



CATHOLIC SCHOOLS GUIDE

The 2014 Guide to Catholic Secondary Colleges, South Australia



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GUIDE



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Catholic Schools Guide

The 2014 Guide to Catholic Secondary Colleges, South Australia 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; while Professor Claire Wyatt-Smith, from Australian Catholic University, reflects on how we assess quality education. I am grateful for their expertise and words. 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 simply 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 8, you will find a handy directory, which has a full list of every Catholic Secondary College in South Australia. 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*.

To contact Jennifer email
jenny@learningagency.com.au



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 childrens' 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 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.

DIRECTORY LISTING

A list of Catholic Secondary Colleges
in South Australia.
See pin on map for location.

● Advertised Colleges
● Non Advertised Colleges

1 Blackfriars Priory School

Gender Boys
Year ELC-12
Address 17 Prospect Road, Prospect SA 5082
Telephone 08 8169 3900
Email admin@bps.sa.edu.au
Web www.bps.sa.edu.au

2 Cabra Dominican College

Gender Co-educational
Year 6-13
Address 225 Cross Road, Cumberland Park SA 5041
Telephone 08 8179 2400
Email cabra@cabra.catholic.edu.au
Web www.cabra.catholic.edu.au

3 Cardijn College

Gender Co-educational
Year 8-12
Address Honeypot Road, Noarlunga Downs SA 5168
Telephone 08 8392 9500
Email admin@cardijn.catholic.edu.au
Web www.cardijn.catholic.edu.au

4 Caritas College

Gender Co-educational
Year R-12
Address Woodforde Street, Port Augusta SA 5700
Telephone 08 8648 9700
Email info@cc.catholic.edu.au
Web www.cc.catholic.edu.au

5 Christian Brothers College

Gender Boys
Year R-12
Address 214 Wakefield Street, Adelaide SA 5000
Telephone 08 8400 4200
Email enquiries@cbc.sa.edu.au
Web www.cbc.sa.edu.au

6 Gleeson College

Gender Co-educational
Year 8-12
Address 40-60 Surrey Farm Drive, Golden Grove SA 5125
Telephone 08 8282 6600
Email info@gleeson.catholic.edu.au
Web www.gleeson.sa.edu.au

7 Kildare College

Gender Girls
Year 8-12
Address 96 Valiant Road, Holden Hill SA 5088
Telephone 08 8369 9999
Email info@kildare.catholic.edu.au
Web www.kildare.catholic.edu.au

8 Loreto College

Gender Girls
Year R-12
Address 316 Portrush Road, Marryatville SA 5068
Telephone 08 8334 4200
Email principal@loreto.sa.edu.au
Web www.loreto.sa.edu.au

9 Marcellin Technical College

Gender Co-educational
Year 11-12
Address Cnr Mander & Beach Roads, Christie Downs SA 5164
Telephone 08 8186 9700
Email enquiries@mtc.sa.edu.au
Web www.mtc.sa.edu.au

10 Mary MacKillop College

Gender Girls
Year 8-12
Address 10-14 High Street, Kensington SA 5068
Telephone 08 8333 6300
Email admin@marymackillop.sa.edu.au
Web www.marymackillop.sa.edu.au

11 Marymount College

Gender Girls
Year 6-9
Address 8 Colton Avenue, Hove SA 5048
Telephone 08 8298 2388
Email info@mc.catholic.edu.au
Web www.mc.catholic.edu.au

12 Mercedes College

Gender Co-educational
Year R-12
Address 540 Fullarton Road, Springfield SA 5062
Telephone 08 8372 3200
Email info@mercedes.catholic.edu.au
Web www.mercedes.catholic.edu.au

13 Mount Carmel College

Gender Co-educational
Year 8-12
Address 33 Newcastle Street, Rosewater SA 5013
Telephone 08 8447 0500
Email mcc@mcc.catholic.edu.au
Web www.mcc.catholic.edu.au

14 Nazareth Catholic College

Gender Co-educational
Year R-12
Address Senior Campus: 1 Hartley Road, Flinders Park, SA 5025
Telephone 08 8406 5000
Email info@nazareth.org.au
Web www.nazareth.org.au

15 Our Lady of the Sacred Heart College

Gender Girls
Year 8-12
Address 496 Regency Road, Enfield SA 5085
Telephone 08 8269 8800
Email olsh@olsh.catholic.edu.au
Web www.olsh.catholic.edu.au

16 Rostrevor College

Gender Boys
Year R-12
Address Glen Stuart Road, Woodforde SA 5072
Telephone 08 8364 8200
Email roscoll@rostrevor.sa.edu.au
Web www.rostrevor.sa.edu.au

17 Sacred Heart College: Senior

Gender Co-educational
Year 10-12
Address 195-235 Brighton Road, Somerton Park SA 5044
Telephone 08 8294 2988
Email enquiries@shcs.sa.edu.au
Web www.shcs.sa.edu.au

18 Sacred Heart College: Middle

Gender Boys
Year 6-9
Address 28 Percy Avenue, Mitchell Park SA 5043
Telephone 08 8276 7877
Email principal@shcms.sa.edu.au
Web www.shcms.sa.edu.au

19 Saint Ignatius College

Gender Co-educational
Year R-12
Address Senior Campus: 2 Manresa Court, Athelstone SA 5076
Telephone 08 8334 9300
Email admin@ignatius.sa.edu.au
Web www.ignatius.sa.edu.au

20 Samaritan College

Gender Co-educational
Year R-12
Address St John's Campus: 70 Gowrie Avenue, Whyalla SA 5600
Telephone 08 8645 8568
Email info@samaritan.catholic.edu.au
Web www.samaritan.catholic.edu.au

21 St Aloysius College

Gender Girls
Year R-12
Address 53 Wakefield Street, Adelaide SA 5000
Telephone 08 8217 3200
Email registrar@sac.sa.edu.au
Web www.sac.sa.edu.au

22 St Columba College

Gender Co-educational
Year R-12
Address President Avenue, Andrews Farm SA 5114
Telephone 08 8254 0600
Email admin@stcolumba.sa.edu.au
Web www.stcolumba.com.au

23 St Dominic's Priory College

Gender Girls
Year R-12
Address 139 Molesworth Street, North Adelaide SA 5006
Telephone 08 8267 3818
Email admin@stdominics.sa.edu.au
Web www.stdominics.sa.edu.au

24 St Francis De Sales College

Gender Co-educational
Year R-12
Address 8 Dutton Road, Mount Barker SA 5251
Telephone 08 8393 1000
Email info@stfrancis.catholic.edu.au
Web www.stfrancis.catholic.edu.au

25 St Joseph's School

Gender Co-educational
Year R-12
Address 14 Mortlock Terrace, Port Lincoln SA 5606
Telephone 08 8682 3655
Email info@stjoptli.catholic.edu.au
Web www.stjoptli.catholic.edu.au

26 St Mark's College

Gender Co-educational
Year R-12
Address 455 The Terrace Extension, Port Pirie SA 5540
Telephone 08 8632 2800
Email info@stmarkspirie.catholic.edu.au
Web www.stmarkspirie.catholic.edu.au

27 St Mary's College

Gender Girls
Year R-12
Address 253 Franklin Street, Adelaide SA 5000
Telephone 08 8216 5700
Email enquiries@stmaryscollege.catholic.edu.au
Web www.stmaryscollege.catholic.edu.au

28 St Michael's College

Gender Co-educational (8-12) Boys (R-7)
Year R-12
Address Senior Campus: 15 Mitton Avenue, Henley Beach SA 5022
Telephone 08 8356 5966
Email smc@smc.sa.edu.au
Web www.smc.sa.edu.au

29 St Patrick's Technical College

Gender Co-educational
Year 11-12
Address 2-6 Hooke Road, Edinburgh North SA 5113
Telephone 08 8209 3700
Email info@stpatstech.catholic.edu.au
Web www.stpatstech.catholic.edu.au

30 St Paul's College

Gender Boys
Year R-Yr 1, 5-12
Address 792 Grand Junction Road, Gilles Plains SA 5086
Telephone 08 8266 0622
Email info@stpauls.sa.edu.au
Web www.stpauls.sa.edu.au

31 Tenison Woods College

Gender Co-educational
Year R-12
Address Cnr Shepherdson Rd & White Ave, Mt Gambier SA 5290
Telephone 08 8725 5455
Email info@tenison.catholic.edu.au
Web www.tenison.catholic.edu.au

32 Thomas More College


Gender Co-educational
Year 8-12
Address 23 Amsterdam Crescent, Salisbury Downs SA 5108
Telephone 08 8182 2600
Email tmc@tmc.catholic.edu.au
Web www.tmc.catholic.edu.au

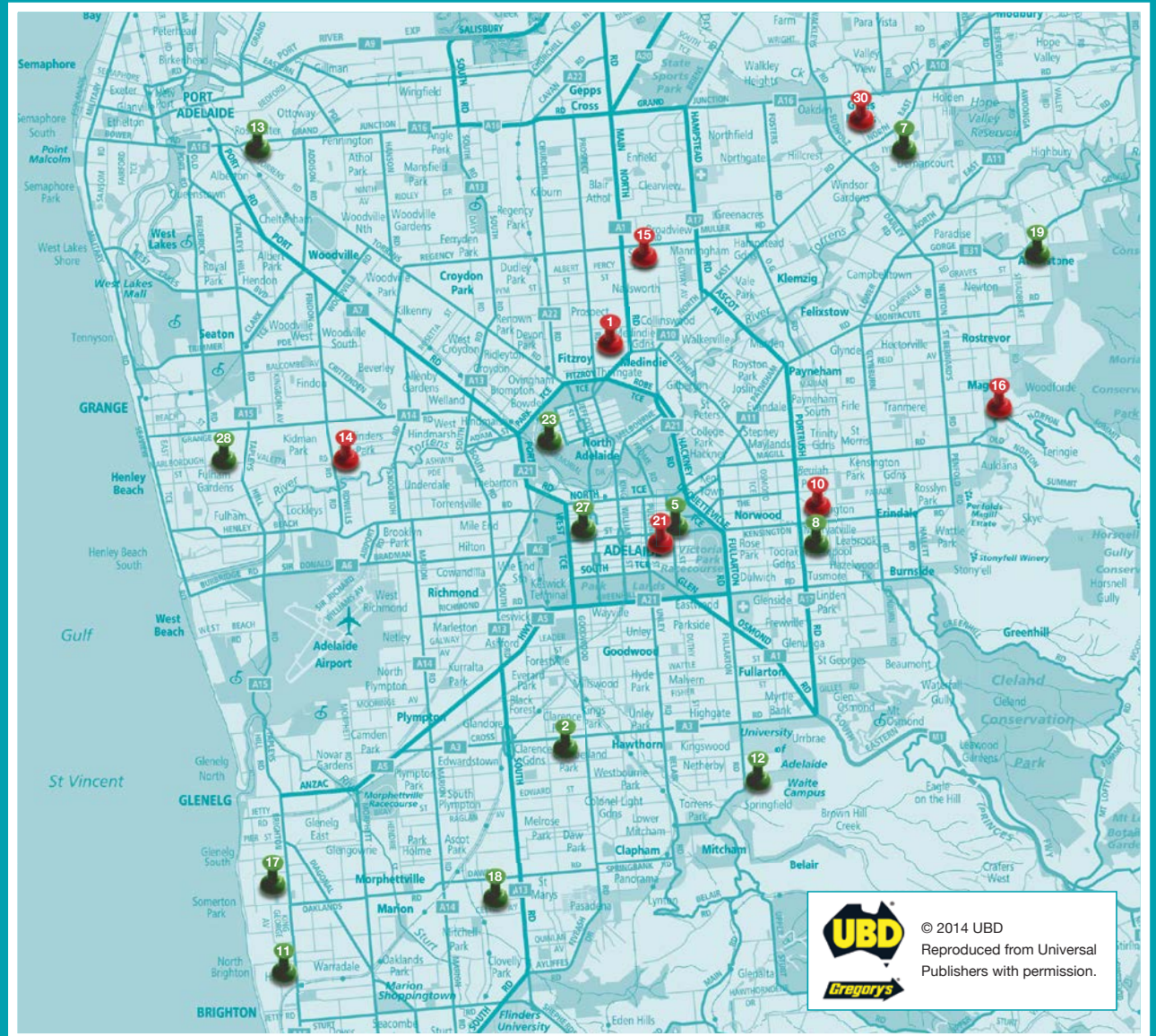
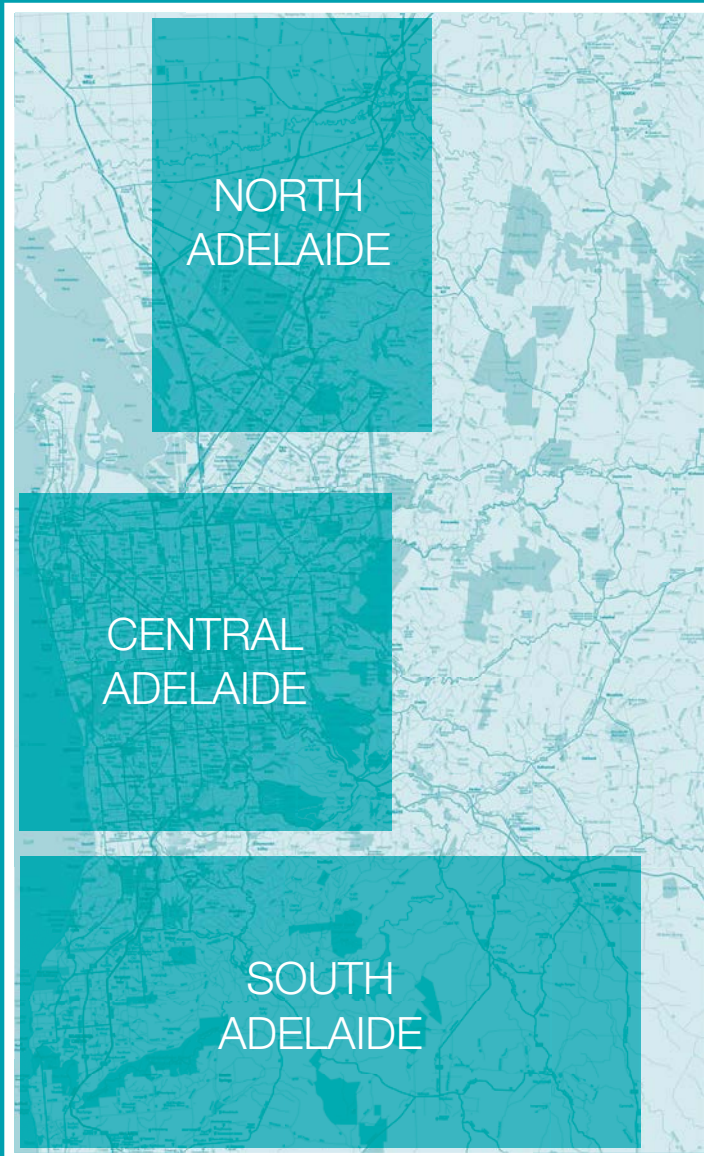
33 Xavier College

Gender Co-educational
Year 8-12
Address 1 Kentish Rd, Gawler Belt SA 5118
Telephone 08 8523 0088
Email office@xavier.catholic.edu.au
Web www.xavier.catholic.edu.au

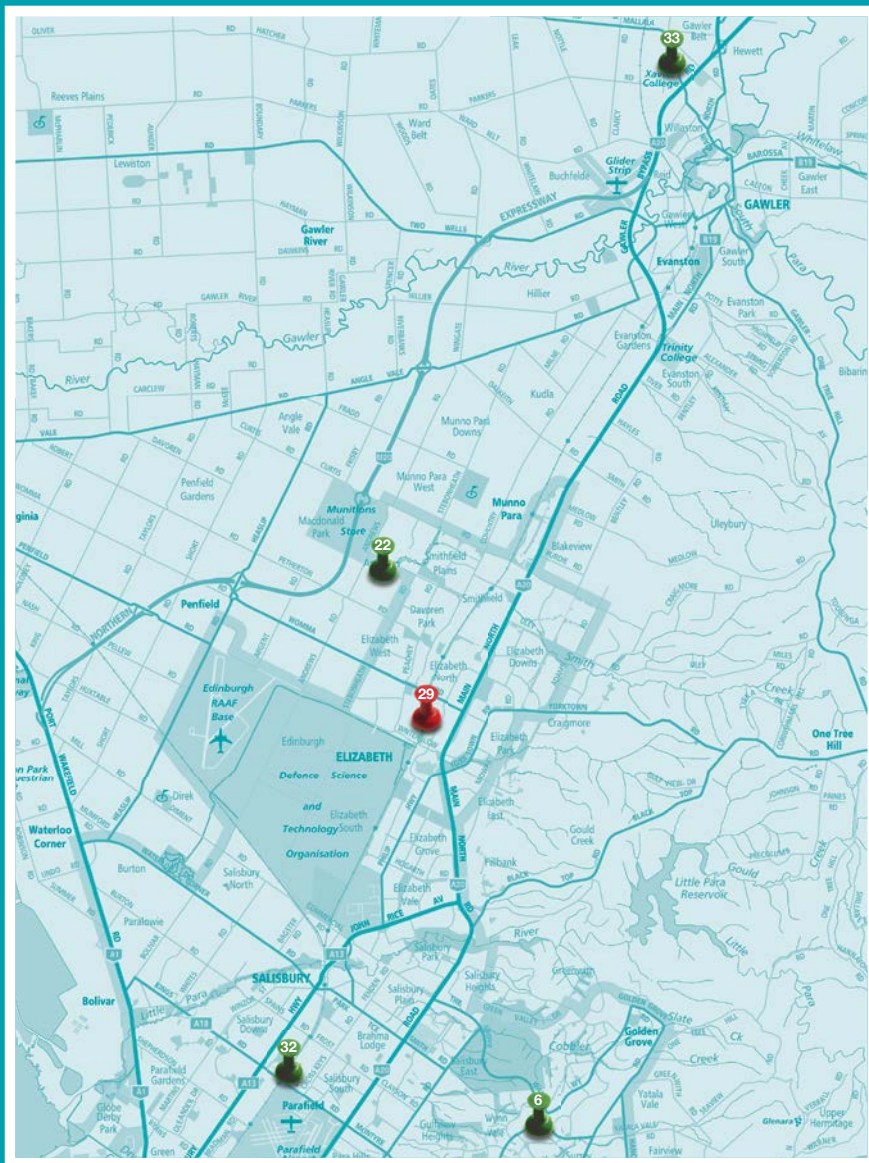
LOCATIONS

Locations of Catholic Secondary Colleges in South Australia.

 Advertised Colleges
 Non Advertised Colleges



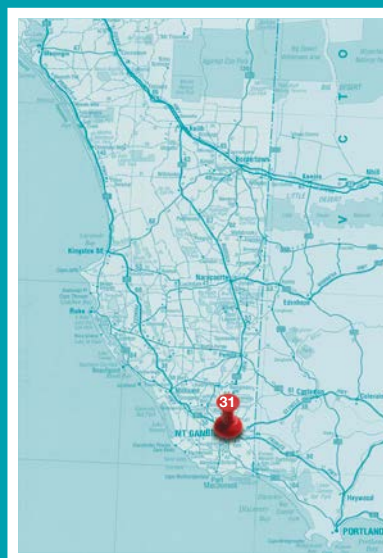
CENTRAL ADELAIDE



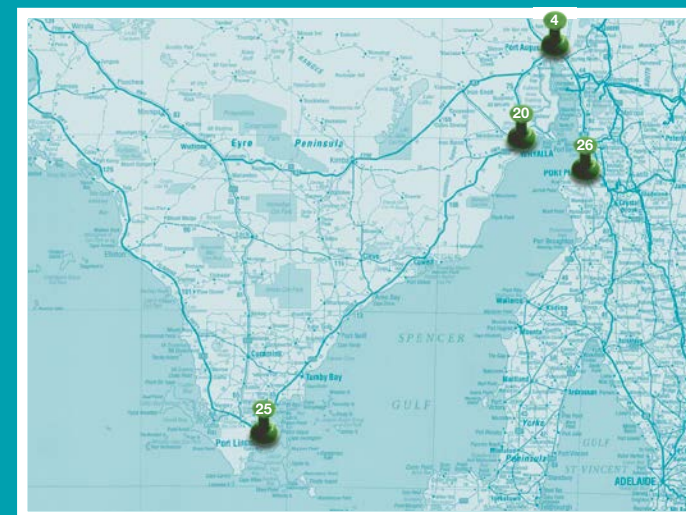
NORTH ADELAIDE



SOUTH ADELAIDE



MT GAMBIER



PORT LINCOLN, WHYALLA,
PORT AUGUSTA, PORT PIRIE

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.

FEBRUARY

24 Feb St Aloysius College, Adelaide

MARCH

4 Mar Blackfriars Priory School, Prospect

5 Mar Nazareth Catholic College, Flinders Park

16 Mar Our Lady of the Sacred Heart College, Enfield

23 Mar St Patrick's Technical College, Edinburgh North

30 Mar St Paul's College, Gilles Plains

MAY

16 May St Patrick's Technical College, Adelaide Showgrounds

17 May St Patrick's Technical College, Adelaide Showgrounds

AUGUST

24 Aug St Patrick's Technical College, Edinburgh North



Blackfriars Priory School

'Specialists in Boys' Education'

"At Blackfriars, participation across all fields of endeavor is encouraged for students, with the emphasis on enjoyment and building camaraderie through the quest for success."

Mr Brian Turner

A 17 Prospect Road, Prospect SA 5082
T 08 8169 3900 **F** 08 8269 7846
E admin@bps.sa.edu.au
W www.bps.sa.edu.au
S
Principal Mr Brian Turner
Enquiries Mrs Mandy Varricchio

Gender Boys
Year Range Early Learning - Yr 12
Enrolment 1,000 students
Year 8 150 students; 6 classes
Languages Italian, Japanese & Chinese
Fees 2014 Yr 8 \$7,150 Yr 12 \$7,570



About Us

Situated on the 4.5 hectares of land on the fringe of the Adelaide business district and adjacent to an expanse of parks and ovals, Blackfriars Priory School provides modern facilities with world-class tuition for all boys from Early Learning (co-ed) to Year 12.

Here, in the Dominican tradition of education that engages the spirit, mind and body in the pursuit of knowledge, students are offered the resources and opportunities to explore and ask questions; learn and develop confidence in their abilities; and identify and excel in their natural strengths. Our teachers combine years of experience with contemporary teaching methodologies, current research and technologies to make learning fun, as our students explore and excel in their natural strengths, build the confidence to apply themselves to more challenging areas and subjects, and lay the foundation to become life-long learners and achievers. The Blackfriars curriculum across all school years is based on the Australian Curriculum Assessment and Reporting Authority Framework (ACARA) and incorporates our Dominican ethos, ensuring Catholic values are proudly instilled into every student as they strive for success.

To ensure our students have every opportunity to realise their full potential we focus on providing a quality holistic education that encompasses academic studies, sport, culture, service and personal development. We instil in our boys the merits of being active contributors within the local and global communities, our success is measured not only in the school results achieved but also in the man who he becomes.

Excellence in Music

Students from Reception to Year 12 participate in our successful instrumental and choral program. The school demonstrates a strong commitment to classroom music as part of the curriculum where students are offered an array of performance and creative opportunities.

Blackfriars boasts an impressive Music Centre, containing specialist music facilities, new classrooms and tuition rooms to ensure teaching and learning is delivered to a high standard.

An extensive range of SACE Stage 1 and Stage 2 subjects are on offer including: Ensemble Performance, Solo Performance, Musicianship, Music in Context and Individual Study. Many Music students have performed exceptionally well in their SACE Stage 2 studies.

Music students are invited to participate in an array of co-curricular ensembles. Students who learn an instrument are able to participate in one of three Concert Bands and participate in the annual ABODA festival. The Blackfriars Stage Band is an elite, invitation only ensemble which plays many performances at school and around Adelaide. The Stage Band, travels to Mt Gambier each year to compete in the National Festival, Generations in Jazz. Blackfriars also boasts an impressive vocal program with a 3/4/5 choir, 6/7 choir and Senior

Vocal group. The Blackfriars vocal program is a strong participant in the Catholic Schools Music Festival. Other co-curricular ensembles include Rock, Saxophone, Flute, Brass, Guitar and Percussion. Blackfriars also offers a Woodwind and Brass immersion program for students who are in Years 3 to 7.

The Rite Journey

"I enjoyed getting to know my friends on a deeper level."

"I learnt to pause and reflect on the person that I am and the decisions that I am making."

The Rite Journey is a unique educational program designed to support the development of self-aware, vital, responsible and resilient adults. The aim is to complement the role of parents and carers in guiding children into young adulthood.

During The Rite Journey students have numerous conversations around what it is to be a respectful and responsible man of truth in our society.

At Blackfriars, our Year 9 boys are actively involved in the Rite Journey and it is dovetailed with our Religious Education program to give boys a sense of the Divine and something greater than themselves. The program has provided boys with an opportunity to examine their relationship with the wider world and has given them a sense of their calling to be men of truth, integrity and faith.



SACE Subjects

Stage 1: 38
 Stage 2: 34

VET

Yes

Visit Us

We invite you to visit Blackfriars on Open Day, Tuesday 4 March from 5:30pm to 7:30pm. Principal's Tours are held on the first Thursday of every month at 9:00am during the School Term. Please visit the website for further information.

Facilities

- Automotive Technology Workshop
- Arts Design Technology Centre
- Soccer, Football & Cricket Grounds
- Library Resource Centres x 2
- Design & Technology Centre
- Performing Arts/Drama Hall
- Counselling Rooms x 3
- Digital Media Facility

- Basketball Courts
- Tennis Courts x 2
- Gymnasium
- Weights Room
- Cricket Nets
- Multi-purpose Hall
- Trade Training Centre
- Wireless Technology
- Yr 12 Common Room
- Science Labs x 4
- Careers Centre
- Canteen
- Chapel
- Ovals x 4
- Music Centre



Est. 1944

Mary MacKillop College

'Know More, Do More, Be More'

"Mary MacKillop College prepares young girls to be women of service, women of action and women who speak up for those most in need."

Kath McGuigan

A 10-14 High St, Kensington SA 5068
T 08 8333 6300 **F** 08 8364 3863
E admin@marymackillop.sa.edu.au
W www.marymackillop.sa.edu.au
S f i+
Principal Kath McGuigan
Enquiries Justine Sheehy

Gender Girls
Year Range Yr 8 - 12
Enrolment 500 students
Year 8 100 students; 4 classes
Languages Italian
Fees 2014 Yr 8 \$6,600 Yr 12 \$7,500

About Us

Mary MacKillop College is a "hidden gem", in a quiet leafy street of Kensington. Our College has small student numbers enabling strong and enduring relationships between staff and students. These quality relationships go hand in hand with quality teaching and learning.

The College has a strong connection with the Sisters of St Joseph of the Sacred Heart, and we honour these historical connections. We are inspired by the work and vision of St Mary of the Cross MacKillop, Australia's first saint.

Our College has adopted the motto "Know more, Do more, Be more", which assists staff and students to focus on what we are aiming to achieve at Mary MacKillop College - young women skilful and knowledgeable, active in their learning and co-constructors of new knowledge.

We are a Catholic College with a diverse student community, of different cultures and faith traditions, open to all in the spirit of Mary MacKillop; a woman of courage and resourcefulness, a woman for our times.

Digital Devices

In 2014, students in Year 8 will be given an iPad as a tool to enhance their learning. The opportunities for learning provided by the iPad are unlimited. With the ease of use and intuitive interface, this device will enrich the learning experience for our Year 8 students. Parents of Year 8 students can expect to see their daughters using the iPad in most subjects as their teachers allow students to express their learning in a variety of ways. Students will make movies to show their learning, access search engines spontaneously and use eBooks to enliven the reading experience. Students can connect with others from around the world, learn their times tables and share ideas with class mates and teachers all using this digital device. The iPad will allow our girls to access their learning "anytime and anywhere".

It is our belief that in using this digital device as a learning tool, students will be able to engage in learning at a pace that suits their learning style whilst being challenged to customise their learning experience and think beyond their imaginations.

The Arts - Vocal and Dance

We offer rich music courses for students in all year levels, that include instrumental and vocal classes. The vocal program will be strengthened in 2014 as we increase our singing groups to incorporate a jazz vocal ensemble, that specialise in close harmony in both jazz and modern singing.

Following an audition process, students at Year 8 enter the Specialist Music Program that continues through to Year 12. Our newly-established and thriving Big Band is selected from the students in this class.

Dance is an increasingly popular extra-curricular choice for girls as they use movement to express the emotion of song and sound. In 2014, we will offer dance as an elective to our Year 8 students. Our Dance teacher brings a wealth of experience in private tuition, and the course for students at Mary MacKillop College will include a collaborative approach to creating dance sequences, developing choreographic skills and instruction in jazz technique.

In both dance and song, Mary MacKillop girls will discover the beauty of both voice and movement.

SACE Subjects

Stage 1: 30
 Stage 2: 33

VET

Yes

Visit Us

For details of our Open Day and College Tours, please contact the College or visit our website.

Facilities

- Multi-purpose Gymnasium
- Sister Colleen Roberts Music Centre
- Home Economics Suite
- Commercial Kitchen
- Year 12 Common Room
- Science Laboratories x 3
- Religious Education Centre
- Enterprise Skills Centre

- Counselling Room
- Norwood Swimming Pool
- Learning Centre
- Canteen
- Wireless Site
- Darkroom
- IT Suites
- Weights Studio
- Auditorium
- Arts Centre
- Courts x 4
- Library
- Chapel
- Soccer Pitch



Est. 2007

Nazareth Catholic College

'We are a Catholic community of welcome, connecting faith, family and education.'

"Nazareth works in partnership with families to ensure the successful learning, wellbeing and spiritual development of each and every student."

Mr Phil Lewis & Mr Michael Honey

A 1 Hartley Rd, Flinders Park SA 5025

T 08 8406 5000 **F** 08 8406 5001

E info@nazareth.org.au

W www.nazareth.org.au

S   

Principals Mr Phil Lewis & Mr Michael Honey

Enquiries Mrs Lisa Clark

Gender Co-educational

Year Range R - Yr 12

Enrolment 1,750 students

Year 8 220 students; 6 classes

Languages Italian & Japanese

Fees 2014 Yr 8 \$5,700 Yr 12 \$6,360



About Us

The College was established in January 2007, with an ethos based on the life and work of Jesus of Nazareth and our Patrons. We strive to be people of justice, each committed to building community, nourishing family life and making the world a better place, through life-long learning.

Nazareth focuses on engaging with families in a whole of life journey by providing resources, opportunities and ministries to support the religious, spiritual, social, emotional and intellectual growth and wellbeing of families.

At our College, a partnership of learning exists between our students, the College and your family. Our program focus is successful learning for all, challenging deep thinking, and recognising and reflecting your child's aspirations, interests and skill-sets.

We are committed to a Mentoring program where classes are vertically grouped, enabling students to connect across year levels, and individual students and teachers to form lasting and significant relationships, meaning our students, staff and families feel safe, secure and a sense of belonging.

Student Success at Every Level

For three consecutive years Nazareth has achieved a 100% SACE Completion. We recognise that completing the SACE is a five year experience. Our learning environment has been created around five key habits: Attendance, Punctuality, Application, Work Completion and Involvement in the Nazareth Community, as well as Access for Success – a way for each student to ensure successful educational outcomes. We provide after-school one-on-one tutoring with teachers, holiday workshops, and graduate tutoring and support.

Our teaching staff undertake significant professional learning to allow them to adapt education programs to ensure the success of individual learners. We take pride in implementing and fostering student achievement. In addition to this, partnering with families, individualised progress monitoring, through regular 'stocktakes' and data collection, subject selection support, and provision of extension programs all play a key role in our positive and successful learning environment.

Faith Connection

Our mission: "Inspired by Jesus of Nazareth and our patrons, we are people of justice, each committed to building community, nourishing family life and making the world a better place", underpins all aspects of curriculum at Nazareth, in particular Religious Education.

Being fully engaged and taking ownership of the many learning dimensions available is critical to the success of our RE Program. Driven by student involvement, monthly young adult masses, a youth group, evening House group masses, regular prayer and reflection have become a part of the faith journey at the College.

The Nazareth Outreach Work (NOW) and Nazareth Connects are community engagement programs where social justice, relationships and connectedness provide student opportunities to gain a better understanding of their place within the community and church, and provide an avenue for students to give back to the community at a local, national and international level.

Our students stay connected to the College, with young adults and recent graduates continuing their faith life and community involvement through key activities such as outreach, coaching, tutoring, mentoring and Young Adult Working Party volunteering programs.



SACE Subjects

Stage 1: 49

Stage 2: 45

VET

Yes

Visit Us

Our Open Day is on Wednesday 5 March, from 4:00pm to 7:00pm. Please check our website for College tour dates.

Facilities

- Food Technology Centre
- Commercial Kitchen
- Design & Technology Centre
- Arts Centre/Visual Arts Centre
- Performing Arts/Drama Centre
- Robotics & Photography Lab
- Counselling Rooms x 3
- Science Labs x 4

- Electronics Room
- Wireless Site
- Yr 12 Common Area
- Tennis Courts x 6
- Soccer Pitches x 2
- Netball Courts x 4
- Weights/Circuit Room
- Gymnasium
- Basketball Courts x 2
- Music Centre
- IT Labs x 4
- Chapel
- Canteen
- Oval



Est. 1951

Our Lady of the Sacred Heart College

'More than just an excellent education'

"We know that girls-only education builds confidence, nurtures and encourages, and provides a unique learning environment that presents opportunities for girls to excel."

Joy Bedford

A 496 Regency Rd, Enfield SA 5085
T 08 8269 8800 **F** 08 8269 8888
E olsh@olsh.catholic.edu.au
W www.olsh.catholic.edu.au
S  
Principal Joy Bedford
Enquiries Sandy Bethley

Gender Girls
Year Range Yr 8 -12
Enrolment 600 students
Year 8 120 students; 5 classes
Languages Italian, Vietnamese & Chinese
Fees 2014 Yr 8 \$2,610 - \$4,559
Yr 12 \$3,085 - \$5,385

About Us

The all-girls educational environment offered at OLSH since 1951 provides much more than just a good education. At OLSH, students have said they have found their place with us and we believe this is the result of wonderful engaged learning, a wide range of subjects and an approach to learning that is truly student-centred.

Student choice drives many of the decisions at OLSH from the timetable structure to curriculum offerings. Giving students choice delivers opportunity for the student to find and build upon her strengths and so succeed. We really do know how girls learn best.

Girls also find their place through co-curricular activities and leadership opportunities in which each girl explores her interests and dares to try something she would never have imagined. All we do forms a part of the good education parents are searching for; we know how our students learn best and ensure these approaches are woven into the curriculum. This means that students can study subjects that arise naturally from their interests, from Creative Arts to Allied Health.

A wide range of scholarships and support is offered, so that girls who really want to study here, can.

Science and Girls

The benefits of an all-girls education shine more in Science than anywhere else. At OLSH, excellence in Science can be seen on that morning in January when 91% of girls open their offers from University and receive their first choice into a wide variety of courses, including Aviation, Engineering, Education, Nursing, Health Sciences, Architectural Studies and Medical Radiology. It is clear that girls truly feel that they belong and can be successful in Science. This leads to our quite remarkable retention rate in the sciences - which defies all the common trends.

Simply said, girls happy at school stay at OLSH and finish Year Twelve, achieve academically and so a remarkable percentage gain their first choice of a tertiary place.

Studies show the many and varied benefits of all-girls schools. Girls have the best opportunity to reach their full academic potential through engagement in more healthy academic competition, have higher tertiary entrance scores and an increased likelihood of going to university. In the long term, women who attended girls schools earned 19.7% higher wages.

Performing Arts

The Performing Arts has been a long-time mainstay of OLSH's curriculum and cultural life. Our College Musical involves over 100 students on and off stage in a variety of roles. Students can choose to be assessed for their musical or acting skills and their back stage roles, such as Stage Manager, Designer-Costume or Make-up, and Chorus Leader, as a part of any of a number of subjects in the curriculum.

Each area has its successes. The Music Learning Area developed the Ukulele Ensemble, which went on to perform at the Catholic Schools Music Festival to universal acclaim.

Performing Arts has been enhanced in 2013 by the inclusion of Dance in both Year 8 and Year 9, as well as after school classes for senior students. Dancing helps girls develop grace, poise, balance, coordination and body strength, but it also develops confidence, discipline and resilience. We are blessed to have Madame Martine who brings her experience of the Sydney Dance Company and the Broadway Dance Centre in New York right into the class.



SACE Subjects

Stage 1: 44
Stage 2: 44

VET

Yes

Visit Us

We invite you to contact us for a tour at a time that is convenient for you. Our Open Day is on Sunday 16 March. College Tours are held in Terms Two, Three and Four. Please contact our Registrar for further information or visit the College website.

Facilities

- Independent Research Space
- Senior Student Visual Arts Studio
- Arts Centre/Visual Arts Centre
- International Student Suite
- Design & Technology Centre
- Performing Arts/Drama Centre
- Integrated Learning Area
- Multi-purpose Courts x 5

- Library Resource Centre
- Food Technology Area
- Yr 12 Common Room
- Commercial Kitchen
- Language Centre
- Science Labs x 4
- Counselling Room
- Dance Studio
- Music Centre
- Hall
- Oval
- PE Lab
- Chapel
- IT Labs
- Careers Centre
- Canteens x 2
- Wireless Site
- Darkroom



Est. 1923

Rostrevor College

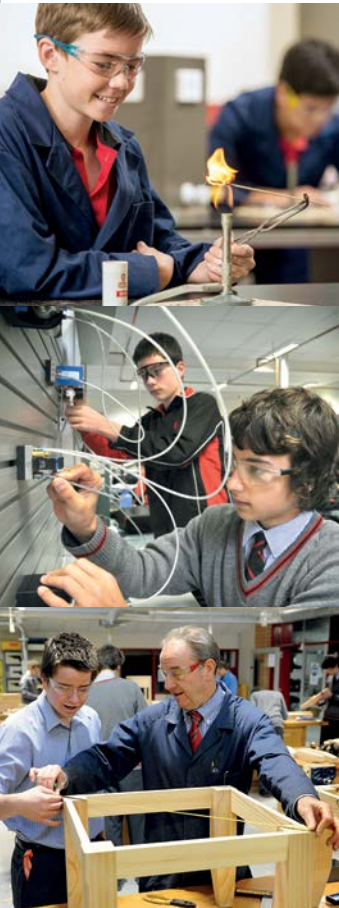
'Palma Merenti - The reward to the one who deserves it'

"We are committed to delivering a well-rounded Catholic education with a strong focus on academic excellence, which encourages all students to strive for their personal best."

Mr Simon Dash

A Glen Stuart Rd, Woodforde SA 5072
T 08 8364 8200 **F** 08 8364 8396
E roscoll@rostrevor.sa.edu.au
W www.rostrevor.sa.edu.au
Principal Mr Simon Dash
Enquiries Ms Anthea Bowler

Gender Boys
Year Range R - Yr 12
Enrolment 930 students
Year 8 120 students; 5 classes
Languages Indonesian & Italian
Fees 2014 Yr 8 \$8,800 Yr 12 \$9,835
 + IT & Infrastructure Levy



About Us

Rostrevor College is a Catholic all-boys' day and boarding school, which caters for over 900 students from Reception through to Year 12, including up to 90 boarders.

Occupying 16 hectares in the foothills of the Mount Lofty Ranges, Rostrevor is located at Woodforde, South Australia, and is just 15 minutes from the Adelaide CBD.

The College was established in 1923 by the Christian Brothers and operates in the Edmund Rice tradition, with a strong focus on providing a well-rounded education to help young men reach their full potential.

Rostrevor College aims to nurture its students so that they become men for others – men who can think critically, act as role models in their community and embrace their faith.

Rostrevor has consistently delivered strong academic results, with students recognised not only locally, but also nationally and internationally in a range of academic endeavours.

The College encourages students to develop their individual talents through a broad co-curricular program, which hones their intellectual and physical abilities and fosters self-discipline, team spirit, friendships, and a positive and committed attitude.



Learning Extension and Acceleration Program (LEAP)

At Rostrevor we recognise that students learn at different paces, and have programs and a teaching philosophy dedicated to maximising every boy's potential. LEAP caters for students who are able to process information significantly faster and in greater depth than their peers.

LEAP provides an enriched learning environment designed to extend and challenge students to achieve their full potential. A limited number of places per subject are available in Years 8 and 9, with a select number reserved for students who demonstrate exceptional aptitude and ability in English and/or Mathematics.

LEAP also offers students the opportunity to participate in curriculum acceleration in Mathematics. With Years 8, 9 and 10 usually completed in two years, students enjoy an extended range of options for their final years of schooling.

Students can also complete additional South Australian Certificate of Education (SACE) credits, or undertake university studies while completing their Stage 2 course. Acceleration is also offered for Music, Senior Years Mathematics and Science.

For further information, please visit our College website.

Career Guidance

Rostrevor College offers a dedicated career guidance service designed to assist students to explore career pathways that complement their skills and interests.

We believe it is important for students to develop the foundation skills needed to follow their desired career pathways. In 2006, the new Skills Centre created a dedicated space for career guidance counselling, including subject selection for SACE.

Our career counsellors help students prepare for future studies including university admission tests, such as UMAT, or post-school scholarships or traineeship opportunities, create a resume or find the right Vocational Education and Training (VET) course.

Furthermore, our range of specialty subject teachers help students who are passionate about a particular area to extend their learning, giving them a deeper understanding of different professions.

Rostrevor exhibits strong connections within the community through its old scholars' network, volunteering activities and its connections with tertiary institutions and the wider business community. These networks assist students and ensure they are prepared for whichever pathway they choose.

SACE Subjects

Stage 1: 38
 Stage 2: 41

VET

Yes

Visit Us

Our Open Day will be held during Term 1 and Principal's Tours are held every Term. Visit our website for further details or contact the enrolment office.

Facilities

- Arts Centre/Visual Arts Centre
- Performing Arts/Drama Centre
- Design & Technology Centre
- Agricultural Science Centre
- Library Resource Centres x 2
- Religious Education Centre
- Counselling Rooms x 3

- LOTE Resource Centre
- Basketball Courts x 3
- Multi-purpose Area
- Tennis Courts x 7
- Soccer Pitches x 4
- Cricket Nets x 14
- Gymnasiums x 2
- Science Labs x 8
- Lecture Theatre
- Music Centre
- Theatre
- IT Labs x 7
- Ovals x 5



Est. 1880

St Aloysius College

'The sky's the limit'

"The College continues to inspire lifelong learners, engage students in social action to promote peace and justice and connect young people with expressions of faith."

Ms Paddy McEvoy

A 53 Wakefield St, Adelaide SA 5000
T 08 8217 3200 **F** 08 8212 4908
E registrar@sac.sa.edu.au
W www.sac.sa.edu.au
S   
Principal Ms Paddy McEvoy
Enquiries Barb McMahon

Gender Girls
Year Range R - Yr 12
Enrolment 1,200 students
Year 8 145 students; 5 classes
Languages French, Italian, Chinese & Indonesian
Fees 2014 Yr 8 \$7,497 Yr 12 \$7,983
 School Card holders receive reduced fees



About Us

St Aloysius College is a Catholic College for girls. It is a school shaped by the tradition of Mercy. When the Sisters of Mercy established St Aloysius College in 1880 they recognised the importance of providing education for young women which would enable them to take on leadership roles in society. As a Mercy school, St Aloysius College undertakes the challenge to empower young women to play a vital part in the world of the future.

We offer an extensive co-curricular program including one of the state's largest participation rates in the Duke of Edinburgh's Award. The school also has a strong academic tradition, which still continues today. Our students learn to develop productive social relationships with others, and maintain curiosity and interest in learning.

The girls-only character of the school provides a wonderful environment for helping to form young women with a strong sense of positive self-esteem and confidence in themselves. A strong emphasis on literacy and numeracy at all year levels provides a solid basis for all academic pursuits.



The Duke of Edinburgh's Award

The Duke of Edinburgh's Award allows young people who are looking for new opportunities, challenges and adventure to reach their goals and develop teamwork and leadership skills. Each year, about 200 girls take the opportunity to participate in this internationally-recognised award. Students work towards bronze, silver or gold Duke of Edinburgh Awards and are awarded SACE credits.

It is essentially a self-development program which involves a variety of voluntary and challenging activities, including orienteering, hiking, camping, kayaking and sailing. The program aims to develop a sense of leadership, community service and responsibility to others, as well as encourage the development of personal interests and practical skills. The award also encourages a spirit of adventure and discovery and encourages participation in physical recreation.

The spirit of adventure and discovery is organised through St Aloysius College, and takes the form of several camps, walking expeditions in Kuitpo Forest or in Deep Creek, canoeing and the expedition during the annual camp in the Flinders Ranges, as well as voluntary work undertaken in the Tiwi Islands.

Peer Mentoring Programs

One of the hallmarks of St Aloysius College, besides our outstanding academic record, is the friendly, welcoming nature of our students and the wonderful way students across the primary and secondary year levels thrive together on the one campus.

At St Aloysius College, we aim to develop productive social relationships with others and maintain curiosity and interest in learning. The school achieves this by offering many wonderful mentoring programs, in both the primary and secondary years. These programs encourage healthy interactions and skill development between students of varying ages.

The purpose of these programs is for senior students to experience "hands on" leadership and engage with younger students in a supportive, fun and educational setting. Students involved forge positive and long-lasting relationships across and within their year levels.

Mentoring Programs include transition days for new students, the Peer Support Program between Year 11 and Year 8 students, the Swimming Buddies Program and the Big Sister Program. Older students also coach sporting teams and run coaching clinics, under teachers' guidance.

SACE Subjects

Stage 1: 32 subjects
 Stage 2: 32 subjects

VET

Yes

Visit Us

Our Open Day is on Monday 24 February. College Tours are held twice per term and bookings are not required. Further information is available on our website.

Facilities

- Performing Arts/Drama Centres x 2
- Religious Education Centres x 2
- Arts Centre/Visual Arts Centre
- Library Resource Centre
- Counselling Rooms x 7
- LOTE Resource Centre
- Lecture Theatres x 2
- Careers Centre

- Track & Field Complex
- Weights/Circuit Room
- Multi-purpose Area
- Soccer Pitches x 2
- Basketball Courts x 2
- Wireless Site/IT Labs x 8
- Netball Courts x 6
- Tennis Courts x 4
- Gymnasium
- Yr 12 Centre
- Science Labs x 5
- Careers Centre
- Music Centre
- Theatre
- Chapel
- Canteen
- Ovals x 2
- Pool



Est. 2002

St Patrick's Technical College

'SACE – Training - Apprenticeships'

"At St Patrick's we are completely focused on trades and technical training, assisting young people to complete their SACE in a relevant and engaging way."

Mr Rob Thomas

A 2-6 Hooke Rd, Edinburgh North SA 5113

T 08 8209 3700 **F** 08 8209 3777

E info@stpatstech.catholic.edu.au

W www.stpatstech.catholic.edu.au

S   

Principal Mr Rob Thomas

Enquiries Mrs Carol Lee

Gender Co-educational

Year Range Yr 11 & 12

Enrolment 300 students

Year 11 198 students; 11 classes

Fees 2014 Yr 11/12 \$3,700

Yr 12 Apprentice \$1,200
+ \$600 Resource Fee

About Us

At the heart of all we do at St Patrick's Technical College is a commitment to developing and nurturing the talents and skills of students wishing to pursue a trade or technical career. Our total focus is on managing and supporting young people in their transition from school to work. All our subjects, as well as an extensive work experience program and innovative timetable structure, have been developed to assist with this.

Our industry networks enhance our trade studies and create unique opportunities for our students to enter the world of employment in their chosen career.

Our award-winning facilities are purpose-built, and provide students with access to industry-standard equipment and best practice in pre-vocational trade training. This has been an important factor in assisting record numbers of students to gain school-based apprenticeships and awards recognition at state and national levels.

Our cooperative arrangement with TAFE SA means that the Certificate II qualifications at the core of our programs are delivered to the highest industry standards and are highly-regarded among employers.

Visit Us

Our major Open Days are on Sunday 23 March 1:00pm to 4:00pm and Sunday 24 August 12:00pm to 3:00pm. In addition, we will be appearing at the Careers & Employment Expo at the Adelaide Showgrounds on 16th and 17th of May. Guided tours of the College are conducted every Thursday during school terms at 9:30am.



SACE / Certificate II Training Guarantee

All students studying their Year 11 and 12 at St Patrick's Technical College access full Certificate II programs as a core component of their program. This is made possible through an exclusive cooperative agreement between St Patrick's and TAFE SA as part of the SA Government's Skills for All initiative, in particular the Training Guarantee for SACE Students (TGSS).

Programs available under the agreement are Automotive, Building & Construction, Electrotechnology, Food & Hospitality, Hair & Beauty, Plumbing, Metals & Engineering, and Mining & Resources. These TAFE Certificate II programs are at no extra cost to students' school fees. Furthermore, this agreement provides a guarantee for any student who does not gain an apprenticeship during their enrolment at St Patrick's, to continue their education and training in a related trade or vocational course at TAFE SA post-school.

While at school, every student's trade training is supported by a unique set of SACE subjects, including Maths, English and Science, taught in the context of the individual student's Certificate II training program.

School-based Apprenticeships (SbA)

For students wishing to commence an apprenticeship as part of their SACE, St Patrick's Technical College is the School-based Apprenticeship (SbA) specialist.

Upon successful completion of our Year 11 program, including work ready skills taught as part of their Certificate II program, students are eligible to start an apprenticeship as part of their Year 12 program. In our unique SbA program, students can effectively work full-time as a paid apprentice while still completing the requirements of their Year 12 certificate.

There are only six weeks during the year that the student-apprentice is required to attend the College. These weeks are scheduled and advised well in advance. If a particular week conflicts with an employer's workload, it can be re-scheduled to meet the needs of the employer and the apprentice.

Since opening in 2007, this flexible approach to SbAs, along with the quality of the training programs delivered at St Patrick's, has seen more than 520 students gain employment in apprenticeships while still enrolled. This represents over 70% of the students who have attended the College.

SACE Subjects

Specialist trade focused SACE courses tailored to each individual trade program.

Facilities

- LIVE Construction Sites x 3
- Plumbing Outdoor Classroom
- Construction Workshop
- Secure Student Car Park
- Flexible Learning Area
- Library Resource Centre
- Automotive Workshop

- Student Common Room
- Commercial Kitchen
- Engineering Workshop
- Counselling Room
- CAD Suites x 2
- Student Courtyard
- Basketball Court
- Gym/Weights Room
- Science Labs x 2
- Electrical Lab
- Electronics Suite
- Oval



Est. 1959

St Paul's College

'A Catholic School for boys in the Edmund Rice Tradition'

"At St Paul's, students find a place to belong, be accepted and encouraged, grow in character and discover a pathway for their future."

Daniel Lawler

A 792 Grand Junction Rd,
Gilles Plains SA 5086
T 08 8266 0622 **F** 08 8266 0486
E info@stpauls.sa.edu.au
W www.stpauls.sa.edu.au
S  
Principal Daniel Lawler
Enquiries Enrolment Officer

Gender Boys
Year Range R - Year 1, 5-12 (2017 R-12)
Enrolment 600 students
Year 8 112 students; 4 classes
Languages Italian & Chinese
Fees 2014 Yr 8 \$5,810 Yr 12 \$6,430
\$200 Levy + Resource Fee

About Us

St Paul's College has been educating boys in north-eastern Adelaide for 55 years, providing a quality, Catholic education. Founded by the Christian Brothers in 1959, and now under the governance of Edmund Rice Education Australia, St Paul's accepts a wide diversity of boys and provides a place where they can belong, grow and thrive; learn and achieve; and a community where faith and relationships are valued and modelled. We aim to challenge, educate and liberate students to meet their potential.

At St Paul's, excellence is found academically in the classroom, on the sporting field, in the arts, through the development of practical and trade skills, and in the development of character.

Co-curricular opportunities cover a wide range of summer and winter sports, as well as musical ensembles and an annual Musical production, chess, debating and social justice opportunities. Many students advance to university, and a new Trade Training Centre provides a pathway for students wanting to enter the building and construction, electrical and mechanical trades to gain an early start to their career.

Our CRICOS Code is 00824D.



Support for Success

No one boy at St Paul's is the same and all have their different learning needs. Responding to the diversity of our students has seen a range of support programs developed over many years. An experienced and widely-recognised Adaptive Education program caters for boys with diagnosed educational needs – helping integrate them into mainstream classrooms with specialist programming and support so they can successfully complete schooling, achieve SACE and embark on university or trade and vocational pathways.

Literacy and numeracy programs, such as Lexia and Quicksmart, help bring boys who have fallen behind move closer to age-appropriate benchmarks. Specialised Literacy and EAL coaches assist teachers to develop extra skills to cater for boys with particular learning needs, including those for whom English is a second language and those of refugee background.

A team of experienced Education Support Officers and a school counsellor provide an additional layer of care and educational support within our culturally-diverse and sensitive environment. A Homework Club and individualised teacher assistance are also available to boys seeking extra help.

Grand Junction Trade Training Centre

An industry-standard training facility for the building and construction trades provides an avenue for St Paul's boys seeking a trade career to commence training from Year 10, whilst completing their schooling. Opened in 2011, the facility provides vocational training on campus within a variety of trades including Construction, Carpentry, Plumbing, Drafting, Electro-Technology and Auto-Mechanical. Students electing to undertake vocational training within the GJTTC also have the option of studying within a structured educational package that combines vocational training, structured workplace learning and the potential for SACE completion.

While students are able to combine traditional academic study with their vocational training many have found that the education package prepares them exceptionally well for work beyond their secondary years. The specially tailored program assists the boys with motivation to complete their schooling, whilst still fully involved in school life, pastoral care and sport, and opens doors to apprenticeships and future employers. In a disciplined atmosphere, under the direction of trainers directly from industry, students have the best of both worlds – training and finishing school.

SACE Subjects

Stage 1: 40
Stage 2: 34

VET

Yes

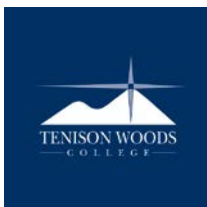
Visit Us

Our Open Day is on
Sunday 30 March.

Facilities

- Eight hectare site with ample ovals & space
- Recently refurbished classrooms
- Science Laboratories
- Design & Art Facilities
- Design & Technology Centre
- Electro-technology
- Resource Centre
- Gymnasium (with Weights Room)

- Auditorium
- Music Centre
- Football Oval
- Cricket Nets x 5
- Basketball Courts
- Tennis Courts x 6
- Soccer Pitches x 2
- Adaptive Education
- Trade Training Centre
- Chapel
- OSHC
- Playground
- Automotive Shed



Est. 2001

Tenison Woods College

'Let Your Light Shine.'

"At Tenison Woods College our graduates leave us with the confidence and determination to make a difference in this rapidly changing world."

Mr David Mezinec

A Cnr Shepherdson Rd and White Ave,
Mount Gambier SA 5290
T 08 8725 5455 **F** 08 8724 9303
E info@tenison.catholic.edu.au
W www.tenison.catholic.edu.au
S  

Principal Mr David Mezinec

Enquiries Mrs Tracey Davey

Gender Co-educational
Year Range R - Yr 12
Enrolment 1,369 students
Year 8 131 students; 5 classes
Languages Italian & Chinese
Fees 2014 Yr 8 \$3,800 Yr 12 \$4,200
+ Capital levy (\$800) per family

About Us

Tenison Woods College is a dynamic Reception to Year 12 Catholic Co-educational College. With an enrolment of nearly 1,400 students, the College provides a diverse and comprehensive range of learning programs for students from local, regional, national and international locations.

The College is renowned for its exceptional facilities, innovative pastoral care program, outstanding Year 12 results, close involvement with families, strong sense of community and for providing a safe, supportive learning environment. Tenison is proud of its specialist academies in jazz music, basketball, allied health and hospitality, and provides an innovative array of customised programs for gifted students and students with specific learning needs.

Under the leadership of Principal David Mezinec, Tenison Woods College today is an enterprising Catholic School providing excellence in education for all students. The College has a strong commitment to educating all students to achieve their personal best in academic, spiritual, social and sporting achievements. We expect our students to achieve and to be the best they can be for others.

Science

The success of Tenison Woods College's Science Program speaks for itself. In Years 9-10 students can choose between a range of science elective topics based around different themes, while still addressing the Australian Curriculum achievement standards. This enables students to specifically choose areas they are interested in. As a consequence, our school has a higher retention rate of students undertaking science subjects in Senior School than comparative schools.

Every year, we consistently have between 53-60% of all Year 12 students applying and being accepted into University science courses including medicine, nursing, engineering and advanced science courses. In 2012, 10 out of the 15 students who achieved an ATAR above 90 had studied at least one science subject, with most studying at least two science subjects. The Dux of the School for the past three years has completed three science subjects. Our Year 12 students consistently achieve merit certificates for science subjects every year – with two out of the five merits earned by our students last year being for science subjects.

Music

Tenison Woods College has a strong and vibrant music program. Over the past 10 years, a genuine focus on music development has seen a significant increase in music interest and participation - we have grown from three music ensembles to 19, have over 480 students involved in extra-curricular music and in 2013, had the largest Year 12 music class in the school's history. We have also introduced an innovative Year 5 music program to enable all children to study a musical instrument, at no charge, for one semester.

The College is home to the Generations in Jazz Academy, the only specialised program of its kind on offer in Australia, catering for aspiring musicians under the mentoring of internationally renowned musician, Graeme Lyall AM. The Academy offers successful applicants, who have already completed Year 12, from across the country, an opportunity to spend a year studying, rehearsing and performing with Australia's top jazz artists and teachers. As the Generations in Jazz Academy Director, Graeme Lyall has played an integral role in giving new life to music at Tenison Woods College.

SACE Subjects

Stage 1: 40
Stage 2: 51

VET

Yes

Visit Us

Throughout the year we offer prospective families the opportunity to visit our campus. As well as Open Mornings, Twilight Tours and Information Evenings we also invite families to take a private tour any time throughout the year. For further information contact our Enrolment Registrar.

Facilities

- Arts Centre/Visual Arts Centres x 2
- Design & Technology Centre
- Food Technology Centres x 3
- LOTE Resource Centre
- Library Resource Centre
- Performing Arts/Drama Centre
- Counselling Rooms x 4
- Yr 12 Common Room
- Trade and Industry Centres x 2

- Out of School Hours Care
- Early Learning Centre
- Multi-purpose Area
- Basketball Courts x 2
- Weights/Circuit Room
- Netball Court
- Tennis Courts x 2
- Soccer Pitch
- Gymnasium
- Lecture Theatre
- Science Labs x 4
- Theatre
- Music Centre
- Ovals x 3
- Wireless Site
- Canteens x 2
- IT Labs x 6
- Chapel
- Hall

PRIMARY SCHOOL LISTING SOUTH AUSTRALIA

Aberfoyle Park

School of the Nativity

2 Campus Drive, Aberfoyle Park SA 5159

Albert Park

Our Lady Queen of Peace School

106 Botting Street, Albert Park SA 5014

Aldinga

Galilee Catholic School

Cnr Quinliven & How Roads, Aldinga SA 5173

Barmera

St Joseph's School

8 Joyce Street, Barmera SA 5345

Berri

Our Lady of the River Primary School

Verran Terrace, Berri SA 5343

Beverley

St Michael's College: Primary Campus*

78 East Avenue, Beverley SA 5009

Brighton

St Teresa's Primary School

28 Strathmore Terrace, Brighton SA 5048

Brompton

Immaculate Heart of Mary School

95 East Street, Brompton SA 5007

Brooklyn Park

St John Bosco School

19 Lipsett Terrace, Brooklyn Park SA 5032

Christies Beach

St John The Apostle Parish School

14 Winnerah Road, Christies Beach SA 5165

Clare

St Joseph's School

29 Victoria Road, Clare SA 5453

Colonel Light Gardens

St Therese Primary School

7 Oxford Circus, Colonel Light Gardens SA 5041

Craigmore

Catherine McAuley School

210 Adams Road, Craigmore SA 5114

Croydon Park

St Margaret Mary's School

3 Eldon Street, Croydon Park SA 5008

Dulwich

St Patrick's Special School

13 Warwick Avenue, Dulwich SA 5065

Edwardstown

St Anthony's School

Castle Street, Edwardstown SA 5039

Elizabeth Grove

St Mary Magdalene's School

82 Fairfield Road, Elizabeth Grove SA 5112

Elizabeth Park

St Thomas More School

50 Yorktown Road, Elizabeth Park SA 5113

Enfield

St Gabriel's Primary School

17 Whittington Street, Enfield SA 5085

Evanstown

St Brigid's Catholic School

Para Road, Evanstown SA 5116

Findon

Nazareth Catholic College: Findon Primary Campus*

176 Crittenden Road, Findon SA 5023

Gladstone

St Joseph's Parish School

1 West Terrace, Gladstone SA 5473

Glenelg

St Mary's Memorial School

16 Milton Street, Glenelg SA 5045

Glengowrie

Our Lady of Grace Primary School

38 Beadnall Terrace, Glengowrie SA 5044

Goodwood

St Thomas School

10 Rushton Street, Goodwood SA 5034

Greenacres

St Martin's Catholic Primary School

76-80 Princes Road, Greenacres SA 5086

Greenwith

Our Lady of Hope School

Cnr The Golden Way & Golden Grove Road, Greenwith SA 5125

Hectorville

St Joseph's School

30 Montacute Road, Hectorville SA 5073

Henley Beach

Star of the Sea Primary School

333 Military Road, Henley Beach SA 5022

Jamestown

St James' School

1 King Edward Terrace, Jamestown SA 5491

Kensington

St Joseph's Memorial Primary School

46 Bridge Street, Kensington SA 5068

Kilburn

St Brigid's Primary School

45 Way Street, Kilburn SA 5084

Kingswood

St Joseph's School

33 Cambridge Terrace, Kingswood SA 5062

Lockleys

St Francis School

458 Henley Beach Road, Lockleys SA 5032

Loxton

St Albert's Catholic School

Geraldton Street, Loxton SA 5333

Mansfield Park

St Patrick's Primary School

33a Dudley Street, Mansfield Park SA 5012

Marion

St Anne's Special School

37 Finnis Street, Marion SA 5043

Millicent

St Anthony's Catholic Primary School

37 Mt Gambier Road, Millicent SA 5280

Morphett Vale

Antonio Catholic School

8 Bains Road, Morphett Vale SA 5162

PRIMARY SCHOOL LISTING

SOUTH AUSTRALIA

Murray Bridge

St Joseph's School

1 Florence Street, Murray Bridge SA 5253

Newton

St Francis of Assisi School

57 Newton Road, Newton SA 5074

Norwood

Saint Ignatius' College: Junior Campus*

62 Queen Street, Norwood SA 5067

St Joseph's Memorial Primary School

139 William Street, Norwood SA 5067

Parafield Gardens

Holy Family Catholic School

71 Shepherdson Road, Parafield Gardens SA 5107

Parkside

St Raphael's School

114 Glen Osmond Road, Parkside SA 5063

Payneham

St Joseph's School

78 Portrush Road, Payneham SA 5070

Penola

Mary MacKillop Memorial School

5 Portland Street, Penola SA 5277

Plympton

St John the Baptist Catholic School

342 Anzac Highway, Plympton SA 5038

Pennington

Our Lady of Mt Carmel Parish School

17 Pennington Terrace, Pennington SA 5013

Prospect

Rosary School

15 Gladstone Road, Prospect SA 5082

Ottoway

St Joseph's School

10 Ina Avenue, Ottoway SA 5013

Peterborough

St Joseph's School

2 Bourke Street, Peterborough SA 5422

Renmark

St Joseph's School

36 Twelfth Street, Renmark SA 5341

Richmond

Tenison Woods Catholic School

68 Brooker Terrace, Richmond SA 5033

Roxby Downs

St Barbara's Parish School

78 Pioneer Drive, Roxby Downs SA 5725

Salisbury

St Augustine's Parish School

25 Commercial Road, Salisbury SA 5108

Seacombe Gardens

Stella Maris Parish School

1 Syme Avenue, Seacombe Gardens SA 5047

Seaford

All Saints Catholic Primary School

621 Grand Boulevard, Seaford SA 5169

Semaphore

Dominican School

237 Military Road, Semaphore SA 5019

Sheidow Park

St Martin De Porres Primary School

1 Berrima Road, Sheidow Park SA 5158

Stirling

St Catherine's School

22 Ayers Hill Road, Stirling SA 5152

St Marys

St Bernadette's School

54 Ragless Street, St Marys SA 5042

Taperoo

Our Lady of the Visitation School

433 Victoria Road, Taperoo SA 5017

Tea Tree Gully

Saint David's Parish School

40 Elizabeth Street, Tea Tree Gully SA 5091

Tranmere

St Joseph's School

1 Birkinshaw Avenue, Tranmere SA 5073

Walkerville

St Monica's Parish School

92 North East Road, Walkerville SA 5081

Walleroo

St Mary MacKillop Primary School

6 Young Street, Wallaroo SA 5556

Warradale

Christ the King School

126 Dunrobin Road, Warradale SA 5046

West Hindmarsh

St Joseph's School

56 Albermarle Street, West Hindmarsh SA 5007

Windsor Gardens

St Pius X Primary School

8 Windsor Grove, Windsor Gardens SA 5087

Woodcroft

Emmaus Catholic School

2 Todd Street, Woodcroft SA 5162

Woodville Park

Whitefriars School

45 Beaufort Street, Woodville Park SA 5011

Whyalla

Samaritan College: Our Lady Help of Christians Campus*

10 Toal Street, Whyalla SA 5600

Samaritan College: St Teresa's Campus*

Darling Terrace, Whyalla SA 5600

Wynn Vale

St Francis Xavier Regional Catholic School

4 Carignane Street, Wynn Vale SA 5127

Yorketown

St Columba's Memorial School

55 Warooka Road, Yorketown SA 5576

**Colleges with a separate Primary Campus*

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**

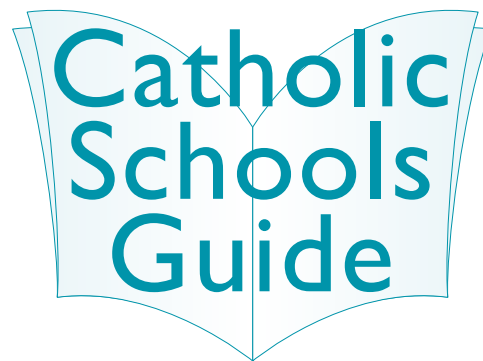
JOHN 10:10



Caritas
AUSTRALIA

50
YEARS
1964 - 2014

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



www.catholic-schools-guide.com.au