



Catholic College

Wodonga **Life in Jesus**



Enrolment
2026

Principal's Welcome

At Catholic College Wodonga, we are committed to working with each individual to equip them with the skills and knowledge to confidently pursue a life of purpose and to achieve their goals. We understand that there are many pathways through education and our students are supported to identify and succeed in their chosen pathway.

We are a co-educational College with approximately 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.

We are proud to be known as a school that is welcoming to all. We promote values of courage, kindness and respect to provide learning opportunities in a supportive and engaging environment. Our students are part of a community known for spirit and innovation, where they experience belonging, involvement and endeavour every day.

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 our Catholic practices and rituals but by engaging in our local area and on a global scale through the Mercy values of hospitality, compassion and justice.

Our strong focus on learning and teaching ensures that we have a continued focus on developing innovative and informed pedagogies and approaches. We deliver learning experiences that allow each student to grow and develop on their own path as they work to achieve their personal excellence.

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



Lorraine Willis
Principal





**Catholic
College
Wodonga**
Life in Jesus

At Catholic College Wodonga, we live life in Jesus, echoing his example in our world.

We hold true to our Mercy traditions, being kind, courageous and respectful in all that we do and all that we are.

We are a spirit-filled, child safe educational community striving for excellence.

VISION AND IDENTITY

GRADUATE OUTCOMES

Our Graduates are:

- spiritually aware and curious to contemplate their faith.
- equipped with the skills and knowledge to confidently pursue a life of purpose.
- connected with community and equipped for a future as a respectful citizen of the world.

Our Graduates display these qualities by:

- serving others with kindness, courage and respect.
- being resilient individuals who are critical and reflective thinkers.
- being creative problem solvers and passionate lifelong learners who strive for personal excellence.

This school community promotes the safety, wellbeing and inclusion of all young people.



CATHOLIC IDENTITY

We commit to living lives of service in the image of Jesus, in our Catholic traditions.

We proudly live out our Catholic faith through our words and actions.

We build a community in which kindness, courage and respect are modelled and lived.



LEADERSHIP

We promote and model servant leadership.

We are visionary, reflective and courageous in our leadership.

We value and nurture individual strengths and talents.



LEARNING & TEACHING

We innovate and inspire with creative and engaging curriculum.

We foster learning and teaching opportunities that challenge and grow learners.

We collaborate and reflect to strengthen the learning and feedback cycle.



PASTORAL WELLBEING

We value and embrace all in our care.

We cultivate growth through academic, spiritual, social, personal, physical and cultural learning.

We provide pastoral care and support, allowing all to thrive in a child safe environment.



STEWARDSHIP OF RESOURCES

We consider the impact of our decisions and actions on our community.

We embrace sustainability and commit to a respectful relationship with our environment.

We acknowledge and engage with First Nations traditions, respecting the past, nurturing the present and honouring the future.

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 Religious Education classes are offered across all year levels, with some choice of additional related subjects in Year 10-12 (Youth Ministry/VCE Religion and Society/VCE Texts and Traditions/Called to Action/Living as a Christian Today). These subjects reflect the Source of Life curriculum as part of the Sandhurst Diocese. Many of these classes are taught in our RE centre at Nganala.

As a College 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 including Youth Ministry. In 2023, we opened the St Catherine Chapel as part of our Nganala campus, providing a sacred space for class and group masses, liturgies, prayer and reflection.

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

Catholic College Wodonga is committed to the FIRE (Friends Igniting Reconciliation through Education) Carriers initiative which has at its heart working for reconciliation with our First Nations people. We are registered as an EARTHCARE College reflecting our desire to bring about the goals established by Pope Francis as a response to his 2015 encyclical "Laudato Si: On Care for our Common Home".

Mercy Tradition



Catholic College is founded in the Mercy tradition. We are proud to uphold the values and example of Catherine McAuley who led the way in education. Her call to "always be a lamp, shining light to those around us" inspires us to use our gifts and talents to shine the light of mercy to those in our world.

The Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage are reflected in our work, our words and our deeds and they shape the fundamental principles of our School Wide Positive Behaviour work. In Catherine McAuley's words, we strive to always, "do ordinary things extraordinarily well" as we seek to positively impact our community and our world.

Why Catholic College

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 a large number of students each year achieve an ATAR of 90+ which places them in the top 9% of students across Victoria.

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

100% of our VCE/VM students went into further training or the workforce.

100% of our students are tracked into their chosen pathway whether that be apprenticeships, training, education or other full time employment.



POSITIVE RELATIONSHIPS

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 College continues to grow, so does our support network.



WHOLE SCHOOL BEHAVIOUR CURRICULUM

Calm and orderly classrooms that promote stronger learning do not happen by chance.

We explicitly teach our students the behaviours we expect them to display at Catholic College Wodonga. Fundamental to this is our Behavioural Curriculum, with a focus on fostering positive student-teacher relationships, and an emphasis on high expectations for student behaviour. Teaching and consistently reinforcing behavioural routines and having clear rules play a critical role in ensuring structured and predictable learning environments, where the mantra is calmer classrooms; stronger learning.



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 College as much more than students and teachers. Our College is not only welcoming to families of all backgrounds; we actively encourage the participation of families in College life.

Families are welcome to attend tours of our College throughout the year. 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

We don't believe in a one-size-fits-all approach. At Catholic College Wodonga, we provide pathways that 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 Reading Program as a part of our wider literacy plan is evidence of this research based approach alongside the implementation of our Literacy Specialist who works alongside staff and students to enhance learning outcomes across the College.

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

Catholic Education Sandhurst has implemented Magnify across all of the Diocesan schools. This approach to learning has a focus on explicit direct instruction incorporating neuroscience and the science of learning. All Catholic College Wodonga staff receive regular training around these approached with a strong commitment to the art of teaching to ensure best practice for our students.

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 understanding 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. Building consistent routines, expectations and practices in line with latest research on education is key at this stage of learning.

MIDDLE SCHOOL HIGHLIGHTS

- All Year 7 and 8 students are immersed in 'The Writing Revolution'. This approach to teaching literacy skills ensures all students are consistently exposed to essential literacy skills and techniques consistently each day.
- Year 7 students go to Harrietville to engage in outdoor activities such as canoeing, raft building, archery and mountain bike riding, as well as develop a sense of belonging and community with their fellow students.
- Year 8 students participate in a range of experiences to foster an appreciation of social justice, challenge and to contextualise learning to the individual. This involves a day trip within the local area to put learning into action.
- We foster an enjoyment of linguistics and an appreciation for countries overseas. Students are introduced to the basic geography and language of France or Japan, and to aspects of each nation's culture. We develop skills in listening, speaking, reading and writing.



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 understanding 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 up-to-the-minute machinery and equipment, support students through learning hands-on subjects.
- Students study an English text according to their own interests. These include a wide range of topics from texts related to war, dystopian worlds, fantasy and much much more.
- Essential lifesaving skills are taught on waterways such as the Murray River as part of our Open Water program.
- In Term 3, students attempt activities of their choice to help contextualise their learning. These experiences may happen in our local region or even further afield.

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 (Victorian Certificate of Education), VCEVM (Victorian Certificate of Education Vocational Major) or VPC (Victorian Pathway Certificate), our hope is that every student leaves as a critical thinker and a life-long learner.

VCE | VCEVM | VPC

The VCE is the academic pathway that is chosen if University is the aspiration. Vocational Education and Training (VET) is a course within all senior certifications that forms part of their qualification and helps to gain access to further nationally accredited courses. The VCEVM is the vocational pathway that is chosen if the student wishes to find work, an apprenticeship, traineeship or continue study at TAFE. The VCEVM and VPC have flexibility built into their programs which allows students to complete regular work placement, complete one or more subjects at the VCE level and achieve their qualifications.

Regardless of the pathway that is chosen, students are assured of a worldwide recognised qualification.

SENIOR SCHOOL HIGHLIGHTS

- Our VCE program offers choice from over 40 subjects, including an extensive range of Vocational Education and Training (VET) subjects.
- Potential for immersion in other cultures as a part of our Languages programs.
- “Live simply so others can simply live.” Youth Ministry students undertake a range of activities which place them in the shoes of others in solidarity, with the intent of creating a more just and inclusive world.



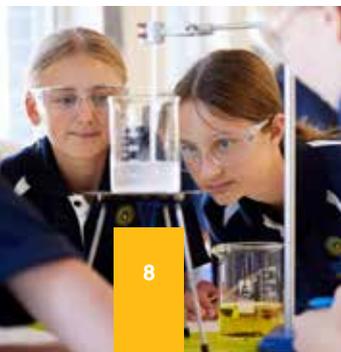
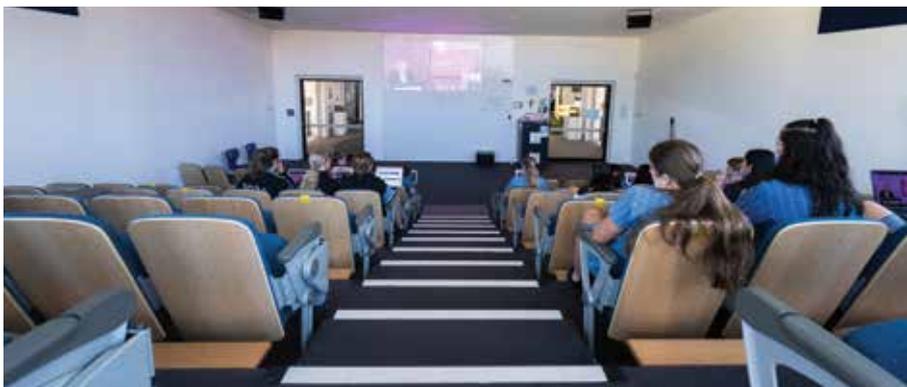
Magnify Sandhurst

At Catholic College Wodonga, we work as part of the Diocese of Sandhurst under the governance of Catholic Education Sandhurst Limited. As part of a system of schools, students and staff benefit from consistent approaches and initiatives that are in place for every student, every teacher, every school, every day.

Our diocesan approach is Magnify Sandhurst. This approach encompasses the best research-informed, evidence-based practices in contemporary education and sees us partner with some world-class practices.

Our focus on learning and teaching is informed by a low-variance, knowledge rich curriculum in partnership with Ochre. The pedagogical practice of educators is informed by a targeted coaching approach in partnership with Steplab and our learning environment is informed and shaped by learning routines in conjunction with the Knowledge Society. Each of these partnerships enriches our approach and allows each school within our diocese to benefit from shared wisdom, expertise and growth.

At Catholic College Wodonga, we are excited and proud to be a part of this wonderful educational approach that serves to benefit all our students in their learning outcomes.



Facilities

O'HAGAN CENTRE

A hands-on centre of learning

Fully equipped with up-to-date 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
- Building & Construction
- Metal Work
- Systems Engineering
- Hair & Beauty
- Allied Health

AQUINAS CENTRE

Learning through collaboration and independence

From the ability to blackout rooms for experiments, to students expanding on their science formulas via our whiteboard walls, the Aquinas Centre is a STEM (Science, Technology, Engineering & Mathematics) 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
- Physics
- Chemistry
- Ecology & Environment
- Psychology
- Physics of sport

MERCY CENTRE

A place just for final year students

The Mercy Centre is a purpose-designed 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
- career advisors

CATHERINE MCAULEY ARTS CENTRE

The arts precinct of our College

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 College's important celebrations and events, production and assemblies.

This space supports:

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

NGANALA RE CENTRE

Located on the Nganala Campus our Sacred Space primarily supports our Religious Education programme enabling students to engage in a variety of prayer and worship experiences. This sacred space provides students with an opportunity to develop their faith and connect with their God in individual and whole class settings.

The quietness of this space facilitates individual contemplative time to support student wellbeing, particularly in times of stress/sadness and/or hardship.

Central to our Nganala R.E. Centre is our Chapel. The Saint Catherine Chapel is our sacred space and is used for liturgies, class prayer services and other reflective activities. As a newly renovated area of the College, the Chapel provides cutting edge audio visual systems to allow for fully immersive experiences for our students and wider community.

Co-Curriculum

Opportunities to find new skills and reach new peaks.

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 are 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). The College is regularly represented by both individuals and teams across a range of sports and activities up to State level.

Programs and competitions:

- Health and Wellbeing Festival (including cross country)
- College swimming carnival
- College athletics carnival
- Mountain bike activities
- Lunchtime activities

MUSIC

Make some noise

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

In Year 7-8, Music is an elective focusing on learning basic practical/musicianship skills. 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 Contemporary or Repertoire Performance and can learn an instrument alongside our very talented instrumental staff.

Music opportunities:

- Multiple Vocal Ensembles
- Bands
- Choirs
- Concerts/School Assemblies
- Festivals
- Eisteddfods
- Open Mic



SOCIAL JUSTICE & OUTREACH

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

Our opportunities

- FIRE Carrier program
- Social Justice team
- Caritas Project Compassion
- RU OK? Day Celebrations
- Earthcare/Sustainability team



THE ARTS

Students develop self-confidence and empathy through embodying different characters from a variety of different plays and musicals. Their art is showcased to the wider community and they have the opportunity to display their 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. Students can see how their knowledge on Ancient Egypt contends with history buffs across the country, tailor their learning to their passion through our Pathways Program.

Our opportunities:

- Australian History Competition
- Australian Geography Competition
- National Youth Science Forum
- ICAS
- Public speaking and debating competitions
- Deakin University Accelerate Program



Student Engagement and Wellbeing

COMMUNITIES

It is through 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 celebrating together at assembly and Mass.

A Community Leader coordinates each Community and has oversight of all students in their Community.

The result is an energised College with a sense of connection, ownership and belonging.



LEARNING MENTORS

Know the student, know the learner.

Within every community there are eight Learning Mentor groups. Each student is allocated a Learning Mentor. Each Learning Mentor group consists of a vertical structure, meaning that there are students from each year level within the group.

Learning Mentors are your first point of contact for concerns or celebrating achievements. They are your child's advocate and monitor academic and pastoral progress through regular and meaningful conversations. The Learning Mentor will monitor your child's attendance, uniform, positive recognitions and minor infringements. 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.

YEAR LEVEL HUBS

Year Level Leaders and Assistant Leaders, are instrumental in meeting the academic, wellbeing and behavioural needs of the students in their cohorts. Year Level Leaders through strong relationships will know the students in their year level and will play a critical role in providing personalised behavioural and wellbeing supports.

Year Level Leaders support the staff capabilities within their stages of learning and are also responsible for responding/communicating cohort programs for learning (Tier 1 interventions). Families can expect communication with Year Level Leaders in events of minor and major behavioural incidents and year level academic initiatives (including camps).

WELLBEING HUB

The Wellbeing Hub will continue to house the school's sick bay, Wellbeing team, our Student Engagement Specialist, Inclusion Leader and Speech Pathologist. Students seeking additional support and Tier 2 and 3 interventions will utilise the staff and spaces in the Wellbeing Hub.



Student Support

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

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

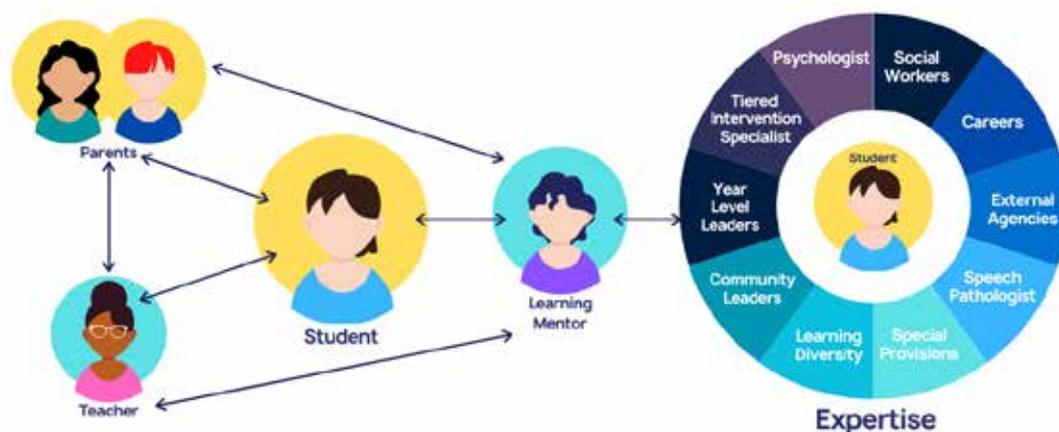
Our approach to wellbeing begins with a fully integrated team of professionals, who coordinate and provide a wrap-around model of support.



WELLBEING TEAM

From time to time students may need additional and more individualised support.

Our dedicated Wellbeing team consists of a Tiered Intervention Specialist's, College Psychologist and two Social Workers. They are specialised in responding to individual, specific needs, and linking in with external providers to ensure the best possible care of our students.



Our approach to supporting the wellbeing of our students through proactive practices is:

SOCIAL & EMOTIONAL LEARNING

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 SEL program is delivered predominantly through our Learning Mentor structure. It utilises the Rights, Resilience and Respectful Relationships program as well as lessons around our core values of Courage, Kindness and Respect.

POSITIVE LEARNING ENVIRONMENTS

The best curriculum in the world will not be impactful unless our school and classrooms are calm, ordered and safe. By adopting a behaviour curriculum we have not only defined the expected behaviours and values we would like to see within our school; but we explicitly teach these through regular routines. Routines are the building blocks of the classroom culture and must be taught not told.

A whole school approach to positive learning environments ensures that we are creating supportive spaces that foster the development of students' prosocial skills. Our students develop lifelong skills in the values of Kindness, Courage, and Respect. They are encouraged to embody these values not only within the College but also in the wider online and local communities, ensuring they carry these principles into all areas of their lives.

<i>We are</i>	IN LEARNING SPACES	IN SHARED SPACES	IN THE COMMUNITY	ONLINE
KIND	<ul style="list-style-type: none"> We are mindful of others' feelings We use positive words and body language We accept and support each other 	<ul style="list-style-type: none"> We look after ourselves and others We are polite We are inclusive We make sure everyone can use the space 	<ul style="list-style-type: none"> We care for our environment We are considerate of others 	<ul style="list-style-type: none"> We protect the privacy of ourselves and others We value the dignity of others
COURAGEOUS	<ul style="list-style-type: none"> We recognise and learn from our mistakes We hold each other accountable We try new things and do our best We ask questions and seek help 	<ul style="list-style-type: none"> We call out and act on unsafe behaviours We report damage or problems 	<ul style="list-style-type: none"> We embrace opportunities We are honest and trust ourselves We do what is right 	<ul style="list-style-type: none"> We report harmful content We know when to disconnect
RESPECTFUL	<ul style="list-style-type: none"> We are on time and prepared to learn We allow others to learn We leave the space clean and tidy We take responsibility for our learning 	<ul style="list-style-type: none"> We are safe We care for our spaces and our environment We use acceptable language We value personal space 	<ul style="list-style-type: none"> We understand our role We represent the College with pride We are positive role models 	<ul style="list-style-type: none"> We are positive, truthful and safe We think before we post We use school devices for learning We seek permission

Strength in Diversity

We are committed to helping every student learn.

Students come to Catholic College Wodonga with a wide range of backgrounds, languages and experiences. We celebrate this diversity as a strength in our College. 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.

DIVERSE LEARNING

Our Diverse Learning team works closely with teachers and Learning Mentors to best understand students' strengths and growth potential.

Our students also work with specialists including speech therapists, occupational therapists and psychologists.



ADDITIONAL LANGUAGE

Our specialised EAL (English as an Additional Language) program is coordinated by a specialist EAL teacher. We offer explicit Intensive English classes, in addition to specific individualised support for students who are new arrivals and require extra assistance. Our Multicultural support tutor guides families through Australia's education system and provides translation assistance.

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.

They are a professionally qualified practitioner with a background in career development, youth work, and youth case management. The Career Education and Development Leader 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.

Working alongside the Career Education and Development Leader is our Vocational Careers Specialist. This person specialises in the vocational pathways domain and works closely with students and their families to set up work experience, explore further study options and pursue employment opportunities that present.

ADF

A number of young people in the College 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.

Our Defence College Mentor, funded through the Department of Defence is our first point-of-contact for ADF families and is available during most holiday breaks.

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



FEES

2025 all inclusive tuition fee (including a new laptop in Year 7 and 10)

Year Level	Fee for 1 child	2nd child (20% disc)	3rd & subsequent child (50% disc)
Year 7	\$6,180	\$4,944	\$3,090
Year 8	\$6,180	\$4,944	\$3,090
Year 9	\$6,400	\$5,120	\$3,200
Year 10	\$6,400	\$5,120	\$3,200
Year 11	\$6,780	\$5,424	\$3,390
Year 12	\$6,780	\$5,424	\$3,390

* Year 12 only charged over 3 terms but payment plans can run over 4 terms

* Laptops remain the property of the College.



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. The cost of optional tours/trips is not included. Non-refundable deposits apply to some of these activities.

A levy applies for Year 9-12 students undertaking an elective Outdoor Education subject. Any additional levies will be listed on the enrolment application form. Our billing for fees is done on an annual basis however if a student departs during the school year we will assess a credit on a per term basis.



ASSISTANCE

If you anticipate having difficulty paying your fees, please contact the College Business Manager.

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.



Enrolling

CATHOLIC EDUCATION

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

ENROLMENT POLICY, PROCEDURE & FRAMEWORK

Catholic College Wodonga is part of Catholic Education Sandhurst Limited (CES Ltd). Primary and secondary schools in the Diocese of Sandhurst follow a policy, priority criteria and procedures that are underpinned by an Enrolment Framework.

Complete versions of the documents and Framework are available on the College website: www.ccw.vic.edu.au/forms-and-policies/

TWO ONLINE FORMS

There are two digital forms to complete: Stage 1 (S1) Enrolment Application and Stage 2 (S2) Transition Information. S1 can be accessed via the College website. S2 is distributed by the College after a review. Incomplete forms will not be accepted. Submission of forms is NOT a guarantee of acceptance.

Families are to ensure they have the following on hand prior to starting.

Stage 1 Enrolment Application	Stage 2
Student details Parent/carer details (all parties)	Emergency contacts x 2 (NOT a parent/carer)
Documents as pdf files. Other formats (jpg, png) CANNOT be uploaded.	
Baptismal certificate Birth certificate (legal, not commemorative) Court orders Credit or debit card (application fee) VISA	Current school reports x 2 NDIS (relevant sections) Learning assistance reports Specialist reports Subject Plan (Year 9-12)

The separate responsibilities of the College and families is outlined on page 22 of this guide. The dates are relevant to the main enrolment period, 1 - 27 March 2025.

Failure to submit any stage (and associated documentation) by the published deadline may impact the College's capacity to progress an enrolment, resulting in your application being placed in a late interview round - when fewer places are available.

Enrolment Procedure

FIRST ROUND OFFERS

The College experiences very high demand for places across all year levels. To be eligible for a first round offer, adhere to the published dates, i.e., S1 due **27 March 2025**.

OTHER ROUND OFFERS

To be eligible for later round offers, families follow the same process to different date deadlines. Transition Meetings are scheduled throughout the year.

LATER ROUND OFFERS

To be eligible for later round offers, families follow the same process to different date deadlines. Transition Meetings are scheduled throughout the year.

- Round 2 offers, where less places are available: Monday 1 September.
- Round 3 offers, with limited places available: Monday 10 November.
- Round 4 offers, if available: late January 2026. A Term 1 start is not guaranteed. It may be for Semester 2.

LATE APPLICATIONS

Applications submitted after 27 March and throughout the year are processed according to the administrative and academic priorities of the College at that time. Late applications will be considered in line with the policy, procedures and capacity to support the student.

Families applying in October-December may be ineligible to attend the Term 4 Commencement Program (Monday 8 - Tuesday 16 December), which represents the start of the 2026 curriculum for Year 8-12 students.





Enrolment Process for a Round 1 Offer

DUTY	PROCESS	DUE DATE
TERM 1		
College	Enrolment Pack available	Friday 28 February
College	Enrolment 2026 period opens. Online via www.ccw.vic.edu.au/	Friday 28 February
	Open Day 3.30 - 6.00pm	Tuesday 3 March
Parent / Carer	Submit an 'Enrolment Application' by the due date. This includes a non-refundable fee at time of lodgement: <ul style="list-style-type: none"> • \$55 St Francis of Assisi, St Monica's, St Augustine's Primary schools. • \$110 other schools. 	Last day applications can be considered for a Round 1 interview. Thursday 27 March
College	Notify family in writing of enrolment status. A decision is made by the Principal after considering capacity and priority criteria. The College may offer waitlist status dependent upon when the application is received during the academic year.	Tuesday 1 April - Thursday 25 April
TERM 2		
Parent / Carer	Accept the enrolment status by submitting an 'S2 Transition Information' form. This includes supplying specific health/other needs, details and information for commonwealth/state compliance.	Tuesday 1 April - Thursday 25 April
College	College confirms via email receipt of S2. Notify family to attend a transition meeting to determine what is in the student's best interests, along with reasonable adjustments (if any) to accommodate.	Tuesday 4 March - Monday 5 May
Parent / Carer	Book a transition meeting: online system opens.	Friday 9 May
Parent / Carer	Final day to book a transition meeting: online system closes.	Friday 16 May
	Transition meetings conducted.	Monday 19 - Friday 23 May
College	Review: taking into consideration applicable disability standards/ legislation, the ability to make reasonable adjustments, and where applicable the CES Ltd Enrolment Criteria. If applications exceed places available, the Principal may seek recommendations from an Enrolment Panel to determine which students are offered a place. If the need arises, they may establish a wait list. While an Enrolment Panel makes recommendations, the ultimate decision rests with the Principal.	May - June
College	Notify family in writing of the enrolment decision. If successful, the enrolment is deemed as complete.	Thursday 19 June
TERM 4		
	Commencement Program: 2026 curriculum begins.	Year 8-12 (2026) Monday 8 December
	Commencement in 2026	Year 7 Thursday 29 January 2026

Enrolment Criteria

Catholic College Wodonga operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Ltd), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. The Enrolment Criteria is part of the Enrolment Policy which is available at ceosand.catholic.edu.au and ccw.vic.edu.au/forms-and-policies/

Where enrolment applications exceed the positions available at the school, the following enrolment criteria will be applied by each Sandhurst Catholic school in making an enrolment offer.

Each Sandhurst Catholic school will consider its capacity to accept students, taking into consideration the local context and the school's ability to make reasonable adjustments to ensure the enrolment is possible.

SECONDARY SCHOOLS

Priority 1: Children baptised in the Catholic faith, who have completed primary education at a Catholic primary school and who live in the designated region which the Catholic secondary school serves.

Priority 2: Children baptised in the Catholic faith from other regions where the designated school has no vacancies.

Priority 3: Siblings of other children currently enrolled who are not baptised in the Catholic faith who, with their parents, respect and agree to support the Catholic mission of the school including the Religious Education it offers for their children.

Priority 4: Children of other Christian Churches and other faith traditions who have completed primary education in a Catholic parish primary school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the Religious Education it offers for their children.

Priority 5: Children who have completed primary education in a Catholic parish primary school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the Religious Education it offers for their children.

Priority 6: Children of other Christian churches and faith traditions who have completed primary education in a Christian primary school or another faith-based school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for them.

Priority 7: Children of other Christian Churches and faith traditions who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for them.

Priority 8: Children who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for them.





Catholic College

Wodonga **Life in Jesus**

1 Bowman Court, Wodonga, 3690

T: 02 6043 5500 E: enrolment@ccw.vic.edu.au

ccw.vic.edu.au