



Catholic College
Wodonga Life in Jesus

Enrolment
2022

Principal's Welcome

At Catholic College Wodonga, every student is supported to follow their own pathway.

We're a co-educational school with around 1250 students from Year 7 to Year 12. The school opened in 1979 when St Augustine's Girls Secondary College expanded and moved to this location as Catholic College Wodonga. Today the school continues its affiliation with Mercy Education and was recently recognised as one of Cambridge University's 100 Most Innovative Schools.

We're proud to be known as a school that's welcoming to all. We provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a respectful and positive environment.

Catholic identity is the heart of our school.

This is more than the teaching of Religious Education. It is how we, as a community, express and live our Catholic faith. We do this not only through masses but by engaging in our local area and on a global scale through the Mercy values of hospitality, compassion and justice.

I look forward to welcoming your child to Catholic College Wodonga and sharing their journey with you.

Happy days,

Darren (Darta) Hovey
Principal



Our Vision

At Catholic College Wodonga we believe in living life in Jesus. In keeping with the Mercy tradition, we believe in the dignity of the individual and selfless, honest, life-giving relationships based in a child-safe environment. We strive to be a spirit filled, educational community that realises the fullest potential of Jesus' message for creation.

Our Mission

CATHOLIC IDENTITY

- Commits to living lives of service embracing the values of Jesus with relevance to today's society, both locally and globally
- Promotes a community in which compassion, justice, fairness and equality exists for all
- Continuously provides opportunities for immersion in Catholic tradition

LEADERSHIP

- Encourages leadership across the school that is visionary, reflective, courageous, collaborative, inclusive and respectful
- Promotes leadership amongst students, staff and community members that nurtures and values individual strengths for the benefit of the whole community

PASTORAL CARE AND WELLBEING

- Promotes pastoral wellbeing programs and behaviours that enable its community members to be connected and stay connected in a child-safe environment
- Aspires to provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a child-safe environment
- Aims to develop a community consciousness of shared responsibility for the care and wellbeing of others
- Endeavours to enable community members to understand the process of accessing support and to feel comfortable to do so

CATHOLIC LEARNING & TEACHING

- Aims to provide a contemporary and challenging educational environment that fosters relationships to enhance learning for all individuals
- Develops innovative, creative, engaging, meaningful and flexible curriculum
- Recognises the importance of appropriate organisational structures in providing the best possible learning
- Commits to the use of collaboration, feedback and reflective practice to enhance performance
- Promotes effective and practical ways of continually improving teaching practice

STEWARDSHIP

- Acknowledges the past and present Indigenous people of this land and endeavours to draw wisdom from their connection
- Aspires to develop a deep appreciation of the necessity of a healthy relationship between humanity and the environment
- Promotes the ideals of a sustainable environment for the future, commits to change how we source and use energy and other resources
- Has an ongoing plan to maintain and renew resources
- Aims to explicitly promote a shared contribution and responsibility for the use and maintenance of community resource

Graduate Outcomes

Catholic College students live life in Jesus by:

- Developing and sustaining loving, empathetic and supportive and child-safe relationships
- Serving others with honour, courage and integrity
- Being creative problem solvers, critical and reflective thinkers and self-directed, lifelong learners
- Knowing and valuing themselves, having a sense of confidence and belonging
- Being flexible and resilient with a sense of dignity and self-respect
- Being environmentally and socially responsible within their local, national and global communities
- Striving to achieve their best academically



Catholic Identity

An education with us is a living expression of the dynamic and evolving tradition of the Church. A sense of community is a tangible example of our Catholic Identity.

Formal compulsory RE classes are offered across all year levels, with some choice of additional related subjects in Year 10-12 (Youth Ministry or VCE Religion and Society).

As a school we express our faith in many ways. These include whole school liturgies, small community liturgies and prayer, whole school themes, retreats and camps, commitment to social justice (expressed in events that raise awareness of important social issues), commitment to creating connections with our Catholic Parish and dynamic youth programs such as Youth Ministry and The RITE Journey.

These programs enable your child to put their faith into action. Students are also involved in Carevan and assist with the maintenance of Clyde Cameron Reserve in Willow Park, Wodonga. These fulfil two of the basic teachings of Jesus Christ; by feeding the hungry and practising stewardship of the environment.

Youth Ministry students undertake community service within the school and further afield. They work with the three Catholic Education Wodonga (CEW) primary schools in faith formation, through planning and leading retreats.



Why CCW

There are many reasons students and families choose Catholic College Wodonga



IMPRESSIVE RESULTS

**Our focus is the individual journey of every student.
Our results demonstrate the success of this approach.**

90+ We have students achieve an ATAR of 90+ which places them in the top 9% of students across Victoria.

40+ Every year, a range of different subjects achieve a study score of 40+, placing these students in the top 9% of Victoria.

100% is the number of our VCAL students who went into further training or the workforce.



POSITIVE RELATIONSHIPS

We firmly believe that the best learning outcomes are grounded in positive relationships between students, staff and families.

Our Learning Mentor program provides students with a single contact point. **We are a large school with a small school approach.** Students are at the centre of our decision making, and as our school continues to grow, so does our support network.



INSPIRING TEACHING

Cambridge University recognised Catholic College Wodonga in 2017 and 2018 as one of the top 100 most innovative educational institutions worldwide.

Today we continue to challenge ourselves. Our Pathways and Horizon program (an independent learning program where students design their own timetable based on subjects and learning of their interest) are just two examples of how we do this.



ENRICHING CULTURE

The richness, breadth and depth of our faith is an integral part of our students' journey in discovering themselves and the world around them.

We take our responsibility to continue the story of the Church, the Mercy Sisters and Catherine McAuley seriously. We have a unique role in the faith journey of young people, and we see their engagement, in class and school activities, as fundamental to their time with us.



INCLUSIVE COMMUNITY

At Catholic College Wodonga, every staff member is an educator, and every family is part of a student's learning journey.

We see our school as much more than students and teachers. Our school is not only welcoming to families of all backgrounds; we actively encourage the participation of families in school life. Our Principal and Deputy Principals conduct Learning Walks every term. Through these popular on-site sessions, parents and educators gain insight into our broader strategic direction – what we do, and why – as well as what families can do to further engage in the learning of their child at home.

Learning Communities

It's through Learning Communities that we ensure every child enjoys the close connections of a small school within a big school environment.

Our students are proud of their communities. We encourage this camaraderie by team building activities such as community days and special events, raising money for charity, and sitting together at assembly and Mass.

The result is an energised school with a sense of ownership and belonging.

Each Learning Community consists of eight smaller communities known as Learning Mentor groups. Each Learning Mentor group consists of a vertical structure, meaning there are students from each year level within all Learning Mentor groups. Two Learning Mentors support each group. Learning Mentors operate as a team but work closely with up to 14 students allocated to their care. A Learning Community Leader coordinates each Community and has oversight of all students within their Community.



OUR COMMUNITIES AND LEADERS



Back row:

Aaron West Chisholm Community Leader
Shane Piper MacKillop Community Leader

Kieran Mullins da Vinci Community Leader
Sharon Allsop Hollows Community Leader

Front row:

Chris Darmody Malone Community Leader

Shinead Kilroy Gandhi Community Leader



Learning

We don't believe in a one-size-fits-all approach. At Catholic College Wodonga, we provide pathways which allow each individual student to pursue their passion and thrive – from Year 7 to Year 12 and beyond.

Our commitment to improve the experience for each student means that we are constantly reviewing our practices, and drawing on evidence-based research to create the very best opportunities for learning.

Our curriculum spans three distinct stages of learning. Each stage is built around different purposes, different outcomes and a wide variety of experiences.

MIDDLE SCHOOL YEAR 7 & 8

In Year 7 and 8 we establish the habits for success.

The focus in Middle School is to build skills, knowledge and understandings about secondary school. Students are in core classes and have a limited number of different teachers, easing the transition to high school alongside the support of our Learning Communities.

MIDDLE SCHOOL HIGHLIGHTS

- Year 7 students go to Harrietville to engage in outdoor activities such as canoeing, raft building, archery and mountain bike riding.
- Year 8 students participate in social justice experiences that culminate in our winter sleepout where they gain empathy for those in our society doing it tough.
- We aim to foster an enjoyment of linguistics and an appreciation for countries overseas. Students are introduced to the basic geography of France or Japan, and to aspects of each nation's culture. We develop skills in listening, speaking, reading and writing.
- In history, students learn about the rise and fall of the Roman Empire – how they developed an advanced army that ruled by force, and how they had advanced engineering, roads, cities, and buildings.



PATHWAYS YEAR 9 & 10

Our Year 9 and 10 program is about student choice and engagement.

Moving from the breadth of the Middle School program, the Pathways years focus on areas of passion, allowing students to forge their own academic journey. We offer more than 80 subjects! Students study units from all learning areas, but additional free choice allows them to pursue a particular learning area and expand their understandings and skills. Pathways prepares students for Senior School.



PATHWAYS HIGHLIGHTS

- With Musical Theatre, Interior Design, Cooking, Metal Work and 3D Game Design, our Art and Technology selection is the widest on the Border. Our facilities, with state-of-the-art machinery and equipment, support students through learning hands-on subjects.
- Students study an English text according to their own interests. These include topics such as Dystopian Worlds, Wonder Women and Fantasy.
- Essential lifesaving skills are taught on waterways such as the Murray River as part of our Open Water program.
- In Term 4, students attempt activities that take them out of their comfort zones: white water rafting, art and culture, sport and science, ranch or indigenous outdoor education, and careers.

SENIOR SCHOOL YEAR 11 & 12

In Year 11 and 12, students prepare for life beyond school.

Every student has a different pathway and different goals, and we are here to provide support for them all. Whether they earn their VCE or VCAL, our hope is that every student leaves as a critical thinker and a life-long learner.

VCE, VCAL & VET

We offer two VCAA approved courses: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

Vocational Education and Training (VET) is a course within VCE and VCAL. Students enrolled in either course can study a VET course as part of their qualification, gaining access to further nationally accredited courses.

Workplace training, community service projects and classroom activities are part of the pathway your child can take to enter the workforce or graduate.

SENIOR SCHOOL HIGHLIGHTS

- Our VCE program offers choice from over 40 subjects, including an extensive range of Vocational Education and Training (VET) subjects.
- Three-week Immersions are opportunities to experience daily life in another culture. Traditionally we visit France and Japan on alternate years. These are available in Year 10 to 12 as an opportunity to practise linguistics, explore spirituality and share learning activities in a different society.
- “Live simply so others can simply live.” Youth Ministry students have the ability to live like a local in Condobolin – a remote community in central-west NSW – for a week. Here students work one-on-one with kids, help with building projects at the local school, and learn to live on just \$4 a day.



Facilities

O'HAGAN CENTRE

A hands-on centre of learning

With \$2 million worth of industry standard equipment – including welding bays, hair washing stations and soldering irons that build circuit boards for VEX robots – the O'Hagan Centre feels and looks like a real workplace. This is where practical ingenuity is taken to new heights.

This space supports:

- Woodwork
- Metal Work
- Systems Engineering
- Building & Construction
- Hair & Beauty

AQUINAS CENTRE

Learning through collaboration and independence

From the ability to blackout rooms for experiments, through to students expanding on their science formulas via our whiteboard walls, the Aquinas Centre is a state-of-the-art STEM facility that nurtures both collaborative and independent learning. At appropriate times during class, students have the option to complete work in the common area or break out into one of our many fully glassed study rooms.

This space supports:

- Biology
- Chemistry
- Psychology
- Physics
- Science of sport

MERCY CENTRE

A place just for final year students

The Mercy Centre is a purpose-built space for our Year 12 students to support them in their transition from secondary to tertiary education. Students enjoy a modern common room with views looking out to Huon Hill, and everything they need to make the most of this vital year.

- a fully equipped kitchen
- quiet and collaborative study spaces
- lecture space
- outdoor courtyard
- careers advisor

CATHERINE MCAULEY ARTS CENTRE

The arts precinct of our school

Our Arts Centre not only gives students the ability to learn and create; it also gives them a professional space to exhibit and perform. Here students are immersed in specialist rooms for drawing, painting, ceramics, animation, graphic design, filmmaking, photography, drama, hospitality and more. The Catherine McAuley Arts Centre also hosts many of our school's important celebrations and events, production and assemblies.

This space supports:

- Digital Technology
- Media
- Visual Communication & Design
- Visual Arts
- Drama



Co-Curriculum

Opportunities to find new skills and reach new heights.

Our co-curricular program provides the spaces, support and structure for every child to uncover talents, develop skills and work towards new ambitions. From the sports field to the drama stage, and with a wide range of extra learning opportunities, tours, camps and other activities, we're proud to offer an enriching experience for every student.

SPORT

Join the team

Students participate in School Sports Victoria (SSV) competitions. SSV is a statewide contest for metropolitan and country schools, including Catholic, Independent and State schools.

We enter events based on student interest. Firstly, we compete at the local level (Upper Hume). Victors progress to regional (Hume) and finally state (State Championships). In 2019, we had nine sporting teams across all year levels and sports make it to State Championships.

Programs and competitions:

- Health and Wellbeing Festival (including cross country)
- College Swimming Carnival
- College Athletics Carnival
- Before school fitness programs
- Mountain bike racing competitions
- Equestrian competition
- Snow Sports competition
- State School Victoria pathway

MUSIC

Make some noise

Music is an integral part of school life. Every student has the chance to play an instrument, join a choir or play in a band.

In Year 7-8, Music is an elective focusing on bands and vocals. In Year 9-10, students concentrate on both solo and group performance, while VCE Music Performance, units 1 to 4 are offered in Year 11-12. Students can either focus on solo or group (band) performance, and can learn an instrument.

Music opportunities:

- Music, theatre, vocal ensemble
- Contemporary vocal ensemble
- Senior jazz combo
- Year 10-11 funk band
- Student-led rock bands or guitar ensemble
- Kool Schools recording project (Melbourne)
- Year 9 Big Gig
- Battle of the Bands
- The Vibe at Artspace
- Concerts
- Festivals
- Eisteddfods
- Open Mic
- La Trobe University Lecture Nights



SOCIAL JUSTICE & OUTREACH

With the work of the Mercy Sisters as our model, we encourage our students to engage in outreach programs which seek to strengthen the qualities of all those in our community.

Our Opportunities

- FIRE Carrier program
- Caritas Ks
- Social Justice team
- Caritas Project Compassion
- RU OK? Day Celebrations



THE ARTS

Develop self-confidence and empathy through embodying different characters from a variety of different plays and musicals. Showcase your art to the wider community and have the opportunity to display your work in a real gallery.

- Murray Arts Museum Albury (MAMA) Year 12 Exhibition
- Catholic College Wodonga Art Exhibition
- Productions – musicals, plays
- St. Mary MacKillop Art Exhibition and Prize



ACADEMIC OPPORTUNITY

Academic opportunities exceed those inside the classroom. See how your knowledge on Ancient Egypt contends with history buffs across the country, tailor your learning to your passion through our Horizon Program.

Our opportunities:

- Australian History Competition
- Australian Geography Competition
- Horizon Program
- Science Honours Program
- Write a Book in a Day
- Public speaking and debating competitions

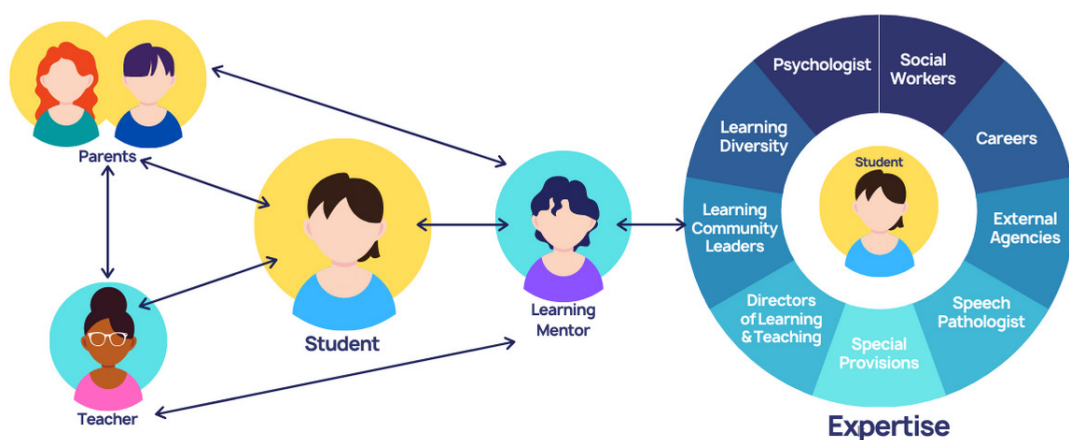


Student Support

Mental, physical and emotional wellbeing is essential for successful learning.

As our school continues to grow, we're taking care to provide the individual support our students need to remain safe, engaged and successful with their learning.

Our approach to wellbeing begins with our fully integrated Student Services Team, who provide a wrap-around model of support.



LEARNING MENTORS

Know the student, know the learner.

Within every Learning Community there are eight Learning Mentor groups. Each student is allocated a Learning Mentor.

Through our Learning Mentor program, we're able to improve the learning capacity of every student as they gain an understanding of how they learn best.

Learning Mentors are central to your child feeling connected, motivated and engaged. They meet your family to discuss progress, and are your first point of contact for concerns or celebrating achievements.

Learning Mentors monitor academic and pastoral progress through learning conversations. When students know they are supported, they are empowered to be more engaged, which in turn leads to better outcomes for both learners and mentors.



SOCIAL & EMOTIONAL LEARNING

As part of our Learning Mentor curriculum, Social and Emotional Learning (SEL) supports students to become creative and confident individuals with a sense of self-worth, self-awareness and personal identity. This enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future.

On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.



Our approach:

In line with the Victorian Personal and Social Capability curriculum, Social and Emotional Learning at Catholic College Wodonga aims to develop knowledge, understandings and skills to enable students to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively

These skills are developed through several activities guided by a student's Learning Mentor across each term.

Learning Diversity

We are committed to helping every student learn.

Students come to Catholic College Wodonga with a wide range of backgrounds and experiences. We pride ourselves on our proactive approach to the learning needs of every student, with the full support of one of the best-resourced schools in the region.

Our Diverse Learning team works closely with teachers and Learning Mentors to best understand students' strengths and growth potential. We also employ specialists including speech therapists, occupational therapists and psychologists.



CAREER DEVELOPMENT

Advice, support and connections for students looking beyond Year 12.

Career development is one of the essential parts of student support. Students receive advice and transition support from our Career Education and Development Leader, Sandie McKoy.

Sandie is a professionally qualified practitioner with a background in career development, youth work, and youth case management. Sandie is here to offer assistance to students and families, backed by a department with strong connections to industry, vocational and higher education institutions, and apprenticeship centres.

ADF

Around 40 children in our school have parents working for the Australian Defence Force.

We are very aware of the unique educational needs these students have, partly due to their mobile lifestyle; when they move in and out of school, and when a parent is away from home due to deployment and training.

In conjunction with St Monica's Primary School, we access the Defence Transition Mentor Program, funded through the Department of Defence.

Taryn Hopper is our first point-of-contact for ADF families. She is available during most holiday breaks.

Apart from making the initial transition as seamless as possible, Taryn liaises with you for the duration of your time with our school.

Enrolling

Incomplete forms will not be accepted. Supplying an enrolment agreement is **NOT** a guarantee of acceptance.



ENROLLING PROCESS

- ☐ Read this Handbook
- ☐ Complete and lodge an enrolment agreement by Monday 24 May
- ☐ Supply a copy of birth certificate (essential) and baptism certificate at time of lodgement (if applicable)
- ☐ Pay a non-refundable application fee at time of lodgement
\$50 St Francis of Assisi, St Monica's, St Augustine's Primary
\$100 other schools
- ☐ Families will be notified by email to complete their booking for an interview by the end of May.
- ☐ Interviews will be conducted Tuesday 15 - Thursday 17 June via Zoom.



FEES

2021 all inclusive tuition fee

Year Level	Fee for 1 child	2nd child (20% disc)	3rd & subsequent child (50% disc)
Year 7	\$5,450	\$4,360	\$2,725
Year 8	\$5,450	\$4,360	\$2,725
Year 9	\$5,910	\$4,728	\$2,955
Year 10	\$5,910	\$4,728	\$2,955
Year 11	\$5,980	\$4,784	\$2,990
Year 12	\$5,980	\$4,784	\$2,990



DISCOUNTS, REFUNDS, LEVIES

Our sibling discount is currently 20% for the second child attending the College and 50% for the third and subsequent child(ren). Refunds do not apply to non-attendance at compulsory activities. Cost of optional tours/trips is not included e.g. Immersion trips to France and Japan, Condobolin, snow skiing etc. Non-refundable deposits apply to some of these activities.

A levy applies for Year 9-12 students undertaking an elective Outdoor Education subject.



ASSISTANCE

If you anticipate having difficulty paying your fees, please contact Tony Holt.

Our experience shows that by dealing with these concerns early, families experiencing financial hardship gain clarity around fees and fee payments, and have their concerns put to ease.

Enrolment Policy

Catholic education is intrinsic to the mission of the Church. It is one means by which the Church fulfils its role in assisting people to discover and embrace the fullness of life in Christ. Catholic schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children.

ENROLMENT CRITERIA

Catholic College Wodonga enrolls students in Year 7 to 12. In order for a student to be considered for a place at the College, an Enrolment Agreement must first be submitted by the Parent/Guardian of the child to the school. The Executive Team will consider each application for Enrolment, where Parents/Guardians have accepted the conditions outlined in the Enrolment Agreement, and make a determination in line with the order of priority below:

- a. The capacity of the College to accept students;
- b. Whether a sibling of the child is currently a student of the school or attends a CEW School
- c. Baptised Catholic children who are residents of the parish
- d. Baptised Catholic children who do not reside in the parish but are recognised as parishioners by the parish priest
- e. Baptised Catholic children from other parishes (for pastoral reasons)
- f. Children from non-Catholic Eastern churches who reside in the parish
- g. Children from non-Catholic Eastern churches who reside outside the parish
- h. Other Christian children who reside in the parish
- i. Other Christian children who reside outside the parish
- j. Non-Christian children who reside in the parish
- k. Non-Christian children who reside outside the parish

An offer will be made at the discretion of the Principal. If the need arises, the Principal may establish a waiting list with priority order.

ENROLMENT AGREEMENT

Our Enrolment Agreement is made publicly available through the Catholic College Website





**Catholic
College**
Wodonga

Life in Jesus

CATHOLIC COLLEGE WODONGA

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