MERCEDES

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SACRED HEART

LORETO

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MOUNT CARMEL

ST ALOYSIUS

BLACKFRIARS

ST MARK'S

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ST JOSEPH'S

SAINT IGNATIUS'

MARYMOUNT

THOMAS MORE

MARY MACKILLOP

XAVIER

CHRISTIAN BROTHERS

ST MICHAEL'S

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CATHOLIC SCHOOLS GUIDE 2016
SECONDARY SCHOOLS EDITION - SOUTH AUSTRALIA

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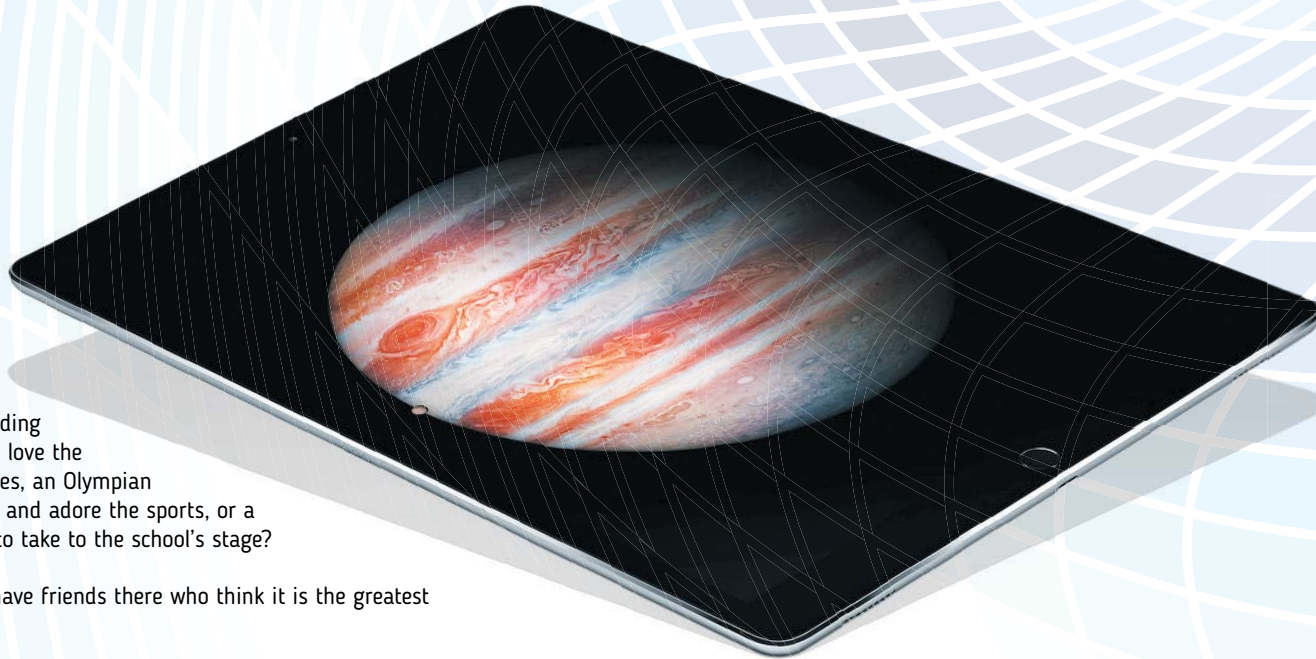
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Contents

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

Catholic Schools Guide

The 2016 Guide to Catholic Secondary Colleges, South Australia featuring The Digital Classroom.

Welcome to Catholic Schools Guide 2016 edition; a celebration of digital technology in our secondary schools.

The Digital Classroom
Each year our Guide carries a different theme. This year, our theme is 'The Digital Classroom'.

We live in such a rapidly changing world it can be difficult to keep abreast. Just think of these start dates: Google commenced changing the internet in 1998; Facebook in 2004; YouTube in 2005; the first iPhone appeared in 2007, while the iPad debuted in 2010. It was only a few years ago that we had 5 channels on the TV, now there are well…. lots! (BTW we are running a competition to win an iPad Pro go to our website for details.)

It is hard to imagine what the next 10 years will bring. In the classroom these ever increasing changes impact the way teachers teach and how children learn. Teachers have more resources than ever before, there are smart-white boards, wi-fi and tablets all at their disposal. For parents, technology means the emergence of parent portals, apps and paperless technology such as online permission slips.

The current generation of children at primary school are perhaps the first truly digital natives who are growing up in a world where technological devices, apps and the internet are the norm and not really that special. What cars were to the 30s, television to the 50s, and computers of the 80s - our kids see digital technology as normal.

For the first time we may be witnessing students who are often more adept at using these technological tools than the teachers who are teaching them. This has caused a paradigm shift, thankfully Catholic schools are responding with enthusiasm and innovation.

Our feature writers this year are Tony Ryan, courtesy of the Queensland Education Leadership Institute; *wunderkind* Mark McDonald co-founder and co-CEO of Appster; Adam McArthur CEO of LiteracyPlant; and Miriam Tanti, from Australian Catholic University. I am grateful for their expertise and insight. A special mention to the work of The Alannah and Madeline Foundation with its Digital Licence initiative.

Catholic Schools Guide 2016
We have just launched a new website to coincide with this year's theme. There are videos posted from each school, open day listings, great articles on education and much more. Any feedback you can give would always be appreciated.

The Colleges choose to advertise in the Guide, but of course there is no compulsion to do so. That being said, on page 10, you will find a handy directory, which has a full list of every Catholic Secondary College in South Australia. Importantly, the Guide is distributed free to families via the Catholic Primary School network. It is also available at most parishes, municipal libraries, childcare centres and Catholic bookshops.

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

Caritas Australia
Once again, the Catholic Schools Guide is proud to be supporting the leadership of Caritas Australia. In 2016, Project Compassion focuses on learning more and creating change. This year, Project Compassion reminds us how education, knowledge and skills can empower the world's most vulnerable communities to realise their hopes for peace, equality, dignity and justice. Project Compassion is one of Australia's largest annual humanitarian fundraising campaigns. Please encourage your school or College, if not already involved, to get on board!

Greg Campitelli
Publishing Editor

Preparing Digital Natives to Teach in a World of Technological Innovation, Uncertainty and Complexity

by Miriam Tanti

The term 'digital natives' is often used to describe the younger generation that has grown up with modern technology. This term, along with several other popular phrases, such as 'the Net generation' and 'Generation M (media)/(multitasker)' has been widely used to differentiate the younger generation from parents and teachers. Growing up with digital technology, the internet, social media, game consoles and iDevices, and having been an integral part of the Labor government's Digital Education Revolution laptop rollout, digital natives are considered to be much more comfortable with digital technology than previous generations.

It is important that teaching staff recognise that digital natives use technology differently, learn differently from their parents and teachers, and therefore, acknowledge that our teaching practices must also be different.

Preparing digital natives to teach their future students in a world of technological innovation

At ACU, we place the whole student at the centre of all educational practice, ensuring that "our graduates will be skilled in their chosen fields, ethical in their behaviour, with a developed critical habit of mind, an appreciation of the sacred in life and a commitment to serving the common good."
With some of the negative issues that accompany technology use, such as online bullying, identity theft, etc., it may be difficult to imagine an educational environment that uses technology to ensure that the mission is met. However, staff and students within the Faculty of Education and Arts, for example, strive to exemplify this mission in all aspects of their daily lives, and this includes technology use.

Providing education focused on the whole person, beyond just discipline-specific knowledge and skills, fosters the change of mind required in students to ensure they develop a critical mindset that encompasses morals, care and responsibility, and upon which change towards adaptability and uncertainty depends. While digital literacy is no doubt important, preparing graduates for the future is predominantly about cultivating a critical, open and ethical mindset that can be applied to all future challenges and opportunities, whether technology-derived or not.

Use Technology to Cultivate a Critical Mindset

One of the key roles of our Faculty is to prepare future teachers with the skills, knowledge and understanding to effectively integrate digital technologies into teaching to support learning and enhance student outcomes. Therefore, there is a critical need for teacher educators to model innovative teaching practices and effectively integrate technology into all courses. Teaching staff are encouraged and supported through organised professional development, teaching showcase events, and one-to-one mentoring to enable them to use technology to create flexible learning to suit students, establish strong communities and enhance student learning.

Create Flexible Learning

One of our approaches is to employ blended learning, which involves providing online support for all taught subjects using a variety of web 2.0 tools. This use of technology has meant that current teaching modes give students greater flexibility, and move teaching and learning beyond the campus and classroom walls. The use of online support, discussion forums, reflective blogs and ePortfolios provide learning opportunities that are increasingly open, transparent and collaborative. In addition, there are a number of subjects that are offered online which means that our students can learn anywhere, at any time.

Establish Strong Communities

ACU has developed strong relationships with schools, industry partners, and key educational stakeholders which ensure that everything our graduates learn is current and relevant to the teaching profession. While students at the university undertake several in-school placements, fostering relationships with schools in Australia (and beyond), the relationship-building process begins well before they step foot in the classroom. ACU students use social media in a constructive way to establish and develop strong virtual connections with other teachers, schools, peers, teaching staff, alumni, subject-relevant associations and educational leaders. These connections help establish a strong sense of community, both on campus and within the education profession. This virtual community also provides students with important personalised learning networks, where they can safely find advice, give advice, find great links, share their work and engage in general discussions about education.

Enhance Student Learning

Staff at the university utilise a range of technological resources to enable them to teach in new and different ways. Technology helps create teaching and learning experiences that are innovative, exciting, challenging, rewarding and meet the individual needs of each student. Some examples of innovative practices using technology include the integration of augmented reality experiences, technological 'maker spaces', blogging, vodcasts, podcasts, lego robotics and a range of iPad apps.

Through the integration of technology, we support our students' development of critical thinking skills, their ability to question and evaluate, problem solve, look at the big picture and ask the big questions, look at theory and how it relates to practice, be open to different viewpoints and perspectives, and reflect on their own work and how to improve it.

There is little doubt that technology integration in the Faculty of Education and Arts at ACU provides our students with a special educational experience that builds their capacity to become dynamic educators, ethical in their behaviour, and with the critical habit of mind necessary to thrive in a complex world.

Miriam Tanti is a Lecturer in Educational Studies and Information and Communication Technology at ACU. Miriam's academic experience over the past ten years has been focused on ICT-rich pedagogy in policy, school curriculum and higher education. She has experience as a program coordinator and unit convenor, encompassing curriculum and methodology units, and professional experience (practicum) units.

Miriam has been involved with developing the Australian Digital Technologies Curriculum as a consultant for ACARA, and has also been a member of the examination committee for BOSTES. Miriam has just submitted her doctoral thesis. Her doctoral research is centred on ICT-rich education with a focus on developing a 'Slow Framework', that presents a vision for ICT-rich learning over the long-term. She has presented international conference papers and published several journal articles related to this research.

Digital Tools - helping teachers, parents and students

by Adam McArthur

Now is an exciting time for digital technology in education. We are seeing a fundamental shift in how teachers and students engage with education tools, driven by the benefits digital resources can offer and the increasing use of digital devices.

Teachers are increasingly looking for effective digital tools to support them in the classroom and parents are increasingly demanding the use of the right tools to prepare their children for a digital future. This transition from printed materials to digital resources in schools follows a similar 'digital disruption' we have seen in other sectors. Computers are becoming an integral component in a rapidly growing number of Australian classrooms. More teachers are using blended learning, a mix of digital and face-to-face teaching, and teachers now use a broad variety of digital tools, including subject-based platforms and apps, internet and social media.

It is widely accepted that ICT has an important role to play in improving education in classrooms and that students' readiness for the 'digital age' is vital. According to the Digital Education Advisory Group (DEAG) report, Beyond the Classroom: A New Digital Education for Young Australians in the 21st Century, "achieving enhanced education outcomes in Australian schools is increasingly linked to the pace of digital education uptake".[1]

Digital tools in the classroom

Comparative international studies into the use of ICT in school classrooms consistently find that students in Australia are above average in ICT competency and Australia is one of the highest users of technology in school classrooms.[2,3]

What they also find is that the positive impacts of ICT in classrooms correlates to how these resources are used, and is highly dependent on the ICT skills, and the methods and teaching practices (pedagogical approaches) of teachers. This emphasises the importance of digital resources for schools being user-friendly, so making the transition to using them is as easy for teachers as possible.

Our research shows that teachers who use the online education software, LiteracyPlanet and other similar resources find a range of benefits[4]:

- Students are easily engaged and often not even aware they are learning.
- They allow for differentiation and personalisation to cater for children across a broad range of abilities, including those who need accelerated learning and those with learning difficulties.
- They minimise administration time and allow for student-led learning, giving teachers more opportunity to give individual attention to students who need it most.
- They facilitate collaboration between students and encourage healthy competition.
- They provide teachers with easy and efficient data collection to track results and monitor student progress.
- They empower students with more independence and control.
- They allow students to work at their own pace and be challenged without being overwhelmed.
- They provide gamified digital learning environments which are particularly helpful in engaging otherwise difficult, struggling or reluctant learners.

Digital tools at home

We also know that parental engagement is a key driver of successful learning outcomes for children and this is a growing trend in Australia. Digital resources can seamlessly span across school and home environments, and they provide instant and reliable feedback, making them a great tool for increased parental engagement. Our research shows that:

- Most parents want to be more involved and support their child's learning at home.
- Most parents of school-aged children in Australia believe online education tools are important.
- A large percentage of children in Australia now use digital technology for learning at home on a regular basis.
- Many parents feel that in addition to helping develop core skills in literacy and numeracy, digital tools help their children's learning by improving motivation, enthusiasm, confidence, self-esteem and social skills.

Key trends in eLearning

These benefits and requirements are fuelling a number of key trends in the use of digital resources in schools, both here and overseas:

- Gamification, the application of game dynamics, such as interactivity, rewards and incentives, to learning platforms to motivate and engage students.
- Student-led and personalised learning, which allows learners to pull information and create their own learning path.
- The use of mobile and 'bring your own' devices (BYOD) in schools.
- Adaptive digital environments that can identify student needs for support and allow teachers to address these discretely.
- Technology-based monitoring of student progress.
- Automation and curation to deliver tailored content.
- The introduction and use of social media tools, like blogs, and skills, like coding.

Fostering 21st Century skills

DEAG's report highlights that the challenge for teachers and parents is to embrace and respond to, "not just the innovations in technology, but the extraordinary pace of change…We need to harness the transformative potential of digital technology to support new approaches to innovative learning centred around the development of 21st Century Learning skills".

Those skills being creativity and innovation; critical thinking, problem solving; decision making; lifelong learning; collaboration and communication; ICT literacy; consciousness of being local and global citizens; and personal and social responsibility.

In talking to educators, parents, and children, I hear stories daily of how digital resources such as ours are fostering these important skills. Ultimately, and this is a key founding premise of LiteracyPlanet, digital environments can be interactive and exciting for students, and children learn better when they are engaged and having fun.

Adam McArthur is the CEO and Managing Director of LiteracyPlanet.

Over the past decade Adam has been CEO of a number of growth businesses, and now leads a passionate team at LiteracyPlanet, one of Australia's fastest growing online education companies. LiteracyPlanet is a leading Australian-developed online resource for the development of English literacy skills in children 4-15 years (P/K-9+). The company aims to deliver quality curriculum-aligned literacy education content in a fun and engaging way. It is currently used by more than 100,000 children in 520 schools nationally, including many Catholic schools, and by children in countries around the world.

The company regularly surveys teachers and parents in Australia on their adoption and use of digital technology for children, and works closely with teachers and Macquarie University to deliver a flexible and user-friendly online tool that provides the scientifically proven requirements for effective learning. For further information parents and teachers can visit: www.literacyplanet.com.au/cs

1) Beyond the Classroom: A New Digital Education for Young Australians in the 21st Century by Digital Education Advisory Group is available from Australian Policy Online: www.apo.org.au
2) International Association for the Evaluation of Educational Achievement (IEA) Second Information Technology in Education Studies module (SITES 2006) and International Computer and Information Literacy Study (ICILS 2013). Technical reports available online at www.iea.nl.
3) Organisation for Economic Co-operation and Development (OECD) September 2015 report: Students, Computers and Learning: Making the Connection. Available online at: www.oecd.org.
4) To request a copy of the LiteracyPlanet report, eLearning in the Australian Classroom, email: in-fo@literacyplanet.com.au

The Future Of Learning For Your Children

by Tony Ryan (Forward by Dr Stephen Brown, CEO, Queensland Education Leadership Institution)

Today's technology changes rapidly, and what was popular and relevant one day, may be obsolete the next. The quick-moving nature of the digital world means that children born even a few years apart have completely different experiences of online tools and technologies.

Many of us will remember the novelty of MySpace in its prime. Or when Google showed us how to navigate the online world, MySpace is now a small-time social networking site and Google is an interchangeable moniker for a search engine that today's teens treat it as a mere utility.

From a national perspective, it is imperative Australia keeps up with the technical revolution and remains relevant and competitive on the global stage.

Over the latter half of 2015, Australian politicians have made a number of announcements to encourage investment in our nation's technology capabilities. Prime Minster Malcolm Turnbull's $1 billion innovation and science package includes a focus on additional support and investment in science and

maths education, while Queensland Premier Annastacia Palaszczuk's digital reforms will introduce coding and robotics as a compulsory subject for state-school students from Prep to Year 10, starting in 2016.

These initiatives, and others, have been introduced in a bid to give our children the building blocks to join an increasingly digital, globalised world.

What will the investment support? What changes can we expect to see in the classroom? In the near future, it may mean additional resources, or specialist teachers. But in 10-15 years from now, the classroom may be a near unrecognisable place.

In the article below, Education consultant Tony Ryan, a learning futurist and guest speaker for Queensland Education Leadership Institute (QELi) shares his predictions for students in our future classrooms, and how we can best support our children as they grow up in an ever-evolving world.

In August 2015, CEO Mark Zuckerberg claimed that Facebook was exploring the use of mental telepathy in social media and education support. By inference, students may eventually access information simply by thinking of what they want to know.

Does this sound a little too farfetched? Then beware, because this is only a small taste of the astonishing technological advances that may soon help children with their learning.

Here are three technological advances I predict will impact on education in the next 15-20 years.

1. Radical Personalisation
One-on-one individualised instruction will be provided for every child. Think of the way that we create a music playlist of our favourite songs. In education, a combination of outstanding teachers and analytical technology will develop a 'learning playlist' of experiences that will

best advance each child's learning. Perhaps students could be taught this via one-on-one support by a robot, or a personal floating 'Siri' drone.

2. Brain-Computer Interfaces
Smart Caps and other headwear will allow a child to interact with electronic devices, simply by thinking. Today, quadriplegics can move their wheelchairs with their thoughts and gamers can control flying drones by using this advanced headwear. Children may develop music, art and written work just by thinking of what they want to create.

3. Hybrid Teachers
Human teachers will have their classroom capacity augmented with wearable technology that will help them to determine whether children are grasping their learning. For example, a teacher will wear an optical head-mounted display, similar to 'Google Glasses', and be able to see a visual indication that a child has understood a lesson, such as a

floating green tick or red cross above a child's head. All of these fictional technologies are only one or two steps ahead of what we have today. But, is this futuristic technology a good thing?

Yes … and no.

Here's the 'Yes':
- When it's used effectively, technology can accelerate a child's learning.
- The future will very likely feature lots of amazing technology, so immersion in it today is a great preparation for all children.
- Many students enjoy the personal control over their learning that they have with their tech tools.

The 'No'?
If we become too obsessed with this technology, we may find that it begins to alter some essential human experiences, such as play or verbal communication. After all, where is the technological line in the sand with the endless adoption of

everything mechanical? Would you consider having a personalised robot teacher for your child?

There are merits to the massive implementation of robots, yet the concept of 'robot-phobia' is now being debated worldwide. While robots could do our household chores, they may also replace jobs that our children would do in the future. How can we possibly prepare children for this eventuality?

Firstly, help your children to become obsessive learners. In their adult years, the ability to learn and adjust to rapidly changing circumstances will allow them to create new opportunities, as needed.

Secondly, encourage children to be highly empathic with other people. Robots are not (yet) empathetic, and much of the growth in employment in the next two decades will be in work that requires strong empathy with other human beings.

An educational consultant and writer, Tony Ryan is a presenter, facilitator and guest speaker for Queensland Education Leadership Institute (QELi), regularly supporting education leaders around the country.

He has worked with over 800 schools in eight countries on issues such as innovative thinking, futureproofing of schools, and effective classroom practice. He has presented over 1,500 keynotes and workshops at state, national and world conferences in the past fifteen years.

Tony is the author of eight books and manuals on innovative thinking and lifelong learning, including *The Ripple Effect and Thinkers Keys*.

He is presently an Australian ambassador for a non-profit organisation called School Aid, which supports disadvantaged children throughout the world.

Technology in Schools: How Mobile Changes the Classroom

by Mark McDonald

Mobile technology is changing the world. Arguably, the introduction of smart devices and app ecosystems represents the major technology revolution of our decade. Likewise, it's one of the main drivers of the current information revolution that's changing entire industries and the world itself.

Education, although often slow moving, political and bureaucratic, is undergoing a major change too, and it's not surprising. The current education system needs to step up, reinvent itself and adapt to the extraordinary technological changes that are occurring. And with all these possibilities, it's time we redesign the entire system and prepare our children for life in a rapidly evolving world.

That won't happen overnight, yet here are some of the trends that slowly, but surely, are changing the classroom.

Democratisation of Education

It's fair to say that thanks to the internet, the entire world's knowledge is available to 'anyone anytime'. Even more so with the progress of translation services burning the communication barriers.

Applications and services, like Duolingo, Lynda, Coursera, Udemy, Khan Academy and others, take all this access to knowledge and make it usable for everyone. That means, schools no longer have to rely on outdated textbooks, but can deliver the best education pretty much in real time. Naturally, this changes the role of the teacher, and likewise, solves a problem of teacher shortages.

The impact is huge, reaching way beyond the borders of individual countries. There are nearly a billion illiterate people in the world, 250 million of which are children. In other words, 250 million minds are going to waste. Technology today, is on the track to empower everyone to learn skills like basic reading, writing and arithmetic.

Gamification of Learning

As every teacher knows, keeping students engaged is an incredible challenge. In the US alone, 1.2 million students fail to graduate high school each year. Students who are not doing well are not lazy or incompetent; rather they're disengaged and bored.

At the same time, as a planet, we spend three billion hours a week playing digital games. Obviously, games are engaging by design. No other industry understands engagement and even addictiveness better than game industry.

To translate that knowledge into education can be a major game-changer. According to MIT, "Game players regularly exhibit persistence, risk-taking, attention to detail, and problem-solving, all behaviors that ideally would be regularly demonstrated in school."

A great example is Duolingo. The language learning app allows teachers to monitor the progress of their class while students can create leaderboards, compete with classmates, win badges and learn in a gamified way. Studies show that learning languages this way can rapidly accelerate the learning process.

Personalisation

Our education system was built on a premise that our brains are static. In reality, our brains are plastic and get developed just like our muscle (see neuroplasticity – every parent should read The Woman Who Changed Her Brain). Asking all students to progress at the same pace can create situations where you try to lift twice as much as your body allows you and never progress in the long term because you'll never move the weight.

Right now, most technologies that attempt to personalise learning revolve around tailoring or personalising the reading of texts to students of different abilities. But, in the coming future, personalisation will include activities that provide students with a richer and more meaningful educational experience.

Many universities offer both online and offline education to allow students to adjust. This makes sense as we all have different biorhythms, and similar approaches have been proven to work in the corporate world.

Virtual Reality

When we hear virtual reality (VR), most of us automatically think of games and entertainment. While the roots of VR are rooted in gaming, thanks to technological advances, such as Oculus Rift, a virtual reality headset, its potential is being realised across multiple industries.

VR is also highly engaging by design. As engagement is the key factor in classroom learning, VR shows a potential to take it to the next level. For example, astronomy students can learn about the solar system and how it works by physically engaging with the objects within.

The potential is limitless. Visualisation students get involved, do things otherwise impossible and see information from a completely new perspective. Instead, of looking at pictures of the brain, imagine traveling through it, seeing how it works.

More importantly, right now we're entering an era of cheap VR technology, with cheapest headsets costing tens of dollars. If the trend continues, and likely it will, soon it will become widely accessible to education institutions changing the face of classrooms.

Mark McDonald is the Co-CEO and Co-founder at Appster. Appster is the fastest growing app/software development firm in Australia with over 260 employees. Over the last 36 months, it has grown from a two-person startup to offices in San Francisco, Melbourne and Guragon.

In Mark's own words,

"Our mission and vision are simple: 'Challenge Assumptions. Disrupt the Status Quo. Build Things That Change The World'. Appster was built to execute ideas. We partner with entrepreneurs and innovative enterprise to build incredible things. We want to be known globally as the execution partner to millions of game-changing entrepreneurs across many technologies. What Henry Ford did to Cars, and Rockefeller did to oil, we want to do for executing disruptive ideas. In other words: Create the world's first truly global idea company."

Directory Listing

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

🔴 Advertised Colleges
🟢 Non Advertised Colleges

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15 Our Lady of the Sacred Heart College
Gender   Girls
Year   8-12
Address   496 Regency Road, Enfield SA 5085
Telephone   08 8269 8800
Email   olsh@olsh.catholic.edu.au
Web   www.olsh.catholic.edu.au

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

17 Sacred Heart College
Gender   Co-educational
Year   9-12
Address   195-235 Brighton Road, Somerton Park SA 5044
Telephone   08 8294 2988
Email   enquiries@shcs.sa.edu.au
Web   www.shcs.sa.edu.au

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

Directory Listing

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

🔴 Advertised Colleges
🟢 Non Advertised Colleges

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

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

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

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

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

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

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

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

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

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

29 St Paul's College
Gender   Boys
Year   R-Yr 3, 5-12
Address   792 Grand Junction Road, Gilles Plains SA 5086
Telephone   08 8266 0622
Email   info@stpauls.sa.edu.au
Web   www.stpauls.sa.edu.au

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

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

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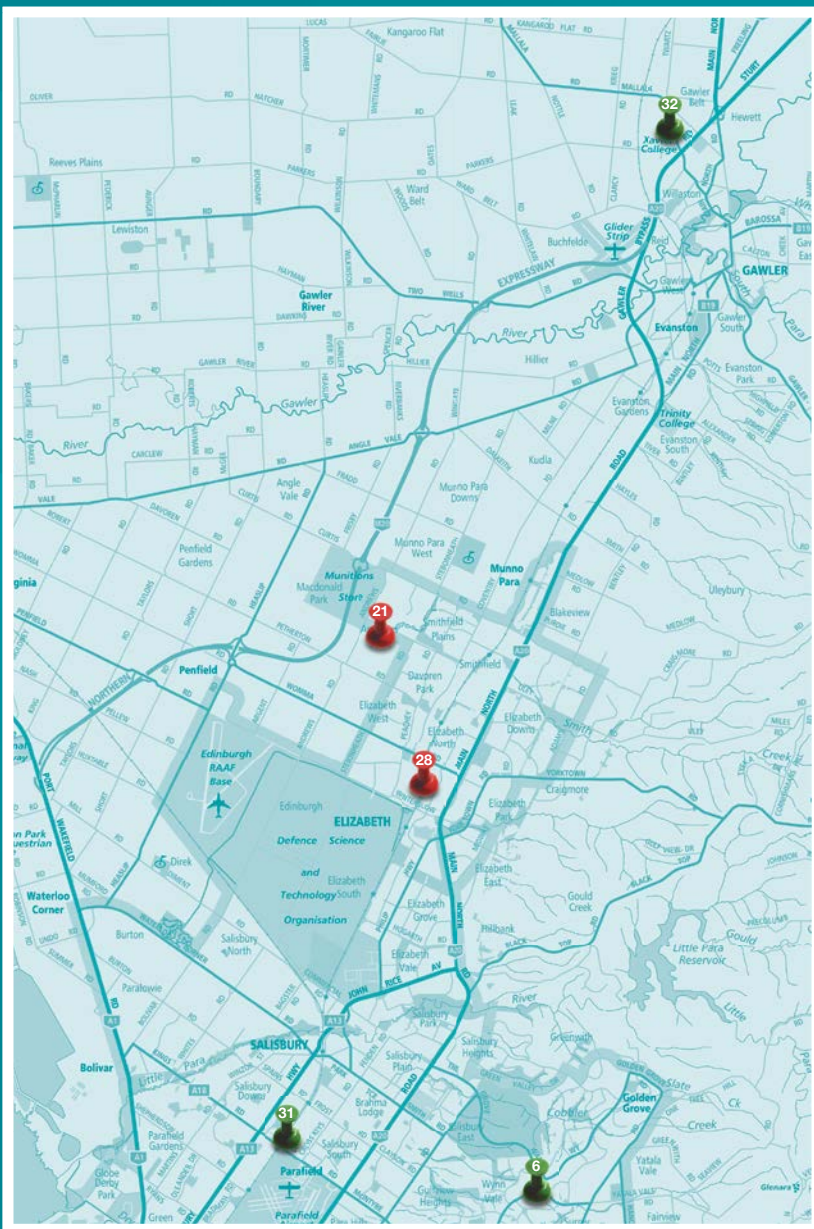
Locations

Locations of Catholic Secondary Colleges in South Australia.

🔴 Advertised Colleges   🟢 Non Advertised Colleges

NORTH ADELAIDE

CENTRAL ADELAIDE

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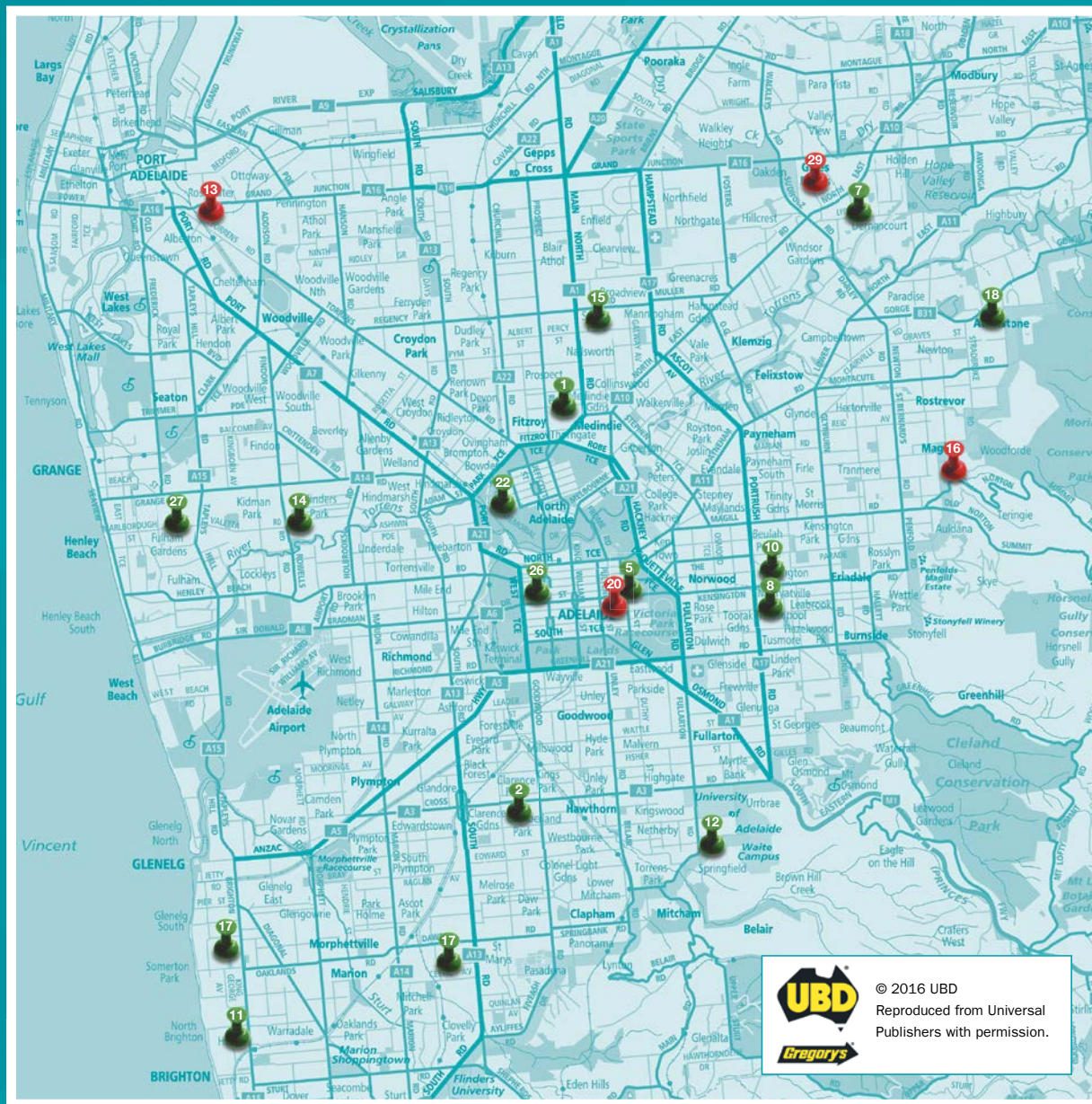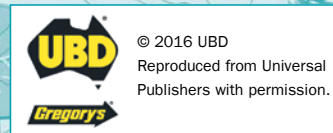
Locations

🔴 Advertised Colleges   🟢 Non Advertised Colleges

SOUTH ADELAIDE
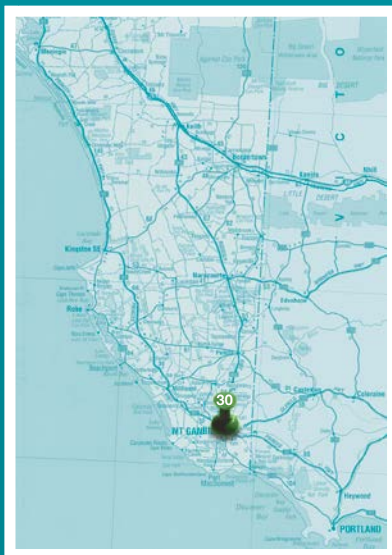
MT GAMBIER
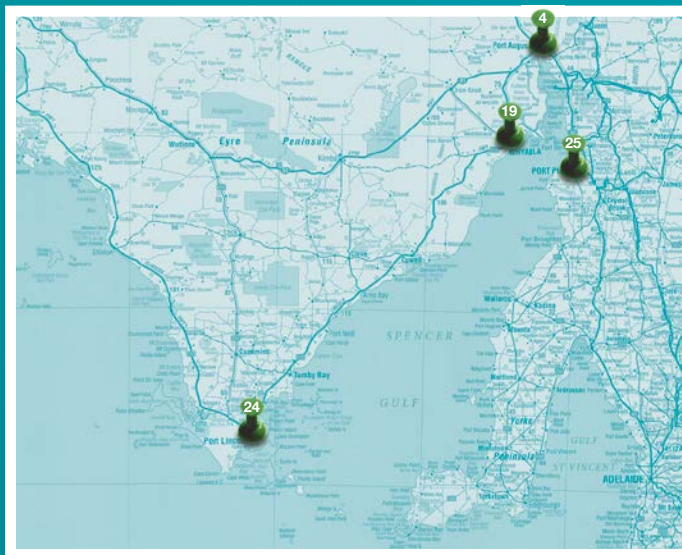
PORT LINCOLN, WHYALLA,
PORT AUGUSTA, PORT PIRIE

Open Days & Tours

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

All readers are encouraged to contact individual Colleges with regards to
dates, times and venues of Open Days, Open Mornings & Evenings, College
Tours and Information Sessions. In addition to these dates below, a number of
the Colleges offer monthly tours which are usually held during school term.

February

24 Feb	Mount Carmel College, Rosewater

March

7 Mar	St Aloysius College, Adelaide
20 Mar	Marcellin Technical College, Christie Downs
22 Mar	St Paul's College, Gilles Plains

June

29 Jun	Marcellin Technical College, Christie Downs

Catholic Schools Guide®

Marcellin Technical College

Est. 2006

"At Marcellin we inspire and support students to pursue a trade pathway and complete their SACE. Marcellin prepares and equips students to move into an apprenticeship/traineeship."

Mr Paul Rijken

SACE | TRAINING | APPRENTICESHIPS

A	Mander Rd, Christie Downs SA 5164
T	08 8186 9700 **F** 08 8186 9799
W	www.mtc.sa.edu.au
S	
Principal	Mr Paul Rijken
Enquiries	Mrs Alana Manners
Email	enquiries@mtc.sa.edu.au

Gender	Co-educational
Year Range	Yr 11 - 12
Enrolment	200 students
Fees 2016	Traditional Trades
	Yr 11 $4,500
	Yr 12 Apprentice $1,500
	Yr 12 Unsigned $5,000

What Makes Us Special

Marcellin Technical College is a Year 11 and 12 College specialising in the delivery of the SACE (South Australian Certificate of Education) alongside a trade/vocational training program. Students graduate from Marcellin with dual qualifications: their SACE, Certificate II or completion towards Certificate III in their chosen trade/vocational pathway.

Marcellin offers training programs in Automotive, Construction, Electrotechnology, Engineering (Mechanical Engineering and Metal Fabrication) and Animal Studies (in conjunction with TAFE SA).

The College embraces the educational vision of Saint Marcellin Champagnat, French Priest, educationalist and founder of the Marist Order (1817). The College is inspired and committed to the five Marist Characteristics of teaching: Presence, Simplicity, Family Spirit, Love of Work, and In the Way of Mary. Marcellin Technical College is an affiliated member of the Association of Marist Schools of Australia (MSA).

The College has an in-house registered training organisation (RTO), MTC Training, which facilitates the delivery of the vocational education and training (VET) programs/qualifications.

Marcellin offers learning and training in custom designed state of the art facilities all within a highly practical and applied contextual learning environment. Marcellin prepares students to transition smoothly into the workforce and their chosen trade/vocational pathway.

The Digital Classroom

The computers are a necessary part of any learning process. Marcellin Technical College Teacher-Mentors and Trade Trainers use projectors, portable scanners, cameras and voice recorders for different purposes of teaching. Our students work with 3D printers and 3D scanners creating different projects, using specialised computer software, e.g. AutoCAD, including Inventor, Sketcher, web-based software 3D Floor Planner, Sumo Paint and others.

The conducted surveys for students and parents are web-based. Notification of parents about absences or any other important events is organised through SMS service of the mobile phones. The College newsletter is distributed via email.

College Awards in 2015

National Electrical and Communications Association (NECA)
School Student Award - Commitment to Industry
Reece Jongenelis - Winner

SA Training Awards - People's Choice Award
Reece Jongenelis - Winner

SA Training Awards - School-based Apprentice of the Year Award
Reece Jongenelis - Winner

Manufacturing and Engineering Institute of Australia (MEIA)
Engineering Apprentice/Trainee
Noel Tite - Winner 'School-based Apprentice of the Year'
Stefan Brandon - 3rd place 'Metal Fabrication - Light'

SACE Excellence Award
Tayla Sims

City of Onkaparinga Youth Recognition Awards
Stephen Bartlett - Contributions to the community

SACE Subjects

Stage 1: 6
Stage 2: 3

VET

Yes

International Students Registration CRICOS No NA

Visit Us in 2016

Our Open Day is on 20 March and Open Night is on 29 June. Principal's Tours are held last Wednesday of the month. Bookings are essential. Further information is available on the website.

Mount Carmel College

Est. 1926

"Every Mount Carmel student is supported to achieve their very best through breadth of opportunity, diversity of learning experiences, and care as an individual."

Gavin McGlaughlin

A	33 Newcastle St, Rosewater SA 5013
T	08 8447 0500
W	www.mcc.catholic.edu.au
S	[f]

Principal Gavin McGlaughlin
Enquiries Ms Lynn O'Reilly (Registrar)
Email mcc@mcc.catholic.edu.au

Gender	Co-educational
Year Range	Yr 8 - 12
Enrolment	520 students
Fees 2016	Yr 8 $3,940 Yr 12 $5,170
	School Card, Sibling and Hardship discounts

'Belonging, Diversity, Excellence, Relationship'

What Makes Us Special

Set within a vibrant and welcoming community, Mount Carmel College provides a solid academic foundation for your child within a supportive and community-oriented learning environment that encourages all students to reach their full potential. Our commitment to families is expressed through our low-fee structure, strong Pastoral Care emphasis and excellent educational opportunities. We focus on the needs of each individual by offering a broad and inclusive curriculum that provides flexible pathways towards further study and careers. The College also offers students the opportunity to gain a trade whilst at school through the Rosewater Trade Training Centre. Our extensive extra-curricular activities complement our curriculum and support our belief in providing an educational experience that nurtures and supports the development of each individual.

As a Josephite school, we are proud to share in the tradition of the Sisters of St Joseph, who have shaped our spirited community. At the heart of our mission is a diverse learning community where relationships are grounded in Gospel values, individuals feel they belong and all are encouraged to celebrate their own personal excellence. In 2015, two exciting programs were launched at the College, bringing new opportunities for students and their families. The Catholic North Western Community (CNWC), aims to work collaboratively with eight Catholic Parish Primary Schools in developing new and innovative ways to deliver an ever-improving quality of service and education to our students and families. The Children's University, run in conjunction with Adelaide University, provides Year 8 students with unique extra-curricular opportunities to engage them in broader learning.

The Digital Classroom

At Mount Carmel College, we believe student engagement whilst learning is crucial to success in the classroom. In recognising the need to embrace this new and evolving style of digital learning, we are committed to providing a safe digital learning environment where students understand the importance of becoming safe, positive, and aware digital citizens. The College has a Bring Your Own Device (BYOD) Program, in which students are able to use their own devices and tablets at school, which integrate with the school network. This encourages student critical thinking, problem solving, communication, collaboration, and research skills that they can apply throughout their life. It also enables them to access a vast array of digital content, as well as operate collaboratively in digital learning spaces.

Students and their families also have external digital access to the College's online resources. We believe that giving students access to mobile technology provides a personalised learning experience, whilst enhancing their learning and offering seamless digital communication between home and school. Whilst recognising the potential of new technologies, we understand the complexity of cyber safety and are committed in our community to promoting the safe and effective use of ICTs through the provision of appropriate training and development. Our ICT Faculty continues to build upon and better the College's ICT and network infrastructure in meeting the needs of the times through improved wireless connections to cater for the increase in the number of devices students use to access digital resources.

Extra-curricular activities

- Social Justice Group
- Peer Support Program
- Pedal Prix
- Italy Study Tour
- Children's University
- Vocal Ensemble
- Rock & Jazz Band
- Science Club
- Chess Club
- Performing Arts Tech Crew
- Western Zone after school sports
- Knockout sporting competitions
- Student Leadership Team
- Student Empowerment Team
- Josephite Cultural Exchange with Penola College, Victoria
- Catholic Co-ed Athletics Carnival
- School Concert & Musical
- Catholic Schools Carnival
- Interschool Athletics Team
- Club Red Blood Donation Program
- Middle Years Study Group
- Senior Years Study Group
- Technology Club

SACE Subjects

We have a Special Needs Education Unit for students with a mild to moderate disability.

Stage 1: 46   Stage 2: 23

VET   Yes

Rosewater Trade Training Centre (onsite) - Numerous VET offerings available to students in Years 10-12 in Metal Engineering, Construction and Hair & Beauty trades.

International Students Registration CRICOS No NA

Visit Us in 2016

Open Night - Wednesday 24 February 4:00pm - 7:30pm.
Principal's Tours - Held twice per term and can be booked through the College website. We also welcome families to visit our community at their convenience by appointment.

Rostrevor College

Est. 1923

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

Mr Simon Dash

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

A Glen Stuart Rd, Woodforde SA 5072
T 08 8364 8200 **F** 08 8364 8396
W www.rostrevor.sa.edu.au
S
Principal Mr Simon Dash
Enquiries Advancement Officer - Enrolments
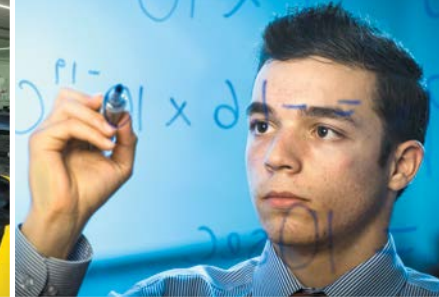**Email** enrolments@rostrevor.sa.edu.au

Gender	Boys
Year Range	R - Yr 12
Enrolment	800 students
Year 8	94 students; 4 classes
Languages	Italian
Fees 2016	Yr 8 $9,150 Yr 12 $12,060

What Makes Us Special

Rostrevor College offers a seamless education for boys from Reception to Year 12 on one spacious campus. The level of interaction across all year levels, assisted by the vertical pastoral class structure in the Middle and Senior Years, creates a strong and inclusive community for every boy.

We encourage our boys to strive to achieve their personal best, while aspiring to make a positive difference to the world. As a Catholic day and boarding College in the Edmund Rice Tradition, we run strong social justice and wellbeing programs that instil strong morals and values that see our students develop from boys to Rostrevor gentlemen.

Acknowledging that there are many pathways to success, we pride ourselves on providing access to the right pathway for every child. As such Rostrevor offers a holistic education incorporating both academic and co-curricular opportunities to suit every student's interest. Our extensive curriculum and comprehensive Vocational Education and Training (VET) Program allow each boy the opportunity to discover, develop and pursue their passions and future aspirations.

Above all, we pride ourselves on our tailored approach to boys' education which produces well-rounded, confident and outstanding young men who go on to be respected role models in their respective communities.

The Digital Classroom

With state of the art inclusions in classrooms, such as interactive projectors and large LCD screens, teaching is an interactive experience, allowing student to be more involved with in-class learning.

Technology at Rostrevor has enabled teachers to direct students to educational content to facilitate differentiated and independent learning. These include: the use of video tutorials and self-paced learning; the transformation of text, such as a written poem, into different modes including film, enhancing students understanding of imagery; using audio to augment student understanding of written texts, particularly for students with special learning needs; the use of cloud services to complete group assignments and encourage collaboration outside the classroom; teacher and student blogs, allows teachers to keep track of progress and collaboration with other class members in a safe environment.

The use of Virtual Classrooms allows teachers to organise worksheets, presentations, links and tasks into one online environment that students can access at any time.

By submitting their work online via Marksbook, parents have access to a summary of their son's progress via the Parent Portal, which includes information about workload, attendance and academic results. As parents have access to this information throughout each term, they are able to track their son's progress and actively engage in their son's learning in an informed manner.

Extra-curricular activities

- Chess
- Debating
- Music
- Duke of Edinburgh
- Rock and Water
- Technology Club
- Social Justice
- Indian Pilgrimage
- Athletics
- Badminton
- Basketball
- Cricket
- Cross Country
- Cycling
- Football
- Handball
- Lacrosse
- Pedal Prix
- Soccer
- Surfing
- Swimming
- Table Tennis
- Tennis
- Volleyball
- Water polo

SACE Subjects

Stage 1: 32
Stage 2: 33

VET

Yes

International Students Registration CRICOS No NA

Visit Us in 2016

Our Open Day will be held during Term 1 and Principal's Tours are held each term. Visit the College website for further details or contact the Enrolment Officer.

St Aloysius College

Est. 1880

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

Ms Paddy McEvoy

'The sky's the limit'

A 53 Wakefield St, Adelaide SA 5000
T 08 8217 3200 **F** 08 8212 4908
W www.sac.sa.edu.au
S [f]
Principal Ms Paddy McEvoy
Enquiries Ms Doreen Maiello
Email registrar@sac.sa.edu.au

Gender	Girls
Year Range	R - Yr 12
Enrolment	1,250 students
Year 8	145 students; 5 classes
Languages	French, Italian, Chinese & Indonesian
Fees 2016	Yr 8 $7,998 Yr 12 $8,718 School Card holders receive reduced fees

What Makes Us Special

At St Aloysius College, we offer a balanced program which is both challenging and supportive to inspire girls with a love of learning and a commitment to excellence. A broad and dynamic curriculum, combined with quality teaching, is the key to our students' success. Research indicates that girls continue to achieve stronger academic results in girls' schools, and we believe in the importance of a challenging and evolving curriculum which allows each student to achieve her best.

The breadth of subjects on offer at the College allows every student the opportunity to find and pursue her passions. Supported and encouraged by teachers who are equally passionate, students are engaged through a diverse and creative range of approaches to learning.

Our students have wonderful opportunities to see their learning come alive through our carefully planned use of our enviable inner city location. Technology is used appropriately to engage students in addressing real-world problems important to humanity, engage collaboratively and develop higher order thinking skills.

Our students develop their individual leadership skills and confidence, including exercises to build confidence in talking to a group, team building and collaboration skills. Whether it be the high ropes challenge at a year level camp or being on stage at the Entertainment Centre each year, our students develop leadership skills for life within and beyond school.

The Digital Classroom

Our students from Years 4 to 12 enjoy the benefits of a personal device to complement their learning. The Surface Pro 3 enables students to research and explore areas of interest. Students are taught a range of skills appropriate for living in an ever-increasing digital age. From robotics to computational thinking skills, students embrace new and exciting ways to make learning relevant. From Tech Reps to the Coding Party for Girls, our students embrace leadership opportunities and collaborative ventures.

An inquiry-based approach to learning is supported by our approach to technology. Our extensive technology allows online collaboration within and between student and teacher groups. Students are taught how to approach an issue or problem and when the use of technology is appropriate. Safety and responsible use of social media are important educational aspects of being 21st century digital citizens.

Our ever-growing online presence enables students and parents to access resources and information on demand, as well as providing a secure platform for communication and collaboration. Our parent community appreciates the benefits of technological advances, from booking parent-teacher meetings to viewing their daughter's latest multi-media presentation.

Technology is another tool for students to use in their educational journey but our staff ensure it is not just an expensive, shiny, upgraded version of the pencil, scientific calculator, typewriter or whiteboard. Technology brings many exciting opportunities as it is used to complement the teaching of the importance of integrity, teamwork, respect, care and commitment.

Co-curricular activities

- Duke of Edinburgh
- Debating
- Mock Trials
- Dance Crew
- Choirs
- Stage Band
- Orchestra
- Rock Band
- School Musical
- Oliphant Science Awards
- Tournament of Minds
- Chess Club
- Writers Club
- Book Club
- Public Speaking
- Social Justice Group
- JAM – Environmental Group
- Craft Club
- Knitting Group
- Friends of the Gamelan
- Basketball
- Volleyball
- Beach volleyball
- Lacrosse
- Netball
- Water polo
- Cross country
- Badminton
- Tennis
- Soccer
- Touch football
- Triathlon

SACE Subjects

Stage 1: 34
Stage 2: 36

VET

Yes

International Students Registration CRICOS No 00371F

Visit Us in 2016

Our Open Day is on Monday 7 March. School Tours are held throughout the year and a booking is not required.

St Columba College
Est. 1997

St Columba is a College of learning excellence where individuals are cared for in the context of our Anglican and Catholic faith."

Ms Leanne Carr

'Unity in Faith'

A	President Ave, Andrews Farm SA 5114
T	08 8254 0600
W	www.stcolumba.sa.edu.au
S	
Principal	Ms Leanne Carr
Enquiries	Mrs Janette Valentine
Email	admin@stcolumba.sa.edu.au

Gender	Co-educational
Year Range	R - Yr 12
Enrolment	1,400 students
Year 8	180 students; 6 classes
Languages	Indonesian
Fees 2016	Yr 8 $4,300 Yr 12 $4,900

What Makes Us Special

St Columba College is renowned for being committed to maintaining high standards in all areas of College life. It takes pride in its students' achievements, be they in academic programs or in vocational education and training.

The essence of College life is summed up in its vision: "To nurture in our students and the community, a close relationship with God, a passion for living and a life- long love of learning". Everything the College does emanates from its Christian heritage and its Anglican and Catholic traditions.

Our priority is that our students are both educationally successful and personally happy, and the success of students is at the core of all we do. We see parents as partners in the educational process.

We aim to educate the whole person: academically, spiritually, physically, emotionally and socially.

We ensure that our students are immersed in an educational program that focuses on developing their spirituality and encourages their engagement in our Anglican and Catholic traditions and practices.

Parents often ask, 'What does student life at St Columba College look like?'. With this in mind, we've created our Life of the College page on our website. This page answers these questions and many more with video, designed to highlight a day in the life of a student at St Columba. To see it for yourself visit the page at www.stcolumba.sa.edu.au/our- schools/life-of-the-college

The Digital Classroom

Here at St Columba College, we know that the world around us is evolving and developing at a rapid rate, and importantly, students' learning opportunities need to grow as they do. We are continually implementing modern and relevant technologies for our students to ensure that they graduate not only understanding current methodologies, but are ahead of the curve in digital practice.

To support this, the College is equipped with state-of-the-art facilities, resources and excellent staff. It is a College with people at its heart. It is a place where students are cared for, respected and loved with exploration for the subject matter actively encouraged.

From the early years of education in Reception to Year 3, students explore their learning on tablets and interactive projectors, creating learning patterns for their entire education at St Columba. This freedom to explore and generate ideas using the latest of digital technology is at the core of the College curriculum.

From Years 6-12, our curriculum is inclusive of all students owning their own laptop, allowing for learning that extends beyond the classroom. Students attend the College with the same computer as the one they take home, creating a smooth integration of learning processes.

At St Columba, providing students with current and outstanding digital learning is our highest priority looking into the future.
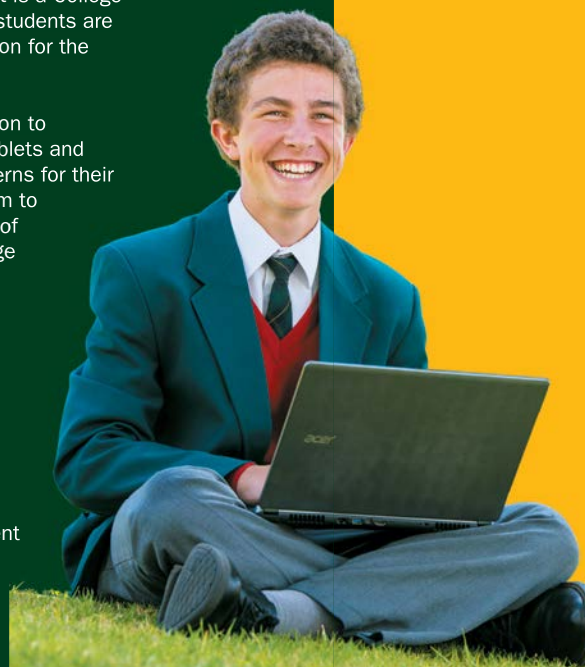
Extra-curricular activities

- Annual Drama Production
- Chess Club
- IONA Pilgrimage Tour Group
- Liturgical Dance
- Musical Arrangements (Including College Bands, Choirs & String Groups)
- Science Club
- Student Representative Council
- Tournament of the Minds
- Youth Ministry Team

- Knock-out Sport
  - Basketball
  - Netball
  - Cricket
  - Soccer
  - Football
- Hickinbotham Cup (Football)
- Dennis Handley Shield (Netball)
- Unity Cup (Soccer)
- Knights of the Southern Cross Carnival (Year 8 Various Sports)

SACE Subjects

Stage 1: 31
Stage 2: 32

VET

Yes

International Students Registration CRICOS No 03270J

Visit Us in 2016

Our Open Day continues to be a great way for families to view the College and all we have on offer, or alternatively, tours can be organised with our College Registar. For further information, please visit our website.

St Patrick's Technical College

Est. 2006

"At St Patrick's our focus is on providing direct pathways to employment for young people through a relevant and engaging trades and technical SACE program."

Mr Rob Thomas

'SACE – Training - Apprenticeships'

A 2-6 Hooke Rd, Edinburgh North SA 5113
T 08 8209 3700   **F** 08 8209 3777
W www.stpatstech.catholic.edu.au
S
Principal Mr Rob Thomas
Enquiries Mrs Carol Lee
Email info@stpatstech.catholic.edu.au

Gender	Co-educational
Year Range	Yr 11 & 12
Enrolment	300 students
Year 11	198 students; 11 classes
Fees 2016	Yr 11 $4,600 Yr 12 $4,455
	School-based Apprentice $1,300

What Makes Us Special

Our aim is to have every St Patrick's Technical College student engaged in an apprenticeship before they graduate at the end of Year 12. All programs have been developed specifically to support this aim and the industries in which the College delivers its Certificate II pre-vocational training. Core subjects including Mathematics, English and Science are each taught in a context that makes them relevant to each industry pathway. These programs have been developed with significant input from employers, industry groups and skills boards with the assistance of Registered Training Organisations including TAFE SA.

St Patrick's aims to create a real workplace experience for students. From the fully equipped commercial kitchen, specialist workshops and live building sites to the six weeks of structured work placements that form a key component of the teaching and learning programs, the College places a strong emphasis on the transition from school to work. Our strategic partnership with TAFE SA means that students have access to specialist lecturers and facilities at various TAFE SA campuses as required. Through the Work Ready Training Guarantee for SACE Students (TGSS) this partnership also means students are guaranteed a place at TAFE SA should they not be successful in gaining an apprenticeship during their time at St Patrick's.

The College embeds the subject of Workplace Practices across all courses assisting students in developing interview skills, resume writing and goal setting. The College boasts a significant proportion of teaching staff that hold trade qualifications and have extensive experience in industry.

The Digital Classroom

The effective use of Information Technology is a critical skill for the modern tradesperson or technician. Therefore, in keeping with our aim to create an authentic workplace feel to all that we do at St Patrick's, the use of appropriate IT equipment and infrastructure is embedded in all our courses.

All our workshops are equipped with contemporary technical equipment that you would expect to find in a commercial setting. From the use of Computer Aided Design software and web-based virtual electronics test facilities to 3D printers and state of the art circuit board engravers and mills, students at St Patrick's are trained in the use of technologies that enhance their technical skills sets and therefore, their employability.

In general class time, St Patrick's Technical College operates on a 1:1 ratio of students to personal digital devices (e.g. laptops) ensuring that delivery in all curriculum areas is contemporary.

Communication with our community is undertaken primarily in the digital space through e-News bulletins, SMS and social media channels.

Pre-Vocational Training Courses

School of Building & Construction
Certificate II in Construction Pathways (CPC20211)
Certificate II in Metal Roofing & Cladding (CPC20812)

School of Community Services, Hospitality & Lifestyle
Certificate II in Food Processing (FDF20111)
Certificate II in Kitchen Operations (SIT20312)
Certificate II in Hairdressing (SIH20111)

School of Engineering & Transport
Certificate II in Automotive Servicing Technology (AUR20512)
Certificate II in Automotive Tyre Servicing Technology (AUR21913)
Certificate II in Engineering (Production Technology) (MEM20205)
Certificate II in Electrotechnology (Career Start) (UEE22011)
Certificate II in Electronics (UEE21911)

SACE Subjects

Stage 1: 140
Stage 2: 60

Specialist trades and technical SACE courses tailored to each individual program. Courses include: Applied Engineering, Automotive (General), Automotive (Heavy Vehicle), Building & Construction, Electrotechnology, Food & Hospitality, Hair & Beauty, Metals & Engineering and Plumbing.

Visit Us in 2016

National Skills Week at the end of August is our major focus for Open Events. Details of our annual program are published on our website. Weekly tours are held every Friday morning during school terms.
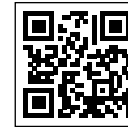
St Paul's College

Est. 1959

"At St Paul's College we recognise that every boy has a unique story. Partnering with families we respect this and provide every opportunity for them to flourish."

Paul Belton

A 792 Grand Junction Rd, Gilles Plains SA 5086	**Gender** Boys
T 08 8266 0622 **F** 08 8266 0486	**Year Range** R - Year 3,
W www.stpauls.sa.edu.au	Year 5-12 (2017 R-12)
S	**Enrolment** 636 students
Principal Paul Belton	**Year 8** 112 students; 4 classes
Enquiries Enrolment Officer	**Languages** Italian & Chinese
Email info@stpauls.sa.edu.au	**Fees 2016** Yr 8 $6,133 Yr 12 $6,788
	$250 Building Fund Levy + Resource Fee

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

What Makes Us Special

St Paul's College is a Catholic school for boys (R-12) in the Edmund Rice tradition. Founded by the Christian Brothers in 1959 and now under the governance of Edmund Rice Education Australia (EREA), St Paul's is committed to providing an authentic, quality, Catholic education.

Our four EREA Touchstones inspire and challenge us to provide a Liberating Education that enables each individual to fulfil their God-given potential; practice the Gospel Spirituality of love, respect, compassion and acceptance; embrace an Inclusive Community that welcomes students from diverse faith and cultural backgrounds; and to embrace a culture where Justice and Solidarity are practiced daily. St Paul's faith-filled education is based upon the development of mutually respectful relationships that challenge the pursuit of excellence in all areas of a varied curriculum structure. Co-curricular opportunities cover a range of summer and winter sports, as well as music ensembles, an annual musical production, chess, debating and social justice initiatives.

At the completion of a secondary education, many students advance to university and into the career of their choice. Our Trade Training Centre also provides a successful pathway for students wanting to begin a career in construction, electrical and mechanical trades. At St Paul's College, we invite families to journey with us in an evolving three-way partnership. We believe that together we will enable your son to experience success through a variety of experiences, and grow into a fine young man, willing and prepared to make a positive contribution to the society in which he lives.

The Digital Classroom

Information Communications Technology (ICT) has now made its way into all aspects of the school curriculum, with the learning experience of our students now becoming rich in both text and multimedia. Staff have laptops as part of their 'toolkit', and all students from 8 to 12 have their own laptops and/or tablets.

These tools provide the opportunity to connect to our online learning portal called SEQTA, where staff can create programs, including assessment tasks, which can be collected, submitted, marked and edited from the portal. We encourage a three-way approach to the educational development of all our students, with parents also able to access all the course work, assessment tasks and results within a live, up to date web-based interface.

Students can see upcoming assessments and are able to comment on these, and use the 'goal setting' aspect to reflect on where they are heading. The teacher is also able to provide instant feedback on a student's performance as all results and comments are accessible, with the system able to allow individual case management of all students. Teachers who show their full program also allow for accelerated learning, with programs, that include descriptive information organised into understandable lessons enhanced by multimedia, visible to students.

Any addition to a teacher's 'toolkit' of resources which increases student performance is most beneficial for all parties, and the online learning environment develops a collaborative approach between student, teacher and parent as feedback and upcoming content occurs on a regular basis.

Extra-curricular activities

- Sports:
  - Athletics
  - Badminton
  - Basketball
  - Chess
  - Cricket
  - Debating
  - Football
  - Musical
  - Pedal Prix
  - Soccer
  - Squash
  - Table Tennis
  - Tennis
  - Volleyball
- Music:
  - Vocal ensembles
  - Guitar Band
  - Rock Bands
  - Stage Band

SACE Subjects

Stage 1: 44
Stage 2: 37

VET

Yes

International Students Registration CRICOS No 00824D

Visit Us in 2016

Our Open Evening is on Tuesday 22 March. College Tours are offered throughout each term and bookings are essential. Further information and bookings can be made through our website.
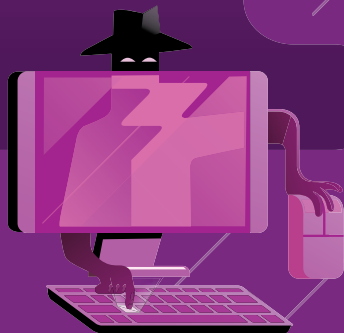
Primary School Listing South Australia

Aberfoyle Park
School of the Nativity
2 Campus Drive, Aberfoyle Park SA 5159

Albert Park
Our Lady Queen of Peace School
106 Botting Street, Albert Park SA 5014

Aldinga
Galilee Catholic School
Cnr Quinliven & How Roads, Aldinga SA 5173

Barmera
St Joseph's School
8 Joyce Street, Barmera SA 5345

Berri
Our Lady of the River Primary School
Verran Terrace, Berri SA 5343

Beverley
St Michael's College: Primary Campus*
78 East Avenue, Beverley SA 5009

Brighton
St Teresa's Primary School
28 Strathmore Terrace, Brighton SA 5048

Brompton
Immaculate Heart of Mary School
95 East Street, Brompton SA 5007

Brooklyn Park
St John Bosco School
19 Lipsett Terrace, Brooklyn Park SA 5032

Christies Beach
St John The Apostle Parish School
14 Winnerah Road, Christies Beach SA 5165

Clare
St Joseph's School
29 Victoria Road, Clare SA 5453

Colonel Light Gardens
St Therese Primary School
7 Oxford Circus, Colonel Light Gardens SA 5041

Craigmore
Catherine McAuley School
210 Adams Road, Craigmore SA 5114

Croydon Park
St Margaret Mary's School
3 Eldon Street, Croydon Park SA 5008

Dulwich
St Patrick's Special School
13 Warwick Avenue, Dulwich SA 5065

Edwardstown
St Anthony's School
Castle Street, Edwardstown SA 5039

Elizabeth Grove
St Mary Magdalene's School
82 Fairfield Road, Elizabeth Grove SA 5112

Elizabeth Park
St Thomas More School
50 Yorktown Road, Elizabeth Park SA 5113

Enfield
St Gabriel's Primary School
17 Whittington Street, Enfield SA 5085

Evanstown
St Brigid's Catholic School
Para Road, Evanstown SA 5116

Findon
Nazareth Catholic College: Findon Primary Campus*
176 Crittenden Road, Findon SA 5023

Gladstone
St Joseph's Parish School
1 West Terrace, Gladstone SA 5473

Glenelg
St Mary's Memorial School
16 Milton Street, Glenelg SA 5045

Glengowrie
Our Lady of Grace Primary School
38 Beadnall Terrace, Glengowrie SA 5044

Goodwood
St Thomas School
10 Rushton Street, Goodwood SA 5034

Greenacres
St Martin's Catholic Primary School
76-80 Princes Road, Greenacres SA 5086

Greenwith
Our Lady of Hope School
Cnr The Golden Way & Golden Grove Road, Greenwith SA 5125

Hectorville
St Joseph's School
30 Montacute Road, Hectorville SA 5073

Henley Beach
Star of the Sea Primary School
333 Military Road, Henley Beach SA 5022

Jamestown
St James' School
1 King Edward Terrace, Jamestown SA 5491

Kensington
St Joseph's Memorial Primary School
46 Bridge Street, Kensington SA 5068

Kilburn
St Brigid's Primary School
45 Way Street, Kilburn SA 5084

Kingswood
St Joseph's School
33 Cambridge Terrace, Kingswood SA 5062

Lockleys
St Francis School
458 Henley Beach Road, Lockleys SA 5032

Loxton
St Albert's Catholic School
Geraldton Street, Loxton SA 5333

Mansfield Park
St Patrick's Primary School
33a Dudley Street, Mansfield Park SA 5012

Marion
St Anne's Special School
37 Finniss Street, Marion SA 5043

Millicent
St Anthony's Catholic Primary School
37 Mt Gambier Road, Millicent SA 5280

Morphett Vale
Antonio Catholic School
8 Bains Road, Morphett Vale SA 5162

Murray Bridge
St Joseph's School
1 Florence Street, Murray Bridge SA 5253

Newton
St Francis of Assisi School
57 Newton Road, Newton SA 5074

Primary School Listing South Australia

Norwood
Saint Ignatius' College: Junior Campus*
62 Queen Street, Norwood SA 5067

St Joseph's Memorial Primary School
139 William Street, Norwood SA 5067

Parafield Gardens
Holy Family Catholic School
71 Shepherdson Road, Parafield Gardens SA 5107

Parkside
St Raphael's School
114 Glen Osmond Road, Parkside SA 5063

Payneham
St Joseph's School
78 Portrush Road, Payneham SA 5070

Penola
Mary MacKillop Memorial School
5 Portland Street, Penola SA 5277

Plympton
St John the Baptist Catholic School
342 Anzac Highway, Plympton SA 5038

Pennington
Our Lady of Mt Carmel Parish School
17 Pennington Terrace, Pennington SA 5013

Prospect
Rosary School
15 Gladstone Road, Prospect SA 5082

Ottoway
St Joseph's School
10 Ina Avenue, Ottoway SA 5013

Peterborough
St Joseph's School
2 Bourke Street, Peterborough SA 5422

Renmark
St Joseph's School
36 Twelfth Street, Renmark SA 5341

Richmond
Tenison Woods Catholic School
68 Brooker Terrace, Richmond SA 5033

Roxby Downs
St Barbara's Parish School
78 Pioneer Drive, Roxby Downs SA 5725

Salisbury
St Augustine's Parish School
25 Commercial Road, Salisbury SA 5108

Seacombe Gardens
Stella Maris Parish School
1 Syme Avenue, Seacombe Gardens SA 5047

Seaford
All Saints Catholic Primary School
621 Grand Boulevard, Seaford SA 5169

Semaphore
Dominican School
237 Military Road, Semaphore SA 5019

Sheidow Park
St Martin De Porres Primary School
1 Berrima Road, Sheidow Park SA 5158

Stirling
St Catherine's School
22 Ayers Hill Road, Stirling SA 5152

St Marys
St Bernadette's School
54 Ragless Street, St Marys SA 5042

Taperoo
Our Lady of the Visitation School
433 Victoria Road, Taperoo SA 5017

Tea Tree Gully
Saint David's Parish School
40 Elizabeth Street, Tea Tree Gully SA 5091

Tranmere
St Joseph's School
1 Birkinshaw Avenue, Tranmere SA 5073

Walkerville
St Monica's Parish School
92 North East Road, Walkerville SA 5081

Wallaroo
St Mary MacKillop Primary School
6 Young Street, Wallaroo SA 5556

Warradale
Christ the King School
126 Dunrobin Road, Warradale SA 5046

West Hindmarsh
St Joseph's School
56 Albermarle Street, West Hindmarsh SA 5007

Windsor Gardens
St Pius X Primary School
8 Windsor Grove, Windsor Gardens SA 5087

Woodcroft
Emmaus Catholic School
2 Todd Street, Woodcroft SA 5162

Woodville Park
Whitefriars School
45 Beaufort Street, Woodville Park SA 5011

Whyalla
Samaritan College: Our Lady Help of Christians Campus*
10 Toal Street, Whyalla SA 5600

Samaritan College: St Teresa's Campus*
Darling Terrace, Whyalla SA 5600

Wynn Vale
St Francis Xavier Regional Catholic School
4 Carignane Street, Wynn Vale SA 5127

Yorketown
St Columba's Memorial School
55 Warooka Road, Yorketown SA 5576

*Colleges with a separate Primary Campus

LEARNING MORE, CREATING CHANGE.

Catholic Schools share in a close partnership with Caritas Australia to end poverty, uphold dignity, and promote justice around the world. In 2015, a record 86% of Australian Catholic schools participated in Project Compassion, with school students and their families contributing almost $3 million to our annual Lenten appeal.

This year marks fifty years of Project Compassion. Every year since 1965, our Caritas family demonstrates their extraordinary commitment of faith, love, generosity and compassion by supporting our Lenten appeal. With the support of schools, students and parents around the country, Project Compassion has grown from a modest act of alms giving to be one of the largest fundraising appeal of its kind in the country.

Fifty years ago, our first Lenten appeal raised the equivalent of $90,000. Last year, Project Compassion contributed more than $11.5 million towards Caritas Australia's humanitarian and long-term development programs in more than 35 countries, and with First Australian Communities.

Through Project Compassion we put our faith in action. With their creativity, energy and resolute commitment to just leadership, the next generation of Australian Catholic school students will send Project Compassion soaring to new heights!

This year, the theme for Project Compassion is: 'learning more, creating change'.

This year, we champion the many ways Caritas Australia works with local partners around the world to ensure all children, women and men can harness the power of education, training and shared knowledge.

As Pope Francis says: "Education is an act of hope." This year, Project Compassion reminds us how education, knowledge and skills can empower the world's most vulnerable communities to realise their hopes for peace, equality, dignity and justice.

Doney's Story – "now I have a vision."
Doney is a quiet and humble woman, but thanks to an innovative program supported by Caritas Australia, she's creating big changes in her life, and in her village.

Doney beams when she talks about how much her life has changed in the past five years. "My life has been transformed," she smiles. "I have a vision."

Located in East Africa, Malawi is one of the poorest countries in the world. Over half the population is living below the poverty line, with more than 80% of people living in rural communities, and relying on farming small plots of land to produce adequate food to live on.

In Doney's remote village in the Blantyre region, her family has often gone months without enough food. Yet, when Caritas Australia and the local Caritas began a program in Doney's village, they didn't simply see poverty and isolation, they saw strength and great potential.

Caritas worked with Doney's community to identify and build upon their strengths. Empowering the community to make the most of their land, our local partners trained families in new farming techniques, so they can produce more plentiful and reliable crops. Doney says, the problem of malnutrition in her household is an 'old song'.

As the community looked at their strengths, Doney's skills and passion for education were quickly recognised. "I was chosen by the community, and after that, CADECOM took me for training in Adult Literacy as a Facilitator," she says. Doney's training gave her the skills to teach literacy and numeracy to adults in the village.

Today, many more people are able to read and write and they know how to count money. Knowing how to count, tally and work with money is important because Caritas has introduced a Village Savings and Loan group as part of the program.

This group allows people to borrow money to invest in their own small businesses. Doney's husband Nedson is a tailor. With funds from the Village Savings and Loans program, the family can buy materials for him to sew. And with the profits they make from his business, the family can afford to send their children to school.

Today, Doney is determined that her five children will also have the chance to learn, to grow and to create the bright future they deserve. Even though just 7% of 15-24 year olds in Malawi complete secondary education, Doney is resolute: "I encourage my children to attain education so that they can be independent in the future," she says. "This would make me proud!"

Doney is proud of her new skills and of the fresh hope that her community has gained. With the support of Caritas Australia and our local partner, Doney's community has been able to harness and grow their strengths. Today, they are building new livelihoods, improving health and growing literacy to create paths towards a better future.

Please donate to Project Compassion 2016 and share the life-long gift of education with all women, children and men in our global family.

www.caritas.org.au/projectcompassion

Help us celebrate 50 years of Project Compassion.

CELEBRATING 50 YEARS OF
PROJECT COMPASSION

LEARNING MORE CREATING CHANGE

Please donate to Project Compassion to empower the world's poorest children, women and men with vital learning and renewed hope.

www.caritas.org.au
1800 024 413

Caritas AUSTRALIA

The Catholic agency for international aid and development

"It is a really excellent publication and I am sure parents must find it very valuable."

Dr Bob Dixon
Director Pastoral Research Office
Australian Catholic Bishops Conference

"The Catholic Schools Guide has continually delivered a fantastic return on investment for so many Catholic Secondary Colleges. It's an outstanding publication."

David Formosa
Chair Catholic Development Network
Director of Development & Community Relations
OLSH College VIC

"If we were to only choose one publication to promote our school, it would be Catholic Schools Guide. It's a most impressive publication which directly reaches the parents of our future students."

Therese May
St Andrew's College

"This outstanding publication serves two purposes. Firstly it showcases each individual school while celebrating the calibre of learning, teaching, wellbeing and community building within our Catholic Education sector."

Maureen Ryan
Principal
Sacré Cœur

"At last I found a publication that gives me the information I need in a quick, concise manner. It really helped us in deciding to send out child to a Catholic secondary school."

Patricia James, parent

"Congratulations on the attractive publication that will be helpful for parents as they choose a school for their child."

Most Rev. Paul Bird CSsR
Bishop of Ballarat

"The Catholic Schools Guide got the highest number of mentions (35.29%) when parents were asked to rank the most useful media sources that assisted them in learning about the College."

Leah Hartmann
Marketing and Communications Manager
De La Salle College

The Digital Classroom

Catholic Schools Guide®

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