



CATHOLIC SCHOOLS GUIDE

The 2014 Guide to Catholic Secondary Colleges, Sydney



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GUIDE



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Catholic Schools Guide

The 2014 Guide to Catholic Secondary Colleges, Sydney featuring Achieving Excellence.

Welcome to Catholic Schools Guide 2014 edition; a celebration of Achieving Excellence in our secondary schools.

Achieving Excellence

Each year our Guide carries a different theme. This year, our theme is 'Achieving Excellence'. Schools across Australia need to be striving for excellence in all facets of education delivery. Teachers are striving to teach better; resources are improving; facilities are developing; and subject choice is greater than ever before. System-wide examples of curriculum provision, regardless of opinion, would include the national curriculum and the National Assessment Program – Literacy and Numeracy (NAPLAN); these are efforts to raise overall standards and achieve excellence.

As parents we expect our Catholic schools to teach the 'whole person'—the intellectual, cultural, physical, moral, emotional and the spiritual. I passionately believe our schools do this and do it well. Increasingly, however, parents are looking deeper and are seeking a greater understanding of what each school can offer their child. With this in mind, I have invited each school to present two of their flagship programs that they are proud of. Naturally, all schools have more than two programs, but these give a small snapshot of what's

available. I urge parents to ask the questions to find out exactly what schools have to offer. For example, ask about extension science and mathematics programs; remediation support; talented and gifted programs; programs for the arts; and sports programs. Find out what awards the school has won and what extension activities are available. Look at trend data for academic results. Importantly, ask what programs are in place to improve performance.

Our feature writers this year are leading educational consultant Jennifer Nayler who provides a window into productive teaching; parenting expert Michael Grose writes on resilience and true grit; Professor Claire Wyatt-Smith, from Australian Catholic University, reflects on how we assess quality education; while Dr Tony Bracken writes on achieving excellence. All are committed educationalists who see a bright future for our children and our education system.

The Guide is put together by a small and dedicated team. I am especially grateful to our sub-editor Master of Applied Linguistics, Stephen Campitelli; production coordinator Kristy Nimmo; and the design team at Ellikon – Phil and Phillips – we could not put this magazine to press without their professionalism and dedication.

Catholic Schools Guide 2014

The Colleges choose to advertise in the Guide, but of course there is no compulsion to do so. That being said, on page 9, you will find a handy directory, which has a full list of every Catholic Secondary College in Sydney. At our website www.catholicsschoolsguide.com.au you will find information on the Colleges plus articles on various topics. Importantly, the Guide is distributed free to families via the Catholic Primary School network. It is also available at most parishes, municipal libraries and Catholic bookshops.

Caritas Australia

Once again, the Catholic Schools Guide is delighted to be supporting the wonderful work of Caritas Australia. I urge all readers to read the emotive piece on 18 year old Maristely, from São Paulo in Brazil. Caritas' flagship schools program is Project Compassion, which is one of Australia's largest annual humanitarian fundraising campaigns. Please encourage your school or College, if not already involved, to get on board!

Greg Campitelli

Publishing Editor

This edition is dedicated to 'The Dunlop Girls' Kathleen Dunlop Kane, Sr Frances Dunlop pbvm, Sr Josepha Dunlop pbvm and Patricia Campitelli.



Productive teaching: A central element in achieving excellence in education

by Dr Jennifer Nayler

Powerful learning by students requires productive teaching—a straightforward sentence to write, but there is much involved in teaching for powerful student learning.

The Australian Curriculum Assessment and Reporting Authority is responsible for the development of curriculum and achievement standards, leaving teachers professional space in relation to teaching. A range of factors mediates the space that teachers have in terms of how they support student learning. Teaching standards, along with other expectations of state and territory jurisdictions, employing authorities and schools themselves, exert an influence on the range and balance of strategies teachers take up. While many factors contribute to excellence in education—the focus of this Catholic Schools Guide—teacher practice is central.

In this piece I provide a snapshot of my 'big six' in relation to what contributes to productive teaching. Productive teaching is:

1. in line with curriculum and assessment
2. inquiry-based
3. inclusive
4. innovative; and it:
5. supports intellectual rigour
6. utilises integrated curriculum (where appropriate).

School communities are urged not to use the 'big six' as a checklist but rather as a starting point for conversations about what supports their children's learning.

Productive teaching is in line with curriculum and assessment

Ensuring the close alignment of the curriculum (what is taught), assessment (the process of gathering information about what students know and can do in order to further learning) and teaching has been a focus of reform in recent years. The process involves careful identification of the targeted understandings and skills from the required Australian Curriculum in a unit of study. Best practice suggests that the development of engaging, rigorous and relevant

assessment tasks that will assess student progress in relation to the curriculum needs to be the next step. It is only then that it is appropriate for the teacher to plan appropriate teaching and learning activities that will maximise success in relation to the assessment tasks for the range of students.

Productive teaching is inquiry-based

Inquiry-based learning (IBL), as it is used here, refers to an approach that involves student investigation where possible, in contrast to a 'teaching as telling' approach where students are treated as passive recipients. In an IBL approach, BIG questions and sub-questions guide teaching and learning through learning contexts that serve the Australian Curriculum.

There is, however, still an important role for direct teaching; that is, an approach in which the teacher instructs students explicitly in order to build and reinforce understandings and skills.

Productive teaching supports intellectual rigour

Intellectual rigour is an essential quality of productive teaching as we support students for current and future challenges. The Australian Curriculum, through one of its general capabilities, values both critical and creative thinking. While generating and applying new ideas is pivotal to creative thinking, critical thinking is utilised to develop and understand arguments, problem solve and so on. One key aspect of teaching for intellectual rigour is the use of taxonomies of skills that classify thinking from recall through to more complex processes, such as analysis and evaluation.

Importantly, productive teaching requires explicit use of the above, i.e. students need to know that they are recalling information, analysing or evaluating, for example.

Productive teaching is inclusive

Productive teaching involves identifying and responding to the range of student needs in the

classroom. Productive teaching must involve differentiating strategies to maximise learning for all students. Again, a repertoire of strategies is essential. While one student might grasp a concept through direct instruction, another student might need to complete a 'hands on' activity, while others might benefit from carefully scaffolded or guided collaborative work.

Productive teaching is innovative

Innovative teaching does not only mean using the latest information and communication technologies. Innovative teaching involves supporting student learning in new and, hopefully, better ways in order to achieve the required curriculum. Having students actively engaged in meaning making might constitute an innovation in a classroom where the teacher has traditionally transmitted information to the relatively passive student. The use of contemporary digital technologies offers school communities engaging and effective ways to investigate, create and communicate.

Productive teaching involves integrated curriculum

The Australian Curriculum has been developed in discrete learning areas, such as English, and subjects, such as Music within the learning area of The Arts. Schools can choose to plan units of study around a single learning area or subject, or to integrate several curricular areas when clear conceptual links exist. Schools might use a combination of approaches, i.e. some units of study are based on a 'single-subject' approach, while others are integrated.

In this piece I have attempted to provide snapshots of six elements that might constitute productive teaching: alignment with curriculum and assessment; inquiry-based learning; inclusivity; intellectual rigour; innovation; and integrated curriculum. The enactment of these elements in specific contexts requires ongoing and collaborative conversations, planning and review in school communities in order to serve best the people who matter most—our students.

Dr Jennifer Nayler is an independent educational consultant, speaker, facilitator and writer. As well as tertiary teaching and research experience, she has worked in education and social policy development, taught in secondary schools and worked on major national and state projects. Her key focus is supporting productive teaching for powerful student learning within the context of the Australian Curriculum.

All of this work is underpinned by a strong commitment to social justice with practical support for curriculum, teaching and assessment that engage young people in rigorous and innovative learning, as well as support for strategic planning.

Jennifer edits a national journal, the *Primary and Middle Years Educator*, published by the Australian Curriculum Studies Association.

Her publications include:

- Evaluating for engagement: Enhancing learning in the middle years
- Pedagogies: Storylines and storyspaces.

She was chief external writer for the Queensland Studies Authority's (QSA) publication, *Building student success*. She has written several discussion papers for the QSA including *Enacting the Australian Curriculum: Planning issues and strategies for P–10 multiple year level classrooms*.

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True GRIT helps kids succeed

by Michael Grose

"Talent or persistence. Which would you choose for your child?"

I often ask this question at my parenting seminars and the responses are fascinating. Parents naturally want both. Sorry, but that's not an option.

When pushed, most parents choose talent over persistence which, in many ways, reflects the current thinking around achievement. Intelligence, sporting prowess and ability, in whatever it is we value, will only get a child or young person so far. Talent is purely potential. They need more than this to achieve sustained excellence in anything they do. It is the character traits of hard work combined with their ability to stick at a task and see it through that makes all the difference.

Malcolm Gladwell in his book *Outliers*, described twenty-something American student Renee, who took 22 minutes to work out a complicated math question. The average student gives up after THREE minutes, preferring to ask for help than work through a problem.

Renee is unusual as she persisted for 22 minutes until she got the solution. The funny thing is that she doesn't describe herself as a good math student. But, she is highly successful at Math. Grit, rather than pure math talent, is her forte.

Character matters

Cognitive skills by themselves aren't enough for children to succeed over the long journey. Many recent studies (most notably the work of US-based Angela Duckworth) have found that character, not cognitive ability, is the single most reliable determinant of how a person's life will turn out. These traits include the inclination to persist at a boring task (grit); the ability to delay gratification (self-control); and the tendency to follow through with a plan (conscientiousness), which are invaluable traits at school, in the workplace and in life in general.

Character works as an indicator of success when it's seen as set of strengths and personality traits, rather than personal values such as loyalty, tolerance or forgiveness.

Character is forged under difficulty

The key character traits of grit, self-control and conscientiousness are forged under hardship and duress. This makes our current propensity to over protect and over indulge kids problematic. When kids continually experience easy success we set them up for failure, because when they finally face up to difficult situations, many lack the capacity to push through the tough times.

Encouraging kids to step out of their comfort zones and take learning and social risks is one of the great challenges for modern parents. It's critical that we challenge children and young people to attempt activities where failure is a significant option; overcoming setbacks and pushing through difficulties is how character is formed.

Character is malleable

The good news is that character, like intelligence, is malleable. It's not fixed. It's important to establish in your own mind as a parent, and also in children's minds, that character traits such as grit, self-control and conscientiousness can be developed.

To this end, it's important then that parents steer clear of using absolute language to label behaviour and views traits and abilities as fixed. Comments such as, "You're no good at math", become a rule that young people learn to live by, and become default thinking that's hard to budge.

Make grit part of a family's brand

In my book *Thriving!* I wrote how every family has its own distinctive brand, which is a reflection of the strengths and traits that all members share. For instance, if high work ethic is a common trait then it's a fair bet that hard work is something parents focus on in their family.

Parents can actively promote grit and persistence in kids by making character part of their family's brand. They can focus on character in conversations. They can share experiences where character paid off for them in their lives. They can discuss how character contributes to excellence and success in every day life, including at work, at school and in the sporting field. Character and its many components can become part of the family narrative regardless on the age of children.

Build proprietary language around character

Families develop their own language around what's important to them and that needs to include character if parents want to foster excellence. Continuous messaging of terms and phrases, such as 'hang tough' and 'hard yakka', help weave character traits into the family DNA.

Parents should reflect on the language and terms they already use and build key phrases and terms around the following key character strengths: grit, self-control, conscientiousness, enthusiasm, social intelligence, gratitude, optimism, and curiosity.

Character becomes the default mechanism

Habit and character go hand in hand. Conscientious young people don't go around consciously deciding that they've got to delay the fun stuff until they've done their work. They've just made it their default mechanism to stick at their task, or delay gratification or jump into a task with enthusiasm.

Conscientiousness doesn't always serve a young person well. They can sometimes place full focus on menial or unimportant tasks when a smarter option maybe to cruise and save energy for the important times, such as exams. That's where parental guidance plays a part. However, in the long run, conscientiousness serves a young person well when it's their default because, when the stakes are high and they really need to work hard, they will automatically make the right choice. In fact, it will be the only option when excellence really matters.

Michael Grose is director of Parentingideas, Australia's leading provider of education and resources for parents. A popular media performer Michael is the author of 9 parenting books, a speaker and parenting educator to over 1,500 Australian schools. A former primary teacher Michael has spent the last twenty years helping parents raise confident kids and resilient young people, and assisting school leaders and teachers develop strong partnerships with their parent communities.

Michael has just been named winner of the NSAA Australian Educator of Excellence Award for 2013 in recognition of his outstanding work with parents and educators. He's also the first person to conduct a parenting seminar in Parliament House Canberra.

Michael is the founder of Parentingideas Club, a new online learning centre that helps parents develop confidence and resilience in their children. You can find out how to become a member at www.parentingideasclub.com.au.

You can subscribe to Happy Kids, Michael's weekly FREE parenting newsletter, at www.parentingideas.com.au. You'll get a fantastic Kids' Chores & Responsibility Guide when you do!



What counts as quality education?

by Professor Claire Wyatt-Smith

Claire Wyatt-Smith is Professor of Educational Assessment and Literacy Education and Executive Dean of the Faculty of Education and Arts, Australian Catholic University. Formerly the Dean Academic (Arts, Education & Law) at Griffith University, Claire's interest in assessment and literacy began when she was a high school teacher and then head of department, English. Building on this foundation she developed her considerable expertise in researching professional judgment and teachers' assessment literacies, including the use of standards and social moderation. Claire's work in the field of professional judgment relates to teaching at all levels, including higher education and clinical practice. Her current, large-scale funded projects include studies investigating digital assessment, gaming, and the nature and effects of standardized testing upon learners and reluctant readers.

Claire has an extensive history of working closely with the teaching profession and in advisory roles in curriculum and assessment policy, both within Australia and internationally. In the past year, she has acted as an international assessment advisor in government and universities in Ireland and Hong Kong. Claire's recent books include: *Designing assessment for learning improvement* (forthcoming, Springer); *Standards, moderation and teacher judgement: Policy and practice* (in press, Sage); *Multiple perspectives on difficulties in literacy and numeracy learning* (2011, Springer); and *Educational assessment in the 21st century: Connecting theory and practice* (2009, Springer).

Education continues to be at the top of government policy concerns at national and state levels and we hear much about better schools and better teaching. There is clear evidence of how teaching, learning and assessment are all focused on quality as we pursue our first national curriculum and related achievement standards. The dual and related challenges of education today are to offer schooling that delivers both high quality and high equity, and to enable all children to realise their full potential. Literacy learning and assessment, connected to learning, and learning improvement are vital in achieving this.

In the last twenty years, education research has had much to say about what is involved in becoming literate today. We now know that the ways in which we become literate are bound up with culture, contexts and relationships. How we communicate today, using new technologies, for example, is radically different from how earlier generations communicated. Rapidity of change is well recognised, as is the fact that we are generating new knowledge today at an unprecedented rate.

What then is the role of the teacher today? There is no doubt that quality teaching requires deep discipline knowledge and expertise, as well as advanced knowledge of how to use a range of assessments to improve learning. This is not limited to how large-scale test data is interpreted and used, though this is part of what teachers need to be able to do. Increasingly, the expert teacher is one who can design learning and assessments that foster learner creativity and imagination. The expert teacher, furthermore, is one who can develop young people's abilities to recognise a quality performance and to know how to self-monitor and self-assess. In short, the expert teacher knows how to use assessment as enabling.

Also vitally important is how teachers listen or tune into the student voice. Expert teachers know how to open opportunities for students to present their

voices to identify further teaching and learning. The expert teacher is also one who can diagnose learner needs and design interventions to address those needs in ways that enable learning. So, the role of the teacher today is to enable young people in our classrooms to learn about the world, their communities, and themselves. It is to support learners to explore new ways of using existing knowledge and of producing new knowledge, including through the use of new technologies.

This is bold new terrain with direct implications for teacher education, classroom practice and learning in the curriculum and beyond. There has never been a more exciting time for teachers and parents to work together to support learners. In our approach to teacher preparation, we recognise that literacy is foundational to learning in the curriculum and in all phases of education, from the earliest years, through schooling and on to workplaces and higher education. Learning to be literate, however, entails far more than mastery of basic skills in reading and writing. More than a decade ago I completed a large scale study that established that it is no longer appropriate to talk about literacy across the curriculum, or even literacy and curriculum. Screen recordings of classrooms showed clearly how students face complex and dynamic literacy demands in every area of study every day. A key to student success is to teach explicitly these literacy demands. If this does not occur, they can present powerful barriers to student success.

It is also recognised however, that traditional definitions that construe literacy as reading and writing fall well short of capturing the multimodal nature of actual literate practice in daily life as well as in classrooms. The emergence of new technologies has enabled new communication capabilities with speed as well as new ways of using and creating knowledge not imaginable in earlier generations. In a real sense, technologies and humankind are both shapers of culture and makers of the future: just

as users shape technologies through their realms and practices, so in turn, technologies are shaping and reshaping those practices and identities, both individually and collectively.

Against this backdrop, so much of what previous generations have taken to be the hallmarks of a quality education, is now open for question. Most educators agree that a quality education involves the development of a rich repertoire of capabilities: among the set are essential operational skills that can extend to supporting creativity; the skills and dispositions for problem-solving and working in teams; and the ability to find patterns and think critically in shaping meaning and generating new knowledge. It is in this broadened picture of education that the Faculty's work in preparing teachers of religious education for our Catholic Schools assumes the highest priority. It is in religious education classes that our young people can learn not only Catholic teaching, but also values education firmly embedded in this teaching.

In the Faculty of Education and Arts at ACU we attach great value to our partnerships with schools and communities. It is through these rich collaborations that we can shape the formation of the next generation of teachers and other education leaders. Currently we are exploring new and innovative approaches to initial teacher education with our partners, including courses with extended embedded professional experience opportunities. Other initiatives include our Learning Sciences Institute with a focus on major education issues, and our National Centre for Teacher Quality and Leadership. I encourage you to visit www.acu.edu.au/education for news of these developments.



Achieving Excellence

by Dr Tony Bracken

The Catholic Secondary College draws on the Catholic tradition and a unique founding charism or mission to be a place of learning for students in the important adolescent years, contributing to their growth as whole persons, opening up possibilities for fullness of life (John 10:10).

As a place of learning and possibility then, what indicators would a school team look for as evidence that what it offers its students is unusually good, that it is 'achieving excellence'?

Developing indicators of excellence requires a much more nuanced appreciation of all facets of learning in a Catholic Secondary College than what often counts as the only measure of 'excellence' - the academic achievement scores of its graduating students. Achievement in final year examinations is, of course, one important and very public indicator of educational success and Catholic Secondary Colleges have consistently demonstrated a capacity for optimising the academic potential of students. It is the stories behind these learning achievements, and the myriad of unreported improvements in student learning and growth across the rich life of a Catholic Secondary College, that are more accurate indicators of a school's claim to achieving excellence.

A more meaningful indicator of excellence that a Catholic Secondary College may use is the learning gain of its students with reference to defined starting points and specific targets. This 'value add' perspective can be applied to areas in the life of the school where valued student outcomes have been articulated and promoted as part of the unique vision of the school, including extra curricula opportunities for student learning and personal growth.

All Catholic Secondary Colleges will have clearly stated intentions in relation to core areas of mission and learning and teaching. In the area of Catholic mission, a 'value add' perspective might invite the question: what valued outcomes do we want our graduating students to achieve as a consequence of their participation in the Catholic life of this school and what indicators will we identify as milestones toward these outcomes? To make progress on

valued outcomes, however, requires significant involvement and commitment of teachers to these outcomes. Leaders inquire thoughtfully into the capacity of teachers to facilitate the outcomes for students and develop plans to support teacher development in this area. Catholic Secondary Colleges place priority on the formation of staff often focused around the mission of the school, or the charism of the founding congregation, as expressions of a Gospel way of living applied to the contemporary context.

Describing indicators of mission outcomes is challenging, however, because it involves the affective domain of student growth. Despite the challenge, developing fluency in setting and monitoring mission outcomes for students is a vital undertaking because it makes explicit the core intent of a Catholic school. Priority can then be given to purposeful learning experiences directed toward the outcomes. Reporting on this progress to the school community and other stakeholders then becomes meaningful, where claims of 'achieving excellence' are validated through reliable indicators and milestones.

Indicators of achievement are more easily defined in areas of learning and teaching, including areas specified by the Australian Curriculum, in NSW. Using student data, a school may identify a learning challenge for particular cohorts of students or all the students in a school, such as improved capability in problem solving or greater appreciation of a cross curriculum perspective such as sustainability. Outcomes relevant to all areas of the curriculum, such as literacy, are often a focus for whole school improvement. For example, below expectation achievement data in an area of literacy may lead to a strategic goal over a three-year period to raise the literacy levels of all students in, for example, written expression. The school would then set annual student learning targets and quality indicators of 'written expression' relevant to each year cohort.

In the same way that making progress on valued student outcomes in the area of mission is challenging, engaging in continuous school improvement in an area of learning and teaching

is also difficult since it requires of teachers the capacity and motivation to align aspects of their teaching practices to the strategic goal: in this case, 'written expression'. Identifying where teacher learning is needed is a critical step.

When teachers inquire into and understand the literacy learning needs of individual students within their subject-based class, when 'faces are put on achievement data', teachers are more motivated to engage in their own learning to develop literacy practices that address these students' needs within their own discipline area. They become as interested in the learning pathway for individual students as they are in the content of the lesson. Where the collective effort of teachers' results in targeted learning gain for all students - including those with learning difficulties and high achievers - a school could validly claim it was 'achieving excellence'.

'Putting faces on the data' is appropriate in any educational setting and fully consistent with the broader Catholic belief in the dignity and worth of each person, made in the image and likeness of God. Knowledge of individual learners and their learning progression, therefore, is a critical dimension of the academic and pastoral care provided to students in the Catholic Secondary College. A final indicator of 'achieving excellence' might be the extent to which, organisationally, the Catholic Secondary College orients its pastoral and academic structures toward the learning pathway of every student during their secondary years.

'Excellence' is an over-used buzzword often applied without substance or validation, and when applied to education is done so in a narrow way to final scores, without reference to starting points. This reflection has proposed that a more meaningful way of expressing what is 'unusually good' or 'excellent' is the extent to which the Catholic Secondary College adds value through the collective effort of committed professionals working toward valued student outcomes.

Dr Tony Bracken's current role is Assistant Director, School Improvement at the Catholic Schools Office, Broken Bay Diocese, NSW, a role that includes oversight of a current system-wide focus on leading learning and school improvement activity across the systemic schools. Tony's prior professional experience includes a senior role in professional learning, learning services, formation and leadership development at the Catholic Education Office, Parramatta and earlier, six years as a secondary principal and two acting principal roles.

Tony's doctoral research focused on the principal's leadership role in the spiritual formation of teachers. Tony was one of the founding members of the spiritual formation network - a growing national network of educators engaged in spiritual formation.

Tony presents at national and international conferences, seminars and workshops.

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65 Victoria Ave, Mortdale 2223

Marist Sisters' College Woolwich
66a Woolwich Rd, Woolwich 2110

Mary Mackillop College
5 Carnarvon St, Wakeley 2176

Monte Sant' Angelo Mercy College
128 Miller St, North Sydney 2060

Mount St Josephs Milperra
273 Horsley Rd, Milperra 2214

Our Lady Of Mercy College Burraneer
62-66 Dominic St, Cronulla 2230

Our Lady Of The Sacred Heart College
36 Addison St, Kensington 2033

Patrician Brothers' College Fairfield
268 The Horsley Dr, Fairfield 2165

Rosebank College
1A Harris Rd, Five Dock 2046

Saint Ignatius' College Riverview
Tambourine Bay Rd, Lane Cove 2066

Santa Sabina College
90 The Boulevarde, Strathfield 2135

Southern Cross Catholic Vocational College
17 Comer St, Burwood 2134

St Aloysius College
47 Upper Pitt St, Milsons Point 2061

St Charbel's College
142 Highclere Ave, Punchbowl 2196

St Clare's College
41-51 Carrington Rd, Waverley 2024

St John Bosco College
Banksia Ave, Engadine 2233

St Joseph's College
Mark St, Hunters Hill 2110

St Maroun's College
194 Wardell Rd, Dulwich Hill 2203

St Mary's Cathedral College
2 St Mary's Rd, Sydney 2000

St Patrick's College Strathfield
Francis St, Strathfield 2135

St Patrick's College Sutherland
551 President Ave, Sutherland 2232

St Scholastica's College
4 Avenue Rd, Glebe 2037

St Ursula's College
69 Caroline St, Kingsgrove 2208

St Vincent's College
Rockwall Cr, Potts Point 2011

Trinity Catholic College
13 Park Rd, Auburn 2144

Waverley College
131 Birrell St, Waverley 2024

DIOCESE OF PARRAMATTA

Bede Polding College
Rifle Range Rd, South Windsor 2756

Caroline Chisholm College
90-98 The Lakes Dr, Glenmore Park 2745

Catherine McAuley Westmead
Darcy Rd, Westmead 2145

Cerdon College
Sherwood Rd, Merrylands 2160

Delany College
Grimwood St, Granville 2142

Emmaus Catholic College
87-109 Bakers Ln, Kemps Creek 2178

Gilroy Catholic College
Marie St, Castle Hill 2154

Loyola Senior High School
91 North Pde, Mt Druitt 2770

Marian Catholic College
28 Annangrove Rd, Kenthurst 2156

McCarthy Catholic College
75 Mackellar St, Emu Plains 2750

Nagle College
58A Orwell St, Blacktown South 2148

Parramatta Marist High
2 Darcy Rd, Westmead 2145

Patrician Brothers' College Blacktown
100 Flushcombe Rd, Blacktown 2148

St Agnes Catholic High
Evans Rd, Rooty Hill 2766

St Andrews College
116 Quakers Rd, Marayong 2148

St Clare's Catholic High School
175 Buckwell Dr, Hassall Grove 2761

St Columba's Catholic College
168 Hawkesbury Rd, Springwood 2777

St Mark's Catholic College
160 Perfection Ave, Stanhope Gardens 2768

St Patrick's Marist College
151 Kirby St, Dundas 2117

St Pauls Catholic College
198 Old Prospect Rd, Greystanes 2145

Terra Sancta College - Nirimba Campus
Eastern Rd, Quakers Hill 2763

Xavier College
1170 Ninth Ave, Llandilo 2747

Oakhill College
423-513 Old Northern Rd, Castle Hill 2150

Maromite College of the Holy Family - Parramatta
23-25 Alice St, Harris Park 2150

Our Lady Of Mercy College
Victoria Rd, Parramatta 2150

St Dominic's College
54-74 Gascoigne St, Kingswood 2747

DIOCESE OF BROKEN BAY

Brigidine College St Ives
325 Mona Vale Rd, St Ives 2075

Loreto Normanhurst
91-93 Pennant Hills Rd, Normanhurst 2076

Mackillop Catholic College
91 Sparks Rd, Warnervale 2259

Mater Maria Catholic College
5 Forest Rd, Warriewood 2102

Mercy Catholic College
101 Archer St, Chatswood 2067

Mount St Benedict College
449C Pennant Hills Rd, Pennant Hills 2120

St Augustine's College Sydney
Federal Pde, Brookvale 2100

St Brigid's
48 Carters Rd, Lake Munmorah 2259

St Edmund's School
60 Burns Rd, Wahroonga 2076

St Edward's Christian Brothers' College
13 Frederick St, Gosford 2250

St Joseph's Catholic College
6 Russell Drysdale St, East Gosford 2250

St Leo's Catholic College
16 Woolcott Ave, Wahroonga 2076

St Paul's Catholic College Manly
Darley Rd, Manly 2095

St Peter's Catholic College
84 Gavenlock Rd, Tuggerah 2259

St Pius X College Chatswood
35 Anderson St, Chatswood 2067

Stella Maris College
52 Eurobin Ave, Manly 2095

INDEX

A list of Catholic Secondary Colleges featured in the 2014 Guide.

**Bethlehem College**

18 Bland Street, Ashfield NSW 2131

**Brigidine College St Ives**

325 Mona Vale Road, St Ives NSW 2075

**Cerdon College**

Sherwood Road, Merrylands NSW 2160

**Christian Brothers' High School**

68-84 The Boulevarde, Lewisham NSW 2049

**Gilroy Catholic College**

Marie Street, Castle Hill NSW 2154

**Kincoppal Rose-Bay**

New South Head Road, Rose Bay NSW 2029

**Loreto Normanhurst**

91-93 Pennant Hills Road, Normanhurst NSW 2076

**MacKillop Catholic College**

91 Sparks Road, Warnervale NSW 2259

**Marist College North Shore**

270 Miller Street, North Sydney NSW 2060

**Mater Maria Catholic College**

5 Forest Road, Warriewood NSW 2102

**McCarthy Catholic College**

75 MacKellar Street, Emu Plains NSW 2750

**Mercy Catholic College**

99 -101 Archer Street, Chatswood NSW 2067

**Mount St Benedict College**

449C Pennant Hills Road, Pennant Hills NSW 2120

**Santa Sabina College**

90 The Boulevarde, Strathfield NSW 2135

Santa Maria del Monte Primary Campus

59 The Boulevarde, Strathfield NSW 2135

**St Andrews College**

Holy Family Campus

116 Quakers Road, Marayong NSW 2148

John Paul II Campus

50 Breakfast Road, Marayong NSW 2148

**St Brigid's Catholic College**

48 Carters Road, Lake Munmorah NSW 2259

**St Columba's Catholic College**

168 Hawkesbury Road, Springwood NSW 2777

**St Joseph's Catholic College**

6 Russell Drysdale Street, East Gosford NSW 2250

**St Leo's Catholic College**

16 Woolcott Avenue, Wairoonga NSW 2076

**St Paul's Catholic College Manly**

Darley Road, Manly NSW 2095

**St Peter's Catholic College Tuggerah Lakes**

84 Gavenlock Road, Tuggerah NSW 2259

**Terra Sancta College**

Schofields Campus

85 Hambledon Road, Schofields NSW 2762

Quakers Hill / Nirimba Campus

Nirimba Education Precinct Eastern Road, Quakers Hill NSW 2763

**Waverley College**

Our Lady's Mount Senior Campus

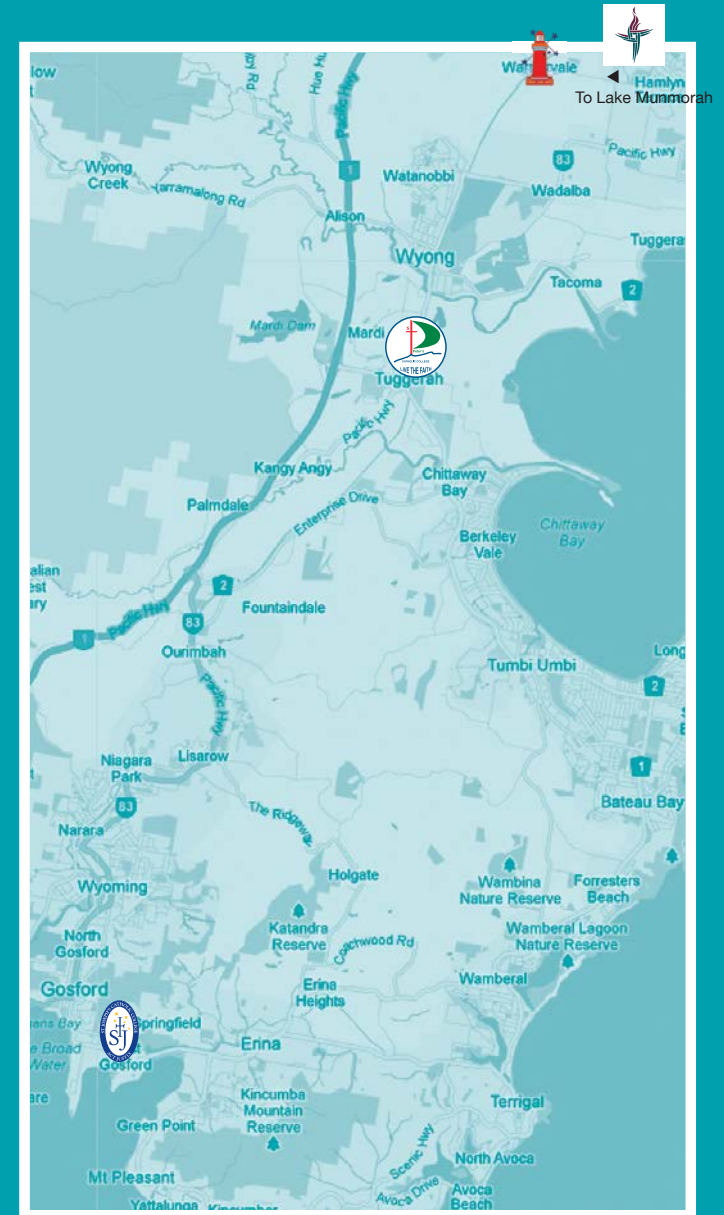
131 Birrell Street, Waverley NSW 2024

Waterford Junior Campus

44 Henrietta Street, Waverley NSW 2024

LOCATIONS

Locations of Catholic Secondary Colleges featured in the 2014 Guide. Multiple crests represent multiple College campuses.



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OPEN DAYS & TOURS

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

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.

MARCH

4 Mar	Waverley College, Waverley
6 Mar	St Paul's Catholic College, Manly
7 Mar	St Leo's Catholic College, Wahroonga
8 Mar	Marist College North Shore, North Sydney
9 Mar	MacKillop Catholic College, Warnervale
9 Mar	Mercy Catholic College, Chatswood
9 Mar	Mount St Benedict College, Pennant Hills
10 Mar	Terra Sancta College, Schofields & Quakers Hill
11 Mar	Bethlehem College, Ashfield
11 Mar	Cerdon College, Merrylands
11 Mar	St Andrews College, Marayong
11 Mar	St Joseph's Catholic College, East Gosford
11 Mar	St Leo's Catholic College, Wahroonga
12 Mar	Gilroy Catholic College, Castle Hill
15 Mar	Loreto Normanhurst, Normanhurst
16 Mar	Mater Maria Catholic College, Warriewood
17 Mar	St Peter's Catholic College, Tuggerah
23 Mar	McCarthy Catholic College, Emu Plains

AUGUST

12 Aug	Mercy Catholic College, Chatswood
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Est. 1857

Bethlehem College

'Excellence in Educating Young Women since 1881'

"Bethlehem College has a proud history of providing excellence in education in the Catholic tradition. Recognising that each student has her own individual gifts and interests, the College provides a Gifted & Talented program, including classes in Philosophy and Selective Classes, along with Learning Support."

Mrs Paula Bounds

A 18 Bland St, Ashfield NSW 2131
T 02 9798 9099 **F** 02 9799 4105
E info@bcashfield.catholic.edu.au
W www.bethlehemcollege.nsw.edu.au
S
Principal Mrs Paula Bounds

Gender Girls
Year Range Yr 7 - 12
Enrolment 720 students
Year 7 130 students; 5 classes
Languages Italian & Japanese
Fees 2014 Yr 7 \$1,390 Yr 12 \$2,053
 + Levies & book hire
 approx \$1,000 per student
Enquiries Mrs Stella Apergis



About Us

Founded by the Sisters of Charity, Bethlehem College has a long and proud tradition of excellence in educating young women for the future. 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. They are courageous in mind and deed, and are global citizens with a genuine concern for others.

With over 130 years of experience in girls' education, Bethlehem College is well placed to understand that every student is different. She has her own unique learning needs and her preferred learning style; this is why it is so important that teaching is tailored to the individual needs of each student.

With an enrolment of over 700 students, the College caters for a wide range of individual needs, gifts and interests. There are many initiatives and programs in place to engage, support and challenge every learner. In addition to its rich offerings in curriculum, faith formation, social justice, community outreach and leadership, the school also offers a diverse co-curricular program in the areas sport, performing arts, public speaking and debating, and mock trial.

Learning Support

Bethlehem College caters for the needs of all students. Students who require additional support with their learning are assisted by a Learning Support Group who tailor the support to the students' individual needs. This is further supported by a lunch time Homework Club and the after school Homework Club available to students.

The Homework Club is supervised by a number of teachers and senior students who provide individual tutoring.

Our Year 10 students are provided with additional leadership opportunities by becoming TAFE qualified Peer Literacy tutors working with readers in Years 7 and 8 to improve reading fluency and comprehension.

Gifted & Talented Program

The College offers a broad range of opportunities for Gifted and Talented students. In 2013, the College saw the introduction of the Newman Research and Development project involving flexible grouping and differentiating the curriculum for Gifted and Talented students in Year 7.

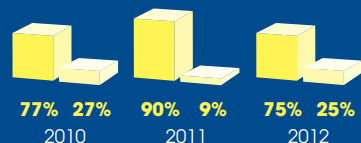
Philosophy classes were introduced to Years 7-10 gifted students to help develop higher order thinking skills, and those who display particular talents are also provided with acceleration opportunities. In 2012, a Year 11 student completed HSC Mathematics Extension 2 and commenced Maths studies at University. She has been offered early entry into Medicine for 2014.

As well as pursuing academic excellence, Bethlehem has a strong co-curricular enrichment program which challenges students to develop a broad range of talents. The program encourages students to develop new interests in a wide variety of fields, including debating, public speaking, Duke of Edinburgh, Tournament of the Mind, representative sports, the performing arts, and various community and academic competitions.



Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 38 VET Yes

Visit Us

Our Open Day
 is on Tuesday 11
 March at 3:30pm.

Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Facilities
- Performing Arts/Drama Centres
- Food Technology Centre
- Industry Standard Hospitality Kitchen
- Video Conferencing Centre
- Library Resource Centre
- Music Centres x 3
- Basketball Court
- Science Labs x 5
- Multi-purpose Area
- Lecture Theatre
- Theatrette
- Wireless Site
- Netball Court
- IT Labs x 2
- Darkroom
- Canteen
- Chapel
- Hall



Est. 1954

Brigidine College St Ives

'Fortiter et Suaviter - Strength and Gentleness'

"Brigidine St Ives' Strategic Plan, Towards 2020 supports our five focus areas: faith, wellbeing, learning, community and resourcing. Ensuring its implementation in our daily practice empowers staff to create opportunities for our girls, which embeds excellence and encourages growth."

Jane Curran

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

Gender Girls
Year Range Yr 7 - 12
Enrolment 900 students
Year 7 160 students; 6 classes
Languages French & Italian
Fees 2014 Yr 7 \$13,140 Yr 12 \$13,140
Enquiries Jennifer Kirkby



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. The College prides itself on providing a holistic education for girls, combining the spiritual, academic, physical and cultural dimensions of learning. With excellent academic results, a high level of achievement in the performing arts and sport, and a strong commitment to service, girls at Brigidine are challenged to think and experience beyond their boundaries, to have the courage to question their world and model Christ's teachings in their lives.

The introduction of the Australian Curriculum has presented a catalyst for change with the chance to evaluate our practice and consider improvements that align with strategic goals. All teaching staff at Brigidine College have been asked to reflect on their practice and open their minds to ideas that embrace our strategic goals and contemplate what really is possible.

Since the start of the 21st century, the classroom has been introduced to more change than at any other period of time, where access and use of information is instant and convenient, and the impact on communication, collaboration, creative and critical thinking has been profound.



Accelerated Academic Achievement

To reframe the learning paradigm as one of possibility, growth and personal success is to ask teachers to imagine a learning future for the girls, consider the possibilities unfettered by past practices, and design them into practical and achievable realities. The strategic goals of enabling each girl to achieve her potential, delivering an engaging curriculum that meets the needs of now and the future, creating opportunities that build capacity for the future, and instilling in each girl a confidence to transform her learning into action, are timeless. How we do that in a rapidly changing educational context requires a new paradigm that enables possibilities to become realities.

The use of technology, the construction of meaningful assessment, the consideration of individual learning needs with appropriate adjustment and resourcing, are all opportunities to consider possibilities for an improved learning future.

The ATARs for our 2012 students have risen at every cut-off point. The number of students achieving an ATAR above 95 doubled and more than 50% of the cohort achieved an ATAR above 85.

The Brigidine Honours Program

This Program is an enrichment opportunity offered to students in Years 7-12. It is designed to engage girls in a range of structured activities which encourage lateral thinking, creativity and depth of analysis.

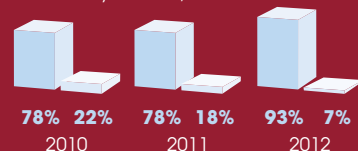
The Honours Program is divided into three levels: Junior, Intermediate and Senior. Each level requires students to undertake a research project and to submit a portfolio containing examples of academic and co-curricular successes.

The incremental complexity of the levels is intrinsic to the Program. The increased demands made on students, from Junior to Senior Honours, challenge them to become more confident at working independently, to research and investigate thoughtfully, and to reflect on the process of their own learning.

In order to achieve this, students are asked to explore a wide range of philosophical notions, scientific concerns and political debates. They are called upon to evaluate a variety of topics and, most importantly, they are invited to express their views and ideas in a myriad of forms and representations. The Brigidine Honours Program is designed to inspire, energise and motivate interested learners.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 39 VET Yes

Visit Us

Regular tours of the College are available throughout the term, dates are advertised on the College website.

Facilities

- Textiles Technology Rooms x 2
- Design & Technology Centre
- Centre for Excellence
- Religious Education Centre
- Library Resource Centre
- Learning Support Centre
- Food Technology Room
- Year 12 Common Room
- IT Centre/Wireless Site

- 225 Seat Theatre
- Counselling Rooms x 2
- Basketball Courts x 3
- Multi-purpose Hall
- Netball Courts
- Science Labs x 6
- Visual Arts Centre
- Drama Rooms x 2
- Dance Studio
- Gymnasium
- Careers Centre
- College Shop
- College Green
- Music Centre
- Digital Library
- Darkroom
- Canteen
- Chapel



Est. 1960

Cerdon College

'Aspire to great heights'

"Cerdon College strives to ensure that every student achieves their personal best in a safe, supportive environment that is based on Marist values, social justice and support for families."

Mrs Patricia Baker

A Sherwood Rd, Merrylands NSW 2160
T 02 8724 7300 **F** 02 8724 7399
E cerdon@parra.catholic.edu.au
W www.cerdon.nsw.edu.au
S
Principal Mrs Patricia Baker

Gender Girls
Year Range Yr 7 - 12
Enrolment 1,090 students
Year 7 180 students; 6-8 classes
Languages French & Italian
Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
 Building levy \$669 per family
Enquiries Mrs Michelle Hanna

About Us

Cerdon College is a Catholic secondary girls' school that was established in 1960 by the Marist Sisters. The College has a strong commitment to the provision of a contemporary education underpinned by Marist values, social justice, pastoral care and commitment to community. We are dedicated to providing each student with a learning environment which is comprehensive, inclusive and challenging. In doing so, we offer an extensive co-curricular program that encourages students to fully engage in their learning as they seek to achieve their personal best. Cerdon College maintains a values laden learning environment by creating friendly, yet well-ordered learning spaces.

High academic standards are sought and valued at Cerdon College, each member of staff is challenged to maintain high professional standards, and each student is encouraged to develop their talents to the full. We aspire to develop confident, resilient and articulate young women who embrace their faith and are committed to life-long learning. We aim to lead our students to an awareness of what it means to be a Christian in the tradition of the Catholic community. The religious teaching and liturgical life of the school underpin the structure and application of the school curriculum.

Extending Mathematical Understanding

At Cerdon College, we constantly seek to develop our students' skills and capabilities to live effectively in a changing world. Emphasis is placed on constantly building teacher quality and improving students' educational outcomes in a positive and nurturing school culture. Our Extending Mathematical Understanding (EMU) program is an example of how we constantly challenge our students to reach their full potential. EMU is a researched-based early intervention program that has been shown to improve students' learning and confidence with Mathematics, with particular focus on counting, place value, addition and subtraction, and multiplication and division.

Students who have been identified as being at risk in their numeracy learning are chosen to participate in the program and are taught in small groups by highly specialised teachers. Students are taught specific numeracy strategies which are repeatedly practised with the help of activities and games. The program is now in its 4th year and has shown to be successful in honing and extending numeracy skills in a fun and engaging environment.

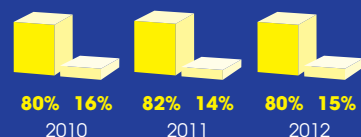
Literacy

As a school we believe in and strive for a quality, broad-based education to prepare women to make their place in the 21st century. We provide an appropriate, dynamic and diverse curriculum which extends beyond the classroom and challenges our girls to reach their full potential. Literacy plays a significant role in our education programs, and students are encouraged to participate in extra-curricular activities and competitions; such as, Write for Fun, Tournament of Minds, Dorothea MacKellar Poetry, Somerset Novella Writing and Poetry and Australian Catholics Young Journalist Awards, as well as involvement in debating and public speaking.

We actively promote reading for enjoyment and use technology-based resources, such as ebooks, to encourage a wide selection of texts are read. Our successful classroom programs, such as Read Aloud, Word of the Week and Tip of the Week Challenges, assist with the further enhancement of literacy skills, such as comprehension, vocabulary development, word usage, fluency and spelling. Learning is a life-long process, so it is important that our students receive an education that allows them to take a place in society as committed Catholic global citizens.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 35 VET Yes

Visit Us

Our Open Day is held on Tuesday 11 March, 4:00pm to 7:00pm. Details can be found on our College website.

Facilities

- Science Labs x 6
- Commercial Kitchen
- Food Technology x 2
- Textiles Technology x 2
- Design & Technology Labs x 2
- Library Resource Centre
- Visual Arts Rooms x 3
- Swimming Pool
- Dark Room
- Drama Room
- Sports Courts x 3
- Music Centre
- Sports Field

*Additional fees for resources, subjects, excursions and sports



Est. 1891

Christian Brothers' High School

'conanti corona, "A crown to the one who strives".'

"Christian Brothers' High School, Lewisham, is a dynamic values-based school that has excellence for boys' education as its cornerstone."

Br Paul Conn

A 68 - 84 The Boulevard, Lewisham NSW 2049
T 02 8585 1744 **F** 02 8585 1787
E office@cbhslewisham.nsw.edu.au
W www.cbhslewisham.nsw.edu.au
S
Principal Br Paul Conn

Gender Boys
Year Range Yr 5 - 12
Enrolment 1,350 students
Year 7 210 students; 7 classes
Languages French & Italian
Fees 2014 Yr 7 \$5,197 Yr 12 \$5,197
Enquiries Mrs Roslyn Readman



About Us

Christian Brothers' High School, Lewisham, is a Catholic School in the Edmund Rice Tradition, formed by the Christian Brothers in 1891. For over 120 years, the school has been providing a top quality, affordable, values-based education to the young men of the inner west of Sydney and beyond.

In keeping with its rich faith-filled past, CBHS now has all the energy and vitality of a modern Catholic School in the Edmund Rice Tradition. It is an inclusive and innovative school that is responding creatively to meet the wide range of needs of individual students who represent the full spectrum of a multicultural and diverse Australian population.

The curriculum is a socially just and diverse offering of subjects that meet the needs of a diverse population. Outstanding academic results and the development of skills through state of the art Vocational Education facilities are celebrated regularly.

CBHS has an extensive co-curricular program, which includes membership of the Metropolitan Catholic Colleges Sporting Association. Excellent music, debating and public speaking programs add balance to the program.



Vertical Pastoral Care & Transition

The future is exciting as the school embraces its new vertical model of Pastoral Care.

The house system will develop and enhance Pastoral Care by providing quality relationships and experiences; creating opportunities for shared house prayer and liturgies; promoting a learning environment where 'academic care' and 'pastoral care' combine to foster the dignity and well-being of each student; facilitating the close, longitudinal tracking of academic and general progress; encouraging house activities beyond the traditional carnival; and further involving parents in the lives of their sons through involvement in the houses.

A new transition process was introduced in 2013 that assists our new Year 7 students adjust to life in secondary school. This, combined with our exciting Year 7 camp early in Term 1, allows all our new students to settle in well.

Faith

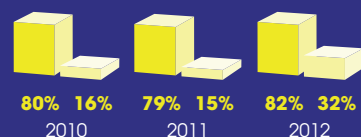
CBHS Lewisham aims to develop young men of faith and learning, committed to excellence in their own lives, and relating to a wide range of people who are open and committed to their own personal spiritual journey.

Edmund Rice sought to liberate young people by empowering them to make appropriate choices about their life and learning. CBHS is a school that allows all members of the school community to choose life and reach their potential whilst respecting the dignity of all. It is centered on 'right relationships' and committed to excellence by working co-operatively with all. Whilst celebrating the past, it is open to change and transformation.

The school will continue to provide a vision into the future where people of all countries and backgrounds have equal opportunities, equal treatment, and the dignity and comfort of knowing they are supported and loved. In this sense, Christian Brothers' High School is truly a Gospel place - a place of good news. The young men of this school continue to be open to ongoing education of their hearts and minds so that they can be truly men of faith and learning.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 31 VET Yes

Visit Us

Visitors see students and teachers in real learning situations, tour the historic and vibrant environs of the College and talk with student ambassadors.

Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Performing Arts/Drama Centres x 2
- Hospitality Kitchen
- Counselling Rooms x 2
- Science Labs x 6
- Weights/Circuit Room
- Basketball Courts x 2

- Multi-purpose Area
- Cricket Nets x 2
- Gymnasium
- Learning Centre
- Careers Centre
- Lecture Theatre
- IT Labs x 6
- Wireless Site
- Music Centre
- Halls x 2
- Canteen
- Chapel



Est. 1980

Gilroy Catholic College

'Christ is my light'

"Gilroy Catholic College provides quality education within the nurturing environment of a faith community. Our motto, "Christ is my light" reinforces our desire to bring Christ into the lives of our students."

Ms Cheryl Merryweather

A Marie St, Castle Hill NSW 2154
T 02 8853 8200 **F** 02 8853 8299
E gilroy@parra.catholic.edu.au
W www.gilroy.parra.catholic.edu.au
S

Principal Ms Cheryl Merryweather

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 1,150 students
Year 7 210 students; 8 classes
Languages Japanese
Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
 Building levy \$669 per family
Enquiries Mrs Therese Poole



About Us

Gilroy Catholic College is a faith community that fosters the development of the whole person for the service of Christ. As a living community, we seek to grow together in a spirit of service and respect and through the practice of justice, compassion and forgiveness.

At Gilroy, we aim to develop competent and confident young people who can think critically and make decisions informed by Catholic values. We offer our students a diverse and comprehensive curriculum including vocational and TAFE courses for senior students.

Our one-to-one device program operates from Year 7-12. Our focus is on student-centred learning that fosters creativity and innovation. Well resourced facilities in Technology, the Arts and Sciences enhance opportunities for students. Extra-curricular programs including debating, public speaking, music, choir, band, drama and sport complete a well rounded program.

Pastoral Care is central to the organisation and operation of the school and endeavours to ensure that all students are able to recognise the dignity of their relationships with others within a caring Catholic community.



Spiritual Formation

Gilroy's Spiritual Formation program sees us working in partnership with our families and parishes to sustain a total College faith community. Our aim is to provide students with a sound teaching of the truths of the Catholic faith and a sense of their Christian heritage, whilst deepening the students' knowledge and appreciation of the person of Christ and His people the Church, through study, prayer, worship, sacramental life and service.

Our seven College values underpin all that we do: Faith, Service, Community, Respect, Justice, Compassion and Forgiveness. Each year a value is selected as the College's particular focus. In 2014, it will be Respect. This value will form the basis of liturgies, learning and social justice.

Students are involved in a range of formation practices at the school. Students serve as Ministers of the Eucharist, work as catechists at a local public school, and participate in outreach programs, such as assisting children at St Gabriel's School. Students work collaboratively to plan school liturgies and run Reflection Days with junior year groups, and they help to maintain a strong World Youth Day legacy in the school.

Literacy

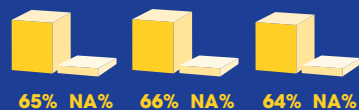
Gilroy Catholic College's Literacy program is a whole school initiative designed to develop the mindset that literacy is everybody's responsibility. This has been a powerful shift in terms of how literacy needs are addressed. At the heart of our literacy initiative is a commitment to working towards addressing specific literacy requirements that are identified through the various diagnostic tools we use to assess student progress.

The program's roots were in our involvement with the University of Auckland Literacy Project, which has now evolved to be a school-based program. The staff literacy team determine and direct the focus areas and lead staff professional learning and implementation of strategies in the classroom. Professional learning communities of staff work collaboratively to assess data and explore innovative ways of enhancing student literacy skills.

A focus on literacy has lead to stronger results in external testing and a student body more empowered in their learning. We are a College that is constantly talking about learning and, as such, our students are developing a greater understanding of their own strengths and weaknesses in terms of literacy skills.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 40 **VET** Yes

Visit Us

The College's Open Evening will be held on Wednesday 12 March. Tours of the College during school hours can also be arranged by appointment. Further information is available on our website.

Facilities

- Library Resource Centre
- Learning Enrichment Centre
- Counselling Room
- Hall
- Science Labs x 6
- Hospitality/Food Technology Rooms x 2
- Textiles Technology Rooms x 2

- Woodworking Rooms x 2
- Basketball Courts
- IT Labs x 2
- Drama Centre
- Music Area
- Darkroom
- Canteen
- Careers Office
- Wireless Site
- Ovals x 2
- Netball Courts

*Additional fees for resources, subjects, excursions and sports



Kincoppal - Rose Bay

'Come as you are and be cared for with great love'

"At Kincoppal-Rose Bay, we offer your daughters and sons the environment and opportunities to achieve personal excellence in all areas of school life and beyond, to be the best they can be."

Mrs Hilary Johnston-Croke

A New South Head Rd, Rose Bay NSW 2029
T 02 9388 6000 **F** 02 9388 6001
E admissions@krb.nsw.edu.au
W www.krb.nsw.edu.au
S
Principal Mrs Hilary Johnston-Croke

Gender Co-educational P - Yr 6
 Girls Yr 7 - 12
Year Range P - Yr 12
Enrolment 900 students
Year 7 80 students; 4 classes
Languages French, Italian, Mandarin & Japanese
Fees 2014 Yr 7 \$22,131 Yr 12 \$25,731
Enquiries Mrs Sue Lancaster



About Us

Kincoppal-Rose Bay School is a leading Catholic independent school, part of the international network of Sacred Heart schools in 44 countries. With over 130 years of educating 'hearts and minds' KRB Senior School caters for day girls and boarders (450 students). The Junior School (420 students), is co-educational from the Early Learning Centre to Year 6.

Located on Sydney Harbour in the picturesque suburb of Rose Bay, KRB offers the most up-to-date technologies, techniques and projects, and provides access to the latest thinking, concepts and practices in the broader world.

Our focus is on the 'positive education' of the whole student - educating both the Heart and the Mind, as the School's motto 'Cor Unum' suggests. We aim to give our students empathy with others, self-confidence to feel secure in their world, and the capacity to transform it.

Of utmost importance is the caring, supportive learning environment that is KRB. We say 'come as you are and you will be cared for with great love'. The lifelong challenge is to love yourself and others in the same way.

The Stuart Centre

Moving from primary to secondary school can be quite daunting for many students as they enter a larger school with a number of different teachers, different learning areas and different students. The new Stuart Centre, which is a Community Learning Space for Year 7 students, has been designed to support students through a seamless transition to high school with a physical base for interacting with their peers and teachers both during and outside of class.

The Centre is equipped with the latest facilities, including a kitchen, so that students have a place to call their own in the hustle and bustle of a normal school day. On the learning front, this flexible, technology-rich learning space provides personalised learning opportunities for all Year 7 students as they interact with teachers across a number of subjects.

"Our community learning spaces were created with greater interaction mind - they work for individual, group and whole class learning activities", says Principal Hilary Johnston-Croke. "These spaces support our technology-rich learning environment and have significantly enhanced our students' engagement with learning and school life generally."

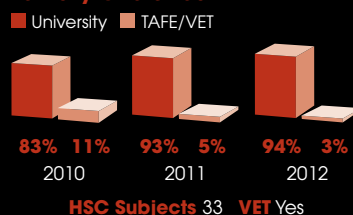
International Exchange Student Program

At Kincoppal-Rose Bay, we believe that student exchange programs have life-changing potential, and throughout the year, a number of students participate in the international exchange program. KRB is part of a network of schools across 44 countries that was founded by the Society of the Sacred Heart. Available to students in Years 7-11, the exchange program allows KRB students to develop tolerance, maturity and independence, and encourages them to gain an international perspective.

"Living in a new culture is an unforgettable life experience you will appreciate for the rest of your life. You will see another state/country and its culture through the eyes of locals, whilst living with a carefully selected host family and attending another Sacred Heart school. Going on exchange broadens your horizons and opens up opportunities you may have only dreamt about," KRB exchange student.



Tertiary Offers Year 12



Visit Us

Our Open Mornings are an opportunity, throughout the year, for you to experience the unique spirit and culture of KRB. Early Learning Centre (ELC) Open Mornings are conducted in the Joigny Centre with a tour of the Centre and a presentation by the Head of Joigny. For more information on Open Mornings at KRB, visit our website.

Facilities

- Performing Arts/Drama Centre
- Arts Centre/Visual Arts Centre
- Library Resource Centres x 2
- Design & Technology Centre
- Seminar Rooms x 5
- Music Technology Suite
- Year 11 Common Room
- Year 7 Community Learning Space

- Year 12 Common Room
- Science Labs x 4
- Lecture Theatre
- Track & Field Complex
- Soccer Pitches x 2
- Weights/Fitness Room
- Counselling Rooms x 2
- Basketball Courts x 4
- Multi-purpose Area

- Netball Courts x 4
- Tennis Courts x 4
- Cricket Nets
- Gymnasiums x 2
- Canteen
- Careers Centre
- Darkroom
- Chapel
- IT Labs x 5

- Media Suite
- Music Centre
- Theatre
- Wireless Site
- Dance Studio
- Ovals x 2
- Pools x 2
- Halls x 2



Est. 1897

Loreto Normanhurst

'Developing confident, articulate women of the 21st Century'

"Loreto Normanhurst is an exciting and innovative school which provides an award-winning model of education – an education which prepares a Loreto girl for life in an ever-changing 21st century world."

Ms Barbara Watkins

A 91-93 Pennant Hills Rd,
Normanhurst NSW 2076
T 02 9487 3488 **F** 02 9489 2348
E enquiries@loretomh.nsw.edu.au
W www.loretomh.nsw.edu.au
S
Principal Ms Barbara Watkins

Gender Girls
Year Range Yr 7 - 12
Enrolment 900 students
Year 7 150 students; 6 classes
Languages French & Italian
Fees 2014 Yr 7 \$18,579 Yr 12 \$21,036
Enquiries The Enrolment Manager



About Us

Loreto Normanhurst is a leading Sydney independent, Catholic secondary boarding and day school for girls. Established in 1897, the school is part of a worldwide network of Loreto schools, and is one of seven in Australia. In 2015, the School will celebrate the reopening of its Primary School, for girls in Year 5 and 6. Located in Sydney's leafy Upper North Shore, the school is set on over 25 acres of glorious grounds, and offers state of the art facilities. The school has a pleasant mix of heritage buildings and modern learning spaces.

Loreto Normanhurst seeks to affirm and encourage the development of young women who will take their place in the world as leaders and people of commitment, inspired by gospel values. The school fosters a liberal education, with self-motivated learning and pursuit of personal excellence central to its teaching and learning philosophy. Each student is encouraged to fulfill her personal and academic potential in an atmosphere of freedom, care and respect for the individual. Loreto Normanhurst is a school that is deeply rooted in the Loreto values (Freedom, Sincerity, Verity, Justice, and Felicity) and has a well-informed future focus outfitting its students for life in an ever-changing 21st century world.



The Loreto Normanhurst Student Growth Model (LNSGM)

The LNSGM is an award-winning model of education which is innovative and dynamic, and which fosters critical thinking, curiosity and joy in learning.

Loreto Normanhurst strives to provide a holistic education that assists our students to be young women who will be passionate about learning, compassionate to others and have a strong sense of social direction. Students are encouraged to be life-long learners who are curious and critical thinkers with a broad vision for the future.

At the centre of the school's approach is growing individuals and communities, where relationships and learning are of equal importance. All students work in partnership with teachers and faculties, and together provide a student-centred learning model. The curriculum meets all the requirements of the Board of Studies and, in addition, includes Integrated Learning. This subject has a skills focus with an emphasis on extra-curricular content. It is delivered in flexible, open learning spaces and facilitated by a team of dynamic teachers from different disciplines.

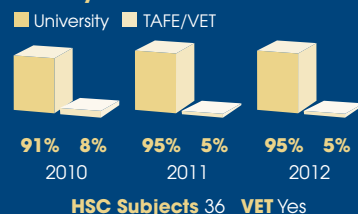
The Far North Queensland Experience (FNQE)

The FNQE is a program unique to Loreto Normanhurst, in which over the course of two weeks, Year 9 students and staff engage with a number of Indigenous communities, perform community service and experience learning outside of the traditional classroom. Through these experiences they develop a shared understanding of the injustice indigenous people have faced in the past and the issues they must confront in the present. The experience provides students with a better understanding of their responsibilities for the future.

The FNQE fosters independence in a safe environment. It provides students with community service experience, strongly supported by teachers, so that in Year 10 and beyond, students can continue this experience in their own time.

The physical environment of Far North Queensland is largely classified World Heritage, and allows students to appreciate the glory of Creation and to find a place of prayer and reflection. The students have a wonderful time exploring, learning outdoors in a very different context to the everyday, where they can grow as a whole person. FNQE is a much-anticipated and life-changing experience for the students and staff of Loreto Normanhurst.

Tertiary Offers Year 12



Visit Us

Our Open Day is on Saturday 15 March. Scheduled Group Tours are conducted throughout the year. Dates and times are available on the school's website. Private tours of the school may be arranged by contacting the Enrolment Manager.

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
- Food Technology Centre
- Counselling Rooms x 2

- Track & Field Complex
- Weights/Circuit Room
- Basketball Courts x 6
- Tennis Courts x 6
- Soccer Pitches x 3
- Netball Courts x 6
- Gymnasium
- Science Labs x 6
- Careers Centre
- Lecture Theatre
- Music Centre
- Wireless Site
- Chapel
- Canteen
- Darkroom
- Ovals x 3
- Pool
- Hall



Est. 2003

MacKillop Catholic College Warnervale

'Christ Our Light'

"Knowing your child is safe and happy at school is very important at MacKillop Catholic College, Warnervale. The College has so many opportunities and experiences to offer students across a broad range of activities."

Mr Steve Todd

A 91 Sparks Rd, Warnervale NSW 2259
T 02 4392 9399 **F** 02 4392 9499
E smccw@dbb.catholic.edu.au
W www2.mccwdbb.catholic.edu.au
Principal Mr Steve Todd

Gender Co-educational
Year Range K - Yr 12
Enrolment 1,500 students
Year 7 180 students; 6 classes
Languages Japanese
Fees 2014* Yr 7 \$3,024 Yr 12 \$3,522
 Building Levy per family \$840
Enquiries Ms Janine Silver



About Us

MacKillop Catholic College, Warnervale, is the only Kindergarten to Yr 12 Catholic College in the Broken Bay Diocese. The College is a unique place situated on 8 hectares of the Upper Central Coast of NSW with many outstanding features that offers over 1,500 students a quality Catholic School education.

The College's story is a special one that dates back to its opening in 2003. Since then, the College has grown and built up not only outstanding campus facilities, but also a fine reputation for providing spiritual enrichment, quality academic support, leadership programs, sporting and cultural experiences, and opportunities that have earned the College an outstanding reputation. Among the unique features of this College is the blending of a Catholic School community and a Parish. With such an inspirational patron and role model as Mary MacKillop, our relationship with the Parish Community situated within the same campus, sets a tone and presence that is always mindful and encouraging for our shared daily life.

MacKillop Learning Community 'A Leading Learning Initiative'

The College has developed the concept of the 'MacKillop Learning Community' to support the educational needs of students. The learning community has developed so that everyone in the College, students, staff and parents, will have a role in supporting the delivery of quality learning.

A key aspect of our learning community is the strengthening of our Literacy initiatives. This plan has seen the introduction of three Literacy Coaches, two Literacy Coordinators in the Primary and the Stage 4 Literacy Coach in the Secondary. They have tracked and supported the development of students' literacy skill levels. Intervention strategies with support programs across all Key Learning Areas (KLAs) have been a focus for improving learning.

From Yr 7 to Yr 10 our classroom-learning model focuses on giving students a clearly stated learning goal which is reinforced through the Student Planners. These learning goals are matched with lesson preparation and assignment

work. Students present this information to parents/carers at the end of each week. Our hope is that students will have a learning conversation with their parents to maximise their learning outcomes.

Youth Ministry

This is an extensive student formation and leadership program for those who wish to explore and share their faith in God with others.

At the College, we follow the CSYMA (Catholic Schools Youth Ministry Australia) four phase model of peer to peer Youth Ministry.

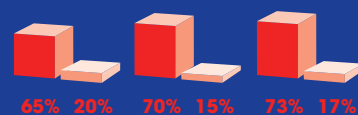
Students involved in Youth Ministry in the College have the opportunity to:

- Receive ongoing spiritual and leadership formation through weekly meetings, retreats and an annual pilgrimage.
- Participate in planning and facilitation of events and programs in the life of the College such as Liturgy, Outreach, Reflection days and special events.
- Become more deeply connected to their local Parish through Parish Youth Ministry / Masses; Primary Scripture and Sacramental programs; and Family Ministry Events.



Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 42 VET Yes

Visit Us

Our Open Day is on Sunday 9 March.

Facilities

- Hospitality/Food Technology Centre
- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Performing Arts/Drama Centre
- Religious Education Centre
- Library Resource Centre
- LOTE Resource Centre
- Trade & Industry Centre
- Science Labs x 7

- Weights/Circuit Room
- Multi-purpose Area
- Basketball Court
- Netball Court
- Gymnasium
- Counselling Room
- Languages Centre
- Lecture Theatre
- Careers Centre
- Music Centre
- IT Labs x 4
- Theatre
- Darkroom
- Wetlands
- Canteen
- Chapel
- Oval
- Hall

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 1888

Marist College North Shore

'Virtus Ubique Vincit'

"We seek to provide an integrated and comprehensive program that, for every student, promotes faith, encourages excellence, engenders responsibility and develops respect and dignity."

Br Peter Corr, fms

A 270 Miller St, North Sydney NSW 2060
T 02 9957 5000 **F** 02 9954 9087
E northshore@maristcollege.com
W www.maristcollege.com
S f b
Headmaster Mr Anthony Duncan

Gender Boys
Year Range Yr 7 - 12
Enrolment 860 students
Year 7 150 students; 6 classes
Languages French
Fees 2014 Yr 7 \$4,250 Yr 12 \$4,650
 + Laptop lease for Yrs 7 - 10
Enquiries Mrs Rachel Noble



About Us

Marist College North Shore is a systemic boys' Catholic secondary school in the Marist tradition. We are a part of a network of educational institutions conducted by Marist Brothers in more than 70 countries. This endeavour had humble beginnings in the early nineteenth century in southern France, where a young priest, Marcellin Champagnat, founded the Marist Brothers and began Marist Education. The Marist Brothers commenced their work here in North Sydney in 1888.

The College provides a comprehensive high-quality education in a nurturing Marist community, founded on enduring Catholic values, which prepares boys for an adult life of responsibility and commitment. The College has a strong emphasis on all Key Learning Areas, providing extension and support classes. With extensive co-curricular, art and sporting options for our students, there is something for every boy. Marist College North Shore is neither elitist nor selective, and has built a reputation on providing challenges for the full range of abilities and interests, and developing well-rounded balanced students.

Marist College North Shore will begin a new era in 2014 with the appointment of our first lay Headmaster, Mr Anthony Duncan, following Br Peter Corr's successful tenure at the College for the past six years.

Marist Solidarity

Marist Solidarity consists of 200 students and staff who promote understanding, education, advocacy and action on issues of social justice, peace and human rights. Solidarity provides a credible voice on these matters within our College community. Throughout the year, students participate in some form of social outreach activity in association with St Vincent de Paul Night Patrol food van, Matthew Talbot Homeless Men's Hostel, Street Level Café Surry Hills and UnitingCare Georgian House Nursing Home.

Through these activities students provide the homeless, vulnerable and elderly a friendly face and a listening ear, while providing some food and a warm drink. In most cases, the companionship offered by our students is more important than the simple provision of food.

During Year 11, our students participate in our Ministry Week where they are involved with people and community services that aid, protect and facilitate needs of those more vulnerable in our local community. Students are instilled a sense of humility and solidarity with those who they serve.

Open Classroom

Open Classroom operates for all students Years 7 to 12. This program is principally to assist students who may require extra support with homework, class work and/or assessment tasks, and for students who may wish to drop-in to complete homework at school rather than at home. It is a friendly and relaxed environment where Learning Support staff and Year 11 Peer Support students are available to assist students during the program times.

Our Year 11 Peer Support students are selected based on their merit as leaders within the school. The Peer Support students are integral for our Year 7 students as they help aid with the transition from primary to high school for these boys. With a linear tutor group structure in practice within the College, a Peer Support student is in contact with all students everyday.

The College also operates a Literacy Program offering support to Year 7 students to improve their reading, language and writing skills. Volunteer tutors, who assist one-to-one, are friendly, patient and encouraging, meeting with students each week for two periods. This a rewarding experience for students as they take steps into furthering their education through Stages 4 and 5.



Tertiary Offers Year 12

■ University ■ TAFE/VET

For 2010 - 2011 Tertiary Offer details please contact the College



NA NA NA NA 56% 15%

2010 2011 2012

HSC Subjects 38 **VET** Yes

Visit Us

Our Expo Day is on Saturday 8 March from 10:00am to 2:00pm.

Facilities

- Visual Arts Centre
- Dark Room
- Music Centre
- Design & Technology Centre
- Drama Studio
- Library Resource Centre
- Food Technology Centre
- Gymnasium

- Weights/Circuit Room
- Basketball Courts x 4
- Science Labs x 4
- Hall
- Careers Centre
- Counselling Rooms x 2
- Canteen
- Wireless Site

Mater Maria Catholic College Warriewood

'Walk in New Life'

"Our co-educational community is focused on learning and positive support networks grounded in our shared College values of Community, Hospitality, Justice, Spirituality and Stewardship."

Mr Marc Reicher

A 5 Forest Road, Warriewood NSW 2102
T 02 9997 7044 **F** 02 9997 6042
E mmw@dbb.catholic.edu.au
W www.matermaria.nsw.edu.au
Principal Mr Marc Reicher

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 940 students
Year 7 190 students; 8 classes
Languages Italian & Japanese
Fees 2014* Yr 7 \$3,820 Yr12 \$3,825
Building Levy per family \$840
Enquiries Mrs Deborah Fitzgerald

About Us

At Mater Maria Catholic College each student is called to nurture curiosity, be globally-focused and confident in all that they do. Mater Maria Catholic College was founded by the Sisters of Good Samaritan, initially as a girls' school. From 1962 until 1990, twenty-five Good Samaritan Sisters served at the College. In 1979, the College became co-educational, and in 1980, the Sisters donated the land of the College in perpetuity. Responsibility for the College was later handed to the Catholic Diocese of Broken Bay, and in 1990, the first lay principal was appointed.

The Sisters of the Good Samaritan's charism continues to have strong influence over the life and mission of the College, along with the surrounding parishes, which remain important partners in the faith education offered at the College.

Today, Mater Maria is a co-educational community focused on learning, positive support networks and an infinite array of opportunities grounded in the shared College values of community, hospitality, justice, spirituality and stewardship. We invite your child to join with us on their secondary school journey as we guide students on their formation, learning and growth.

Contemporary Catholic Ministry

In partnership with the Catholic Parish of Pittwater and the Lakes Catholic Parish, Mater Maria is focused on providing contemporary experiences of Catholic community. Our communities' joint ventures in music, prayer, service and ministry form a dynamic program that highlights a consciousness of being Catholic in the 21st century.

In the Benedictine tradition that faith must also be expressed through helping others, Mater Maria students are called to help those in need through campaigns, appeals and prayer.

Outreach is an integral component of what our students do, and they are encouraged to participate in assisting those less fortunate, from fundraising for Caritas to involvement in house-building in Cambodia. Our Year 9 students lead a reading program with local Catholic primary schools, and our Year 10 students arrange and coordinate a festival for students with special needs.

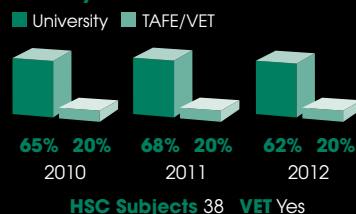
Rising to a Personal Best

Our College seeks to provide flexible learning structures in which the curricula can be delivered to meet the needs of all students. Our primary goal is to offer young people a genuine Catholic education that promotes positive learning, collaboration, and rich and positive relationships. Our students' program for learning is informed by contemporary pedagogies and a focused analysis of each student's diagnostic data.

The Principal, Marc Reicher, notes *"this analysis is being informed by refining our practice and sharing knowledge through collaboration and professional learning."* Mater Maria's overarching aim is to ensure that students are 'achieving a personal best'. This simple statement encourages personal responsibility, commitment and achievement, and our HSC results are testament to it.

As a community, we confidently celebrate our students' growth and achievement. We encourage them to take these gifts and make a contribution to others in unique ways.

Tertiary Offers Year 12



Visit Us

We welcome you to experience College life at our Open Day on Sunday 16 March from 11:00am to 2:00pm. Contact our College for a tour of the campus each Monday at 10:00am, or by appointment.

Facilities

- Visual Arts Centres x 2
- Commercial Hospitality Kitchen
- Textiles Technology Rooms x 2
- Woodworking Rooms x 2
- Electronics Room
- Science Labs x 4
- IT Labs x 4
- Digital Learning Centre

- Library Resource Centre
- LOTE Resource Centre
- Multi-purpose Courts
- Cricket Nets
- Gymnasium
- Music Centres x 2
- Lecture Theatre
- Yr 12 Common Room
- Counselling Room
- Drama Centre
- Wireless Site
- Careers Office
- Canteen
- Chapel
- Hall
- Oval

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 1986

McCarthy Catholic College

'Integrity, Justice, Peace'

"We endeavour to ensure that our school motto is an integral part of every student's experience at the College. Our College community shares a commitment to keep Gospel values at the centre of education."

Mrs Robyn Meddows

A 75 Mackellar St, Emu Plains NSW 2750
T 02 4735 3211 **F** 02 4735 6249
E mccarthy@parra.catholic.edu.au
W www.mccarthyemuplains.catholic.edu.au
S f i t
Principal Mrs Robyn Meddows

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 850 students
Year 7 120 students; 4 classes
Languages Japanese
Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
 Building levy \$669 per family
Enquiries Mrs Sharon Clarke

About Us

McCarthy was founded in 1986 as McCarthy Catholic Senior High School. In 1999, McCarthy accepted students from Years 7-12, and in 2010, the school opened a state of the art Trade Training Centre. Named after the prominent Catholic McCarthy family, McCarthy students learn to exhibit the values of integrity, justice or peace, just as the McCarthy family did in the early 1800s.

The beliefs and traditions of the Catholic faith are the foundation for our learning, teaching and relationships. We nurture the spiritual development of students, staff and parents and see enormous value in formal religious education. We treat each person with dignity and respect, and we acknowledge and welcome parents and caregivers as the primary educators of their children.

We support students in becoming independent, thoughtful and compassionate young people. We work together to ensure learning at McCarthy Catholic College is inclusive, positive, challenging and enjoyable. We provide a safe, caring and welcoming environment where staff value and demonstrate the importance of continual professional learning.

McCarthy Catholic College challenges students to strive for personal growth and development in the spiritual, academic and community spheres.

Duke of Edinburgh's Award

The Duke of Edinburgh's Award is a non-competitive program of personal development for young people. It has been operating in Australia and around the world for over 50 years, and is widely recognised by higher-education institutions and employers. It has four components: Volunteering, Skills, Outdoor Recreation and Expeditions. The Award has three levels: Bronze, Silver and Gold. At each level, both the expectations and challenge increase.

The Award has been operating at McCarthy Catholic College since 2012, beginning with a keen group of Direct Silver participants, and in 2013, with a group of 25 Bronze participants.

The Duke of Edinburgh's Award is structured to develop life-long habits of community service, skill development, physical fitness and a sense of adventure. In addition, the Award encourages qualities or organisation, resilience and self-confidence.

Students involved derive considerable benefits. In addition, the Award generates significant positive culture change, as students actively seek to engage with both the College and wider community. The Award offers opportunities for formation through its focus on community service.

FOCUS

At McCarthy, we have been guided by educational expert Lyn Sharrat's work regarding the importance of a literate graduate, and also our belief that literacy and numeracy underpin success across a range of academic and vocational studies.

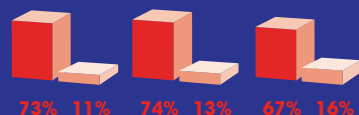
Recognising that a lot of students begin their high school journey with levels of literacy and numeracy that are below the state average, we have instituted a directed program aimed at addressing specific areas in writing and understanding of shape, space and measurement.

Specially trained Literacy and Numeracy coaches deliver 1 hour weekly sessions for all students in Years 7, 8 and 9, based on individual targets and data.

Sophisticated data analysis allows us to identify individual goals, and then craft lessons that target exactly these goals, ensuring that all students achieve personal improvements. This has seen McCarthy students exhibit significant learning gain in the NAPLAN examinations.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 32 VET Yes

Visit Us

Our Open Day is on Sunday 23 March. There will be exemplar lessons, demonstrations and tours of the facilities. Visitors are welcome at McCarthy, but bookings are essential. Further information is available on our website.

Facilities

- Library Resource Centre
- Visual Arts Centre
- Performing Arts Centre
- Design and Technology Centre
- Darkroom
- Oval

- Basketball Court
- Counselling Room
- Canteen
- Wireless Site

*Additional fees for resources, subjects, excursions and sports



Est. 1890

Mercy Catholic College Chatswood

'Mercy College aims to develop women of strong faith, women of action and compassion.'

"At Mercy we recognise girls' individual talents and strive to provide positive experiences so each may realise their full potential."

Suzanne Kavanagh

A 101 Archer St, Chatswood NSW 2067
T 02 9419 2890 **F** 02 9415 2831
E mercy@dbb.catholic.edu.au
W www.mercychatswood.nsw.edu.au
Principal Suzanne Kavanagh

Gender Girls
Year Range Yr 7 - 12
Enrolment 500 students
Year 7 103 students; 4 classes
Languages Italian & French
Fees 2014* Yr 7 \$3,605 Yr 12 \$4,145
 Building Levy per family \$840
Enquiries Kirsteen Fisscher



About Us

Mercy Catholic College was established by the Sisters of Mercy in 1890, and has been on the present site since 1905. The Sisters of Mercy administered the College until 1989, and since then, it has been part of the Diocese of Broken Bay system of Catholic schools.

At Mercy we aim to develop young women who will be resilient, courteous, respectful, independent and compassionate. Within the Mercy tradition we continue to educate, empower and inspire young, independent women through Gospel values to achieve academic, social and spiritual growth.

Mercy College has a long history of academic excellence. We recognise the needs of our students are diverse and therefore, constantly aim to develop courses and apply teaching strategies that accommodate different learning styles, rates of learning and learning abilities, so that each individual experiences growth.

At Mercy we also recognise the importance of co-curricular activities and provide students with opportunities to participate in activities, such as netball, basketball, soccer, hockey, touch football, swimming, yoga, music, drama, dance, debating and public speaking.

The Honours Programme

Introduced in 2012, the programme allows students to graduate from any Year level at Mercy College with Honours. The programme has been designed to encourage students to work to their full potential and achieve academic success. To be able to graduate with Honours, students must consistently maintain high academic achievement across at least five subjects. They must also be involved in at least one co-curricular activity, e.g. school-based enrichment club, College sporting team, College Band, College Choir, College debating team etc., and be actively involved in a social justice service activity within and outside the College.

Students who meet all the criteria graduate from their Year group as an Honour Student and are presented with Honours at the Mercy College Awards Night. In 2012, 43 students registered in the programme of which 24 Mercy students graduated from their Year with Honours. Interest in the programme has grown considerably with enrolments triple that of the previous year. In 2013, 123 students registered in the programme, all aiming to achieve end of year success.

Duke of Edinburgh Award

This popular non-competitive programme enables students to participate in the attainment of a Bronze, Silver and Gold Award. The Duke of Edinburgh Award has provided Mercy students an opportunity to develop new skills, undertake voluntary community service, improve their fitness and partake in camping and hiking expeditions.

Designed to help build self-esteem, the programme has enabled our students to become more confident, interactive members of the community.

In 2012, three of our Mercy students achieved their Gold Award whilst undertaking the HSC and gaining acceptance to university. Through their involvement in the Duke of Edinburgh they gained the confidence and determination to take on new initiatives which enabled them to achieve their desired academic and extra-curricular goals.

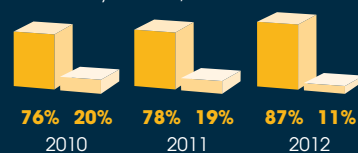
Each year approximately one third of Year 9 students undertake the Bronze Award with devoted staff helping Mercy students achieve awards across all three levels.

Recognised and highly valued by employers and community organisations, the benefits gained from attainment of a Duke of Edinburgh Award are many.



Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 40 **VET** Yes

Visit Us

Our Open Day is on Sunday 9 March, from 11:00am to 2:00pm. Our Open Morning is on Tuesday 12 August, from 9:00am to 11:00am.

Facilities

- Design & Technology Centre
- Food Technology Centre
- Religious Education Centres x 2
- Arts Centre/Visual Arts Centres x 2
- Performing Arts/Drama Centre
- Library Resource Centre
- LOTE Resource Centre
- Basketball/Netball Court

- Yr 12 Common Area
- Counselling Room
- Science Labs x 3
- Lecture Theatre
- Music Centre
- Careers Centre
- IT Labs x 3
- Theatre
- Wireless Site
- Canteen
- Chapel
- Hall

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 1966

Mount St Benedict College

'Inspiring Young Women, Transforming the Future'

"Mount St Benedict girls have opportunities to develop their gifts to allow them to be fully engaged members of their communities."

Mrs Maria Pearson

A 449C Pennant Hills Rd,
Pennant Hills NSW 2120
T 02 9980 0444 **F** 02 9484 4911
E admin@msben.nsw.edu.au
W www.msb.nsw.edu.au
S
Principal Mrs Maria Pearson

Gender Girls
Year Range Yr 7 - 12
Enrolment 950 students
Year 7 189 students; 7 classes
Languages French, German & Japanese
Fees 2014 Yr 7 \$9,485 Yr 12 \$9,925
Enquiries Mrs Narelle McClure

About Us

Mount St Benedict College was founded by the Sisters of the Good Samaritan in the Order of St Benedict in 1966. The College is one of ten owned by the Sisters in Australia.

The College is an independent Catholic girls' school located in the Catholic Diocese of Broken Bay and run under the auspices of Good Samaritan Education through its Board of Directors and the College Principal. The core values of the College are Pax, Hospitality and Stewardship, and the promotion of holistic education.

The College offers a rigorous academic program and a comprehensive curriculum, in the spirit of Benedictine and Good Samaritan tradition. The curriculum caters for a diverse range of student needs, and also allows more able students to engage in a fulfilling and rewarding course of study, while also offering support to students with special learning needs.

The co-curricular life of the College spans the academic, cultural and sporting interests of the girls, and enriches the educational experience of students by developing critical thinking and independent learning skills, which assists them in their academic studies.

Evolving Learning Spaces at MSB

In 1966, when Mount St Benedict College was first established, the prevailing model of school education was what has now become known as the 'industrial' model. It generally involved students sitting in a rectangular room, in neat rows of desks, facing the front of the classroom from where the teacher delivered knowledge.

Since the 90s, MSB has seen construction and renovation of different school buildings, resulting in generally larger, more open rooms. Flexible furniture allowed spaces to be rearranged to suit particular activities and to form different groupings. The introduction of the one to one laptop program / new layouts has enabled teachers to change how they deliver their lessons and to work collaboratively, to share skills and ideas, to learn from each other and design different activities to suit different students.

Ongoing professional learning means our teachers are abreast of changes in understanding the learning needs of our students. In this way they are preparing our students to take their place in the world as competent, confident, creative and independent learners, able to take advantage of the rapid pace of technological innovations and respond to the vast quantities of information available to them with the skills of critical thinking and analysis.

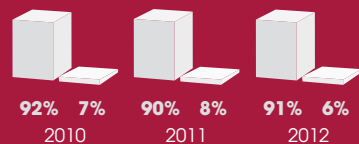
Mission and Social Justice

MSB seeks to live out its Mission in the world by accepting the responsibility to live fully the challenge of the Gospels, to love God and to love our neighbour as ourselves. The Catholic worldview calls on the community to develop young women of compassion, confidence and commitment, who can look beyond themselves to a wider community and see "their neighbour" in those who are in need of care and support. During the course of the year, the College seeks to engage our community in many and varied ways. Examples of our programs include:

- Social Justice and Outreach activity: There is a strong involvement from our students in voluntary activities and outstanding contributions have been acknowledged in Community Awards.
- Service Learning and Mentoring: Our "Big Sister" program is now operating in Years 7-9. The partnership with St Edmunds School allows us to share learning experiences for our Year 9 students.
- Immersion experiences for students: We have taken students to the Philippines, to Timor Leste, to India and to Aboriginal communities at Santa Teresa. We also have students involved in "alternate schoolies" experience run by the Good Samaritan Mission Team in Tanzania and the Philippines.
- Community Partnerships: We continue to develop partnerships with community.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 37 VET Yes

Visit Us

Our Open Day will be held on Sunday 9 March. College Tours are also available during school terms. Visit the College website for details.

Facilities

- Blue Gum High Forest
- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Information Resource Centre
- Food Technology Centre
- LOTE Resource Centre
- Performing Arts/Drama Centre
- Counselling Rooms x 2

- Weights/Circuit Room
- Multi-purpose Area
- Basketball Courts x 3
- Netball Courts x 3
- Tennis Courts x 2
- Gymnasium
- Yr 12 Common Room
- Science Labs x 7
- Media Suite (Music)

- Careers Centre
- Music Centre
- Wireless Site
- Dance Studio
- Canteen
- Chapel
- Oval
- Hall



Est. 1894

Santa Sabina College

'Discerning Scholarship'

"My role as College Principal is to lead students and staff towards an intelligent use of liberty. Encouraging our students to be risk takers, discerning, scholarly."

Dr Maree Herrett

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

Gender Co-educational K - Yr 4
 Girls Yr 5 - 12
Year Range K - Yr 12
Enrolment 1,200 students
Year 7 125 students; 6 classes
Languages French, Italian, Latin & Japanese
Fees 2014 Yr 7 \$16,740 Yr 12 \$17,760
 K - 5 \$10,860
Enquiries Helen Ayers (Registrar)

About Us

Established in 1894, Santa Sabina College is a Catholic Independent school in the Dominican tradition where students are encouraged to pursue personal excellence within a learner-centred, intellectually dynamic culture.

The College delivers a comprehensive curriculum that caters for diverse strengths and goals. Varied co-curricular activities allow students to pursue their individual interests, and include over 20 sports, music and drama ensembles, public speaking and debating, and the Duke of Edinburgh Scheme.

Immersion programs in South Africa and Central Australia encourage local understanding of global issues. Students are encouraged to be risk takers, have enquiring minds, to advocate for justice, and develop the ability to research and critique themselves.

Santa Sabina incorporates an Early Education Centre for children from 6 weeks old to pre-school, an OOSH centre for before and after-school care and vacation programs, and Tallong, an Outdoor Education and Retreat Centre set in the Southern Highlands.

International Baccalaureate Primary Years Programme

The introduction of the International Baccalaureate Primary Years Programme for 2014 is an exciting new initiative for Santa Sabina College.

IB World Schools share a common philosophy – a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

The IB PYP is a student-centred curriculum that develops intellectual, personal, emotional and social skills for students to live, learn and work in a rapidly changing world. The IB PYP is a curriculum model that has inquiry at its centre. Inquiry allows children to actively engage in their learning, and take responsibility for that learning. Inquiry allows each child's understanding to develop in a manner and a rate that is appropriate and personalised. The mandated Australian syllabus is taught through the IB PYP framework.

The IB PYP aligns with the College Mission and Vision of education for justice in a global context. Inquiry-based learning in the PYP is consistent with Santa Sabina's commitment to student-centred and discerning scholarship.

Pillars Leadership Program

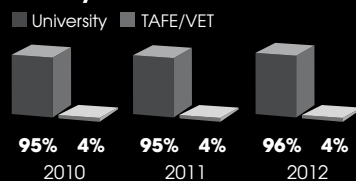
Student leadership has a very strong tradition at Santa Sabina College. Leadership development is an integral part of a Dominican education. Our Mission statement identifies that "each student is encouraged to aim for personal excellence and to develop skills of independent learning and critical thinking... promoting self-esteem, self-discipline, responsibility and leadership."

All Year 10 students are invited to undertake a Student Leadership Preparation Program called Pillars, with over 60% of students participating. This five week program is based around the four pillars of Dominican life: Learning, Service, Community and Prayer.

The Program includes interactive workshops, guest speakers, discussion groups and personal reflection time. Participants gain increased self-understanding, they grow in faith and in community with others, and a service ethic is fostered.

The Pillars Program helps students unlock their leadership potential, as well as preparing them to be confident and capable leaders who can make a positive impact on their world.

Tertiary Offers Year 12



HSC Subjects 41 VET Yes

Visit Us

Information Mornings are held each term on both the Primary and Secondary Campuses. Bookings are essential. Further information is available on the website.

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
- Cricket Nets x 4
- Tennis Courts x 4
- Climbing Wall
- Yr 12 Common Room
- Food Technology Lab
- Science Labs x 6
- Careers Centre
- Lecture Theatre
- IT Labs x 6
- Chapels x 2
- Halls x 2
- Canteen
- Darkroom
- Ovals x 2
- Pool



Est. 1998

St Andrews College

'Faith in Christ'

"The College challenges its students from the Christian perspective: to serve, 'be a person for others'; to learn, 'to soar with their strengths'; and to excel in all they do, 'doing more, going beyond'. We are proud of our students' successes. Our students are prepared to be problem finders and solutions focused and to live faith-in-action."

Mr Nicholas Vidot

A Holy Family Campus:
116 Quakers Rd, Marayong NSW 2148
A John Paul II Campus:
50 Breakfast Rd, Marayong NSW 2148
T 02 9626 1999 **F** 02 9626 0556
E standrewsmarayong@parra.catholic.edu.au
W www.standrewscmarayong.catholic.edu.au
S
Principal Mr Nicholas Vidot

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 1,025 students
Year 7 186 students; 6 classes
Languages Japanese
Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
Building levy \$669 per family
Enquiries Mrs Julie Sabine

About Us

St Andrews College is a Catholic co-educational secondary College committed to a personalised, relevant and meaningful learning experience for every student. With a strong record of academic, sporting and cultural achievement, students are presented with a range of learning options tailored to their abilities and needs. St Andrews creates dynamic learning environments to challenge and nurture students to be people of compassion, confidence, competence, creativity, conscience, and with the conviction of faith to transform our world.

St Andrews College is part of the St Andrews the Apostle Catholic Parish, Marayong and offers religious education, liturgical and spiritual opportunities and faith in action programs for students to develop an understanding and appreciation of the Catholic faith with the 'new evangelisation'. The College has a strong academic record which is the result of a comprehensive curriculum, enhanced with learning support, enrichment, extension and study support programs.

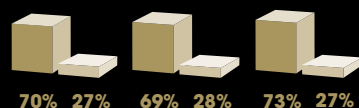
In 2013, more than 70% of the students were offered their first preference at university. Since 2005, VET students at St Andrews College continue to be recipients of Regional, State and National Vocational Education and Training Awards.

Visit Us

Our College Open Day is on Tuesday 11 March. Tours begin on the Holy Family Campus at 9:00am and 9:30am. Contact the College for booking details.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 41 VET Yes

High Achievers Program

As part of the Academic and Pastoral Care programs St Andrews College offers a mentoring program for high achieving students. This program is designed to acknowledge and support high performing students that consistently demonstrate commitment to their studies and achieve consistently high results across all their subject areas.

In 2013, staff met with the 23 students each fortnight to help them identify areas of strength and areas that could be developed to ensure that they achieved their optimum HSC results. As part of the program, staff were able to identify common areas for development and a number of workshops were held for the group in specific subject areas. Students also met with the careers adviser to discuss their goals for 2014 and the best possible path to achieving their goals.

In 2014, we are expanding our academic mentoring program in Year 12. The staff have identified students with particular needs that they believe would benefit from participating in a small group. The aim is to assist these students in targeted areas, while working with them in developing their own improvement goals.

Cultural Programs

The College continues to promote its direction of 'being people for others' through its Thai Cultural Immersion Program. Year 11 students are invited to nominate for this program to travel to Khorat in North East Thailand to teach English at Wat Dannok School. This initiative aims to offer an authentic experience in another culture without the tourist tag. Each year up to six students can experience this program.

In 2011, St Andrews College formed a sister school relationship with Isahaya Commercial High School in Nagasaki Japan, about the same time as the decision was made to have Japanese language as the main language studied at the College. St Andrews College has hosted our sister school on two occasions and in 2014 the College will take a group of about twenty students to Nagasaki. This program focuses on language, culture, history, religion and daily living in a Japanese home.

It is hoped that these cultural programs will give students of St Andrews College the opportunity to enhance their compassion for and learn from people of different cultures and to become confident young people who with the conviction of faith can transform the world they live in.

Facilities

- Religious Education Centres x 2
- Arts Centre/ Visual Arts Centres x 2
- Performing Arts/Drama Centres x 2
- Design & Technology Centres x 4
- Food Technology/Textiles Centres x 3
- Library Resource Centres x 2
- LOTE Resource Centres x 2
- Chapel: Sacred Space

- IT Labs x 5
- Music Centres x 2
- Science Labs x 4
- Wireless Site
- Yr 12 Common Room
- Counselling Rooms x 2
- Careers Centres x 2
- Canteens x 2
- Basketball Courts x 2
- Netball Courts x 4
- Tennis Courts x 3
- Cricket Nets x 2
- Ovals x 2
- Gymnasium
- Soccer Pitch
- Weights/Circuit Room
- Multi-purpose Areas x 11

*Additional fees for resources, subjects, excursions and sports



Est. 2014

St Brigid's Catholic College Lake Munmorah

'Inflaming Hearts & Minds in Christ'

"My hope is that St Brigid's is a hope-filled community of learners, where all are respected, challenged and supported to be the very best person they can be."

Mrs Julie Terry

A 48 Carfers Rd, Lake Munmorah NSW 2259

T 02 4358 4278

E stbrigids@dbb.catholic.edu.au

W lmhs.dbb.org.au

Principal Mrs Julie Terry

Gender Co-educational

Year Range Yr 7 in 2014, Yr 7 & 8 in 2015

Enrolment 70 students

Year 7 70 students; 3 classes

Languages To be introduced in 2015

Fees 2014* Yr 7 \$2,820
Building Levy per family \$840

Enquiries Mrs Rita Buchanan

About Us

In mid-2012, the Bishop of Broken Bay, Most Rev David Walker, announced the decision to realise his vision to establish an additional Diocesan Catholic College at Lake Munmorah. In late 2012, it was announced that the College would cater for students from Year 7 to 12, beginning with a Year 7 cohort in 2014.

The College is named after St Brigid (451-525), a great Irish saint who was a contemporary of St Brendan (484-577). This name provides a direct connection with the broader Lake Munmorah community it serves, and with St Brendan's Catholic Primary School. Brigid was a pioneer of Irish monasticism; an innovator who was co-leader of a mixed male and female religious community, the great monastery of Kildare, renowned for its faith and learning. Therefore, she is a great model for a Catholic co-educational College.

In December 2013, Mrs Julie Terry was announced as the Founding Principal of St Brigid's Catholic College. Together with a committed group of parents and staff, the College opened to Year 7 students and their families in 2014.

Pastoral Care and Wellbeing

The best pastoral care of students ensures that school is a safe and supportive environment for learning, where each child can be free to explore their gifts and talents, and be successful in the learning process. St Brigid's will be established as a MindMatters school where the mental health and wellbeing of all members of the community is paramount.

To empower students to be active participants in their own learning journey and growth as contributing citizens, each staff member will have the role of Mentor Coach to monitor the holistic education of a small group of students. This will occur through one-to-one Coaching Conversations where students will have the opportunity to lead a discussion around their achievements and challenges, set learning goals for themselves and be supported to achieve them.

The student will co-construct with their mentor coach a communication to

their parents/carers outlining their own hopes and goals for their personal holistic learning.

Exemplary Education in a Contemporary Learning Environment

The physical environment of the College will support the collaborative nature of teaching and learning as a model of exemplary practice. Specialist spaces for practical lessons, explicit teaching and lecture style delivery will be enhanced by a 'Learning Piazza', an open learning space, furnished to provide flexible functionality for different modes of learning. Specialist spaces will open onto this central learning area.

Diversity of learning experiences are essential for the achievement of best learning outcomes for students. Collaborative learning, as well as time for independent research and reflection, have been enabled through the considered use of space and furnishings.

The incorporation of Information and Communication Technology into teaching and learning is essential, and engaging students with technology in a one-to-one laptop program has been established. ICT will not only be used as a resource for students to discover, but also as a means to communicate their learning in a meaningful and significant manner.

Tertiary Offers Year 12

■ University ■ TAFE/VET

First Year 7 cohort
will complete their HSC in 2019

NA	NA	NA
2010	2011	2012

HSC Subjects NA VET NA

Visit Us

Please contact
the College or refer
to our website for
further details.



Est. 1979

St Columba's Catholic College

'Act Justly'

"Our vision is for all members of our school community to engage fully in learning and achieve beyond their expectations."

Mr Paul Ryan

A 168 Hawkesbury Rd, Springwood NSW 2777

T 02 4754 1022 **F** 02 4754 3558

E stcolumbas@parra.catholic.edu.au

W www.stcolumbasspringwood.catholic.edu.au

S

Principal Mr Paul Ryan

Gender Co-educational

Year Range Yr 7 - 12

Enrolment 1,050 students

Year 7 210 students; 12 classes

Languages Japanese

Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
Building levy \$669 per family

Enquiries Mrs Lisa Jordan



About Us

Located on 600 hectares in bushland surroundings at the base of the Blue Mountains, St Columba's Catholic College has a rich Catholic history. While first operating as a seminary for young priests in 1909, it was not until 1979 that the Catholic secondary college as we know today was established. St Columba's Catholic College is a co-educational school and is founded on the philosophy of equity and excellence with an emphasis on Catholic principles and Christian values.

Our school has a strong academic tradition as well as a rich co-curricular program, including school band and choir, dramatic performances, sport, public speaking, debating and the Duke of Edinburgh scheme. We have a strong social justice focus where students are encouraged to work for those less fortunate in the community.

We offer opportunities for all gifts and talents to be developed with our learning programs seeking to develop the individual's capacities and capabilities.

St Columba's meets the learning needs of all students with the provision of learning support where needed.

1:1 iPad Program

At St Columba's we aim to create a learning environment tailored to the needs, interests and aptitudes of each student. We believe that technology supports this educational approach and creates a more personalised learning experience for every child. Our iPad Program is just one example of how technology is used in the classroom with students in Years 7 to 10 given a real opportunity to make a positive impact on young people's learning and their futures.

Many learning experiences within the St Columba's teaching programs have been adapted to leverage the use of these powerful learning tools.

Students are able to use the iPad to collaborate with each other, to display work, to research, to make films and other presentations and to record learning in the classroom. The use of online sharing tools means that students, through the iPad, can have access to learning easily when not at school. With the iPad, learning is not defined by space, location or time.

Japanese Exchange Program

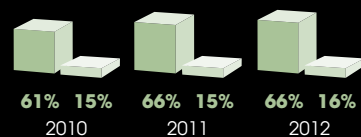
This year St Columba's will celebrate 25 years of our highly successful Student Exchange Program with our sister school, Hokusetsu Senior High in Sanda, Japan. The principle purpose of our Student Exchange Program is to provide students with an opportunity to develop their Japanese language skills and understanding of Japanese culture through both a six month exchange and a two-week Japanese Immersion Program.

We ensure an equal number of students from St Columba's Catholic College experience exchange in Japan. Japanese language studies are offered as a compulsory and elective subject. We have found this immersion in the Japanese culture assists the learning experience and academic achievement of our students.

In addition to the exchange program, the school has enjoyed success in the Australia-Japanese Relations Essay writing competition. The school holds immersion experiences for students in which they learn to write in Japanese script, make Japanese food and play Japanese games. Students are given the opportunity to undertake short-term visits to Japan. Some students receive scholarships to study in Japan following the Higher School Certificate.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 38 VET Yes

Visit Us

We hold a Year 7 Enrolment Information Evening annually in March. Please contact the College for details.

Facilities

- Library Resource Centre
- Performing Arts Space
- Science Labs x 6
- Industrial Kitchen
- Food Technology Centre
- Design and Technology Facilities
- Visual Arts Facilities

- Self-service Cafeteria
- Chapel
- Sporting Facilities
- Ovals x 3
- Wireless Site

*Additional fees for resources, subjects, excursions and sports



Est. 1910

St Joseph's Catholic College East Gosford

'Empowering young women to make a difference in the spirit of Mary MacKillop.'

"St Joseph's Catholic College educates young women in the Josephite tradition empowering them to act justly and to lead lives as disciples of Jesus."

Mr Anthony McCudden

A Russell Drysdale St, East Gosford NSW 2250
T 02 4324 4022 **F** 02 4323 3512
E sjcc@dbb.catholic.edu.au
W www.sjcc.nsw.edu.au
Principal Mr Anthony McCudden

Gender Girls
Year Range Yr 7 - 12
Enrolment 800 students
Year 7 150 students; 6 classes
Languages French & Japanese
Fees 2014* Yr 7 \$3,385 Yr 12 \$3,405
 Building Levy per family \$840
Enquiries Mrs Bernadette Lee



About Us

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world. Our students

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

The College seeks to provide a safe and caring environment for all its members. It is within this supportive environment that each student is called to live out the College values of Compassion, Hope, Justice and Respect. This pastoral care approach is a key part of the College's planning for students' wellbeing, effective learning and to develop contemporary MacKillop women empowered to lead within the wider community.

Students in each year begin the day in their House based pastoral group under the leadership of their Pastoral teacher who manages attendance, daily organisational issues and facilitates the formal pastoral program. Pastoral Leaders provide a point of contact for teachers and for parents.

Connected Learning

In 2013, St Joseph's Catholic College implemented a new learning initiative for Year 7 titled Connected Learning. This cross-curricular learning experience focuses on equipping students with the 21st century learning skills – communication, collaboration, problem solving, critical and creative thinking – that are required for them to realise their potential in contemporary society. Connected Learning utilises a mix of project and problem-based learning which challenges students to construct and deliver solutions to relevant issues.

The integration of technology into the delivery of Connected Learning, through our 1:1 laptop program, provides students with opportunities to develop the digital skills required in today's workplaces.

This program also offers opportunities for parents to gain an insight into the learning of their daughters at evening presentations of final products by the students.

Connected Learning challenges students to achieve syllabus outcomes and practical 21st century skills through this unique self-directed learning experience.

Leadership and Social Justice

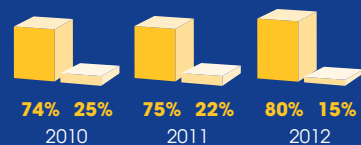
Students are provided with a range of leadership opportunities. For example, Year 7 students support the College community by managing the staff room recycling program; Year 8 students volunteer to serve afternoon tea to the elderly every month; Year 9 students take on leadership responsibility as volunteers in the Canteen, Library and managing the top office at lunch; and Year 10 students serve as Peer Mentor leaders, coordinate volunteer donors for the Red Cross Blood Bank and volunteer to prepare and serve lunch to the disadvantaged.

Students in Year 11 take on a leadership role in their House and as Peer Mediators and Peer Tutors. Students in Year 12 lead the College and the 6 Houses to organise carnivals and organise various social justice and fund raising initiatives throughout the year.

St Joseph's also offers Year 10 students the opportunity to study "Principles of Youth Ministry" as a part of the CSYMA Program. Our students engage in Social Justice and ministry such as volunteering at St. Vincent De Paul Breakfasts at Woy Woy and with the Vinnie's Night Patrol Van in Sydney, travelling to Mumbai in India to volunteer at orphanages, and going to the Warmun Indigenous community in the East Kimberley.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 30 VET Yes

Visit Us

Our Open Day is on Tuesday 11 March. Further information is available on our College website.

Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Food Technology Centre
- Performing Arts/Drama Rooms x 2
- Trade & Industry Centre
- Library Resource Centres x 2
- Basketball Court
- Counselling Room
- Science Labs x 5
- Wireless Site
- Darkroom
- IT Labs x 2
- Multi Media Suite
- Music Rooms x 2
- Canteen
- Careers Centre
- Chapel

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 1956

St Leo's Catholic College Wahroonga

'St Leo's students go into the world as confident, competent, Catholic young men and women of conscience.'

"An education at St Leo's will inform, challenge, encourage and engage each student and promote the Catholic values of integrity, hope, dignity, respect and justice in every aspect of school life."

Mr Anthony Gleeson

A 16 Woolcott Ave, Wahroonga NSW 2076

T 02 9487 3555 **F** 02 9487 2637

E stleos@dbb.catholic.edu.au

W www.stleos.nsw.edu.au

Principal Mr Anthony Gleeson

Gender Co-educational

Year Range Yr 7 - 12

Enrolment 950 students

Year 7 174 students; 6 classes

Languages French & German

Fees 2014* Yr 7 \$3,618 Yr 12 \$3,789
Building Levy per family \$840

Enquiries Denise Hughes



About Us

St Leo's Catholic College was established by the Christian Brothers as a school for boys in 1956. In the early 1980s, the College became co-educational and part of the Catholic school system of the Diocese of Broken Bay. The school continues in the Edmund Rice charism of pastoral leadership, developing strong community relationships and building a Catholic faith community in today's challenging world. All learning, co-curricular and other programs are conducted within the framework of the College values of integrity, hope, dignity, respect and justice.

A strong emphasis on knowing each student ensures that learning outcomes are maximised and students have the necessary foundations for their pathway of choice once they leave the College. Rich co-curricula offerings in music, drama, debating, public speaking, social justice activities, the Duke of Edinburgh scheme and a range of sports enable development of the whole student.

St Leo's has a dynamic internal sports program for all students in Years 7 to 10. Students from Years 7 to 12 have the opportunity to join representative sports teams that enter external competitions some of which then compete on a State and National level.

Pastoral Care and Tutor Program

Pastoral Care at St Leo's aims to foster student wellbeing in a safe and supportive environment. Each member of the community is respected for who they are and valued for their individual gifts and talents. Students are empowered to take responsibility for their decisions and develop self-discipline. Pastoral activities in the Tutor Program, which is delivered weekly, focus on the three main areas of Faith Development, Academic Resilience and Social Resilience.

A sequential Learning in the Outdoors camp program has been refined for Years 7 to 10 to support the students in solving problems, acting decisively, demonstrating resilience and learning to adapt to changing situations.

The students at St Leo's are nurtured by an extensive support network so they can gain a strong sense of identity and connectedness to their College. During 2011, St Leo's implemented a community literacy tutoring program to provide targeted individual attention to students in Years 7 and 8 who need a little extra help in developing strong literacy foundations, so that they can achieve their full potential. The program seeks to bridge any

gaps that exist in students' basic reading and writing skills, since these skills underpin success in most subjects within the senior school. In 2012 and 2013 this program has been extended to include numeracy.

Student iPad Program

St Leo's has been at the forefront of introducing technology into the curriculum since the early 2000s. It is our belief that in our teaching and learning, we need to exploit appropriate emerging technology solutions that will be part of students' world as they grow, so that they are critical, thoughtful and adept users of technology. We believe that the use of technology as a tool, in the context of a rich learning environment, can enhance their developing organisational, literacy, numeracy, research and thinking skills.

The College is well resourced with a wireless system and laptop access for all students. In 2013, a parent-funded student iPad program was fully introduced for Year 7 students. Through the Technology and Applied Sciences course, students develop competence in the functionality of their iPads, and this developing competence is augmented across all subjects using particular applications. A significant positive impact of the iPad program is that students no longer lug heavy textbooks in their bags – most required texts are downloaded in e-format, bringing students squarely into the contemporary world!

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 33 VET Yes

Visit Us

Our Open Day is on Friday 7 March. An information session for prospective parents will be held at 7:00pm on Tuesday 11 March.

Facilities

- Arts Centre/Visual Arts Centre
- Design & Technology Centres
- Performing Arts / Drama Centres
- Library Resource Centres
- Food Technology Centre
- Anzac Memorial Garden
- Music Tuition & Youth Ministry Area
- Netball Courts (Outdoor & Indoor)

- Basketball Courts (Indoor)
- Multi-purpose Area
- Handball Courts
- Tennis Courts
- Soccer (Indoor)
- Gymnasium
- Counselling Room
- Metal Workshop
- Music Centre
- Science Labs
- Textile Room
- Careers Centre
- Graphics Room
- IT Labs
- Chapel
- Oval
- Halls
- Canteen

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 1929

St Paul's Catholic College Manly

'Prima Primum, First Things First'

"At St Paul's our aim is to further improve and strengthen our results, our culture and the physical resources of the College: continually building a better school."

Mr Mark Baker

A Darley Rd, Manly NSW 2095
T 02 9977 5111 **F** 02 9977 0959
E stpauls@dbb.catholic.edu.au
W www.stpaulsmanly.nsw.edu.au
Principal Mr Mark Baker

Gender Boys
Year Range Yr 7 - 12
Enrolment 650 students
Year 7 130 students; 5 classes
Languages Japanese
Fees 2014* Yr 7 \$3,670 Yr 12 \$4,170
 Building Levy per family \$840
Enquiries Mrs Louise Raffo



About Us

Formally known as Christian Brothers College Manly, the school opened on 29 January, 1929. It was then relocated to its current site within the St Patrick's Estate in 1965, with outstanding views over Sydney harbour. The Christian Brothers subsequently withdrew and the first lay Principal was appointed in 1982.

Major extensions were undertaken in the late 1970s. The College has recently completed further renovations, with a new school hall, music, art and food technology areas due for completion by the end of 2014.

St Paul's Catholic College provides a comprehensive education for boys in a Catholic context, offering a wide range of subjects. We constantly strive to achieve excellence by raising the quality of learning experiences and achievement for each student; this has resulted in year-on-year improvements in HSC results over the past five years.

The College has a strong commitment to providing a contemporary education underpinned by pastoral care, strong sport representation, a growing social justice program and involvement with the local community.

PRIMA PRIMUM: *First things first.* Our motto challenges all members of the St Paul's community to properly arrange life's priorities.



Academic Teaching Program

At St Paul's we pride ourselves on encouraging our teaching staff to engage in professional development and relevant learning activities, courses and programs with an aim to further develop the teaching and learning in the classroom.

St Paul's has been recognised as a Centre for Excellence for initiating an 'evidence-based' approach to improving quality teaching. This has developed a culture of teacher collaboration, focusing on the quality of classroom teaching. Our aim is to raise the quality and consistency of teaching practice, including setting high expectations of student learning, focusing on explicit quality criteria of success and higher order thinking.

Further professional development of our KLA Leaders and Year Coordinators in the *Leading Learning* program has strengthened our professional leaders' capacity to support our school improvement priorities of improving literacy and numeracy skills across all Key Learning Areas. Additionally, our goal to embed differentiated learning experiences into the curriculum to cater for the diverse needs of individual students is an ongoing focus for the coming year.

Social Justice Initiatives

Social Justice is the cornerstone of all we do at St Paul's. Our Social Justice Program focuses on being challenged by local and global social justice issues, incorporating Catholic social teaching. We take our inspiration from Blessed Edmund Rice, adopting the motto 'bread, love and learning' for all.

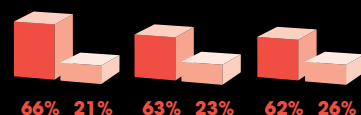
Our extensive program includes a fortnightly meeting, empowering students into leadership, outreach, service and mission trip opportunities. We aim to respond to the present need in our community and support numerous groups, primarily Caritas and St Vincent de Paul.

We hold regular St Vincent de Paul conferences and hold an annual Vinnies Winter Sleepout, coupled with a warm clothing collection, as well as a street retreat. For the annual Vinnies Christmas Hampers, each pastoral care class is given the profile of a local family for whom to create a generous Christmas Hamper, and our social justice team personally delivers these hampers to families.

We offer an annual outback pilgrimage into remote Aboriginal communities, and a Biennial Social Justice Immersion Tour to Cambodia. Our Social Justice Program aims to inspire our young men *not to have more but to be more.*

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 33 VET Yes

Visit Us

Our Open Evening is on Thursday 6 March. We also conduct regular College tours; please email or contact the College Office.

Facilities

- Design & Technology Workshops x 2
- Edmund Rice Cottage (spirituality centre)
- Renovated Classrooms with Smartboard x 20
- Renovated Visual Arts Room
- Basketball/Tennis Courts x 2
- Library Resource Centre
- Food Technology Centre
- Music Centres x 2

- Weights/Circuit Room
- Cricket Nets x 2
- Soccer Pitch
- Science Labs x 3
- Counselling Room
- Careers Centre
- Theatre
- Wireless Site
- IT Labs x 6
- Canteen
- Oval

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Est. 2000

St Peter's Catholic College Tuggerah Lakes

'Live the Faith'

"At St Peter's we believe that education can be successfully built on a foundation of our core values of Courage, Commitment and Compassion."

Mrs Michelle Peters

A 84 Gavenlock Rd, Tuggerah NSW 2259
T 02 4351 2344 **F** 02 4351 2965
E stpeters@dbb.catholic.edu.au
W www.stpetersdbb.catholic.edu.au
Principal Mrs Michelle Peters

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 1,100 students
Year 7 200 students; 7 classes
Languages French, Japanese & German
Fees 2014* Yr 7 \$3,159 Yr 12 \$3,570
 Building Levy per family \$840
Enquiries Enrolment Secretary



About Us

St Peter's Catholic College is a co-educational secondary school with 1,100 students. St Peter's was founded in 2000 following the amalgamation of Corpus Christi College and Mater Dei College. The College is located close to Tuggerah railway station, and our large campus is beautifully situated in a natural setting of 16 hectares of native gums, natural wetlands and vast open spaces.

St Peter's provides an atmosphere that encourages, inspires and motivates each student to fully explore and develop his or her own skills and talents. Our highly professional staff share a common vision for student needs. The extensive curriculum provides an educational experience that is both stimulating and enjoyable and a full integration of the spiritual, academic, cultural, social and physical aspect of each individual. Drawing on the strengths of the Catholic tradition, all members of our community are called to live the College motto 'Live the Faith'.

There is a significant focus on co-curricular activities within St Peter's, and we are proud to celebrate the talents and considerable successes of our students.



St Peter's achieve first place in General Mathematics

St Peter's proudly celebrated an outstanding academic achievement when Samantha Opperman gained first place in the State in General Mathematics for the Higher School Certificate (2012).

Samantha's achievement was the result of consistent commitment and dedication to her studies throughout her secondary schooling at St Peter's. Samantha said that she felt quite confident after completing her Higher School Certificate General Mathematics examination, as it was easier than the trial. Her results in all her other subjects: Advanced English, Modern History, Studies of Religion, Visual Arts and History Extension, were also outstanding.

Samantha applied for entry into Law and International Studies at Macquarie University. Her ATAR (Australian Tertiary Admission Rank) of 97.5 not only enabled her to follow her chosen career path, but also resulted in Samantha receiving the award for Dux of the College.

St Peter's actively develop students with strong academic capabilities by offering the opportunity to excel with extension subjects in senior years.

St Peter's Dance Troupe

In just the first half of 2013, the St Peter's Dance program achieved excellent results competing and winning at three events across the State. The Dance program involves 43 students including eight boys, and is choreographed by dance teacher, Larissa Caruana.

Months of preparation and rehearsal resulted in a successful night at the Central Coast Performing Arts Challenge (Open Secondary Schools section) with 1st, 2nd and 3rd places. First place was awarded to the Contemporary group for a "very captivating and emotional" piece.

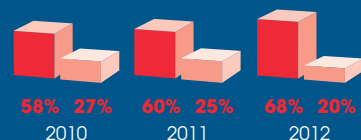
The St Peter's Dance Group also competed successfully at the Dance Life Unite Eisteddfod at the University of New South Wales (High School section), gaining 1st, 2nd and 4th places.

The Northern Beaches Eisteddfod saw St Peter's gaining two Highly Commended awards in Jazz and 1st place in the Contemporary section.

St Peter's provides a strong focus on developing the talents of students in all areas of Performing Arts with many of our students excelling in music, drama and entertainment.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 50 VET Yes

Visit Us

An information evening for new students enrolling into Year 7, 2015 is on Monday 17 March. The information session is followed by a tour of the St Peter's facilities.

Facilities

- Performing Arts/Drama Centres x 2
- Arts Centre/Visual Arts Centre
- Design & Technology Centre
- Food Technology Centre
- Library Resource Centre
- Religious Education Centre
- Trade & Industry Centres x 2

- LOTE Resource Centre
- Student Parking
- Multi-media room
- Uniform & Stationery Shop
- Yr 12 Common Room
- Multi-purpose Areas x 2
- Basketball Courts x 5
- Netball Courts x 2

- Science Labs x 7
- Counselling Room
- Careers Centre
- Cricket Nets
- Tennis Court
- Soccer Pitch
- Music Centre
- Wireless Site

- College bus
- Canteen
- Chapel
- Darkroom
- Wetlands
- IT Labs x 8
- Oval
- Hall

*Additional fees for camps, retreats, extra-curricular activities & some senior electives



Terra Sancta College

'Learning Makes The Difference'

"Terra Sancta College aims to provide an education which promotes the development of the whole person intellectually, emotionally, socially, physically, spiritually, and to their own personal best."

Mr Jim Fanning and Mr Phillip Smith

A Schofields Campus:
85 Hambledon Rd, Schofields NSW 2762
A Quakers Hill / Nirimba Campus:
Nirimba Education Precinct Eastern Rd,
Quakers Hill NSW 2763
T 02 9208 7200 **F** 02 9208 7230
E terrasanta@parra.catholic.edu.au
W www.terrasantasqh.catholic.edu.au
Principals Mr Jim Fanning and Mr Phillip Smith

Gender Co-educational
Year Range Yr 7 - 12
Enrolment 1,040 students
Year 7 215 students; 8 classes
Languages Italian
Fees 2014* Yr 7 \$1,785 Yr 12 \$2,532
Building levy \$669 per family
Enquiries Ms Fay Lovett



About Us

Terra Sancta College is a progressive co-educational Catholic school that was established in 1996. It is located across two campuses in greater western Sydney, Schofields (Years 7-10) and Quakers Hill/Nirimba (Years 11-12). The College has a strong tradition of academic and sporting excellence as well as a commitment to social justice initiatives. It offers a very broad education that reflects the academic, social, physical and spiritual needs and interests of students.

Our learning and teaching programs place particular emphasis on the development and enhancement of literacy and numeracy skills across all key learning areas. At the heart of our teaching and education is Information and Communications Technology (ICT) that is integrated into the curriculum of Years 7-12 providing innovation, learning and teaching, relevant to students of today.

The College embraces a student-centred learning culture where staff and students strive for excellence in all aspects of quality teaching and learning. The values of respect, inclusiveness, personal responsibility and social justice are integral to the life of the College. Terra Sancta College values its past as it anticipates its future and is open to new ideas, forward thinking and promotes active partnerships with its parishes, parents, caregivers, students and the wider community.

No student will be refused enrolment because of financial hardship and genuine inability to pay school fees. Whilst preference is given to Catholic families in local parishes, we welcome enrolments from non-Catholic families who must be willing to participate in the religious life of the College.



Year 7 Core Learning and Teaching Program

The Transition between Year 6 and Year 7 can sometimes be a difficult time for new students entering high school, the change from a single classroom in primary to numerous classroom and teachers in high school can be a daunting experience for some. The Year 7 Core Learning and Teaching Program was developed and implemented by Terra Sancta College to assist with the transition from Year 6 to Year 7 to ensure students feel secure in the safety of their own classroom.

This program allows students to develop a strong educational relationship with their two core teachers for English, History and Religion and another for Math, Science and Personal Development, Health & Physical Education. Students are still subject to

the rigor of high school within the structure through challenging curriculum and innovative strategies. This program has supported a rise in the literacy results of Year 7 students.

Yr 11-12 University/TAFE Opportunities

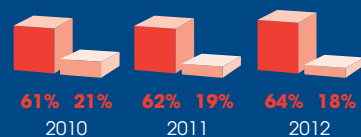
The senior campus at Quakers Hill forms part of the Nirimba Education Precinct – an exciting and innovative educational concept incorporating the University of Western Sydney and TAFE. Students have the option whilst completing their HSC to undertake additional studies at Western Institute of TAFE or the University of Western Sydney College, which is located on the site.

Terra Sancta also offers opportunities for students to enrol in the Step Up Into Teaching program from the Australian Catholic University. These programs provide opportunities of early enrolment, credit toward degrees and the possibility of scholarships into a tertiary education.

Facilities at our campus are state-of-the-art and include a performance centre, gymnasium, well-resourced library, sporting facilities and classrooms that are equipped with the latest technology. Terra Sancta College broad based curriculum is able to meet the varied needs of those students seeking tertiary, vocational training or work placement after completing their HSC.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 43 **VET** Yes

Visit Us

Schofields Campus Open Day for Year 7 and 11 is on Monday 10 March, 4:00pm to 8:00pm. This includes Year 11 Subject Selection displays. Quakers Hill / Nirimba Campus Tours by appointment.

Facilities

- Science Labs
- Design and Technology
- Music Centre
- Art Studios
- Food Technology
- Prayer Room
- Performance Workshops x 2
- Library Resource Centres x 2
- Wireless Sites
- Sporting Fields
- Basketball Courts
- Netball Courts
- Assembly Hall
- Recording Studio
- Commercial Kitchen
- Gymnasium

*Additional fees for resources, subjects, excursions and sports



Est. 1903

Waverley College

'Liberating the Potential in Every Learner'

"At Waverley College we take pride in our authentic Catholic faith, our focus on liberating the potential in every student and our innovative approach to boys' education."

Mr Ray Paxton

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

Gender Boys
Year Range Yr 5 - 12
Enrolment 1,300 students
Year 7 200 students; 8 classes
Languages German & French
Fees 2014 Yr 7 \$10,248 Yr 12 \$11,688
Enquiries Ms Terese Kieft



About Us

Founded in 1903, Waverley is a non-selective day school for boys from Years 5 to 12 in Sydney's eastern suburbs, just minutes from the major transport hub of Bondi Junction. With a senior campus for Years 7 to 12 and a junior, preparatory school for Years 5 and 6, the College has over 1,300 students.

Our innovative Blended Learning Program equips every student with their own laptop. With a focus on fostering critical thinking and collaborative learning, the program achieves strong student engagement, as well as preparation for life and work in the 21st century.

Our creative arts program includes a wealth of extra-curricular activities, such as the school musical, drama performances, instrumental and vocal ensembles, art show and media club. The College is a member of the CAS group of independent schools, providing students with the highest standard of secondary school competition for sports, leadership development and co-curricular activities such as debating. The Waverley College Cadet Unit provides opportunities for personal development and leadership from Year 8 onwards through outdoor education.

The College also offers a renowned social justice program that engages students throughout their school life in the Edmund Rice tradition of compassion and advocacy for the marginalised.



Learning Innovation

As a response to the demands of education in Australia in the 21st century, the Waverley College 'Liberate' Program encourages an innovative approach to teaching and learning. With the appointment of a Director of Learning Innovation, the College is transforming teaching across all learning areas to develop an increasingly creative and student-centered learning environment.

The rollout of laptops for all students has provided the school with access to interactive online resources, transforming classrooms into impressively focused and collaborative environments where students now have the ability to take ownership of the way they learn. A primary focus of the approach is to establish new ways to engage students with their learning.

The new program was recently marked by a 'Celebration of Innovation' that acknowledged creativity and an ability to 'think outside the box'. The event recognised students who had achieved in areas such as robotics, movie production, drama, creative writing, industrial design, architecture, public speaking and entrepreneurship.

Critical Thinking

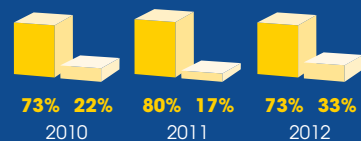
The College offers learning enrichment classes for every student in Years 7 and 8 via its Critical Thinking Program. This program works to develop higher order thinking skills at the beginning of the high school journey and is taught by key members of the Executive and Academic Enrichment staff.

This is followed by an Applied Philosophy elective option for higher ability students in Years 9 and 10, including a lecture program, 'Visions of Leadership'. The course introduces students to concepts outside the normal classroom experience, encompassing visits from prominent Australians to speak about their approach to leadership.

Speakers have included Her Excellency Prof Marie Bashir AC, Governor of NSW; The Hon. Malcolm Turnbull MP; neurosurgeon, Dr Charles Teo AM; 'Children's Champion' Magistrate Barbara Holborow; peace activist, Dr Stella Cornelius AO OBE; Journalists Kerry O'Brien and David Marr; television producer and presenter, Andrew Denton; Congregational Leader of the Sisters of St Joseph, Sr Anne Derwin sj; and advertising executive, Todd Sampson.

Tertiary Offers Year 12

■ University ■ TAFE/VET



HSC Subjects 42 **VVET** Yes

Visit Us

Our Open Day is on Tuesday 4 March. College Tours are held every school term. Bookings are essential. Tour dates and further information are available on our website in 'News and Events'.

Facilities

- Performing Arts/Drama Centre
- Food Technology Facility
- Visual Arts Centre
- Library Resource Centres x 2
- Trade & Industry Facilities
- LOTE Resource Centres x 2
- Wireless Sites x 2
- Counselling Room

- Language Centre
- Basketball Courts x 5
- Soccer Pitches x 2
- Weights/Circuit Room
- Cricket Nets x 8
- Pool & Diving Pool
- Tennis Courts x 4
- Gymnasium
- Recording Studio
- Music Centre
- Science Labs x 8
- Canteens x 2
- Careers Centre
- IT Labs x 6
- Theatre
- Halls x 2
- Chapel
- Oval

A Flower in the Favelas

Jesus said, "I have come so that they may have life and have it to the full".

John 10:10

Each year for Project Compassion, Caritas Australia asks supporters to help raise money and awareness to offer hope to the millions of families living in poverty. Last year, Pope Francis said, "Each day, we all face the choice to be Good Samaritans or to be indifferent travellers passing by."

Thanks to you, in 2013, over \$11 million was raised for vulnerable women, men and children in over 35 countries worldwide.

In 2013, our feature story was Ditosa, who studies and learns at the Caritas Australia supported Matuba Children's Centre in Mozambique. We also shared stories from children and young people in other parts of the world. Their stories humble and inspire us, and show how your contributions to Project Compassion help people build better lives.

"Children are our future. They will be our young leaders; they will be the ones who shape what community life and its benefit will be," said Helen Forde, Community Engagement Manager.

"Thank you to everyone who supported Project Compassion. As always, Caritas Australia is humbled by your generosity throughout the sacred Lenten period."

Project Compassion 2014

This year's theme, "Have life and have it to the full" is a quote from the New Testament. This idea was reaffirmed in 2013 when Pope Francis said, "Men and women of all times and all places desire a full and beautiful life ... a life that is not threatened by death but that can mature and grow to its fullness."

Isn't this what we all desire? This year's Project Compassion stories are about our desires for a full and beautiful life within the surroundings of home.

Maristely's Story

In 2014, our feature story is Maristely, 18, from São Paulo in Brazil. Maristely lives in a *favela* (slum) with her family and is taking part in a program with Caritas Australia's partner, Movement for the Defence of Favela Residents (MDF), to improve life and living conditions within her community.

Like Maristely, one in every seven people in the city of São Paulo lives in a favela.

Dark and cramped, favelas are filled with irregular, self-constructed houses and often built on land that no one wants to live on due to threats of floods, landslides, or their

"The role of MDF is to work with families so they are aware that they can advocate for improvements where they live," said Maristely.

Through MDF, Maristely's family, along with thousands of others, now has access to clean water, electricity and connected sewerage, leading to a reduction in respiratory and skin diseases, and better overall health. Her family also has a certificate of home ownership, which provides greater security for the household. Thanks to this legal protection, they can no longer be evicted.

"Maristely is a flower who has bloomed in the middle of the favelas."

proximity to roads and train lines. Plus, with dense populations, limited space, a lack of available jobs, constant threat of eviction and widespread poverty, favela life is difficult.

When Maristely was growing up her family's house, like many others, was made of cardboard and had no electricity, water or connected sewerage. Now, MDF is changing lives across 40 favelas in São Paulo.

Across the favelas, up to 70 percent of families experience violence in the home, as well as youth and gang violence, and drug use among community members; MDF is working to decrease these levels.

"In this community there was a lot of violence, especially against women and young people," said Maristely. "When I was younger we could hardly leave the house. There were a lot of young people using drugs. We had to stop playing on the streets



Maristely is helping to promote peace so young people can attain education and employment; rather than joining local gangs. Photo: Erin Johnson

because there were police cars driving very fast. We were very scared."

Maristely, now a young leader with MDF's Youth Empowerment Program, is helping to promote peace, improve access to basic facilities and increase citizens' awareness of their rights and dignity.

"Maristely is a flower who has bloomed in the middle of the favelas," said Getúlio, MDF Youth Empowerment Program Coordinator.

Your donation to Project Compassion is helping Caritas Australia end poverty, promote justice and uphold dignity.

www.caritas.org.au/projectcompassion



PROJECT
COMPASSION

2014

PLEASE SUPPORT PROJECT COMPASSION

Your donations are helping to make
the world a better place.

www.caritas.org.au/projectcompassion
1800 024 413 | GPO Box 9830 in your capital city

**HAVE LIFE AND
HAVE IT TO THE FULL**

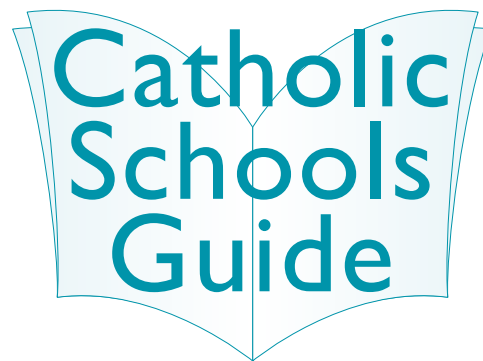
JOHN 10:10



Caritas
AUSTRALIA

50
YEARS
1964 - 2014

All donations \$2 and over are tax deductible. | Photo credit: Erin Johnson



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