

# CATHOLIC SCHOOLS GUIDE 2020

SECONDARY SCHOOLS EDITION - BRISBANE, SUNSHINE COAST & GOLD COAST

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](http://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 articles provided by First Languages Australia and Brisbane Catholic Education.

### ON LINE PLATFORMS

Need more information? Check out our website at [catholicschoolsguide.com.au](http://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](https://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.

### CARITAS AUSTRALIA

Catholic Schools Guide is proud to be supporting the work of Caritas Australia. All support is provided pro bono and our Guide encourages all readers to get their school involved in supporting the extraordinary work of this agency.





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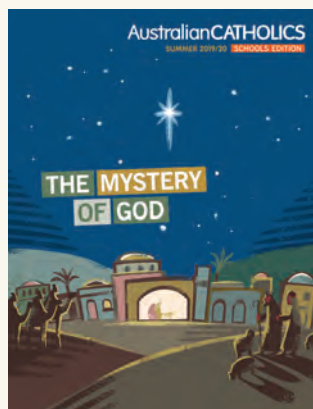
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## Recognising Australia's First Peoples

By Brisbane Catholic Education

Brisbane Catholic Education is a faith-filled learning community of 142 primary and secondary schools in south-east Queensland, creating a better future for more than 72,000 students. BCE's mission is to teach, challenge and transform through service, support and leadership for Catholic education in the Archdiocese of Brisbane, which stretches from the Gold Coast north to the Fraser Coast, and inland to the South Burnett and Lockyer Valley. Discover our schools at [brisbanecatholicschools.com.au](http://brisbanecatholicschools.com.au)



In 1986, Pope (now Saint) John Paul II visited Australia and delivered an historic address in Alice Springs to the Aboriginal and Torres Strait Islander peoples:

*You are part of Australia and Australia is a part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you [the Aboriginal and Torres Strait Islander peoples of Australia] have made your contribution to her life and until that contribution has been joyfully received by others.*

The Pope was committing the Church to reconciliation. Catholic Education plays a key role in the process of reconciliation by educating all Australians about our Aboriginal and Torres Strait Islander peoples, and by ensuring that Aboriginal and Torres Strait Islander students have equitable access to quality education in Catholic schools. We strive to achieve both of these aims through active engagement and collaborative partnerships.

### CURRICULUM

The Australian Curriculum identifies two specific needs in Aboriginal and Torres Strait Islander education:

- Aboriginal and Torres Strait Islander students can see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem
- The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority allows all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

There are three key concepts that are embedded in learning areas across the curriculum. The first highlights the Aboriginal and Torres Strait Islander Peoples' special connection to Country and celebrates the unique belief systems that connect people physically and spiritually to Country.

The second concept uses historical, social and political perspectives to examine the diversity of Aboriginal and Torres Strait Islander peoples' culture through language, ways of life and experiences. Students gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.

The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples – locally, nationally and internationally.

All learning areas of the Australian Curriculum contribute to this cross-curriculum priority, to deepen students' knowledge and understanding of Australia and the First Australians.

To add depth to these curriculum studies, Brisbane Catholic Education (BCE) also operates the Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre at Inala in Brisbane, to provide students from all backgrounds with a cultural understanding of, and respect for, Aboriginal and Torres Strait Islander peoples.

Age-appropriate learning reflects Aboriginal and Torres Strait Islander perspectives, providing opportunities for teachers and students to explore aspects of both traditional and contemporary Aboriginal and Torres Strait Islander societies.

Delivered by experienced Cultural Tutors, the program is mapped to the appropriate level of the Australian Curriculum in embedding the cross-curriculum priority, Aboriginal and Torres Strait Islander Histories and Culture. This provides opportunities for students and teachers to increase their awareness, knowledge, understanding and respect of the cultures of Aboriginal and Torres Strait Islander peoples.

### STUDENT ACHIEVEMENT

An important indicator of the progress of Catholic schools' strong commitment to reconciliation with Aboriginal and Torres Strait Islander peoples is the achievement of improved educational outcomes for Aboriginal and Torres Strait Islander students.

BCE has identified strategies around a range of focus areas which impact on students' educational success:

- Leadership, quality teaching, and workforce development
- Culture and identity
- Quality partnerships between schools and local communities
- Attendance
- Transition points including pathways to post-school options
- School readiness
- Literacy and numeracy achievement

BCE's Molum Sabe Aboriginal and Torres Strait Islander Strategy 2017-2020 is designed to assist schools to bridge the gap in learning achievement and to exceed learning expectations for each Aboriginal and Torres Strait Islander learner.

The strategy is founded on the belief that Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their histories, cultures and spiritualities are honoured and valued.

The priorities and activities identified in Molum Sabe are aligned explicitly with the aspiration of Brisbane Catholic Education's Excellent Learning and Teaching: Moving Forward Strategy to grow the engagement, progress, achievement and wellbeing for each student.

### ASSISTANCE

BCE wants to help Aboriginal and Torres Strait Islander families who wish their children to benefit from education in a Catholic school. This may take the form of assistance with fees or other types of support. Specific scholarships to assist with the cost of senior schooling are also available to students in Years 11 and 12 through the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF).

At the end of Year 12, Aboriginal and Torres Strait Island students from all Catholic schools throughout the archdiocese join together in a Graduation Mass and ceremony with the Archbishop at the Cathedral of St Stephen as a special celebration of their achievement and the way in which the Catholic education system prioritises and celebrates their learning.

To attract Aboriginal and Torres Strait Islander students interested in a teaching career, BCE also offers current Aboriginal and Torres Strait Islander Year 12 students the opportunity to participate in the Future Teacher Mentoring Program, which can include a scholarship to help the students complete Year 12 or to study a full-time education degree at university. The program also offers part-time or casual employment in a BCE school or college, and an ongoing mentoring relationship.

On a broader level, one of the key strategic initiatives of Brisbane Catholic Education's Diversity and Inclusion Strategy is for BCE to continue the Aboriginal and Torres Strait Islander Reconciliation Journey by developing a Reconciliation Action Plan (RAP). This plan has recently been endorsed by Reconciliation Australia and provides a blueprint for BCE to continue to listen to the voices of our First Nations People and work together towards reconciliation.

## 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. ”



## 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](http://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 Report<sup>1</sup>, 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 society<sup>2</sup>, 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."<sup>3</sup>

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."*<sup>4</sup>

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.

<sup>1</sup> Commonwealth of Australia, Department of the Prime Minister and Cabinet, Closing the Gap Report 2019

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

<sup>3-4</sup> 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](http://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.

# Index

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



**All Hallows' School**  
547 Ann Street, Brisbane QLD 4000



**Brigidine College, Indooroopilly**  
53 Ward Street, Indooroopilly QLD 4068



**Carmel College**  
20 Ziegenfusz Road, Thornlands QLD 4164



**Chisholm Catholic College**  
204 California Creek Road,  
Cornubia QLD 4130



**Clairvaux MacKillop College**  
Klumpp Road, Upper Mt Gravatt QLD 4122



**Emmaus College**  
48 East Street, Jimboomba Qld 4280



**Good Samaritan Catholic College**  
185 Parklakes Drive, Bli Bli 4560



**Iona College**  
85 North Road, Lindum QLD 4178



**Loreto College**  
415 Cavendish Road, Coorparoo QLD 4151



**Lourdes Hill College**  
86 Hawthorne Road, Hawthorne QLD 4171



**Marist College Ashgrove**  
142 Frasers Road, Ashgrove QLD 4060



**Mary MacKillop College**  
60 Bage Street, Nundah QLD 4012



**McAuley College**  
30 Oakland Way, Beaudesert QLD 4285



**Mount Alvernia College**  
82 Cremorne Road, Kedron Qld 4031



**Mt Maria College**  
54 Prospect Road, Mitchelton QLD 4053



**Our Lady's College**  
15 Chester Road, Annerley QLD 4103



**San Sisto College**  
97 Mayfield Road,arina QLD 4152



**Seton College**  
1148 Cavendish Road, Mount Gravatt East  
QLD 4122



**Southern Cross Catholic College**  
307 Scarborough Road, Scarborough QLD  
4020



**St Benedict's College**  
21 St Benedict's Close, Mango Hill QLD 4509



**St Edmund's College**  
16 Mary Street, Woodend, Ipswich QLD 4305



**St John Fisher College**  
John Fisher Drive, Bracken Ridge QLD 4017



**St Joseph's College, Coomera**  
Kerkin Road South, Coomera QLD 4209



**St Joseph's College Gregory Terrace**  
285 Gregory Terrace, Spring Hill, QLD 4000



**St Joseph's Nudgee College**  
2199 Sandgate Road, Boondall QLD 4034



**St Laurence's College**  
82 Stephens Road, South Brisbane QLD 4101



**St Patrick's College**  
60 Park Parade, Shorncliffe, QLD 4017



**St Peter Claver College**  
10 Old Ipswich Road, Riverview QLD 4303



**St Thomas More College**  
Cnr Troughton Road and Turton Street,  
Sunnybank QLD 4109



**Stuartholme School**  
365 Birdwood Terrace, Toowong QLD 4066



**Trinity College Beenleigh**  
Scott Street, Beenleigh QLD 4207



**Villanova College**  
24 Sixth Avenue, Coorparoo QLD 4151

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](http://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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To Beaudesert

To Jimboomba

To Beenleigh

To Coomera






# All Hallows' School

Est. 1861

“Inspired by our Mercy tradition of faith and compassion, All Hallows' prepares young women to lead, serve and learn in a caring and nurturing environment.”

Mrs Catherine O'Kane

## KEY INFORMATION

<b>Address</b>	547 Ann St, Brisbane QLD 4000
<b>Telephone</b>	07 3230 9586
<b>Website</b>	www.ahs.qld.edu.au
<b>Principal</b>	Mrs Catherine O'Kane
<b>Enquiries</b>	The Enrolments Registrar
<b>Email</b>	Enrolments@ahs.qld.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	03925M
<b>Gender</b>	Girls
<b>Year Range</b>	Years 5 - 12
<b>Enrolment</b>	1,593 students
<b>Year 7</b>	240 students; 10 classes
<b>Languages</b>	French, Italian & Japanese
<b>Fees 2020</b>	Yr 5 - 10 \$11,450 Yr 11 - 12 \$12,150
<b>QCE Subjects</b>	33
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Cultural Immersions
- Dance Ensembles
- Days of Excellence
- Debating
- Future Problem Solving
- Fitness and Wellbeing Program
- Instrumental Music Ensembles
- Instrumental Music Lessons
- Interschool Production
- Mercy Action Groups
- Photography
- Science Club
- Speech and Drama
- Theatresports
- Tournament of Minds
- Vocal Ensembles
- Vocal Lessons



*Dieu et Devoir  
God and Duty*

## VISIT US IN 2020

All Hallows' School Open  
Day - Sunday 31 May.  
Small group tours are held  
throughout the year, please  
visit our website for more  
information and to register.

## WHAT MAKES US SPECIAL

All Hallows' School is a community alive with the charism of Catherine McAuley and the traditions and culture of our 159-year history. Established in 1861, All Hallows' is grounded in the Catholic traditions and values of the Sisters of Mercy, with Catherine McAuley as their founder. Catherine's vision lives on today in the first girls' school in Queensland and the oldest secondary school in the state.

From a multi-skilled and multi-disciplinary base, we foster the growth of highly developed thinking, emotional resilience and the gift of personal reflection, enabling an All Hallows' girl to become a skilled communicator in a global context.

As visionary leaders in the education of girls in Years 5 to 12, we journey into the third decade of the 21st Century developing young women who are future-ready. Our House-based pastoral care system ensures that every girl is personally known, supported and nurtured, and our vibrant community provides many opportunities for family engagement.

During your daughter's time at All Hallows' School, she will experience and respond to an academically rigorous and intellectually challenging curriculum. She will be called to be the best she can be.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

All Hallows' School seeks to intentionally form young women whose words and actions embody the values of respect, integrity, service, compassion, joy and justice. We remain committed to supporting Aboriginal and Torres Strait Islander peoples in their struggles for justice and we continue to work in partnership with these people in many ministries, recognising their significance in Australian society. In both our formal and informal curriculum, we educate our community about Aboriginal and Torres Strait Islander perspectives including the special place of spirituality and the connection to the land. We ensure that Aboriginal and Torres Strait Islander histories are explicitly taught in the Social Sciences and as part of our Senior Religious Education programs, and Aboriginal perspectives are integrated into a number of other curriculum areas.

Engaging directly with the First Nations People ensures that our students gain strong cultural understanding, and this is achieved through immersions to the Bunya Mountains and Cherbourg as well as a trip to the Cape York region. In addition to these valuable opportunities, our School community marks significant events such as Harmony Day, the Anniversary of the National Apology, National Reconciliation Week and NAIDOC Week. Through prayer and liturgy, attendance at special events, and through our newsletter and social media channels, both our students and our wider community can take part in and reflect upon these important occasions.

Strong cultural awareness benefits every student, and All Hallows' School provides opportunities for every girl to understand Aboriginal and Torres Strait Islander cultures. Through exposure to cultural performances including dance, story and music, our students are able to increase their appreciation and gain greater cultural understanding. Recognition of the Turrbal land on which the School sits is expressed via the Acknowledgement of Country, in addition to the art installations around the Campus, including our Turrbal Garden and mural.

All Hallows' School is committed to ongoing Reconciliation and in 2019, created our first Reconciliation Action Plan, to support the overarching national Reconciliation movement and foster a high level of knowledge within our community.







# Brigidine College, Indooroopilly

Est. 1929

“As educators and parents, we understand what you most want for your daughter: to be happy, to be independent, to be thoughtful of others and to have a meaningful life.”

Mr Brendan Cahill, Principal

## KEY INFORMATION

<b>Address</b>	53 Ward St, Indooroopilly QLD 4068
<b>Telephone</b>	07 3870 7225
<b>Website</b>	www.brigidine.qld.edu.au
<b>Principal</b>	Mr Brendan Cahill
<b>Enquiries</b>	Mrs Kathy Webb
<b>Email</b>	enrolments@brigidine.qld.edu.au
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	850 students
<b>Year 7</b>	165 students; 6 classes
<b>Languages</b>	Japanese and French
<b>Fees 2020</b>	Yr 7 \$9,579 (includes camp)
<b>QCE Subjects</b>	30
<b>VET</b>	Yes
<b>Connect via</b>	 

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Clubs:
  - Art
  - Book
  - Chess & Cribbage
  - Homework
  - Interact
  - STEM
- Senior Theatre Productions
- 10 Dances Troupes
- 12 ensembles of Instrumental Vocal, and Drama groups
- Ministry of Music, Light and Sound
- Justice & Democracy Group; Brigid's Women
- Debating
- Bond Mooting
- Technovation
- St Vincent de Paul
- Overseas & local immersion experiences



'Strength & Gentleness'

## VISIT US IN 2020

### Welcome Tours

We hold Welcome Tours throughout the year, from 9:30am - 10:30am.  
Monday 9 March  
Tuesday 10 March  
Monday 10 August  
Tuesday 11 August

Tuesday 13 October  
2:00pm to 3:00pm

### Open Day

We will be hosting an Open Day on Sunday 17 May 2020, from 10:00am - 1:00pm.

## WHAT MAKES US SPECIAL

When your daughter attends Brigidine College, she joins a community that has educated and inspired countless girls to believe in themselves, to dream big, to act justly, to pursue challenging and just causes, and to enjoy a life well-lived - in short, to be a woman of our time.

Located at Indooroopilly, only 8 kilometres from Brisbane's CBD and close to public transport, Brigidine College is Queensland's only Brigidine school, offering a Catholic all girls secondary education for approximately 850 students in Years 7 to 12. As educators and parents, we understand what you most want for your daughter: to be happy, to be independent, to be thoughtful of others and reliable, and to have a meaningful life.

Through academic, spiritual, sporting and cultural opportunities students flourish, learning how to participate, be brave and lead in a myriad of endeavours. Our girls are inspired to value learning, to be true to themselves and to exhibit the teachings of Christ and the Catholic faith. They are challenged to create a more just world and to live in "strength and gentleness", our revered motto.

Students at Brigidine College can take advantage of numerous opportunities, co-curricular activities and career pathways that foster their growing self-awareness, aspirations and talents. We aim to provide our students with outstanding opportunities, so they ultimately know themselves and can become a woman who is confident, and certain about her direction and purpose in life. The College actively encourages, supports and prepares young women for a future of exciting and boundless careers. From technology, science, coding and the yet to be discovered, our students are eager to break new ground in their chosen fields from their innovative learning at Brigidine. This is further complimented by the development of our new Science and Technology Building, set to be completed in early 2020.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Brigidine College is dedicated to celebrating Aboriginal and Torres Strait Islander culture and learning. In early 2019, staff members experienced *First people's* spirituality at Ngutana Lui, (To Teach) Aboriginal & Torres Strait Islander Cultural Studies Centre. It allowed school officers and teachers the opportunity to explore key themes in cultural understanding and spiritual appreciation of kinship and reciprocity. Our students meet each year to discuss new initiatives and ways of engagement in culture within the College and to the broader community. Our Naidoc celebration was a new initiative for 2019, with our students assisting in the running of cultural workshops for our Year 7 cohort. This was followed by a celebration evening which included music and dance with families and friends from surrounding schools.

Brigidine College commemorated Sorry Day in 2019. The boomerangs on the Holy Lawn remind us of the flow that intertwines, backwards and forwards, within all cultures and bonds our community in unity, offering a hand of welcome, a hand of support a hand of creativity and a hand of action in solidarity together. Sorry Day reminds us of the commitment to ongoing reconciliation between all Australians. We understand the importance of relationship building, partnerships and meaningful engagement with individuals, communities and organisations.

The annual Kupmurri celebrates the year for our Aboriginal and Torres Strait Islander families and friends, particularly our graduating Year 12 students. Students conclude the night with a song for their ancestors; Baba Wayiar. Ngutana Lui custodians, Ken Millar and Kevin Eastment, along with their staff, nurture our families in that sacred learning space.



# Carmel College

Est. 1993

Carmel College has proudly served the Redlands for over twenty-five years as a welcoming, Catholic co-educational learning community that recognises the culture of its past, its exciting present and the shaping of the future.

**Mr Stephen Adair, Principal**

## KEY INFORMATION

<b>Address</b>	20 Ziegenfusz Rd, Thornlands QLD 4164
<b>Telephone</b>	07 3488 7777
<b>Website</b>	<a href="http://www.carmelcollege.qld.edu.au">www.carmelcollege.qld.edu.au</a>
<b>Principal</b>	Mr Stephen Adair
<b>Enquiries</b>	College Reception 07 3488 7777
<b>Email</b>	<a href="mailto:sthornlands@bne.catholic.edu.au">sthornlands@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,230 students
<b>Year 7</b>	224 students; 7 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Yr 7 \$5,800 Yr 12 \$6,200 The fees listed above include College levies, camps, textbook and laptop hire.
<b>QCE Subjects</b>	35
<b>VET</b>	Yes
<b>Connect via</b>	 <a href="http://www.carmelcollege.qld.edu.au">www.carmelcollege.qld.edu.au</a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Academic Competitions
- Arts Showcase Evening
- Athletic Development Program
- Biennial Musical
- Choir
- Dance
- Debating
- Drama
- Fitness Club
- Immersion Program
- Instrumental Music Program
- Leadership Events
- QIS AFL
- QISSN
- Queensland All School Touch Competition
- SECA Interschool Sport
- Social Justice Activities
- Sporting Alumni
- Visual Arts
- Weekly Mass
- Year Level Camps
- Year Level Retreats



*'Let your light  
shine'*

## VISIT US IN 2020

College tours are  
available upon request.  
To schedule a tour  
contact Enrolments  
07 3488 7791  
[stho\\_enrolments@bne.catholic.edu.au](mailto:stho_enrolments@bne.catholic.edu.au)

## WHAT MAKES US SPECIAL

As the sole Catholic co-educational secondary College in Redland City, Carmel College provides education for over 1200 students from Years 7 to 12. The College has a strong tradition of encouraging students to 'Let Their Light Shine' in and for the community.

All members of our College are valued, respected and encouraged to maximise their opportunities to be positive contributors to society. We empower students to be connected by embracing the values of respect, resilience, diligence and positive relationships in their everyday actions, and in their approach to learning. Our talented and caring teachers are committed to inspiring our students – spiritually, academically, culturally and physically. We develop our students as life-long learners who have a genuine love of learning.

We are committed to educating the whole person through providing authentic care and support, particularly by developing a relationship between family and the College. We know these partnerships and care lead to academic and personal success. Our approach to holistic caring education draws on the Marist values of simplicity, presence, love of work, family and being "in the way of Mary". The celebration of mission and faith is reflected in our meaningful retreat and liturgical programs, as well as in our commitment to social justice by supporting the marginalised in our community.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Carmel College has a strong connection with our First Nation's people and a special relationship with the Quandamooka people of Redland Bay and Stradbroke Island. A number of students travel across the bay each day to attend the College. It is our belief that Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their histories, cultures and spiritualities are honoured and valued. They become active learners when trust and respect are visible and embedded in the school community.

Our curriculum includes Aboriginal and Torres Strait Islander perspectives and there are numerous opportunities for students to display their culture and heritage. Students perform welcome to country dances and ceremonies at significant events and attend a range of programs to support their cultural understanding. Carmel College employs a teacher liaison for students with Aboriginal and Torres Strait Islander heritage to support their learning and organise activities. The College is pleased to welcome elders and teachers of culture regularly to the grounds to support the programs and provide guidance for our activities.

The College grounds include a sacred space which incorporates a 'Yarning Circle' and a labyrinth which was designed by the students in conjunction with elders. There are a range of artworks on display throughout the College and all students join in activities to recognise reconciliation. Students are supported to apply for QATSIF Scholarships with successful applicants being widely recognised within the school.

Carmel College respectfully recognises our First Nations Peoples and is committed to closing the gap by ensuring the best possible education for all Aboriginal and Torres Strait Islander students.








# Chisholm Catholic College

Est. 1992

“The student is the centre of our concern and learning is our Core Business. Our context is that of a Catholic school – nurturing the whole person – their hope for success, their opportunities to shine and their flourishing future.”

**Mr Damian Bottaccio**

## KEY INFORMATION

<b>Address</b>	204 California Creek Rd, Cornubia QLD 4130
<b>Telephone</b>	07 3209 0700
<b>Website</b>	<a href="http://www.chisholm.qld.edu.au">www.chisholm.qld.edu.au</a>
<b>Principal</b>	Mr Damian Bottaccio
<b>Enquiries</b>	College Registrar
<b>Email</b>	<a href="mailto:chisholmenrolments@bne.catholic.edu.au">chisholmenrolments@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	980 students
<b>Year 7</b>	190 students; 7 classes
<b>Languages</b>	Spanish & Japanese
<b>Fees 2020</b>	Yr 7 \$4,986 Yr 12 \$5,258
<b>QCE Subjects</b>	47
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#"></a> <a href="#"></a> <a href="#"></a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Liberation Letters
- Sports Academy (Basketball, Rugby, Netball, Soccer)
- Vocal Ensemble
- String Ensemble
- Rock band - Junior and Senior
- Primary School tutoring program
- Hospitality Cafe
- School Musical
- eSports Club
- Art Club
- STEMSEL
- Dance Troupe



*'Live Christ's  
Challenge'*

## VISIT US IN 2020

Please see the College  
Website for Principal  
Tour dates in 2020.

## WHAT MAKES US SPECIAL

At Chisholm Catholic College, we recognise that the system of education for Senior Students has changed. We have prepared them well for these changes and our students will be equipped to meet the demands on them which come from external exams, combined with internal, endorsed assessment. Our students have been preparing for this change since they entered the College in Year 7.

The world beyond school is catered for in a number of ways at Chisholm. Students receive a rigorous education in the basics, those elements of literacy and numeracy which are essential in any day and age, however, the subjects students can choose and pathways they can take expand their horizons to meet the needs of a future that is theirs and not ours. Students enter the College and engage collaboratively with one another in Years 7 and 8.

The world into which they will enter after their formal schooling has come to an end, is a world where skills of collaboration will be highly valued. They learn, in all their subjects, to be critical thinkers, engaged in creative solutions to problems they have been astute enough to find, not just the problems that are immediately evident. They also learn which questions are worth asking and to which they should give their time and energy, because they are questions which will have significant impact if left unanswered.

Students in Years 9 and 10 begin to make choices among subjects, choosing those in which they are particularly interested. Our students are talented in a variety of ways and the College is very proud of its Sports Academy (SEDA – Sports Education and Development Academy), Chis Culture (Dance, Drama, Visual Art and Music) and STEAM Academy (Science, Technology, Engineering, Arts and Maths) and Fastrack Program – for the Gifted and Talented. Each of these areas taps into special strengths students have and gives students a reason to love coming to school. Students in these programs enter national and international competitions and perform at their highest level in these competitions and at school. However, Chisholm caters for all learners, we provide an inclusive education.

Students can choose an ATAR pathway – one that will lead them into courses that have competitive entry. We have students who gain early entry and are guaranteed places, students can study university subjects while still at school and students can take other pathways altogether. The variety of subjects on offer at Chisholm, means that those students who wish to pursue a pathway that leads straight into work are catered for, and will gain their Queensland Certificate of Education. We also offer a plethora of Vocational Education and Training packages, that include Certificates II and III, and lead directly to employment. Students can also begin an apprenticeship while still at school. While many schools make these offerings, at Chisholm we make them while still realising that education is for LIFE not just for WORK, and this means that values, skills, behaviours and understandings of others become very important to education for the multicultural, pluralistic world of the future. That is where we shine and where students flourish.






# Clairvaux MacKillop College

Est. 1986

“Our students are encouraged to recognise their potential, believe in themselves and connect to their college community in being welcoming and supportive of each other.”

**Mr Brian Eastaugh** *Principal*

## KEY INFORMATION

<b>Address</b>	Klumpp Rd, Upper Mt Gravatt QLD 4122
<b>Telephone</b>	07 3347 9200
<b>Website</b>	<a href="http://www.cvxmck.edu.au">www.cvxmck.edu.au</a>
<b>Principal</b>	Mr Brian Eastaugh
<b>Enquiries</b>	Enrolment Secretary
<b>Email</b>	<a href="mailto:enrolments@cvxmck.edu.au">enrolments@cvxmck.edu.au</a>
<b>International Reg.</b>	Yes
<b>CRICOS</b>	01494J
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,340 students
<b>Year 7</b>	240 students; 9 classes
<b>Languages</b>	Chinese & Japanese
<b>Fees 2020</b>	Yr 7 \$5,704 Yr 12 \$6,040 (includes all fees and levies)
<b>QCE Subjects</b>	55
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Adventure-based learning camps
- Art Club
- Dance Troupes
- Drama Club
- Film Club
- Homework Club
- Interact
- Music Ministry
- Reading Club
- St Vincent de Paul Society
- Sport – 150 teams
- Theatre Sports
- Vocal and Instrumental Ensembles
- Year 10 Student Mentor Training
- Year 9 yLead Leadership Day



*Commitment  
Compassion  
Celebration*

## VISIT US IN 2020

Please visit the College website for tour dates. Online registrations are accepted.

## WHAT MAKES US SPECIAL

Clairvaux MacKillop College is a Catholic co-educational Christian inclusive learning community for students in Years 7 to 12. The College draws on a proud tradition, built on the charisms of Saint Mary MacKillop and Blessed Edmund Rice.

Our curriculum is challenging, relevant and it offers our students opportunities to pursue academic and vocational pathways.

Our curriculum is complemented and is imbued by the general capabilities suite of 21st century skills for learners. Embedded in our curriculum is our Ways and Means (WAM) program. This aims to strengthen students' development in study skills, time management, mental health, resilience and identity formation.

The College's pedagogy is guided by the Learning and Teaching Framework of Brisbane Catholic Education.

We educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

Our students' learnings are monitored through informed use of data. This assists our staff in creating a learning and teaching environment that will enable our students to become successful, creative and confident life-long learners.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

We recognize and acknowledge the traditional owners, the Jaggera and Turrbal People, where our College is situated. Our students are very aware of our Indigenous heritage through acknowledgment of country at every gathering, our biennial Touching Country Pilgrimage to Western Australia and Northern Territory, as well as our Year 10 Engagement program called 'Why Sorry'.

The pilgrimage is an opportunity for students and staff from the Josephite-Affiliated schools in Brisbane to travel to remote inland areas of Australia to understand, reflect and learn more about our Aboriginal history. Our students spend time with the Sisters of Saint Joseph (the Josephites) and gain a better insight into the amazing work they conduct within schools and the Aboriginal communities. The group visits sacred sites with Traditional Owners, joins cultural tours, observes Aboriginal Smoking ceremonies, facilitates NAIDOC themed programs in schools and engages in reflection. They also participate in adventure-based learning activities like canoeing, rock climbing, swimming, hiking, setting up tents and meal preparation. Our students return with a greater appreciation of Aboriginal culture and history.

Our Year 10 Community Engagement Program provides an opportunity for students to be involved in experiential learning in social justice. There is a number of programs to choose from, including 'Why Sorry'. Students explore the impact of the Stolen Generation and how that has transferred from one generation to another. They investigate more closely how the scales of justice impacted on the Stolen Generation and their families. Students attend an excursion to Ngutana-Lui, the Aboriginal and Torres Strait Cultural Studies Centre, where they are engaged in cultural awareness programs with tutors. Following this, students prepare and lead a community prayer and presentation to commemorate the National Day of Reconciliation and Healing (National Sorry Day).






# Emmaus College

Est. 2002

“The school's vision statement, 'Excellence in learning within a contemporary Christian community', helps create a strong ethic of care and respect, traits that are highly visible throughout the school.”

Mr Kevin Schwede

## KEY INFORMATION

<b>Address</b>	48 East St, Jimboomba Qld 4280
<b>Telephone</b>	07 5547 9990
<b>Website</b>	<a href="http://www.emmausjimboomba.qld.edu.au">www.emmausjimboomba.qld.edu.au</a>
<b>Principal</b>	Mr Kevin Schwede
<b>Enquiries</b>	Mrs Cathie Cause
<b>Email</b>	<a href="mailto:psjimboomba@bne.catholic.edu.au">psjimboomba@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Prep - Yr 12
<b>Enrolment</b>	1,480 students
<b>Year 7</b>	150 students; 5 classes
<b>Fees 2020</b>	Yr 7 \$5,175 and Yr 12 \$5,185
<b>QCE Subjects</b>	27 + 3 Certificate courses
<b>VET</b>	Yes
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Agriculture Show Team
- Arts Showcase Evening
- Biannual Musical
- Chess
- Concert Band and Ensembles
- Cultural Immersion Trip
- Equestrian
- Homework Club Years 3-6
- Instrumental Music lessons
- Junior Years Choir
- Mooting
- Student Council
- St Vincent de Paul Sleepout
- Tournament of Minds
- Tutoring - Middle & Senior Years



Where the  
focus is on  
learning

## VISIT US IN 2020

9.00-10.30am  
Wednesday 19 February  
Wednesday 6 May  
Wednesday 12 August  
Wednesday 14 October

## WHAT MAKES US SPECIAL

What are the three most important attributes of Emmaus College? Visionary, nurturing and engaging.

The school's Vision Statement, "Excellence in learning within a contemporary Christian community", helps create a strong ethic of care and respect, traits that are highly visible throughout the school. We have teachers who are thinking and looking forward, preparing children for a more flexible, globalised world. We aim to develop students who are thoughtful and optimistic, having confidence in who they are and where they would like to be in the future.

Another vital attribute of Emmaus is nurturing. With thoughtful guidance, students participate in pastoral care programs that teach the importance of reflection, mutual respect and self-discipline. Students know that they are cared for, and in turn, understand how to care for others.

Teachers place special emphasis on nurturing the social, emotional and spiritual aspects of development. The third attribute of Emmaus is engagement.

The professional partnership between teachers, families and students motivates learners to do the very best they can - both in their academic achievement and in their co-curricular activities.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

A range of activities are planned across the school year at Emmaus College. These enhance the connection that our Indigenous students feel to their heritage during their school years, as well as raise awareness across the school about the value of recognising and learning from First Australian culture.

Reconciliation Week and NAIDOC Week are recognised and celebrated with cultural activities such as the Hospitality Department exploring the use of Bush Foods with the First Food Company. Special events such as our annual Emmaus Day celebrations are opened with an Acknowledgement of Country spoken in the local Yugambeh language.

Across the curriculum, Aboriginal and Torres Strait Islander culture and history topics lead to awareness raising. Examples include storytelling activities run by Ngutana-Lui Cultural Tutors in the Early Years, Indigenous games in Year 7 HPE, or how we can learn from the Indigenous experience of connection to country in 21st century Australia in senior English.

Our Aboriginal and Torres Strait Islander students are encouraged to explore all opportunities to make the most of their education and build a fulfilling future. We are proud to have had many students over the last few years successfully apply for, and enthusiastically participate in QATSIF Scholarships, and university experiences including Inspire-U camps at UQ, Wingara Mura - Bunga Barrabugu Summer Program at the University of Sydney, and the CSIRO ASSETS program at various interstate universities.




# Good Samaritan Catholic College

Est. 2019

“The College will be a place where the motto ‘Journey with Compassion’ is put into action every day. As a place of learning, all students are able to achieve success through the work of dedicated and passionate teachers, outstanding facilities and a supportive community.”

Mr Greg Myers

## KEY INFORMATION

<b>Address</b>	185 Parklakes Drive, Bli Bli 4560
<b>Telephone</b>	07 5374 8800
<b>Website</b>	<a href="http://www.goodsamaritan.qld.edu.au">www.goodsamaritan.qld.edu.au</a>
<b>Principal</b>	Mr Greg Myers
<b>Enquiries</b>	Mrs Jenni Jamieson and Mrs Esme Carlson
<b>Email</b>	<a href="mailto:psblibli@bne.catholic.edu.au">psblibli@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Prep - Yr 4, Yr 7 & Yr 8 in 2020 Will grow to Prep - Yr 12
<b>Enrolment</b>	380, growing to 1500
<b>Year 7</b>	80 students; 3 classes
<b>Languages</b>	Mandarin
<b>Fees 2020</b>	Refer to our College website
<b>Connect via</b>	

## CULTURAL & CO-CURRICULAR ACTIVITIES

Students will have the opportunity to represent the College in many sports and activities including:

- Netball
- Soccer
- Instrumental Music
- Readers Cup



GOOD SAMARITAN  
CATHOLIC COLLEGE

*‘Journey with  
Compassion’*

## VISIT US IN 2020

Please check our College website and Facebook page for details.

## WHAT MAKES US SPECIAL

The College will be a place where the motto ‘Journey with Compassion’ is put into action every day. As a place of learning, all students are able to achieve success through the work of dedicated and passionate teachers, outstanding facilities and a supportive community.

As a Catholic College, we will strive to ensure that the faith life of our young people and all in the community is encouraged, nurtured and grown in every person. Further, the College will be authentically Catholic and a place where our faith will be evidenced by our actions.

The wonderful example and charism of the Good Samaritan sisters is an inspiration for the work that will take place.

We are dedicated to ensuring that all young people in our care exceed their expectations and achieve to the highest level possible.

The College will be a place where every student is valued as a person and encouraged to participate in all the College has to offer.

We are looking forward to building a culture within the College that builds respect for all and strives for excellence in all things.

We are passionate about building community and understand that every person brings a unique wisdom to the College.

By being clear around expectations and collaborative in building structures, the developing culture will be one that all will want to embrace and contribute to.

The College will also play an important part in the Nambour Parish and we look forward to working with the communities of St John's and St Joseph's, as well as the Nambour Parish community, to foster important relationships and active participation in the faith life of the Parish.

Good Samaritan Catholic College will be a pivotal part of the Bli Bli community and a shining example of educational excellence.

Families are invited to contact the College to see how your child may benefit from a Good Samaritan Catholic College education.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

The College crest embodies our charism as a visible reminder to us belonging:

The heart signifies our love of Christ, one another and self. It is appropriate, therefore, that the two sections of the heart from a cross.

The dots reference the journeying of Aboriginal people in the Bli Bli area, prior to the arrival of European settlers.

The pathway indicates that we are all on a journey of learning and discovery, during which time we will make many choices that will influence our lives.








# Iona College

Est. 1957

“ While the boys may have entered to learn, we hope that they leave to serve. ”

Fr Michael Twigg O.M.I.

## KEY INFORMATION

<b>Address</b>	85 North Rd, Lindum Qld 4178
<b>Telephone</b>	07 3893 8888
<b>Website</b>	<a href="http://www.iona.qld.edu.au">www.iona.qld.edu.au</a>
<b>Rector</b>	Fr Michael Twigg O.M.I.
<b>Principal</b>	Mr Trevor Goodwin
<b>Enquiries</b>	Mrs Sharon Young, Registrar
<b>Email</b>	<a href="mailto:enrol@iona.qld.edu.au">enrol@iona.qld.edu.au</a>
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,720 students
<b>Year 7</b>	270 students; 9 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Please visit website for fee schedule
<b>QCE Subjects</b>	31
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#"></a> <a href="#"></a> <a href="#"></a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- 18 Sports Available
- Animal Care (Chickens)
- Daily Mass
- Debating
- Drama
- Environment Enhancement
- Film And Television
- Indigenous Reconciliation Action Program
- Instrumental Music
- Japanese Language Studies
- Marine Studies Program
- Mooting
- Public Speaking
- Robotics Program
- Social Justice
- Titration
- Visual Art



*A Ministry of  
the Missionary  
Oblates of Mary  
Immaculate*

## VISIT US IN 2020

Our Open Day this year is on Monday 1 June. We invite you to visit us by organising a tour of Iona with the College Registrar. Iona is an inclusive school for a diverse range of students. Everyone is welcome!

## WHAT MAKES US SPECIAL

Iona College seeks to develop a caring, safe and supportive environment in which learning can take place. We value good scholarship and strive to empower our students by nurturing a love of lifelong learning, the attainment of skills, the love of God and a readiness for the challenges of the future.

Our curriculum provides a wide range of opportunities to cultivate the individual talents of each boy, including marine science and aerospace programs. Iona College understands that the dreams and talents of each student are unique. Student learning is fostered in an environment that is challenging, engaging and supportive, and classroom activities are designed to be enjoyable, stimulating and authentic.

As a Catholic school in the Oblate religious tradition operating within the Catholic Archdiocese of Brisbane, the College promotes and celebrates the spirituality of St Eugene de Mazenod who founded a religious congregation called the Missionary Oblates of Mary Immaculate, affectionately known as 'The Oblates'. Significant values at the College include: faith in Jesus Christ; special devotion to his mother Mary; a commitment to the poor, the marginalised and the abandoned; the Eucharist and prayer; the development of one's potential; acting with passion and zeal; the pursuit of excellence; and a deep spirit of community.

We are fortunate to have a community of Oblates in residence on the property who provide a direct religious presence, chaplaincy services, pastoral care, spiritual guidance and liturgical leadership throughout the College and the local community. The faith and mission dimension of Iona College is not an optional extra. It is central to the identity and expression of the core philosophy of the College.

It is our hope that students not only experience a positive school culture and environment, but they are also taught how to enhance their personal wellbeing, deal with life's challenges, live a life of meaning and purpose, strengthen their relationships with others and God. Such lessons set students up to prosper both here and beyond the gates of Iona College.

Iona College and the Oblates of Mary Immaculate have been serving the families from our local community for over 60 years. In the spirit of St Eugene de Mazenod, our community of staff, students, parents, Old Boys and friends is much valued.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Indigenous recognition and respect are core values and goals of the College. We are enriched by the presence of Indigenous students who this year have utilised the Jandai language to include the concept of Ngarul-Milen for family.

The Yura artwork on this page was commissioned by Iona for the 60th Anniversary and created by Shara Delaney, a local Quandamooka artist. Yura means 'welcome' in the language of the Quandamooka people of the Bayside and its islands. This Ngarul-Milen (family) of Iona is deep and includes all Ionians committed to promoting reconciliation, respect and recognition of Indigenous Australians. While proclaiming the word Yura, making use of the ancient didgeridoo, acknowledging country and descendants are all positive indicators, it is our commitment to true reconciliation that will sustain us. There is a long journey ahead but one in which we will travel together as an Iona Ngarul-Milen.

We aspire to live, learn, lead and serve as a Catholic learning community within the Oblate spirit. Inspired by the Gospel of Jesus Christ and the life of St Eugene de Mazenod, the Iona College community focuses on educating and empowering young men to dare to make a positive difference throughout their lives and to the lives of others.








# Loreto College Coorparoo

Est. 1928

“ At Loreto College, students are empowered to be informed and confident young women of faith and courage in a culture that inspires educational and personal excellence. ”

Mrs Kim Wickham

## KEY INFORMATION

<b>Address</b>	415 Cavendish Rd, Coorparoo QLD 4151
<b>Telephone</b>	07 3394 9999
<b>Website</b>	<a href="http://www.loreto.qld.edu.au">www.loreto.qld.edu.au</a>
<b>Principal</b>	Mrs Kim Wickham
<b>Enquiries</b>	Mrs Ange Glancy
<b>Email</b>	<a href="mailto:enrol@loreto.qld.edu.au">enrol@loreto.qld.edu.au</a>
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	885 students
<b>Year 7</b>	150 students; 5 classes
<b>Languages</b>	French, German & Japanese
<b>Fees 2020</b>	Please visit College website
<b>QCE Subjects</b>	34
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#"></a> <a href="#"></a> <a href="#"></a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Annual Music Festival
- Biennial Musicals
- Chess Club
- Over 100 Sporting Teams
- Dance Club
- Debating
- Antipodeans
- Loreto Performing Arts Club (LPAC)
- Lions Youth of the Year
- Music Camp
- Over 20 Music Ensembles
- Public Speaking - Rostrum
- State Honours Ensemble Program
- Theatre Productions
- Tournament of Minds
- East Timor Mission Immersion
- Local Mission Immersion
- Mary Ward International
- Rosies – Friends on the Street
- St Vincent de Paul



*‘Seekers of truth  
and doers of justice’*

## VISIT US IN 2020

Open Day – Sunday 24 May.  
College Tours are held  
throughout the year.  
Details and registration  
available via our website.

## WHAT MAKES US SPECIAL

Established in 1928, Loreto College Coorparoo, has matured into one of Brisbane's premier independent Catholic schools for girls. With a focus on educational excellence, within the Mary Ward tradition, Loreto Coorparoo belongs to a global network of more than 150 schools, seven of which are located throughout Australia. The vision at Loreto is to offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.

Consistently, each year over 97% of OP eligible students successfully secure tertiary placements at the conclusion of Year 12. The College's curriculum is relevant and challenging, promoting creative and divergent thinking, intellectual rigour and reflective dispositions. Student learning is enhanced through effective teaching strategies and the provision of a broad range of resources.

Loreto students achieve high levels of academic, sporting, cultural and personal success because they are engaged with learning that is based upon a fundamental understanding of who they are and what it is that gives meaning to their lives. Academic student outcomes are enriched through a comprehensive co-curricular program, offering students the opportunity to participate, lead, serve and succeed. As well as a diverse range of sport opportunities, Loreto offers a vibrant and successful music and arts program. Loreto takes pride in educating resilient, confident young women of faith, passion and courage, today and in the future.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

In line with Loreto Australia's focus on Aboriginal and Torres Strait Islander justice, Loreto College Coorparoo has a strong commitment to recognising and celebrating Australia's First People. The Loreto Indigenous Awareness Committee is led and comprised of students who identify as Aboriginal and/or Torres Strait Islander. The Committee's goal is to celebrate the culture of the Indigenous and to raise awareness of the ongoing social justice issues impacting First Nation peoples. This Committee leads the College's commemorations of the anniversary of former Prime Minister Rudd's Apology to the Stolen Generations and during National Reconciliation Week. Loreto College Coorparoo also celebrates culture through NAIDOC Week activities, which are student led and centred.

Loreto College Coorparoo has formed strong connections with individuals and groups in the community to enable students to have meaningful and true experiences of Indigenous people, culture and issues. The College has ongoing relationships with local elders who offer advice, support and work with students and staff. The College applies for scholarships for Year 11 and 12 students who identify as Aboriginal and/or Torres Strait Islander through the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF). In addition, Year 10 students participate in a local social justice immersion facilitated by a number of Aboriginal and Torres Strait Islander organisations, including QAIHC and Murri Ministries. These programs are designed to educate the minds and hearts of Loreto students.








# Lourdes Hill College

Est. 1916

“Lourdes Hill College is an innovative school, where every decision we make is based on current research about how girls learn, develop and thrive.”

Ms Robyn Anderson

## KEY INFORMATION

<b>Address</b>	86 Hawthorne Rd, Hawthorne QLD 4171
<b>Telephone</b>	07 3899 8888
<b>Website</b>	lhc.qld.edu.au
<b>Principal</b>	Ms Robyn Anderson
<b>Enquiries</b>	Mrs Colette Duvall
<b>Email</b>	enrolments@lhc.qld.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	00503K
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,250 students
<b>Year 7</b>	210 students; 7 classes
<b>Languages</b>	Chinese, Japanese & German
<b>Fees 2020</b>	Please visit College website
<b>QCE Subjects</b>	41
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Music Ensembles
- Concert Bands
- Choirs and Vocal Groups
- Dance and Drama Groups
- Debating and Public Speaking
- Duke of Edinburgh
- Social Justice Groups
- Homeless Outreach
- St Vincent de Paul
- Photography
- Robotics and Technology Club
- Sustainability Groups
- Reconciliation Groups
- Tournament of Minds
- Aerobics, AFL, Athletics
- Basketball
- Cross Country
- Hockey
- Kayaking
- Netball
- Rowing
- Sailing, Soccer, Swimming
- Tennis, Touch Football
- Volleyball



*A School of  
Good Samaritan  
Education*

## VISIT US IN 2020

MORNING TOURS @ 9.30am  
February 17 - Monday  
March 2 - Monday  
May 18 - Monday  
August 3 - Monday

OPEN DAY @ 3.30pm-7pm  
October 9 - Friday

## WHAT MAKES US SPECIAL

Lourdes Hill College leads the way in 2020+ to nurture every Lourdes Girl to become a global star who champions achievement and grows as a leader in the community. With technology bringing education, classroom design and learning to new heights, Lourdes Hill College's cutting edge approach combines the Good Samaritan ideals of balance, citizenship and hope for the future.

Lourdes Hill College is a school where every student is given the opportunity to be the best they can be. Our environment is supportive of individual student needs, ensures students' academic abilities thrive, and that students are welcomed as part of a community.

One of the many things that makes a Lourdes Girl's experience unique is our Academic Mentoring program, delivered by professional staff working with individual students to navigate their secondary school years. Each student's progress is monitored through a school developed, online dashboard and learning analytics system, inspiring each girl to fulfil her academic potential.

Learning continues beyond the classroom. College co-curricular and extra-curricular programs provide a wide range of opportunities to develop the essential 21st Century skills in leadership, teamwork, technology, collaboration and decision-making. From service, immersions, study tours and debating to sailing, AFL, rowing, kayaking, through to culture, robotics, arts, dance and global connections, the importance of student choice, involvement and balance, are key to all learning experiences at Lourdes Hill College. With over 100 years of tradition, we have an outstanding reputation for our forward thinking and innovative learning programs centred on our values, our inclusiveness, our awareness of community on maintaining a social conscience, and creating a better world. A Lourdes Girl is prepared for success, her future, and making a difference in the world.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

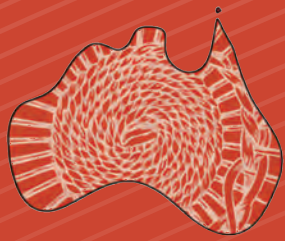
Lourdes Hill College is deeply committed to inclusion and diversity, promoting opportunities for all girls to create a sense of belonging within the College and pride in their cultural heritage.

The curriculum at Lourdes Hill College supports the recognition of Aboriginal and Torres Strait Islander perspectives across all year levels and many subject areas. In English, students study a range of texts from novels, non-fiction, news and other media by First Nation authors and creators. In the humanities subjects, students study knowledge of Aboriginal culture, history and culturally significant sites and what can be done to protect them, and in Religion, students explore First Nation Peoples spirituality and how it connects with Catholic theology and teaching.

Mirrugin is the local language word for STAR and the name given to the special Aboriginal and Torres Strait Islander program at Lourdes Hill College, offering academic, pastoral and cultural support to 27 First Nation students with cultural connections to over 37 communities throughout Australia.

Our Mirrugin program has three dedicated staff members including Deputy Joan Hendriks who has been our Elder in Residence for over ten years. Mirrugin has a full calendar of events that the LHC Community are involved in which includes recognising and promoting National events such as Close the Gap Day, Sorry Day, Reconciliation Week and NAIDOC Week. Lourdes Hill College is committed to building strong relationships outside our school community including QATSIF, Indigenous Veterans Affairs and the Indigenous Constitutional Convention. One of the many highlights of the school year is the annual immersions to Santa Teresa and Mt Isa to connect and work within First Nation communities offering an enriching and rewarding experience for our students, staff and communities visited. Lourdes Hill College was the first school in Australia to write a Reconciliation Action Plan and we have created a beautiful Reconciliation Garden for the LHC community to enjoy.





## 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](http://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](http://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>




# Marist College Ashgrove

Est. 1940

“The College motto ‘Viriliter Age’ – Act Courageously, challenges our students to conduct themselves at all times as young men who aspire to excellence in everything they do.”

Peter McLoughlin

## KEY INFORMATION

<b>Address</b>	142 Frasers Rd, Ashgrove Qld 4060
<b>Telephone</b>	07 3858 4555
<b>Website</b>	www.marash.qld.edu.au
<b>Principal</b>	Peter McLoughlin
<b>Enquiries</b>	College Registrar
<b>Email</b>	enrol@marash.qld.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	00670F
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,710 students
<b>Year 7</b>	240 students; 8 classes
<b>Languages</b>	French and Japanese
<b>Fees 2020</b>	Year 7 \$11,895 Year 12 \$13,430
<b>QCE Subjects</b>	39
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Chess
- Debating
- Theatre Sports
- Science
- Theatre productions
- Robotics
- Tournament of Minds
- Music Bands, Ensembles etc – Jazz, Concert, Rock, Stage, Soul, Strings
- Choir
- DJ
- Lifesaving
- Art exhibitions
- Immersion / Exploration
- Tournament of Minds
- Public Speaking
- MATES Ministry
- Solidarity Immersions
- Sony Children's Camp
- AFL
- Basketball
- Chess
- Cricket
- Cross Country (Athletics)
- Football
- Golf
- Hockey
- Rugby (Union & League)
- Swimming
- Tennis
- Track and Field (Athletics)
- Volleyball
- Water Polo



‘Act  
Courageously’

## VISIT US IN 2020

Headmaster's Tour Dates

- Friday 21 February
- Friday 20 March
- Friday 15 May
- Friday 31 July
- Friday 16 October

## WHAT MAKES US SPECIAL

Marist College Ashgrove was established in 1940 by the Marist Brothers. The College, set on 26 hectares in Ashgrove, Brisbane, is a unique mix of day and boarding students from Years 5 to 12 who receive a Catholic education in the Marist tradition.

Our academic curriculum is designed to give our students a broad and well-rounded education while allowing them the maximum opportunity to develop their individual interests and strengths through their chosen fields of specialist study.

We aim to help our students find and develop their passions and talents, and grow from boys into great men of faith, wisdom, integrity and compassion.

The College's broad co-curricular program includes music, performing arts, debating and sports. Our range of Vocational Education and Training courses have been developed to cater for Years 11 and 12 students.

We have extensive facilities and resources available for boys to explore. Our classrooms offer a dynamic space for teaching and learning that incorporates the latest tools and technologies to ensure boys leave with useful life skills.

The library provides access to many databases and resources, while the heated Olympic-size swimming pool, seven sports fields, track and field precinct, six tennis courts, gym, multi-purpose indoor and outdoor courts, and purpose-built music, arts and drama centres' present unlimited choices and opportunities for boys to achieve their personal best.

We offer weekly and full-time boarding for boys from Years 6 to 12 in a family-style environment. Our boarding community is a diverse, close-knit group.

Our approach is to provide a holistic education that develops the spiritual, academic, cultural, sporting and personal growth of each boy. It is this approach that prepares our boys for life beyond schooling.

Our focus on educating “Men of Courage” is shaped by our commitment to providing authentic learning experiences that are designed to develop life-long learners with the capacity to lead and serve with character. These authentic learning experiences, both in the classroom and beyond, are central to our values.

Because at Marist College Ashgrove, we know that education is personal.






# Mary MacKillop College

Est. 1964

“We inspire our MacKillop Women to grow spiritually and intellectually, to learn holistically and to contribute to the creation of a world of justice and peace.”

**Christine Clarke – Principal**

## KEY INFORMATION

<b>Address</b>	60 Bage St, Nundah Qld 4012
<b>Telephone</b>	07 3266 2100
<b>Website</b>	<a href="http://www.mmc.qld.edu.au">www.mmc.qld.edu.au</a>
<b>Principal</b>	Mrs Christine Clarke
<b>Enquiries</b>	Mrs Carolyn Harman
<b>Email</b>	<a href="mailto:enrolments@mmc.qld.edu.au">enrolments@mmc.qld.edu.au</a>
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	610 students
<b>Year 7</b>	145 students
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Yr 7 \$5,508 Yr 12 \$5,724
<b>QCE Subjects</b>	26
<b>VET</b>	Yes
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Anime Club
- Art Challenge
- Book Club
- Camps
- Career Workshops
- Cheerleading
- College Choir
- Concert Band
- Debating
- eCCOs Choir
- Fashion Design
- Homework group
- House Council
- Justice Forum
- Kokoda Challenge
- Lunchtime Activities
- Mathematics Tutoring
- Outdoor Challenges
- Outreach Programs
- Planet Protection
- Reading Challenge
- Retreats
- Rock Band
- Rosies
- Running Club
- Science Association
- Sports Aerobics
- String Ensemble
- Talent quest
- UQ Science Ambassadors
- Year 7 and 8 Choir



*My Faith is  
My Light*

## VISIT US IN 2020

**Enrol Info Evening**  
Wednesday 4 March

**Principal Walk n Talk Tour**  
Thursday 7 May

**Open Day**  
Sunday 17 May

**Arts Showcase**  
Friday 9 October

All Welcome

Visit our website for more  
information

Submit Enrolments Online

## WHAT MAKES US SPECIAL

At Mary MacKillop College you will find a community committed to bringing out the best in each and every student. It's a great place to learn. We are a mid-sized school of over 600 students – big enough to offer diverse opportunities, small enough to ensure that each of our young women is known and really cared for.

Students and staff all love being at Mary MacKillop College. There's a strong sense of shared purpose. It's a faith-filled and hope-filled place. It's a place of warm and friendly welcome. There is a strong cross-school focus on promoting and developing a 'growth mindset' in our students which empowers them to be resilient and determined young women capable of facing the challenges that life presents to them.

Academic excellence is evident across all year levels. Individual learning progress and achievement are tracked in a comprehensive process of goal setting, review and support. Students have access to a diversity of learning enrichment opportunities including university short courses, vocational courses, master classes, national and international competitions, assessments and challenges.

Student initiative and leadership is nurtured and encouraged. Action and advocacy for social justice is integral to the life of the College. Music, art, drama and sporting activities abound. There are multiple camps, tours and expeditions on offer. Up to date, high-class spaces and facilities span the campus.

Inspired by the life and spirit of Australia's first Saint, the young women of Mary MacKillop College learn what it is to live principled lives – lives characterised by a passion for justice, deep integrity and compassion. A resolute commitment to honouring the dignity of each person is at the heart of education at Mary MacKillop College.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

The diversity and the unity of our MacKillop Women are together symbolised in the multiple colours of the forever intertwined triquetra – emblem of Mary MacKillop College. We are exceptionally proud of our peaceful, inclusive, diverse community, a microcosm of the world the way we would dream it to be!

Two former Year 12 Mary MacKillop College students, Atarrah and Teara, are now employed by the college as ATSI support officer. They are making a world of difference. They invite all students to confidently explore their stories; to listen and learn from each other and from their elders; to voice their call for a more just world; and, to act to make that difference. They say, "It makes us very proud to support and encourage strong, deadly and independent Aboriginal and Torres Strait Islander students. Our message for our young people is this – dare to chase your chosen career; dare to excel; dare to go the extra mile; dare to show compassion; dare to make your mark on the world; dare to have empathy; dare to be the best you can be – and do it!"

The Mary MacKillop College Tidda Girls regularly participate in community celebrations. They love to dress in their indigenous colours and perform traditional dances. They are often accompanied by our College social justice choir, eCCOs, which is well known for its recordings of a range of Josephite and justice songs. Our pilgrimage to indigenous communities in Northern Territory and Western Australia, in partnership with the Sisters of St Joseph, is an embedded part of our comprehensive and ever-evolving justice-action program. We believe that great education enables encounter among diverse peoples for the greater good of all.






# McAuley College

Est. 2017

“Your child is our priority.” McAuley College has each student at the centre of our mission, with learning our core business. As a Catholic school, we nurture the whole person offering opportunities across our three touchstones of BELIEVE · LEARN · SERVE. As the newest school in the Scenic Rim, we are small in size, but huge in spirit!”

**Deidre Young, Principal**

## KEY INFORMATION

<b>Address</b>	30 Oakland Way, Beaudesert QLD 4285
<b>Telephone</b>	07 5542 3000
<b>Website</b>	<a href="http://www.mcauley.qld.edu.au">www.mcauley.qld.edu.au</a>
<b>Principal</b>	Deidre Young
<b>Enquiries</b>	College Offi
<b>Email</b>	<a href="mailto:sbeaudesert@bne.catholic.edu.au">sbeaudesert@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Year 7 - 10
<b>Enrolment</b>	210 students
<b>Year 7</b>	60 - 75 students; 3 classes
<b>Languages</b>	Spanish
<b>Fees 2020</b>	Yrs 7 - 9 \$5,150 Yrs 10 - 12 \$5,450 (Signifi ant sibling discounts o ered)
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Archibull Challenge
- Book Week
- Camps
- Celebrations of Success (each semester)
- College Choir
- Enrichment Programs
- Equestrian
- eSports Program
- Homework Club
- Ignite High Faith Experiences
- Instrumental Music Program
- Liturgies and Masses
- Mercy Day
- Music Ensembles including Guitar and Strings Ensembles
- Reflection Days and Ret eats
- Rugby 7's
- SECA Sports Competition
- Service Program
- STREAM Club
- Vicki Wilson Netball Shield



*‘Your child is  
our priority.’*

## EXPERIENCE MCAULEY FOR YOURSELF VISIT US IN 2020

Open Morning or Afternoon  
Visit our website for more  
details and to register.

## WHAT MAKES US SPECIAL

**S**mall in size but huge in spirit!

McAuley College is the newest Catholic secondary school in the heart of the Scenic Rim. It is a master-planned co-educational College delivering an affordable, quality education in a caring and welcoming environment.

- Inclusive and welcoming Catholic community
- Affordable
- A small school providing a strong Pastoral Care
- Learning is contemporary and innovative
- Explicit teaching of literacy and numeracy
- High Expectations
- New state-of-the-art facilities in a rural and picturesque environment
- Comprehensive co-curricular program
- Community focused service program

McAuley College provides a comprehensive curriculum that caters for all pathways from strongly academic to provision for vocational education studies. The curriculum incorporates a Religious Education Program delivered across the year levels, integral to the faith life of the community; a Pastoral Care Program which provides for the delivery of life skills, career education and the nurturing of the individual; and a comprehensive co-curricular program to foster the engagement of students and opportunity to be of service to others.

Our community focus and size, coupled with our Pastoral Care Program, provides greater opportunity to respond to the needs of each individual where positive relationships form the basis of all our interactions. The students will be provided with the skills to be responsible decision makers through our Positive Behaviour for Learning framework and encouraged to accept the consequences of their actions.

In 2019, our successes have included the College being named a finalist for two prestigious awards namely the Scenic Rim Business Excellence Award for Professional and Community Services and Brisbane Catholic Education Excellent School in Learning and Teaching Award; finalist in the Archibull Challenge, one of only three Queensland schools to progress to this stage; and a notable improvement across our NAPLAN writing data showing a significant increase in the effect size from Years 7 to 9 for most of our students.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

**M**cAuley College celebrates our very young history as integral to that of the Mununjali People in the Scenic Rim. Students have engaged in NAIDOC Celebrations since we opened to build knowledge and understanding of the local people. Since the blessing of our site in 2016, and across each stage of building, the College has included a Welcome to Country, as a sign of our appreciation for our first people and the story of the land. The College is in the process of finalising flag poles.







# Mount Alvernia College

Est. 1956

“We offer the right balance of academic education, extra-curricular pursuits, pastoral care, and spiritual guidance to allow students to become confident, capable, and resilient women.”

Dr Kerrie Tuite

## KEY INFORMATION

<b>Address</b>	82 Cremorne Rd, Kedron Qld 4031
<b>Telephone</b>	07 3357 6000
<b>Website</b>	www.mta.qld.edu.au
<b>Principal</b>	Dr Kerrie Tuite
<b>Enquiries</b>	Admissions Office
<b>Email</b>	enrolments@mta.qld.edu.au
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	950 students
<b>Year 7</b>	160 students; 6 classes
<b>Languages</b>	Italian and Japanese
<b>Fees 2020</b>	Please refer to our website
<b>QCE Subjects</b>	35
<b>VET</b>	Yes
<b>Connect via</b>	 

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Community Outreach activities
- Conrad Challenge - STEM
- Environmental Club
- Food, Faith & Friends youth group
- Franciscan Schools Instrumental Program
- Interschool Sport (CaSSSA)
- Peer Support Group
- Raise the Bar Leadership Program
- Read Like a Girl Literacy Program
- Service Learning Program
- Sony Children's Camp
- Student Leadership Committees
- Study Groups
- World Challenge Vietnam
- Art X / Drama X
- Anti-Bullying Task Force
- Choir
- Debating/Public Speaking
- Welcome Committee
- Z Club (affiliated with Zont)



*'Watch Her  
Flourish'*

## VISIT US IN 2020

Mount Alvernia College Open Day is on Sunday 17 May, 10am to 1pm.

Please register attendance via our website. School tours are also available by appointment by contacting the Admissions Officer [enrolments@ma.qld.edu.au](mailto:enrolments@ma.qld.edu.au).

## WHAT MAKES US SPECIAL

At Mount Alvernia College, students are encouraged to follow their pursuits in academic, sporting, outreach, and cultural activities, all whilst fostering their spiritual faith.

A Franciscan education is, by its very nature, a different style of education. The eight Franciscan values - love, compassion, simplicity, service, peace, trust, joy, and respect - permeate every aspect of college life. These values, based on an authentic relationship with Jesus, then flow naturally into relationships across the whole school community. In a world that, at times, promotes an unhealthy emphasis on success and materialism, they provide the touchstone for an authentic Catholic education for young women in the 21st century.

The College is guided by its Learning and Teaching Framework that provides a safe learning environment with six core principles at its helm: share practice, realise potential, forge connections, enable excellence, build resilience, and engage learners. It offers girls an extensive and diverse range of opportunities at every level of their schooling to help nurture the confidence and skills required to take advantage of what is on offer. Through a best-practice learning environment, every effort is made to give our students the resources and support they need to pursue their goals according to their individual gifts.

This is an inclusive and welcoming community, dedicated to excellence through the development and nurturing of independent-thinking and resilient women who can make a meaningful and valuable contribution to the world.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

We aim to raise awareness of the shared histories of Australia's First Peoples and non-Indigenous Australians. Staff engage our students in activities exploring the past, considering the present, and working towards a common future. We are dedicated to forward thinking about reconciliation, committed to making positive change, and determined to create an inclusive and safe environment within our local community.

A sense of place is very important, and students learn to acknowledge the Turrbul People as the original owners and custodians of the land on which our College is built. Each year we observe dates and events significant to Aboriginal or Torres Strait Islander Peoples through meaningful and sustainable reconciliation initiatives.

Our latest endeavour - an Indigenous walk experience - will incorporate our existing bush tucker garden. The talents of our Aboriginal and Torres Strait Islander students and families, supported by other members of the community, and the knowledge of Indigenous Elders will be showcased within a natural bush setting. The bushwalk includes interactive stations allowing for individual engagement, with the environment supporting strategic cultural and historical learning. The dedication and opening ceremony is planned for Reconciliation Week in 2020.

Our Reconciliation Action Plan incorporates collaborative art projects developed around significant dates such as 26 May - National Sorry Day, where total school involvement recreates a Sea of Hands in the colours of the Aboriginal and Torres Strait Islander Peoples' flags. NAIDOC Week sees activities celebrating Aboriginal and Torres Strait Islander histories, cultures, and achievements, and recognises the contributions of Indigenous Australians who help make this country great.






# Mt Maria College

Est. 1978

“ At Mt Maria College, students are empowered through high quality Catholic co-education to mature into well prepared, compassionate and confident contributors to society. ”

Mr Glenn McConville

## KEY INFORMATION

<b>Address</b>	54 Prospect Road, Mitchelton QLD 4053
<b>Telephone</b>	07 3550 3400
<b>Website</b>	<a href="http://www.mtmaria.qld.edu.au">www.mtmaria.qld.edu.au</a>
<b>Principal</b>	Mr Glenn McConville
<b>Enquiries</b>	Ms Clare Bass
<b>Email</b>	<a href="mailto:mtmariame@bne.catholic.edu.au">mtmariame@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,060 students
<b>Year 7</b>	194 students; 7 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Please contact the College
<b>QCE Subjects</b>	36
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- ATSI Group
- Debating
- Drama & Music Ministry
- Film Competitions
- Instrumental Music Program
- Jamming for Justice
- Maths & Science Competitions
- Mt Maria Makerspace
- Musical (Biennial)
- Music Ensembles
- Opti-MINDS
- QLD Catholic Music Festival
- QLD Youth Shakespeare Festival
- Readers Cup
- Representative Sport
- SECA Sport
- TheatreSports
- UQ Science Ambassador Program



## Mt Maria College

*Strong Mind –  
Compassionate  
Heart*

## VISIT US IN 2020

Tours of the College Campus  
are offered regularly and can  
be booked through the  
College website.

## WHAT MAKES US SPECIAL

Nestled in the Brisbane inner-north suburb of Mitchelton, Mt Maria College is a Catholic co-educational College for students in Years 7-12, with a population of just under 1,100 students.

At Mt Maria, each student is challenged to achieve their personal best as they take their place in our global community and make their mark on their world both professionally and personally. Mt Maria College welcomes students of various faith backgrounds who are supportive of the Catholic ethos and values.

Mt Maria was established in 1978 by the Marist Brothers with the Marist charism underpinning the work we do in guiding and supporting our students. Our pastoral care programs are aligned with the teachings of Saint Marcellin Champagnat (the founder of the Marist Brothers), enabling our students to live out the Marist characteristics of presence, simplicity, love of work and family spirit in the way of Mary. We are a strong community which centres on developing positive relationships within a family atmosphere; where people are welcomed, respected and valued. We believe learning is ongoing and achieved through many contexts and life experiences.

The College has a focus on careers of the future. Academic, vocational and co-curricular programs are designed to provide rich learning experiences to challenge and motivate students. Extended and accelerated programs allow further study for senior students through supplementary courses offered at Universities, TAFE or other training providers.

Alongside our academic program, the College also offers an extensive range of co-curricular activities, camps, excursions and opportunities both inside and outside the classroom.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Mt Maria College believes that Aboriginal and Torres Strait Islander students become active learners when trust and respect are visible and embedded within the College community, as cited in Molum Sabe, Brisbane Catholic Education's Aboriginal and Torres Strait Islander Strategy 2017-2020.

As a College we continually look towards different ways we can engage and support students with diverse cultural backgrounds, particularly Aboriginal and Torres Strait Islander students.

In 2016, Mt Maria established an Aboriginal and Torres Strait Islander (ATSI) team. Since then, the ATSI team has become an integral part of the Mt Maria community, regularly partaking in local Indigenous opportunities; including the National Sorry Day Liturgy, Apology Anniversary Ceremony, visits to Ngutana Lui Cultural Centre, and NAIDOC Week celebrations. The College undertook research into traditional Aboriginal customs and traditions and constructed a Yarning Circle near the oval, a place for students to build respectful relationships and to preserve and pass on cultural knowledge.

Each year, the College sends a group of senior students and staff to Santa Teresa (Ltyentye Apurte), an indigenous Marist Community in Central Australia to participate in an Indigenous Solidarity Immersion Program. As part of the immersion, students spend their time connecting with local people and school children and assist a range of organisations serving to support the Santa Teresa community. Students return from the immersion with a gained appreciation of the Anangu people, their spirituality and connection to the land through cultural visits to Uluru and Kata Tjuta National Park.








# Our Lady's College

Est. 1964

“Our Lady's College students are equipped to pursue a lifelong love of learning, embrace change readily and live with an attentive mind and heart for others.”

Ms Paula Goodwin

## KEY INFORMATION

<b>Address</b>	15 Chester Rd, Annerley QLD 4103
<b>Telephone</b>	07 3426 8000
<b>Website</b>	<a href="http://www.ourladyscollege.qld.edu.au">www.ourladyscollege.qld.edu.au</a>
<b>Principal</b>	Ms Paula Goodwin
<b>Enquiries</b>	Ms Angela Zaugg
<b>Email</b>	<a href="mailto:sannerley@bne.catholic.edu.au">sannerley@bne.catholic.edu.au</a>
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	400 students
<b>Year 7</b>	80 students; 4 classes
<b>Languages</b>	Spanish
<b>Fees 2020</b>	Yr 7 \$5,343 Yr 12 \$5,613
<b>QCE Subjects</b>	20
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#"></a> <a href="#"></a> <a href="#"></a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- A Capella Group
- Big Sister Program (Year 10)
- Choir
- Cultural Dance Groups
- Drama Club
- H.E.A.R.T (Homework) Club
- Immersion Tours
- Instrumental Music Program
- Modern Marys
- Musical Ensembles
  - String Ensemble
  - Wind Ensemble
  - Guitar Ensemble
- Public Speaking
- Readers Cup
- Robotics & Coding Club (Year 7 & 8)
- Rosies Outreach
- Science & Engineering Challenges
- STEM Cell
- St Vincent De Paul
- Student Representative Council
- The Benenson Society



*'Inspiring Young Women since 1964'*

## VISIT US IN 2020

College Tours are held on the first Friday of the month during term time, at 8:00am.  
Open Day is on Saturday 16 May, 10.00am - 1.00pm

## WHAT MAKES US SPECIAL

Our Lady's College educates girls for the future while honouring the proud tradition spanning more than 50 years of educating the minds and hearts of Brisbane's young women.

Tradition, Excellence and Community form the nexus for nurturing each girl academically, socially, physically and spiritually to be a woman of compassion, a just woman, and a woman of integrity.

Inspired by the legacy of St Mary of the Cross MacKillop, highly professional, experienced and dedicated staff strive to inspire students to live the motto and challenge of "Ad Altiora (Ever Higher)".

"Ad Altiora (Ever Higher)" is a lived experience for all students. The much loved 'Big Sister' program welcomes new students to school and community life. This encourages students to feel safe to take their learning to the next level.

With a focus on careers of the future, the academic, vocational and extra-curricular programs are tailored for girls and curriculum delivery provides rich experiential learning opportunities. Learning success is supported by before and after school tutorial classes and individual learning support.

A unique Academic Mentoring Program for seniors sees students excel beyond their own expectations. Students meet with a mentor regularly to work through results, set personal goals, revisit study techniques and to ensure all opportunities for improvement are explored. Students are assigned a mentor from the Leadership Team including the Principal and senior and specialist teachers.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

A pilgrimage to the remote outback has led to a deeper appreciation of Australia's indigenous heritage for a group of Our Lady's College students.

During the Winter school holidays, 10 students and two staff from Our Lady's visited Aboriginal communities in Western Australia and the Northern Territory.

Touching Country was a collaborative trip between three Brisbane colleges who share a Josephite heritage – MacKillop College, Our Lady's College and Clairvaux MacKillop College.

The students spent time in two primary schools, leading sport, dance and craft activities, and helping in the classrooms.

They also visited Arnhem Land, participated in a smoking ceremony and heard the moving story of the Whipping Tree at a school in the town of Warmun, WA.

The Touching Country trip was designed to make connections both with the Sisters of St Joseph working in the regions and the Aboriginal communities which they serve.

Our Lady's College was founded in 1964 by the Sisters of St Joseph.

The College challenges students to uphold the ideals of St Mary of the Cross MacKillop and to pursue excellence as embodied in our motto "Ad Altiora (Ever Higher)".

The Touching Country trip inspired students to put words into action. As Mary MacKillop herself said: "Never see a need without doing something about it".






# San Sisto College

Est. 1961

“The San Sisto way is to instill a passion for learning so that our students actively search for truth, live with integrity, spirit and compassion.”

Mrs Shelley Hamilton

## KEY INFORMATION

<b>Address</b>	97 Mayfield Rd,arina QLD 4152
<b>Telephone</b>	07 3900 9800
<b>Website</b>	<a href="http://www.sansisto.qld.edu.au">www.sansisto.qld.edu.au</a>
<b>Principal</b>	Mrs Shelley Hamilton
<b>Enquiries</b>	Mrs Helen Steffa
<b>Email</b>	<a href="mailto:scarina@bne.catholic.edu.au">scarina@bne.catholic.edu.au</a>
<b>Gender</b>	Girls
<b>Year Range</b>	Yrs 7 - 12
<b>Enrolment</b>	800 students
<b>Year 7</b>	164 students; 6 classes
<b>Languages</b>	Italian and Japanese
<b>Fees 2020</b>	Please refer to our website
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#"></a> <a href="#"></a> <a href="#"></a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Biennial Musical
- Big Sister – Little Sister Mentor Program
- CASSA Sports Program
- Gifted and Talented Program
- Homework Club
- Instrumental Music, Lessons and Ensembles
- Peer to Peer Tutoring
- Physical Enrichment Program: Boot camp, fitness training, health and nutrition consultations, self-defence classes
- Sports Aerobics
- Science Titration Competition
- STEM Robotics Program
- Community Service Activities: Rosies – Friends on the Street, Meals on Wheels
- Debating Teams
- Environmental Group
- Fundraising for Dominican and Catholic Charities
- Greenies Group
- Mother/Daughter & Father/Daughter Events
- Overseas Immersion Trips – Japan, Italy, Cambodia/Vietnam
- QATSI Group
- Social Justice Group
- Student Representative Council



*'Women of  
Integrity Shaping  
the Future'*

## VISIT US IN 2020

Our Open Day in 2020 is Sunday 17 May. We invite you to meet our students and teachers while exploring our stunning campus and state of the art facilities. Visit our website for details.

## WHAT MAKES US SPECIAL

At San Sisto, we are committed to developing young women of integrity, educating, celebrating, inspiring and empowering them to shape their future.

Our Dominican Catholic education is founded on the values of truth, joy, hope, compassion, justice and habits such as passionately loving learning and seeking and appreciating beauty.

Our students are encouraged to accept responsibility and develop independence and self-discipline, confidence and self-worth. College life is framed by our four Dominican Pillars of Community, Study, Prayer and Service.

With 715 students in Years 7-12 and over 58 years of history and experiences, San Sisto College provides a challenging and exciting educational experience with a key emphasis on academic excellence and wellbeing.

We support each girl's individual pursuits by providing enhanced student learning experiences with innovative teaching techniques combined with flexible, state of the art curriculum and resources.

We offer a wide range of subjects in each year level and have developed a rich program of Senior offerings for the new ATAR system. We also provide both enrichment opportunities for gifted and talented learners and empathetic learning support for those who need assistance in achieving to the best of their capabilities.

VET study offerings are also a distinctive feature of our curriculum and students are awarded Certificates on successful completion. They can also access learning from other providers, such as TAFE, as a bona fide part of their College program.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

At San Sisto we are guided in our actions towards reconciliation by the shared wisdom of Elders and of the wider Aboriginal community.

We begin significant events at our College with an Acknowledgement of Country. Our College flies the Aboriginal flag as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. We celebrate National Reconciliation Week each year by talking about reconciliation in the classroom and around the school and celebrating with the community.

Our College collaborates on projects that authentically embed Aboriginal histories and cultures in learning programs and the physical environment. Through this culture of collaboration, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.






# Seton College

Est. 1964

“The future waits for those prepared. Seton College develops the whole student, endowing them with the spiritual, social, educational and workplace skills essential to their personal success and sense of purpose in the 21st century.”

**Mr Warren Bath, Principal**

## KEY INFORMATION

<b>Address</b>	1148 Cavendish Road, Mt Gravatt East 4122
<b>Telephone</b>	07 3291 5333
<b>Website</b>	<a href="http://www.seton.qld.edu.au">www.seton.qld.edu.au</a>
<b>Principal</b>	Mr Warren Bath
<b>Enquiries</b>	The Enrolments Office
<b>Email</b>	<a href="mailto:smtgravatt@bne.catholic.edu.au">smtgravatt@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	271 students
<b>Year 7</b>	22; 18 vertical Pastoral Care Classes
<b>Fees 2020</b>	Please refer to our website
<b>VET</b>	Yes - Dedicated Pathways Planning and VET Department, RTO #31851
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Indigenous Group
- Minecraft Club
- Sustainability Program
- YEA - Youth Empowered Action - Social Justice Group
- Year Level Retreats
- Wellbeing Days
- Guitar Group
- Dance Club
- Personal Development Programs
- Gym
- Walk4Change
- Breakfast Club
- Homework Club
- Grooming and Deportment Program
- Accelerated Readers
- Mock Interviews
- Work Inspirations
- Handball Tournament
- Swimming
- Athletics
- Cross Country



*Lift Up Your Hearts*

## VISIT US IN 2020

For details about our Open Mornings and Window Tours, please visit our website.

Key Features of Seton College

- Personalised learning
- Pathways into work or further learning
- Pastoral care and specialised support staff; high teacher - student ratio

## WHAT MAKES US SPECIAL

**Winner in Brisbane Catholic Education's Excellence in Learning and Teaching Awards.**

Seton College is a contemporary Catholic, co-educational Secondary College like no other in south-east Queensland.

What makes us different?

**The College specialises in personally tailored, vocationally driven education that is developed by learning specialists with an early focus on literacy and numeracy.**

There are three defining elements of a personally tailored Seton College education: literacy and numeracy in the Middle Years of Learning; Pathways Planning and Vocational Education and Training in the Senior Years; and pastoral care, personal development and individual support at a level distinctive from other mainstream schools in the region.

A College of personalised learning with carefully managed cohort numbers, Seton College is a culture where every child is known by name, respected as an individual and valued as part of a tight-knit community.

From the very first moment of a student's journey at our College, we begin planning for positive outcomes, planning for their future; giving them what every student needs – literacy and numeracy – and the vocational education and experience they require to transition confidently from school into the workforce or further study. Committed to continuous improvement in our teaching, always at the forefront of best practice and innovation, we give students the skills and qualifications today to help them prepare for a future beyond the school gates. In a world where technological advances will create jobs that have never before existed, we know that the key constants to future success at work revolve around personal development, adaptability, and pedagogy which imbues students with 21st century skills. Seton College students discover their purpose, are skilled and qualified, instilled with the right values and attributes for the workplace, and – very importantly – develop the confidence to become purposeful contributors to the world. They leave College future-ready.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Valuing diversity is integral to our Mission, Vision and Values at Seton College in cultivating a deep sense of identity and a place of belonging in each of our students. Through opportunities – within our College, local community and in nationwide events – we walk together with our formal Indigenous Group, our elected Indigenous Student Leader, and all students in a movement to create a reconciled, mature Australia whose identity is integrally linked with Aboriginal and Torres Strait Islander history and culture. This enrichment is the Seton College commitment in helping create informed, deeply connected Indigenous youth who are empowered to be successful learners and confident, well-equipped, active citizens of the world.






# Southern Cross Catholic College

Est. 1995

“ We welcome you to experience the unique spirit of Southern Cross Catholic College and to see how your children can shine. ”

Mr Chris Campbell

## KEY INFORMATION

<b>Address</b>	307 Scarborough Rd, Scarborough QLD 4020
<b>Telephone</b>	07 3480 3600
<b>Website</b>	www.sccc.qld.edu.au
<b>Principal</b>	Mr Chris Campbell
<b>Enquiries</b>	Louise Farenden
<b>Email</b>	psscaborough@bne.catholic.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	01401G
<b>Gender</b>	Co-educational
<b>Year Range</b>	Prep - 12
<b>Enrolment</b>	1,600 students
<b>Year 7</b>	110 students; 4 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Yr 7 \$5,997 Yr 12 \$5,800
<b>QCE Subjects</b>	34
<b>VET</b>	Yes
<b>Connect via</b>	  

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Club
- Robotics
- Australian Mathematics Trust Competitions and Maths Tournaments
- STEM@QUT
- The Australian Geography Competition
- Griffith University STEM Cup
- Brisbane Writers' Festival
- Instrumental Music
- Garanyali Group
- Lions Youth of the Year
- UN Youth Voice
- Opti-MINDS
- Athlete Development Program
- Duke of Edinburgh's International Award
- UQ Future Leaders program
- QUT Young Scholars Program



*'We seek the  
light... and then  
we shine'*

## VISIT US IN 2020

Our Open Day and Family Fun Day is on Sunday 17 May.

Tours are available via appointment at any time.

The Head of Secondary Campus holds a tour once per term. Dates and times can be found on the College website.

## WHAT MAKES US SPECIAL

At Southern Cross Catholic College (SCCC) we are unwavering in our pursuit. We are persistent and purposeful in everything we do and constantly challenge ourselves so we can better help our students find and create their best future. We are a learning community which aspires to growth in knowledge, love and service in the presence of God.

We fulfil our vision by:

**Thinking differently.** We give our students the individual attention and access to programs they need to draw out their unique and natural strengths and to help them shine.

**Providing opportunity through education.** We treat every day as an opportunity to make a positive difference in the world through quality, lifelong learning, a commitment to improvement and continuous innovation.

**Nurturing open minds.** Our outwardly-focused Lasallian values mean we are a community that helps ourselves by helping others first.

**Upholding our beliefs.** We are a Catholic College that instills a greater sense of purpose and collective pride within our community.

**Having high expectations and living by them.** We are on a positive and proactive journey of constant improvement, bettering ourselves as we prepare the next generation for their own journey.

We celebrate what makes us unique and at Southern Cross Catholic College our students shine.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Southern Cross Catholic College is proud to support Indigenous students and promote Indigenous cultural awareness for all students and staff. The college's Garanyali Indigenous support unit helps Indigenous students engage with the academic and pastoral services of the college as well as providing co-curricular cultural opportunities. Indigenous students, as part of the Garanyali dancers, are offered the opportunity to learn and perform in Indigenous cultural dances. Students can also participate in the Deadly Choices Healthy Lifestyle program and the weekly after school Garanyali Gathering, where homework support is available. Indigenous students are given the opportunity to connect with various programs organised by universities which offer support to those considering a tertiary education.

The Garanyali unit also promotes and co-ordinates Indigenous Cultural events for all students within the College. This includes National Reconciliation Week, NAIDOC Week and the anniversary of the National Apology. Students use the College Yarning Circle which is a space set among native plants and gardens and where Indigenous students can talk about issues affecting them, and where other students learn about Indigenous culture. Indigenous themes are included in the curriculum and in Year 10 students can participate in the Cherbourg Immersion where they experience Indigenous culture and learn about Indigenous history in Queensland. The Southern Cross Catholic College community is a place where Indigenous students and students of all cultural backgrounds feel welcomed and valued.





# St Benedict's College

Est. 2013

“ We encourage students to follow St Benedict's example: 'listen with the ear of the heart' as we live out our values of Service, Balance and Community. ”

Mrs Claire McLaren

## KEY INFORMATION

<b>Address</b>	21 St Benedict's Close, Mango Hill Qld 4509
<b>Telephone</b>	07 3385 8888
<b>Website</b>	www.stbenedictscollege.qld.edu.au
<b>Principal</b>	Mrs Claire McLaren
<b>Enquiries</b>	Enrolments Office
<b>Email</b>	smangohill@bne.catholic.edu.au
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	825 students
<b>Year 7</b>	174 students; 6 classes
<b>Languages</b>	Mandarin Chinese
<b>Fees 2020</b>	Yr 7 \$5,488 and Yr 11 \$5,815
<b>QCE Subjects</b>	20
<b>VET</b>	Partnerships with a range of external providers

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Anime and Manga
- Athlete Development Program
- Card and Games Club
- Chess
- Chinese Speaking Competition
- Choir
- Craft Club
- Dance Troupe
- Debating
- Drama Club
- Eisteddfods
- Homework Club
- Honorus Gifted and Talented Program
- ICAS Competitions
- Instrumental Musical Program
- Literacy Competitions
- Musicals
- Outreach Opportunities
- Overseas Tours
- Photography Club
- Ravenous Readers
- Representative Sports
- Robotics Club
- Running Club
- Science Ambassadors
- SECA Interschool Sport Competition
- Student Representative Council
- Various Clubs and Groups
- Visual and Media Arts Competitions



*'In Omnibus Deus'  
God in All things*

## VISIT US IN 2020

Visitors Days and  
Twilight Tours are  
held regularly  
throughout the year.  
Please contact our  
office to register.

## WHAT MAKES US SPECIAL

Our vision is to support and encourage each student to use their God-given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective, fully able to engage with and contribute to the world in which they live.

The Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out, and in educating for the future, we foster a love of learning through an engaging, relevant and meaningful curriculum, inextricably linked with living life to the full. Learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential through challenging themselves and each other to seek creativity, innovation, challenge and meaning.

Teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lie at the heart of educational success.

Students are able to extend their learning through a variety of programs, both in class and outside of class. Our Gifted and Excellence Programs guide student inquiry, conversations and critical thinking to produce ideas or prototype solutions to emerging issues to further equip students as they move toward the future.

Flexible and innovative learning experiences are designed to imbue in students a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We believe in the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents to underpin all that we do.

We actively embrace opportunities throughout the school year to foster connections with Australia's Indigenous culture, NAIDOC Week being one example, as our community comes together to celebrate the culture and achievements of our Indigenous peoples.

St Benedict's College supports Molum Sabe, Brisbane Catholic Education's (BCE) Aboriginal and Torres Strait Islander Education Strategy, with College and BCE staff working closely to ensure that indigenous students realise their potential, particularly in the areas of literacy and numeracy. We recognise that Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their spirituality, histories and cultures are honoured and valued.

Our Honoratus Gifted and Talented Humanities Program provides students with the opportunity to delve deeper into learning about Aboriginal and Torres Strait Islander culture. Students develop an understanding of the significance of events and places in Aboriginal and Torres Strait Islander history. They use a process of inquiry and apply the skills of research and analysis to explain different interpretations of history. Students also make meaningful connections with elders from our local and wider community.

We are working closely with local elders to develop an Indigenous Garden within our campus, providing all in our community another opportunity to link with Aboriginal and Torres Strait Islander culture.





# St Edmund's College

Est. 1892

“Boys cannot help but be immersed into the Eddie's way. They are encouraged to stretch their minds, grow their hearts and develop their physical prowess.”

Ray Celegato

## KEY INFORMATION

<b>Address</b>	16 Mary St, Woodend, Ipswich QLD 4305
<b>Telephone</b>	07 3810 4400
<b>Website</b>	www.sec.qld.edu.au
<b>Principal</b>	Ray Celegato
<b>Enquiries</b>	Mrs Kath Creedy
<b>Email</b>	enrolments@sec.qld.edu.au
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,100 students
<b>Year 7</b>	192 students; 8 classes
<b>Languages</b>	Chinese
<b>Fees 2020</b>	Please contact our College
<b>QCE Subjects</b>	46
<b>VET</b>	Yes
<b>Connect via</b>	 

## CO-CURRICULAR / CULTURAL ACTIVITIES

- St Edmund's College is a foundation member of the Associated Independent Colleges Sports competition.
- Theatre Sports
- Tournament of Minds
- Performing Arts
- Musical
- Drama
- College Choir
- Year 7/8 Choir
- Brass Ensemble
- College Jazz Band
- Combined Colleges' Concert Band
- Combined Colleges' Junior Concert Band
- Contemporary Band
- Combined College's Choir
- Chess
- Debating
- Public Speaking
- Junior Drumline
- String Ensemble



*'Possunt Quia  
Posse Videntur'*

## VISIT US IN 2020

### COLLEGE OPEN DAY

Sunday 24 May, 11am to 1pm.  
See our College in action.  
Visit classrooms and chat  
with our staff and students  
See the opportunities our  
learning environments can  
offer. Come and experience  
- The Eddie's Difference.

## WHAT MAKES US SPECIAL

At St Edmund's College, Ipswich we often talk about the attribute of being a 'brother to the other.' It is a core value at our College and is referred to time and again in how we partner with families in nurturing the boys as they journey towards manhood.

Mateship is an integral characteristic of the Australian way of life. At Eddie's this is experienced in so many ways and augmented through our Year 6 Rookies Program. The program provides an opportunity for Year 6 boys who are enrolled at the College to experience life at the College in the year before they commence their high school journey. Throughout this penultimate year they will gather multiple times and be chaperoned by their future brothers in academic, cultural and sporting pursuits. The Eddie's Rookies Program helps to bring the boys together at critical times throughout the year culminating in a graduation experience that sets them up for a successful start to their Eddie's journey.

When the boys enter the College, they are immediately embraced by a sense of brotherhood and fellowship through our pastoral House system. Each of the eight Houses are named after a person or place significant to the story of Blessed Edmund Rice and the Christian Brothers. The boys meet each day in Homeroom, which are classes organised vertically, so they get to know students in different year levels. The bonds of friendship and camaraderie are forged through the Student Formation Program, Eddie's Men Can (EMC), which is supported by a Camp and Retreat program at each year level. These invaluable formation experiences shape and nurture the boys as they grow and develop into young men ready to take their place in the world. Eddie's Alumni have graced all walks of life bringing with them the unique traits of a kind man, strong man, gentleman, Eddie's man.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Edmund's College, Ipswich proudly walks side by side with its Aboriginal and Torres Strait Islander brothers and sisters in celebrating First Nations people and culture. We are a College committed to reconciliation, solidarity and justice.

In 2019, the College has been guided by our adopted Elder Uncle Joe Kirk and our Aboriginal and Torres Strait Islander families and students in the development of a Reconciliation Action Plan. This has involved regular meetings throughout the year as well as a community engagement event where former Eddie's student and current Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Secretariat Director, Mr Michael Nayler, was invited to give a keynote address.

Central to all our College Assemblies and community gatherings is an Acknowledgement of Country preceded with the sound of clap sticks and the playing of the didgeridoo by one of our Indigenous students. This year our Graduating Class of 2019 were presented with an emu feather by Uncle Joe Kirk to symbolise that they will always remain sons of today and warriors of tomorrow. Our Year 10 students received a traditional white ochre marking from Uncle Joe Kirk when they completed their Rite of Passage ceremony as part of ritual of acknowledgement that they are ready to enter their senior years of study. Uncle Joe Kirk features prominently in the life of the College sharing his story, art and history. His artwork is the design basis for all our Firsts sporting team apparel which is proudly worn by the students who are selected to represent the College at the highest level in our Associated Independent College's (AIC) sporting competition.

The College welcomes enrolments from Aboriginal and Torres Strait Islander families in Ipswich and the surrounding region.






# St John Fisher College

Est. 1981

“ St John Fisher College is a vibrant and compassionate community that promotes the values of respect, care, integrity, service, excellence and inclusiveness. We offer a diverse learning environment, with multiple co-curricular opportunities.”

**Ms Catherine Galvin**

## KEY INFORMATION

<b>Address</b>	John Fisher Dr, Bracken Ridge QLD 4017
<b>Telephone</b>	07 3269 8188
<b>Website</b>	<a href="http://www.stjohnfishercollege.qld.edu.au">www.stjohnfishercollege.qld.edu.au</a>
<b>Principal</b>	Ms Catherine Galvin
<b>Enquiries</b>	Enrolment Secretary
<b>Email</b>	<a href="mailto:sjfc@bne.catholic.edu.au">sjfc@bne.catholic.edu.au</a>
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	552 students
<b>Year 7</b>	100 students; 4 classes
<b>Languages</b>	French
<b>Fees 2020</b>	Yr 7 \$5,430 Yr 12 \$5,772
<b>QCE Subjects</b>	24
<b>VET</b>	Vet Pathways, AQF Certificates II III & IV, School Based Traineeships, TAFE in Schools
<b>Connect via</b>	<a href="#"></a>



**St John Fisher College**

BRACKEN RIDGE

*goodness · knowledge · discipline*

*A Catholic  
Secondary  
College for Girls*

## VISIT US IN 2020

We welcome you to attend our Open Day on 28th April and Twilight Tour on 15th September. Alternatively, tours are held monthly during school term and can be booked via our website.

@SJFCBrackenRidge

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Club
- Concert Band
- String Ensemble
- Instrumental Music Program
- Choir/Vocal
- Ensemble
- Vocal Tuition
- Drum Corps
- Dance Troupe
- Sister Act Talent Quest
- Debating and Public Speaking
- Drama
- Theatre Sports
- Musical (Biennial combined with St Patrick's College)
- Homework Club
- Interact
- Social Justice Committee
- Reading Club
- Science Club
- Scribbler's Writing Club
- Boot Camp
- Mooting
- #Loaves@Fishers

## WHAT MAKES US SPECIAL

The spirit of St John Fisher College is the courage to seek justice, the gift of peace and the grace to forgive. More than just words, this philosophy is represented in the way the young women of the College are encouraged to stand up, make their mark and let their light shine on issues that are important to them and the wider community.

When a girl joins St John Fisher College, she begins her journey for life, joining a family who values her as an individual and gently guides her into an increasingly complex world. Our College values holistic education, promoting your daughter's spiritual, social, emotional and physical growth along with her academic learning. It is a vibrant community where girls are encouraged to become fully involved in the life of the College. Our students consistently achieve above the state average in NAPLAN and our Year 12s graduate from the College equipped with tangible outcomes, allowing them to make their mark in the world.

Set on approximately 13 hectares of land in Brisbane's leafy north, we are a College that demands the best of your daughter in all her pursuits. We boldly ask her to go far and do her best, to see more and question every possibility and to reach further and pursue her dreams. **At St John Fisher College, it's not just a Year 7-12 education; we offer an education for life.**

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

At St John Fisher College recognising, respecting and educating students and the College community on indigenous culture is of great importance. Our dedicated Indigenous Liaison Officer works closely with BCE's ATSI Engagement Officer and meets with our indigenous girls weekly to provide support as well as coordinating visits from indigenous elders and community members.

During NAIDOC Week 2019, a collaborative art project led by an indigenous community artist who is also a student's father, coalesced students and staff who together made their individual mark on a painting that is now proudly displayed in the College's assembly hall. Other highlights included a dance workshop with Auntie Maud Gorham showcasing a special form of traditional dance.

Our College has a culturally diverse and uniquely talented student community and it is always our pleasure to celebrate their culture and talents on days like Harmony Day. 2019 celebrations were marked with a student led assembly that opened with a traditional welcoming dance, followed by a special prayer spoken in an array of native tongue. The mix of dance performances that followed, by our African, Bollywood, Polynesian and Celtic girls showcased our richly diverse culture, something we embrace and hold with great value.

Indigenous education is not reserved for national days of significance but rather an integrated part of College curriculum, providing students with perspective across subjects like geography, religious education, health and physical education, art and drama. Daily rituals, like the raising of our five flags, symbolise both unity and respect for the traditional owners of the land. Indigenous inspired artwork can be seen across the College campus calling all to acknowledge and pay homage to the beauty of indigenous culture.



# St Joseph's College, Coomera

Est. 2019

“Our energy is focused on creating a community of excellence, where knowledge, respect and dignity are actively established in each children's character and their journey.”

Mr Paul Begg

## KEY INFORMATION

**Address** Kerkin Road South, Coomera QLD 4209  
**Telephone** (07) 5670 5500  
**Website** [www.stjosephscoomera.qld.edu.au](http://www.stjosephscoomera.qld.edu.au)  
**Principal** Mr Paul Begg  
**Enquiries** Mrs Laura Fynn  
**Email** [scmr@bne.catholic.edu.au](mailto:scmr@bne.catholic.edu.au)  
**Gender** Co-educational  
**Year Range** Prep - Yr 12  
**Enrolment** 440 students  
**Year 7** 90 students; 3 classes  
**Languages** Chinese  
**Fees 2020** Prep \$2,905 Yr 7 \$4,252  
Includes all fees and levies.  
Sibling discounts available.

**QCE Subjects** 33

**VET** Yes

**Connect via** 

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Debating
- Choir
- AGCC Sport
- Public Speaking
- STEM Lego Challenge
- Music Program
- Homework Club
- Catholic Social Justice & Outreach Programs



**St Joseph's College**  
COOMERA

*Courage to Love, Learn and Serve*

*‘Courage to Love,  
Learn and Serve’*

## VISIT US IN 2020

The College offers Principal's tours on the first Friday of every month. Contact school enrolments for bookings.

## WHAT MAKES US SPECIAL

In 2019, we began the exciting and challenging task of creating a school of the future. We have designed the school and selected staff to establish vibrant and challenging learning environments and encourage students to uncover their future. Our school culture, and its staff's intent, is fundamentally focused on shaping young people of faith that can respond dynamically to a world in constant change.

We began our school's life with a clear vision and formation plan that is directed toward the “St Joseph's Graduate”; young leaders who are resilient, flexible and ready to lead, not merely participate in society but actively reimagine and recreate their world and environment. As such, we have articulated the values and actions of our graduating students and create learning experiences that encourage growth toward these goals. The St Joseph's Graduate will:

- Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused.
- Show empathy and search for understanding of other people and act ‘beyond themselves’ through service and action within their communities.
- Strive for accuracy, question the world around them and pose problems for solutions to create a society of integrity and reflectiveness.
- Think and work interdependently and understand that through cooperation and collaboration, the best outcomes, and best practice, are ensured.
- Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.
- Always look to create, imagine and innovate in the world around them to shape their own path in the world.
- Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.
- Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.
- Enjoy life to its fullest, finding humour, responding with joy and experiencing the fullness of God's creation with awe.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

From our Indigenous students:

“We are a religious school because we believe in God. We pay our respects to our elders because this is the ancestors' land and they have welcomed us. By ridding our school of bad spirits, St Joseph's College is ready for many great years to come. Through the smoking ceremony we have welcomed new students and teachers, while paying our respect to past, present and emerging leaders. We have encountered many fun activities, such as, making damper, scratch art, bead bracelets and Indigenous games.”





# St Joseph's College, Gregory Terrace

Est. 1875

“ We commit our energies to the formation of the ‘Terrace Gentleman’ – young men of faith and learning who will make a difference to the world through knowledge, humility and wisdom. ”

Dr Michael Carroll

## KEY INFORMATION

<b>Address</b>	285 Gregory Terrace, Spring Hill, QLD 4000
<b>Telephone</b>	07 3214 5200
<b>Website</b>	<a href="http://www.terrace.qld.edu.au">www.terrace.qld.edu.au</a>
<b>Principal</b>	Dr Michael Carroll
<b>Enquiries</b>	Mrs Jen Todd – Enrolments Manager
<b>Email</b>	<a href="mailto:enrolments@terrace.qld.edu.au">enrolments@terrace.qld.edu.au</a>
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - Yr 12
<b>Enrolment</b>	1,700 students
<b>Year 7</b>	236 students; 9 classes
<b>Languages</b>	English, French & Japanese
<b>Fees 2020</b>	Primary \$14,172 Secondary \$15,688
<b>QCE Subjects</b>	26
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#">f</a> <a href="#">t</a> <a href="#">i</a> <a href="#">o</a> <a href="#">v</a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Audio Visual Club
- Basketball
- Chess
- Choir
- Cricket
- Cross Country
- Debating
- Drumline
- Exchange Program
- Football
- Future Problem Solving
- Gymnastics
- Immersions
- Instrumental Music Program (24 different instruments)
- Math Olympiad
- Mooting
- Musical Productions
- Public Speaking
- Rowing
- Rugby
- Social Justice Program
- Swimming
- Tennis
- Theatre Productions
- Theatresports
- Track and Field
- Volleyball



*‘Servire Deo Sapere  
– To serve God is to  
be wise’*

## VISIT US IN 2020

11 May 2020  
Visit our website for more  
details. No RSVP needed  
– all visitors welcome to  
meet the Terrace Family  
and tour the College.

## WHAT MAKES US SPECIAL

For over 140 years St Joseph's College, Gregory Terrace has established itself as a community focused on faith-centred holistic development, the pursuit of academic excellence and the creation of an atmosphere of care for young men in Years 5 to 12. We draw our philosophies from our Catholic and Edmund Rice traditions to foster the Terrace Family.

The College operates across four campuses and offers state of the art facilities from its main site in Spring Hill, including the Year 10 initiative, Waterford Place, through to its 10 hectares of Sporting fields at Tennyson and the Outdoor Education Centre at Maroon Dam.

Academic support is provided through the tracking of student performance from entry to exit. In 2018, 64 Senior students achieved an OP 1 or 2, with the median of the College an OP 6. In 2018, 100% of students in Years 5, 7 and 9 were above national benchmarks for Literacy and Numeracy.

The College facilitates an award-winning, comprehensive and inclusive co-curricular programs. The range of sporting and cultural activities promote teamwork, a sense of fair play, personal excellence and humility.

A House system, comprised of nine Houses, provides the basis for pastoral care and formation at the College, with students from Years 5 to 12 divided into Pastoral Care Groups within each House. A highlight for all students is the dedicated Buddy system, which pairs Senior students with students in Years 5 and 7 as a further system of support. The Terrace Family values and nurtures each student on their journey to be young men of knowledge, humility and wisdom.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

We are a Catholic school in the Edmund Rice tradition, and in conjunction with Edmund Rice Education Australia (EREA). St Joseph's College, Gregory Terrace values, respects and formally acknowledges the unique place and contribution of Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of our nation's land.

Through collaborative and respectful partnerships, the College is committed to providing an inclusive and welcoming environment and to offering a quality and culturally enriching education for all young people.

St Joseph's College, Gregory Terrace is committed to furthering reconciliation and valuing the knowledge and wisdom and experience of Aboriginal and Torres Strait Islander peoples by deepening an understanding and appreciation of Aboriginal and Torres Strait Islander perspectives throughout the curriculum and the cultural life of the College.



# St Joseph's Nudgee College

Est. 1891

“Nudgee College's focus on holistic education, personal development and wellbeing ensures each student is offered a rich diversity of educational, sporting, cultural and social justice opportunities.”

Mr Peter Fullagar

## KEY INFORMATION

<b>Address</b>	2199 Sandgate Rd, Boondall QLD 4034
<b>Telephone</b>	07 3865 0555
<b>Website</b>	www.nudgee.com
<b>Principal</b>	Mr Peter Fullagar
<b>Enquiries</b>	Ms Susan Shakespear Director of Admissions admissions@nudgee.qld.edu.au
<b>Email</b>	admissions@nudgee.qld.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	00572G
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,597 students
<b>Year 7</b>	217 students; 9 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Please visit our website
<b>QCE Subjects</b>	31
<b>VET</b>	Yes (RTO Code: 30498)
<b>Connect via</b>	<a href="#">f</a> <a href="#">t</a> <a href="#">i</a> <a href="#">l</a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- AV Crew
- Basketball
- Cattle Club
- Chess
- Cricket
- Cross Country
- Debating
- Football
- Music
- Musical
- Oratory
- Rowing
- Rugby
- STEAM and Robotics
- Sustainability
- Swimming
- Tennis
- Theatresports
- Track and Field
- Volleyball



*'Signum Fidei –  
a Sign of Faith'*

## VISIT US IN 2020

Our Open Day is on 16 May and  
our Open Morning is on 11 August.  
Private tours are also available.  
Please email  
admissions@nudgee.qld.edu.au  
for more information.

## WHAT MAKES US SPECIAL

St Joseph's Nudgee College was established in 1891 and is one of the oldest continuing Catholic boys' boarding schools in Australia. As a leading Catholic school in the Edmund Rice Tradition, we have a strong school culture that is based upon clear values and high expectations. Over the past 129 years Nudgee College has developed a proud reputation as a school in which fine young boys grow and develop into outstanding young gentlemen.

Day to day students are taught, cared for and challenged by teachers who want to bring out the best in all of their students. The holistic education, personal development and wellbeing of each student is a key focus of the College. Nudgee College students are inspired to build a better world for all through spiritual formation programs, community liturgical events, service learning, advocacy and social justice initiatives. The support offered by staff is complemented by the world-class facilities across the 136 hectare campus.

Academically, every student at Nudgee College is catered for through the rich and diverse nature of our subject offerings, our state of the art learning facilities, our Learning Support Department, our Enrichment Program and our Vocational Education and Training Program. With a focus on 21st century skills, all boys are encouraged and taught to be critical thinkers, problem solvers, to create and innovate and to be able to communicate and collaborate.

For 2019 College Captain Hayden Bygott, Nudgee College is a place that allows boys to belong.

"In my short but valuable two years at this College, I have been fortunate enough to be provided with opportunities that were once unimaginable to me," he said.

"The almost tangible sense of community nourished over the 129 years of cherished history allows students to have an unmatched pride in their school and those who entered its gates before them."

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Nudgee College's Indigenous Education Program builds on the already strong foundation of respect and inclusion of Indigenous Australian perspective in the everyday life of the College. Our young Indigenous students proudly lead the way for students and staff on retreats and at Assemblies and Masses throughout the year. In addition to these events, Aboriginal and Torres Strait Islander culture and recognition is a focus of NAIDOC and Reconciliation Week activities, where Indigenous students share their stories, knowledge and culture with each other and the wider College community.

As part of the Year 10 Immersion Program, students are able to travel to Far North Queensland to engage with and learn from the Eastern Kuku Yalanji (Buru) people. Students who have attended this Immersion have referred to it as moving, spiritual and eye-opening.

Indigenous artworks are also showcased at the College's annual Dimensions Arts Festival.










# St Laurence's College

Est. 1915

“ A St Laurence's College education is characterised by excellence, inclusive practices, social justice and a focus on others. We are undeniably committed to preparing our young men socially, academically and spiritually for their lives beyond the College. ”

**Mr Chris Leadbetter, College Principal**

## KEY INFORMATION

<b>Address</b>	82 Stephens Rd, South Brisbane QLD 4101
<b>Telephone</b>	07 3010 1111
<b>Website</b>	slc.qld.edu.au
<b>Principal</b>	Mr Chris Leadbetter
<b>Enquiries</b>	College Registrar
<b>Email</b>	enrolments@slc.qld.edu.au
<b>International Reg.</b>	Yes
<b>CRICOS</b>	00972C
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,970 students
<b>Year 7</b>	275 students; 10 classes
<b>Languages</b>	Chinese
<b>Fees 2020</b>	Please visit slc.qld.edu.au
<b>QCE Subjects</b>	42
<b>VET</b>	Yes
<b>Connect via</b>	    

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Over 20 Individual and Team Sports
- World recognised Choral Music Program
- Instrumental Music Program
- Vocational Education
- Gifted and Talented Education
- Sports Excellence Program
- Art Extension Programs
- International and Domestic Tours and Immersions
- Multicultural and Indigenous Initiatives
- Dedicated Outdoor Education Facility
- The Urban Farm
- Careers Counselling and Peer Mentoring
- PEAK Program
- Lauries Mates
- Musical Productions
- Service Learning
- Emergency Service Cadets
- Pedal Prix
- Learning Support
- Debating



*'A Catholic School for  
Boys in the Edmund  
Rice Tradition'*

## VISIT US IN 2020

Join us for our Twilight Open Day on Thursday 27 February 4pm – 7pm or attend one of our Principal's Tours in 2020. Visit slc.qld.edu.au for details.

## WHAT MAKES US SPECIAL

St Laurence's College aims to develop men of character who will serve with intelligence, compassion and integrity. We are committed to be a leader in boys' education and are respected for our innovation, philanthropy and inclusivity.

Every student at our College feels known and valued. Each boy's *Lauries Journey* will see him grow from a young man into a Lauries Gentle-man. This journey is not one that he will take alone, but one that will be guided and supported by his teachers, family and the wider Lauries community. Initiatives such as our Mentoring Program and vertical House structure ensure that, in addition to providing a well-rounded education, we develop a deep understanding of each individual and assist our young men discover their talents and achieve their full potential.

With programs designed to inspire, motivate and extend academically, in sport, culturally and spiritually, we equip each boy with the knowledge, skills and qualities to develop his character, deepen his faith, widen his friendships and strengthen his self-belief. The breadth of pathway opportunities offered, including academic extension and vocational education programs, ensure that our young men have the skills necessary to be successful in life and for the workplace of the future.

A leader in boys' education since 1915, our outstanding reputation and commitment to excellence, in the Edmund Rice tradition, is encapsulated in our vast and varied learning and co-curricular programs. With state-of-the-art facilities including our STEM Building, Sports Centre, outdoor education facility, playing fields and dedicated Primary Precinct, we aim to provide students with a holistic education that develops 21st century skills.

Centrally situated and easily accessible from our location in South Brisbane, St Laurence's College prides itself on the delivery of improved outcomes for all students. Through our investment in staff and facilities, we provide a rich and dynamic learning environment, tailored to the needs of students now and into the future.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

With inclusivity a key foundation of our ethos, St Laurence's College prides itself on fostering a strong sense of belonging and, as such, recognises the importance of connection to Country. In addition to Reconciliation Week initiatives and acknowledging the traditional custodianship of the land at all College events and gatherings, we have a dedicated Aboriginal and Torres Strait Islander (ATSI) Support Worker.

The Aboriginal and Torres Strait Islander (ATSI) Program provides the opportunity for students to engage in specialist days focused on personal development and cultural practice. Working with groups such as Deadly Choices and Momentum, our students learn how to deal with the challenges of becoming a young and proud ATSI man in society today. A strong focus on the significance and history of NAIDOC week is shared within the Program and with the entire College community.



# St Patrick's College

Est. 1952

“As a College we aspire to develop young who have a passion and love for learning. Our young men of action are supported to acquire the knowledge, skills and desire to make the world a better place.”

**Principal – Mr Chris Mayes**

## KEY INFORMATION

<b>Address</b>	60 Park Parade, Shorncliffe, QLD 4017
<b>Telephone</b>	07 3631 9000
<b>Website</b>	<a href="http://www.stpatricks.qld.edu.au">www.stpatricks.qld.edu.au</a>
<b>Principal</b>	Mr Chris Mayes
<b>Enquiries</b>	Mrs Stacey Bishop
<b>Email</b>	<a href="mailto:enrolments@stpatricks.qld.edu.au">enrolments@stpatricks.qld.edu.au</a>
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,330 students
<b>Year 7</b>	180 students; 7 classes
<b>Languages</b>	Indonesian
<b>Fees 2020</b>	Yr 5 - Yr 12 \$8,056

Includes outdoor education program, bookhire, laptop, Instrumental Music (Year 5), College diary and annual.

Additional building levy.

**QCE Subjects**

25

**VET**

Yes

**Connect via**



## CO-CURRICULAR / CULTURAL ACTIVITIES

- ERA for Change Advocacy Group
- Chess
- Debating
- Theatresports
- Instrumental Music Program
- Range of ensembles, bands and choral groups
- Immersion Program
- AFL
- Basketball
- Cricket
- Cross Country
- Football
- Golf
- Rugby
- Rugby League
- Swimming
- Tennis
- Track & Field
- Volleyball



*Certa Bonum Certamen -  
Fight the Good Fight.*

## VISIT US IN 2020

Our Open Day is on  
Tuesday 26 May 2020 or  
visit our website to book a  
tour at any time.

## WHAT MAKES US SPECIAL

As a community we strive to build 'Men of Action' at St Patrick's College. Everything we do is designed to support our young men as they strive to be Men of Faith, Men of Learning and Men of Humility.

Our philosophy is drawn from our Catholic and Edmund Rice traditions of aiming to transform our students' minds and hearts to build a more just, tolerant and inclusive community by educating for liberation and possibility.

At St Patrick's we understand every young man learns differently, that's why we offer a holistic approach to the education of our young men. Our broad and enriching educational opportunities, combined with our comprehensive co-curricular program, help our students uncover where their passion lies.

Whether he plans to undertake tertiary studies or head directly into the workforce, our programs allow each student to work towards achieving his individual goals. He will be taught to be a critical thinker and problem-solver. We will actively encourage him to be a communicator, a collaborator, an innovator and to be globally aware.

We will also offer him a world of opportunities to grow beyond the classroom, including overseas immersion opportunities with international social justice trips, outdoor expeditions, cultural exchange programs or participation in advocacy projects.

Our experienced and passionate educators will provide him with a rigorous and stimulating academic environment and encourage him to be an independent learner. Our entire staff take the responsibility of caring for every young man very seriously, with a comprehensive pastoral care system designed to ensure that every individual is valued and nurtured.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

The Indigenous Education Program at St Patrick's is a broad program which includes many areas within the College. The program encompasses embedded Indigenous perspectives within the curriculum, is the subject of retreats, immersions and celebrations, as well as the basis of the continuing Homestay Program for Aboriginal and Torres Strait students from Normanton. In 2019, a record seven students also successfully received the Queensland Aboriginal and Torres Strait Islander (QATSIF) QCE Scholarship, which will assist them in their final two years of schooling. This year, two students were hosted from Normanton through the Homestay program.

In 2019, seven of our senior students undertook our fifth immersion to Noonkanbah (Yungngora Community), in the Kimberley region of Western Australia and were hosted by the staff and students of Kulkarriya Community School. Next year, we look forward to reciprocating the hospitality when students from Noonkanbah will visit us at the College.

As always, all students, Indigenous and non-Indigenous, are at the forefront of advocacy for Indigenous Australians. The College has a deep commitment to Indigenous culture, through activities which focus on Aboriginal and Torres Strait Islander culture and histories, as well as other initiatives in Closing the Gap and Reconciliation. All these activities are central to the College's social justice ethos and serve to value the place of Indigenous identity amongst our students.





# St Peter Claver College

Est. 1976

“A good education is the surest way to form good subjects for society.”

Marcellin Champagnat

## KEY INFORMATION

<b>Address</b>	10 Old Ipswich Rd, Riverview QLD 4303
<b>Telephone</b>	07 3810 5900
<b>Website</b>	www.spcc.qld.edu.au
<b>Principal</b>	Mr Terry Finan
<b>Enquiries</b>	Marion Hunt
<b>Email</b>	mhunt@bne.catholic.edu.au
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	1,000 students
<b>Year 7</b>	220 students; 8 classes
<b>Languages</b>	Japanese
<b>Fees 2020</b>	Yr 7 \$5,068 Yr 12 \$5,340 (plus certificate costs)
<b>QCE Subjects</b>	45
<b>VET</b>	Yes

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Theatre Productions
- Dance Eisteddfods
- Cultural Dance
- Drama Club
- eSports
- Film Club
- Homework Club
- Debating
- Instrumental Music Program
- Annual Careers Expo
- Concert Band
- Show Band
- College Choir
- Student Leadership
- Bill Turner Cup
- QISSN
- QISSRL
- Social Justice Program
- Broncos Mentoring Program
- Harmony Day



*'Concern, Love,  
Justice'*

## VISIT US IN 2020

Our College Open Day will be held on Sunday 24 May. We also hold College Tours fortnightly during the School term. Please contact our Enrolment Secretary Marion Hunt via our College website to arrange a personal tour.

## WHAT MAKES US SPECIAL

Through integrated and excellent academic, spiritual and vocational educational programs and robust co-curricular offerings, St Peter Claver College graduates are confident and balanced young men and women with the skills to face the 21st century.

There is a place for everyone at St Peter Claver College. If University is your goal post school, Claver has a broad and rigorous suite of programs for the university pathway. If you want to pursue a vocational pathway, there is a huge range of Certificate courses and opportunities for Work Experience and School Based Apprenticeships. If your passion is sport there is opportunities in most sports and last year, we won Local and State championships in Rugby, Netball, Basketball, Football (Soccer), Futsal and Touch Football. If you seek involvement in the Arts than we have strong co-curricular programs in Dance, Music, Visual Art, Drama, Debating, Film and TV. While participation is always the main objective, our trophy cabinet attests to many successes in all these areas.

Importantly, St Peter Claver College strives to stimulate and engage students by developing curiosity and imagination. Aware that many of the jobs these graduates will have in the future do not exist yet, and many traditional occupations will disappear in their lifetime. It is essential to educate these young people for the future. Embedded across all our curriculum offerings are twenty-first century skills including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and Information and communication technologies.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

The identity of St Peter Claver College is strongly connected to the spirituality of Aboriginal and Torres Strait Islander people. We acknowledge that our college is built on the traditional lands of the Ugarapul clan, Yuggera Nation. It is important to all in our community that this is acknowledged each time we gather. The first Australians have the oldest living culture in human history. Their deep spiritual connections are honoured and celebrated in the cultural, academic and spiritual life of our college. Teaching and learning at St Peter Claver is characterised by an inclusive and engaging curriculum in which Aboriginal and Torres Strait Islander perspectives are embedded across all curriculum areas to deepen students' knowledge of Australia.

High attendance and engagement in a culturally positive environment are goals we share with students and families. Our college community has built strong partnerships within the community to support these goals. Established partnerships exist with USQ through Indigenous Connections Deadly Ways, Deadly Choices, the Beyond the Broncos Mentoring Program, QATSIF, Kambu Health and Ngutani Lui Cultural Centre and BCE teacher mentoring scholarships. Beyond the Broncos Mentoring program provides all Aboriginal and Torres Strait Islander students with individualised mentoring from Year 7-12 and post schooling assistance gaining employment. QATSIF scholarships are available to Aboriginal and Torres Strait Islander students who meet attendance and academic targets in year 10-12. Positive outcomes for all students are gained through inclusivity and cultural awareness.




# St Thomas More College

Est. 1974

“For over 40 years, St Thomas More College has established a reputation as an inclusive faith, learning community with a key focus on the pastoral care and academic opportunities for all our students. Thus, creating a strong platform that ensures the individual success of each student post-secondary school.”

Mr Les Conroy

## KEY INFORMATION

<b>Address</b>	Cnr Troughton Rd and Turton St, Sunnybank QLD 4109
<b>Telephone</b>	07 3323 4600
<b>Website</b>	<a href="http://www.stmc.qld.edu.au">www.stmc.qld.edu.au</a>
<b>Principal</b>	Mr Les Conroy
<b>Enquiries</b>	Mrs Sharne Davies
<b>Email</b>	<a href="mailto:enrolments@stmc.qld.edu.au">enrolments@stmc.qld.edu.au</a>
<b>International Reg.</b>	Yes
<b>CRICOS</b>	02516M
<b>RTO</b>	30494
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yrs 7 - 12
<b>Enrolment</b>	1,118 students
<b>Languages</b>	Chinese
<b>Fees 2020</b>	Please visit College website for details
<b>QCE</b>	30
<b>VET</b>	Yes
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Annual Careers & Employment Expo
- Annual Kokoda Challenge
- Becoming MORE Leadership Program
- Brass, Woodwind & String Ensembles
- Buwanha Indigenous Program
- College Choirs
- Community Service Programs
- Contemporary & Concert Bands
- Daily Homework Club
- Dance Crew
- Design / Sewing & Textiles Groups
- Drone Racing Club
- eCycling Program
- Future Minds Academic Extension
- International Study Tours
- Interschool, Local & State Sport
- Junior & Senior Rock Bands
- Marching Band & Colour Guard
- Dance / Drama Productions
- Pastoral Care Program
- STEM Programs
- STMC Student News Bulletins



*'Live it. Faith.  
Learn it. Learning.  
Love it. Community'*

## 2020 VISITORS' DAYS

**Term 1** - Tuesday 10 March  
**Term 2** - Tuesday 19 May  
**Term 3** - Tuesday 18 August

Register at:  
[DoMoreBeMore.trueau.com](http://DoMoreBeMore.trueau.com)

## WHAT MAKES US SPECIAL

St Thomas More College was established in 1974 by lay staff with the support from the Archbishop of Brisbane and was the first secondary school administered by Brisbane Catholic Education. The College was named after St Thomas More who, upon his execution for treason, reputedly stated, "I die the King's loyal servant, but God's servant first." The unique beginnings and namesake laid the foundation for St Thomas More College as a faith learning community, with this philosophy embedded as our core mission.

For over 45 years, St Thomas More College has provided secondary school education to students in Sunnybank and surrounding suburbs. The College encourages students to achieve their best educational outcome, and assists in this goal by meeting the learning needs of each student. Teaching staff deliver the curriculum in a contemporary and engaging manner drawing on the Brisbane Catholic Education Excellent Learning and Teaching Framework, promoting learning that is visible, active and interactive to create knowledge and meaning. The College offers students the opportunity to study academic and vocational subjects with education pathways designed for all levels and styles of learning.

St Thomas More College has established a reputation as an inclusive faith, learning community with a key focus on the pastoral care of all students. The Pastoral Care Program is embedded into daily school life focusing on student development in resilience, confidence and character. Co-curricular sport, art and music offerings encourage students to be fully immersed in College life. The Pastoral Care Program and co-curricular experiences foster well-rounded citizens.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Thomas More College recognises Australia's First Peoples through acknowledgment and teaching. Importantly, all students at St Thomas More College are encouraged to develop a sense of cultural understanding and appreciation in all they do. To better support Aboriginal and Torres Strait Islander students at St Thomas More College we offer the use of Buwanha (Growth) Place. Buwanha Place is a recognised space and program at STMC. Through Buwanha Place, academic, pastoral and cultural support is provided. The program strives to empower students, staff and community by providing culturally suitable support both academically and pastorally. As with our support of all STMC students, support for our Buwanha Place students and families endeavours to create a culture of independence, hard work and success in order to achieve positive long-term outcomes for all. Similarly, staff are empowered to work with all Aboriginal and Torres Strait Islander students to provide successful outcomes and culturally sensitive pastoral care. Buwanha Place, works to create an inclusive and socially aware community by acknowledging the First Nations people and looks to prepare all students for our culturally diverse Australian society.

We firmly believe that all support we offer is for long-term thriving, not short-term surviving. All students at STMC strive to Do More and Be More in our world.





# Stuartholme School

Est. 1920

“Stuartholme students are not lost in the crowd. Each student is treated by her teachers and peers as an individual person with strengths, passions, fears and hindrances. The way we teach is aimed at providing the best educational outcome for each girl. ‘You come as you are and are cared for with great love.’”

**Ms Kristen Sharpe**

## KEY INFORMATION

<b>Address</b>	365 Birdwood Terrace, Toowong Qld 4066
<b>Telephone</b>	07 3369 5466
<b>Website</b>	www.stuartholme.com
<b>Principal</b>	Ms Kristen Sharpe
<b>Enquiries</b>	Registrar
<b>Email</b>	enrolments@stuartholme.com
<b>International Reg.</b>	Yes
<b>CRICOS</b>	00524E
<b>Gender</b>	Girls
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	700 students
<b>Year 7</b>	135 students; 6 classes
<b>Languages</b>	French & Chinese
<b>Fees 2020</b>	Years 7-9 \$19,192 Years 10-12 \$19,956
<b>QCE Subjects</b>	29
<b>VET</b>	Yes
<b>Connect via</b>	<a href="#">f</a> <a href="#">t</a> <a href="#">in</a> <a href="#">v</a>

## CO-CURRICULAR / CULTURAL ACTIVITIES

- 8 Music Ensembles
- 15 Sports
- Co-curricular Arts:
  - Art
  - Dance
  - Drama
  - Private Speech & Drama
- Co-curricular Enrichment Programs:
  - Chinese Culture Appreciation Group
  - Debating
  - District Readers' Cup
  - Future Problem Solving
  - Cultural Immersion Programs
  - Justice, Peace and Integrity of Creation (JPIC)
  - Liturgy
  - Multi-cultural
  - Public Speaking
  - Technologies (incl. Robotics Club)



**STUARTHOLME  
SCHOOL**

*School of the  
Sacred Heart*

## VISIT US IN 2020

Experience an insight into the Stuartholme School community and learn how we educate and empower our young women at our Open Day on Saturday 14 March 10am-1pm.

‘To be the best she can be’

## WHAT MAKES US SPECIAL

With only 700 students, Stuartholme is small enough for each girl to be personally known, yet large enough to offer an extensive, relevant and dynamic range of opportunities. Away from the classroom, the range of enrichment and co-curricular activities allows each girl to build self-confidence whilst developing her talents and interests.

Stuartholme enjoys a reputation for providing a devoted, supportive learning environment, fostering a sense of community and belonging for each girl. Students are encouraged to discover, grow and value their talents, and to be the best they can be. This is achieved through a balanced well-rounded education that offers opportunities both in and outside the classroom.

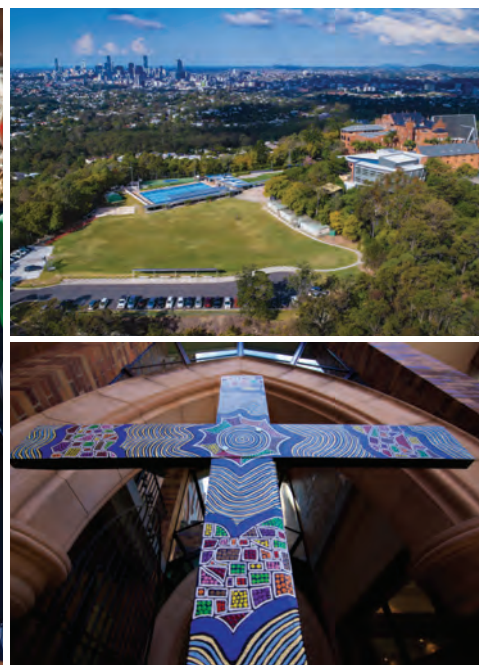
The Co-curricular program offers a broad range of activities for students to participate in all year round. From traditional sports such as netball, water polo, rowing and equestrian, to name a few, students also have the opportunity to join in cultural groups such as music, art, drama and debating. The Academic Enrichment Program aims to enhance the potential of each student by providing a pathway that acknowledges their individual gifts and talent.

Every aspect of teaching aims to develop the student's self-efficacy, grow their leadership potential, empowering them with the skills and confidence to lead well after they finish school. Student Leaders lead by example, collaborating to coordinate, promote and manage whole-school events. They communicate with, engage and inspire their fellow students and they represent themselves and their school honourably. Stuartholme offers an active Social Justice Program that prepares and encourages our students to be active, informed and responsible global citizens.

Stuartholme School is part of an international network of Sacred Heart Schools across 44 countries. Each school is connected by the vision of the Sacred Heart Society Foundress Saint Madeleine Sophie Barat. Stuartholme provides reciprocal exchange opportunities with approximately 25 Sacred Heart Schools worldwide through the Exchange Program. This program provides many benefits for each girl participating. It is an ideal platform for fostering maturity, personal growth, building confidence and gaining independence. It also promotes cultural awareness and provides the opportunity to discover and create lifelong global friendships whilst reinforcing connections to the Sacred Heart Network.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

Stuartholme School is built on the land of the Yuggera and Turrabi people. The school has a strong connection with Australia's First People through a partnership with the Cape York Leaders Program, liturgies to commemorate National Sorry Day and NAIDOC Week and participation in the Red Earth Immersion Program. In 2019, 17 students, along with staff, travelled to Cape York as part of the Program. The students experienced first-hand traditional Aboriginal culture through stories and Dreaming places of the Elders. The students had the opportunity to help create sustainable homelands for the Traditional Owners through their service project, which consisted of building outdoor kitchen benches, tiling a bathroom and building an outdoor shower. Of most value to the students was the opportunity to further understand the adversities faced by our First Australians and hearing about their rich culture, which they brought back and shared with the School community.




# Trinity College Beenleigh

Est. 1982

“ At Trinity College, it is our central mission to be invested in the success of every student wherever their strengths and interests lie. ”

Mr Christopher Raju

## KEY INFORMATION

<b>Address</b>	Scott St, Beenleigh QLD 4207
<b>Telephone</b>	07 3442 5222
<b>Website</b>	<a href="http://www.trinitycollege.qld.edu.au">www.trinitycollege.qld.edu.au</a>
<b>Principal</b>	Mr Christopher Raju
<b>Enquiries</b>	Ms Dana Fusi (Enrolment Office)
<b>Email</b>	<a href="mailto:dfusi@bne.catholic.edu.au">dfusi@bne.catholic.edu.au</a>
<b>Gender</b>	Co-educational
<b>Year Range</b>	Yr 7 - 12
<b>Enrolment</b>	810 students
<b>Year 7</b>	150 students; 7 classes
<b>Languages</b>	Japanese and Spanish
<b>Fees 2020</b>	\$4,960 - \$5,140 per year Fees inclusive of all tuition and levies. Sibling discounts available.
<b>QCE Subjects</b>	53
<b>VET</b>	Yes
<b>Connect via</b>	

## CO-CURRICULAR / CULTURAL ACTIVITIES

- Aboriginal and Torres Strait Islander Program
- Languages: Japanese and Spanish
- Japan Trip and Homestays
- Cambodia Immersion
- Retreats and Camps
- Peer Support Program
- Homework Club
- Debating - QDU
- Game Changers, Marist Youth Ministry
- Marist Cricket and Basketball
- Qld Independent Secondary Schools Netball and Rugby League
- Dance Troupe
- Band and Choir
- Sustainability Committee
- Instrumental Music Program - contemporary and stage band
- Social Justice Program - Nursing home visits, Rosie's, Marist Solidarity, St Vincent De Paul, toy drive, birthing kits, Caritas



*'Enriching Learning,  
Inspiring Excellence,  
Creating Pathways'*

## VISIT US IN 2020

College Tours and Enrolment Information Sessions are held at 9:00am and 5:00pm on March 4, May 6, July 22, September 9. College Tours are available upon request, contact us for more information.

## WHAT MAKES US SPECIAL

Trinity College is a vibrant community, built on the relationships and principles of a loving Christian family. We are proud of our thirty-five-year Marist history, incorporating their values into daily life at the College. Through these, we seek to uphold the ideals of Saint Marcellin Champagnat who is personified in a statue overlooking our courtyard, to remind us that "To raise children properly, we should love them and love them equally". Therefore, we strive to foster a support network between students, families, and dedicated staff, committed to the academic and spiritual growth of our students.

Our focused curriculum caters for a wide range of academic, vocational, sporting and cultural pursuits, ensuring that the interests and talents of every student are satisfied. The aim of our effective learning is to create pathways for our students, whether that's towards university or TAFE studies, the workforce or sporting excellence. Trinity's contemporary learning facilities and resources complement the curriculum, with state of the art science, drama, media, and computer technology facilities. Trinity College has a strong history of sporting excellence and maintains this through the Talented Athletes Program (TAP). TAP gives talented students access to expert coaching staff and specialized training facilities to further develop their skills as part of their curriculum. Trinity is also home to the well-equipped La Valla Trade Centre that offers multiple vocational and certificate opportunities in industries such as hairdressing, automotive and construction.

Although Trinity students may leave the College as engaged life-long learners and future active global citizens, they will always remain a part of our Trinity family.

## CELEBRATING AUSTRALIA'S FIRST PEOPLES

At Trinity College we have an active and thriving Aboriginal and Torres Strait Islander Program which seeks to give our Aboriginal and Torres Strait Islander students the opportunity to learn about and connect with their heritage through a wide range of activities, including cultural performances, camps, conferences and university events.

The Program also ensures that all students at the College are culturally aware and educated about Aboriginal and Torres Strait Islander history, of both the local area and the nation. Students participate in celebrations of important days in the Aboriginal and Torres Strait Islander calendar, visit significant sites, and watch cultural performances and talks.

Aboriginal and Torres Strait Islander perspectives are embedded into all curriculum subjects across the College.






# Villanova College

Est. 1948

“ Villanova College is dedicated to excellence in boys' education. We take enormous pride in our graduates who leave us as humble young men of integrity with a deep appreciation for the ideals of community and service. ”

## College Principal

### KEY INFORMATION

<b>Address</b>	24 Sixth Avenue, Coorparoo QLD 4151
<b>Telephone</b>	07 3394 5690
<b>Website</b>	<a href="http://www.vnc.qld.edu.au">www.vnc.qld.edu.au</a>
<b>Principal</b>	Mr Mark Stower
<b>Enquiries</b>	Mrs Julie Herden
<b>Email</b>	<a href="mailto:enrolments@vnc.qld.edu.au">enrolments@vnc.qld.edu.au</a>
<b>Gender</b>	Boys
<b>Year Range</b>	Yr 5 - 12
<b>Enrolment</b>	1,350 students
<b>Year 7</b>	180 students
<b>Languages</b>	Italian & Chinese
<b>Fees 2020</b>	See our website for details
<b>QCE Subjects</b>	Yes
<b>VET</b>	Yes
<b>Connect via</b>	

### CO-CURRICULAR / CULTURAL ACTIVITIES

- 30 performance ensembles
- Musical (biennial)
- Music tours
- Debating
- Year level camps
- Sporting tours
- Ministry groups and outreach programs
- Study Hub
- STEM Club
- OptiMINDS
- Sports including: AFL, basketball, chess, cricket, cross country, football, golf, rugby league, rugby union, swimming, tennis, track and field, volleyball and water polo



*'Vincit Veritas –  
Truth Conquers'*

### VISIT US IN 2020

2020 Open Day -  
Wednesday 27 May.  
Principal's Tours are held  
regularly during term  
time. Visit our website to  
book a tour.

### WHAT MAKES US SPECIAL

V illanova College is an independent Catholic School for boys from Year 5 to Year 12 in the Augustinian tradition.

The College caters for more than 1,350 boys from Year 5 to 12 across three distinctive precincts - Junior School (Years 5 and 6), Middle School (Years 7 - 9) and Senior School (Years 10 - 12).

Each school is designed to cater to the educational, social and emotional needs of each student at specific developmental stages.

Students have access to a rich variety of cultural, sporting and social justice activities and programs. In developing the 'whole person', the College recognises the need to provide opportunities for students to develop their gifts and talents, and to explore new horizons that challenge them outside the classroom.

A distinct feature of our Augustinian charism is the strong sense of welcome and community that unites staff, parent and students. We treasure open, friendly and caring relationships between teachers and students.

**RELATIONSHIPS MATTER** - We teach boys about life and quality relationships, modelled to us by Jesus. We teach about the interior journey, spiritual reflections and choosing the right actions.

We welcome people of all faiths and denominations to share our story of hope.

As a College, Villanova strives every day to live by our three core principles – interiority, community and the restless search for truth. We encourage interiority as this is the inner process by which the truth of what is taught is tested by the presence of God, our 'spiritual teacher', within each person. We place significance on community and believe in providing a safe and supportive environment where quality teaching and learning take place.

**OUTSIDE SCHOOL HOURS CARE** - Villanova College has partnered with Helping Hands Network to provide an Outside School Hours Care service from 2020, catering especially for families with boys in Years 5 and 6.

**A SCHOOL ON THE MOVE** - Villanova College is built on strong traditions but we also seek to embrace the future. In 2020, the College opens its new three-storey Learning Centre for Year 5, 6 and Senior School students. The Centre represents stage one of a five-part Master Plan that marks the College's most dramatic transformation in its history. New facilities for Science, Technologies and Engineering, Performing Arts and sport (at Coorparoo and the playing fields at Villanova Park) will provide superb learning environments for our students now and well into the future.

Underpinning the ambitious building program is the need to provide learning spaces to allow students to collaborate, experiment, problem-solve, design and work in teams - skills we know are so important to succeed in our changing world.

### CELEBRATING AUSTRALIA'S FIRST PEOPLES

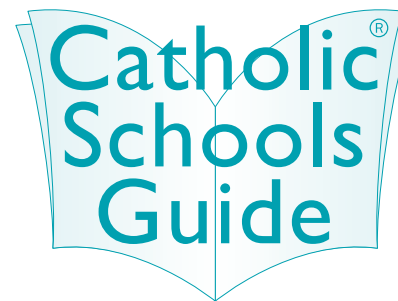
V illanova College acknowledges the traditional owners of the land on which the College is sited, the Turrbal and Yugara. In recognising Australia's First People, and in support of our own Indigenous students, the College participates in and observes national dates of significance for Aboriginal and Torres Strait Islanders. We recognise that these lands have always been places of teaching, research and learning.





# PROJECT COMPASSION

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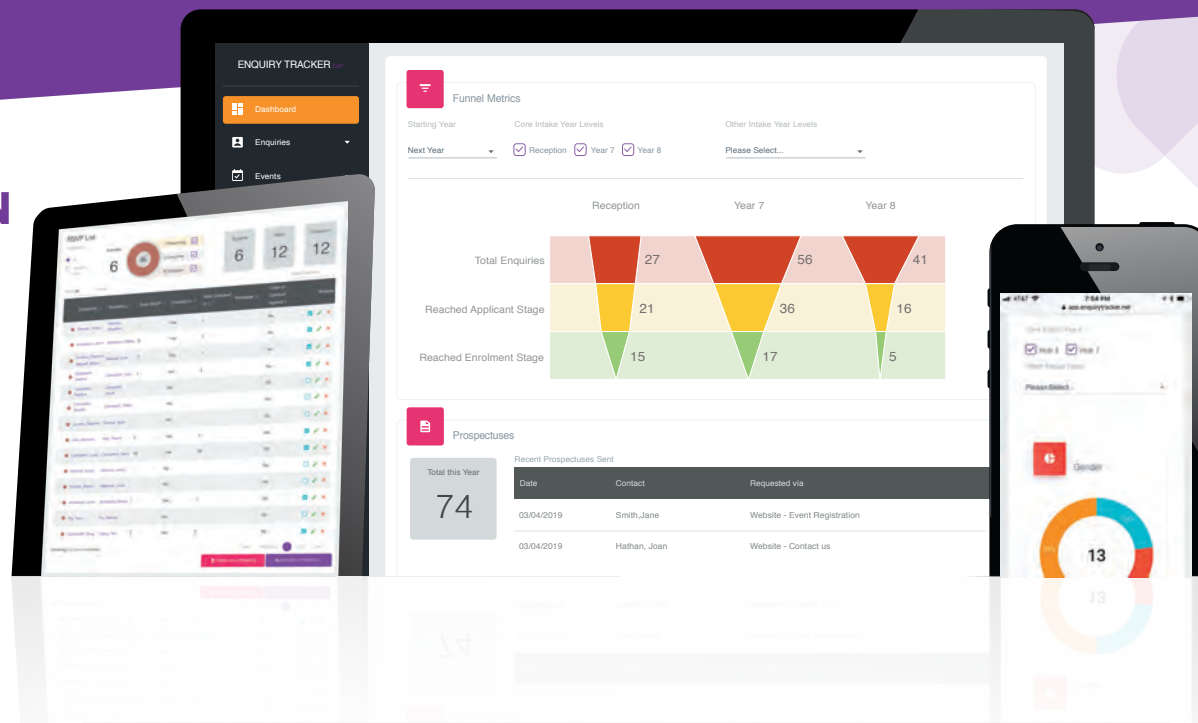
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**Patrick Kelly**  
Director of Development & Community Relations  
Blackfriars Priory School, SA

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