

CATHOLIC SCHOOLS GUIDE 2020

SECONDARY SCHOOLS EDITION - MELBOURNE

CELEBRATING AUSTRALIA'S FIRST PEOPLES



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Catholic Schools Guide

Greg Campitelli
Publishing Editor

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

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

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

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

To create transformational change needs transformative thinking. How?

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

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

Then the ripple can become irresistible.

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

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

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

FLAG COMPETITION

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

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

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

FEATURE WRITERS

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

Catholic Education; Rosalyn Thomas, Aboriginal Education Consultant for Association of Independent Schools NSW; and Michael McVeigh, Editor of Australian Catholics magazine. They are joined by articles provided by First Languages Australia and MacKillop Family Services.

ON LINE PLATFORMS

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

FACTS ABOUT THE GUIDE

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

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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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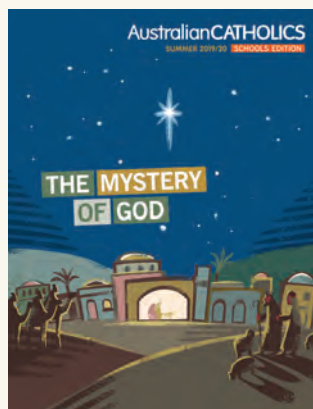
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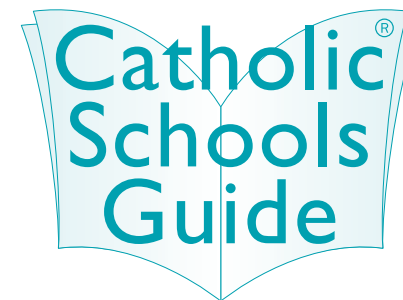
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Cover Artwork: Our Past, Her Future

By **Lua Pellegrini**
Loreto Normanhurst, NSW



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

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

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

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

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



Understanding Country and Welcome

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



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

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

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

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



AustralianCATHOLICS

Bringing faith to life

Speaking to Minds and Hearts

By **Michael McVeigh**
Editor, Australian Catholics

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

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

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

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

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

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

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

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

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

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

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

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

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



ReLATE:

Rethinking Learning and Teaching Environments

ReLATE is a whole school, trauma-informed change model that guides schools and education services to create safe inclusive and supportive learning environments.

The model facilitates transformative relationships, supported by preventative structures, policies and practices that engage the whole school community.

ReLATE supports school leaders and staff in their own wellbeing to sustain their commitment to a culture of safety and wellbeing for learning.

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Whole school culture change

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MacKillop Family Services operates two specialist schools in Victoria

What Culturally and Trauma-Informed Practice means in Australian Schools

By MacKillop Family Services

Our existence as MacKillop Family Services began on 1 July 1997. But our history extends back more than 150 years, when the Sisters of Mercy, Christian Brothers and Sisters of St Joseph began their work in Australia, establishing homes for children who were orphaned, destitute or neglected, and for families in need of care and support.

Our education programs focus on young people who have disengaged, or are at risk of disengaging from mainstream education. Our schools, based in Geelong and Maidstone, target students with identified social or mental health issues, and offer an alternative approach to education that is culturally safe and where emotional and physical wellbeing is as important as academic success.

Aboriginal children living in safe, resilient and culturally rich families and communities thrive and grow up with a strong sense of identity and belonging. Sadly, this is not the experience for all.

Trauma expert Prof Judy Atkinson (2013) explains how colonisation – over 240 years ago – impacts Aboriginal children today: “The trauma of historical events associated with colonisation of Indigenous land can pass to children (inter-generational trauma). Even if protected from the traumatic life experiences of family, some Indigenous children, like non-Indigenous children, directly experience trauma through exposure to an accident, family violence and abuse. Although the effects of childhood trauma can be severe and long lasting, recovery can be mediated by appropriate interventions.”

Providing appropriate and genuinely inclusive responses to such complex societal problems is extremely challenging for schools when they are seeking to meet the learning needs of children who have been impacted by intergenerational trauma and ongoing trauma as a result of colonisation, including racism, poverty and violence.

Little has been published on how to create trauma-informed schools and even less is understood about the barriers to education experienced by Aboriginal and Torres Strait Islander communities. However, trauma-informed principles are consistent on what the evidence tells us about the needs of children and families who have experienced trauma – recognition of the impacts of trauma, safety, transparency, empowerment, choice, pathways to recovery, collaboration and cultural safety (Quadara & Hunter, 2016).

Many schools already have a strong focus on child safety. They have compliance checks, child safe policies and training for staff. Compliance and training is important, but these measures are not enough. Commissioner Robert Fitzgerald (2017) – one of six Commissioners leading the Royal Commission into Institutional Responses to Child Sexual Abuse – said there are three elements critical to creating and sustaining child safe environments: governance, leadership and culture. “You can have all the policies and procedures in the world, but if you don’t have the right culture, you will fail,” he said.

A safe whole school culture is essential, particularly for Australia’s First People who have survived generations of trauma; other survivors of traumatic events, like refugees; and children with sensory needs, like autism. What we know is that trauma causes ‘injury’ to the developing brain and impedes self-regulation, positive relationships with others and a view of the world around as safe (Bloom & Farragher, 2013). This knowledge guides MacKillop Education in creating culturally, physically and emotionally safe and inclusive schools and helping other schools to do so.

MacKillop Education schools, delivered by MacKillop Family Services in Maidstone and Geelong support children who are disengaged or at risk of becoming disengaged from education. MacKillop Education has been implementing a trauma-informed model in their schools for six years, in consultation with Aboriginal Torres Strait Island representatives, identifying what cultural healing looks like in schools.

Wungurilwil Gaggapduir Vision

All Aboriginal children and young people are safe, resilient, thriving and living in culturally rich, strong Aboriginal families and communities. Where this is not possible, that they are strongly connected to their culture, community and mob. That the voice of the Aboriginal child is heard and listened to, so that generational change can be achieved that will see more children returning home.

(Wungurilwil Gaggapduir, Victorian Department of Health and Human Services, 2018)

Esmat Manahan, MacKillop Family Services General Manager, Aboriginal Torres Strait Islander Service Development, contributed to the writing of *Wungurilwil Gaggapduir* and is guiding MacKillop’s cultural competence. *Wungurilwil Gaggapduir* marks the first tripartite agreement between the Aboriginal community, the child and family services sector, and the Victorian Government. “The best thing for Aboriginal children is to be connected to culture, country, family and community. MacKillop Family Services is committed at the highest level to incorporating the Cultural Principles of Self Determination through culturally competent and safe services. To help achieve this, all MacKillop staff receive cultural awareness training.”



Out of their extensive experience, MacKillop Education has developed their own cultural and trauma-informed school model called ReLATE: Rethinking Learning and Teaching Environments, for the Australian education context. ReLATE supports Catholic schools to build a culture of safety and wellbeing for learning founded on their Christ-centred values, and recognising the significance of cultural healing and connection to culture. ReLATE creates cohesion between Catholic Education requirements, school values and policies, staff and student safety, inclusion and wellbeing.

MacKillop’s belief in the power of a culturally safe and trauma-informed whole school culture has paid off – not only for students and families but for staff as well. The early findings of the independent evaluation of ReLATE, headed by Professor of Education Jo Deppeler, Monash University, show highly positive responses of teachers to recognition and better understanding of trauma, as well as changed practice. Findings from parents and students testify to the trauma informed way that staff are responding to student difficulties. “Teachers here get it,” reported a student at MacKillop Education’s school in Geelong.

To find out more about ReLATE, contact MacKillop Family Services on 03 8687 7448 or visit mackillop.org.au

Equity, Engagement, and Expectations

By Krista O'Connor

Project Manager, Emerging Leaders Incentive Scheme at Townsville Catholic Education

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



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

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

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

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

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

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

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

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

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

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

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

Opening Doors

By Vicki Clark OAM
Mutthi Mutthi/Wamba Wamba

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

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



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

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

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

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

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

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

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

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

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

It has opened doors that used to be closed.

Schooling for a Future of Strength, Respect and Equity

By Rosalyn Thomas

Aboriginal Education Consultant, Association of Independent Schools of NSW

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Catholics Acknowledging Australia's First Peoples

By Craig Arthur

National Administrator, National Aboriginal and Torres Strait Islander Catholic Council

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

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



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

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

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

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

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

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



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

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



www.natsicc.org.au

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

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

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

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

Index

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

 Academy of Mary Immaculate 88 Nicholson Street, Fitzroy VIC 3065	 Killester College 433 Springvale Road, Springvale VIC 3171	 Parade College Bundoora Campus 1436 Plenty Road, Bundoora VIC 3083 Preston Campus 8 Clifton Grove, Preston VIC 3072	 St Bede's College Mentone 2 Mentone Parade, Mentone VIC 3194
 Aquinas College 46 Great Ryrie Street, Ringwood VIC 3134	 Kolbe Catholic College Lysterfield Drive, Greenvale Lakes VIC 3059		 St Bernard's College 41 Rosehill Road, West Essendon VIC 3040
 Assumption College, Kilmore Sutherland Street, Kilmore VIC 3764	 Loyola College 325 Grimshaw Street, Watsonia VIC 3087	 Penola Catholic College Senior Campus 29 Gibson Street, Broadmeadows VIC 3047 Junior Campus 35 William Street, Glenroy VIC 3046	 St James College 156 Bignell Road, Bentleigh East VIC 3165
 Ave Maria College 14-22 Vida Street Aberfeldie VIC 3040	 MacKillop College Russell Street, Werribee VIC 3030		 St Joseph's College, Ferntree Gully 5 Brenock Park Drive, Ferntree Gully VIC 3156
 Caroline Chisholm Catholic College St John's & Sacred Heart 204 Churchill Avenue, Braybrook VIC 3019 Christ the King 65 Churchill Avenue, Braybrook VIC 3019	 Marcellin College 160 Bulleen Road, Bulleen VIC 3105	 Sacré Cœur 172 Burke Road, Glen Iris VIC 3146	 St Monica's College, Epping Years 10-12 Campus 16 Davisson Street, Epping VIC 3076 Years 7-9 Campus 400 Dalton Road, Epping VIC 3076 Country Campus (Ostia) Falls Road, Strath Creek VIC 3658
 CBC St Kilda Main Campus 11 Westbury Street, St Kilda East VIC 3183 Yr 9 Campus 295 Carlisle Street, Balaclava VIC 3183	 Marymede Catholic College 60 Williamsons Road, South Morang VIC 3752	 Salesian College, Chadstone Main Campus 10 Bosco Street, Chadstone VIC 3148 Mannix Campus Yr 9 Cnr Kelly Street & Swanson Crescent, Chadstone VIC 3148	
 De La Salle College Tiverton Campus 1318 High Street, Malvern VIC 3144 Kinnoull Campus 9 Northbrook Avenue, Malvern VIC 3144 Holy Eucharist Campus 1241 Dandenong Road, Malvern East VIC 3145	 Mazenod College Kernot Avenue, Mulgrave VIC 3170	 Salesian College, Sunbury 1 Macedon Street, Sunbury VIC 3429	 Star of the Sea College Main Campus Martin Street, Brighton VIC 3186 Year 9 Campus Anzac House, North Road Brighton VIC 3186
	 Mercy College 760 Sydney Road, Coburg VIC 3058	 Santa Maria College 50 Separation Street, Northcote VIC 3070	
	 Mount Lilydale Mercy College 120 Anderson Street, Lilydale VIC 3140	 Siena College 815 Riversdale Road, Camberwell VIC 3124	 Whitefriars College 156 Park Road, Donvale VIC 3111
	 Mount St. Joseph Girls' College 133 Maidstone Street, Altona VIC 3018	 Simonds Catholic College St Mary's 7-10 Campus 273 Victoria Street, West Melbourne VIC 3003 St Brigid's VCE Campus 20 York Street, Fitzroy North VIC 3068	 Xavier College Senior Campus 135 Barkers Road, Kew VIC 3101 Burke Hall Campus Studley Park Road, Kew VIC 3101 Kostka Hall Campus 47 South Road, Brighton VIC 3186
 Emmaus College Vermont South Campus 503 Springvale Road, Vermont South VIC 3133 Burwood Campus 285 Warrigal Road, Burwood VIC 3125	 Nazareth College Manning Drive, Noble Park North VIC 3174		
 Genazzano FCJ College 301 Cotham Road, Kew VIC 3101	 Our Lady of Mercy College (OLMC) 52 Cape Street, Heidelberg VIC 3084		
 John Paul College McMahons Road, Frankston VIC 3199	 Our Lady of Sion College 1065 Whitehorse Road, Box Hill VIC 3128	 St Aloysius College Main Campus 31 Curran Street, North Melbourne VIC 3051 Torquay Campus 41 Price Street, Torquay VIC 3228	
 Kilbreda College 118 Mentone Parade, Mentone VIC 3194	 Padua College Oakbank Road, Mornington, VIC 3931 Inglewood Crescent, Rosebud, VIC 3939 1585 Frankston-Flinders Road, Tyabb, VIC 3913		

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



▲ To Sunbury



▲ To Kilmore



▲ To Strath Creek

Locations

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



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▼ To Rosebud

▼ To Mornington

▼ To Frankston

▼ To Tyabb


Academy of Mary Immaculate

Est. 1857

“ Our 2020 College theme ‘Make it Happen’, is a strong goal which we intend to action throughout the year ”

Sr Mary Moloney rsm

KEY INFORMATION

Address	88 Nicholson St, Fitzroy VIC 3065
Telephone	03 9412 7100
Website	www.academy.vic.edu.au
Principal	Sr Mary Moloney rsm
Enquiries	Ms Kerri Ruff
Email	registrar@academy.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	670 students
Year 7	140 students; 5 classes
Languages	Italian, French & Japanese
Fees 2020	Yr 7 \$8,200 Yr 12 \$8,450
VCE UNITS 3/4	28
VCAL	No
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Academy
- Open Studio Art Club
- Chess Club
- Fitness Club
- Concert Band
- Jazz Band
- College Choir
- Chamber Choir
- Dance Team
- College Production
- Justice Group
- Debating
- Music Lab
- College Magazine
- Camps & Retreats
- Earth at Academy (Environment Group)
- National Computer Science Schools Competition
- Australian Mathematics Competition
- Have Sum Fun Online
- Australian Science Competition
- The Australian National Chemistry Quiz
- Engineering Awareness Program
- RAGE (Read and Get Excited) Book Club
- Junior and Senior String Ensembles
- Budding Biochemist
- Science Reptile Keeping
- Mathematics Club
- Mathematics Committee
- DOTs Digital Online Team



ACADEMY
OF MARY IMMACULATE

*‘The city school
for girls’*

VISIT US IN 2020

Talk & Tours run regularly throughout the year and are guided by the Academy Principal and student ambassadors. Please refer to CSG listing or academy.vic.edu.au/enrolments-and-contacts

WHAT MAKES US SPECIAL

As the city school for girls, Academy of Mary Immaculate sits at the crossroads of where education meets the real world. We want to develop in each student an appreciation and respect for our learning and living environment – from the local urban, to rural living, to global possibilities.

Our close connections with Melbourne's premiere learning and cultural centres enhance our learning programs. By conducting some of classes at Melbourne Museum, the NGV, and ACMI, we enrich students' social and cultural awareness and equip them for their future – whether they plan to go to university, to travel our world, or to work.

We match core curriculum with extension and support programs, and offer a wide range of co-curricular subjects, including in visual and performing arts, sports, social justice, and leadership initiatives.

Our Year 9 cross-curricular program, ‘Synergy’, brings together students' knowledge from all subjects to produce robust research investigations and learning projects. Students focus on the global city of Melbourne – both its history and their own place in its future – to develop their essential personal learnings and give them a forum to understand and imagine how a data and a digital-driven world can be harnessed to affect positive change to our learning and living environment.

We are committed to girls' education and have a strong belief in the future role young women will play in Australia and the world. The Mercy values that shape our school's daily life sustain this vision and results in a supportive learning environment.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

First Peoples education programs at Academy are both local and national in scope. From our location in Fitzroy – which has rich cultural significance to Victoria's First Peoples – our students form relationships between people and places to deepen their knowledge of Indigenous history and culture through experiential learning within the community and in the classroom.

The Black Mile Walk, Fitzroy Aboriginal Heritage Walking Trail, introduces middle year students to significant Indigenous Australians who have worked in the arts, politics and community health. Academy students visit renowned restaurant Charcoal Lane to learn from skilled chefs about using Indigenous ingredients in a modern menu – the focus is on the significance to country of food and its meaning – while a trip over the road to the Melbourne Museum unearths the latest research regarding Aboriginal agricultural practices.

In 2020 the College is offering a Wiradjuri immersion, which will run in conjunction with the Mercy eco-education coordinator and Wiradjuri elders in Bathurst, NSW. Based on Wiradjuri Country, the students will be ideally placed to connect with the Wiradjuri people. The immersion is designed to complement students' learning concerning sustainability and care for our common home.

Academy First Peoples education is broad and is experienced at all year levels. Particular highlights include the Koorie Heritage Scar Tree walk, visiting MAYSAR (Melbourne Aboriginal Youth Sport and Recreation Co-Operative), Reconciliation Week events and the Justice Fire Carrier group, who organise relevant documentaries, Indigenous art and cooking workshops as well as guest speakers.





Aquinas College

Est. 1961

“ Our mission is to promote quality education while developing an awareness of God in our lives, the value and connectedness of all human relationships, a sense of justice, a hopeful spirit and a love of learning. ”

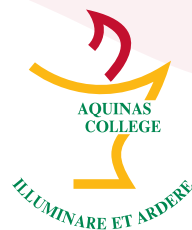
Mr Darren Atkinson

KEY INFORMATION

Address	46 Great Ryrie St, Ringwood VIC 3134
Telephone	03 9259 3000
Website	www.aquinas.vic.edu.au
Principal	Mr Darren Atkinson
Enquiries	Madeleine Kalla
Email	principal@aquinas.vic.edu.au
International Reg.	Yes
CRICOS	00127G
Gender	Co-educational
Year Range	Yrs 7-12
Enrolment	1,700 students
Year 7	300 students; 12 classes
Languages	French & Chinese
Fees 2020	Yr 7 \$7,330 Yr 12 \$7,330
VCE UNITS 3/4	36
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Borneo Expedition
- Building Bridges Program
- Choirs
- Concert & Jazz Bands
- Eastern Independent Schools Melbourne
- Fire Carriers
- Instrumental & Voice lessons
- Junior & Senior Musicals
- Kakadu Study Tour
- Makerspace
- Robotics
- Rock Band Workshops
- Senior Play
- Social Justice Group
- St Vinnies
- Strings, Percussion & Funk Ensembles
- New Caledonia Immersion
- Year 10 Presentation Ball
- Year 11 Arnhem Immersion Program
- Year 11 City Experience
- Year 11 French Study Tour
- Year 9 China Cultural Tour



*'Illuminare et
Ardere - To light
up and be on fire'*

VISIT US IN 2020

College tours occur once a month, with registration via the College website. Open Day is being held on Sunday 15 March, 2020.

WHAT MAKES US SPECIAL

“ Inspired by Gospel values and mindful of our Catholic identity, our Vision is to ignite the fire of learning and shine as a beacon of excellence, hope and love in the world”. Our College motto ‘Illuminare et Ardere’ is interpreted by us to mean ‘To Light Up and Be on Fire’.

We are committed to every student experiencing success in their personal learning and life development. It is for this reason that we provide a comprehensive curriculum complemented by state of the art facilities and offer strong support programs, enabling students to achieve their best. Student wellbeing is essential to good learning. A commitment to providing a child safe environment ensures that all in the College community are safe, respected, empowered and supported.

Student leadership is highly valued and opportunities abound for student led initiatives. It is an important mechanism by which connectedness with the College can be enhanced and allows our students to feel they have a voice in the learning process. We encourage our community to be active citizens and play a valuable role in our society, especially to give voice to those that cannot be heard. To this extent, we are preparing our students to exercise leadership in a global context.

Aquinas has focused on the visibility and transparency of learning with a visible curriculum; visible classrooms; visible data about students for teachers to use; visible student management in the learning environment as a shared experience with common expectations; and visible staff collaboration focusing on goals and high expectations, underpinned by professional learning.

The Years 7, 8 and 9 curriculums provide a rich, diverse and contemporary learning framework. Year 9 combines academic work with experiential learning experiences, with the goal to build ways to make schooling at Year 9 more challenging, engaging and rewarding. A broad range of subject choices is available to Senior Years' students, with curriculum from the Victorian Certificate of Education and Victorian Certificate of Applied Learning, as well as a broad offering of vocational learning options. Students can select courses by interest and ability from Year 10 as well as accelerate in VCE subjects and are encouraged to develop as critical and independent thinkers. Aquinas has a comprehensive co-curriculum that encourages involvement, leadership, community spirit, physical engagement, artistic endeavour, teamwork and Social Justice.

The College is a major secondary campus for St Mary's College for the Deaf and hosts a cohort of International Students. We are a fully accredited member of the Council of International Schools.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

As a FIRE carrier school, we are involved in a wide range of activities revolving around recognition and reconciliation of Indigenous Australians. At all our events we acknowledge the Wurundjeri people who are the traditional owners of the land on which our College stands. Our students form strong connections with the Mamadawere and Mikginj communities through our Arnhem immersions program and throughout the year we host a range of indigenous speakers who impart their experiences and knowledge to our community. The Aquinas Long Walk is held during Reconciliation Week and run in association with Michael Long's 'The Long Walk Foundation'.



Assumption College Kilmore

Est. 1893

“ Assumption College’s mission is to help young people find the confidence to live with passion and compassion. Assumption students are characterised by joy, hope and audacity, and our staff and parents collaborate to ensure that the young people we care for can achieve their dreams. ”

Kate Fogarty

KEY INFORMATION

Address	Sutherland St, Kilmore VIC 3764
Telephone	03 5783 5000
Website	www.assumption.vic.edu.au
Principal	Kate Fogarty
Enquiries	Bernard Jephson
Email	bernard.jephson@assumption.vic.edu.au
Gender	Co-educational, day & boarding
Year Range	Yr 7 - 12
Enrolment	1,270 students
Year 7	210 Students; 8 classes
Languages	French & Italian
Fees 2020	Yr 7 \$7,400 Yr 12 \$7,825
VCE UNITS 3/4	35
VCAL	Yes
VET	Yes
Connect via	f t i @

CO-CURRICULAR / CULTURAL ACTIVITIES

We are part of the Associated Grammar Schools of Victoria (AGSV) and the Associated Public Schools of Victoria (APS) sporting competitions with students able to represent across 17 sports.

Our cultural program covers AV, sound and lighting, dance, debating, drama, musical ensembles, photography, "Game Changers" and theatre production.



'Quae Supra Quae – Seek the things that are above'

VISIT US IN 2020

Join us at our Open Evening on Tuesday 24 March, 4:00pm to 7:00pm. Tours arranged by appointment.

WHAT MAKES US SPECIAL

The five characteristics of Marist education inform every aspect of Assumption life and set us apart. Indeed, staff and students are asked to model these in everything they do. They are family spirit, presence, simplicity, love of work, and in the way of Mary.

These characteristics call on us to relate to one another as members of a loving family. In a world thirsty for connection and belonging, we strive to be a place where a family spirit of love, respect and mutual trust are the wellsprings of growth and healing. We believe in each student's innate goodness and give preferential attention to those whose needs are greatest. In our presence to each other and through our joyful giving of ourselves, we model and promote the dignity of all. We are genuine, straightforward and honest, use simplicity in our teaching and encourage simplicity as a value in our lives.

We are dedicated to being an aspirational and responsive College that ignites a love of lifelong learning and celebrates personal excellence. We see Mary as a perfect model of the Marist educator. Like her, we seek to witness to and nurture in all a compassionate spirituality through which Jesus is known and loved.

Our motto – Quae Supra Quae – calls us to 'seek the things that are above'. In a world that demands innovation from both institutions and the future workforce, they are words to live by.

In 2020, Assumption College will start a dynamic new program called **myMAP**. The MAP in **myMAP** stands for Mastery, Autonomy and Purpose with the goal for students to experience deep learning in their chosen subjects, attain ownership of their learning and connect the knowledge and skills they develop to the world beyond Assumption College.

The program utilises year 7 as a transition year where students engage with a variety of diverse learning domains across the Victorian Curriculum. In years 8 through 10, students will enjoy a 3-year personalised program in preparation for their chosen certificate – VCE or VCAL.

The flexibility of the program empowers those who identify their goals early to experience deep learning in their chosen subjects and encourages those who have not decided on a path to continue with a broader and highly effective curriculum. **myMAP** is set to enhance the secondary school experience for current and future Assumption College students. The program was developed in collaboration with staff, students and parents and will continue to evolve to meet the needs of our community.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

We have close ties to the Indigenous community of Santa Teresa in the Northern Territory. A group of our staff and students annually immerse themselves in the culture, spend time with the locals and do a variety of jobs alongside them.

Due to our strong commitment to reconciliation, a group of staff and students have become FIRE (friends igniting reconciliation through education) carriers. This project is an initiative of the Aboriginal Catholic Ministry and the Opening the Doors Foundation.



18 Catholic Schools Guide 2020 – Celebrating Australia's First Peoples






Ave Maria College

Est. 1963

“Ave Maria College... where our girls develop courage to excel, confidence to thrive and compassion to love.”

Tanya Hutton

KEY INFORMATION

Address	14-22 Vida St Aberfeldie Vic 3040
Telephone	03 9331 9300
Website	www.avemaria.vic.edu.au
Principal	Tanya Hutton
Enquiries	Ms Carmel Brewster
Email	avemaria@avemaria.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	830 students
Year 7	150 students; 6 classes
Languages	Indonesian & Italian
Fees 2020	Yr 7 \$7,720 Yr 12 \$9,028
VCE UNITS 3/4	32
VCAL	No
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Absolute Maximum
- Book Corner
- C.A.R.E. Group
- Code Club
- College Production
- Creative Spaces
- Faith In Action Today
- Kokoda Challenge
- Lab Rats Science Club
- LOTE Competitions
- Mission Action Day
- Poetry Competitions
- Refugee Tutoring
- SCSA
- Soup Van
- Timor Leste Immersion Trip
- Overseas Study Tours
- Vocal Ensemble
- Winter Sleepout
- Year Level Charities

‘Striving for Truth through Love’

VISIT US IN 2020

Tours are held throughout the year and bookings are essential. Visit our website to register online or call the Registrar for further information.

WHAT MAKES US SPECIAL

Ave Maria College is distinct in being a Franciscan inspired College for girls, small in number but large in heart and mind! With an enrolment of 800 we are able to ensure every girl is known and catered for. At the same time we offer a broad and full range of subjects and co-curricular activities. Courageous, confident and compassionate young women is our speciality.

The girls at Ave Maria College can and do achieve great success, in its many expressions. They are expected to share our belief in their ability and worth: they are expected to strive, to explore, to speak up, to be kind and reach out, and to foster a mastery approach.

Of course, every student is unique. They come to us with differing gifts, unique abilities, and individual needs. Our teaching purpose and passion is to help each girl tap into their inner strength and help them discover all that they are: what they love and hope to develop within themselves.

The staff of Ave Maria College is certainly one of our great strengths. They too are individuals, who give daily witness to a learning environment where students are at the core of what takes place. Their expertise, their commitment and their shared belief in the girls is evident and very much a distinguishing feature of the College. Together, they work passionately to be at the forefront of excellence in the science of learning and the art of teaching.

As a Catholic College in the Franciscan tradition, we believe that we are all called to wholeness and unity – with each other and with God. We are a community which strives for truth and love and see our relationship with our indigenous sisters and brothers as a natural expression of our commitment to unity and to our shared humanity.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Ave Maria College is committed to working for reconciliation with Australia's first people. Located on the land of the Wurrundjuri people of the Kulin nation, we acknowledge and pay our respects to elders past, present and emerging. As a College community, we acknowledge, whenever we meet as a community that our place of beauty is, was and always will be traditional Aboriginal land. Together, we are on sacred ground, given as gift by our Creator God.

In keeping with the Victorian Curriculum, we ensure that growth in understanding of our Indigenous heritage is embedded within our curriculum. At Ave Maria College this is made most evident in the Domains of English, Humanities, Religious Education and the Arts. Across these fields, students engage with literature and art with a focus on building understanding and appreciation for the richness of Aboriginal culture. Within humanities, students gain greater knowledge of aboriginal history and understanding of connection to land through geography units of study.

Within Religious Education and as a whole community, we recognize and celebrate National Reconciliation Week. Students and staff engage in seminars and professional learning which includes story telling and dialogue. This year our focus was on the Uluru Statement from the Heart. In previous years we have engaged a local, indigenous musician who led students through his story via music. Together, we seek learning founded on knowledge and values of respect, justice and solidarity.



Caroline Chisholm Catholic College

Est. 1997

“At our College, we believe every student has talent – whether that is in STEM, music, sport or social justice, and give them every opportunity to succeed. Our curriculum encompasses core subjects as well as a number of extended opportunities.”

Mr Marco Di Cesare, Principal

KEY INFORMATION

Address St John's Campus (all-boys Yr 7 – 9)
Sacred Heart Campus (senior co-ed Yr 10 – 12)
204 Churchill Ave, Braybrook VIC 3019
Christ the King Campus (all-girls Yr 7 – 9)
65 Churchill Ave, Braybrook VIC 3019
03 9296 5311

Telephone cccc.vic.edu.au
Website Mr Marco Di Cesare
Principal College Registrar
Enquiries registrar@cccc.vic.edu.au
Email Yes
International Reg. 02184D
CRICOS Boys & Girls
Gender Yr 7 – 9 Junior Boys, Junior Girls
Year Range Yr 10 – 12 Co-educational
1,500 students
116 girls; 145 boys
Enrolment Italian, Japanese, Vietnamese, & Chinese
Year 7 Yr 7 \$4,230 Yr 12 \$4,990
Languages 47
Fees 2020 Yes
VCE UNITS 3/4 Yes
VCAL Yes
VET Yes
Connect via [f](#) [t](#) [@](#) [in](#) [v](#)

CO-CURRICULAR / CULTURAL ACTIVITIES

- Athletics Carnival
- Chess Club
- College Musical
- Debating
- English & Poetry Competitions
- Film & Photography Club
- Interschool Sports Competition
- Maths & Science Competition
- Music Soirees
- Outdoor Education & Retreats
- Performing Arts
- Public Speaking
- Robotics
- Sustainability Action Group
- Visual Arts



CAROLINE
CHISHOLM
CATHOLIC COLLEGE

*'Leaders in
Learning
Excellence'*

VISIT US IN 2020

Attend our annual Open Day on 17 May or book a tour of our three campuses by emailing our College Registrar or calling the College. For more information please visit our website.

WHAT MAKES US SPECIAL

Caroline Chisholm Catholic College is a co-educational secondary College in Melbourne's inner west, dedicated to learning excellence in an engaged, faith-filled and inclusive environment. With more than 83 nationalities represented, making us one of the most diverse schools in Melbourne, the College supports students to be the best they are called to be, whether academically with science and mathematics, artistically with music and drama, hands-on trades or through our co-curriculum activities, such as sports and social justice.

Our programs provide a strong foundation for future pathways, which is reflected in our academic results; 95% of our Year 12 students have gone onto tertiary education and in 2018 we achieved our median Study Score of 29, and 43 Year 12 students received scores of 80+.

Our College Dux achieved a 98.7 ATAR and a perfect 50/50 Study Score in Further Mathematics. Several students were successful in achieving scholarships to top tier universities. Our VET and VCAL programs continue to go from strength to strength. Students are able to enjoy real-life work experience while finishing their studies.

We have state-of-the-art science labs, a trade-training centre – complete with 3D printing, an indoor swimming pool, 820-seat auditorium, two libraries and a wholly-owned outdoor education campus, and a new performing and visual arts centre at our all-girls Christ the King Campus.

All students are given laptops and our IT infrastructure is a leader among schools in the area.

Our digital technologies studies offer students the opportunity to learn coding and programming and, if interested, participate in the VEX Robotics Challenge where they demonstrate their skills in robotics programming.

Students have access to online platforms that enhance their learning, and through our networks, including the University of Melbourne and Victoria University, students are able to gain insights into future studies and work opportunities.

Developed in association with the University of Melbourne, our Reading Program challenges each student to set individual goals and monitor their progress, building upon literacy skills developed during primary school and enhancing those required for success in the senior pathways.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Our motto of Many Minds, One Heart, reflects not only our Catholic faith, but also our commitment and recognition of Australia's first people through stories, songs, art, dance and language. We pay respect to past, present and future people who have roamed our lands for centuries. Our students engage with our first people's ancient cultural heritage through their studies, based on a mutual respect and dignity for each other, the land and stars above. As a Catholic community we have a challenge to continue to bring respect and appreciation for Australia's first people, and encourage students to learn more through their studies and outside in the community.



CBC St Kilda

Est. 1878

“A CBC education goes beyond the academic. We foster a sense of belonging and actively promote hope, curiosity, creativity and courage in all that we do. Our students can fully embrace the world and the opportunities that come their way.”

Mr Terry Blizzard

KEY INFORMATION

Address	Main Campus: 11 Westbury St, St Kilda East VIC 3183
Address	Yr 9 Campus: 295 Carlisle St, Balaclava
Telephone	03 9529 6611
Website	www.cbcsstkilda.com
Principal	Mr Terry Blizzard
Enquiries	Ms Oonagh Caldwell
Email	registrar@cbcsstkilda.com
International Reg.	Yes
CRICOS	00743E
Gender	Boys only in 2020 (Girls & Boys from 2021)
Year Range	Yr 7 - 12
Enrolment	520 students
Year 7	60 students; 3 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$9,515 Yr 12 \$9,930
VCE UNITS 3/4	30
VCAL	Yes
VET	Yes
Connect via	f t in v

CO-CURRICULAR / CULTURAL ACTIVITIES

- Performing Arts, Sporting, Social Justice & Community Activities incl:
- Yr 7 Musical Instrument Tuition
 - Annual Musical with sister school, PCW
 - Music Camp with PCW
 - Junior to Senior Bands
 - Rock Bands
 - Sports Academy
 - Snow Sport Team
 - Social Justice Group
 - Social Justice Immersion Trip to India
 - Cultural Exchange trips to Italy & Japan
 - Yr 7 Transition & Mentoring
 - Homework Club



*'Learning
Always'*

VISIT US IN 2020

We are accepting 2021 and beyond enrolments for both girls and boys in all year levels. Attend our annual Open Day in March or book a tour of our campuses by emailing our Registrar or calling the College. For more information please visit our website. All welcome.

WHAT MAKES US SPECIAL

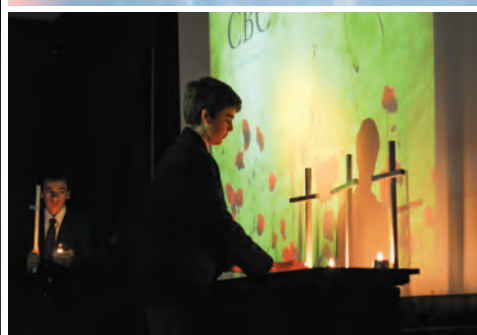
In 2021, CBC St Kilda is embarking upon a new journey, building upon the traditions of excellence to unveil an exciting, innovative and contemporary model of Catholic education for girls and boys. The re-imagined CBC will be a place where learning and personal growth have no limits. It will be a caring and supportive learning environment where student values are shaped and nurtured by the charisms of the Presentation Sisters and Blessed Edmund Rice. Girls and boys will work, play and adventure together in an environment which promotes respect, excellence, enquiry, challenge and fun! Girls and boys will develop the skills and confidence to thrive in life beyond the school gates. They will understand the work environment of the future and the need to be flexible, dynamic learners who will thrive in complex and rapidly changing situations. Girls and boys will implicitly know how to work side by side, guided by the values of respect, equity, justice and collegiality which will be lived every day at CBC. This builds upon the rich history of CBC, where students have worked together for many years in pursuit of academic excellence.

The genesis of CBC as a co-educational Catholic educational community provides a unique opportunity to offer a comprehensive and contemporary educational experience for girls and boys for 2021 and beyond. The transition to our exciting future has been carefully planned with extensive resourcing and consultation, to ensure that the very best academic, pastoral, spiritual and co-curricular outcomes are available to all students. The College is writing a new and exciting chapter in its history and looks forward to journeying with girls and boys from 2021.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

CBC is keenly aware of the need to work hard at creating a deep understanding of Aboriginal and Torres Strait Islander people and their cultures. The EREA touchstones that guide the CBC community are Gospel Spirituality, Inclusive Community, Liberating Education, Justice and Solidarity. These touchstones are a daily reminder of how we need to open ourselves and stand in solidarity with those who are marginalised. During Reconciliation Week our community gathered to learn and respond to the 2019 theme, Grounded in Truth: Walk together with Courage. We were very fortunate to learn from a Mutti Mutti/Yorta Yorta women about the impact of the Stolen Generation and her role in creating change. Students were reminded of the impact of the 1967 Referendum and the Mabo decision. Many left this session wondering What can I do? This question has shaped our planning for the future.

In learning areas across the school students have researched individual Aboriginal and Torres Strait Islander people who they were inspired by and created bollards which are placed around the school. These are a reminder to us of the rich history that we all belong to. Dadirri is another practice that CBC students engage in. The practice of deep listening is familiar for many students who explore their own spirituality through art and prayer. In 2019 a tree was used as a symbol for promoting Reconciliation Week. The tree of truth is what happens when the seeds of empathy, solidarity and love are sown. For CBC the tree represents the community we can grow into when we acknowledge our history, learn from it and move forward together.




De La Salle College

Est. 1912

“Our students learn and thrive in a supportive community, where a universal emphasis on wellbeing, academic excellence, spirituality and respect builds great young men of character.”

Mr Peter Houlihan, Principal

KEY INFORMATION

Address	Tiverton Campus: 1318 High St, Malvern VIC 3144
Address	Kinnoull Campus: 9 Northbrook Ave, Malvern VIC 3144
Address	Holy Eucharist Campus: 1241 Dandenong Rd, Malvern East VIC 3145
Telephone	03 9508 2100
Website	www.delasalle.vic.edu.au
Principal	Mr Peter Houlihan
Enquiries	Mrs Rachael Harmer
Email	enrolment@delasalle.vic.edu.au
Gender	Boys
Year Range	Yr 5 - 12
Enrolment	1,100 students
Year 7	196 students; 7 classes
Languages	French & Italian
Fees 2020	Yr 5 \$9,720 Yr 12 \$12,689
VCE UNITS 3/4	29
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Associated Catholic Colleges (ACC) competition
- Extensive musical opportunities – choir, soloist, band and ensemble
- The Duke of Edinburgh Bronze Award at Year 9
- Student Leadership Program from Primary to Year 12
- Mission Action Day
- Lasallian Foundation – Social Justice Immersion
- Brotherhood amongst students
- Gifted and Talented Education (GATE) program
- House System activities and competitions
- Drama and Musical Productions – Senior and Junior
- Sacramental program
- DAV (Debating Association of Victoria) competition
- Language – competitions, cultural study tours and exchange program



LEARNLIVELEAD

DE LA SALLE
COLLEGE

VISIT US IN 2020

To find out more about our 2020 College Tours or to book a Tour, visit us online at: www.delasalle.vic.edu.au/enrolment/collegetours

WHAT MAKES US SPECIAL

A non-zoned Catholic boys school, De La Salle College welcomes students from all over the Melbourne metropolitan area. What makes us special is, without the restrictions of designated priority parishes, we can give priority to all Catholic primary schools.

Proud of our academically non-selective, open enrolment policy, we provide a contemporary learning community that encourages and expects personal excellence. We operate in a culture of achievement and challenge, whereby each student is known and supported to achieve his full potential.

As a Lasallian College, our students contribute to the local and international community through volunteer and fundraising work. Through these opportunities students develop leadership skills, including, innovation, initiative and selflessness, along with a strong sense of compassion.

Established in 1912, De La Salle, Malvern now educates over 1,100 students across three campuses.

Our emphasis remains on developing the existing traditions and strengths of our 106 year Lasallian history. As a College, we encourage and develop young men of character and empathy, dedicated to their College, their studies and each other. Our overarching culture of challenge and achievement, faith and service, develops our students to become capable, well-rounded and respectful young men.

Our new Year 9 Campus, Holy Eucharist, Malvern East opened at the commencement of 2019 and offers a unique curriculum developed for our students in this formative year of study and wellbeing. This is a dedicated campus for our students, who are given a sense of ownership and self-direction at a critical juncture in their educational journey.

Senior De La Salle students are offered a range of pathways. VCE subjects are taught by passionate and skilled teachers. VCAL students have access to industry standard equipment and practices which place them in a position of strength when seeking post-secondary employment. Gifted and Talented students are provided with additional challenges, while tailored Education Support is also available. Social Justice programs and immersions ensure our students develop a social conscience and compassion for those less fortunate.

A dynamic Music department provides musical opportunities for our students, who feature prominently in College assemblies and Masses. Annual Performing Arts productions staged by the College in concert with Sacré Cœur and OLSH Bentleigh are supported by our student musicians.

Our commitment to contemporary learning included the construction in 2018 of the stunning Rheims Centre for Science and Technology at Tiverton, with breakout spaces and a modern fit out for digital and hands-on STEM experiences. In 2019 the historic Tower building has had a complete refurbishment to make the most of spacious classrooms, high ceilings and natural light.

Language study offers French and Italian, with immersive Cultural and Study Tours, exchanges and poetry competitions to enrich student experience. Business Management, Psychology, Legal Studies, History, Politics and Systems Technology as subjects are complemented by Student Leadership, Academic Recognition and a strong history of sporting achievements.

By serving the community, a De La Salle student lives the Lasallian charism and develops social skills and character which continue to give back to society long after he has left De La Salle College.



Emmaus College

Est. 1980

“We encourage our students to live by the key core values of faith, knowledge and service and to aspire to be the best they can be.”

Mr Tony Hirst

KEY INFORMATION

Address	Vermont South: 503 Springvale Rd, Vermont Sth VIC 3133
Address	Burwood (Y9@E): 285 Warrigal Rd, Burwood VIC 3125
Telephone	03 9845 3211
Website	www.emmaus.vic.edu.au
Principal	Mr Tony Hirst
Enquiries	Mrs Alison Alberico
Email	registrar@emmaus.vic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,340 students
Year 7	245 students; 9 classes
Languages	Italian, Indonesian & German
Fees 2020	Yr 7 \$7,075 Yr 12 \$7,075
VCE UNITS 3/4	36
VCAL	Yes
VET	Yes
Connect via	f t i o

CO-CURRICULAR / CULTURAL ACTIVITIES

- Debating
- Art Exhibition
- Peer Support
- Robotics Competition
- Italian Poetry Competition
- Indonesian Competition
- Short Story Competition
- College Production
- Music Ensembles
- Charity Concert
- Debutante Balls
- Camps
- Europe Trip
- USA Trip
- Exchange Student Sister Schools – Italy/Germany/Indonesia/USA
- Student Representative Council
- Central Australia Trip

*‘Faith, Knowledge
& Service’*

VISIT US IN 2020

Our Open Day is on
Thursday, 26 March.
Please visit the College website
for details of Tours and
Information Sessions.

WHAT MAKES US SPECIAL

Emmaus is well-recognised for its excellence in Catholic co-education in the eastern suburbs of Melbourne. We pride ourselves on providing a safe and harmonious environment for our students, whilst offering a broad and interesting technology-rich curriculum delivered by committed and quality teachers. The school has outstanding new and renovated facilities. Our newest facility, the Galilee Centre, was opened in 2017 and houses a 250-seat Lecture Theatre, 4 Language Rooms, VCAL, Careers, College Psychologists and Education Support. Construction will commence in 2020 on our newest centre – the Creative Industries Building – to house Music and Digital Media. Our Y9@E Program located at the Burwood Campus offers Emmaus students wonderful opportunities for innovative and engaging learning, while maintaining academic rigour during this pivotal year in secondary education.

We encourage our students to strive to be their very best in all aspects of life. We are confident that our co-educational school provides a more realistic way of preparing young people to take their places naturally in the wider community. In the contemporary society in which we live, it makes perfect sense for young people to be together in a co-educational environment during their formative teenage to young adult years. Emmaus has an outstanding House-based pastoral care program that aims to meet the personal needs of students with key elements being respect, positive relationships, responsibility and resilience. Social justice programs, leadership opportunities, performing arts, sport and a range of other co-curricular programs help ensure our students feel very much part of the Emmaus community. Great schools cannot exist without great students. We are proud of our students and confident that they will continue to be active contributors to society.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

We acknowledge traditional custodianship of the land on which Emmaus stands at the beginning of all College assemblies, liturgies and other gatherings.

At our Opening Mass each year, a senior student leader is commissioned as a FIRE Carrier. The purpose of the FIRE Carrier (Friends Igniting Reconciliation through Education) is to promote understanding of the first Australians' culture, history and spirituality. The message stick is used in all College liturgies.

During National Reconciliation Week, we hold a school assembly and Middle School students represent the College at local events during this Week, including the Aquinas Long Walk for Reconciliation.

Our biennial Central Australia trip includes a half-day immersion in a local indigenous community at Lilla, near Kings Canyon. Students and staff are “Welcomed to Country” with a smoking ceremony and participate in a number of activities including dot paintings based on stories of journey, and are taken to a number of sacred sites.

Many of our classrooms and the College Chapel contain Aboriginal designed and crafted crosses.

Areas of the curriculum, such as Year 9 History and Year 11 Religion and Society address aspects of Australia's Aboriginal heritage.



Genazzano FCJ College

Est. 1889

“ A Genazzano education encourages students to view the world critically, to be discerning in their decision-making and, most importantly, to understand that learning is a lifelong journey. ”

Ms Karen Jebb, Principal

KEY INFORMATION

Address	301 Cotham Rd, Kew VIC 3101
Telephone	03 8862 1000
Website	www.genazzano.vic.edu.au
Principal	Ms Karen Jebb
Enquiries	Registrar
Email	registrar@genazzano.vic.edu.au
International Reg.	Yes
CRICOS	03298G
Gender	Co-educational ELC Girls Prep - Yr 12
Year Range	ELC - Yr 12
Enrolment	980 students
Year 7	135 students, 6 classes
Languages	French, Italian, Latin & Mandarin
Fees 2020	Yr 7 \$26,360 Yr 12 \$29,685
VCE UNITS 3/4	34
VCAL	No
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Curation Club
- Book Club
- Chess Club
- Choirs
- Coding & Robotics
- Drama & Musical Productions
- GSV Sport
- Music Orchestras, Bands and Ensembles
- Painting and Drawing Clubs
- Rowing
- Strength & Conditioning Sessions
- AFL Umpiring
- Duke of Edinburgh Award
- Fire Carriers
- Friday Night School
- Language Clubs
- Public Speaking
- St Vincent de Paul
- Street Latin Club
- Student Voice & Leadership

VISIT US IN 2020

Open Mornings are regularly held throughout the year from 9.30am. They provide families with the opportunity to hear from the Principal and take a student-guided tour. Visit our website for dates.

WHAT MAKES US SPECIAL

Genazzano FCJ College has proudly educated girls for over 130 years in Kew, the same site that was originally secured by the 12 founding sisters, Faithful Companions of Jesus. We highly value our past and present students, our inspiring educators and our College community. Our vision encourages our students from ELC to VCE to approach life with optimism, to be creative learners looking for ways to contribute to society. Our all-girls environment from Prep to Year 12 enables each student to take intellectual risks and focus on achieving personal success across a wide range of academic pursuits including: an extensive curriculum, quality religious education, diverse co-curricular activities, and social justice programs.

Genazzano celebrates difference and diversity, and is an open entry school. We promote inclusion and provide every student with the chance to build upon their strengths, whatever their background.

Genazzano remains Victoria's only Catholic girls' boarding school, with a long and proud history educating and nurturing the wellbeing of our students for over a century.

Our exceptional facilities are surrounded by 17 acres of beautiful gardens, which collectively work to immerse students in a unique and inspiring learning environment. Located on a single campus, the College offers both Primary and Secondary students easy access to specialised facilities.

Genazzano has an aspiration towards excellence and works to motivate young women to challenge their potential and strive for greatness.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Genazzano has a proud tradition of respect for our Indigenous culture, with many immersion programs offered for different year levels. The Kimberley Exchange Program with St Mary's College, Broome, was initiated by the Sisters FCJ over 30 years ago and has continued ever since. The program was created to heighten students' awareness and appreciation of Aboriginal culture within Australia. Through the Exchange, students are given the opportunity to live and experience a very different lifestyle in the Kimberley; a remote and unique area of far north Western Australia.

The Exchange between Genazzano and St Mary's College, creates an opportunity for students from both schools to experience Indigenous and non-Indigenous life within schools, families and communities very different from their own. Through these experiences friendships are established, resulting in greater understanding and respect.

As part of the Year 9 program, Indigenous themes of 'Country, Family, Community and Spirituality' are integrated into the learning program. All Year 9 students have the opportunity to experience our Indigenous culture in the very centre of Australia, through a Central Australia Immersion experience. The students learn more about their own country and Australian identity, gain a deeper understanding of the Australian culture, to know more about our past stories and acknowledge the oldest culture in the world. The students listen to well-respected Indigenous elders so that they become less likely to make unfair judgements, inappropriate assumptions or incorrect generalisations out of ignorance. This program provides the students with a deeper understanding of the Aboriginal perspective in order to offer an authentic learning experience that gives a genuine point of difference and a rare opportunity to travel into country, visit and engage with a unique community and become challenged by what they see.



John Paul College

Est. 1979

“John Paul College is a vibrant learning community where each student is supported and challenged to achieve excellence. We offer an education that promotes resilience and faith in action. We are committed to maintaining high positive expectations and are attentive to the needs, goals and abilities of every student.”

Mr John Visentin

KEY INFORMATION

Address	McMahons Rd, Frankston VIC 3199
Telephone	03 9784 0200
Website	www.jpc.vic.edu.au
Principal	Mr John Visentin
Enquiries	Mrs Lisa Meddings
Email	johnpaul@jpc.vic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	960 students
Year 7	220 students; 9 classes
Languages	Italian
Fees 2020	Yr 7 \$4,950, Yr 12 \$6,000
VCE UNITS 3/4	23
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Aerobics and Dance Groups
- Annual Theatre Productions
- Breakfast Club
- Central Australia Trip
- Debating
- fcJ Young Women's Group
- Homework Club
- Immersions to Timor Leste, Philippines and India
- Italy and Europe Trips
- JPC Community Companion
- Monash Scholars Program
- Running Club
- Sacramental Leadership
- Science and Writing Masterclasses
- Ski Camp
- STEAM Altitude Program
- Teen Chef Competition
- Theatre Sports
- Tournament of Minds
- Vocal Ensembles & Choir
- Weekend and Year Level Retreats
- Youth Ministry



*'A place to learn,
grow and thrive'*

VISIT US IN 2020

Open days will be held on
Wednesday 18 March and
Wednesday 22 July. Tours
also depart throughout the
year, bookings can be made
via the College website.

WHAT MAKES US SPECIAL

Inspired by the Gospels' values, John Paul College is committed to creating and maintaining an environment within which all members of the College community experience being loved, being worthwhile, having a sense of belonging and being recognised as unique. We are a vibrant learning community where each student is supported and challenged to achieve excellence. We are committed to maintaining high positive expectations and are attentive to the needs, goals and abilities of every student. The College promotes the importance of wellbeing as the foundation to facilitating engagement, connection and learning.

At the heart of the College is the desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. Students enjoy coming to school as their personal narrative is known, respected and valued. Students are continually challenged to achieve academic success and model excellent learning skills and work habits. A diverse and rich curriculum is provided in all year levels to ensure interests, talents and aspirations are catered for and nurtured.

John Paul College offers parents, students and staff an opportunity to experience community life in a faith-filled environment. Each student is invited to develop their personal faith and the meaning and value in life through sacramental celebration, prayer, liturgy, retreats and other religious celebrations. Social justice initiatives are flourishing through our fundraising efforts and immersion programs to the Philippines and East Timor. Students willingly volunteer on a number of social justice initiatives and we are very proud of our young people who, in their service to others, enrich both their own lives and those around them.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

At John Paul College we acknowledge Aboriginal and Torres Strait Islanders as the first Australians. We recognise the land on which we work is home to the Bunurong and Boon Wurrung people of the Kulin Nation. We pay our respects to all Elders past, present and emerging.

Our College's Ngargee Centre for Visual and Performing Arts was named in collaboration with Boon Wurrung Elder Ms Fay Stewart-Muir and our past Principal Jane Tibb. Ngargee is the Boon Wurrung word for 'celebration', 'festival' 'dance' which is appropriate for the joyous activities led by our Arts students and staff. Ms Fay also helped the school source the 'Dance the song lines' artworks displayed on the entrance wall. This is just one of many stories linking our school to Aboriginal Reconciliation and awareness.

In 2019, the College connected along with our Bunurong Cluster Primary Schools, to become a commissioned Fire Carrier (FC) School by the Aboriginal Catholic Ministry. Our staff and student Fire Carrier Leaders created our FC Reconciliation Action Plan. This RAP is driven by the three core values of the program: Spirituality, Practical Reconciliation and Justice, and Cultural Recognition and Awareness.

One RAP action is to research past stories, artwork, signage, events and programs linking our school to Aboriginal Reconciliation and awareness via an Aboriginal Immersion trail.

We participate in the AIME program supporting Indigenous and African Australian students by offering mentoring and building cultural recognition and awareness. Our Year 11 students can immerse themselves in Aboriginal culture and build reconciliation as part of the annual Central Australia Camp.






Kilbreda College

Est. 1904

“ We are committed to providing a contemporary, supportive and holistic education that inspires a passion for learning, fosters a strong commitment to justice and encourages our students to live with *Strength and Kindness*. ”

Ms Nicole Mangelsdorf

KEY INFORMATION

Address	118 Mentone Pde, Mentone VIC 3194
Telephone	03 9581 7766
Website	www.kilbreda.vic.edu.au
Principal	Ms Nicole Mangelsdorf
Enquiries	College Registrar
Email	registrar@kilbreda.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	930 students
Year 7	155 students; 6 classes
Languages	Italian, Japanese & French
Fees 2020	Yr 7 \$6,300 Yr 12 \$6,300 + \$600 Capital Levy per family
VCE UNITS 3/4	29
VCAL	Yes
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Academic and Creative Competitions
- Art and Design Exhibition
- Camps and Retreats
- Creative and Performing Arts events
- Dance Club
- DAV Debating and Public Speaking
- Drama Club
- Duke of Edinburgh Award
- Extensive Sport Program
- FIRE Carriers
- Homework Club
- Instrumental Music Program
- International Study Tours and Immersions
- Robotics Club
- Social Justice Group
- Peer Support Program
- Student Leadership Program
- Sustainability Group
- Work Experience and Community Service

Strength and Kindness

VISIT US IN 2020

We invite you to join us for one of our regular Open Mornings, Talk and Tours or at our annual Open Evening. Please refer to our website for further details.

WHAT MAKES US SPECIAL

Kilbreda College, in the heart of Bayside Mentone, has been proudly educating young women in the Brigidine Tradition for over 115 years. Our College and Brigidine motto of *Strength and Kindness*, together with our College values of Compassion, Courage, Hope, Hospitality, Justice and Wonder, underpin every aspect of life at Kilbreda.

We encourage all students to become women of hope and compassion with a personal commitment to social justice and the courage to speak out and respond to the needs of others. Students are expected to strive in all their endeavours, to actively immerse themselves in the many opportunities available to them at the College and be kind and considerate of others.

Together, our dedicated staff, students and families form a collaborative, learning focused community that strives for continuous growth and focuses on the individual. We are dedicated to being an aspirational College that fosters a love of lifelong learning and celebrates personal excellence.

Each student is, of course, unique, bringing different gifts, talents, interests and individual needs with them to Kilbreda. We are committed to ensuring that each student is known and is both challenged and supported to develop spiritually, socially, academically and emotionally.

With an emphasis on wellbeing and community, our tailored programs and co-curricular opportunities foster an inclusive, nurturing school culture that encourages a sense of pride, purpose and belonging.

Through exposure to a tailored learning environment, purpose-built learning spaces, an extensive co-curricular program and a deep commitment to social justice and sustainability, our mission is to inspire and empower students so that they can flourish in all aspects of their lives.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Kilbreda College is built on the traditional lands of the Bunurong people of the Kulin Nation. We recognise that this land has always been a place of teaching and learning and we make a commitment to work towards reconciliation and justice for all Australians.

Since 2016 we have been active participants in the FIRE (*Friends Igniting Reconciliation through Education*) Carriers program. Students and staff are commissioned annually as FIRE Carriers and together they implement numerous strategies to increase community understanding of our Indigenous history and support reconciliation. One of the initiatives we are particularly proud of is our annual Indigenous Issues Forum, which brings together students from multiple schools.

As a College community, we celebrate NAIDOC Week, National Sorry Day and Harmony Day each year. Students also have the opportunity to participate in two multi-day immersion experiences, one to the Mornington Peninsula and the other to Central Australia. Here, they are immersed in Indigenous history and culture, traveling to many sacred sites and engaging with and hearing the stories of Indigenous Australians.

As a tangible reminder of the richness of our Indigenous history, the College is adorned with Aboriginal Art that has been created by students and Indigenous artists and through collaborative efforts such as our recent Artist-in-Residence project with a local Indigenous artist.





Killester College

Est. 1955

“Killester College challenges students to be creative and critical learners who act with strength and kindness in the Gospel tradition.”

Ms Sally Buick, Principal

KEY INFORMATION

Address	433 Springvale Rd, Springvale VIC 3171
Telephone	03 9547 5000
Website	www.killester.vic.edu.au
Principal	Ms Sally Buick
Enquiries	Mrs Susana Douglas
Email	principal@killester.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	915 students
Year 7	168 students; 6 classes
Languages	Italian & Indonesian
Fees 2020	Yr 7 \$2,600 Yr 12 \$2,600 (inclusive of camps and excursions)
VCE UNITS 3/4	27
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Anti-Bullying group
- Arts Committee
- Boost-teachers helping students
- Building Bridges Program
- Celebrations Committee
- Community Service Committee
- Human Powered Vehicle
- Justice and Democracy Group
- Maths Club
- Outdoor Education
- Participation and Leadership program
- Political Initiatives Group
- Senior Choir
- Sports Committee
- St Vincent de Paul club
- Student Council
- Theatre productions
- Music Ensembles: Jazz / Rock / Concert / Vocal / Swing Sisters / Yr 7 Choir / Heart Strings / HONK
- Athletics
- Football: Australian Rules / Soccer / Rugby
- Representative Sports
- Aerobics
- International Netball



*'A strong
curriculum
in a caring
environment'*

VISIT US IN 2020

Experience us in action
at one of our Open
Mornings on the first
Monday of each term.

WHAT MAKES US SPECIAL

Killester College is a Kildare Ministries school, guided and inspired by our Brigidine tradition. Our motto, "Strength and Kindness", challenges our students to develop in strength of intellect, mind, body and spirit. In our community, we continually strive for these qualities and witness them in our relationships with each other. As a Catholic school, the faith development of all students is central to our mission. The invitation for all is to 'Come and See'.

As a community, we draw our inspiration from the person of Jesus and the teachings of the Gospels. Students are encouraged to live out their faith in action by supporting and making a difference in the lives of the most vulnerable. It is in this context that we aspire to be people of hope.

The modern workplace increasingly demands skills and abilities, such as critical thinking, problem-solving, working co-operatively and collegially with others, a possession of ICT capabilities and the ability to effectively communicate. Killester has ensured such skills can be enhanced with the development of dynamic and student-focused learning facilities, including a flexible learning centre for Years 7 and 8, an open learning centre for Year 9 and a re-developed resource centre for all students. The delivery of technology, integrated across the curriculum, focuses on the development of a skill-set which is essential for the 21st century.

To further support our students, Killester College is working in partnership with the Australian Mathematics and Science Institute (AMSI) on a program called Choose Maths. The focus of this program is to help prepare students and teachers for a future where Science, Technology, Engineering and Mathematics will be even more important than they are today.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

We acknowledge the traditional owners of the land where Killester is built, the Wurundjeri people of the Kulin Nation.

We are a Catholic community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are part of our core values. We work to effectively, in cross-cultural situations, respond to the needs of a culturally diverse population.

We respond to the changing needs of our world and we strive to build an inclusive community through the provision of relevant and current curriculum and community works. In committing to the elimination of cultural barriers, Killester respects and acknowledges all of the cultures of our students and community, including Indigenous culture, across many curriculum areas, including Humanities, Religious Education, Technology, English, Health and the Arts – both performing and visual.

Students discuss Indigenous texts, they study the creation story of Murundak and rituals. Reconciliation, relationships and justice for the Indigenous peoples are key focus areas across year levels. There are incursions involving elders and the "Cultural Infusion" group, where students learn of Aboriginal art, story-telling, the Dreamtime and dance. Art excursions involve the Indigenous exhibitions, including the new "Bark to Neon". Ceramic pieces, influenced by research into Indigenous works, are also completed. Senior students have been involved in cross-school Reconciliation seminars during Reconciliation Week, together with the colours, artworks and posters displayed around the College.




Kolbe Catholic College Greenvale Lakes

Est. 2008

“Welcome to Kolbe, where each individual strives to reach his or her potential in a friendly and welcoming environment.”

Mr Nick Scully

KEY INFORMATION

Address	Lysterfield Dr, Greenvale Lakes VIC 3059
Telephone	03 8339 3060
Website	www.kolbecc.catholic.edu.au
Principal	Mr Nick Scully
Enquiries	College Reception
Email	office@kolbecc.catholic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,020 students
Year 7	216 Students; 8 classes
Languages	Italian
Fees 2020	Available on request
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Breakfast Club
- Chess Club
- Choir
- College Production
- DAV Debating & Public Speaking
- Homework Club: General, Literacy, Mathematics & EAL
- Instrumental Music & Band Program
- International Study Tours
- Lego Masters
- Plan for the Planet
- Politics Club
- Shrine Ambassador Program
- Social Justice Group
- Sport: SACCSS, Premier League & National Sporting Competitions
- STEM Club
- Sustainability and Environmental Group
- Techspert Program
- Tournament of Minds
- Walk Against Domestic and Family Violence
- Youth Group



*'Faith, Courage,
Compassion'*

VISIT US IN 2020

Discovery Day:
Tuesday 17 March

College Tours:
Tuesday 11 Feb, 5:30pm
Wednesday 17 Jun, 9:30am
Tuesday 11 Aug, 9:30am
Monday 9 Nov, 5:30pm

WHAT MAKES US SPECIAL

Kolbe Catholic College, inspired by the legacy of St Maximilian Kolbe – a story of heroism, courage and self-sacrifice, a beacon of hope for the future, provides our students with the opportunity to become the men and women they want to be – courageous leaders, academics, life-long learners, musicians, artists, trades people, sportspeople... the options are endless. Above all, Kolbe Catholic College provides an environment where our students can grow into responsible young Christian women and men.

At Kolbe Catholic College we place the physical, emotional and social wellbeing of students as central to their learning and physical development. The wonderful relationships developed amongst the students and staff through the vertical House System exemplify the pastoral and relational nature of the College.

The College has a strong academic program which offers multiple pathways for students to pursue tertiary education or move into trade-based qualifications. As well as growing VCE, VCAL and VET programs, where we offer courses on site in newly developed learning facilities, the College has also established various partnerships that enhance the accessibility of post-secondary pathways for students.

Our curriculum is innovative and diverse, providing students with opportunities for growth and to explore areas of passion. Our Ignite Program is an accelerated educational enrichment program which enables dedicated and high achieving students to be challenged. The Ignite Program links to early entry into VCE, VET and VCAL as well as early entry into university subjects and tertiary education.

At Kolbe Catholic College students have an opportunity to engage in STEM based programs which see them travel locally, Australia-wide and internationally to further their learning. Throughout these programs students learn to think critically and creatively as they engage in project based learning.

Co-curricular activities are an integral part of the life at Kolbe Catholic College, and link closely to the College curriculum. There are a variety of activities to choose from, catering for all levels and interests.

At Kolbe Catholic College, we encourage ALL of our students to 'Aspire to be more'.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

As a College we acknowledge the Wurundjeri people of the Kulin nation, the Traditional Owners who have walked upon and cared for this land for thousands of years.

Kolbe Catholic College strives to uphold the dignity of each and every individual and enables them to find their own path to success at the College and beyond. Indigenous students are encouraged to access cultural programs and opportunities, as well as educational services.

As a FIRE Carrier school, we illustrate our respect for Indigenous cultures. We aim to work together for the betterment of Aboriginal and Torres Strait Islander peoples.

The College engages with a range of vehicles to continually recognise and acknowledge Australia's First People. The celebration of NAIDOC Week and National Reconciliation Week, as well as participation in the CEM education and cultural day for Aboriginal and Torres Strait Islander students, are just some of the many examples of this.





Loyola College

Est. 1980

“Loyola celebrates its 40th Anniversary this year of supporting students to become ‘men and women for others’ inspired by our patron St Ignatius to see God in all things and to place their gifts and talents at the service of all.”

Mr Joseph Favrin, Principal

KEY INFORMATION

Address	325 Grimshaw St, Watsonia VIC 3087
Telephone	03 9434 4466
Website	www.loyola.vic.edu.au
Principal	Mr Joseph Favrin
Enquiries	College Registrar
Email	registrar@loyola.vic.edu.au
International Reg.	Yes
CRICOS	00558F
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,345 students
Year 7	254 students; 10 classes
Languages	French, Italian & Indonesian
Fees 2020	Yr 7 \$7,162 Yr 12 \$7,780
VCE UNITS 3/4	41
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- ACS & LCS Sport
- Art Attack
- Book Club
- Bike Riding Club
- Chess Club
- College Musical
- Computer Club
- Concord
- Culture Club
- Design Club
- e-Sports Club
- Fitness Club
- Games Club
- German Conversation
- Guitar Army
- History Challengers' Club
- Homework Club
- House competitions
- i-Nstein
- Inventors Club
- Loyola Ambassadors
- Lego Robotics
- Loyola Productions
- Loyola Young Vinnies
- Magis Club
- Maker Space
- Mountain Bike Club
- Movie Club

For an extensive list of all co-curricular activities on our website please visit our College website.



*‘Celebrating
a 21st Century
Education for
Girls and Boys’*

VISIT US IN 2020

Regular morning tours are held on Mondays. Please refer to our College website for morning tour dates.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Intercultural Perspectives at Loyola is an immersive, learning based initiative, embedded within both our curriculum and co-curricular activities. It is our commitment to prioritise the intercultural development of students so that they emerge from our community as respectful global citizens. The Ignatian mantra ‘Walking with Others’ is integral to the spiritual and intellectual growth of us all. We view cultural diversity as a strength – we are committed to providing a respectful and inclusive culture for all members of our college community.

We value most highly the connections we have developed with varying Indigenous organisations and individuals. Creating respectful relationships between Indigenous and non-Indigenous Australians is important in the broader social movement towards reconciliation. Our students are fortunate to participate in an array of opportunities which provoke and encourage honest conversation in the hope of enabling an empathetic platform from which to flourish. There are numerous curriculum based programs that enhance students' indigenous perspectives. Below are the activities that we have created to support the change we wish to ignite:

Our year 7 students participate in a performance based program facilitated collectively by Mitch Tambo of True Culture and Dance Mob. This program allows students to observe and engage in indigenous dance and storytelling, whilst also educating them on the importance of embracing and valuing the culture of our first peoples.

Our year 8 students are involved in a two-day program run by an organisation called High Resolves in conjunction with a team of Loyola staff. This interactive workshop is designed to help students view themselves as global citizens belonging to a single, yet diverse, human race. Students are challenged to recognise divisive messages and are empowered to interact with cultures in a constructive way.

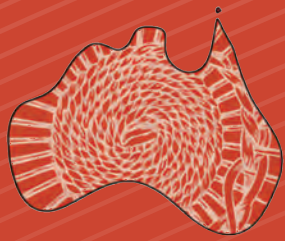
Our year 9 cohort participates in a three-day Surf Coast Walk which begins with a Welcome to Country and Smoking Ceremony conducted by Norm Stanley of Wada Wurrung country. Norm then attends our campsites on both evenings of the event and generously shares stories, experiences and a wealth of knowledge with the students. Respectful and insightful conversations are held, igniting in many of the cohort an enlightened perspective of Aboriginal history.

Harmony Day celebrations this year began with an Acknowledgment to Country by Mitch Tambo followed by a brilliant performance and inspiring speech. We also heard from Josea Roen a West Papuan refugee who endured a harrowing experience in his struggle for a better life. In February we filmed a selection of students and staff willing to share their personal immigration stories and created three videos titled ‘The Journey’, ‘The Challenges’ and ‘I am, You are, We are Australian’. These were seen by the entire college community throughout the day and culminated with the reveal of DNA results of three staff and three students. The DNA results certainly inspired many hours of conversation. Loyola is a ‘Fire Carrier’ school and varying staff and students will be in attendance at the 2019 conference in October. It is an incredible initiative we are committed to and we look forward to further strengthening our connections with the first peoples of this country.

We can only recognise the impact of the past on the present and continue moving forward to try to influence change where it is needed. We must continue to come together and to talk about how things can be done better and to discuss how we can move forward in unity and respect.

Vanda De Renzis-Tolli – Intercultural Perspectives Coordinator





FIRST LANGUAGES AUSTRALIA

Schooled in the Mother Tongue

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

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

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

– Faith Baisden, Manager, First Languages Australia

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SNAPSHOT OF INDIGENOUS LANGUAGES IN QUEENSLAND, NSW AND VICTORIAN SCHOOLS

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

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

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

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


MacKillop College

Est. 1970

“ Mary MacKillop spoke of the smallness of who we are – reminding us we are ‘but travellers’ among billions of travellers in a very large world. ”

Rory Kennedy

KEY INFORMATION

Address	Russell St, Werribee VIC 3030
Telephone	03 8734 5200
Website	www.mackillop.vic.edu.au
Principal	Mr Rory Kennedy
Enquiries	Amanda Gough
Email	registrar@mackillop.vic.edu.au
International Reg.	Yes
CRICOS	01220B
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,762 students
Year 7	326 students; 14 classes
Languages	French, Italian & Japanese
Fees 2020	Yr 7 \$5,460 Yr 12 \$6,300
VCE UNITS 3/4	40
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Animé Club
- Art Group
- Chess Club
- Choir
- Debating Team
- Drama Club
- EcoMack
- Guitar
- HarMack (Harmony at MacKillop)
- Homework Club
- iPAB (Business)
- Junior and Senior Band
- Junior and Senior Jazz
- Liturgy Group
- Orchestra
- Percussion
- Science Club
- Social Group
- Social Justice Group
- String Ensemble
- Vocal Ensemble
- WYNSPEAK (program)
- Zoo Crew



*‘Celebrating all life.
Challenging all
people. Dreaming
the new day.’*

VISIT US IN 2020

MacKillop College Open Day 2020:

Tuesday 21 July,
2:00-6:00pm

Please contact the College
Registrar for more
information.

WHAT MAKES US SPECIAL

The culture that permeates all that is MacKillop College, is one of dignity and inclusivity. We believe in the individual and simultaneously aim to educate the whole person according to what will most benefit them in their individual journey. Whether a student has an affinity for academia, politics, social matters, religion, leadership, sport, performance, hospitality, etc., MacKillop College strives to give our students the tools they may need to stand on their own, as part of a wider community and an ever more globalised setting. We are part of a multicultural country, and proudly represent that multiculturalism within our staff, students, teachings and policies.

This year is an especially significant year, as we celebrate fifty years as a College and community here in Melbourne's Western Suburbs. For fifty years, we have aimed to give students choice and opportunity when it comes to the futures they hope to create for themselves, and guidance when it comes to the goals that might, at times, seem unattainable. We have sought to enhance learning with state-of-the-art facilities, grounds that inspire and dynamic curricula that challenge.

As a community, we have grown far beyond what even our namesake might have envisioned nearly two centuries ago, and we stand proud in an ethos of inclusivity, acceptance and, ever, a need to protect the dignity of the human person.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Relating directly to this ethos, we proudly acknowledge the custodians of the land our College inhabits, the Kulin Nation. We weave the culture of this heritage together with the culture of our faith and serve both with respect and consideration to those who came before and those who will follow.

Recognition for, and the value of, Australia's first people is present in the lessons our students participate in, as Indigenous teachings, history and customs are integrated into everything from Language, Mathematics, Religious Education, and Health and PE, with particular focus given to a respect for land and environment, working together to find sustainable resources and lessen our carbon footprint.

Enveloping the academic perspective, is the social atmosphere actively being cultivated by staff and students. The now annual Diversity Parade, hosted by students within the College, is a part of the celebration of Harmony Week, and stands in honour of our society's need for equality, harmony, diversity and peace, and demonstrates the respect we feel for a multicultural perspective. Equally, our grounds contain various artworks that represent the Indigenous histories, land and people that are so crucial to our own history and culture.

Our theme for 2020, and in celebration of our fiftieth year, is 'Celebrating all life' and serves to highlight both our Catholic ethos as well as our Indigenous heritage. Continuously, as a College and a community, we are Celebrating all life, Challenging all people, Dreaming the new day.



Marcellin College

Est. 1950

“ Saint Marcellin Champagnat said that to educate young people we must love them and love them all equally. This is our mantra at Marcellin College. ”

John Hickey, Acting Principal

KEY INFORMATION

Address	160 Bulleen Rd, Bulleen VIC 3105
Telephone	03 9851 1589
Website	www.marcellin.vic.edu.au
Acting Principal	John Hickey
Enquiries	Michele Mellas
Email	registrar@marcellin.vic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,443 students
Year 7	243 students; 9 classes
Languages	Italian, Chinese & Indonesian
Fees 2020	Yr 7 \$11,790 Yr 12 \$13,170
VCE UNITS 3/4	39
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Student Leadership
- DAV Debating
- Public Speaking
- Tournament of the Minds
- Chess Club
- Youth Ministry
- Immersion Experiences | Cambodia, Bourke and South Africa
- Instrumental Music, Choral & Ensemble Program
- AGSV & VSRU Sport program
- Inter-House Swimming & Athletics carnivals
- Participation in Marist interschool carnivals
- Junior & Senior productions with Our Lady of Mercy College
- Victorian Young Leaders to China \ Indonesia
- Language tours to Italy, China and Indonesia & Exchange program
- Positive Partnership Seminars
- Game Changers – a Marist group focusing on faith development
- Time and Space Program
- VET opportunities on campus and with local TAFE providers
- Year 11 & 12 Retreat Program
- Annual Visual Arts and Technology Exhibition



*'Virtute Ad Altissima'
Through virtue and
courage to strive
for the highest*

VISIT US IN 2020

Our College Tours are wonderful opportunities to come to the College; meet our students and staff in action and learn about the many educational opportunities available at Marcellin. Please see the Enrolment section of our website for further details.

WHAT MAKES US SPECIAL

Giacomo Carbone, College Captain 2020

At Marcellin we are blessed with opportunities to contribute to the life of the school through our passions. We are presented with an environment in which we are embraced for what makes us unique. Whether our calling takes shape in sporting, music, chess, arts, debating, leadership or academia; we are surrounded by people who share our passions - who inspire us and enable us to thrive.

My personal time at the College has been no different. I can recall my year seven orientation day, when several insightful conversations in the music department left me exhilarated and excited for my embarkation on a brand-new journey. I could see a future full of chances to learn and enhance my skills, in my lifelong passion for music. The years I have now spent in direct experience in the field of music, through bands and ensembles, have seen valuable knowledge from teachers and fellow students passed down to me. I have been a witness to the value in teaching and inspiring one another, in a shared journey of growth, overcoming of obstacles and dedication towards success. My own experiences, and the thriving of my peers, are evidence to me of the power in a community like ours, where we all learn together.

The culture of our Marcellin family promotes the importance of inclusiveness, positive relationships and being hope-filled. Each day is full of opportunities and challenges for us to form and strengthen deep connections with each other. We know that by working together in a supportive and caring way we can truly develop as individuals and work as a community to strive for the highest with virtue and courage – Virtute Ad Altissima.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Welcome to the land of the Wurundjeri people, the traditional owners and caretakers of this land, which includes all the City of Yarra. The Wurundjeri territory lies within the inner city of Melbourne and extends from the mountains of the Great Dividing ranges south to the Mordialloc Creek, west to the Werribee River and east to Mt Baw Baw.

The Marcellin community recognises and respects the special place, culture and contribution of Aboriginal and Torres Strait Islander peoples as the First Australians and the traditional owners and custodians of the land on which the school resides today.

Our Wurundjeri Heritage Garden, located at the southern entrance of the Hermitage atrium, offers an opportunity for our community to pay our respect to the traditional custodians for their unique and spiritual relationship with their country. The garden celebrates the rich and diverse Wurundjeri culture and recognises the significant connection to place that the Wurundjeri-Bulak clan of the Woiewurrung people have with the Kulin Nation.

The College also wishes to acknowledge the Wurundjeri Tribe Land Compensation and Cultural Heritage Council and National Gallery of Victoria for permission to create a reproduction of William Barak's 'Figures in possum skin cloaks, 1898'. This art work features in our Wurundjeri Heritage Garden and our Catholic faith learning community draws much inspiration from William Barak's example of human dignity, deep story, dialogue and care for the other.






Marymede Catholic College

Est. 2006

“ Marymede Catholic College integrates a curriculum that is academically rich and innovative, with a broad and diverse co-curricular program, to provide all students with a complete education from Prep to Year 12. ”

Mr. Michael Kenny

KEY INFORMATION

Address	60 Williamsons Rd, South Morang VIC 3752
Telephone	03 9407 9000
Website	www.marymede.vic.edu.au
Principal	Mr. Michael Kenny
Enquiries	Mr. Michael Kenny
Email	registrar@marymede.vic.edu.au
Gender	Co-educational
Year Range	Prep - Yr 12
Enrolment	1,920 students
Year 7	224 students; 8 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$6,576 Yr 12: \$7,210
VCE UNITS 3/4	40
VCAL	Yes
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Academic Improvement at Marymede
- Arts/Crafts Club
- Chess Club
- Choir & Rock Band
- Coding
- College Musical
- Cosplay Club
- Dance, Games & Walking Clubs
- Debating/Public Speaking
- Film School
- French Club
- Girls Football Club
- Heritage Care Home Community Service
- High Performance Academy
- Instrumental Music Lessons
- Junior Band
- Knit-A-Square
- Lego Club
- LOTE Club
- Maths & English 'SOS'
- Science Talent Search
- Sessional Dance Classes
- Sing Squad
- Sports Academies
- Student Representative Council
- TeensConnect
- Tournament of Minds
- Wellbeing Club
- Wind Ensemble and Drum Corps
- Woodtime
- Writers Festival/Book Reading Club

*'A Complete
Education – A Prep to
Year 12 Catholic Co-
educational College'*

VISIT US IN 2020

We invite you to experience Marymede Catholic College first-hand at our Open Day, Sunday 15 March or at one of our regular School Tours. To book a tour please call the College or visit our website.

WHAT MAKES US SPECIAL

Marymede Catholic College is a young, vibrant school with outstanding facilities and vast opportunities. As a Prep to Year 12 College, we are in a unique position to provide your son or daughter with a COMPLETE education: an education that reinforces your family values in a dynamic, supportive and caring environment; an education that incorporates the latest technology, delivered by teachers who truly care about student learning; and an education that stimulates and actively encourages excellence.

Our College places a strong, dual emphasis on personal endeavour and pastoral care, which guides our graduates towards responsible, mature adulthood. As a College, we aspire, in the way of Mary, to give students a passion for life, a love of learning and a determination to be of service to others. Marymede's most tangible strength is its strong community. Our teaching and support staff are committed to working together with each individual student through all stages of their academic journey as they work to discover new pathways and aspire to achieve excellence.

With the incredible rate of change in all aspects of life, schools today grapple with the difficult question: **how do we educate students for a future we know little or nothing about?** At Marymede Catholic College, this is the challenge that underpins our focus in learning and teaching. Our key priorities are to foster in our students the skills of life-long learning, of critical and creative thinking, of moral and ethical reflection and of effective literacies that allow them to communicate effectively in a diverse range of real-world and virtual spaces. We look to foster their confidence and adaptability, their capacity to innovate, and their desire to strive to achieve their best. To assist them to develop adaptable skills that allow them to embrace change with optimism, to inspire a belief in their abilities and versatility, and to support them to become competent and creative learners committed to strive and equipped for success.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Recognition of Australia's first people lies at the heart of everything we do. Situated at the epicentre of our School grounds is 'Wurun Common', a beautiful plaza built around towering gumtrees and named in honour of the Wurundjeri people. From Kindergarten, where children learn the Our Father in the Woiwurrung language, or Year 12 where student leaders engage in social justice activities to support Indigenous communities and everything in between, our students have abundant opportunities to develop their understanding of Indigenous history and to appreciate the beauty of Indigenous culture.

Our curriculum engages students in rich cultural inquiry, with Indigenous perspectives interwoven throughout the RE program. With the support of the elders in the Wurrundjeri-Willum community, we are blessed with the opportunity to learn and participate in traditional ceremonies and to celebrate the extraordinary richness of cultures in our school community. Whether through participation in Reconciliation Week, Sorry Day or through the Acknowledgement of Country at the beginning of every school assembly, students at Marymede Catholic College are invited to recognise and respect the first people of our land.



Mazenod College

Est. 1967

“ Know who you are in the eyes of God. ”

Fr Christian Fini O.M.I

KEY INFORMATION

Address	Kernot Ave, Mulgrave VIC 3170
Telephone	03 9560 0911
Website	www.mazenod.vic.edu.au
Principal	Mr Tony Coghlan
Enquiries	Mrs Aylene Robinson
Email	frontdesk@mazenod.vic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,400 students
Year 7	252 students; 9 classes
Languages	Italian, Japanese & Mandarin
Fees 2020	\$7,600 per annum
VCE UNITS 3/4	29
VCAL	Yes
VET	Yes

CO-CURRICULAR / CULTURAL ACTIVITIES

- Book Club
- Building Bridges
- Choirs & Bands
- Community Service
- Debating
- Homework Club
- iSupport
- Lego Masters
- Mission Action Youth Organisation
- Musical
- Public Speaking
- Rosies Oblate Youth Mission

*‘Leave Nothing
Undared for the
Kingdom of God’*

VISIT US IN 2020

COLLEGE OPEN DAY:
Tuesday 3rd March.
4pm - 8pm

COLLEGE TOURS:
9.30am, 10.00am and 10.30am
Tuesday 19th May
Tuesday 21st July
Tuesday 20th October

WHAT MAKES US SPECIAL

Mazenod College was established in 1967 and has always been committed to developing a holistic approach to the education of young men in the context of gospel values.

Mazenod College is a Catholic Boys' College served by the Oblates of Mary Immaculate working in partnership with the Archdiocese of Melbourne.

Founded on the strength of the local Parish communities, we continue to be a community that installs faith, respect and support in the lives of the young men we serve.

Mazenod College has a strong Catholic tradition in the spirit of St Eugene de Mazenod, founder of the Oblates of Mary Immaculate.

The Oblates continue to live and serve the College, which includes current students, families and the Old Boys' Associations.

This strong sense of community encourages our students to foster and a sense of charity and an awareness of our social and global responsibilities.

Our students are actively involved in many charitable activities which include, Rosies Youth Mission and the Oblate Overseas Missions.

Looking to the future, Mazenod College seeks to challenge all in our community to "Leave Nothing Undared for the Kingdom of God".

To ensure that our students and staff have the most modern and effective teaching and learning resources, the College's facilities and cutting edge technology are continuously being developed.

Mazenod values the contribution of our parent body and recognises that this is a critical factor in assisting our students in their integration into a ever changing society.

Mazenod College is committed to the pursuit of excellence in the intellectual, social, moral, spiritual and cultural development of each student according to his unique capacity.

We offer a faith-centred education that focusses on all aspects of learning, encouraging students to grow into young men of great character and spirit.



Mercy College

Est. 1965

“Mercy College understands the dynamic world in which we live. Curriculum decisions are informed by the skills, knowledge and understanding young people require to prosper today and in the future.”

Ms Lila McInerney

KEY INFORMATION

Address	760 Sydney Rd, Coburg VIC 3058
Telephone	03 9319 9299
Website	www.mercycoburg.catholic.edu.au
Principal	Ms Lila McInerney
Enquiries	College Registrar
Email	registrar@mercycoburg.catholic.edu.au
International Reg.	Yes
CRICOS	02227J
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	500 students
Year 7	85 students; 4 classes
Languages	Italian & Indonesian
Fees 2020	Yr 7 \$6,080 Yr 12 \$6,080
VCE UNITS 3/4	32
VCAL	Yes
VET	Yes
Connect via	f t @

CO-CURRICULAR / CULTURAL ACTIVITIES

- Cultural International and Interstate Immersion Trips
- SCSA Interschool Sport
- Swimming and Athletics Carnival
- Camps and Retreats
- STEM Club
- Homework Club
- Annual Drama and Musical Production with Parade College
- Creative Arts Concert
- Student Leadership (across all levels)
- Music Ensembles and Various bands
- Science Extension programs IE Robogals
- Freedom Readers
- Chess Club

'Specialising in Learning for Girls'

VISIT US IN 2020

Saturday 29 February -
10:00am to 11:30am

Monday 2 March -
9:30am and 6:00pm

Wednesday 20 May -
9:30am and 6:00pm

Tuesday 28 July -
9:30am and 6:00pm

Saturday 1 August -
10:00am to 11:30am

Individual tours of the College can be booked via the website or email at registrar@mercycoburg.catholic.edu.au

WHAT MAKES US SPECIAL

As a Catholic girls' College in the Mercy tradition, Mercy College prides itself on educating the whole person – physically, emotionally and spiritually. We are proud of our rich history of educating young women in Years 7 to 12.

At Mercy College, the prospects for students' pursuits to be personalised is strengthened. We recognise the importance of providing opportunities for every student to pursue her dreams and explore unknown possibilities.

Each student is known. They are nurtured to be courageous, inquisitive and persistent learners. Our students develop an awareness of the way they learn and establish attitudes to be able to become lifelong learners. We dedicate time each day to developing a personal connection between our students their respective mentor teachers. Throughout the day the focus of lessons range from inquiry, adventure and problem solving to communication skills, physical challenge and creative expression. In our College, every student has the opportunity to discover her true self.

We respect, value and celebrate each student's gifts, talents and all that she brings to our community. We value student voice and our students take an active part in shaping the learning community. Our staff and students work together to improve learning experiences and outcomes in a visible way. In building a culture of excellence we ensure our students are equipped with the knowledge and skills to enable them to succeed wherever life may take them.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

We equip our young women within a global context and work in partnership with them and their families to develop an appreciation for our world and their place in it.

Our STEM program exemplifies inquiry-based learning through the study of global warming and by the investigation of renewable energy sources. At Mercy College, we provide our students with the opportunity to investigate the role of robotic technology in society and develop the skills necessary for coding. Digital learning is another element of our students' learning journey and we are committed to providing experiences for our students to explore the unknown.

Mercy College is dedicated to preparing students for the contemporary world. All students have opportunities to communicate, collaborate, innovate and problem solve. These experiences allow them to shape their identity, form opinions, challenge their thinking and create new knowledge. Students have access to programs that develop:

- critical and creative thinking through the study of algorithms and coding
- ethics via engagement with issues of justice and decision making
- intercultural understanding by encouraging inclusion and welcoming diversity
- personal and social learning through the development of relationships and resilience

Mercy College understands the dynamic world in which we live. Curriculum decisions are informed by the skills, knowledge and understanding young people require to prosper today and in the future.



Mount Lilydale Mercy College

Est. 1896

“Inspired by the Mercy tradition of Catherine McAuley, at Mount Lilydale Mercy College, we commit ourselves to striving for excellence in education, grounded in the Gospel teachings of Jesus Christ.” MLMC is a Ministry of Mercy Education Ltd.

Mr Philip A Morison

KEY INFORMATION

Address	120 Anderson St, Lilydale VIC 3140
Telephone	03 9735 4022
Website	www.mlmc.vic.edu.au
Principal	Mr Philip A Morison
Enquiries	Mr Terry Hill or Mrs Marilyn Ryan
Email	registrar@mlmc.vic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1,500 students
Year 7	260 students; 10 classes
Languages	Italian and Japanese
Fees 2020	Yr 7 \$6,860 Yr 12 \$6,860
VCE UNITS 3/4	40
VCAL	Yes
VET	Yes
Connect via	f t @ in v

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Academy
- Art and Wine Show
- Athletics
- Central Australia Trip
- Chess club
- CSYMA Activities
- College Band
- College Choir
- College Musical
- College Play
- Cross Country
- Debating Club
- EISM Sports
- Equestrian Team
- Frayne Speech Festival
- Homework Club
- Japan Trip
- Jigalong Immersion Trip
- Kool Skools
- Maths Club
- Mercy Day
- Origami Club
- Peer Support
- Social Justice Activities
- Homeroom Challenges
- Sustainability Group
- Swimming
- Tournament of Minds
- Yellow Ribbon Program
- Young Farmers Club



MOUNT LILYDALE MERCY COLLEGE

*Be your best.
Give your best.*

VISIT US IN 2020

College tours are held fortnightly. Taste of MLMC will be held on Thursday 16 April. Please see our website for further details and booking information.

WHAT MAKES US SPECIAL

At Mount Lilydale Mercy College (MLMC) we are committed to bringing out the best in every child. As a leading Catholic College in Melbourne's outer east, we're devoted to finding and nurturing the talent in each student. Our progressive, faith-based education across VCE, VCAL and VET is designed to inspire students to wholeheartedly engage with the world — to go out and make it a better place.

At MLMC every student has the opportunity to gain the skills needed to be their best and give their best in life — and this is what makes us special.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Mount Lilydale Mercy College acknowledges the Wurundjeri people as traditional custodians of the land upon which we work. In the spirit of reconciliation we are committed to working respectfully for all Aboriginal and Torres Strait Islander people and to honour their ongoing cultural and spiritual connections to this country. In this spirit the College undertakes a number of activities and initiatives that students can take part in. These include:

National Reconciliation Week

This is an important event celebrated at the College each year. The week gives us the opportunity to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort. A number of activities take place throughout the week including a Liturgy in the Chapel, with students and staff also invited to tie a ribbon on the railings outside as they say a prayer for peace and reconciliation.

Worawa Aboriginal College

Worawa is an Aboriginal secondary college for girls located in Healesville. We are fortunate to have a number of opportunities throughout the year for our students to come together. Each year in May the annual Worawa Sports Carnival is held in recognition of Reconciliation Week, where our girls in Year 8 to 10 compete in football and netball. We have also had the opportunity in recent years for some of our boys to take part in the Worawa Dreaming Ball in September.

Bunjil Day

On the first Tuesday in December all Year 9 students take part in Bunjil Day. On this special day, students are involved in a range of activities including: basket weaving, didgeridoo playing, boomerang throwing, indigenous games, and bracelet making. Elders from the Wurundjeri local indigenous community, including Murrindindi the Nurungita, take part in the day, along with representatives from Essendon Football Club's Michael Long Foundation. Through their stories, our students gain a deeper understanding of reconciliation and a deeper appreciation of the shared land that we live on.

Northern Territory Immersion

Each September, our Year 10 students have the opportunity to embark on an unforgettable journey to Central Australia and the Top End — highlights include visiting Uluru-Kata Tjuta, Watarrak (Kings Canyon), Kakadu and Nitmiluk national parks. For 11 days students explore the remarkable people and extraordinary country around Alice Springs and Darwin learning about indigenous culture, the history of the outback and its diverse landscapes and ecosystems along the way.



Mount St. Joseph Girls' College

Est. 1964

“ We aim to empower every student to believe in themselves and work together in a supportive community environment to achieve excellence and grow as faith-filled women determined to make a difference in the world. ”

Ms Kate Dishon, Principal

KEY INFORMATION

Address	133 Maidstone St, Altona VIC 3018
Telephone	03 8398 2000
Website	www.msj.vic.edu.au
Principal	Ms Kate Dishon
Enquiries	Ms Sherri Collins
Email	registrar@msj.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,072 students
Year 7	220 students; 8 classes
Languages	Italian, French & Japanese
Fees 2020	Yr 7 - \$4,360 Yr 12 - \$5,568
VCE UNITS 3/4	32
VCAL	Yes
VET	Yes
Connect via	f t i o

CO-CURRICULAR / CULTURAL ACTIVITIES

- Debating Association of Victoria Schools Competition
- Wyndham Youth Public Speaking Competition
- Rio Tinto Big Science Competition
- Monash Chemistry Challenge
- University of Melbourne Maths Fair
- Aurecon Bridge Building Competition (Engineering)
- LOTE Poetry Competitions
- Sister School Student Exchange Program
- Overseas (Italy/France/Japan) Study Tours
- National Student Leadership Development Colloquiums
- Instrumental music tuition and ensembles
- V.C.E. Top Acts
- V.C.E. Top Arts / Top designs exhibitors at National Gallery
- Edmund Rice Tutoring Program
- Secondary Catholic Schools Association Sporting Competition
- School Sports Victoria membership
- Duke of Edinburgh



*'Educating
Today – Shaping
Tomorrow'*

VISIT US IN 2020

OPEN DAY
10:00 am - 1:00pm
Sunday 19 April

OPEN MORNINGS
9:15am - 10:30am
Thursday 20 February
Thursday 19 March
Thursday 14 May
Thursday 11 June
Thursday 23 July
Thursday 13 August
Thursday 10 September
Thursday 22 October

WHAT MAKES US SPECIAL

Mount St. Joseph Girls' College is a Catholic College founded by the Sisters of Saint Joseph of the Sacred Heart with a proud heritage of over fifty years of nurturing, educating and inspiring young women.

The College motto is 'Virtue Courage'. This recalls the spiritual and dynamic leadership of Saint Mary of the Cross MacKillop and the founding Sisters of St. Joseph. It inspires our students with the courage to make decisions based on what is right and to strive with courage to use all the gifts and talents that God has given them.

We are a College that promotes values and experiences that enable learning, life and community to flourish.

Mount St. Joseph Girls' College has a rich heritage of striving for excellence in academic endeavour whilst nurturing young women to believe, lead, inspire and challenge.

The educational programs at the College maximise student learning and engagement through curiosity, creativity and collaboration. In a safe and contemporary learning environment, we encourage a love of learning through an innovative, dynamic and challenging curriculum.

All students are encouraged and supported to strive for personal excellence. The uniqueness, integrity and dignity of each person is respected and valued at the College.

Today, we continue to provide high quality girls' Catholic secondary education within the charism of St Mary of the Cross MacKillop.

We educate young women today, so that they can shape tomorrow.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Continuing in the legacy and footsteps of the Sisters of St. Joseph of the Sacred Heart our College promotes the need for justice and recognition for the First Peoples of Australia.

Through our social justice programs and various curriculum units, students learn about and engage with the history, spirituality and story of the First Peoples in our local area and nationally.

We celebrate Reconciliation Week annually and have strong connections with St. Joseph's school in the Kimberley where the Sisters of St. Joseph continue their work.



Nazareth College

Est. 1986

“ Nazareth is a Co-education Catholic Faith Community that allows individuals to discover themselves and learn how they can become valuable contributors in their communities. ”

Mr Sam Cosentino

KEY INFORMATION

Address	Manning Dr, Noble Park North VIC 3174
Telephone	03 9795 8100
Website	www.nazareth.vic.edu.au
Principal	Mr Sam Cosentino
Enquiries	Ms Bernadette Bryant
Email	enquiry@nazareth.vic.edu.au
International Reg.	Yes
CRICOS	01097M
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	680 students
Year 7	145 students
Languages	Italian, Japanese & Chinese
Fees 2020	Yr 7 \$6,400 Yr 12 \$6,375
VCE UNITS 3/4	32
VCAL	Yes
VET	Yes
Connect via	f t i in

CO-CURRICULAR / CULTURAL ACTIVITIES

- Aerobics
- Basketball Academy
- Camps (Years 7, 9, 12)
- Chess Club
- College Bands
- Debating
- Duke of Edinburgh Camp
- House Competitions
- International Trips
- Instrumental Tuition
- Leaders' Forum
- Music Ensembles
- Public Speaking
- SIS Sporting and Cultural Activities
- Soccer Academy
- Social Outreach: Blood Bank; Fundraising; Mini Vinnies; SCOPE Balloon Football; Soup Kitchen; Aged Care Visits
- STEM Program
- Teen Chef
- VCAL Community Service
- VET Music Program
- VET Dance Program



NAZARETH COLLEGE

'Be Known at Nazareth'

VISIT US IN 2020

We invite you to experience Nazareth first hand at our upcoming Tour dates:
Sat 14 March - 35 Year Celebration Carnival
Tue 12 May - Open Evening

Please visit our website for additional tour dates throughout the year and to make a booking.

WHAT MAKES US SPECIAL

At Nazareth College, students are provided with a safe and inclusive environment in which they can 'be known'. Our students thrive through the many curricular and extra-curricular opportunities provided to them. Students are able to try many new experiences which they hadn't considered before. Nazareth College recognises that every student has unique goals for the future and particular educational needs to reach those goals.

A key feature of the 'educational journey' at Nazareth College is our approach to personalised learning. In keeping this at the forefront of our curriculum, we are able to provide students with tailored programs to best suit their needs. These include, but are not limited to: our Accelerated Learning Laurel Program for Years 7, 8 and 9; Access Monash Champions Program (Champions for Education and Champions for Community); and LitSTEM Partnerships. Our Monash Champions Program provides an exciting leadership and personal development program for selected high-achieving Year 9 and 10 students building valuable leadership skills for both in the classroom and out in the community.

Support is given to our students to ensure that they are provided with every opportunity to discover their best pathway. In Years 10 to 12, there are several educational opportunities available to students including VCE (Victorian Certificate of Education), VET (Vocational Education and Training) and VCAL (Victorian Certificate of Applied Learning) with support from our dedicated Careers and Pathways staff.

Nazareth College prides itself on its strong, confident and well-rounded student body. The diversity within our College enables students to leave as young adults who work well with people from all backgrounds and prepares them for life in our growing Australian society. Nazareth offers students a host of opportunities during their time at the College. Students enjoy a variety of camps, Outreach Programs which build their sense of care for the community, mentoring by student tutors from Monash University, and language classes in Italian and Japanese.

The new LitSTEM Partnership with our feeder primary schools provides students with the space to explore future possibilities in Literacy, Science, Technology, Engineering and Media.

Nazareth is excited to have expanded its intensive sporting program to include both the Soccer School of Excellence and the Basketball School of Excellence. This goes hand-in-hand with our strong emphasis on succeeding in all facets of school life.

Nazareth's International Program also provides students with the opportunity to study and share life in and out of the classroom with students from around the world (China, Japan, Indonesia, Italy, Taiwan, Vietnam and more).

Nazareth College is a Catholic Co-educational College where every child is known and nurtured.






Our Lady of Mercy College (OLMC)

Est. 1910

“Our girls are encouraged, challenged, supported and heard as they navigate life's challenges and pursue their aspirations.”

Judith Weir, Principal

KEY INFORMATION

Address	52 Cape St, Heidelberg VIC 3084
Telephone	03 9459 2511
Website	www.olmcheidelberg.catholic.edu.au
Principal	Judith Weir
Enquiries	Ms Merri O'Halloran
Email	mohalloran@olmcheidelberg.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,200 students
Year 7	208 students; 8 classes
Languages	Italian, French & Japanese
Fees 2020	Yr 7 \$9,776 Yr 12 \$9,776
VCE UNITS 3/4	27
VCAL	Yes
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Anime and Manga club
- Artist Within
- Book Club
- Camera Club
- Chess Club
- Community Service – Bell Bardia, Camp Heidi, Detention Centre
- Public Speaking & DAV Debating
- Feminist Collective
- Great Victorian Bike Ride
- GSV – Girls Sport Victoria
- House Arts Festival
- Immersion experiences to Lake Mungo and South Africa
- Inter-House Swimming & Athletics Carnivals
- Language Exchange Programs in Italy, France & Japan
- Makerspace
- Music Ensembles and Choirs
- Prayer and Liturgy Group
- RACI Crystal Growing Competition
- Musical Productions
- Student Leadership Program



OLMC – Creating the script of your life.

VISIT US IN 2020

Regular tours (approximately 90 minutes) present an opportunity to meet the Principal, explore the College and ask questions about the curriculum. Dates and times are listed on the College website. Bookings essential.

WHAT MAKES US SPECIAL

At OLMC, we are particularly proud of our school climate and culture. Inspired by our Catholic faith and Mercy heritage, we are frequently blessed with many experiences and moments of living generously and gratefully. Our College values of justice, compassion, courage and joy are alive and well. Our students, their parents and our staff come to OLMC with values and behaviours that not only support but bring to life our mission and values.

We provide a safe and supportive environment for students to grow and thrive academically and socially. Our learning environments feature technology-rich spaces and purpose-built facilities for sport, the performing arts and science. Our Centenary Building provides a wonderful introduction to OLMC for Year 7 girls.

Families entrust the College to nurture their daughter's wellbeing, enhance their learning and guide their aspirations for life beyond school. This trust produces very powerful interpersonal relationships that have a profound impact on students' learning. While our core business is essentially focused on learning, the social and relational aspects of student growth remain at the forefront of our efforts. We value our role in enabling and nurturing friendships that endure well beyond students' time together at OLMC.

For their part, staff members contribute to a learning culture that aspires to excellence and continuous improvement. They are energetic, collegial, highly motivated educators who are passionate about learning, love teaching girls and are committed to their own professional growth.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

At OLMC, we are committed and supportive participants in recognising Australia's first people. As members of the FIR Carriers program, our students continue to raise awareness of the significance of Reconciliation to others in the College community. This involves looking for spaces where we embed Indigenous perspectives in our curriculum to celebrate the cultures and heritage of Aboriginal Australians.

Many of our faith and mission experiences create opportunities for students and staff to learn about and acknowledge the traditional custodians of our land. By way of example, each year a group of students participate in the Yingadi Immersion program at Lake Mungo.

The Yingadi Immersion was truly an incredible, life-changing experience that I will never forget. It is certainly not every day you get the chance to drive to a World Heritage Site such as Lake Mungo, and be completely off the grid for five days, spending time learning about Aboriginal Spirituality. We had the privilege of spending our time with Vicki Clark, an Aboriginal Elder of the Mutthi Mutthi tribe, who not only welcomed us with open arms into her home, but also invited us to learn about her culture in a way that we would never experience at school through a textbook.

To conclude the trip, we participated in a smoking ceremony and were commissioned to become FIRE (Friends Igniting Reconciliation through Education) Carriers, preparing to come back home and share this unforgettable experience with others.

The Yingadi Immersion was unforgettable. The incredibly positive and personal impact it had on all of us is something we are extremely grateful for and is an experience we will carry with us forever.

Ashleigh Miron – Year 11 Student







Our Lady of Sion College

Est. 1928

“ We work towards the full flourishing of each student by providing opportunities where interests can be pursued and individual growth is supported. ”

KEY INFORMATION

Address	1065 Whitehorse Rd, Box Hill 3128
Telephone	03 9890 9097
Website	www.sion.catholic.edu.au
Principal	Mrs Tina Apostolopoulos
Enquiries	Mrs Robyn McCann
Email	info@sion.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	980 students
Year 7	168 students; 6 classes
Languages	French, Chinese and Italian
Fees 2020	Yr 7 \$8,085 Yr 12 \$8,425 plus \$1,535 capital levy per family
VCE UNITS 3/4	27
VCAL	Yes
VET	Yes
Connect via	   

CO-CURRICULAR / CULTURAL ACTIVITIES

- Camps and Retreats
- Choir
- Concert, Jazz, String and Rock Ensembles
- Creative Arts Celebrations
- DAV Debating
- Denise O'Hara Science Academy
- Duke of Edinburgh
- GSV Sport
- House Activities
- International Partnership Program and Language Study Tours
- Junior and Senior Productions
- Language, Mathematics and Science competitions
- NASA Space School
- School Musical
- Social Justice Activities
- Student Leadership and Affirmation Program
- Year 9 Program (Ayin)

'Speaking the Truth in Love'

VISIT US IN 2020

We warmly invite prospective families to discover more at one of our regular Talk and Tour mornings, our annual Open Day or at our Information Evening. For more details and to book a tour, visit our website.

WHAT MAKES US SPECIAL

The Sisters of Our Lady of Sion established the College in 1928, and our vibrant community has worked tirelessly over the last 92 years to continue the vision the Sisters had in those humble beginnings – the desire to provide an excellent education grounded in faith for generations of young women.

The community at Our Lady of Sion prides itself on the fact that every student here is named and known. Our student leadership program supports young women who want to stand up for other young women. Their voices tell us about the issues to which they want to make a difference.

Our interfaith and social justice programs encourage students to look beyond the school gates and reflect on how they can be a voice for those without one.

The opportunities for growth and learning at Our Lady of Sion come in many different forms, from public speaking competitions to our award-winning voice and instrumental ensembles; from ballroom dancing to AFL umpiring.

When students leave our College at the end of Year 12, they leave knowing that they are forever part of a loving community that has supported them to embrace whatever life has to offer.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

As a school, we acknowledge that we are standing on land for which members and elders of the local Aboriginal community and their ancestors have been custodians for thousands of years.

In recognition of Australia's first people, Our Lady of Sion College has been commissioned as a FIRE (Friends Igniting Reconciliation through Education) Carrier school. We are committed to keeping the Reconciliation flame alight through education of our shared history and cultures. We strive to be the Living Flames that will ignite the Fire of New Dreaming of true justice, love, compassion and hope for the world today. We actively fundraise for Opening the Doors Foundation who support Aboriginal and Torres Strait Islander families in Victoria so that their children can participate in a positive educational environment.

These endeavours are further enhanced by the opportunity provided to staff and students to undertake an Indigenous Immersion experience to central Australia. This immersion offers an opportunity to learn about Indigenous culture with the purpose of fostering a greater understanding between non-Indigenous and Indigenous Australians and strengthening our commitment to reconciliation. Students and staff participate in a range of cultural experiences and interact with the Indigenous communities of Alice Springs and Uluru. They visit Indigenous schools and assist the Wanmarra Community with their horticultural initiatives. Upon return, students are invited to become FIRE Carriers with the responsibility of educating our Sionian community and beyond about important issues affecting the Indigenous community and developing initiatives that work towards promoting reconciliation.



Padua College

Est. 1898

“ At Padua College we offer an education for life, one that values mind, body and spirit. ”

Mr Anthony Banks

KEY INFORMATION

Address	Oakbank Rd, Mornington, VIC 3931
Address	Inglewood Cr, Rosebud, VIC 3939
Address	1585 Frankston-Flinders Rd, Tyabb, VIC 3913
Telephone	03 5976 0100
Website	www.padua.vic.edu.au
Principal	Mr Anthony Banks
Enquiries	Ms Lisa Jordan
Email	enquiry@padua.vic.edu.au
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	2,500 students
Year 7	464 students; 16 classes
Languages	Italian & French
Fees 2020	Yr 7 \$6,060 Yr 12 \$6,700 (includes Tuition and Composite fees)
VCE UNITS 3/4	33
VCAL	Yes
VET	Yes
Connect via	f @ in

CO-CURRICULAR / CULTURAL ACTIVITIES

- Athletics
- Choir and Vocal Ensembles
- Cricket
- Cross Country
- Equestrian Events
- Football
- Gymnastics & Aerobics
- Homework Club
- Human Powered Vehicle
- Instrument Tuition
- Literature Groups and Book Clubs
- Maths Challenge
- Social Justice Group
- Soccer
- Sustainability Group
- Swimming
- Training and Concert Bands
- Art and Technology Exhibition
- Book in a Day
- Camps and Year 12 Retreats
- College Production
- Debating
- East Timor Immersion
- Performing Arts Concert
- Public Speaking
- Teen Chef
- Warralong Indigenous Immersion



PADUA
COLLEGE

*'Positive, Creative
Learning'*

VISIT US IN 2020

School tours are held regularly at each of our campuses throughout the year. Please refer to our website for school tour dates and to make a booking.

Twilight Open Days 2020

Rosebud Campus:
Wednesday 11 March 2020
Tyabb Campus:
Wednesday 11 March 2020
Mornington Campus:
Thursday 12 March 2020

WHAT MAKES US SPECIAL

Established in 1898, Padua College is a co-educational Catholic College on the scenic Mornington Peninsula, providing positive education and engaging learning experiences for students in Years 7 to Year 12.

Our aim is to work in partnership with families to enable each student to use their unique God-given gifts to become the best person that they can be, and to use these gifts to make a positive contribution to their local, national and global communities.

Padua College is structured into three campuses at Mornington, Rosebud and Tyabb. Excellent staff, facilities, grounds and resources at each campus provide ample opportunity for students to excel in areas of curriculum, leadership and the sporting, cultural and religious life of the College.

Students start in the Year 7-9 Campus located closest to their home, then move to the Year 10-12 Campus at Mornington for their senior studies. This provides our students with individual care and support, specifically within their smaller 'House' community, where each student is known by name. All of our students benefit from the extensive facilities and diverse range of subjects that the larger College network provides.

In addition to a plethora of curriculum pathways, the College enjoys a strong sporting tradition and offers a wide range of co-curricular activities ranging from performing arts to social justice programs that see our students contributing to the wider community.

We aim to develop a love of learning and encourage personal growth by engaging our students with new experiences and opportunities for extension. Our dedicated staff are committed to the holistic development of each individual student and assisting them to reach their full potential with the social, entrepreneurial and life skills needed to have a positive impact on the world in which they live.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Padua College is committed to providing educational opportunities and creating an environment that instills an understanding and celebration of Australia's First People. This culture is developed through embedded good practice, such as Welcome to Country acknowledgments at the opening of official functions, celebrating events including NAIDOC Week, as well as tangible learning opportunities for our students.

The Warralong Indigenous Immersion Experience allows a selected group of Padua College students to experience living and working in the remote Strelley Community School, Warralong Campus, near Port Headland in WA. These comments from students reflect the impact of this experience:

"Warralong was a truly unique and rewarding experience... I made so many meaningful connections and memories that I'll cherish forever."
Flynt Robbins, Year 11 Merton

"Warralong was an absolutely amazing experience that I will always hold very close to my heart. The pride in their culture, their kindness, their sense of community and the friendships we formed, made the experience one I will never forget."
Jennifer Quinlan, Year 12 MacKillop

"An enriching and unforgettable experience which showed me the true value of things in life. The kids at Warralong will always hold a special place in my heart due to the strong bond we had."
Tess Hansen, Year 12 John XXIII



Parade College

Est. 1871

“Parade is a rich multi-dimensional and innovative learning community where each of our students is encouraged to achieve his potential and seek fullness of life.”

Mr Andrew Kuppe

KEY INFORMATION

Address	Bundoora: 1436 Plenty Rd, Bundoora VIC 3083
Address	Preston: 8 Clifton Gve, Preston VIC 3072
Telephone	03 9468 3300
Website	www.parade.vic.edu.au
Principal	Mr Andrew Kuppe
Enquiries	Roslyn Tabacco
Email	registrar@parade.vic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,900 students
Year 7	Preston: 70 students; 3 classes Bundoora: 290 students; 10 classes
Languages	Italian, French & Japanese
Fees 2020	Yr 7 \$6,306 Yr 12 \$6,942
VCE UNITS 3/4	60
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Homework Club
- Chess Club
- Science Club
- World Challenge
- Duke of Edinburgh Award Program
- Japanese Homestay Program
- International Trip to Italy
- Debating
- Public Speaking
- Battle of the Bands
- Musical Productions
- Various Musical Ensembles
- Ballroom Dancing
- Work Experience Programs
- Fire Carrier Program
- House Committee Engagement
- Leadership Programs
- Community Action and Social Justice Programs
- Advocacy Team
- Environmental Garden Team
- Sustainability Team



'A world of opportunities for young men'

VISIT US IN 2020

Our Open Day is on 16th February. Families also have the opportunity to visit our campuses at Preston and Bundoora during school hours. Bookings can be made via our College website.

WHAT MAKES US SPECIAL

Families who choose our all-boys educational setting do so because they realise that boys learn in a specific manner and that Parade College specialises in this field. Through an intentional focus on the intellectual, physical, social, emotional and spiritual development of our students, the Parade staff effectively address the complex nature of boys growing into responsible well-rounded young men.

Parade recognises that boys are generally physically active, competitive and apt to take risks. So, in their pursuit of high academic achievement and an active curriculum, areas such as well-being, resilience, empathy and the development of good character are also extremely important and equally developed.

Parade particularly offers:

- A strong caring environment through our pastoral House and Tutor System where our boys are really well known
- The promotion of academic excellence
- A huge range of co-curricular opportunities
- Advanced Placement programs
- Renowned Musical Productions and instrumental development
- Excellent sporting facilities
- High Performance Sport classes and a Sports Academy
- A specifically-developed Social Justice Program
- VET and VCAL pathways in amazing facilities

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Parade College has a large group of Aboriginal and Torres Strait Islander students who have a strong connection to culture and community. There are two Indigenous Education Officers at Parade, who assist the boys with their schoolwork and connection to their identity.

Some of the ways in which Parade promotes and celebrates Indigenous culture include:

- Visits from Wurundjeri elders who teach us about the Aboriginal history of the land on which Parade is situated. Year 7s and their staff complete a 'college walk' that has been created to encourage them to care for Country and learn about Aboriginal Spirituality at the beginning of their time at Parade. Parade also has an Indigenous Garden.
- Our indigenous students have designed AFL and Soccer jumpers for 2020's Indigenous Round to be held at Parade. Their designs have been based on what they have learnt about the land on which Parade was built. Indigenous ties have also been designed and produced by the boys.
- A keen interest from our boys to develop their cultural knowledge has developed into weekly lessons on how to play the didgeridoo. This will also be offered to all interested students.
- Participation in the AIME program where regular meetings are held throughout the year and a wealth of knowledge is gained. Parade's Indigenous students also participate in the Deadly Choices program, where they learn to make better choices about their health and wellbeing.
- Arnhem Land and Lake Mungo Immersion Programs for staff and students.
- Collaboration with Melbourne Storm where our Yr 11 & 12s prepare for life after school.

Connection to Culture is highly respected and valued at Parade College and the students develop a strong sense of identity during their educational journey.




Penola Catholic College

Est. 1995

“Penola Catholic College provides students with real life learning opportunities and experiences that will prepare them for the ‘business of living!’”

Mr Chris Caldwell

KEY INFORMATION

Address	Senior Campus: 29 Gibson St, Broadmeadows VIC 3047
Address	Junior Campus: 35 William St, Glenroy VIC 3046
Telephone	03 9301 2777
Website	www.penola.vic.edu.au
Principal	Mr Chris Caldwell
Enquiries	Marketing and Development Offic marketing@penola.vic.edu.au
Email	
Gender	Co-educational
Year Range	Yr 7 - 12
Enrolment	1500 students
Year 7	300 students, 12 classes
Languages	Italian, Japanese & French
Fees 2020	Yr 7 \$3,050 Yr 12 \$4,140
VCE UNITS 3/4	39
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Explorers Club
- Australian Stock Exchange
- Share Market Game
- Book Club
- Breakfast Club
- Ceramics Club
- Chess Club
- Computer Club
- English Language Homework Club
- Environment Action Team
- Fitness Club
- French Club
- Guitar Club
- Homework Club
- Italian Club
- Japanese Club
- Knitting & Crochet Club
- Mathematics Catch Up Club
- Science Catch Up Club
- Science Club & Fair
- Science Fiction & Superheroes Club

‘Real Life Learning’

VISIT US IN 2020

To request a Principal's Tour for 2020 please visit our website www.penola.vic.edu.au to register your attendance online.

WHAT MAKES US SPECIAL

Penola Catholic College provides real life learning experiences within an integrated three-school model of education which ensures students are engaged, connected and challenged at all parts of their educational journey.

Students commence their ‘Penola journey’ at the Glenroy Campus, and enjoy a smooth transition into secondary education through connection to friends and the support of friendly and caring staff.

The Year 9 program at the Broadmeadows Campus incorporates best practice research for co-educational learning with a focus on ‘project-based learning’ within an environment that is challenging, engaging and fun! Students explore learning within a real life context, and develop critical thinking and research skills which will be invaluable in senior secondary years.

Students complete Senior School studies (Year 10-12) in an environment that offers excellent facilities and an unparalleled range of subject offerings.

Students are supported in developing personal learning pathways that will set them up for opportunities beyond the College gates, including VCE, VET and VCAL subjects.

At Penola Catholic College, for both boys and girls, co-education provides a real life way of developing young people to take their places naturally in the wider community of men and women. It helps to break down misconceptions and stereotypes related to gender and provides an excellent foundation for the development of realistic, meaningful and lasting relationships in later life.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

The breadth of learning and vocational opportunities available at Penola is unparalleled and provides students with unique insights into their future work and study options. Learning occurs within a dynamic, diverse and creative real life environment which seeks to inspire, challenge and engage each student.

Penola focuses upon developing strategies which engage students and help them take responsibility for their learning, encouraging their development as independent learners and their capacity to work effectively in groups.

Technology is promoted and integrated into all aspects of teaching and learning. Establishing the basis for strong literacy and numeracy skills is fundamental to the Penola curriculum.

Our exceptional learning facilities are continually being updated to meet the challenges of the 21st century.



Sacré Cœur

Est. 1888

“ At Sacré Cœur we all thrive in a community that enjoys a deep sense of belonging and a passion for academic endeavour. We believe this is why our students achieve outstanding VCE results. ”

Mrs Anna Masters, Principal

KEY INFORMATION

Address	172 Burke Rd, Glen Iris VIC 3146
Telephone	03 9835 2700
Website	sac.vic.edu.au
Principal	Mrs Anna Masters
Enquiries	Ms Julie Muldoon
Email	admissions@sac.vic.edu.au
Gender	Girls
Year Range	Prep - Yr 12
Enrolment	720 students
Year 7	100 students; 4 classes
Languages	French & Japanese
Fees 2020	Yr 7 \$23,476 Y12 \$26,974
VCE UNITS 3/4	31
VCAL	No
VET	Yes
Connect via	f t i

CO-CURRICULAR / CULTURAL ACTIVITIES

- Arts festival
- 12 bands, ensembles, orchestra
- Choirs
- Clubs
- Competitions
- Dancing classes
- Debating
- Drama
- Enrichment programs
- GSV Sport
- House galas
- Immersion trips to Cape York, India, Philippines
- Interscholar snowsports
- Leadership
- Musical
- Private lessons in music, speech, singing
- Public speaking
- Robotics Club
- SCSA Sport
- Social justice action
- Sports carnivals
- Sports coaching
- Student exchange local and international
- Study tours to Europe, New Caledonia, US
- Theatre Sports
- Tournament of Minds
- Writer's workshop



*'Sacré Cœur
Women Shape
the World'*

VISIT US IN 2020

Join us for Tour Mornings
starting at 9.15am.

Wednesday 4 March
Wednesday 18 March
Tuesday 5 May
Friday 22 May
Tuesday 21 July
Thursday 27 August
Thursday 22 October

WHAT MAKES US SPECIAL

Sacré Cœur is an Independent Catholic School where young women are inspired and challenged to shape the world.

The transformation of heads, hearts and hands lies at the heart of a Sacré Cœur education. Our holistic approach to educating young women unites academic endeavour with a deep sense of care for each child and strength of community to create the truest expression of the Sacré Cœur way.

Laughter, inclusivity, deep friendships and the diversity of opportunity are evidenced in the girls' education. Our young women are encouraged to raise their voices and to look outwardly, applying their wisdom and skill. Students at Sacré Cœur feel a palpable sense of belonging and connection to their lived experience and benefit from a rich diversity of faiths within our community.

Our students benefit from our highly qualified and passionate teachers, many of whom are curriculum experts and VCE assessors. Our teachers embrace each child as an individual, meeting their learning and wellbeing needs from Prep to Year 12. As a result, our young women flourish and achieve exceptional results.

Creativity is a cornerstone of a Sacré Cœur education. From the Creative and Performing Arts to design thinking in STEM, we nurture the skills of creative thinking so that our young women can see and solve the challenges of today and the future. From 2021, we will enjoy exciting new learning spaces to support the development of our students' creativity. The new Science, Technology, Art, Mathematics and Resource building, currently in construction, will give our students four levels of inspiring learning spaces.

Our dedication to building confident young women with a commitment to academic endeavour and social justice, stems from our Sacred Heart tradition, and our founder of the RSCJ, St. Madeleine Sophie Barat. All Sacred Heart schools share in a mission to discover and reveal the heart of Jesus through the work of education. This mission of transformative education calls people to realise their true selves and bring about a more just society.

We are privileged to belong to an international Sacred Heart family of over 150 schools across 41 countries. Our extended international family helps to grow our sense of community as we learn together through exchanges, and engage in programs that support social justice initiatives locally and globally.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Sacré Cœur recognises that the School stands on Wurundjeri land. As a community we are committed to achieving a greater understanding of Aboriginal and Torres Strait Islander peoples, culture and history, and have faith that this will lead to a more united and fairer country for all Australians.

We believe education is key to achieving an understanding that leads to reconciliation. In 2020, and every two years, 45 students from Sacré Cœur immerse themselves in the Indigenous homelands of the Cape Yorke Peninsula. Students have the opportunity to make real connections with Indigenous Australians living on their own land and to be immersed in their culture and history. They learn, make, gather, eat, give and connect with Traditional Owners and Indigenous Australia.



Salesian College Chadstone

Est. 1957

“When we first chose Salesian College for our boys, we immediately felt that this was the correct decision. Six years later, with more years to come, we are continually reassured and confident with the decision we made. The community spirit of the school is special, and my boys always feel that they can be supported in every way.”

Jenny Vanderhorst, current parent

KEY INFORMATION

Address	Bosco Campus: 10 Bosco St, Chadstone VIC 3148
Address	Mannix Campus (Yr 9): Swanson Cr & Kelly St, Chadstone, VIC 3148
Telephone	03 9807 2644
Website	www.salesian.vic.edu.au
Principal	Mr Robert Brennan
Enquiries	Mrs Michelle Collins
Email	enrol@salesian.vic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,147 students
Year 7	205 students; 8 classes
Languages	Chinese (Yr 7, 8 and 9) and Italian (Yr 7-12)
Fees 2020	Yr 7 \$6,920 Yr 12 \$7,840
VCE UNITS 3/4	28
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR

- House Sporting Carnivals
- ACC Sport
- ACC Art Exhibition
- Sports Academy Program
- Monash 'Seniors on the Move' Community Service Program (Yr 9)
- Dante Alighieri Italian Poetry Competition
- Swinburne Italian Poetry Competition
- Red Cross Blood Donation Drive
- Oakleigh Connections Program
- St Vincent De Paul Fundraising

CULTURAL

- Student Leadership Program
- Legacy Public Speaking Competition
- Mary McKertich Public Speaking Competition
- College Bands
- Music Tours
- Music Concerts
- College Production
- Respectful Relationships Forums
- Chess Club
- Science Week Activities

*'Inspire, Educate,
Become Great Men'*

VISIT US IN 2020

Register online for our Monday Morning School Tours (during the School Term), and Information Evening for Future Families held in March, July and November via salesian.vic.edu.au/book-a-tour/

WHAT MAKES US SPECIAL

Salesian College Chadstone is a Years 7 to 12 Catholic boys' school for over 1,000 students. With two campuses located on either side of the Monash Freeway, we're located on 25 acres in the heart of Chadstone, since 1957. We welcome all boys and their families, celebrate diversity and promote relationships built on mutual respect. All in our community are treated as valued partners in laying the foundation for lifelong learning. We celebrate the achievements of all within an environment of joy and optimism.

A Salesian education is a journey that draws its inspiration from the spirituality and educational principles of our founder, St John Bosco. Our school community embraces students from all religious backgrounds, providing them with the knowledge and skills to explore, develop, nurture, live and celebrate their faith.

The education journey at Salesian College offers a host of academic, spiritual, social, cultural and sporting opportunities to enable our students to develop their gifts, achieve personal excellence and prepare for the future with hope and confidence. We cater for students across the entire ability range, providing opportunities for academically gifted students as well as comprehensive learning support programs. Pastoral Care is at the heart of all that we do at Salesian College, and we can be proud of our excellent record in supporting and nurturing students whilst they achieve the best they can through their secondary education.

Our recent building developments and advancements in curriculum communicate our commitment to progress, while our core pedagogical vision remains just as relevant as it was 63 years ago. Empowering young people to discover their own intrinsic goodness, while developing the skills and courage to express it in practical ways, is at the core of the Salesian Charism.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

At Salesian College Chadstone, we pay tribute to the Wurundjeri People, the traditional owners of the land on which our school is built on, at every formal whole school celebration.

Our Religious Education curriculum encourages our students to develop a better understanding of Aboriginal traditions, Aboriginal spirituality and the values we share. Our students explore the history of Aboriginal rights and freedoms in Australia in depth in Year 10 Humanities, and in VCE Australian History, students study Aboriginal understandings of land, communal ownership and the implications of changes in our physical and cultural environment for Aboriginal people.

In Visual Arts, our students consider how cultures and societies, including Aboriginal and Torres Strait Islander traditions, shape visual arts practice. Our Visual Arts teachers are considerate of protecting the integrity of Aboriginal and Torres Strait Islander cultural expression, while encouraging our students to respectfully engage with these traditional styles. In Visual Communication Design, our students learn about the guidelines architects follow when designing buildings, in taking into consideration the Indigenous history of the land on which they intend to build. At Salesian, we are committed to embedding an understanding of indigenous culture in our curriculum and College life.



Salesian College Sunbury

Est. 1927

“Ours is a community that enables young men and women to become life-long learners. We are committed to providing a supportive and encouraging environment for all.”

Mr Mark Brockhus, College Principal

KEY INFORMATION

Address 1 Macedon St, Sunbury VIC 3429
Telephone 03 9744 0000
Website www.salesiansunbury.vic.edu.au
Principal Mr Mark Brockhus
Enquiries Registrar
Email hello@scr.vic.edu.au
Gender Co-educational
Year Range Yr 7 - 12
Enrolment 1,300 students
Year 7 261 students; 10 classes
Languages Italian & Japanese
Fees 2020 Yr 7 \$6,600 Yr 12 \$6,600
+ \$500 building levy per family, +
\$470 ICT levy per student. 10%
discount second student, 20%
discount three or more students.

VCE UNITS 3/4

VCAL Yes

VET Yes

Connect via [f](#) [@](#) [in](#) [v](#)

CO-CURRICULAR / CULTURAL ACTIVITIES

- Agriculture and Horticulture
- Charity fundraisers
- College Production
- Cross-country
- Cultural Programs
- Dante Alighieri Poetry Competition
- Dance and Music performances
- Debating
- Duke of Edinburgh Award
- Enrichment Programs
- Instrumental lessons
- Overseas Language Tours and Mission trips
- Retreats, camps and study tours
- Rupertswood Harvest
- SACCSS & SSV Sporting
- Sacred Earth (Environment group)
- Social Justice Group
- Student leadership
- St Mary's College for the Deaf
- Young Vinnie's group

*'A Faith Community
committed to
Excellence
in Learning.'*

VISIT US IN 2020

When considering education for your child, it is important to see the prospective school in action. Our College holds several tours and Open days throughout the year. Discover why we are so different.

WHAT MAKES US SPECIAL

Salesian College Sunbury is a co-educational school providing quality education in a community of faith, in the spirit of St John Bosco. We pride ourselves on preparing students for the future. We encourage them to strive in all aspects of life and inspire them to enthusiastically engage with the world around them.

The school's values – community, learning, excellence, and faith – play an integral role in the success of the College, acting as a constant reminder of what is important. These four value pillars provide the basis upon which the College culture is built.

We believe that given the opportunity and right environment every student has the ability to strive for greatness. Learning at Salesian College Sunbury is student-centred, focused on supporting our students as independent lifelong learners, compassionate and engaged in life.

We welcome you to visit our College, meet our teachers, and see our expansive school grounds. Visit our website to apply online, make a payment or find out tour dates.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Our students at Salesian College Sunbury explore the complexities of Australian history through our #changethedate project. They examine a wide range of historical and contemporary sources to explore competing perspectives on the past.

Our unique setting brings these issues to life, the College is situated on the colonial-era Rupertswood estate, a symbol of British domination of an ancient landscape. Within sight of the Victorian mansion at the centre of the property, a rare example of an indigenous Bora ring stands within the College grounds. The ring, now under the custodianship of the Wurundjeri Tribe Council, is believed to be up to a thousand years old.

In the presence of these two symbols of our shared heritage, students are asked to ponder what once was and what we could become as a nation.



Santa Maria College

Est. 1904

“At Santa Maria College, our vision of One Community, Three Villages embodies our commitment to ensure every student is named and her story known, so she can learn.”

Mrs Deborah Barker

KEY INFORMATION

Address	50 Separation St, Northcote VIC 3070
Telephone	03 9488 1600
Website	www.santamaria.vic.edu.au
Principal	Mrs Deborah Barker
Enquiries	Mrs Kylie Lawtey
Email	registrar@santamaria.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	920 students
Year 7	168 students; 6 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$7,495 Yr 12 \$7,495
VCE UNITS 3/4	31
VCAL	Yes
VET	Yes

CO-CURRICULAR / CULTURAL ACTIVITIES

- Duke of Edinburgh Award
- Educational Tours of Japan and Italy
- Robotics
- Inter-school, regional and State sporting competitions
- Green Team
- Social justice
- Camps and retreats
- Inter-faith engagement
- Instrumental Music Program
- Choral Program
- Coding Club
- Immersions to the Philippines and Central Australia
- Dance
- National History, LOTE and Maths competitions
- Debating and public speaking
- Performing Arts
- Community service programs



SANTA MARIA COLLEGE
A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

*'Dare to do as much
as you are able'*

VISIT US IN 2020

Join us for a visit and feel the Santa spirit for yourself!
For details of Open Day and Discovery Tour opportunities, visit our website or follow us on Twitter or Instagram.

WHAT MAKES US SPECIAL

Santa Maria College is a dynamic secondary school for girls founded in the Good Samaritan/Benedictine tradition. Operating since 1904 our students are young women who have every opportunity to reach their full potential and to contribute to a world so in need of women of vision and substance.

Central to this endeavor is the commitment to know each student's story and to ignite each student's imagination. 'Dare to do as much as you are able' is both our College Motto and our goal for every girl. Underpinning this vision is our One Community, Three Villages model. Each Village at years 7-8, 9-10, 11-12 provides developmentally tailored programs and easy access to structures of support. Students are encouraged to know themselves as learners, to find their voice, to explore their creativity, and to engage with the broader community. Within each Village lasting friendships are made and every student is known and supported on her learning journey.

Santa Maria College is an authorised International Baccalaureate (IB) Global School delivering the Middle Years Program (MYP) from Years 7-10. Grounded in inquiry based learning, the IB/MYP fosters critical thinking, innovation, flexibility and collaboration and is a solid foundation for the senior pathways of VCE, VET and VCAL. Whether our students pursue post-school study, work or travel, the international context provided by the IB/MYP is a significant platform for future success.

The Duke of Edinburgh Award has been a staple of the Santa Maria program for many years. Bronze, Silver and Gold certificates are offered and students are supported to develop increasing levels of self-reliance, physical strength, teamwork and responsibility. The inherent challenging of gender stereotypes within the program means that students are confident in their abilities, can work in partnership with the wider community, and are ready to help shape a more just and compassionate world.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Santa Maria College has been enriched over many years by the presence of Aboriginal and Torres Strait Islander students and is further enhanced by the contributions of Uncle Trevor Gallagher who is a Gunditjmara elder. As a Koori Education Worker within the College Uncle Trevor mentors our Aboriginal and Torres Strait Islander students, leads both students and staff through cultural awareness programs such as the Spiritual Healing Trail along the Darebin Creek and facilitates engagement with local Aboriginal communities through a program called 'BBQ Billabong'. He is a key presence in the College's annual Sorry Day Assemblies, gifting us with smoking ceremonies, and advises on the incorporation of Aboriginal perspectives within the curriculum. At his instigation 'Yarning Circles' have been introduced to the Year 7 Humanities Program.

Complementing Uncle Trevor's work in the College is the Central Australian Immersion Program which is offered to students at Years 9 and 10, and the Aboriginal Heritage Walk at the Royal Botanic Gardens which is part of the Year 10 curriculum. The College also joins with neighbouring schools to participate in major events associated with National Reconciliation Week.






Siena College

Est. 1940

“We are committed to providing a challenging, enriching and supportive education, that empowers young women to go out and make a difference.”

Mrs Elizabeth Hanney, Principal

KEY INFORMATION

Address	815 Riversdale Rd, Camberwell VIC 3124
Telephone	03 9835 0200
Website	www.siena.vic.edu.au
Principal	Mrs Elizabeth Hanney (Principal)
Enquiries	Mrs Tracey Lawson
Email	admissions@siena.vic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	790 students
Year 7	150 students; 6 classes
Languages	Chinese (Mandarin), French and Italian
Fees 2020	Please refer to College website for 2020 fees
VCE UNITS 3/4	33
VCAL	No
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Artists in Residence
- Building Bridges - Dialogue Project
- Chess Club
- Community Service
- DAV Debating
- Drama Festivals
- Enrichment Programs
- Food Security Network Project
- GSV Sport
- Indigenous Immersion Trip
- Language and Cultural Immersions (China, France, Italy and South Africa)
- Music Concerts and Soirees
- Musical productions
- Pillars Leadership Program
- Public Speaking Competitions
- Siena Writers Group
- St Vincent de Paul Street Retreat
- Student Representative Council
- Sustainability Programs
- Tournament of Minds



SIENA
COLLEGE
CAMBERWELL

*'Connecting girls,
empowering
young women'*

VISIT US IN 2020

Open Morning Dates

Friday, 7 February
Monday, 4 May
Friday, 12 June
Monday, 10 August
Friday, 11 September
Monday, 19 October
Tuesday, 1 December

Twilight Open Evening

Tuesday, 3 March,
4.00pm-8.00pm

WHAT MAKES US SPECIAL

At Siena College student wellbeing is underpinned by the relationships students develop with their teachers and their peers. The relationships are based on the Gospel and Dominican values of love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice. The inherent dignity of each person is celebrated within a school environment that is safe, supportive, inclusive, empowering and where diversity is respected and valued, where human rights and the common good are honoured. The College recognises that enhanced student wellbeing contributes significantly to improved student learning outcomes, and that students' wellbeing is significantly enhanced by a sense of belonging.

These relationships are reflected in our Learning Framework and in our programs and practices. Siena College is a Restorative Practices school where evidence based programs are woven into all aspects of College life. It is our aim to empower students to reflect on their actions in light of reverencing relationships. We believe that this holistic approach to education will enable students to flourish and will provide them with the skills to excel in a world that they will lead and flourish in.

Antonella Rosati
Deputy Principal Wellbeing

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Siena College acknowledges that our school community stands and meets on the sacred lands of the Wurundjeri peoples. Acknowledging this truth is integral to our school community and providing opportunities for our students to engage with Australia's First People and learn from them are of vital importance to us.

FIRE Carriers (Friends Igniting Reconciliation through Education) are leaders within the school who work to promote reconciliation and understanding within the Siena Community.

Additionally, students are invited to participate in a cultural immersion to Central Australia. This opportunity enables students to consider a life and a lifestyle uniquely different to their own as they walk with and live amongst the world's oldest living culture.

Students journey the Anangu Pitjantjatjara Homelands in northern South Australia about 100 kilometres south of Uluru. They step out of the routine and pace of Melbourne life and into the quiet and contemplative classroom of the desert. It is here that they learn song lines and traditions and have the time and the space to confront truths and question what they have come to know about our Indigenous brothers and sisters.

When the students return home, their experiences provide a new lens from which to advocate for the rights of our First Peoples. Such opportunities, combined with rich curriculum and the Dominican charge of Truth seeking, help to form Australians who are knowledgeable, empathetic and informed about our past and individuals who are aware of and responsive to the concerns of the times and willing to work towards a more inclusive and just future.

Bronwyn Illott
Head of Justice Education




Simonds Catholic College

Est. 1996

“At Simonds Catholic College, our students are individually known, supported and inspired to become young men who are fully prepared for the future.”

Mr Peter Riordan

KEY INFORMATION

Address	St Mary's 7-9 Campus 273 Victoria Street, West Melbourne, VIC 3003
Address	St Brigid's 10-12 Campus 20 York Street, Fitzroy North, VIC 3068
Telephone	03 9321 9200
Website	www.sccmelb.catholic.edu.au
Principal	Mr Peter Riordan
Enquiries	College Registrar
Email	info@sccmelb.catholic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	430 students
Year 7	84 students; 4 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$2,990 plus Levies & Laptop Yr 12 \$3,840 plus VET
VCE UNITS 3/4	20
VCAL	Yes
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Book, Chess, Arts & Music Club
- Choir
- Performing Arts Night
- Debating & Public Speaking
- Enrichment Programs
- Homework Help Club
- Social Justice Activities
- Maths Games Day
- Overseas Cultural Tours (Japan/Italy)
- Simonds Day Celebrations
- Breakfast Club
- Year 12 Retreat
- ACC Arts & Technology Exhibition
- ACC Culinary Competition
- Michael Carmody House Cup
- Associated Catholic Colleges (ACC)
 - Chess, Music, Drama, Debating & Public Speaking, Leadership & Sports events
- Year 10 Work Experience Program
- Year 10 Social
- Year 12 Formal
- Student Representative Council
- Art & Technology Exhibition
- Year 7 & 8 Camps
- Year 9 Wilderness Camp
- Year 9 Canberra City Trip



*The Inner City
School for Boys*

VISIT US IN 2020

Principal-led tours are conducted regularly during term time throughout the year. See school website for further information.

WHAT MAKES US SPECIAL

Our vision is to develop confident, well-rounded young men who have hope for their future. Established in 1996, Simonds Catholic College is located across two inner city campuses in West Melbourne and Fitzroy North. Our close proximity to the city makes the school easily accessible by public transport, and allows our students to take advantage of the many sporting and cultural precincts on our doorstep. Our small size allows for each student to be known, supported and inspired. It also provides students with an abundance of opportunities to represent the school in activities from Debating, Chess, Performing and Visual Arts to our numerous ACC sporting teams.

Whilst we aim to inspire the boys to strive for academic excellence, we also have a holistic approach to education. Our student wellbeing, pastoral care, outdoor education camps and leadership programs allow for personal development and growth, enabling each student to discover and develop their unique potential. Simonds Catholic College has a rich mix of cultural and social backgrounds and we believe that every child deserves an opportunity to receive a high quality education.

When boys enrol at Simonds Catholic College we ask them to take full advantage of the abundance of opportunities offered to them within our spiritual, academic, sporting, cultural and social dimensions. We challenge them to become courageous, resilient and hope-filled global citizens who will impact positively on the future.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

It is easy to take for granted the high quality education that all Australians can access, to forget the advantage Australians have over children in countries that are not so economically developed.

At Simonds Catholic College, we impress upon our students that with such advantage comes responsibility; the responsibility to maximise natural gifts and talents to become positive contributors in a world that they will one day be in charge of. Thus, more than just delivery of curriculum that equips students with the skills expected of modern-day workforces, our main task in educating students is to build a culture that celebrates effort and provides strategies for coping when effort is not always immediately rewarded. Through our wellbeing programs and activities, many of which are lead by students, guided by our dedicated Wellbeing Coordinator, we teach and promote compassion, resilience and support. Our staff, too, are charged with the responsibility of modelling individual endeavour, collaborative action and respectful communication, for it is only through endeavour, collaboration and respect that a healthy future can be assured. In retaining a focus on practical skills through our VCAL program and technology classes, which range from food preparation to computerised design, we complement the essential academic skills of literacy and numeracy with life skills that enable our students to become more self-sufficient in their homes and communities.

At Simonds Catholic College, boys become well balanced men poised to carry the competitive advantage they gain from six years of Catholic Education into a future that is both challenging and exciting.



St Aloysius College

Est. 1887

“Parents hope that their daughters will be healthy and happy, they hope that they will be challenged and they hope they will be well prepared for a bright and rewarding future. So do we. That's really the beauty of St Aloysius College – we turn that hope into reality.”

Mary Farah, Principal

KEY INFORMATION

Address	Main Campus: 31 Curran St, North Melbourne VIC 3051
Address	Torquay Facility: 41 Price St, Torquay VIC 3228
Telephone	03 9325 9200
Website	www.aloysius.vic.edu.au
Principal	Mary Farah
Enquiries	Jodie McLeod, Community Development Manager enquiries@alloysius.vic.edu.au
Email	
International Reg.	Yes
CRICOS	008209G
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	490 students
Year 7	75 students; 3 classes
Languages	Italian, Japanese & French
Fees 2020	Yr 7 \$6,100 Yr 12 \$6,100
VCE UNITS 3/4	25
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Sport Teams
- Rowing
- Academic Enrichment
- Active Minds
- Art Club
- Athletics
- Chess Club
- Choir
- College Musical
- Daily Mindfulness
- Debating
- House Performing Arts Festival
- Interstate Study Trips
- Mercy in Action
- Music Ensembles
- Overseas Study Trips
- Public Speaking
- Social Justice
- Swimming Carnival
- Voice Choir
- A Capella Choir
- Code Green
- Language Club

*‘Strive for
Higher Things’*

VISIT US IN 2020

We invite you to attend a
Talk & Tour of the College.
Details and bookings can
be made via our website.

WHAT MAKES US SPECIAL

St Aloysius College is a school that parents trust and a school where students flourish. We offer a warm and engaging family atmosphere, ensuring that each child loves coming to school each day. Our teachers are caring and highly skilled, balancing academic rigor with pastoral care; they invest not only in the academic success of each child but also in each child's wellbeing. We encourage our teachers to be innovative, to be bold, to be life-long learners and to set ambitious goals for our students. Our school is a place of strong friendships, where students have daily interactions with those in different age groups and work together on academic projects and artistic initiatives. Our modern and well-resourced learning spaces encourage academic endeavour and reflect the care and pride students and staff have in our school. We challenge and inspire our young people to be ambitious and to strive for higher things.

We believe that a real education is more than academic results and we value and actively support the development of our students' talents in all areas, personalising the educational experience so that all students can meet the very highest standards. We provide individual academic and personal support, with outstanding programs in areas as diverse as STEM, Drama, Sports and the Visual Arts. We believe that every child has the potential to excel, and we tailor curriculum to support and challenge all students. We address the diversity of student needs through differentiated pedagogical practice, without compromising standards. Our students are encouraged to have a global perspective, with sister-school opportunities in Europe and Asia, as well as various worldwide social justice initiatives.

We firmly believe that what truly makes St Aloysius very special is the genuine partnership we have with the parents of our students and the work we tirelessly pursue to ensure that this partnership is positive for all concerned. The partnership is centred on knowing each child and knowing each family personally, something not possible in schools with larger student populations. This ensures each child's needs are met and ensures we maintain a unique family atmosphere.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Aloysius College promotes reconciliation, respect, education and engagement. Through curriculum initiatives and special programs, we recognise Australia's First People through the continued development of engagement strategies and community partnerships. We are unique in offering students an Indigenous Immersion Program at Lake Mungo, as well as hallmark Indigenous curriculum opportunities particularly in the Arts and Humanities. We celebrate Cultural Diversity through our whole school Intercultural Week initiative, we support Harmony Day, occasions which complement our progressive curriculum. Our Art, Religion and Humanities curriculum explores the uniqueness of Indigenous culture and the knowledge and wisdom embedded within them, designed to enrich all Australians and strengthen our unique identity. Students sensitively and respectfully explore Aboriginal art, rituals, stories, histories and songs, focussing at the local level first and then extending to neighbouring communities and across Australia.



St Bede's College Mentone

Est. 1938

“Commitment, Faith and Service are evident in the boys of today and thousands of Old Collegians and families who call St Bede's College their home.”

Mr John Finn

KEY INFORMATION

Address	2 Mentone Pde, Mentone VIC 3194 (Enter via Dixon Street)
Telephone	03 9582 5999
Website	www.stbedes.catholic.edu.au
Principal	Mr John Finn
Enquiries	Debra Campion – Enrolments Registrar
Email	enrol@stbedes.catholic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,520 students
Year 7	252 students; 9 classes
Languages	Italian & Indonesian
Fees 2020	Yr 7 \$6,800 Yr 12 \$7,000
VCE UNITS 3/4	37
VCAL	Yes
VET	Yes

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Exhibitions
- Community Service
- Driver Education
- Family Masses
- Lasallian Youth Leaders
- Learn to Dance
- Old Collegians involvement
- Performing Arts programs
- Mission Action Day
- Work Experience
- Ensembles, Concert Band & Choir
- Camp Programs (Yr7-11)
- Debating and Public Speaking
- Social Justice / Outreach Volunteering:
- Parents & Friends Association:
 - Book Club
 - Social Walking Club
 - Supporting College Events
- Music:
 - Individual Instrumental
 - Bands & Orchestras
 - Drumline
 - Singing



*Be a light for
the world.*

VISIT US IN 2020

St Bede's College welcomes everyone. The Open Day will be held on Wednesday 4 March 2020. If you can't make this date, the College offers monthly tours. Tour bookings are essential and online.

WHAT MAKES US SPECIAL

St Bede's College is a Catholic boys secondary school founded within the Lasallian tradition. St John Baptist de La Salle began a number of schools after seeing the need to educate boys and young men who were the most vulnerable in our society. He understood that education was the path to freedom and responsibility. From such beginnings a large network of Lasallian schools formed, now educating more than one million students worldwide.

Our motto is Per Vias Rectas (By Right Paths). It is important that young men have a strong set of values that underpin the way they live. We live those values by respecting and honouring our heritage while looking with imagination to the future. We are proud of our Lasallian heritage. It gives our community a distinct and well-articulated view of education, allowing young men to feel connected, empowered and able to make a clear difference in the world.

We are an inclusive community where students have the right to be safe, valued, challenged and respected by all. We also believe that such respect carries mutual responsibility for others as part of our College family. Strong pastoral care links between the student, family and school are a hallmark of the College.

St Bede's College thrives on the concept of community where we are brothers and sisters to one another.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Bede's College is part of a network of Lasallian schools around Australia, all of whom have a focus on First People awareness and recognition. A number of these Lasallian communities have had a long connection with the Indigenous Community in Balgo, Western Australia where a number of our staff and graduated students have volunteered their time to support the many wonderful works that occur there.

In 2020, we will be sending a number of students to both Broome and Balgo as a way of us gaining greater insight into the ways of our First People and to share that insight with members of our College. We will also be involved with a local indigenous experience at Balnarring, Victoria, which allows a significant number of our Year 10 students to immerse themselves in the experiences of the Bunurong people. Catholic schools understand that a deep and respectful acknowledgement of past history is important as it allows us to see the present with clear eyes.

St Bede's College will continue to offer opportunities for our students to be knowledgeable about our First Peoples through in-class activities and meaningful immersion experiences.






St Bernard's College

Est. 1940

“ St Bernard's offers opportunities for all students and celebrates their achievements at all levels ”

Dr Michael Davies

KEY INFORMATION

Address	41 Rosehill Rd, West Essendon VIC 3040
Telephone	03 9289 1000
Website	www.sbc.vic.edu.au
Principal	Dr Michael Davies
Enquiries	John Nocci – College Registrar
Email	jnocci@sbcc.vic.edu.au
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,530 students
Year 7	280 students; 10 classes
Languages	Italian and Japanese
Fees 2020	Yr 7 \$8,340 Yr 12 \$8,890
VCE UNITS 3/4	39
VCAL	Yes
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- ACC Art & Technology Exhibition
- ACC Competitions
- Art and Technology Exhibition
- Battle of the Bands
- Chess
- City 2 Surf
- Culinary Competition
- Debating
- Immersions – Kenya, Daly River, Philippines, Kokoda
- Italy/Japan Trip
- Leadership Programs
- Maribyrnong 150
- Music Ensembles
- Music Tours
- Performing Arts
- Social Justice Activities – Soup Van, Winter Sleepout, Detention for Detention
- Theatre productions in conjunction with St Columba's College

'Achieving Excellence By Learning and Doing'

VISIT US IN 2020

Regular tours for prospective families throughout 2020. For more information visit the website.

WHAT MAKES US SPECIAL

At St Bernard's College, we commit to education that helps the young to become co-creators of their world. Education that encourages the cultivation of an inner life and generates autonomy from the demands and promises of our dominant culture. Education that celebrates the good within our culture, but also offers young men alternatives.

We commit to education that skills the young to unshackle themselves from unexamined opinions and inherited prejudices and develops capacity to question and make meaning, to contribute and live reflectively and compassionately in an ever-changing world. An education that encourages a life of harmony and equality, independent of the approval or good opinion of others.

We commit to education that teaches the young that the freedom we may enjoy through the good fortune of our birth is not license to do whatever we want. Rather, it is freedom to do what we must do for the making of a fairer and more just society. We believe that many of our systems of education themselves need liberation.

We believe that inclusion and the support of the marginalised and disenfranchised of the world is core to the Gospel and the Christian vision for education.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

St Bernard's has followed the six identified priority domains where EREA has been and can continue to demonstrate this commitment. These are:

- Access
- Quality Education
- Authentic Relationships
- Spirituality and Cultural Awareness
- Education for Reconciliation
- Justice and Advocacy

The six statements of commitment should encourage, guide and support EREA and its schools to clearly articulate individual strategies around these common domains. They support an understanding that the Policy is one for all staff and all students as much as it is for Aboriginal and Torres Strait Islander students. The Policy acknowledges the potential to further Reconciliation through what we teach and model, how we understand and value Aboriginal and Torres Strait Islander spiritualities, histories and cultures; and how we engage in genuine relationships with Aboriginal and Torres Strait Islander Peoples.

St Bernard's is committed to honouring those past present and future. The College promotes to its students the opportunities that the immersion program to Daly River provides and how it can shape their path.




St James College

Est. 1970

“As a Catholic school in the Lasallian tradition, we engage our young men in positive learning relationships, encouraging collaboration with others and providing opportunities for success.”

Mr Stephen Pooley

KEY INFORMATION

Address	156 Bignell Rd, Bentleigh East VIC 3165
Telephone	03 9575 8100
Website	www.sjcbe.catholic.edu.au
Principal	Mr Stephen Pooley
Enquiries	Ms Caitlin Kloppenborg
Email	registrar@sjcbe.catholic.edu.au
Gender	Boys
Year Range	Yr 7 - 10
Enrolment	400 students
Year 7	100 students; 4 classes
Languages	Indonesian
Fees 2020	Yr 7 \$6,750 Yr 10 \$6,950
VCAL	No
VET	Yes
Connect via	

CO-CURRICULAR / CULTURAL ACTIVITIES

- Art Club
- Athletics Team
- Chess Club
- Coding Club
- College Band/Choir
- Cross Country Team
- DAV and SIS Debating
- Golden Pen Writing Club
- I CAN Network
- Joint School Drama Productions
- Mathletes Lunchtime Club
- Theatre Sports
- Public Speaking
- Radio Show
- SIS Big Night Performance
- SIS Teen Chef
- St Yon Crew – Community Service
- Swimming Team
- Work Experience

‘Where the teachers know my name’

VISIT US IN 2020

Friday 21 February 9.15am
Friday 6 March 9.15am
Tuesday 17 March 9.15am

To book a tour, please call or email our College Registrar.

WHAT MAKES US SPECIAL

St James College is a smaller Catholic Lasallian College that provides education for young men in years 7-10. In years 11 and 12, our students have access and choice from an extensive range of VCE, VET and VCAL courses through our partnerships with our Brother Lasallian Colleges and local schools.

Given our size and our strong pastoral care and wellbeing programs, we ensure there is a close bond between students and staff. At St James, we see our small size as an advantage. We aim to engage young men in positive learning relationships and present opportunities for success in a wide range of endeavours.

Our young men have the opportunity to access leadership positions at an earlier time. Student Representative Council, Sporting Captains, Cultural Leaders and Social Justice Leader positions are all available for students in Years 7 to 9. Important leadership roles, such as School Captains, House Captains and Arts Leaders, are held by Year 10 students – much different to other Year 7-12 school settings.

Our staff are experienced in how young men learn. We adapt our teaching and guidance to cater for the needs of our students. We run a number of programs to extend our students through our advanced subjects: Accelerated Mathematics and Science programs, Language and Literature electives and our special interest clubs – Public Speaking, Debating, Chess, Theatre Sports, Visual Arts, Teen Chef, Drama and Music.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Within the curriculum, Religious Education and Co-Curricular activities, St James College actively recognizes Australia's first people.

In Junior Art, students pay homage to Indigenous Artist Sally Gabori through a unit titled “Connection to place”. Students learn about the importance of storytelling and one's birthplace within the Indigenous culture. With this knowledge, students are able to paint their own spiritual home in the style of Gabori.

In Science classes, Astronomy is taught with reference to its importance within Indigenous traditions. Students learn that Aboriginal and Torres Strait Islander people were, and continue to be, observers of the stars. The stars are the homes of ancestors, animals, plants, and spirits. The stars serve as calendars, a law book, and inform all aspects of daily life and culture.

Students in Year 10 are given the opportunity to travel to Balgo, a remote community in Western Australia. Not only are students given insight into the life within Indigenous communities, but are able to form close connections with Indigenous youths through assisting in the local schools and community activities.

On our last night in Balgo we headed down to the church for a Mass. The church was small but it was filled with elders and their families, including their dogs who kept walking in and out of the Mass as much as the people did. The nature of the mass was very relaxed, peaceful and welcoming especially when the locals were praying for family members. This atmosphere was mainly due to the songs, which were like nothing we had ever experienced. Singing to the rhythm of an elder using clapsticks, these songs were partly sung in English and partly Kukatja, of which each line was sung at least twice which was interesting. The highlight of the mass was when we received a blessing from the locals, from this blessing you could tell that they appreciated our efforts especially with the kids and made us feel extremely welcome. – Year 10 Student, 2018



St Joseph's College, Ferntree Gully

Est. 1965

“ Our strong focus on academia, life skills, and building meaningful relationships has been the key to our success over the past six years. St Joseph's was more than an education for us; it has prepared us for life. We are Joey's boys. ”

College Captains

KEY INFORMATION

Address	5 Brenock Park Dr, Ferntree Gully VIC 3156
Telephone	03 9758 2000
Website	www.stjosephs.com.au
Principal	Cathy Livingston
Enquiries	Principal's Office 9756 3112 (E olments) enrolments@stjosephs.com.au welcome@stjosephs.com.au
Email	
International Reg.	Yes
CRICOS	00874E
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1000 students
Year 7	190 students; 7 classes
Languages	Italian & Japanese
Fees 2020	Yr 7 \$8,800 Y12 \$8,800
VCE UNITS 3/4	45
VCAL	Yes
VET	Yes
Connect via	  

CO-CURRICULAR / CULTURAL ACTIVITIES

- Arts and Technology Exhibition
- Cagliero Immersion - Cambodia/ Samoa
- Chess
- College Musical
- Culinary Competition
- Debating
- GATE (Gifted and Talented Education)
- Generations In Jazz
- Homework Club
- Indigenous Immersion
- Italy Immersion
- LANE Program (Literacy and Numeracy Enhancement)
- Outdoor Education/Camps
- Japan Immersion
- Kiribati Cultural Immersion
- Music Performances
- Public Speaking
- Ski Trips (Australia/NZ)
- STEM Club
- Work Experience
- ACC Athletics, Badminton, Basketball
- ACC Cricket, Cross Country, Football
- ACC Golf, Hockey, Soccer
- ACC Swimming, Table Tennis, Tennis
- ACC Triathlon, Volleyball



Leaders in Boys' Education

VISIT US IN 2020

We invite you to give us the opportunity to show you what we can offer your son. Visit us on line and book a tour. It would be a privilege to meet you.

WHAT MAKES US SPECIAL

St Joseph's College focuses on academic excellence without losing sight of the importance of values, social justice and the development of life skills. Our motto, "Agite Quae Didicistis", translated as "put into practice what you have learnt", underpins our daily approach to a holistic education for boys in the 21st century. St Joseph's College specialises in boys' education and understands the varying needs of boys growing up in the 21st century.

We apply innovative and progressive teaching methods to maximise boys' engagement. Our curriculum is designed specifically to cater for boys' needs with a 'hands on' approach to learning.

There are several programs and opportunities offered to our students. One of these programs is our Life Skills program which teaches boys how to become responsible and honest citizens within and beyond their community. Our students are equipped with iPads and MacBooks from the beginning of their journey through St Joseph's College. We also offer an advanced sports program with 15+ sports on offer, after school tuition for all students four nights a week and six international experiences per year.

The teacher-student, teacher-family and student to peer relationships cultivated at the College are what truly sets St Joseph's College apart. Teaching respect within relationships is what prepares our boys for life.

One of our main principles is that St Joseph's College is a "school that prepares for life". We take seriously our position in the world and the associated responsibilities. The College works to ensure that students are equipped to effectively take up roles in a rapidly changing world. They learn how to be responsible citizens within a global community.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Students have the opportunity to participate in a number of immersions within Australia and overseas. Places visited as part of extra-curricular activities include Lake Mungo (Indigenous Immersion), Japan and Italy. Year 11 students have the chance to be involved in a long-standing program held in Kiribati where they interact with the local people assisting with community projects and learning so much through this cultural exchange.

Our students are connected to the wider world in many ways through digital technologies which are a core part of our learning programs. We establish our connections at the local level with our innovative, flexible and digitally enhanced learning spaces in Becchi (dedicated Year 7 area).

Our Year 9 Program, known as 'Valdocco', is specifically designed to engage students as active participants in their development as life-long learners.

Our Masterplan 'Towards 2040 and Beyond – An Adventure in the Spirit' addresses issues associated with 21st Century learning. Preparing students for the future means that we are continually planning for the future – a future in which your son will thrive.

We offer the best of both worlds at St Joseph's: we have an outstanding VCE pathway and an impressive VCAL pathway with vocational and trade options taking place on campus and in external settings. We prepare boys for their life journey. We are experts in boys' development. We focus on the growth of your son's academic skills, faith and spirituality, relationships, and physical and emotional wellbeing.



St Monica's College, Epping

Est. 1964

“Coeducation reflects 100% the diversity of society. Coeducation, in other words, IS the real world. Students are better prepared to enter the workforce, more capable of coping in post-secondary educational institutions, and more confident to involve themselves in discussions and activities with the opposite sex.”

Mr Brian Hanley, Principal

KEY INFORMATION

Address Yr 10 - 12: 16 Davisson St,
Epping VIC 3076

Address Yr 7 - 9: 400 Dalton Rd,
Epping VIC 3076

Address Ostia (Country Campus) Falls Rd,
Strath Creek VIC 3658

Telephone 03 9409 8800

Website www.stmonicas-epping.com

Principal Mr Brian Hanley

Enquiries College Registrar

Email registrar@stmonicas-epping.com

Gender Co-educational

Year Range Yr 7 - 12

Enrolment 1,970 students

Year 7 365 students; 14 Classes

Languages Italian, French, Japanese,
Spanish & Greek

Fees 2020 Yr 7 \$6,460 Yr 12 \$7,520

VCE UNITS 3/4 55

VCAL Yes

VET Yes

Connect via [f](#) [t](#) [in](#)

CO-CURRICULAR / CULTURAL ACTIVITIES

- Anime Club
- Art Club
- College International Travel
- College Production
- Community Service
- Debating
- EnviroFriends
- Fitness Program
- Music Ensembles/Bands
- Pokémon Club
- Photo and Design Club
- Public Speaking
- Running Club
- Shakespeare Club
- Solar Car/Boat Club
- STEAM Hub
- Tournament of Minds
- St John Youth
- Student Leadership
- Social Justice Group



*'A School of
Educational
Enterprise'*

VISIT US IN 2020

Morning Tea with the Principal
(College tours of the Junior
Campus) are held regularly
throughout the year during
school time. To book a tour
please visit our website.

WHAT MAKES US SPECIAL

St Monica's College has proclaimed itself as a School of Educational Enterprise for more than a decade, thus educating for the future is something this College does so well.

Courses of study are designed with a future-focus, contemporary courses are offered to students, and thematic approaches to learning are embedded in the wide choice of curriculum offerings and pedagogical practices of St Monica's College.

An immensely comprehensive and diverse range of VET courses are taught, all based on College grounds. In VET Allied Health students are being prepared for jobs in the medical industry and, along with VET Community Service, students are being educated to work in all facets of medical and health areas. This includes areas such as advanced nursing skills for the future, readiness to work in the aged care industry, and understanding of a wide range of medical treatments and techniques.

Female students are well prepared through VET Automotive Studies, thereby breaking down artificial employment barriers for the future. Similarly, our VET Integrated Technologies curriculum is ensuring that both boys and girls are on top of the ever-expanding career opportunities across many engineering-associated jobs.

STEAM is an important area of study with a wide variety of relevant studies available to boys and girls. We actively encourage our students to embrace STEAM learnings to prepare them for the modern workplace.

At St Monica's College, Epping, every student matters, every moment counts.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Recognising Australia's first people is an important part of life at St Monica's College, Epping. We are proud to fly the Australian Aboriginal Flag along with the Australian Flag and the College Flag on both campuses.

We recognise the traditional owners of the land on which our College is built by declaring a Welcome to Country at all assemblies and formal events at the College.

Indigenous history is included in various ways at all year levels including humanities, history, religious education, geography, English and more.

Every other year a group of students travel to Western Australia to work with the Good Samaritan Rural Outreach Program. This immersion program includes visits to sacred sites, visiting outback communities and families, and spending time with the teachers and students at a remote indigenous Catholic school.

The College also has an excellent working relationship with the Aboriginal Catholic Ministry with staff and students providing assistance where needed to the Opening the Doors Foundation and the FIRE Carrier Program. The Ministry presented the College with an indigenous message stick to promote awareness of the history and culture of the Wurundjeri people of the Kulin nation.

The College also recognises Indigenous Awareness Week and Harmony Day with a range of activities including indigenous hip-hop dancers, special prayers, indigenous speakers and authors. We have special liturgies that focus on reconciliation, including an indigenous stations of the cross.

At St Monica's College, Epping, we value and respect our indigenous relationships and will continue to work with First Australians to grow our understanding of their important role in our history.





Star of the Sea College

Est. 1883

“Star’s philosophy is to educate young women holistically: embracing the spiritual, academic, physical and creative spheres to empower each student to engage with our world.”

Ms Mary O’Connor - Principal

KEY INFORMATION

Address	Martin St, Brighton VIC 3186
Address	ANZAC House, North Rd, Brighton VIC 3186
Telephone	03 9595 9595
Website	www.starmelb.catholic.edu.au
Principal	Ms Mary O’Connor
Enquiries	Ms Elaine Tebbutt
Email	registrar@starmelb.catholic.edu.au
Gender	Girls
Year Range	Yr 7 - 12
Enrolment	1,200 students
Year 7	200 students; 8 classes
Languages	Japanese, German & Italian
Fees 2020	Yr 7 \$11,300 Yr 12 \$13,650
VCE UNITS 3/4	31
VCAL	Yes
VET	Yes
Connect via	 

CO-CURRICULAR / CULTURAL ACTIVITIES

- Stacella - A Cappella Choir
- Irish Dancing
- Strings Ensemble
- Junior Band
- Stage Band
- Drama / Music Festival
- Musical / Production / Backstage Crew
- Debating
- Student Representative Council
- Outreach - Soup Van / Friday Night Tutoring / Sacred Heart Mission
- Companions Program (Yr 9 ANZAC Campus)
- Ballroom Dancing (Yr 10)
- Academic Competitions
- Growing Tall Popples Science Enrichment Program
- Environmental Activities
- Great Victorian Bike Ride
- Writers Collective / Write a Book in a Day
- Immersion Program - Vietnam
- Inter-Cultural Exchange - German and Japanese Language Tours
- Study Tours - NASA / New York Arts Tour / China Humanities Tour
- Magazine Committee
- Film & Literature Club
- Presentation Exchanges - Perth / Wagga Wagga



‘Facta Non Verba’

VISIT US IN 2020

Star offers a series of dates for College Tours.

Information is available on our website.

WHAT MAKES US SPECIAL

Star of the Sea College prides itself on living its motto “Deeds not Words”. The 137-year-old College is a devoted supporter of justice initiatives involving students through interaction with those who are living on the margins of society. Students are encouraged to become involved in community events and activities to broaden this outreach. This is evidenced through a wide range of student involvement: companionship of the elderly, working on environmental projects with the Presentation Sisters at Balnarring, volunteering through Sacred Heart Mission in St Kilda, Ministry Retreat working with the homeless, the Friday Night Tutoring Program in Richmond, Eddie Rice Camps and Soup Van. This is the foundation for the belief that we are continuing in the footsteps of our founder, Nano Nagle, whose love of the poor came from her deep connection to the Gospels.

A contemporary education must cover all aspects of curriculum, but the focus needs to be firmly set in the intangible skills of empathy, collaboration, cooperation and critical thinking. By developing these skills, and with an excellent academic focus, Star of the Sea College strives to empower young women to make a difference and reach their full potential.

Following the redevelopment of the Year 7 and 8 area (Trasna), in which students ‘cross over’ from their primary education to a secondary school experience, students are exposed to a collaborative approach to their learning, which focuses on critical thinking, creativity and communication.

An extension of this way of learning has been embodied in the Year 9 program for 2020 and beyond at our Year 9 ANZAC campus. Year 9 builds on students’ capacity to develop their academic, physical, emotional and spiritual strengths. As part of the curriculum, Endeavour is a specialised subject with a focus on entrepreneurial skills, critical and creative thinking, ethics, intercultural studies, and personal and social skills. Throughout the year, students will collaborate and communicate, engage with and solve problems in a real-world context. Endeavour will enable students to connect their subjects with their experiences and develop a deeper understanding of their own place in the world.

As students move to their final years (Year 10, 11 and 12) they are grouped together in senior House Mentor groups. This provides the opportunity for student leadership and mentoring and experiences are shared within the multi-year level groups. This promotes a strong sense of House spirit and provides the best opportunity to reach their potential.

CELEBRATING AUSTRALIA’S FIRST PEOPLES

Recognising Australia’s First People is considered to be an essential part of the learnings at Star of the Sea College, with every assembly and/or performance commencing with a prayer, giving thanks to Australia’s First people and for the use of their land. National Reconciliation Week is celebrated throughout all year levels with many activities. These include a daily Aboriginal Flag raising, liturgies which feature dance and storytelling by Aboriginal and Torres Strait Islander dance groups and presentations from Local Elders who demonstrate and explain a range of cultural artefacts and traditional practices, and who discuss with our students some of the experiences of the Stolen Generation and insights into the Reconciliation process.







Whitefriars College

Est. 1961

“Whitefriars nurtures boys into being gentle men with strength of character. It encourages a virtuous, courageous outlook, respectful of others whilst never diminishing personal core beliefs.”

Mr Mark Murphy

KEY INFORMATION

Address	156 Park Rd, Donvale VIC 3111
Telephone	03 9872 8200
Website	whitefriars.vic.edu.au
Principal	Mr Mark Murphy
Enquiries	Mrs Linda Dingley
Email	enrolments@whitefriars.vic.edu.au
International Reg.	Yes
CRICOS	01680G
Gender	Boys
Year Range	Yr 7 - 12
Enrolment	1,200 students
Year 7	208 students; 8 classes
Languages	Italian, Mandarin and Indonesian
Fees 2020	Yr 7 \$12,100 Yr 12 \$13,480 All inclusive school fees
VCE UNITS 3/4	39
VCAL	Yes
VET	Yes
Connect via	   

CO-CURRICULAR / CULTURAL ACTIVITIES

- Outdoor learning program
- Enrichment and extension programs
- Debating and Public Speaking
- Mathematics and Chess competitions
- Overseas immersions inc. Timor-Leste, USA, Europe and Nepal
- Science and Coding clubs
- Ensembles, Musical Production and drama performances
- Studio Art, Art and Visual Arts clubs and Mural Painting
- ACC Sports and PE enrichment program
- Victorian Young Leaders to China study tour
- Italian, Chinese and Indonesian study tours
- Illuminate NextGen Challenge, ASX Share Market game
- VCAL barista training plus coffee cart
- Book club and author workshops
- University of Melbourne Scholarships, Scholars and Technology programs
- Ballroom dancing
- Environment and Sustainability club



*'Belong.
Believe.
Become.'*

VISIT US IN 2020

Our Open Day is on:
Sunday 1 March

Open Morning Tours:

20 March
4 May
5 June
20 July
31 July
10 August

WHAT MAKES US SPECIAL

Whitefriars College is a Catholic school for boys in the Carmelite tradition.

Our College Motto In the Care of a Loving Mother sets a tone of strength through humility and steadfastness. It forms a view that boys can be gentle men, yet influence and make their mark in the world. Anyone associated with a Catholic school community commits to support the ethos and values associated with it. Our Catholic identity is clear and unambiguous through prayer and social service and our focus is on educating for the future.

The College creates a learning environment that develops learners in a contemporary world so that students are supported, enabled and engaged. Within our classrooms, students have access to a wide range of studies and enrichment activities from all learning areas, all of which make use of the extensive staff expertise and college facilities including our state of the art Science and Technologies Centre.

Our teachers know that their key role is to spark in each boy a lifelong zest for learning and a drive to achieve his personal best in all aspects of life. We believe education should extend the horizons of each individual. Student personal excellence is promoted, expected and celebrated.

Learning for our students extends beyond the classroom. Faith experiences, academic extension, outdoor education, leadership and student wellbeing initiatives, help make Whitefriars a vibrant learning community.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

Whitefriars College is accredited with the Council of International Schools (CIS) that ensures we are focussed on developing young men with intercultural understanding.

The College boundary is adjacent to the Mullum Mullum Creek, a meeting place in the past for the Wurundjeri people. As a College we are teaching our boys to further understand and recognise Australia's first peoples. Our curriculum is designed to build an understanding of indigenous practices. The school has established a student-led Environment Club that educates students about native indigenous plants and animals through initiatives and programs. Religious Education classes study indigenous spirituality and have had guest speakers attend the College to present and perform about culture. Health and Physical Education classes play indigenous games. English study indigenous themed texts and analyse and comprehend articles associated with indigenous spirituality. History and Geography classes have explored Australia's historical and geographical aspects to decisions and government policies that have influenced indigenous communities and practices associated with tradition.

The College has established an annual Reconciliation Week event to educate and raise awareness of indigenous culture and challenges for communities. The event is held in conjunction with the ACC Football contest between other Catholic schools.

Year 10 and 11 students participate in an Indigenous Immersion to the Northern Territory. Our boys walk with members of the community on their land in Darwin, Nitmulik National Park and Minyerri, to learn more about indigenous culture and develop their intercultural understanding.

"The Indigenous Immersion has enhanced my learning in class and I am more grateful for the environment I am able to live and learn in."
Whitefriars Year 10 Student



Xavier College

Est. 1878

“Xavier College aspires to be world-class in all we do. We strive to form exceptional graduates through inspiring learning experiences and our distinct Jesuit character.”

William Doherty

KEY INFORMATION

Address Senior Campus: 135 Barkers Rd,
Kew VIC 3101
Address Burke Hall: Studley Park Rd,
Kew VIC 3101
Address Kostka Hall: 47 South Rd,
Brighton VIC 3186
Telephone 03 9854 5373
Website www.xavier.vic.edu.au
Principal William Doherty
Enquiries Dianne Odgers
Email admissions@xavier.vic.edu.au
Gender Boys / Co-educational
Year Range Co-educational 3-year-old -
Yr 4 Boys Yrs 5 - 12
Enrolment 1,000 students (Yr 9 - 12)
Year 7 240 students; 10 classes
Languages French, Latin, Classical Greek,
Italian & Japanese
Fees 2020 Yr 7 \$28,920 Yr 12 \$30,740
VCE UNITS 3/4 34
VCAL No
VET Yes
Connect via [f](#) [t](#) [in](#) [v](#) [@](#)

CO-CURRICULAR / CULTURAL ACTIVITIES

- Ambula in Fortitudine program
- APS Sport
- Career support
- Cultural Tours and International Immersions
- Debating
- Global Young Leaders Conference
- House system and competitions
- Ignatian service program
- Learning Enhancement
- Magis Scholars program
- Music choirs, ensembles and bands
- Outdoor Education
- Performing Arts
- Religious Retreats
- Student leadership opportunities
- Study and sport overseas tours
- Sustainability program
- Theatre performances with partner girls schools
- Transition and buddy programs
- World Challenge



*‘Sursum Corda’
Lift up your
Hearts*

VISIT US IN 2020

Discovery Tours can be booked online and are held throughout the year, providing families with the opportunity to be immersed in the Xavier community.

WHAT MAKES US SPECIAL

Xavier College is a Catholic school within the spiritual and educational tradition of the Society of Jesus (*the Jesuits*). Our inspiration is Jesus Christ, the model of fulfilled human life.

Xavier College educates students from three-year-old Kindergarten through to Year 12 across three campuses: Kostka Hall Campus in Brighton, Burke Hall Campus in Kew and the Senior Campus, also in Kew. Each campus is a culmination of modern innovation and rich historical preservation. At both Kostka Hall and Burke Hall Campus, the College enrolls both Early Years (co-ed, three-year-old Kindergarten to Year 4) and Middle Years (boys, Years 5 to 8) students. At the Senior Campus, students in the Senior Years (boys, Years 9 to 12) also have the opportunity to board. The boarding program has been an inherent aspect of the school since it first opened its doors 142 years ago.

Our students are at the heart of all we do. Through their Xavier journey, we strive to form exceptional Xavier graduates who are authentic, spiritual, positive, inspiring, resilient and empathetic. Broad opportunities exist for the education of the whole person, which is central to a Jesuit education. Embedded within the philosophy of a Jesuit education is a commitment to service. The Ignatian Service program encourages students to be ‘Men and Women for Others’ by utilising their God-given gifts to be of service to the community.

The College is a high performing academic school and has been consistently ranked within the top secondary schools in the state. Students are supported in an environment where they can flourish and passionately pursue excellence in all things. Students are also afforded opportunities to travel overseas on a range of language, music, leadership, faith and service tours.

CELEBRATING AUSTRALIA'S FIRST PEOPLES

At Xavier College, recognition of Australia's First Peoples is of significant importance; particularly understanding the ancient traditions and unique culture of Aboriginal and Torres Strait Islander Peoples. As a proud Yawuru man (traditional owners of the lands and waters around Broome in the Kimberley Region of North Western Australia), I find that Xavier is exceptional in teaching and embracing my culture.

Xavier strives to educate each individual by offering many programs to students such as the annual Xavier Kimberley Exchange, Kakadu and Arnhem Land Program as well as the Victorian Indigenous Project. At our Senior Campus, students from various backgrounds and all year levels regularly attend and contribute to our Xavier Committee for Indigenous Affairs (CIA) meetings. In such meetings, we discuss ways in which we can raise awareness and support Aboriginal and Torres Strait Islander Peoples in our community.

Each year, NAIDOC and Reconciliation Week are important events on our calendar, which we use as a platform to teach and celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander Peoples.

Every year, the Xavier Social Justice Network runs the ‘Dare to be Different’ Forum which runs in conjunction with the SYNERGY Indigenous Art Show. This Art Show displays Aboriginal Artworks by Indigenous Peoples from around Australia. All proceeds generated from the sale of these artworks go to supporting Indigenous artists and community projects such as Elizabeth Morgan House - Aboriginal Women's Service and Purple House in the Northern Territory - for Indigenous Health.

Braith Hodges
Prefect for Reconciliation 2020



GO FURTHER TOGETHER

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

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

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

Barry's Story

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

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

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

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

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

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

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

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

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

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



PROJECT COMPASSION

GO FURTHER TOGETHER



1800 024 413

lent.caritas.org.au

#projectcompassion

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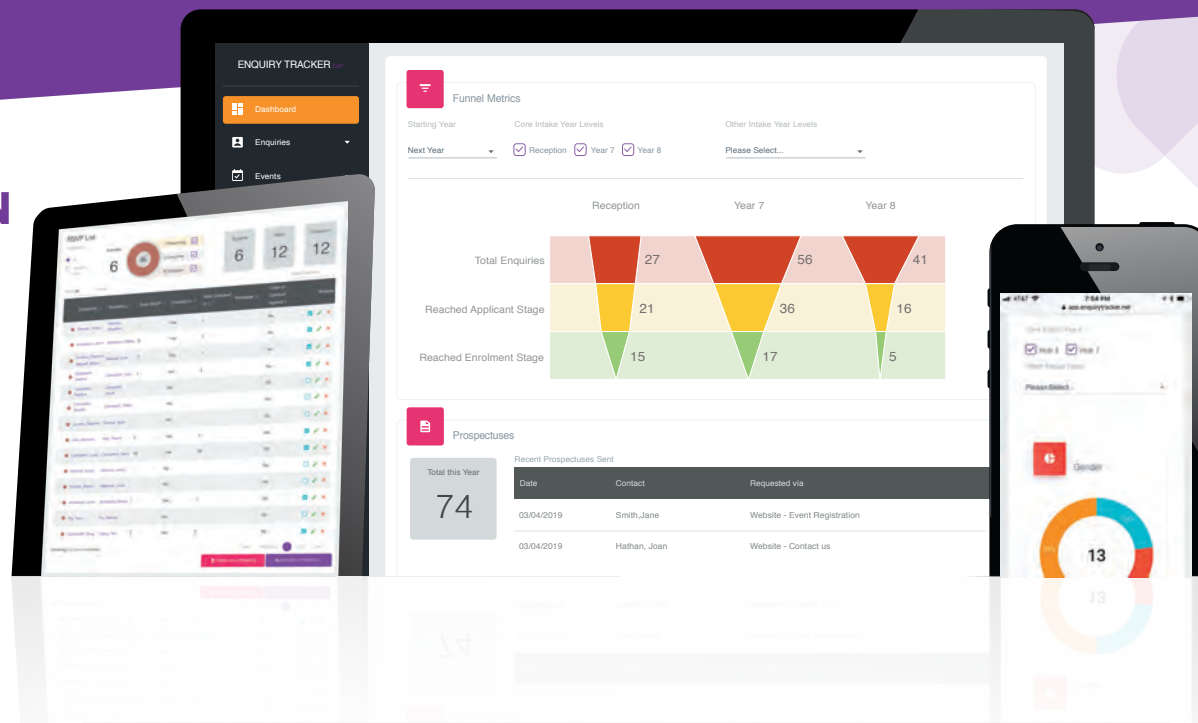
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Patrick Kelly
Director of Development & Community Relations
Blackfriars Priory School, SA

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