

CATHOLIC SCHOOLS GUIDE 2020

SECONDARY SCHOOLS EDITION - SYDNEY

CELEBRATING AUSTRALIA'S FIRST PEOPLES



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Catholic Schools Guide

Greg Campitelli
Publishing Editor

Welcome to Catholic Schools Guide, 2020 edition. Each year, our Guide carries a different theme and this year it is **'Celebrating Australia's First Peoples'**.

This edition represents a pivotal edition for me and one that I am most proud to have published – a genuine celebration of our First Peoples.

Our beautiful cover is designed by Wiradjuri woman and Loreto Normanhurst's Lua Pellegrini, and the welcome to country is so elegantly expressed by Emerson Locke of the Turrbal People and St Joseph's Gregory Terrace. Thank you.

For most of us, myself included, our knowledge of culture, language and tradition of Australia's First Peoples is superficial at best. I agree, that we teach students more about American, Asian and European politics and history than we do on that of our First Peoples. Why? For the vast majority of Australians, it is out of mind, out of sight. It is wrong and must change, now.

To create transformational change needs transformative thinking. How?

It staggers me that it took till 29 May 2019 for the The Honourable Ken Wyatt AM MP to be sworn in as Minister for Indigenous Australians. Incredibly, Minister Wyatt is the first Indigenous person to hold the ministry responsible for Indigenous matters and the first Indigenous person to sit in Cabinet. Minister Wyatt becomes the inaugural Minister responsible for the new Australian Government agency, the National Indigenous Australians Agency.

Next steps? I say a formal Treaty together with recognition within the Australian Constitution.

Then the ripple can become irresistible.

It spreads to a national curriculum and teacher training. Education is a champion of change. Every school in

the country, not just Catholic schools, must do far more to bring Australian Indigenous culture into the everyday classroom.

And it is not just about integrating First Peoples to universally adopt the ways of Western culture, which has been the approach for more than 200 years. Rather, true equality comes from a dialogue of understanding and acceptance. As a nation, we must place at our heart the embrace of First Peoples culture and truly learn. What better way to start than with a symbol – a new flag

FLAG COMPETITION

Why not change our flag and bring Indigenous culture into the Southern Cross? After all, these are the very same stars that we have all gazed upon for the last 50,000 years.

There 53 nations that make up the Commonwealth. Many have the Union Jack incorporated within their flag while most do not. Canada is a Commonwealth country, it changed its flag in 1965 and today is one of the most recognised symbols in the world. Perhaps it's our turn.

So kids get designing – submit a design for a new flag that brings together our nation as one which recognises Indigenous Australia. One lucky entrant will win a fabulous prize. To enter, go to catholicschoolsguide.com.au/competitions and follow the steps – it's super easy.

FEATURE WRITERS

I am grateful to our feature writers. This year, we are blessed with the talents of Mutthi Mutthi Wamba Wamba woman Vicki Clark OAM; Craig Arthur, National Administrator of National Aboriginal and Torres Strait Islander Council; Kalkadoon and Arrernte woman Krista O'Connor Project Manager, Emerging Leaders Incentive Scheme at Townsville

Catholic Education; Rosalyn Thomas, Aboriginal Education Consultant for Association of Independent Schools NSW; ACU's Erin Eadie a proud Wangaibon woman; and Michael McVeigh, Editor of Australian Catholics magazine. They are joined by an article provided by First Languages Australia.

ON LINE PLATFORMS

Need more information? Check out our website at catholicschoolsguide.com.au where you will find videos posted from each school, Open Day listings, great articles on education and much more. Please join our growing community at facebook.com/CatholicSchoolGuide where you will find terrific tips and news feeds.

FACTS ABOUT THE GUIDE

The Colleges choose to advertise in the Guide, but of course there is no compulsion to do so. Importantly, the Guide is distributed free to families via the Catholic Primary School network. It is also available at most parishes, municipal libraries and childcare centres. The Guide is put together by a dedicated team. I am especially grateful to our sub-editor, Master of Applied Linguistics, Stephen Campitelli; senior production coordinator, Kristy Nimmo; and the design team at Ellikon – Phil and Matthew – we simply could not put this magazine to press without their professionalism.

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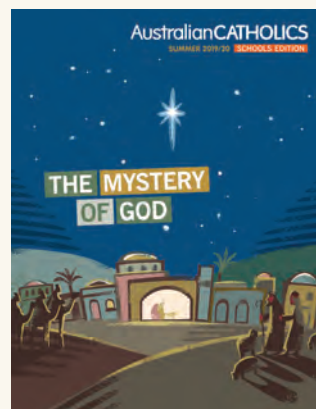
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Cover Artwork: Our Past, Her Future

By **Lua Pellegrini**
Loreto Normanhurst, NSW



My name is Lua and I am a proud Wiradjuri woman. My ancestors were the first inhabitants of the Forbes district over 40,000 years ago. My education at Loreto is invaluable; it has shaped the person I have become. Through my education, my knowledge of my own culture, as well as the importance of reconciliation between

Australia's first people and wider Australia, has been enhanced.

Within my body of work the inextricable connection between the past, present and future which is fundamental to Aboriginal culture is explored; whilst also providing insight into responsibilities of Aboriginal Peoples in terms of communal relationships, as well as the

fundamental connection that Aboriginal Peoples share with the land as it is inherently connected to all aspects of being.

This work also reveals deeply personal familial stories through the use of unique codes and symbols enabling my work to depict previous Dreaming's, histories and experiences that have come before, as an integral influence on both our shared and individual futures.



Understanding Country and Welcome

By **Emerson Locke**
St Joseph's College, Gregory Terrace, QLD



When we talk about traditional 'Country' we mean something beyond the dictionary definition of the word. For Aboriginal Australians, we might mean homeland, or tribal or clan area and we might mean more than just a place on the map. For us, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features. It describes the entirety of our ancestral domains. While we may no longer necessarily be the title-holders to land, we are still connected to the Country of our ancestors and consider ourselves the custodians or caretakers of the land.

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country. Furthermore, it promotes an ongoing connection for us all to our local places such as York's Hollow of Victoria Park, or in the Turrbal language 'Barrambin'.

As a Catholic School in the Edmund Rice tradition, we are committed to reconciliation with and recognition of the Aboriginal and Torres Strait Island people of our nation. We acknowledge the elders past, present and future of the Turrbal people of Jagera country on whose traditional land we stand.

For many generations, the Turrbal people have raised family, shared story and song and passed on their language and culture to their children around the hills, gullies and creeks of Brisbane. This land will always be aboriginal land. We acknowledge the pain and struggle of the past and commit to a hopeful future where we proudly share in the stewardship and care of the ancient land on which we stand.



AustralianCATHOLICS

Bringing faith to life

Speaking to Minds and Hearts

By **Michael McVeigh**
Editor, Australian Catholics

Did you know there are more than 130,000 Aboriginal and Torres Strait Islander Catholics in Australia?

Interestingly, between the last two censuses, this part of the Catholic population was the only one that saw an increase. But there's another number that's even more startling – the number of Aboriginal and Torres Strait Islander Catholic priests: Zero.

At the synod on the Amazon last October, Catholic bishops discussed how to support the faith in indigenous communities in Latin America.

Among the issues discussed was how to combat the lack of indigenous priests, and more broadly, how the Gospel might be received and shared in those communities.

Those two issues are linked. In Australia, Aboriginal and Torres Strait Islander Catholics have for generations received the faith through a European lens. Not exclusively – there are many who have thought about and shared Christian stories through indigenous perspectives – but predominantly, at least when it comes to preaching at Mass.

How much richer would indigenous understandings of the Catholic faith be if they were passed on not by outsiders, but by members of their own community?

'When peoples and cultures are devoured without love and respect, it is not God's fire but that of the world', said Pope Francis during the synod. 'Yet how many times has God's gift been imposed, not offered; how many times has there been colonisation rather than evangelisation?'

The Pope and the bishops were criticised by some more conservative corners of the Church, particularly in relation to proposals to allow married priests in these communities. But their understanding about the need to enculturate the Gospel is not new (nor, for that matter, is the presence of married priests in particular corners of the Church).

John Paul II said much the same to Aboriginal and Torres Strait Islander Catholics during his visit to Uluru in 1986.

'The Church invites you to express the living Word of Jesus in ways that speak to your Aboriginal minds and hearts', he said. 'All over the world people worship God and read his word in their own language, and colour great signs and symbols of religion with touches of their own traditions. Why should you be different to them in this regard, why should you not be allowed the happiness of being with God and each other in Aboriginal fashion?'

The Amazon synod was significant for all places in the world where the Gospel reaches people in indigenous cultures.

In its aftermath, our challenge in the Australian Church is to see how we can better support the faith in Aboriginal and Torres Strait Islander Catholic communities, and better provide opportunities for the faith to be shared and received 'in Aboriginal fashion'.

Australian Catholics is published four times a year for schools across Australia, and has an archive of articles and online resources that can be used in the classroom. For more, visit www.australiancatholics.com.au.

Equity, Engagement, and Expectations

By Krista O'Connor

Project Manager, Emerging Leaders Incentive Scheme at Townsville Catholic Education

Krista is a Kalkadoon and Arrernte woman from Mount Isa who is the Project Manager for the Emerging Leaders Incentive Scheme at Townsville Catholic Education. The project is an ambitious one: delivered at 11 secondary schools representing vastly different communities and contexts, it supports 600 Aboriginal and Torres Strait Islander students. A true product of North Queensland, Krista studied Secondary Education through James Cook University while completing a teaching cadetship via the National Indigenous Cadetship Program. After teaching at her alma mater Good Shepherd Catholic College, Mount Isa, for seven years, she moved to Townsville with her young family to take on her current role. A dedicated advocate for Indigenous education and social justice issues, Krista is studying towards a Masters of Human Rights.



Here in Townsville Catholic Education, we have been blessed with a very productive relationship with the National Indigenous Australians Agency, formerly operating out of the Department of the Prime Minister and Cabinet. Spanning ten years, our department has developed and delivered various scholarship and support programs for our Indigenous students. It is from this foundation that our latest program, the First People's Emerging Leaders Incentive Scheme, was born.

Kicking off in 2018, Emerging Leaders is a dynamic reimagining of previous scholarship programs, redefining what it means to support our Aboriginal and Torres Strait Islander students through their secondary studies and beyond. Informed by Stronger Smarter principles and our own internationally recognised research 'Pedagogy of Difference', we work with community and schools to develop targeted programs that address educational disadvantage.

The concept of 'high expectations relationships' is core to our work: it affirms students' unique strengths and cultural identity, while also providing staff with the tools and understandings they need to authentically connect with students and their families. As experienced Aboriginal educators, we know that students learn best when:

- they feel cared for and engaged with their learning,
- teachers know their students and the complexities of Indigenous education,
- families are welcomed and valued members of the school community, and,
- schools implement high quality teaching strategies.

Emerging Leaders tells students that they are already on the journey to success, whatever that might look like. It's our job to provide the right environment that will see them thrive. In many ways, Emerging Leaders enacts a culture of change around achievement, seeing measurable results and positive outcomes.

An important part of this program is that it's built on the value of equity. Rather than offer a limited number of scholarships, every Aboriginal and Torres Strait Islander secondary student is eligible for Emerging Leaders. We are only halfway into the project and have already reached capacity at 600 students – a take-up rate of 98%.

Once on the program, families are supported by a school fee subsidy and uniform allowance. This subsidy does not cover the sum of school fees, but it goes a long way to removing a significant barrier facing our families. Many parents have said that, without the financial assistance available from Emerging Leaders, they couldn't afford to enrol their child at a Catholic school. Every family's situation is different, and from a Catholic social justice perspective, we wanted to be able to support those students and families that need it the most.

While we have designed Emerging Leaders to be more equitable, we wanted to keep elements that celebrate and reward our students. This is where the Incentive Scheme comes in. It's a wholly unique concept that encourages students to reach targets within the three pillars of the scheme: attendance, academic improvement and engagement.

The driving factors behind these incentives are personal to each student. Acknowledging that our strengths and skills walk hand in hand with our personal motivations, each student articulates a Personal Incentive Goal. If, by the end of the year, they have reached their pillar targets, they are awarded a reimbursement toward their goal. Examples of Personal Incentive Goals include sporting costs, music lessons, educational devices (laptops), future university costs and bikes to get to school.

In 2018 and 2019, students took up the challenge offered by Emerging Leaders with enthusiasm, resulting in some fantastic achievements. Across the Diocese, 75% of students achieved an Incentive Level. This translates into students achieving a minimum of 90% overall attendance, working diligently towards academic improvement, especially in regard to literacy and numeracy, and being engaged in a wide range of school, community and cultural activities.

This is an incentive scheme that benefits students, parents, and schools and we hope to continue our successes. Such is the confidence in the Emerging Leaders Incentive Scheme, that we have proudly accepted a funding boost and project extension which will take us through to the end of 2022. In the end, we are all working towards the same goal: closing the gap and providing equitable outcomes for Aboriginal and Torres Strait Islander students.

Opening Doors

By Vicki Clark OAM
Mutthi Mutthi/Wamba Wamba

Vicki is a Mutthi Mutthi Wamba Wamba woman who has dedicated decades of her life to increasing understanding of Aboriginal spirituality and defending the rights of Aboriginal people to express this spirituality in its many forms. Vicki has worked to embody Aboriginal culture within the Catholic Church and education system, and to improve educational outcomes for Aboriginal children and youth. She is committed to strengthening understanding between Aboriginal and non-Aboriginal Australians so that we may walk together towards reconciliation.

For Vicki, there are two reasons for this. She has developed curriculum materials about Aboriginal perspectives, spirituality and history for schools so that Aboriginal children can feel culturally safe and, therefore, begin to thrive within classrooms. Additionally, she believes that educating non-Aboriginal children about Aboriginal perspectives is the most effective way of breaking down racist beliefs and behaviour in the wider community. Vicki believes children take their learning home to the family and that is where changes happen.



I'm sitting on the sacred lands of my ancestors at Lake Mungo thinking about the time I was sitting in the classroom. It is grade 4 and the teacher reads from a little book, an approved resource called 'The Australian Aborigines'. Suddenly, the teacher reads, "The last full blood Aborigine died in Tasmania." I was about 9 years of age my heart sunk. But what about my nanna, poppa, mum, aunties, uncles, cousins? They're Aboriginal and so am I!

That was the education embedded into the minds of many generations at the time.

The door of opportunity opened when I was invited to join a team of curriculum workers at the Catholic Education Office in Melbourne to re-write the Aboriginal story that empowered teachers to educate through an Aboriginal lens. This curriculum was bound in culture, kinship, sacredness of the land, ceremonies, rituals, truth telling and the Lore that governed us as Aboriginal Peoples is that we are 'equal in the whole of creation'.

Teachers were hungry to learn giving a dynamic shift to what was taught in classrooms. Aboriginal families soon saw that Catholic schools were becoming culturally safe places to enrol their children, but the financial cost disempowered Aboriginal families. A small group of people heard about this injustice, so in 2001 they established the Opening the Doors Foundation to support families with books, uniforms and camps from prep to year 12. The program is still going and is currently receiving second generations applying for support.

What a different story my grandchild Inalah will experience in the classroom. As Inalah walks into the school grounds there is an Aboriginal flag flying high. An Acknowledgment Plaque recognises the traditional owners. There is Aboriginal artwork throughout the school, and Aboriginal Elders come to share stories of long ago with all of the children. Inalah learns about the local history long before the rabbits came. Her classroom, and all the other classrooms, are named after Aboriginal Elders who fought for justice. Sacred artefacts are part of the liturgy in the Mass, her classroom has a prayer table that has an Aboriginal Cross and other cultural items on it, and during the year they celebrate great historical moments in our shared history. She comes home and talks to me about the stolen generations.

When Inalah is in grade 5 she will be commissioned with other students to be part of the FIRE Carrier program. FIRE carriers are students and teachers that share a passion for learning about Aboriginal culture and history. They are committed to sharing this knowledge and promoting reconciliation within and beyond the school community, in Catholic and Independent primary and secondary Victorian schools.

When I walk Inalah into the school yard as an Aboriginal grandmother, I expect nothing less for my grandchild but to be taught to be proud of her identity and celebrate her culture across all curriculum areas.

As a 9 year old, I could never have imagined how radical, yet beautiful Aboriginal perspectives in the classroom would change. I could never imagine students from Catholic school would accept my invitation to walk in the footsteps of my Ancestors and join me on a 5-day immersion of spirituality at my sacred homelands at Lake Mungo.

When teaching through an Aboriginal lens our students are more spiritually richer than the generations before them.

It has opened doors that used to be closed.

Schooling for a Future of Strength, Respect and Equity

By Rosalyn Thomas

Aboriginal Education Consultant, Association of Independent Schools of NSW

Rosalyn has been the Aboriginal Education Consultant for Association of Independent Schools of NSW since 2012, providing support to NSW independent schools to enhance educational outcomes for Aboriginal and Torres Strait Islander students and enable teachers to embed Aboriginal and Torres Strait Islander cultures, histories and languages across all curriculum areas.



In schools across our country, students of all ages are engaging with and learning about the significance, contribution and strength of the First Peoples of our nation.

In these same classrooms the next generation of Aboriginal and Torres Strait Islander leaders are also engaging with and seeing themselves reflected in the curriculum. This cohort of students will be the first generation of Aboriginal and Torres Strait Islander students to experience a curriculum and education that respectfully reflects their cultures, histories and voice.

However, in many communities there still remains a significant achievement gap between Aboriginal and Torres Strait Islander students and their peers. As reported in the Commonwealth Government's annual Closing the Gap Report¹, each year there is a disproportional representation of Aboriginal and Torres Strait Islander students achieving below the national minimum standards in reading and numeracy in comparison to their peers in national NAPLAN results. As Aboriginal and Torres Strait Islander students progress through schooling, this gap tends to increase, making engaging in school through to Year 12 more and more difficult each year, particularly through their secondary schooling.

With education the leading enabler of increased participation in society², many schools are now reviewing their whole school strategic approach to supporting their Aboriginal and Torres Strait Islander students, families and communities from transition into Year 7 and through to their transition into post-school pathways.

Through the *Improving Outcomes for Aboriginal and Torres Strait Islander Students Pilot Project*, the Association of Independent Schools of NSW provided support to four NSW schools over a two-year period to gain a deeper understanding of what works in increasing literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students. Two of the participating schools were Saint Ignatius' College, Riverview and St Joseph's College, Hunters Hill, with all schools having a long history of supporting Aboriginal and Torres Strait Islander students to develop aspirational goals for their education and beyond.

Throughout the two-year pilot project, the participating schools developed culturally responsive schooling structures that underpinned individualised literacy and numeracy support. This commenced during the transition of students into Year 7 with community visits to the students' homes to develop partnerships between the home and school. It was these foundational partnerships that provided both the school and the students with ongoing support for the students' achievement of aspirational goals for post-school outcomes.

The impact of using culturally responsive strategies has led to an extension of the project to include a new cohort of schools, including Loreto Normanhurst, where we are expecting the results to continue, with Aboriginal and Torres Strait Islander students not only developing a deep sense of belonging at their school through a culturally inclusive curriculum, but also through culturally informed support strategies that include the student, their family and community.

In the words of Dr Paul Hine, Head of Saint Ignatius' College, Riverview, "It's not so much what we do for the them, it's what they do for us. They bring a richness we would never otherwise see, and they do it in ways that are deeply profound and resonate with the other boys."³

Throughout the pilot project, which was externally evaluated by Jumbunna Institute for Indigenous Education and Research, University of Technology Sydney, each school engaged in professional learning and listened to the needs of their students and community to create long-term change across their school. As explained by Professor Larissa Behrendt while reflecting on the progress of the schools:

*"One of the positive changes I have seen in this whole process is that the schools feel that they are better off as schools when they have embraced the diversity of their students, they have enriched their own school culture so it hasn't just been a process of making accommodations for the Indigenous students, but thinking holistically about how Indigenous culture, methodologies and knowledge becomes a part of the school for all the students."*⁴

So, as we reflect on the next generation of both Aboriginal and Torres Strait Islander students and their peers learning and achieving together, understanding and respecting our First Peoples' cultures, histories and languages, we have a strong future to look forward to as our nation learns to walk as one.

Visit <https://www.aisnsw.edu.au/teachers-and-staff/funded-programs-and-projects/aboriginal-torres-strait-islander-edu/improving-outcomes> to read the full report and view the *Improving Outcomes for Aboriginal and Torres Strait Islander Students* documentary.

1 Commonwealth of Australia, Department of the Prime Minister and Cabinet, Closing the Gap Report 2019

2 SCRGSP (Steering Committee for the Review of Government Service Provision) 2016, Overcoming Indigenous Disadvantage: Key Indicators 2016, Productivity Commission, Canberra.

3-4 Improving Outcomes for Aboriginal and Torres Strait Islander Students Documentary, AISNSW 2019 - <https://vimeo.com/328532827>

Catholics Acknowledging Australia's First Peoples

By Craig Arthur

National Administrator, National Aboriginal and Torres Strait Islander Catholic Council

Craig is the National Administrator of the National Aboriginal and Torres Strait Islander Catholic Council (NATSICC), based in Adelaide. He has a strong commitment to social justice and places emphasis on the Principle of Subsidiarity in the design and delivery of council programs and projects.

He has worked with Aboriginal and Torres Strait Islander people for 20 years and continues to support Australia's First Peoples in their journey to be a valued and supported group within the Catholic Church in Australia.



The practice of inclusion forms an important part of rebuilding the relationships with Aboriginal and Torres Strait Islander people and non-Indigenous Australians. The erection of a plaque or sign that acknowledges Australia's First peoples in a prominent position at the Church or in your organisation is a symbol of welcome for Aboriginal and Torres Strait Islander people and an acknowledgment that there is an understanding of Australia's past.

The National Aboriginal and Torres Strait Islander Catholic Council (NATSICC) worked for over three years to create an Acknowledgment Plaque that was suitable for use across Australia. The result was the first ever plaque that has been endorsed by the Australian Catholic Bishops Conference for use in Catholic parishes, schools and organisations.

The process of creating the plaque was complex in that it needed to meet the needs of First Nations Catholics by incorporating Traditional symbolism without limiting the style to any particular region. The design had to be bold and fit with the sensibilities of the locations that would choose to install the Acknowledgement.

The wording on the plaque is purposely inclusive and uses the term 'Custodians' to convey the message that, in Aboriginal and Torres Strait Islander culture, nobody owns the land – we are custodians that are charged with its care that results in a deep spiritual connection.

Professor Mick Dodson explains this relationship when he says, "For us, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features. It describes the entirety of our ancestral domains." This concept is different from the 'Western' concept of ownership and NATSICC felt it was important that the distinction was made clear to any group considering a plaque.

The main logo on the plaque was designed by the Murri Ministry (Brisbane, Queensland) to depict black and white coming together and growing in faith and respect for one another.



We acknowledge the Traditional Custodians who have walked upon and cared for this land for thousands of years.

We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to this country and commit ourselves to the ongoing journey of Reconciliation.



www.natsicc.org.au

Working from the centre of the piece outwards, the artwork depicts the following:

- The Cross and the Aboriginal and Torres Strait Islander flags are at the centre – representing faith and culture forming the basis for the lives of First Nations people. The dots upon which the flags and cross are placed represent the land, which for us is the centre of our being and our dreaming.
- Surrounding the cross and flags is a strip of colour that uses the Earth colours – Red and Ochre – and includes the dots that are synonymous with Traditional artwork. The diagonal lines are symbolic of the crosshatch artwork of the Northern Language groups of Australia.
- The trees that surround the Aboriginal and Torres Strait Islander flags and the Cross are a reminder of Pope John Paul II's words, "Like that tree you have endured the flames, and you still have the power to be reborn". The roots depict the importance of strong cultural and family ties.
- Lastly, the black and white figures symbolise people coming together in God and unity, growing in faith and respect for one another. Aboriginal and Torres Strait Islander artwork has, for thousands of years, used symbolism to display deep and complex concepts that are interpreted through the lens of culture and spirituality learned from Elders. The plaque artwork uses colour as a simplified point of difference to symbolise all of the diversity and gifts of humankind.

The plaques have been available for 18 months and there are now over 400 being proudly displayed across Australia. NATSICC runs the Partners in Faith Program as an adjunct to the plaques. This program lists each of the parishes, schools and organisations that have erected a plaque on a dedicated list. Each becomes a Partner in Faith. This list is displayed at <http://www.natsicc.org.au/acknowledgment-plaques.html#pif>.

Many schools are now incorporating Liturgies and presentations from local Elders when displaying their plaques. Catholic Education Offices in Wollongong, Rockhampton and Sydney (Eastern Region) have organised custom plaques with their own logos for every school in their Dioceses. NATSICC feels very proud that the goodwill and respect from Catholic Organisations is now manifesting itself not only in the display of Acknowledgements, but also the incorporation of education around Traditional Custodians, the engagement of local communities and a focus on acts of practical reconciliation.

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A list of Catholic Secondary Colleges featured in the 2020 Guide.



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18 Bland Street, Ashfield N W 2131



Brigidine College St Ives

325 Mona Vale Road, St Ives NSW 2075



Catherine McAuley Westmead

2 Darcy Road, Westmead NSW 2145



Cerdon College, Merrylands

Sherwood Road, Merrylands 2160



De La Salle College, Revesby Heights

9 Ferndale Road, Revesby Heights NSW 2212



Kincoppal Rose-Bay

New South Head Road, Rose Bay NSW 2029



Loreto Normanhurst

91-93 Pennant Hills Road, Normanhurst NSW 2076



Maronite College of the Holy Family - Parramatta

23-25 Alice Street, Harris Park NSW 2150



Mount St Benedict College

449C Pennant Hills Road, Pennant Hills NSW 2120



Nagle College

58a Orwell Street, Blacktown NSW 2148



Oakhill College

423-513 Old Northern Road, Castle Hill NSW 2154



OLMC Parramatta

Victoria Road, Parramatta NSW 2150



Patrician Brothers' College Blacktown

100 Flushcombe Road, Blacktown NSW 2148



Santa Sabina College

90 The Boulevarde, Strathfield N W 2135
Santa Maria del Monte Primary Campus
59 The Boulevarde, Strathfield N W 2135



St Andrews College

Holy Family Campus
116 Quakers Road, Marayong NSW 2148
John Paul II Campus
50 Breakfast Road, Marayong NSW 2148



St John Paul II Catholic College

Yr 7 - 10 Campus
85 Hambledon Road, Schofields N W 2762
Yr 11 - 12 Campus
Nirimba Education Precinct Eastern Road, Quakers Hill
NSW 2763



St Patrick's Marist College

151 Kirby Street, Dundas NSW 2117



St Scholastica's College

4 Avenue Road, Glebe NSW 2037



St Vincent's College

Rockwall Crescent, Potts Point NSW 2011



Stella Maris College

52 Eurobin Avenue, Manly, NSW 2095
270-278 Pittwater Road, Manly NSW 2095

NB: The Australian Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the official Australian Government website that lists all Australian education providers to offer courses to people studying in Australia on student visas and the courses offered. Please visit www.cricos.deewr.gov.au

Locations

Locations of Catholic Secondary Colleges featured in the 2020 Guide. Multiple crests represent multiple College campuses.



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Bethlehem College

Est. 1881

“Our College is recognised for offering a broad, contemporary and relevant curriculum that caters for diverse learning needs in a safe and supportive environment.”

Mrs Paula Bounds

KEY INFORMATION

Address	18 Bland St, Ashfield NSW 2131
Telephone	02 9798 9099
Website	www.bethlehemcollege.nsw.edu.au
Principal	Mrs Paula Bounds
Enquiries	Mrs Stella Apergis
Email	info@bcashfield.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	620 students
Year 7	100 students, 5 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$1,757 Yr 12 \$2,595 Plus levies
HSC Subjects	30
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Faith in Action
- CARE Environmental Group
- Public Speaking
- Debating
- Mock Trial
- Duke of Edinburgh
- Science Club
- On the Block Band
- College Choir
- Current Affairs Club
- Dance Club
- Representative sport (CGSSA & MCCS)
- Harmony Day



*'Excellence
in Educating
Young Women
since 1881'*

VISIT US IN 2020

Guided tours are held on Wednesday 4 March from 3.00pm. Visit our classrooms, enjoy student performances, our new learning spaces and meet our Principal, teachers & students.

WHAT MAKES US SPECIAL

Bethlehem College has a proud academic history, a broad curriculum and a strong commitment to supporting all students' individual needs and interests. The College sets high expectations for each and every student, encouraging and supporting them to strive for their personal best.

Bethlehem College is a diverse community offering a unique model for student wellbeing which focuses on the holistic wellbeing of each individual student and the development of independent young women.

Bethlehem's academic program is underpinned by a culture of diverse learning opportunities and styles, developing strong learning habits and promoting wellbeing, resilience and a love of lifelong learning. The College offers an extensive co-curricular program including Public Speaking, Debating, Mock Trial, Duke of Edinburgh, Representative Sport and the performing arts.

HOW DO WE RECOGNISE AND CELEBRATE OUR FIRST PEOPLES'?

Aboriginal and Torres Strait Islander culture and spirituality is revered and respected at Bethlehem College. Our Aboriginal and Torres Strait Islander students are offered opportunities to engage in experiences to enrich their connection to culture and connect with other Aboriginal and Torres Strait Islander students. Aboriginal and Torres Strait Islander students at Bethlehem have the opportunity to participate in:

- Acknowledgement of Country at the commencement of assemblies, liturgies, masses and parent information evenings
- Reconciliation Week and Harmony Day celebrations
- Learning Indigenous dance, songs and storytelling
- SCS CaSPA Goodjarga Ensemble events, Corroboree celebrations and cultural events such as Vivid.
- Teaching Indigenous dance to K - 6 students at local primary schools as part of NAIDOC celebrations
- ANZA Indigenous Veterans' Commemoration ceremony performances in Hyde Park
- NRL School to Work program - which assists students in Year 11 & 12 to apply for university, TAFE courses and scholarships, and transition to tertiary study or work after school
- NRL Young Person of the Year Award nominee by the Canterbury-Bankstown Bulldogs
- Work in partnership with community groups, businesses and organisations such as: NBL and Canterbury Bankstown Leagues Club on Indigenous projects and events
- University of Sydney Summer and Winter camps
- Talk our Language Project - students learned how to translate meaningful stories and statements into Indigenous language, which were then published as postcards and distributed to schools around Australia
- School Based Apprenticeships and Traineeships with organisations such as: Westfield and Qantas
- Curriculum and assessment links to Aboriginal culture, authors and artists
- Sydney Catholic Schools HSC Indigenous Awards ceremony

Our Aboriginal students have achieved great personal and academic success including university scholarships and traineeships in 2019. Staff at Bethlehem have attended a variety of professional development initiatives including the National Aboriginal and Torres Strait Islander Catholic Council Assembly in Perth and the Aboriginal and Torres Strait Islander Catholic Education NSW State Conference. In 2019 a senior Indigenous student was awarded the Sydney Catholic Schools Executive Director's VET School Based Traineeship Award and was a training awards finalist for Aboriginal and Torres Strait Islander of the year.



Brigidine College St Ives

Est. 1954

“Girls' schools are perfectly placed to educate and inspire the girls of today and develop the leaders of tomorrow.”

Laetitia Richmond, Principal

KEY INFORMATION

Address	325 Mona Vale Rd, St Ives NSW 2075
Telephone	02 9988 6200
Website	www.brigidine.nsw.edu.au
Principal	Laetitia Richmond
Enquiries	Kathy Giuffrida, Enrolments Manager
Email	enrolments@brigidine.nsw.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	900 students
Year 7	160 students; 6 classes
Languages	Italian & French
Fees 2020	Yr 7 \$19,570 Yr 12 \$19,570
HSC Subjects	35
VET	Yes
Connect via	f t in v

CO-CURRICULAR / CULTURAL ACTIVITIES

- IGSSA Saturday Sports
- IGSSA and BBSSA Rep Sport
- Fitness/Yoga/Strength and Conditioning
- Dance and Eisteddfod teams
- Musical
- Music ensembles
- Vocal ensembles
- Choir
- Girls in Black
- SDA Debating
- Mock Trial
- Tournament of Minds
- DaVinci Decathlon
- Public Speaking
- AHIGS Festival of Speech
- Duke of Edinburgh
- Clubs and activities
- STEM/robotics
- Social Justice



*'A Catholic
Independent
Secondary
School for Girls'*

VISIT US IN 2020

Our Open Day is on Thursday
7 May, 3.30pm to 6.00pm.

This is a wonderful
opportunity to see our College
facilities and our girls in
action with a showcase of
activities, performances and
featured displays. Register via
our website.

WHAT MAKES US SPECIAL

Located in St Ives, Brigidine College is proudly an inclusive, non-selective school catering for girls of all abilities and talents. With a motto of 'Strength and Gentleness', we are a Catholic school which opens its doors to warmly welcome girls of all faiths. Our aim is to help your daughter challenge herself and realise her potential in any or all of the spiritual, academic, physical and cultural dimensions of learning.

The College has an optimum size of 900, small enough to know each girl and large enough to offer a broad curriculum. The College currently runs 35 courses for the HSC, ensuring that each girl can find the course which sparks her passion for learning, thus maximising her chance of success. Our academic program includes all compulsory requirements and then some! Critical Thinking, Philosophy, STEM, Hospitality and possible acceleration in two HSC courses, Studies of Religion and Mathematics. Your daughter can thrive, whether she be tomorrow's scientist or CEO, social worker or designer, there is an opportunity here for her to be grounded in 21stC skills of ethical leadership, critical literacy, problem-solving, research, flexibility and adaptability.

Over 70 cocurricular options will cater for her interests and talents, from singing to AFL, dancing to astronomy, drama to robotics, social justice to languages, public speaking to orchestra.

And all of this takes place in an environment which focuses on wellbeing, where individuals are nurtured and valued. With the principles of restorative justice underpinning our student management within a framework of Positive Education, our hope is that all girls, in spite of the speed humps of adolescence, will flourish and leave school to enter the world as wise young women. On the day she leaves Brigidine College, it is our hope that your daughter will be an accomplished, capable, young woman confident that she can make a difference, but until then, we want her to enjoy her school and make lifelong friends.

There is a spirit in this place worth experiencing so take some time to visit.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Brigidine College offers a broad education encompassing Indigenous education. The College offers cross-cultural immersion and mission exposure providing the girls with a unique opportunity for experiential learning. The indigenous immersion programs offer our students opportunities to immerse themselves in the culture and life issues of our indigenous brothers and sisters by engaging in key communities and with community elders and school leaders. Through the experience the girls grow to see the world differently, deepen their spirituality and commit to their faith in ways that will help build a more just and peaceful world.

The purpose of the Indigenous programs and education at the College is to gain an insight into the realities of life for outback communities, including indigenous respect for traditional ways and highlighting school routines in rural Australia.




Catherine McAuley Westmead

Est. 1966

“Catherine McAuley girls are nurtured to be courageous young women who act compassionately to build community and who are alive with the mercy and justice of God. We are dedicated to fostering a commitment to excellence and a passion for lifelong learning in our students”

Ms Mary Refalo, Principal

KEY INFORMATION

Address	2 Darcy Rd, Westmead NSW 2145
Telephone	02 9849 9100
Website	www.mcauley.nsw.edu.au
Principal	Ms Mary Refalo
Enquiries	Ms Marina Kazzi
Email	mcauleywestmead@parra.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,150 students
Year 7	200 students; 7 classes
Languages	French and Japanese
Fees 2020	Please contact the school or refer to school website.
HSC Subjects	47
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Australian Schools Space Design program
- CAPTIVATE Performing Arts Ensemble
- Dance troupes
- Debating
- Drama Club
- Environment Group
- History Mastermind
- Hospitality
- Mercy in Action Group
- Mock Trial
- Music ensembles
- Overseas exchange
- Philosophy
- Public Speaking
- Retreat and reflection programs
- Social justice programs
- STEM Club
- Student Alliance Group
- Student Representative Council
- Youth Forums



‘Educating young women for the future’

VISIT US IN 2020

Our Open Afternoon/Evening is on Wednesday 4 March between 4.00pm to 7.00pm. Two school tours will be offered in Term 4 2020 on Tuesday 10 November and Friday 4th December.

WHAT MAKES US SPECIAL

Catherine McAuley Westmead is a Catholic systemic school offering a comprehensive education for girls from Years 7 to 12. Located at Westmead, in close proximity to the central business district of Parramatta, the school began operation in 1966.

Founded by the Parramatta Sisters of Mercy, Catherine McAuley Westmead has a strong Mercy charism. Inspired by our founder, Venerable Catherine McAuley, we aspire to a God-centred way of life, which respects and affirms the dignity of each person. We commit to excellence in girls' education and empower young women to be actively involved in social justice. We value our diversity and inclusiveness and the creation of a warm and inclusive community where all feel safe and valued is a key focus of life at Catherine McAuley.

Pastoral Care complements our academic program and is central to the organisation and operation of the school. It is based on the core Mercy values of mercy, justice, excellence, integrity, courage and hospitality and recognises the need to address the spiritual and emotional wellbeing of the young women in our care. Pastoral care programs at each year level are designed to help build resilience, independence and courage within each girl.

At Catherine McAuley Westmead the school strives to educate young women for the future with a strong emphasis on female leadership, technology and STEM activities.

The school encourages our young women to be leaders and provides opportunities for them to develop their confidence and skills through a range of activities including debating, public speaking, performing arts evenings, sporting competitions, liturgies, hospitality, social justice activities and the Girls Student Alliance network who meet regularly with students from other all girls' schools. The school has an active Student Representative Council and senior students have the opportunity to take on leadership positions in a variety of areas.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

In 2016, a number of Catherine McAuley Indigenous students joined together to form the Strong Sisters Group, to strengthen bonds and to discover and celebrate Indigenous culture. From these modest beginnings wonderful things have grown. The Strong Sisters have initiated some exceptional work, providing the school the opportunity to recognise and celebrate Sorry Day and NAIDOC week, for example.

In 2018, Catherine McAuley welcomed over three days the Wandana Indigenous Education Team to help the school community explore Indigenous culture further. These three days began with a smoking ceremony followed by students and staff participating in talks, meditations and art activities. The culmination of the three days was a contemporary Aboriginal school painting that all of the school community had contributed to and which captures the true essence of the school. This painting is hung proudly on the school grounds for all to see and enjoy.



Cerdon College, Merrylands

Est. 1960

“Cerdon College was established in 1960 and is located in Merrylands. In living out the values of Christ, our school celebrates the uniqueness of each person within a diverse community. This is reflected in our school motto ‘In All Things Christ’, putting our values at the centre of all our endeavours.”

Patricia Baker, Principal

KEY INFORMATION

Address	Sherwood Rd, Merrylands NSW 2160
Telephone	02 8724 7300
Website	www.cerdonmerrylands.catholic.edu.au
Principal	Patricia Baker
Enquiries	cerdon@parra.catholic.edu.au
Email	cerdon@parra.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,074 students
Year 7	190 students; 6 classes
Languages	French, Italian
Fees 2020	\$4291 - \$5199
HSC Subjects	39 including VET subjects
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Australian Business Week
- Business Links and Activities
- Coding Club
- Community Action
- Dance Club
- Debating
- Environment Group
- History Debating
- Instrumental Group
- Lego Club
- Liturgical Choir
- Mini United Nations Assembly Competition
- Mock Trial
- Peer Support Program
- Photography Club
- Public Speaking
- Science Club
- Science Enrichment Program
- Social Justice Group
- Vocal Group



‘Aspire to Great Heights’

VISIT US IN 2020

The Cerdon College 2020 Open Day is on Tuesday 3 March during Catholic Schools Week. No appointment necessary. Come along anytime between 4:00-7:00 pm. School tours and activities available.

WHAT MAKES US SPECIAL

Cerdon College Merrylands has a strong history of being an inclusive community which provides a Catholic education in the Marist tradition. Since its foundation in 1960, the College has educated young women who have excelled in a variety of fields both in Australia and internationally.

Cerdon College provides a strong supportive educational community where young women are challenged to become confident and articulate citizens with strong values who are able to use their secondary education to open many continuing educational pathways. Currently more than 90% of Year 12 students go on to attend university.

Cerdon College aims to develop in all students a passion for life long learning. It is therefore important that students receive an education that equips them as citizens who are committed to continuing their personal educational journey beyond their formal years.

Students at Cerdon College are provided with a diverse range of activities that allow all students to realise their potential. These activities include academic, extra curricular and sporting activities which are supported by committed staff who seek to extend students' abilities and challenge students to achieve personal best in all endeavours.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Social Justice initiatives have a prominent place within the College community. This is one way that a vibrant tolerant and inclusive multicultural community can continue to develop and flourish.

This inclusiveness incorporates our indigenous students, our students from diverse cultural backgrounds and our recently arrived refugee students.

Students at the College are afforded a variety of opportunities to expand their cultural heritage, from OCEAN day (One Community Embracing All Nations) to overseas immersion experiences in Fiji and cultural exchange programs. International travel opportunities have enriched students' learning of European languages. Students and community members of the College have been given the opportunity to take part in a number of Pilgrimages to places of significance for both the Church and Marist charism.

This range of cultural exposure opportunities also provides experiences for indigenous students to take their place at a variety of community based cultural ceremonies. Guest speakers from Indigenous communities, local religious institutions and a variety of culturally based and charitable organisations are welcomed into a variety of subject classes to enhance student understanding of the impact of culture on knowledge and understanding.




De La Salle College, Revesby Heights

Est. 1960

“Our College strives for academic excellence in a warm, friendly and safe community. We are committed to providing the best teaching and learning experiences for boys to succeed.”

Mr Tim Logue

KEY INFORMATION

Address	9 Ferndale Rd, Revesby Heights NSW 2212
Telephone	02 9773 7755
Website	www.dlsrevesby.catholic.edu.au
Principal	Mr Tim Logue
Enquiries	Mrs Glenys Toms
Email	info@dlsrevesby.catholic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	620 students
Year 7	130 students; 5 classes
Languages	Italian
Fees 2020	Please contact the College
HSC Subjects	31
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Academic Competitions
- Camps and retreats
- Charity Fundraising
- Chess
- Choir
- Christian Mission Program
- Debating
- Duke of Edinburgh
- Homework Club
- Lasallian Youth Leaders
- Mock Trial
- Music Bands
- Newman Selective Symposiums and Stem Day
- Principal's Reading Challenge
- Public Speaking
- Regional Goodjarga Boys Workshop
- Social Justice Day
- Student Representative Council
- Study Tours (Italy)
- Wellness Week



*Excellence
Service
Community*

VISIT US IN 2020

We welcome you to our Open Day on Sunday 8 March from 11:00am. Visitors can meet staff and students and tour our grounds and facilities. Individual tours are available upon request.

WHAT MAKES US SPECIAL

De La Salle College Revesby Heights is an all-boys 7-12 school which promotes academic excellence and the wellbeing of students in a positive, safe and rewarding community. We aim to identify the unique needs of each student and ensure every student is given the attention needed to develop to their fullest potential.

With approximately 620 students, the College has a small community feel to it, yet we offer a holistic education with a broad selection of subjects and a diverse range of sports, extra-curricular, social justice and leadership opportunities for students. The curriculum and extra-curricular initiatives are specifically focused on delivering an outstanding education for boys and developing fine young men for society.

With a well-established system of awards, the College promotes and celebrates excellence and student achievement, extending and supporting students through the Newman Selective Gifted Education Program and a quality diverse learning program.

The student wellbeing structure supports the needs of each individual student, and there is a strong focus on leadership development with numerous opportunities for student leadership.

As a Lasallian school, under the patronage of St John Baptist De La Salle, the core values of the College include the promotion of Gospel values through a vibrant Religious Education and liturgical program. The College has a fine reputation in the local community, and values the wonderful support from its parent body.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

To provide our students with the best possible education, De La Salle College Revesby Heights places a strong focus on contemporary pedagogical practices and experiences that are authentic.

The College recognises Australia's First Peoples in a variety of experiences including the Acknowledgement of Country whenever the community gathers; student participation in Regional boys Goodjarga Day, Murrawadeen Goodjarga Program - Corroboree, Goodjarga dance ensemble, NAISDA holiday workshops and the integration of culture, connections and Country whenever possible.

To further support our Aboriginal and Torres Strait Islander students, staff have attended Professional Learning events with the local Dharawal people or spent time on Yolgnu homeland in Arnhem Land to experience connection with Country, so that recognition and understanding of Australia's First Peoples can be integrated into the culture and pedagogy of our school community.







Kincoppal - Rose Bay

Est. 1882

“ Our Sacred Heart Educators focus on each individual and this philosophy helps foster in each student their strengths, their gifts and their desire to be the best version of themselves. We welcome the opportunity to forge authentic working partnerships with parents as we watch their children grow, develop and shine. ”

Maureen Ryan, Principal

KEY INFORMATION

Address	New South Head Rd, Rose Bay NSW 2029
Telephone	02 9388 6000
Website	www.krb.nsw.edu.au
Principal	Maureen Ryan
Enquiries	Sue Lancaster
Email	admissions@krb.nsw.edu.au
International Reg.	Yes
CRICOS	02268M
Gender	Co-educational ELC - Year 6 Girls Year 7 - 12 (Boarding & Day)
Year Range	ELC - Year 12
Enrolment	1,000 students
Year 7	90 students; 4 classes
Languages	French, Italian, Mandarin & Japanese
Fees 2020	Yr 7 \$27,172 Yr 12 \$31,560
HSC Subjects	35
VET	Yes
Connect via	   

CO-CURRICULAR / CULTURAL ACTIVITIES

- Chess
- Tennis
- Gymnastics
- Dance
- Music
- Fitness
- Duke of Edinburgh
- Art
- Swimming
- Equestrian
- Skiing
- Rugby League
- Cricket
- Taekwondo
- Walla Rugby
- Chinese
- Speech & Drama
- Debating
- Mock Trial



*‘Educating
Hearts & Minds’*

VISIT US IN 2020

If you are looking to experience the unique KRB culture and spirit, we encourage you to join us at one of our scheduled Information Mornings. Dates available on our website.

WHAT MAKES US SPECIAL

Kincoppal - Rose Bay School is driven by an educational philosophy which springs from Madeleine Sophie's founding message, “for the sake of one child.”

The Junior School is the only independent co-educational Junior School in the Eastern Suburbs and one of very few in Sydney. The School's Sacred Heart educators provide students with rigorous learning opportunities in an environment where individuals can develop academically, physically, emotionally, socially and spiritually.

The Senior School is girls only, day and boarding, from Years 7 to 12. The School is part of the international network of Sacred Heart schools in 44 countries and students flourish as global citizens.

KRB offers the latest pedagogy and technology, together with access to current thinking, concepts and practices in the broader world. The School focuses on the academic care of the whole student, nurturing both the Heart and the Mind.

The School encourages all students to take on new challenges, develop resilience and to be the best they can be in all areas of their learning.

Students are also given many opportunities to develop leadership qualities as mentors and as role models to others. KRB students are also encouraged to act as agents of change by raising awareness of global issues and social justice.

KRB graduates leave with the belief that they can address these concerns through effective leadership.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Kincoppal - Rose Bay established a new partnership with the Smith Family to welcome more indigenous students into the school community. The school also appointed an Indigenous Student Liaison Officer to give students a greater sense of identity and voice.

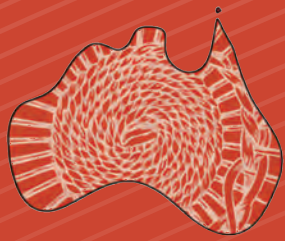
A new Immersion Program was introduced in 2019. Students visited Arnhem Land in the Northern Territory and were accepted into the 'Rom', the constitution of the land, participating in an invaluable, endless cycle of spiritual learning.

As part of the trip students visited Nhulunbuy, a small mining town, as well as a very remote homeland called Nyinyikay.

In Nhulunbuy, the students learnt about the history of the land, visited the famous art centre and immersed themselves in the cultural significance of the important landmarks in the area. They also experienced women's healing, a significant part of a young woman's life. In Nyinyikay, the students learnt basket weaving, jewellery making, cultural learning and connecting to land. The group was welcomed onto the homeland with an elaborate performance that gave immense insight into the spirituality of the culture and the importance of the spiritual connection to the land. In return the student wrote a song which they performed to show their gratitude at the end of the experience.

This Immersion Program will now be an annual event.





FIRST LANGUAGES AUSTRALIA

Schooled in the Mother Tongue

Catholic schools around the country are increasingly partnering with local Indigenous communities to teach first languages – and the impacts are profound.

First Languages Australia (FLA) is the country's peak body advocating for Aboriginal and Torres Strait Islander languages. Since 2013, FLA has been working toward a future where Aboriginal and Torres Strait Islander language communities have full command of their languages and can use them as much as they wish to. This work involves a combination of relationship-building, advocacy and campaigning, and education. For more information, visit: firstlanguages.org.au

“Our first languages are a wonderful, precious resource that are a kind of bridge to a deep body of knowledge.”

– Faith Baisden, Manager, First Languages Australia

“The mums and dads themselves also really love the program. For some of them, it's the reason they choose the school.”

– John Brown, Yuwaalaraay language teacher, St Joseph's School

Imagine a school assembly where the Welcome to Country is delivered by a Grade 3 student in the local Indigenous language of that area. Or where children perform songs in that language, and take excursions onto country to absorb the stories of the land and learn to conjure the names of landscape features in a language that has been spoken there for millennia.

For Yuwaalaraay language teacher John Brown of St Joseph's Primary School in Walgett, New South Wales, this is the norm. John has been involved in the school's language program since 1996, and is one of a growing number of Indigenous language teachers working in Catholic and state schools across Australia. “The first thing you'll notice if you ever come to our school here is that the children don't say hello, they say yamal!” he smiles. “Often parents will want to get involved too. They'll say to me, ‘Our kids are coming home speaking this language, can we come and sit in on your class?’ I say yes, you're always welcome.”

When John started to teach Yuwaalaraay language at St Joseph's, he was still learning it himself. At that time, Yuwaalaraay was taught to the Indigenous students at the school, but that changed when Brother John Wright became principal. As John Brown remembers, the new principal declared, “If we're going to revitalise this language, then we need all the children in the school to learn it.”

St Joseph's Primary is one of the 60 schools in New South Wales currently offering an Indigenous language program. For First Languages Australia manager Faith Baisden, teaching language in schools is enriching and vital on multiple levels.

“Our first languages are a wonderful, precious resource that are a kind of bridge to a deep body of knowledge. For the Aboriginal students, learning language is a source of huge pride because it helps them to connect with and share their identity,” she says. “And for non-Indigenous students, it's a fantastic introduction to their total learning about Aboriginal culture locally, which has a follow-on effect of increasing understanding and respect. Then there's the obvious benefit that comes to anyone who's learning a second language.”

John Brown describes the “tremendous changes” he has seen in the school throughout the past 20 years of teaching Yuwaalaraay. “When we started teaching it to the Aboriginal students, the first thing we noticed was a drop in the rate of absenteeism,” he says. “And when we opened it up to non-Aboriginal students, we saw change happen in the playground too. The children started to play together, they conversed together, they sat down and ate together. That didn't happen much before, and it sure didn't happen when I was young.”

One of the most powerful examples of Indigenous language-learning in schools can be seen in the town of Parkes, where the Wiradjuri language is taught in every primary school. That equates to around 1000 children a week being taught Aboriginal language and culture of the district. “That's one tenth of a population, a full generation in Parkes, that will grow up knowing Aboriginal culture, knowing Aboriginal words, respecting Aboriginal ground,” reflects Geoff Anderson, who helped lead the roll-out of the program. “And that's why it will change people's lives.”

Wiradjuri teacher Kerry Gilbert has both observed and experienced first-hand the transformative effects of teaching Indigenous language in schools. “When I was growing up, there was no Aboriginal culture or language taught in the schools. My brothers and I were treated badly sometimes by other children, racial taunts, but I hardly see it now. It blows me away. I think it's to do with the Wiradjuri lessons, I think it's completely changed people's views on Aboriginal people.”

Kerry describes the sense of pride she feels in being able to speak her language and share it. “It really touches a chord being able to speak what my mum couldn't speak, it's really special, that it was taken away from us and now we're getting it back and our children will now learn how to speak it.”

For Faith Baisden, learning an Indigenous language at school is also about connecting to country in a whole new way. “A special thing about learning these languages on the country from which they came is that it lets the students really see the country with fresh eyes, especially if they discover words that don't have an equivalent in English, like the name given to a particular bend in the river, or a part of a tree that they wouldn't ordinarily look at, let alone be able to name.”

Indigenous language programs in Catholic schools are expanding across the country, and governments are increasingly adopting policies to help ensure that delivery is culturally appropriate and sustainable. For national peak body First Languages Australia, that starts with ensuring the programs are initiated and run by the Indigenous communities themselves, in partnership with the schools. “We advocate and help build relationships at all levels of the community in order to revive, revitalise and strengthen Indigenous languages,” explains Faith Baisden. “Collaborating schools need to commit to ongoing teacher training, professional development, fair pay and conditions, succession planning and high-quality resources.”

First Languages Australia has developed some resources to help begin the discussions between schools and their local communities who are interested in working together toward offering the local language to school students.

- **Gambay** – Interactive language map at <https://gambay.com.au/map> helps people identify the language of the land they are on and contains notes to help schools develop the necessary relationships with their local first nations communities.
- The **'Mother Tongue'** short film series is available for viewing on ABC i-view at <https://iview.abc.net.au/show/abc-open-mother-tongue>. Teachers' notes for many of the docs can be found on the ABC Education website at <http://education.abc.net.au/home#!/search/indigenous%20language//>
- **Marrin Gamu** (<http://marringamu.com.au/>), the national schools song project which sparked participation from Catholic schools around the country, provides an opportunity for language centres and schools to record a version of an original song in the local language of their area. Go to the Videos tab to see some wonderful examples of songs sung in the local language of the area the schools are based in.

"If you watch any of the Marrin Gamu videos, you can see the joy and enthusiasm of all who are taking part, whether they're in kindergarten, middle school or even the high school kids," says Faith. "There's something lovely about children learning language through song, and they'll often tell us that years later, those beautiful songs are still stuck in their heads!"

Yuwaalaraay teacher John Brown is proud of how many students he has seen graduate from Grade 6 at St Joseph's with a knowledge of language – although he's quick to explain he's not the first teacher to pass this knowledge on to the next generation. "The schools around here have always had Aboriginal elders going in and teaching the Aboriginal children language, but now we're able to do it within a syllabus, with the framework from the Board of Studies, so that we can keep building every year on what they're learning in a really systematic way."

He also attributes the program's success to the support from the Catholic Schools Office in Armadale and the community themselves. "The Catholic Schools Office are really passionate about teaching the language here, so I know that when I go, the language won't disappear, it'll keep getting taught in the school. And the mums and dads themselves also really love the program. For some of them, it's the reason they choose the school, because they can see what a unique and precious opportunity this is for their children."

When asked for his favourite word or phrase in Yuwaalaraay language, John replies immediately: "Yan aay biami baay. It means walk with God or go with God. Yan aay means 'to walk', biami means 'God', and baay is the suffix meaning 'with'. That's a special one for me."

SNAPSHOT OF INDIGENOUS LANGUAGES IN QUEENSLAND, NSW AND VICTORIAN SCHOOLS

- In **Queensland**, there are 24 languages being taught in schools, with 55 schools either investigating or actively teaching an Indigenous language. Around 4200 students are currently learning a language. Some Queensland schools are developing and running Aboriginal or Torres Strait Islander language programs at the primary level using the Australian Curriculum Framework.
- In **New South Wales**, 13 languages are being taught across 60 schools, with around 8,000 students learning a language. A 2013 plan called OCHRE outlined initiatives to increase opportunities to learn Aboriginal languages in communities and schools. One of these included the establishment of Language and Culture 'Nests' to help revitalise and maintain languages such as Wiradjuri (Dubbo), Gumbaynggirr (Coff Harbour), Bundjalung (Lismore), Paakantji (Wilcannia) and Gamilaraay/Yuwaalaraay/Yuwaalayaay (Lightning Ridge).
- In **Victoria**, eight languages are being taught across around nine schools, with more than 1200 students engaged. Most of these languages are "revival languages" which means they are being 'woken up' but are not currently in everyday life. They include Dhauwurd-Wurrung, Yorta Yorta, Barkindji-Marawara, Woiwurrung, GunaiKurnai, Wemba Wemba and Taungurung.

Source - Nintinringanyi: National Aboriginal and Torres Strait Islander Teaching and Employment Strategy, <https://www.firstlanguages.org.au/resources/nintinringanyi>

Learn more about the work of First Languages Australia here: www.firstlanguages.org.au

Find the local language to your area, and link to stories, via the interactive Gambay map: <https://gambay.com.au/map>

Loreto Normanhurst

Est. 1897

“Loreto Normanhurst is an exciting and innovative school which provides an award-winning model of education – an education that prepares a Loreto girl for life.”

Ms Marina Ugonotti

KEY INFORMATION

Address	91-93 Pennant Hills Rd, Normanhurst NSW 2076
Telephone	02 9473 7300
Website	www.loretonh.nsw.edu.au
Principal	Ms Marina Ugonotti
Enquiries	The Enrolments Manager
Email	enquiries@loretonh.nsw.edu.au
Gender	Girls
Year Range	Yr 5 - 12
Enrolment	1,100 students
Year 7	160 students; 8 classes
Languages	French, Italian & Chinese
Fees 2020	Yr 7 \$23,493 Yr 12 \$26,601
HSC Subjects	36
VET	Yes
Connect via	f t @ in v

CO-CURRICULAR / CULTURAL ACTIVITIES

- IGSSA and IPSHA Sports
- Music Festival
- Music Ensembles
- Secondary School Musical
- The Shakespeare Carnival
- School tours and Service Immersions
- Far North Queensland Experience
- Loreto Rural Partnerships
- Student Alliance Networking Group
- Ignatian Interschool Forum
- JPIC – Social Justice Group
- Green Team Environmental Group
- Debating Competitions
- AHIGS Festival of Speech
- Future Problem Solving
- Duke of Edinburgh Program
- Science Club
- Photography Club
- Chess and Strategic Games
- Coding Club and Tech Hub



*‘Growing
individuals and
communities...’*

VISIT US IN 2020

Open Day and school
tours Saturday 7 March.
Principal's Welcome Tours
Monday 11 May, Friday 11
September and Monday
23 November. School
tours are offered weekly.
Please check our website
for details and to register.
www.loretonh.nsw.edu.au

WHAT MAKES US SPECIAL

Loreto Normanhurst is a leading Sydney, independent, Catholic, day and boarding school for girls in Years 5-12. Established in 1897, the school is part of a 400-year tradition of educating girls, and is connected to a worldwide network of Loreto schools, including seven in Australia. Our Foundress, Mary Ward, a simple and devout English woman who lived from 1585-1645, believed that, “Women in time to come will do much...”. This still resonates with us today. In our school, we live out Mary Ward's vision through the Loreto Values of Freedom, Justice, Sincerity, Verity and Felicity.

At our school, relationships and learning are of equal importance. The Loreto Normanhurst Student Growth Model (LNSGM) is an award-winning model of education which develops students holistically in the areas of Faith, Academic, Community and Extra-curricular (FACE curriculum). A Loreto Normanhurst education assists our students to be young women who are passionate about learning, compassionate to others and have a strong sense of faith and social direction that underpins their values to achieve their personal best and guides their decision making. We aim to encourage our students to be lifelong learners who are curious and critical thinkers with a broad vision for the future.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

My name is Clare Stevenson and I am a Wiradjuri woman of the Barkinji tribe of Bourke, NSW. In August each year, the whole Year 9 cohort at Loreto Normanhurst travels to Far North Queensland for two weeks, to experience the tribes and cultures in the Yarrabah area. I found the experience provided me with insight into the different environments, traditions and cultures of Indigenous Australian communities. I was able to talk to elders, walk on sacred sites, see Aboriginal artworks and learn how to use handmade traditional spears. When I listened to the stories of traditional elder, Auntie Syb, it impacted me emotionally because I could relate to her stories about her culture, how she grew up and the drastic challenges of the Stolen Generation. The experience was very eye-opening and we gained so much knowledge about Aboriginal Peoples and the culture that makes Australia so unique. I feel very fortunate that I was given the opportunity to experience this learning of culture in an enjoyable and ‘hands on’ way.

Loreto Normanhurst also implemented our Reconciliation Action Plan this year, the school's formal commitment to reconciliation and as a school, we participate in Close the Gap Day and Harmony Day, recognising these days as one of respect and appreciation for the diversities in Australia and to commemorate Aboriginal culture. As an Indigenous student at Loreto Normanhurst, this is very personal and important to me. I have learnt many new things about the history and statistics of my people and feel that every student should be given this same opportunity, as this is one way to keep our spirituality alive.



Maronite College of the Holy Family, Parramatta

Est. 1972

“Our College offers students diverse and challenging academic and sporting initiatives, social development through extracurricular activities and spiritual formation, in a community-centred environment.”

Sr Irene Boughosn

KEY INFORMATION

Address 23-25 Alice St, Harris Park NSW 2150

Telephone 02 9633 6600

Website www.mchf.nsw.edu.au

Principal Sr Irene Boughosn

Enquiries Ms Joanne Ishac

Email Admin@mchf.nsw.edu.au

Gender Co-educational

Year Range K - 12

Enrolment 1,230 students

Year 7 108 Students; 4 classes

Languages Arabic & French

Fees 2020 Yr 7 \$2100 Yr 12 \$2845

Additional fee information is available upon request. Please contact the College Office

HSC Subjects 30

VET Yes

Connect via  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Representative and Inter-House Competition Sports
- Mock Trial
- Debating and Public Speaking
- Social Justice
- Choir
- Blood Donations
- Gifted and Talented Program
- Student Representative Council
- Homework Club
- Chess Club
- Book Club
- Fundraising and Charity Work
- Annual Expo Showcase
- Camps/Retreats
- Peer Support
- Bullying Awareness Week
- Book Week
- Transition Programs
- Liturgies



'Know, Love, Serve'

VISIT US IN 2020

The College welcomes its parents and members of the wider community to visit us throughout the year. College Tours are held once a term. Bookings are essential via the College website.

WHAT MAKES US SPECIAL

Maronite College of the Holy Family, established in 1972, is a K-12 Coeducational College administered by the Maronite Sisters of the Holy Family through its motto: 'Know, Love and Serve'. The College provides opportunities for all members of the College community (staff, parents and students) to deepen and explore their faith through prayer, academia and social interaction. Students at the College enjoy a community-centred environment, where they are guided, challenged and encouraged to go beyond expectations to achieve.

Emphasis is firstly given to providing a strong Maronite Catholic Foundation, expressed through regular worship and prayer, celebrating liturgy and Sacraments, commitment to the Scriptural Word and emphasis on the working of the Holy Spirit. Secondly, emphasis is given to love and service. All students are encouraged to see the best in themselves and in one another. The College is a community that promotes a sense of family. It emphasises values of treating all with dignity, service, forgiveness and justice.

The College strives to identify the unique needs of each student, so as to allow each child to develop to their fullest potential – spiritually, academically, physically and socially. Students are encouraged to take pride in their identity living in a multicultural society. Parents are key stakeholders in education and therefore the College recognises and affirms the pre-eminent role of parents in the education of their children and encourages their active involvement in the College community.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Maronite College of the Holy Family, Parramatta, acknowledges the Traditional Owners of the land, the Darug people. For around 60,000 years, the area of Parramatta has been occupied by the Burramattagal people, a clan of the Darug, who lived here along the upper reaches of the Parramatta River.

The College utilises opportunities to celebrate cultural awareness through various events, such as Lebanon Independence Day and Foundation Day. The College participates in a program where we welcome Chinese international students throughout the year to experience education in Australia. They are buddied with our guests for the period of time. Our students greatly benefit from the experience as they are given the opportunity to learn about and appreciate the Chinese culture.

Our curriculum provides opportunities to incorporate indigenous history. Indigenous perspectives is a key competency of our English program. The Dreamtime stories are often shown in our Year 7 English program to develop the students' skills in narratives. Our Year 7-10 Religious Education Program covers aspects of Aboriginal traditions in Christianity. Year 8 and 9 music students are exposed to Australian Rock music and study at a unit called 'Global Village.' Year 9 Science looks at injections to stop the spread of diseases within indigenous communities. Students research the topic of acid/base properties of food and materials used by Aboriginal and Torres Strait Islander peoples and present their findings to the class. The relevant syllabus points in Stage 4 and 5 Science that refer to Aboriginal and Torres Strait Islanders in resource management and cycling of matter through ecosystems.

There are many senior courses that address Aboriginal and indigenous history. The Studies of Religion courses address Aboriginal spirituality. Our Legal Studies course delves into Land Rights. Year 11 Music students explore Aboriginal music (music of Australia). Chemistry students investigate the processes used by Aboriginal and Torres Strait Islander peoples when removing toxicity from foods, for example toxins in cycad fruit. Year 11 PDHPE students research the health inequities that exist between indigenous and non-indigenous Australians.




Mount St Benedict College

Est. 1966

“Mount St Benedict girls are able to develop their talents to become articulate, confident and compassionate young women, equipped to make a positive difference in our world.”

Mr Michael Hanratty

KEY INFORMATION

Address	449C Pennant Hills Rd, Pennant Hills NSW 2120
Telephone	02 9980 0406
Website	www.msb.nsw.edu.au
Principal	Mr Michael Hanratty
Enquiries	Mrs Narelle McClure
Email	registrar@msb.nsw.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,100 students
Year 7	216 students; 8 classes
Languages	German & Japanese
Fees 2020	Yr 7 \$13,600 Yr 12 \$13,600 Technology Levy: \$500 per student Capital Levy & P&F Levy per family: \$700
HSC Subjects	50
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- AV Club
- Bennies Bushcare
- Chemical Titration
- Coding Club
- College Choir
- College Musical
- Concert Band
- Dance
- Debating and Public Speaking
- Da Vinci Decathlon
- Duke of Edinburgh Award
- Host Family opportunities
- Learning Tours
- Music Instrumental Program
- Music Ensembles
- Peer Support
- Principal's Reading Challenge
- Student Representative Council
- Theatresports



*'Inspiring
Young Women,
Transforming
the Future'*

VISIT US IN 2020

Our Open Day is on
Sunday 1 March. College
Tours are also available and
bookings are essential. Visit
our website for details.
Expressions of Interest should
be lodged online by the end
of Year 4.

WHAT MAKES US SPECIAL

Mount St Benedict College was founded by the Sisters of the Good Samaritan in the Order of St Benedict in 1966 and celebrates fifty four years of educating young women. The College is one of ten owned by Good Samaritan Education in Australia.

The core values of the College are Pax, Hospitality and Stewardship, and the promotion of holistic education in the spirit of Benedictine and Good Samaritan tradition.

The College's newly launched Learning Framework addresses the faith and spirituality needs of students, their wellbeing priorities and their learning needs for the future. The Mount St Benedict College Learning Framework Tree is symbolic of our learner; she is at the heart of the tree, its trunk. Just like the tree, our learner grows and changes in the years she is a student at the College.

The Framework is based on our belief that Learning at the College is inspired and informed by our Benedictine, Good Samaritan heritage. Our students are encouraged to contribute to our Catholic community with the gifts given to them and learn to use these gifts to make a difference in the world.

Learning experiences at Mount St Benedict College are developed in response to the diverse needs of our students, leading to a wide range of opportunities which meet the needs of individual students. Students are able to develop confidence in their use of technology and build their higher order thinking skills.

As an academically non-selective school, in the 2018 HSC, the College was ranked as the 11th best performing Catholic school in NSW and 67th overall in NSW.

'Bennies' girls are able to develop their talents and become articulate, confident and compassionate young women, equipped to transform our world.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Through partnerships with our Houses, students at Mount St Benedict College are connected to the work of the Good Samaritan Sisters in the Australian context through the indigenous community at Santa Teresa as well as through the work of the Good Samaritan Inn in Victoria responding to the needs of people experiencing domestic violence. Internationally, the College supports Good Samaritan ministries in the Philippines and Kiribati.

For many years the Sisters of the Good Samaritan have worked alongside local indigenous leaders to provide education, health services and community support to capacity building and self-determination for the local people. Each year a group of students and staff from Mount St Benedict College travel to Santa Teresa to engage in dialogue with the local community, to learn from their experiences and to reflect on the similarities and the differences between our community and those of people living in remote communities.

The work of the Sisters continues to support people who are vulnerable and needing assistance, and Mount St Benedict College is pleased to be able to support their work both by assisting with fundraising but also by developing relationships and understanding the issues faced by these communities.



Nagle College

Est. 1965

“ At Nagle College, we work together to develop the individual gifts and talents of our girls, so that they can be successful life-long learners. Drawing inspiration from our founder, Nano Nagle, our girls are encouraged to be the light for others and reach out to the poor and marginalised. ”

Mrs Delma Horan

KEY INFORMATION

Address	58a Orwell St, Blacktown NSW 2148
Telephone	02 8887 4500
Website	www.nagleblacktown.catholic.edu.au
Principal	Mrs Delma Horan
Enquiries	Mrs Alison Bostock
Email	nagle@parra.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	750 students
Year 7	140 students; 5 classes
Languages	French
Fees 2020	Yr 7 \$4,569 Yr 12 \$5,346
HSC Subjects	34
VET	Yes
Connect via	



CO-CURRICULAR / CULTURAL ACTIVITIES

- Agricultural Show
- ANZAC Commemoration Services
- Australian Catholic Youth Festival
- Captivate Music
- Captivate Performing Acts Ensembles
- Choir
- Dance
- Debating
- Duke of Edinburgh
- Knitting Club
- Music Ensemble
- Premier's Reading Challenge
- Public Speaking
- Social Justice Programs
- St Vincent de Paul
- Student Representative Council
- Theatre Productions
- Vocal Ensemble

'Celebrating over 50 years of educating girls to bring light to the world'

VISIT US IN 2020

Our Open Day is on Tuesday 10 March. Twilight tours are available once a term. For bookings and more information please visit Nagle College website or call the College direct.

WHAT MAKES US SPECIAL

Nagle College, Blacktown was established in 1965 by the Presentation Sisters, who were devoted to educating and empowering women to be leaders.

We are a Presentation school living out our motto of 'IN DEED NOT WORD', educating girls from Years 7 to 12. We support our students to become women who want to improve the world and who are prepared to work actively to achieve this goal.

Our commitment to the vision and mission of Christ and Nano Nagle, the foundress of the Presentation Sisters, has led to a school which celebrates its multicultural diversity and lives out its values of Faith, Learning, Welcome, Courage and Action each and every day. Nagle is committed to successful student learning, through student voice and student choice - the belief that each girl should contribute to her learning. To support productive learning and personal growth, the school has adopted the Positive Behaviours for Learning framework and our guiding principles are RESPECT, EFFORT, ACCOUNTABILITY and LEARNING (REAL).

As our College song says, 'from around the world we come, together as one', Nagle College is a harmonious, diverse community that reaches out to all its members so that 'the Word of God is alive in how we live'.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Nagle College, situated on Dharug land, acknowledges the First Peoples of Australia and those who have followed from across the globe. We are actively working towards a greater understanding of our Indigenous students, families and the broader community.

In 2019, our students engaged in a variety of enrichment programmes that contributed to this growing understanding. A highlight was the Smoking Ceremony held prior to the occupation of the newly completed Coraki building. A smoking ceremony is an ancient ceremony conducted by many Aboriginal Nations across Australia. It involves smouldering specific native leaves to produce smoke. The smoke has cleansing properties and the ability to ward off bad spirits. Whilst conducting a smoking ceremony, the participants walk through the smoke washing the smoke over themselves. This provides safe passage and cleansing. Smoking ceremonies were also conducted to cleanse areas or places. Smoking ceremonies are conducted by Aboriginal people with specialised cultural knowledge, such as an Elder or Aboriginal person with spiritual knowledge who is a cultural teacher.

The Smoking ceremony conducted at our college paid respect to the land and the traditional caretakers, the Darug people. The ceremony also cleansed the new building and the students and provided safe passage for the opening and future. To complete the ceremony the remaining ash and leaves were buried in the garden to trap any negative energy.

Harmony Day provided the community with another opportunity to share in the rich cultural history of our Indigenous students and students of many cultures from across the globe. The day's highlight is a concert where the students present cultural dances. The concert was opened with a traditional Aboriginal dance. Nagle College is a culturally rich and diverse community. As a community, we are committed to creating an inclusive learning environment for all of our students.




Oakhill College

Est. 1936

“A Catholic Independent school in the Lasallian tradition, Oakhill College offers a strong academic, pastoral, and co-curricular programme, focused on values, to provide students with the opportunity to develop confidence and skills that will serve them well throughout their lives.”

Br Steve Hogan fsc

KEY INFORMATION

Address	423-513 Old Northern Rd, Castle Hill NSW 2154
Telephone	02 9899 2288
Website	www.oakhill.nsw.edu.au
Principal	Br Steve Hogan fsc
Enquiries	College Registrar
Email	registrar@oakhill.nsw.edu.au
Gender	Boys Yr 7 - 12; Girls Yr 11 - 12
Year Range	Yr 7 - 12
Enrolment	1,800 students
Year 7	300 students; 13 classes
Languages	French & Italian
Tuition Fees 2020	Yr 7 \$8,975 Yr 12 \$9,890 Capital Levy \$450/family 49
HSC Subjects	Yes, 6 VET courses
VET	
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Agriculture Show Team
- Chess Club
- Choir (4)
- Coding Club
- College Musical
- Da Vinci Decathlon
- Junior College Musical
- Debating & Public Speaking
- Duke of Edinburgh
- Indigenous Identity Group
- International Tours
- Lasallian Service Programs (local and o/s)
- Music Ensembles and Bands (6)
- Maths Enrichment
- Mock Trial
- Overseas Exchange Programs
- Retreat and Reflection Day
- Sport
- Theatre Sports



*Feet on the ground.
Aiming for the stars.*

VISIT US IN 2020

We welcome you to our Open Day on Sunday, 8 March 2020 or to attend our College Tours held each term. Dates are published on the College website.

Enrolments are processed in Year 5. Applications for Year 7 2022 close April 2020. For applications for all other years, please contact the College Registrar.

WHAT MAKES US SPECIAL

Oakhill College is a leading independent Catholic school for boys from Years 7-12 and coeducational for Years 11-12. Situated on an expansive 27-hectare site at Castle Hill in North West Sydney, we are committed to providing a nurturing, supportive and challenging environment for our students.

Established in 1936 by the De La Salle Brothers, Oakhill College is part of an extensive network of Lasallian schools worldwide. The vision of John Baptist de La Salle is still valid today as we seek to inspire students to aspire to greatness.

Intellectual curiosity, continual learning and the quest for knowledge, are enduring hallmarks of our unique school. Our holistic approach empowers and motivates students to use their individual gifts with confidence, creativity and generosity. We are proud of the host of graduates who have walked down Oakhill Drive and gone on to make a positive contribution to the community and the world that we live in.

Our educational philosophy is based on the foundation that every student will be inspired to achieve their best through rich learning opportunities. The Oakhill Learning Framework, connected to research, reflects world best practice, 21st century learning outcomes and expectations of excellence in academic, cultural and sporting pursuits.

Academically, the success of the Oakhill Learning Framework is evident. In 2018, there were 116 students on the Distinguished Achievers List, with a total of 3 All Rounders. ACARA identified the college as having demonstrated substantially above average gain in reading and numeracy achievement, as measured by NAPLAN in 2018.

As the largest Catholic school in NSW, Oakhill College offers a rich and diverse curriculum with a broad range of subjects.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Staff and students at Oakhill College have a responsibility to understand and respect the traditions of the Darug nation, the original inhabitants of the land on which Oakhill College is built.

In 2014, the College employed an Aboriginal Identity Coordinator. As a Wailwan woman living on Darug land, the Coordinator has passed her learning from community Elders onto her Yarn circle.

The promotion of cultural awareness at the College permeates teaching and learning throughout the academic program. Within the subjects of Visual Arts and Design & Technology, students investigate symbolism and spirituality to develop an appreciation of the world's longest living culture. In the subject of Dance, issues including Indigenous reconciliation have been communicated through performance.

The rise in popularity for the re-introduction of bush food into the Australian diet is investigated through academic study. Students are introduced to Oakhill's Bush Tucker garden.

Our rich Aboriginal Program attracts many students to Oakhill College. Through the Australian Indigenous Mentoring Experience (AIME), these students can mix with other local Aboriginal students. They are also connected to the wider community through programs such as Career Tracker and Walanga Muru at Macquarie University.

Oakhill College provides a supportive community and we celebrate the success of past students. Several alumni have been selected to represent the NSW Bar Association at the 2019 National Indigenous Legal Conference recently held in the Northern Territory.



OLMC Parramatta

Est. 1889

“Centred on the teachings and example of Jesus Christ and Sisters of Mercy founder, Catherine McAuley, a Parramatta Mercy Education is treasured for life.”

Stephen M Walsh

KEY INFORMATION

Address	Victoria Rd, Parramatta NSW 2150
Telephone	02 9683 3300
Website	www.olmc.nsw.edu.au
Principal	Stephen M Walsh
Enquiries	Rosalba Sorgiovanni Yee
Email	registrar@olmc.nsw.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,050 students
Year 7	200 students; 8 classes
Languages	French & Japanese
Fees 2020	Yr 7 \$11,350 Yr 12 \$13,350
HSC Subjects	40
VET	Yes
Connect via	f t

CO-CURRICULAR / CULTURAL ACTIVITIES

- Act One (Drama Group)
- Amnesty International
- Basketball
- Choirs (3)
- Cheerleading
- Cross Country & Triathlon
- Dance
- Music Ensembles & Bands (15)
- Games Club
- History Club
- Netball
- Mock Mediation
- Public Speaking & Debating
- Readers Group
- Science, Coding and Robotics Club
- Soccer
- Touch Football
- Volleyball
- 2019 College Musical



*'Sub Tuum
Praesidium
– Under Your
Protection.'*

VISIT US IN 2020

We welcome you to our Open Day on Sunday, 8 March 2020. The College will be showcased providing a great opportunity to see Mercy Girls in action, meet staff, take part in activities and tour our campus. Register via our website.

WHAT MAKES US SPECIAL

Our Lady of Mercy College Parramatta is a leading Catholic independent girls' school founded on the Mercy Charism. We are a welcoming community, inspired by the pursuit of excellence. Our community values the development of each individual as a learner, leader and teacher, continually expanding beyond what we know we can be.

Our vision is to provide a contemporary Mercy Education that empowers young women to lead with courage and act justly, making a difference in whatever sphere of life they choose to move, in the spirit of Venerable Catherine McAuley. A Mercy Education is committed to enabling every student to achieve her potential by developing her unique gifts and talents.

The College is one of the oldest Catholic girls' schools in NSW. The founding Mercy Sisters worked tirelessly to provide the best possible opportunities for quality and contemporary education, and since 1889, OLMC Parramatta has been inspiring girls to excellence. Mercy Girls across the College from Years 7 - 12 achieve consistently high academic results, supported by a dedicated and professional staff.

For 130 years, OLMC Parramatta graduates have continued the legacy of Sisters of Mercy foundress, Venerable Catherine McAuley, by making a positive contribution across so many fields and communities, truly living out what it means to be a 'Mercy Girl'.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

OLMC Parramatta is committed to meaningfully recognising Australia's first people and educating students and staff about indigenous history. The story of the Barramatagul People of the Darug Nation, who are indigenous to Western Sydney, is told and honoured on both formal and informal occasions at the College. This includes the Acknowledgement of Country at Assemblies, and at various curricular and co-curricular activities.

In 2019, a new initiative saw students begin to learn basic Darug words to increase our awareness and appreciation of the Darug story. In 2020, OLMC is offering Year 9 students an elective course titled 'Aboriginal Studies' for the first time. This course will enable students to develop knowledge and understanding of Australia's First Nations Peoples, their cultures and lifestyles. The College is also in the planning stage for developing a student immersion opportunity to Aboriginal communities in far north Queensland.

Near the front driveway of the College, the Sisters of Mercy Parramatta commissioned Danny Eastwood, an Aboriginal artist to create an indigenous artwork, The Journey, that has now become a focal point of our reflection on indigenous culture. In 2020, a beautiful indigenous mural will be painted in the foyer of the Janet Woods building. In addition to this, the College has a range of indigenous artworks on display in prominent areas.

The Sisters of Mercy Parramatta have had a long and deep connection with Aboriginal people in Western Sydney through their sponsored works and social justice initiatives. This legacy is alive at OLMC where we work to consciously engage with local Aboriginal groups.




Patrician Brothers' College, Blacktown

Est. 1952

“Our learning community is adaptive, flexible, inclusive and future-focused in order to meet the changing needs of our students.”

Frank Chiment, Principal Leader

KEY INFORMATION

Address	100 Flushcombe Rd, Blacktown NSW 2148
Telephone	02 8811 0300
Website	www.patsblacktown.nsw.edu.au
Principal Leader	Frank Chiment
Enquiries	Contact school office or enrolment information patricianbros@parra.catholic.edu.au
Email	patricianbros@parra.catholic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1120 students
Year 7	197 students; 8 classes
Languages	French and Italian
Fees 2020	Yr 7 \$4,770 Yr 12 \$5,547 Fees include: Building Levy, resources, subject fees, some excursions and sport
HSC Subjects	39
VET	YES
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

Co-curricular Activities are activities that take place outside the classroom but reinforce classroom curriculum in some way

- Space Design Program
- Debating and Public Speaking
- Year 7 Camps
- Life Saving Year 9
- Work placement in Construction and Hospitality
- Competing in a range of sporting competitions
- St Vincent De' Paul Van where we feed the homeless
- Mock trial
- Scripture Teachers
- Year 11 Retreat
- Social Dances
- Homework Centre



'Christus Regnat'

VISIT US IN 2020

Open Night is Wednesday the 18th of March at 7pm.
Tours dates are ongoing throughout the year and can be made by contacting the school office

WHAT MAKES US SPECIAL

The Patrician Brothers' College, Blacktown story began in 1952 when the school was opened by four Patrician Brothers at the request of local priests to provide education and opportunities for boys in the Blacktown area.

In 2020, the school has grown to nearly 1120 students and 100 staff, where a vibrant and caring Catholic community provides excellent academic, sporting, leadership and social opportunities for boys in Years 7-12. By encouraging staff, students and parents to work and pray together, we build a community where "Christ Reigns".

With the Blacktown area expanding rapidly in the last few years, the school has embraced many new cultures and provides an inclusive community where the students feel valued and accepted.

No matter what the interests of a student, Patrician Brothers' College will provide an opportunity for them to achieve. This includes debating, cooking, dance, chess, music, drama, religious celebrations and space design.

In the sporting arena, the school is regarded as one of the most talented Catholic schools in Australia with a number of past students excelling on the world stage. We offer sporting opportunities in all sports with our success in rugby league ranking us in the top four schools in Australia each year.

Patrician Brothers' College, Blacktown has modern and wide-ranging learning facilities. The school has a saying that is embraced by all students – "Once a Patties Boy, always a Patties Boy".

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Situated on Darug Land, Patrician Brothers' College is an enormously diverse cultural community, which is something we take great pride in. In particular, we recognise the immense importance of celebrating the vast and rich history of Australia's First Nations people and the ongoing contribution of our Indigenous communities. We especially value the students and families in our school community that identify as Aboriginal or Torres Strait Islander people. Our Indigenous students take a leading role in the College to share their cultural knowledge.

Our biennial Multicultural Day is also a significant event on the college calendar, where our students are front and centre. Boys across all year groups either lead or participate in a series of cultural workshops over the day aimed at sharing knowledge and traditions as a way to foster positive dialogue, celebration and fun! At our most recent Multicultural Day, our Indigenous students chose to run their own "Koori Knockout" as many of our boys play in this statewide rugby league competition each year. They were excited to share their personal stories and more importantly, explain why this event is such a special one for Aboriginal Communities across NSW. With a unique twist on the "knockout" model, the participating students competed "off the field" to design their own Indigenous Jerseys as a way to map their own connections to place within our Patrician Community.







Santa Sabina College

Est. 1894

TOP CATHOLIC SCHOOL IN NSW – 2018 HSC

KEY INFORMATION

Address	90 The Boulevard, Strathfield N W 2135
Address	Primary Campus: 59 The Boulevard, Strathfield N W 2135
Telephone	02 9745 7030
Website	www.ssc.nsw.edu.au
Principal	Paulina Skerman
Enquiries	Marion Malouf (College Registrar)
Email	enrolment@ssc.nsw.edu.au
Gender	Co-educational P - Yr 4 Girls Yr 5 - 12
Year Range	P - Yr 12
Enrolment	1,200 students
Year 7	120 students; 5 classes
Languages	French, Italian and Japanese
Fees 2020	Please visit our website
HSC Subjects	39 + 19 IBDP subjects
VET	No
Connect via	   

CO-CURRICULAR / CULTURAL ACTIVITIES

- National and international immersions
- Symphony orchestra
- Several choirs
- Several instrument ensembles
- Home of Sydney Youth Orchestras
- 24 sports
- Gifted and talented activities
- STEM/robotics clubs
- Outdoor ed at 97ha regional campus
- Drama ensembles
- Debating and public speaking
- Industry and ex-student mentors
- Social justice programs
- Environment programs
- NASA Space School USA
- Leadership programs
- Writers Club – award-winning writers



*'Discerning
Scholarship'*

VISIT US IN 2020

We offer tailored information tours across both the Primary and Secondary campuses each term. Visit our website for dates and to book. Or contact the Registrar (tel: 9745 7030) to arrange a Try Day experience.

WHAT MAKES US SPECIAL

Established in 1894, Santa Sabina College, an independent Catholic school in the Dominican tradition, educates students to achieve personal excellence, act with justice and compassion, and embrace the future with an optimistic global vision.

Located on eight hectares in Sydney's multicultural inner west, students learn in heritage and modern buildings, spacious playing fields and beautiful gardens. The College delivers a comprehensive curriculum that caters for diverse strengths and goals. As an early childhood (from 6 weeks old) to Year 12 campus, students benefit from the continuity of learning approaches from the early years to Year 12. Inquiry learning in a student-centred learning environment characterises each stage of school life. Teaching in the Primary Years is via the International Baccalaureate Primary Years Program (IBPYP). In Years 11 and 12 students choose either the International Baccalaureate Diploma Program (IBDP) or NSW HSC.

Santa Sabina is the only Catholic primary school in NSW to offer the IBPYP and the only Catholic School in Sydney's inner west offering the IBDP. The pastoral care of students is integral to our teaching and learning. Outdoor education programs are delivered on our 97 hectare Southern Highlands campus, Tallong. We also offer over 20 sports; several critically acclaimed music and drama ensembles and performance opportunities locally, interstate and globally; public speaking and debating; and the Duke of Edinburgh's Award Scheme.

Our motto, *Veritas*, challenges students to think for themselves, to engage in respectful debates with those who think differently and to reflect on all that they encounter. As an IB World School we are part of a worldwide community sharing the internationally benchmarked educational standards and practices of the IB Organisation.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Our Dominican and Australian and Torres Strait Islander cultures meet through the adoption of Aboriginal names for our houses, our learning and prayer spaces and our annual immersion to Central Australia.

At Tallong, our 97-hectare campus in Wodi Wodi country, we work with Yuin woman Aunty Wendy to share awareness of Aboriginal and Torres Strait Islander culture and respect for the land with all groups (Year 2 through Year 9) who visit. Year 6 visitors undertake an intensive program in Bush Medicine, Bush Tucker and native plants.

Warami, meaning meeting place, is the outdoor learning space on the Primary Campus where the story of the Rainbow Serpent is depicted on poles, allowing our deepening understanding of Australian stories. Uncle Greg Simms, a Dharug elder, officially opened the space in 2013 and Cassandra Gibbs, a Kamilaroi woman, brought the area to life. Our prayer space Dadirri is adorned with designs inspired by Aboriginal art.

Each student from K – 12 is a member of one of these houses: Kurrawa (Water), Teangi (Earth), Mundawora (Flora), Gunagulla (Sky), Yetinga (Fire) and Weelya (Fauna).

Senior years students travel each year to a remote community in the APY lands of Central Australia where they bush camp with Aboriginal elders and learn from senior custodians of the Seven Sisters songline. They are immersed in star gazing, rock art, normally inaccessible caves and stories from the Dreaming, disconnected from technology and returning to school delighted, challenged and transformed.





St Andrews College

Est. 1998

“ In focusing on the development of the whole person the College ensures the best outcomes academically, physically and emotionally for each student. ”

Mr Stephen Kennaugh

KEY INFORMATION

Address	Yr 7 - 10: 116 Quakers Rd, Marayong NSW 2148
Address	Yr 11 - 12: 50 Breakfast Rd, Marayong NSW 2148
Telephone	02 9626 4000
Website	www.standrewscmarayong.catholic.edu.au
Principal	Mr Stephen Kennaugh
Enquiries	Mrs Julie Sabine
Email	standrewscollege@parra.catholic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,080 students
Year 7	210 students, 7 classes
Languages	Japanese
Fees 2020	Yr 7 \$4,766 Yr 12 \$5,169
HSC Subjects	53
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Competitions
- Australian Business Studies Competition
- Australian Economics Competition
- Australian Geography Competition
- Australian Mathematics Competition
- Blacktown City Festival
- Chess
- Creative Arts Night
- College Liturgies
- Debating
- Drama Productions
- European Study Tour
- Fundraising for Caritas and East Timor Teachers
- Japanese Study Tour
- Outdoor Education Camps
- Philippines Sport and Volunteer Project
- Public Speaking
- Retreats
- School Theatre Production
- Science Competition
- Social Justice Group
- Students Leadership Program
- St Vincent de Paul
- Streamwatch
- Young Writers' Competition

ST ANDREWS
COLLEGE



*'Doing More –
Going Beyond'*

VISIT US IN 2020

College Open Day is on
Tuesday 3rd March. Contact
the College for tour times and
booking details.

WHAT MAKES US SPECIAL

St Andrews College is about creating dynamic learning environments that challenge and nurture students to be companions for each other and people of compassion, confidence, competence, creativity, conscience and with the conviction of faith to transform our world. In addition, our focus at St Andrews College is to develop each student holistically using the SPIRE Framework.

Spiritual: Focusing on the purpose and meaning. Knowing the values that drive your actions.

Physical: Cultivating positive regard for your body. Being aware of its ability to affect the mind.

Intellectual: Stretching the mind by cultivating creativity and a love for learning.

Relational: Contributing to and benefiting from community. Nurturing a relationship with self.

Emotional: Reinforcing affirming emotions. Cultivating resilience to manage painful emotions.

St Andrews College has a strong tradition of mentoring students so that they grow into young people ready to embrace a world that is very different to the one we see today.

St Andrews College is a learning environment focused on insightful thinking to ensure that our students are academically and vocationally prepared to embrace their future world.

The teaching staff at St Andrews College work collaboratively with industry and educational partners to design learning frameworks that engage students in their learning and develop their skills for education and training beyond Year 12.

Our students are engaging in inquiry-based learning to develop their communication, critical thinking, creativity and innovation skills across the curriculum. Students are engaged in learning that focuses on real world issues to prepare them for a life of learning and involvement in our ever-changing world.

Students and teachers collaborate to evaluate the legitimacy and accuracy of online content, which is a central part of our students' learning.

Through a strong sense of faith and community, students and teachers of St Andrews College cherish a thirst for knowledge, imagination and accountability. As a community the students and staff encourage and guide each other to be people for others to develop their interpersonal, problem solving and leadership skills whilst always conscience of their ethical actions and accountability.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Andrews College welcomes and respects the heritage of its indigenous students. Since 2012, St Andrews College has supported the Santa Teresa Mission in the Northern Territory. Each year students and staff raise funds to finance projects for the Santa Teresa community. Unity Day is an annual event where students witness Elders perform a traditional smoking ceremony to open the event. Each Unity Day students are reminded of the benefits of culture and diversity, they embrace the many cultures within the College and recognise and pay respect to the land upon which our College stands. It is customary at each assembly that an indigenous student recites the Acknowledgement to Country. The National Anthem is sung in English as well as Darug at major College sporting and cultural events.





St John Paul II Catholic College

formerly known as Terra Sancta College Est. 1996

“ St John Paul II Catholic College aims to provide an education which promotes the development of the whole person intellectually, emotionally, socially, physically, spiritually and to be their own personal best. ”

Mr Jim Fanning

KEY INFORMATION

Address	Yr 7 - 10: 85 Hambledon Rd, Schofields N W 2762
Address	Yr 11 - 12: Nirimba Education Precinct Eastern Rd, Quakers Hill NSW 2763
Telephone	02 9208 7200
Website	www.stjohnpaul2.catholic.edu.au
Principal	Mr Jim Fanning
Enquiries	Mrs Fay Lovett
Email	stjohnpaul2@parra.catholic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,050 students
Year 7	200 students; 7 classes
Languages	Italian
Fees 2020	Please contact the College
HSC Subjects	50
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Public Speaking
- Debating
- Mock Trial
- College Musical
- Music Concerts
- Creative Arts Showcase
- Youth For Christ Youth Group
- Community Service to Quakers Hill Nursing Home
- Chess Club/Competition
- Captivate Dance Showcase
- Early Morning Gym Sessions
- Homework & Assessment Club
- Mathematics Assistance Club
- MCS Sporting Association
- MCCS Sporting Association
- Write-a-Book-in-a-Day
- Kool Skools Band Competition
- ACU Step-Up-Into-Teaching Program
- Western Sydney University Pathways Program
- Aboriginal & Torres Strait Islander Program
- Vinnies Door Knock Appeal
- Vinnies Van
- Year Group Retreats
- Peer Support Program
- Instrument Program



*'A Unique
and Dynamic
Learning
Experience'*

VISIT US IN 2020

Join us on our Open Evening at the Schofield Campus on Monday 9 March 2020 from 4:00pm to 8:00pm. Alternatively, view virtual tours online or contact us to book a personal tour.

WHAT MAKES US SPECIAL

St John Paul II Catholic College is a welcoming community to over 50 cultures and 24 religions. In our ever-changing world, it is important that our students are understanding and open to the multicultural society that we are so lucky to have in Australia.

Our dual campus College boasts modern, air-conditioned facilities including science laboratories, Design and Technology spaces, music centre, art studios, commercial and industrial kitchens, and a performance centre.

Our College is a partner school of the University of Sydney STEM Teacher Enrichment Academy. The senior campus forms part of the Nirimba Education Precinct – an exciting and innovative educational concept incorporating the Western Sydney University, Western Sydney Institute - TAFE. Students have the option, whilst completing their HSC, to undertake additional studies at these partner education institutions.

The College runs a Year 7 Core learning program to assist with the transition from primary to secondary school and the change from a single classroom in primary to numerous classrooms and teachers in high school. It allows students to develop a strong educational relationship with their core teachers.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

From inception the school has recognised the Indigenous links to the site. In the Architectural Planning Brief for the establishment of the school, it was stated that the entrance is serene and meaningful. Students come to school along a winding path. The path opens on to an assembly court, a 'sacred site', made up of concentric circles of paving stones. In Catholic religious circles there is presently an intense search for an Australian spirituality. There is a sense in which the land is seen as a spiritual force and Indigenous spirituality is seen as the voice of that force. For Indigenous people the concentric circles represent the communities and nations which connect with all the spiritual energies. The school is a 'sacred site', a sanctuary where young people are nurtured and challenged in their own search for a new Australia and a new world. This philosophy is reflected in the school's architecture and the way the land is used.

In the Prayer Room at Schofields a piece of indigenous art depicting the creeks at both Campuses, and the rainbow serpent is shown around the meeting place in the centre. This represents the diverse people and cultures of the different people in the community.

Indigenous students of the College have the unique opportunity to take part in the Aboriginal and Torres Strait Islander (ATSI) program in partnership with the Nirimba Education Precinct at our Nirimba campus. Throughout the year, students attend events and celebrations with other ATSI students






St Patrick's Marist College, Dundas

Est. 1872

“St Patrick's Marist College is a dynamic learning community that supports and challenges every student, developing young people with strong minds and gentle hearts.”

Angela Hay, Principal

KEY INFORMATION

Address	171 Kirby St, Dundas NSW 2117
Telephone	02 8841 7900
Website	www.stpatsdundas.catholic.edu.au
Principal	Mrs Angela Hay
Enquiries	College Offi
Email	stpatsdundas@parra.catholic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,000 students
Year 7	180 students; 6 classes
Languages	French
Fees 2020	Yr 7 \$2,190 Yr 12 \$3,102 Additional fee information available on the College website
HSC Subjects	34
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Club
- Audio and Tech Crew
- CAPTIVATE Performing Arts Ensemble
- Chess Club
- Choir and Vocal Groups
- Change for Change
- Concert Band
- Debating
- Drama Club
- Environment Club
- India Immersion
- Japan Trip
- Marist Connect
- MCS / MCCS Sport
- Music Tuition
- Musical Production
- Public Speaking and Oratory
- Rock Band
- Senior Study Evenings
- Social Justice
- Titration



*'Building Strong
Minds and
Gentle Hearts'*

VISIT US IN 2020

Our Open Day is on
Monday 16 March
between 4:00pm to
6:00pm. Join one of our
Principal tours. Visit our
Website for more
information.

WHAT MAKES US SPECIAL

St Patrick's Marist College is a coeducational high school that values the achievements of every individual and offers an education in the Marist tradition that is relevant and relational, and immerses students in a culture of participation. There are a variety of extracurricular opportunities on offer across academic, sporting and cultural fields. Every aspect of a student's development is catered for – academic, physical, spiritual and emotional.

Students are encouraged in a faith-based environment to become critical thinkers, effective collaborators and skilled communicators, ready to face an exciting future. At St Patrick's Marist, we are committed to the future of our students and a forward-thinking approach is at the core of our learning and teaching. Students enjoy a well-resourced and spacious campus, student-centred learning, Vocational Education and Training (VET) options, and a welcoming, family-like school community.

The College is also home to 'Wiyanga', a purpose-built facility that offers students with High Support Needs inclusion in the Catholic schooling system. The newly completed learning spaces are open to students from all over the Diocese who have been diagnosed with moderate intellectual disabilities. The focus of the centre is on empowering students and tailoring learning to each student's physical, emotional and educational needs.

St Patrick's Marist College is part of a system of Catholic schools within the Diocese of Parramatta. Our College motto, 'Esto Fidelis' (*Be Faithful*), reflects our Marist connection to the Holy Mother, Mary. Our College is actively engaged in leading our students in the way of Mary, to know and love God and to strive to make Gospel values a reality in their lives.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Patrick's Marist College is part of the Durag nation, which encompasses the Parramatta region all the way to the Blue Mountains. Recognition of the importance of Aboriginal and Torres Strait Islanders is central to our Catholicity. Our Indigenous communities are recognised and highlighted at each College assembly and liturgical celebration through the Acknowledgement of Country. Aboriginal culture and spirituality are central to our learning curriculum and students engage in its rich traditions and customs.

NAIDOC Week and National Sorry Day feature in our school calendar, where we acknowledge, appreciate and recognise the story and voice of Australia's first people.

Our College works to support remote Indigenous communities. In 2019, an immersion group, consisting of students, staff and their families, travelled to a closed community, 1590km from Perth in Western Australia to run a vacation care program at the local school that caters for pre-primary to high school students. Donations from the College community were vital to the success of the immersion.

As part of our recognition you will see Indigenous signs, symbols and artwork as well as our our latest building, Wiyanga, a high support class for students with various learning needs. The name means 'mother' highlighting the nurturing and caring environment for students with disabilities while emphasizing the central aboriginal theme of the land as our mother.



St Scholastica's College

Est. 1878

“ A Schols education successfully balances all dimensions of a student's learning, development and care through the lens of the Good Samaritan. ”

Mrs Kate Rayment

KEY INFORMATION

Address	4 Avenue Rd, Glebe NSW 2037
Telephone	02 9660 2622
Website	www.scholastica.nsw.edu.au
Principal	Mrs Kate Rayment
Enquiries	College Registrar
Email	registrar@scholastica.nsw.edu.au
International Reg.	Yes
CRICOS	03337F
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,030 students
Year 7	175 students; 7 classes
Languages	Italian, Japanese, Open High School
Fees 2020	Contact the school
HSC Subjects	38
VET	Yes

CO-CURRICULAR / CULTURAL ACTIVITIES

- ArtExpress Competition
- ACTURA Space Camp
- Big Science Competition
- Catechist Program
- College Choir
- College Orchestra
- College String Ensemble
- da Vinci DeCathlon
- Debating
- Dragon Boating
- Duke of Edinburgh
- Engineering class at UTS
- Indigenous dance
- Immersion programs
- Matt Talbot Hostel
- NSW Mock Trial Competition
- Public Speaking
- Theatre Sports
- Tournament of the Minds
- Vocal Ensemble



*'A day and
boarding school -
educating young
women for 140 years'*

VISIT US IN 2020

We are delighted you are considering St Scholastica's College for your daughter's secondary education. Please visit our College for Twilight Open Day, on Tuesday 18 February 2020. For more information, please call or visit our website.

WHAT MAKES US SPECIAL

Located only 3km from the heart of the CBD in Sydney's Inner West, our day and boarding school – affectionately known as 'Schols' – has been educating young women for 140 years. Our spiritual heart lies in seeking Christ through the Good Samaritan, Benedictine charism. It is the heart of the College community that breathes life into the College community, creating the warmth that you feel when you enter the gates.

A Schols education, strongly grounded in academic achievement and personal growth, develops confident young women for a challenging world. The 'whole' girl – body, mind and spirit are all nourished and students are encouraged, through their faith, to search for meaning and to acquire a sound, moral basis for living their lives.

We offer innovative STEM programs to encourage interest and commitment. One of the College's ambitious private sector partnerships involves Years 9 and 10 students working with engineers building a project from concept to fruition, sparking imagination and creativity and driving practical interest in STEM studies.

Partnerships with our near neighbours – the University of Sydney, The University of Technology and the University of NSW – further demonstrates to students that there are remarkably diverse and rewarding careers that have their basis in the study of Science, Technology, Engineering and Mathematics.

Our boarding community is vibrant and inclusive. For 100 girls in Years 7 to 12 the boarding school is large enough to be interesting and diverse yet contained enough to be inclusive and personal. Located in a beautiful and peaceful landscape, boarding offers wonderful experiences.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Scholastica's College has a long tradition of educating Aboriginal and Torres Strait Islander students, building a culture of respect for, and an understanding of, indigenous girls and their families. Schols is a leader in Indigenous education and has been for 50 years.

Our girls are from Sydney, rural, regional and remote areas; from Halls Creek and Kununurra in Western Australia, Arnhem Land in the Northern Territory, Coen in far north Queensland and from across the length and breadth of NSW.

Local community outreach and immersion in the works of the Sisters of the Good Samaritan add great depth to a Schols education. Our biennial immersion program at Santa Teresa in Central Australia enables students' personal exposure to an Indigenous community. The College supports fundraising for the work at Santa Teresa by purchasing and proudly displaying hand painted crosses from the Aboriginal artists within the community.

On campus, Indigenous dance and art classes are offered and joint projects for Sorry Day and NAIDOC week over many years have brought together indigenous and non-indigenous students and staff.

Our indigenous ex-students have achieved great success in a wide variety of careers including politics, health, media, journalism, education and the NSW Police. We are proud to name them as ex-students.

Schols is a unique College – its commitment to Indigenous education is just one reason we say 'Schols ... a school like no other.'






St Vincent's College

Est. 1858

“St Vincent's College is an independent day and boarding school offering a contemporary Catholic education for girls Years 7 to 12.”

Mrs Anne Fry

KEY INFORMATION

Address	Rockwall Cr, Potts Point NSW 2011
Telephone	02 9368 1611
Website	stvincents.nsw.edu.au
Principal	Mrs Anne Fry
Enquiries	College Registrar
Email	registrar@stvincents.nsw.edu.au
Gender	Girls
Year Range	Yrs 7 - 12
Enrolment	720 students
Year 7	125 students; 5 classes
Languages	French and Italian
Fees 2020	Yr 7 \$19,498 Yr 12 \$22,538
HSC Subjects	39
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Debating
- Duke of Edinburgh Award Scheme
- Faith in Action Partnership
- Individual and Team Sports
- Instrumental Music
- Lake Mungo Immersion Program
- Language Study Tour
- Mock Trial Competition
- Outdoor Education Camps
- Performing Arts
- Public Speaking
- Retreats
- Social Justice groups
- Sorry Day Commemoration
- Student Voice Forums
- St Vincent's College Feast Day
- Tanzanian Immersion
- Warralong Immersion Program



A St Vincent's College graduate is a courageous woman of action.

VISIT US IN 2020

We warmly invite families who are interested in learning more to attend our Open Afternoon on 18 March or one of our Morning Tea Tours on 18 May and 28 July 2020. Register your attendance via the College website.

WHAT MAKES US SPECIAL

St Vincent's College Potts Point is a dynamic learning community which cherishes its Catholic heritage. Under the stewardship of Mary Aikenhead Ministries, the College is one of Australia's oldest and most distinguished educational institutions for Years 7 to 12 day and boarding students.

In our unique Potts Point location, our educational and social outreach builds upon this unique setting to provide our young women extensive opportunities that extend beyond our classrooms. At St Vincent's College, we foster creativity, discernment and leadership in the development of our students to be courageous women of action.

At the heart of our mission are the students in our care who we wish to empower to flourish in new and progressive ways. The core values of St Vincent's College, Generosity of Spirit, Hope, Respect, Justice and Service of the Poor, underpin all aspects of our community with a solid grounding in social justice instilled in every aspect of daily life. Key to our approach is developing the whole person within a wellbeing framework. Students who are in a nurturing environment and are known and valued, thrive intellectually, emotionally and spiritually.

We pride ourselves on knowing our students in a learning paradigm that is reflective and evaluative. The learning framework at St Vincent's College centres on informing students, with the essential knowledge and core skills of the 21st century, transforming students within a culture of right relationships, immersion into social justice experiences, practices of reflection and discernment, and empowering each student to be independent in thought, compassionate in attitude and confident to act.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Vincent's College has had a long history of partnering with local and regional First Nations families to provide quality education and engage in dialogue and action that is meaningful and purposeful. The College's Cultural Aunty provides cultural and pastoral support for students, and knowledge and wisdom for our staff.

Each year we work collaboratively to acknowledge, engage in truth-telling and stand in hope during National Reconciliation Week beginning with our annual Sorry Day Commemoration. Sorry Day is an important day in our civic calendar, our commemoration is profound, reflective and hope-filled. Our First Nations students share ochre with the community as a sign of solidarity and connection.

We work with First Nations Communities in Warralong and Lake Mungo as part of our Year 11 Immersion program. On the Warralong Immersion, students live in a small community in the Pilbara and learn from elders and Aboriginal Education Workers about language, land and lore. Our annual partnership with the Faith in Action and the Warralong community supports a breakfast program during term time and ongoing microfinance opportunities for the artists in residence. On the Lake Mungo Immersion, students engage in a pilgrimage along the songlines to Narrendera, Lake Mungo and then back to the Coast. Students learn from elders and community members and connect deeply with land and story.

We are privileged that our First Nations students are willing to share their stories and sense of hope; their knowledge and courage; their history and future aspirations.





Stella Maris College

Est. 1931

“I am privileged to be the Principal of a vibrant Catholic girls' school community on Sydney's Northern Beaches. At Stella we encourage our girls to nurture personal growth and embrace learning as a lifelong endeavour.”

Mrs Elizabeth Carnegie

KEY INFORMATION

Address	52 Eurobin Ave, Manly, NSW 2095
Address	270-278 Pittwater Rd, Manly NSW 2095
Telephone	02 9977 5144
Website	www.stellamaris.nsw.edu.au
Principal	Mrs Elizabeth Carnegie
Enquiries	Mrs Kerrie Dudley
Email	registrar@stellamaris.nsw.edu.au
International Reg.	Yes
CRICOS	03290E
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	909 students
Year 7	195 students, 10 classes
Languages	French, Spanish, Italian, Japanese and Chinese
Fees 2020	Yr 7 - 12 \$12,580 Maintenance Levy \$320/family Capital Works Levy \$650/family
HSC Subjects	40+
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Social Justice Immersions
- Duke of Edinburgh
- Stella Day
- SRC
- Sports
- Dance
- Music
- Drama
- Da Vinci Decathlon
- Stellamatics
- Knitting Club
- Baking Club
- KAS Competitions
- Fundraising for Charities
- Major Drama Production
- Read for your House
- Debating



*inclusive
innovative
inspiring*

VISIT US IN 2020

Open Evening is on Wednesday 18 March. Regular tours of the College are available throughout the year. Dates are advertised on the College website. Bookings are essential.

WHAT MAKES US SPECIAL

Founded by the Good Samaritan Sisters, Stella Maris College is located in Manly, on the beautiful Northern Beaches, where the magnificent local surroundings serve to impress upon students the richness and diversity of Australia's heritage and encourage stewardship of the environment and natural resources.

The College has grown significantly from its first intake in 1931 to nine hundred students today, making it large enough to provide a breadth of learning experiences, yet retaining structures to ensure each girl is recognised, supported and valued.

Boasting facilities such as six state-of-the-art Science Laboratories, 300 seat theatre, contemporary Library space, soundproof music rooms, and dance/drama studios, these facilities allow the College to offer a curriculum that is vibrant and challenging and our extra-curricular activities allow every girl to find her passion. Our girls are challenged to extend what they do know and explore what they don't know in a safe environment that nurtures academic and personal risk-taking. Subject offerings are balanced with opportunities in STEM and the Arts and Humanities disciplines, as well as VET and outdoor education.

At Stella Maris your daughter will find an inclusive community, innovative learning experiences, and inspiring role models. She will leave Stella a well-rounded, confident young woman, ready to take her place in the world. She will thrive!

"At Stella I can write my story. I can see that I can be amazing. I can be myself...It's a place where you will be challenged, in a good way, and be free to grow into the person you want to be."
– Madeleine, Year 9

CELEBRATING AUSTRALIA'S FIRST PEOPLES

The Aboriginal flag flying at the senior campus and the classroom crosses painted by indigenous women from Santa Teresa Mission near Alice Springs, are a permanent and daily reminder that Stella Maris College sits on First Nation land.

Stella Maris believes that the recognition and appreciation of Australia's indigenous past, present and future is a cultural imperative that is a vital part of the day to day life of the College. Our Acknowledgement of Country was written in consultation with the local Aboriginal Heritage Office and is respectfully recited at the start of all assemblies, staff meetings and other formal occasions. The indigenous families at Stella are always ready to help out with our Reconciliation Week activities and the students appreciate the first-hand insight this brings to our celebrations.

Stella Maris, a school of Good Samaritan education, has close ties to the Santa Teresa community through the work of the Good Samaritan Sisters. Each year over several events, the College raises funds to send to Sister Liz, the Good Sam Sister who lives at Santa Teresa. The College also sends students and staff to Santa Teresa every year for first-hand experience.

In 2020 Stella is building a partnership with the Cape York Girls Academy Boarding School. They will have buddies who they will video message to build their relationship and deepen their understanding of each other's lives.

In the words of one of the Stella students, "The only way forward is to celebrate indigenous people and their culture, it is an important part of our present and future."



From Learning to Leadership

By Erin Eade

Erin completed her education degree at ACU. She was part of the Away from Base Program which allows students to live and work in their local community while studying online and attending four residential study blocks a year.



Just three years after graduating from her ACU education degree, Erin Eade has become the first female principal, and the first Aboriginal principal, of Mogo Public School.

Located in a small heritage village on the NSW south coast, Mogo Public School is respectively close-knit – with only 37 students, the majority of whom identify as Aboriginal, in attendance. A proud Wangaibon woman herself, Erin is aware of the effect her new appointment will have on the small community.

"Wow, it's an accomplishment isn't it? I wasn't even aware I would be the first female and first Aboriginal principal until recently. It wasn't something I used as motivation when I set my goal of becoming principal of Mogo, but it is a unique opportunity that I take seriously," Erin said.

"Being the first female principal means that I am in the perfect position to be a role model to female students, remind the community that females can achieve great things, and that there are many opportunities for women in leadership roles.

"Being the first Aboriginal principal is something that I am also proud of. It is very humbling. If someone had said to me four years ago that I would be in the position I am in now, I would not have believed them."

ENGAGING THE COMMUNITY

Erin, who has worked at the school for three years, is backed by her supportive community and colleagues who have eagerly been awaiting her appointment.

"I am glad that I surrounded myself with people who encouraged me. In the lead up, people would often ask me if I was applying for the job. It was positive reinforcement like this that guided me through the process," Erin said.

"Previous principal Jason Barby encouraged my skill set, and challenged, mentored and supported my developing leadership skills. He gave me the courage and confidence to take on leadership roles in the school and in my second year, I was given the opportunity to relieve as principal on a number of occasions.

"As a teaching principal, it is a balance of classroom teaching (which is a priority) and leading and managing a school. We are a great and passionate team of staff at Mogo PS, who share the same vision and values, and we are dedicated to improving educational outcomes for all students through quality partnerships with parents and community."

TAKING THE LONG WAY ROUND

Erin left school in Year 10 so the path to principal wasn't a straight line, especially when you factor in marriage and motherhood. She was working at the Department of Education in Griffith as an Aboriginal Community Liaison Officer when a colleague encouraged her to try the Away from Base Program at ACU. Away from Base allows students to live and work in their local community while studying online and attending residential study blocks.

"I was interested in learning about the curriculum content being taught in schools, and I knew ACU's program would allow this. Plus it suited my lifestyle. The resources available to participants made it easier to complete the degree, and the Aboriginal perspective appealed to me.

"In the beginning, I found it a bit daunting travelling into the big smoke on my own, and getting back into the role as a student was surreal, but having the right group of supportive friends, family and staff at ACU made it enjoyable.

"Although at times it was challenging, I soon learned that I could manage the balance of work, university and family. It was whilst studying at ACU I realised my potential, and that I could combine my passion for education and my passion for my culture."

INSPIRING OTHERS

Yalbalunga Indigenous Higher Education Unit Coordinator Danielle Dent played a big role in Erin's journey and was a rock during her time at ACU. She is not surprised at Erin's success and sees the positive impact it has on other students.

"Erin started her degree, then took a break from studies, then returned to complete it. Having the passion and drive to complete a degree, especially away from home, is something special," Danielle said.

"I am not surprised at her success. Erin was a high achieving student throughout her time at ACU. She was determined and committed to complete her studies no matter what obstacles came her way. I am so proud of her.

"I think Erin's achievements are huge for other students currently studying, not only in this degree, but all Aboriginal and Torres Strait Islander students. Erin will be an amazing leader in her community and a great role model for Aboriginal people that are thinking about going to university for the first time.

"Students have been on campus and heard Erin's story and have been discussing her achievement. One student said that's what I want to aim for, if Erin can do it so can I."

LOOKING TO THE FUTURE

It's clear that Erin's passion for education and empowerment has already allowed her to make an impact. The mother of three is now looking ahead to the positives she can generate in the future.

"My journey in getting to this point has been longer than expected but because of that I have had many experiences that have made me more resilient, more competitive and more eager to succeed," she said.

"Each morning I literally jump out of bed, ready and excited about what the day will bring. As an Aboriginal person I hope my experience, enthusiasm and positive nature can demonstrate to my students that they too can dream big, and through hard work and determination, they can succeed.

"I know I can make changes with the work that I do. Principals and teachers play an important role in making a positive difference every day. The community know that I have each and every student's best interest at heart and I will continue to challenge myself to create opportunities that are for their benefit, and continue to raise the bar.

“ Education creates empowerment, empowerment creates opportunity. ”

GO FURTHER TOGETHER

Australian Catholic schools and the wider Australian community are supporting the empowerment of the marginalised through Caritas Australia's Project Compassion. Your support of Project Compassion helps to build strong communities and transform millions of lives.

Catholic Schools participate closely in the work of Caritas Australia, the international humanitarian aid and development agency of the Catholic Church in Australia. In 2019, over 1350 Catholic Schools participated in Caritas Australia's annual Lenten campaign, Project Compassion. School students, their families, parishes and the Australian community donated nearly \$11 million.

The theme for Project Compassion 2020 is "Go Further Together". It reminds us that, by working together, we can create better outcomes for our sisters and brothers around the world who face poverty.

Barry's Story

Father of four, Barry, embodies resilience and strength. Growing up in a tough environment, he had to look inside himself to make the right choices for himself and his family.

Barry, a Gamilaroi man originally from western NSW, remembers his early years as a time of enormous hardship. He didn't have a stable home or support network and was mostly brought up by his grandparents.

He became a father in his late teens and was suddenly faced with responsibilities for which he wasn't ready.

He started drinking heavily, behaviour that he'd witnessed previously.

Barry, and others like him, were able to take part in Red Dust Healing – a cultural healing program, which encourages participants to examine their own personal hurt and allows them to heal from within. The program addresses family and personal relationships, and what may have been lifelong patterns of violence, abuse and neglect.

Red Dust Healing Founder, Tom Powell, is humbled that the program has won numerous awards and helped over 16,000 people like Barry across Australia.

Today, thanks to the Red Dust Healing program, Barry is an inspirational father to his four girls and a respected leader in his community. He now facilitates Red Dust Healing workshops and helps others through their healing process.

A brighter future for men, women and their families can start today. Let's Go Further, Together.

DONATE TO PROJECT COMPASSION
Please donate to Project Compassion by calling 1800 024 413 or visiting lent.caritas.org.au

Barry (pictured, right) teaching his 7-year old daughter dot painting at his home in Bateman's Bay, Australia.
Photo: Richard Wainwright.



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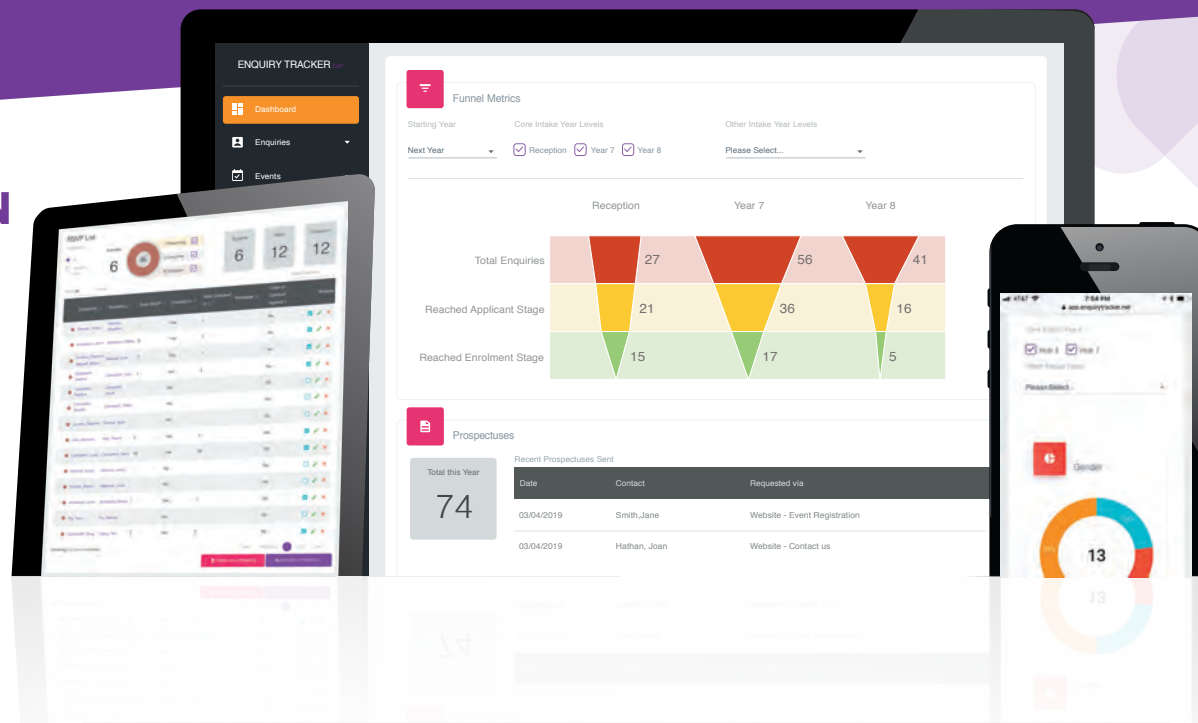
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Patrick Kelly
Director of Development & Community Relations
Blackfriars Priory School, SA

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