, laptop trolleys, digital classrooms and a technology-rich Learning Centre. Students in the Senior School have their own notebook computers and they experience 1:1 access to technology through the KRB Learning Advantage Program.

### Innovation

KRB employs the latest technologies, techniques and projects in the classroom, and provides access to the latest thinking, concepts and practices in the broader world through initiatives such as the 'Women and Leadership Forum', 'Australian Business Week', 'City Immersion' and 'Cultural Diversity

Week'. As part of a network of 200 Sacred Heart Schools in 44 countries, KRB offers senior students the opportunity for exchanges to Sacred Heart Schools in Australia, as well as overseas.

### Co-Curricular

Kincoppal-Rose Bay offers an extensive Co-curricular and Accomplishment Program. The School has a long tradition of excellence and enthusiastic participation in all areas of the Arts such as instrumental and choral music, drama and debating. The School offers an active co-curricular sports program designed to encourage every student to participate in sport for fun and enjoyment. Sports include tennis, basketball, athletics, cross country, soccer, snow sports, water polo and touch football.

### Visit Us in 2012

We encourage families to share a KRB Experience Open Day.  
K-12: Thu 16 February; Thu 15 March; Tue 8 May; Thu 26 July; and Thu 12 October. ELC: Thu 8 March; Thu 10 May; Wed 1 August; and Wed 17 October.

### Facilities

- Performing Arts/Drama Centres x 3
- Arts Centre/Visual Arts Centre
- Library Resource Centres x 2
- Religious Education Centre
- Design & Technology Centre
- Track & Field Complex
- Soccer Pitches x 2
- Weights/Fitness Room
- Counselling Rooms x 2
- Basketball Courts x 4
- Yr 12 Common Room
- Lecture Theatre
- Multi-purpose Area
- Netball Courts x 4
- Tennis Courts x 4
- Science Labs x 4
- Gymnasiums x 2
- Canteen
- Careers Centre
- Darkroom
- Chapel
- IT Labs x 5
- Wetlands
- Media Suite
- Music Centre
- Cricket Nets
- Theatre
- Wireless Site
- Dance Studio
- Ovals x 3
- Pools x 2
- Halls x 2







**LaSalle Catholic College**  
est. 1999

*"We challenge our boys to uphold strong values and to become men of faith, integrity and scholarship."*  
**Br Peter Ryan FSC**



**A** 544 Chapel Road, Bankstown NSW 2200  
**T** 02 9793 5600 **F** 02 9790 8684  
**E** info@lasalle.nsw.edu.au  
**W** www.lasalle.nsw.edu.au

**Principal** Br Peter Ryan FSC  
**Enquiries** Mrs Anne Saliba  
**Email** info@lasalle.nsw.edu.au

**Gender** Boys  
**Yr Range** Yr 7-12  
**Enrolment** 600 students  
**Yr 7 Enrolment** 100 students; 4 classes

**Languages** Italian

**Fees for 2012** Yr 7 \$3,150 Yr 12 \$3,130  
Year 12 Fee does not include  
HSC Course Fees.

**HSC** 34 subjects  
**VET** Yes

*'Commitment, Confidence and Success.'*

### About Us

LaSalle Catholic College was established in 1999. A Lasallian education seeks to capture, in contemporary ways, the spirit of St John Baptist de la Salle's first schools in Reims, France. Hence, LaSalle Catholic College endeavours to touch hearts by developing the dignity and well-being of each of our students, teach minds through the educational programs it offers, and transform lives. Christian values underpin all aspects of College life within an atmosphere of respect for all. Students and staff are provided with every opportunity to develop spiritually, intellectually, culturally and socially. A desire to strive for academic excellence, involvement in innovative programs and active engagement with the wider community is expected at the College.

### Curriculum

The College offers a curriculum that caters for a diverse range of learning styles. The teaching programs are innovative, adopting the best pedagogical practices, and are designed to maximise the potential of each student as 21st

century learners. The College offers a full range of elective courses in both stage 5 and 6 including VET courses, Extension I and II English, Extension I and II Mathematics, and History Extension. The College will be expanding in 2013 to include a Trade Training Centre, and this will broaden our VET Framework offerings and provide an exciting opportunity for career development for boys in the Bankstown area.

### Technology@LaSalle

The College has a 1:1 laptop program in all Year groups, with technology an integral part of the curriculum delivery and learning environment. Smartboards are extensively used in the classroom, and the laptops are tools that assist in the investigative nature of learning in the 21st century. Staff and students are encouraged to explore and use new technologies to enhance and add value to learning outcomes.

### Innovation

The College is embracing curriculum change and striving to engage boys in relevant 21st century learning by means of a new pedagogical perspective - Understanding by

Design. Additionally, a state of the art Trade Training Centre housing automotive, electro-technology, carpentry and engineering facilities, will provide high quality vocational education and training in a contemporary facility unique to this area.

### Co-Curricular

The College has a broad program of activities outside of the classroom, with a comprehensive sports program offered for students as participants in the Metropolitan Catholic Colleges Competition. Students who excel have the opportunity to represent at the higher levels of NSWCCC. The College has a proud history of achievement in developing elite sportsmen. The College also participates in the CSSA debating and public speaking competitions, and also participates in chess competitions.

### Visit Us in 2012

Our Open Day is held Tuesday 6 March. College tours can be arranged by contacting the College Registrar. Details can be found on our College website.

### Facilities

- Performing Arts/Drama Centres x 2
- Arts Centre/Visual Arts Centre
- Food Technology Centre
- Design & Technology Centre

- Trade & Industry Centre
- Library Resource Centre
- Science Labs x 6
- Lecture Theatre
- Basketball Court
- Cricket Nets x 3
- Wireless Site
- Canteen
- Darkroom
- Chapel
- Media Suite
- Gymnasium
- IT Labs x 3
- Ovals x 2
- Hall







**Loreto  
Normanhurst**  
est. 1897

*"Loreto Normanhurst is an exciting and innovative school, with national and international connections and a four hundred year tradition of educating girls."*  
**Ms Barbara Watkins**



**A** 91-93 Pennant Hills Road, Normanhurst NSW 2076  
**T** 02 9487 3488 **F** 02 9489 2348  
**E** reception@loretanh.nsw.edu.au  
**W** www.loretanh.nsw.edu.au

**Principal** Ms Barbara Watkins  
**Enquiries** Mrs Annabelle Regina  
**Email** enrolments@loretanh.nsw.edu.au

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 900 students  
**Yr 7 Enrolment** 150 students; 6 classes

**Languages** French & Italian

**Fees for 2012** Yr 7 \$16,930 Yr 12 \$19,215

**HSC** 36 subjects  
**VET** Yes

*'Loreto Normanhurst  
- such an exciting place to be.'*

### About Us

Loreto Normanhurst is a Catholic, independent boarding and day school for girls from Year 7-12, established in 1897 by the Loreto Sisters (IBVM) one of seven Loreto schools in Australia. Loreto Normanhurst is a dynamic and continually reinventing school, where the staff works collaboratively with students and parents to build a scholarly environment. Excellence is encouraged and the celebration of an individual's gifts is sought. As young Catholic women, students are encouraged to view a rapidly changing world from a Christian and Catholic perspective and develop a strong awareness of social justice.

### Curriculum

Loreto Normanhurst offers a holistic education, where each student is encouraged to develop her Faith, her Academic potential and her involvement in Community and Extra curricular activities. This is known as the 'FACE' curriculum which is part of the unique Loreto Normanhurst Student Growth Model. Students learn in an exciting, technology-rich environment and are challenged to become lifelong learners.

### Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Centres x 4
- Performing Arts/Drama Centres x 2
- Library Resource Centre
- Yr 12 Common Room
- LOTE Resource Centre
- Basketball Courts x 6
- Food Technology Centre
- Counselling Rooms x 2
- Tennis Courts x 6
- Track & Field Complex
- Soccer Pitches x 3
- Weights/Circuit Room
- Science Labs x 6
- Netball Courts x 6
- Careers Centre
- Lecture Theatre
- Gymnasium
- Music Centre
- Wireless Site
- Chapel
- Canteen
- Darkroom
- Ovals x 3
- Pool
- Hall

### Technology@Loreto

The school has a 1:1 laptop program from Years 7-12, supported by a professional ICT (Information and Communication Technology) Department. All teachers use technology to promote learning. Web 2.0 technologies are in use across the school to enhance connections between teachers and learners. Students are guided in the use of their "personal learning devices", as well as preparing them for continuous learning through developing an understanding of their digital footprint, reputation and responsibilities as a digital citizen.

### Innovation

Loreto Normanhurst has developed its own model of learning, the Loreto Normanhurst Student Growth Model, which encourages critical thinking and a holistic approach to growth, where all gifts and abilities are celebrated. In addition to the use of new learning technologies, the LNSGM incorporates a program of Integrated Learning, in which cross-curricular skills and content, as well as Literacy and EQ skills, are embedded. Regular conversations are scheduled between students

and Advisors/Tutors to reflect on progress in all areas of school life and to set goals.

### Co-Curricular

Loreto Normanhurst offers a wide choice of extra-curricular pursuits such as Future Problem Solving, Oratory and Debating, Mock Trial, music ensembles and social concern groups. A broad variety of sports, including rowing, is also available as well as an Activities Program. Examples of activities offered are artistic gymnastics, dance, pilates, zumba, cheerleading and yoga.

### Visit Us in 2012

Open Day will be held at the school on Saturday 17 March. Details will be on the website early in the school year. Tours are available throughout the school term. Bookings are essential. Contact the Enrolments Officer for details.







**Santa Sabina  
College**  
est. 1894

*"Santa Sabina College offers students extensive opportunities to develop spiritual, intellectual and ethical identities. Our graduates are challenged to confidently seek, speak and live the truth in our contemporary world."*  
**Ms Kate Clancy**



**A** 90 The Boulevard, Strathfield NSW 2135  
Santa Maria del Monte Primary Campus:  
59 The Boulevard, Strathfield NSW 2135  
**T** 02 9745 7000 **F** 02 9745 7001  
**E** enquiries@ssc.nsw.edu.au  
**W** www.ssc.nsw.edu.au

**Principal** Ms Kate Clancy  
**Enquiries** The Registrar  
**Email** enquiries@ssc.nsw.edu.au

**Gender** Girls K-Yr 12 Boys K-Yr 4  
**Yr Range** K- Yr 12  
**Enrolment** 1,240 students  
**Yr 7 Enrolment** 135 students; 7 classes

**Languages** French, Italian, Latin & Japanese

**Fees for 2012** Yr 7 \$15,801 Yr 12 \$16,743

**HSC** 41 subjects  
**VET** Yes

*"Veritas: Inspiring young minds,  
shaping the future!"*

### About Us

Santa Sabina College, established in 1894, is an independent Catholic school in the Dominican tradition. Our 5 campuses comprise Primary, Middle and Secondary Schools, an Outdoor Education Centre and an Early Education Centre. Our mission is to provide quality holistic education in a caring faith community. We are committed to futures-focused schooling. The College has a strong commitment to academic and personal excellence, to pastoral care and to the development of independence, leadership and education for justice.

### Curriculum

Diverse, holistic and intellectually challenging learning opportunities in a technology-rich, aesthetically beautiful and well-resourced environment foster critical thinking, reflection, collaboration and creativity. Our innovative, broad curriculum lays the foundation for lifelong learning. Outstanding academic results across a wide range of subjects are achieved annually. Our graduates are highly successful in all professional arenas.

They value excellence, scholarship and the 'intelligent use of liberty'.

### Technology@Santa Sabina

Information and Communication Technology (ICT) is integral to contemporary education as an enabler of innovative solutions for all learners. Our students' development of creativity and technical literacy as digital global citizens is promoted. Across the College there is full wireless access and smart boards are used extensively; we use both Mac and PCs. Over 300 laptops are available for classes, in addition to pods of desktops. Class sets of iPads are in use and, from 2012, all Year 7 students will have iPads. Santa Sabina also uses a web-based online learning system called SSCConnect (Moodle). An extensive program of Professional Development ensures teachers successfully integrate ICT.

### Innovation

As a futures-focused learning community, Santa Sabina educates its students to be global citizens who will make a difference to our world. Our technology-rich environment, pastoral care structures, outdoor education programs and strong academic achievements ensure our

students are well-prepared for their futures. Opportunities for immersion experiences to South Africa and Central Australia provide challenging global education experiences. The College's Service to Community and Social Justice initiatives encourage an awareness of students' gifts and their responsibilities as advocates for justice.

### Co-Curricular

Co-curricular opportunities include 22 sports, encompassing local competitions and representative level participation. Diverse music ensembles, such as choirs, orchestra and mini-maestros programs, are available. We enjoy a long tradition of successful public speaking and debating. The Duke of Edinburgh Award Scheme and outdoor leadership programs develop self esteem, independence and team work.

### Visit Us in 2012

Open Day is on Friday  
23 March from 9:00am till  
12:00pm. Regular school  
tours take place each  
term. Please check the  
website for details.

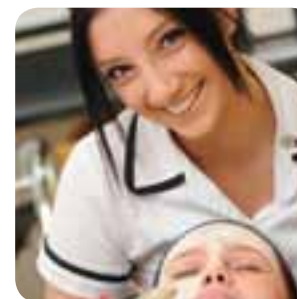
### Facilities

- Outdoor Education/Retreats Centre
- Performing Arts Black Box Theatre
- Design & Technology Labs x 2
- Library Resource Centres x 2
- LOTE Resource Centres x 2
- Music Centre - Holyrood
- Strength & Conditioning Room
- Early Education Centre
- Digital Design Room
- Visual Arts Studios x 2
- Counselling Rooms x 3
- Netball Courts x 4
- Basketball Courts x 4
- Yr 12 Common Room
- Food Technology Lab
- Science Labs x 6
- Cricket Nets x 4
- Careers Centre
- Lecture Theatre
- Tennis Courts x 4
- IT Labs x 6
- Chapels x 2
- Halls x 2
- Canteen
- Darkroom
- Climbing Wall
- Ovals x 2
- Pool





*"Southern Cross is committed to excellence in personalised, applied learning and meaningful, relevant vocational outcomes for our graduates."*  
**Mr Patrick O'Reilly**



**A** 17 Comer Street, Burwood NSW 2134  
**T** 02 8372 4400 **F** 02 8372 4401  
**E** [sccvc@ceosyd.catholic.edu.au](mailto:sccvc@ceosyd.catholic.edu.au)  
**W** [www.sccvc.nsw.edu.au](http://www.sccvc.nsw.edu.au)

**Principal** Mr Patrick O'Reilly  
**Enquiries** Mrs Vivienne Moseley  
**Email** [sccvc@ceosyd.catholic.edu.au](mailto:sccvc@ceosyd.catholic.edu.au)

**Gender** Co-educational  
**Yr Range** Yr 11-12  
**Enrolment** 500 students  
**Yr 11 Enrolment** 150 - 200 students

**Languages** NA

**Fees for 2012** Yr 11 \$3,074 Yr 12 \$3,074  
With additional course specific charges.

**HSC** Yes  
**VET** Yes

**'Setting Young People Up For Success  
- As Individuals, As Learners  
And Future Employees.'**

### About Us

Southern Cross Catholic Vocational College commenced in 2010 on the previous site of Christian Brothers College, Burwood.

### Curriculum

Students receive a non-ATAR HSC, and Australian Qualifications Framework (AQF) Certificate I, II or III qualification(s), depending on the particular course selected and the units of competency achieved. A wide range of Vocational Education and Training (VET) courses will be on offer for students to study. VET courses are accredited by the Board of Studies, and count towards the HSC. They also have characteristics that make them different from the other courses. VET courses:

- are based on national training packages that are designed to meet industry training needs;
- lead to the achievement of nationally-recognised qualifications within the AQF;
- provide opportunities for practical, work-based learning that will assist in developing the knowledge and skills students need for work and further study; and

- are written and assessed in competency-based terms.

### Technology@SCCVC

At Southern Cross Catholic Vocational College all students receive a laptop for both communication and learning. Extensive use of a rich Learning Management System enables relevant, engaging and flexible delivery of courses. Contemporary, cutting edge software and online Work Placement and Careers support further enhance applied learning and career development.

### Innovation

As a Centre of Excellence (National Partnerships Agreement), SCCVC is committed to excellence in Vocational and Personalised Learning. This includes a partnership with Charles Sturt University and Action Research which engages all staff. This excellence was recognised as Southern Cross was a 2011 Finalist in The Australian Training Awards 'School Pathways to VET Award' category.

### Course Offerings

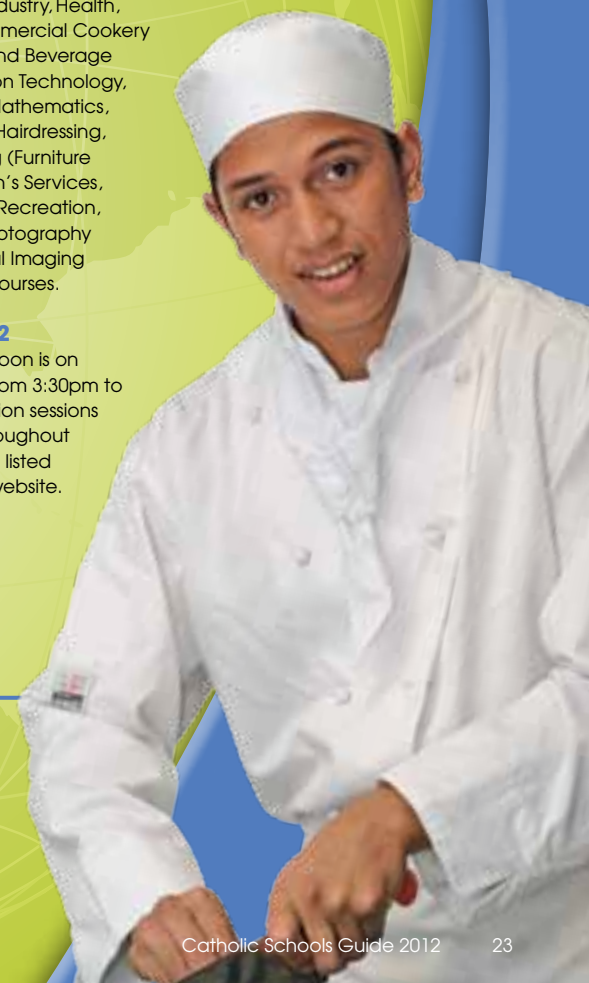
The College offers a comprehensive program and course offerings which includes English Studies, Catholic Studies, Work Studies, Automotive, Business Services, Construction, Entertainment Industry, Health, Hospitality - Commercial Cookery strand or Food and Beverage strand, Information Technology, Retail Services, Mathematics, Beauty Therapy, Hairdressing, Media, Furnishing (Furniture Making), Children's Services, Sport, Lifestyle & Recreation, Visual Design, Photography Video and Digital Imaging and other TVET courses.

### Visit Us in 2012

Our Open afternoon is on Tuesday 1 May from 3:30pm to 7:30pm. Information sessions are also held throughout the year and are listed on the College website.

### Facilities

- Performing Arts/Drama Centre
- Trade & Industry Centre
- Training Restaurant
- Learning Support Centre
- Automotive Workshop
- Children's Services Room
- Business Services Room
- Construction Workshop
- Furnishing Workshop
- Green Screen Room
- Hairdressing Salon
- Health Services Room
- Hospitality Kitchen
- Learning Commons
- Recording Studio
- Restaurant/Cafe
- Theatre
- Wireless Site
- Careers Centre
- Lecture Theatre
- Dance Studio
- Beauty Salon
- Media Suite
- Music Lab
- IT Lab
- Chapel
- Canteen
- Auditorium







**St Clare's  
College**  
est. 1884

*"The oldest Franciscan school in Australia, we continue the tradition of educating young women, who in the spirit of St Clare will make a difference in the world."*

**Marie Therese Hirschhorn**



**A** 41-51 Carrington Road, Waverley NSW 2024  
**T** 02 8305 7100 **F** 02 9389 3503  
**E** admin@stclares.nsw.edu.au  
**W** www.stclares.nsw.edu.au

**Principal** Marie Therese Hirschhorn  
**Enquiries** Margaret Hogan  
**Email** registrar@stclares.nsw.edu.au

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 420 students  
**Yr 7 Enrolment** 75 students; 3 classes

**Languages** French & Italian

**Fees for 2012** Yr 7 \$7,170 Yr 12 \$8,460  
In addition, there is a compulsory general resource fee, technology levy and a year group charge which covers the costs of activities undertaken by all members of that year group.

**HSC** 32 subjects  
**VET** Yes

*'A Living Franciscan Community.'*

### About Us

St Clare's College was founded in 1884 by the Poor Clare Sisters. Embracing the spirit of St Clare and St Francis of Assisi, the College is committed to: Educating young women, Promoting personal excellence, Serving all peoples, and Recognising God in all creation. Inspired by the values and teachings of St Clare and St Francis, we treasure: The integrity and gifts of each person, A compassionate and reconciling heart, and Reverence for creation.

### Curriculum

The College follows the NSW Board of Studies Program. We are engaged in a process of ongoing curriculum development that ensures a varied and exciting academic program, designed to challenge all students. Students are given the opportunity to gain confidence and experience as part of a lifelong learning experience. Our program is student-centred, encourages student decision making and responsibility, offers the opportunity for students to express their creativity and talent, and is supported by an integrated learning support team.

### Facilities

- Visual Arts Centre
- Food Technology Centre
- Library Resource Centre
- Music Area - Class Room
- Hospitality Kitchen
- Practice Rooms x 3
- Counselling Room
- Yr 12 Common Room
- Careers Centre
- Science Labs x 3
- IT Labs x 4
- Textiles Room
- Wireless Site
- Netball Court
- Drama Room
- Textiles Room
- Canteen
- IT Labs x 4
- Chapel
- Hall

### Technology@St Clare's

We are consistently upgrading our ICT facilities - infrastructure, hardware and software - to meet the evolving needs of students. Under the leadership of our Director of Studies and our Head of Information Services, staff are engaged in ongoing training, mentoring and development in the professional use of new technologies that contribute to improving ICT competency levels, promoting creative teaching practice and innovative student learning opportunities. In 2012, this will include expanding the provision and integration of online resources and applications beyond the school walls, such as through the use of collaborative video-conferencing technologies.

### Innovation

The College is committed to serving others. Students are engaged in a wide variety of Social Justice initiatives including acting as catechists in local primary schools, Young Vinnies, providing breakfast for the homeless, taking out children from refuges, taking part in immersion trips, raising money for schools in developing countries and

many local charities. A highlight of each year is the Social Justice Film Night fundraiser at a local cinema.

### Co-Curricular

There is an extensive co-curricular program at St Clare's. Interschool competitions include public speaking and debating, Mock Trial, SCRAM, Tournament of Minds and Murder Under the Microscope, as well as other academic competitions. The College has a choir, chamber choir, band and ensembles. Students may have individual private music lessons. The Duke of Edinburgh program is offered. Students are involved in the CGSSSA Sporting program, as well as numerous local and interschool competitions.

### Visit Us in 2012

Our Open Day is on Friday 24 February from 3:00pm to 7:00pm. School tours are held on Monday 19 March, 7 May, 30 July and 22 October from 9:00am to 10:30am. There are tours by appointment on Saturday, 10 March, 2 June and 25 August.







"St Vincent's College is innovative, daring and creative with rich traditions and boundless energy for a future still to be dreamed."

Fay Gurr



**A** Rockwall Crescent, Potts Point NSW 2011  
**T** 02 9368 1611 **F** 02 9356 2118  
**E** collegesecretary@stvincents.nsw.edu.au  
**W** www.stvincents.nsw.edu.au

**Principal** Fay Gurr  
**Enquiries** Lesley Knight  
**Email** registrar@stvincents.nsw.edu.au

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 628 students  
**Yr 7 Enrolment** 117 students; 5 classes

**Languages** French & German

**Fees for 2012** Yr 7 \$13,065 Yr 12 \$15,188

**HSC** 35 subjects  
**VET** Yes

*'Scientia cum Religione - Knowledge of the World Illuminated by the Light of Faith.'*

### About Us

Under the care of the Sisters of Charity, St Vincent's College was opened in May 1858. Visitors are captivated by the warmth, friendliness, confidence and enthusiasm of our students, with the spirit of community and hospitality pervading every aspect of College life. Located in the heart of Potts Point with a magnificent backdrop of Sydney Harbour, the College offers students the unique experience of a quiet oasis only minutes from the centre of one of the world's major cities.

### Curriculum

Personal excellence is encouraged by offering each student a diverse and challenging curriculum tailored to suit her own learning needs and preferences. Critical enquiry, ethical discernment, commitment to truth and integrity, and personal responsibility for learning independently and collaboratively all provide a sound basis for each student's academic success. Year 7 students follow a curriculum comprising Religious Studies, English, Mathematics, Science, History, Geography, French and German,

Technology, Visual Arts, Music and Personal Development, Health and Physical Education.

### Technology@St Vincent's

St Vincent's College is an ICT enriched environment. The academic curriculum is underpinned by the best learning opportunities that technology can offer including a 1:1 laptop program, iPad2 program for Year 7 students, College intranet and wireless network. All of the classrooms feature digital facilities including computers, data projectors and audio visual equipment, and many have interactive whiteboards as well as the latest software and hardware. Teaching staff are experienced in ICT and embrace the exciting educational landscape of the future.

### Innovation

The College aims to create an enriched learning environment for all students, pioneering programs including: *Day in the Life of* - designed to highlight the plight of women in developing worlds and illustrate ways that women in our society can make a difference; and *Diverse Learning Leadership* -

providing leadership in the area of learning opportunities for talented students and organising support for students with learning delays.

### Co-Curricular

Our students enjoy the benefits of an exciting and extensive co-curricular program that nurtures mind, body and spirit whilst building confidence and self-esteem. Class options include dance, Performance Arts, acting, debating, public speaking, choral and instrumental music, the Mock Trial Competition and the Duke of Edinburgh Award Scheme. Team and individual sport participation is encouraged with options including: basketball, netball, hockey, softball, cricket, volleyball, touch, soccer, water polo, athletics, cross country, swimming, diving, gymnastics and skiing.

### Visit Us in 2012

Our Twilight Open Evening is on Monday 12 March from 4:00pm to 6:00pm. Our Open Day is on Wednesday 13 June from 10:00am to 1:00pm. For private tours, please contact the College.

### Facilities

- Performing Arts/Drama Centre
- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Library Resource Centre

- Counselling Room
- Tennis Courts x 2
- LOTE Resource Centre
- Basketball Courts x 2
- Music Centre

- Multi-purpose Area
- Science Labs x 5
- Netball Courts x 2
- Wireless Site
- Pool

- Canteen
- Chapel
- IT Labs
- Hall







**Stella Maris  
College**  
est. 1931

*"We seek to create a  
community where justice  
and compassion are at  
the heart of everything;  
where learning is  
ongoing and valued."*  
**Vicki Comerford**



**A** 52 Eurobin Avenue, Manly NSW 2095  
**T** 02 9977 5144 **F** 02 9976 2753  
**E** [administration@stellamaris.nsw.edu.au](mailto:administration@stellamaris.nsw.edu.au)  
**W** [www.stellamaris.nsw.edu.au](http://www.stellamaris.nsw.edu.au)

**Principal** Vicki Comerford  
**Enquiries** Julie Weaver  
**Email** [julie\\_weaver@stellamaris.nsw.edu.au](mailto:julie_weaver@stellamaris.nsw.edu.au)

**Gender** Girls  
**Yr Range** Yr 7-12  
**Enrolment** 1,056 students  
**Yr 7 Enrolment** 180 students; 7 classes

**Languages** French, Italian, Japanese, Spanish  
& Chinese Background Speakers

**Fees for 2012** Yr 7 \$8,285 Yr 12 \$8,161  
Fees are inclusive of levies however,  
all students purchase a prescribed  
laptop on entering Year 7 at an  
extra cost.

**HSC** 59 subjects  
**VET** Yes

*'A welcoming environment for all.'*

### About Us

Stella Maris is an independent girls' Catholic College founded in 1931 by the Sisters of the Good Samaritan in the Benedictine tradition. We pride ourselves on the care and development of young women who, through living the Benedictine values, will make a significant and positive difference to our world. All that we do is based on our values: compassion, justice, balance, hospitality and wise stewardship. In 2012, Stella Maris opens Benedict Campus which will provide additional classrooms, a study centre and recreational space.

### Curriculum

Stella Maris has a well-earned reputation for having an innovative, flexible and diverse curriculum. To assist each girl to seek a balanced and individually suited academic program, Stella Maris provides a broad curriculum. Students from 7-12 follow the NSW Board of Studies approved program with a range of VET courses available. There is a strong emphasis on participating in the Gifted and Talented program

which includes writing, maths, science, art, language, economics and design competitions.

### Technology@Stella Maris

All students at Stella Maris use their own laptops with a facility in their lockers to enable them to be fully charged during the day. Students are encouraged to use their laptops, and many of the courses are available online so that independent learning opportunities and an 'anywhere, anytime learning environment' is created. Both campuses of Stella Maris have an integrated wireless network, and students are encouraged to keep in contact with teachers through email. A portal for parent connection will be available in 2012.

### Innovation

Stella Maris is at the forefront of educational innovation with a focus on encouraging students to become independent learners and thinkers. Senior students with individual programs enjoy flexible curriculum hours. Social justice immersion programs and outdoor experiences, such as the Duke of Edinburgh

Award program, encourage girls to consider others and to become resilient members of society.

### Co-Curricular

All students at Stella Maris have the opportunity to participate in a range of academic, sporting and cultural pursuits. In 2011, Stella Maris was the successful winner of the NSW Rock Elsteddfod Challenge, and produced an al fresco production of Romeo and Juliet. Girls are encouraged to participate in a wide range of sporting teams including water polo, surfing, soccer and sailing, as well as having opportunities in choir, dance, drama ensembles and debating.

### Visit Us in 2012

There are two opportunities to view the operation of the College: Open Evening on Wednesday 21 March and Stella Alive, our creative and performing arts exhibition on Tuesday 4 September. School Tours are also conducted every alternate Tuesday at 9:00am. Bookings are essential.

### Facilities

- Music Centre/Practice Rooms x 8
- Performing Arts/Drama Centres x 2
- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Food Technology Centres x 2
- Library Resource Centre
- Religious Education Centre
- Year 12 Study Rooms x 20
- Year 11 Study Centre
- Multi-purpose Area
- Science Labs x 4
- Basketball Court
- Counselling Room
- Hospitality Kitchen
- Lecture Theatre
- Basketball Courts
- Dance Studio
- Fitness Centre
- Careers Centre
- Drama Studio
- Theatre
- Wireless Site
- Canteen
- Darkroom
- Chapel







**Waverley College**  
est. 1903

*"Our students do not only achieve academically, they also understand how they can make a difference. As a Catholic school in the Edmund Rice tradition, close attention is paid to faith, personal dignity and respect for others."*  
**Mr Ray Paxton**



**A** Our Lady's Mount Senior Campus:  
131 Birrell Street, Waverley NSW 2024  
Waterford Junior Campus:  
44 Henrietta Street, Waverley NSW 2024  
**T** 02 9369 0600 **F** 02 9389 1274  
**E** enrolmentofficer@waverley.nsw.edu.au  
**W** www.waverley.nsw.edu.au

**Principal** Mr Ray Paxton  
**Enquiries** Jennifer Divall  
**Email** jdivall@waverley.nsw.edu.au

**Gender** Boys  
**Yr Range** Yr 5-12  
**Enrolment** 1,235 students  
**Yr 7 Enrolment** 166 students; 8 classes

**Languages** German & French

**Fees for 2012** Yr 7 \$8,910 Yr 12 \$10,161

**HSC** 41 subjects  
**VET** Yes

*'Liberating the Potential  
in Every Learner.'*

### About Us

Founded in 1903, Waverley College is a non-selective Catholic independent day school for boys in Years 5 to 12. In keeping with the vision of the Blessed Edmund Rice, the College offers a holistic education aimed at liberating the potential in every learner in the context of faith.

### Curriculum

The College offers a range of learning options appropriate for the range of talents and abilities among our students – we acknowledge both effort and giftedness. We offer an academic program complemented by strong pastoral and developmental programs. Every student is encouraged to aim for personal excellence and to develop independent learning and critical thinking – promoting a love of learning for its own sake.

### Technology@Waverley

As part of the College's Learning Innovation Plan students will be issued with Apple Mac Laptops from 2012. Along with the appointment of a Director of Learning Innovation and staff iLeaders, the College has

joined an iLearning Consortium of Australian and international schools to provide our students with an outstanding collaborative online learning environment. The school's established IT labs, classroom electronic whiteboards, student portal and wireless network complement these initiatives.

### Innovation

The learning environment at Waverley College is inclusive, innovative and inspiring so that all learners experience success and achieve their best. Our teachers participate in an innovative professional learning framework which focuses on 21st Century curriculum delivery in a technologically-rich environment. The College offers 'blended learning' which utilises technology to enhance delivery of the curriculum. In the classroom this provides students with a blend of online and face-to-face instruction which decreases 'lecture time' and enhances student engagement.

### Co-Curricular

Waverley College is a Member of the Associated Schools of NSW

(CAS). Sporting opportunities include rugby, soccer, cricket, tennis, basketball, water polo, diving, lawn bowls, cycling, judo, swimming, cross country and athletics. Sporting trips are frequent and include opportunities to travel overseas to play a range of sports. The music program includes tuition and performance opportunities with our orchestra and ensembles. Performance evenings are frequent and a musical is held every second year. With a history stretching back 100 years, Waverley College Cadet Unit is available for students from Years 8 to 12. Debating and public speaking, chess and drama opportunities are also provided. The Social Justice Program involves all students and includes support for the Matthew Talbot Hostel and Night Patrol as well as international causes. The College also regularly conducts international history tours.

### Visit Us in 2012

Waverley College Open Day will be held on Tuesday 6 March, 3:00pm to 7:00pm. School tours are also scheduled in each of Terms 2, 3 and 4. Check our website for details and bookings.

### Facilities

- Performing Arts/Drama Centre
- Food Technology Facility
- Visual Arts Centre
- Library Resource Centres x 2
- Trade & Industry Facilities
- LOTE Resource Centres x 2
- Basketball Courts x 5

- Wireless Sites x 2
- Pool & Diving Pool
- Tennis Courts x 4
- Soccer Pitches x 2
- Weights/Circuit Room
- Recording Studio
- Music Centre
- Cricket Nets x 8

- Counselling Room
- Science Labs x 8
- Canteens x 2
- Language Centre
- Careers Centre
- IT Labs x 6
- Theatre
- Halls x 2

- Gymnasium
- Chapel
- Oval



# ONE can make a DIFFERENCE

**Never underestimate the power of one. There are many people in the world who stand up for their beliefs. One thing they have in common is a desire to be heard and a passion for justice.**

But you don't need to be Nelson Mandela or Mahatma Gandhi to change the world. You just need to be you and you just need to have a desire to help.

Pope Benedict XVI said, "The Christian's programme – the programme of the Good Samaritan, the programme of Jesus – is a 'heart that sees'. This heart sees where love is needed and acts accordingly."

Caritas Australia relies on supporters like you to show love and compassion towards your fellow human beings and the world around you. And one way you can help is by donating to Caritas Australia's Project Compassion. Founded in 1965, this is now one of Australia's largest humanitarian appeals. In 2011, we raised over \$9.7 million, and in 2012 we're hoping to raise even more.

## A Brighter Future

**Kris (main photo), lives in Timor Leste with her family. Her mum, Flabiana (at right), is a Project Compassion 2012 beneficiary and, thanks to you, their future is looking brighter.**

In the 1999 conflict that followed Timor Leste's declaration of independence, Flabiana and her family lost everything. Fleeing the violence that engulfed their

village they spent three months hiding in Timor Leste's rugged mountains, lest they – like almost one third of the country's population – be killed in the skirmish. When it was safe to return to their village, they arrived home to a scene of destruction.

Over time, they managed to recoup a small number of goats and pigs, which they sold to rebuild their house and establish a small kiosk. But, as Flabiana explains, "we didn't have enough food for the whole year and didn't make much money from our kiosk or selling betel nuts. We couldn't send all our children to school."

## How Innovation is Helping

Caritas Australia coordinates training in 'Integrated Rural Community Development' which unites villagers on a path to self-reliance and strengthens the community's participation in their own development. Throughout the training, villagers learn new techniques for managing fast-growing crops, processing food, producing traditional medicines and breeding animals. This innovation and technology is helping them to get back on their feet and move forward as one.

Empowered to take ownership of their own future, Flabiana and a group of people from her village developed a plan to produce nutritious tofu and tempeh. They approached Caritas for a \$500 grant to purchase a soybean processor and we worked together to construct a sanitary building for food processing.

"Living in peace, we can send our children to school; we can do our work well. I thank Australians and ask that they continue to support us."

This group now makes and sells these and other foods for profit, and works in solidarity with the community to train others to do the same. Each newly trained group can then access the machine; sharing sales between members and contributing to their savings programs.

## Planning Ahead

Today, Flabiana's family has saved enough money to expand their kiosk, repair their house and buy several pigs, goats and chickens to breed. They can also send their children to school.

"After joining Caritas we've found many changes. Now we have food for the whole year because we grow vegetables and earn money from food processing. Our health has also improved."

Caritas Australia works with thousands of conflict-affected families in Timor Leste: families who are now confident of a more peaceful and prosperous future. With your ongoing support, we will expand our project to include a fishing group and cow 'swap' project in Flabiana's village. Their self-reliance is a positive step ahead.

"Living in peace, we can send our children to school; we can do our work well. I thank Australians and ask that they continue to support us."

"The most important thing I've learnt is to make tofu and tempeh, as I can do this every day. Besides eating the tofu I also sell it to make money for our household needs, schooling and traditional ceremonies," said Flabiana.



Together we can help the poorest of the poor live a life of dignity. We can help them become self-sufficient so they don't need to rely on aid; we can help them go to school and learn better ways to farm using sustainable agriculture techniques; and we can help them support their family and community.

By supporting Caritas Australia you are creating positive change and bringing hope, life, peace and justice to many disadvantaged communities.



**SUPPORT**  
PROJECT  
*COMPASSION*  
2012

Your donation to Project Compassion –  
Caritas Australia's major annual appeal  
– alleviates poverty and brings hope to  
vulnerable communities in more than  
35 countries worldwide.

Thanks to you, Kris is able to attend school in  
Timor Leste and her future is looking brighter.



**Please give generously**  
– your donations are helping to make  
the world a better place

**ONLINE** [www.caritas.org.au](http://www.caritas.org.au)  
**PHONE 1800 024 413**

Please donate today. All donations \$2 and over are tax deductible.

